

DVE

Campus Improvement Plan

2007-08

DEL VALLE ELEMENTARY

CAMPUS IMPROVEMENT PLAN
2007-2008

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Introduction

Del Valle Elementary school opened its doors for the first time in September of 2002. With the ever changing community the enrollment varies between 690-720. The community borders the Bastrop county line to the east. The campus offers bilingual education, special education, and Dyslexia to those students who qualify. Other intervention programs include gifted and talented, ESL, tutorials and a behavior program.

Students

As new students enter it is the responsibility of the school to help the new student adjust to the district.

Student Strengths:

Students do well with hands on connected learning and are adjusted well. Discipline problems continue to be minimal and the attendance was good.

Student Academic Summary Points and Needs:

Mathematics/Science

* Math TAKS scores continue to improve toward a recognized level. The schedules will be adjusted to provide additional instruction time, as well as staff training on problem solving and critical thinking.

*Fifth grade Science TAKS scores indicated movement up to a recognized level. Schedules continue to provide for departmentalized instruction for students. The objective is to provide more focused science curriculum and supportive, connected hands on activities.

Reading/Writing

*The campus' TAKS scores for Reading, overall show move into the recognized level. Focus will continue to provide training for staff to benefit the students. The Accelerated Reading program will continue with an emphasis on a more board range of literature. With so many of our students being second language learners, reading will continue to include an emphasis on vocabulary development.

* The Writing TAKS scores show a slight improvement, still in the recognized zone. Students will be provided with curriculum to meet or exceed standards.

Staff

*The staff is team minded and works diligently to provide students with positive learning opportunities. Highly qualified teachers will carry out the instructional program. Only teachers who are certified by the state to teach the subjects/grade level to which they are assigned will be hired by the school. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

*With the intent to provide the best education for the students, the CAT identified training in math, science, and TAKS strategies as important staff development areas of focus.

Parental/Community Involvement

Parent involvement is important to the success of an instructional program. On the campus of Del Valle Elementary, parents are involved through daily assignment books or logs, conferencing, and field trips. They also have been and will continue to be invited to nightly academic events such as, back to school-meet the teacher, grade level specific TAKS information nights, Math-Science night, library nights, and Science fair. Other supportive programs which provide parent support are Choir, Art Club, Jump Rope Team and Chess.

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

Correlates with:

State Goals			
1) Performance - English			
State Objectives			
2) Student Potential	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	3) Highly Qualified Staff	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	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:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Reading (Spanish)**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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Strategies

Goal 1 - Strategy 1		Reading/Language Arts												
Leader(s): Campus Admin Leader Progress Report Dates: None		Brief Description: The district will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of Del Valle students are expected to pass the TAKS Reading/Language Arts test by 2013-2014.										Evaluation Benchmark:		
Resources Required: Title I State Local Federal		FTE's Required: Number of FTE's: None Cost: None			Source of Funds: None								Amount \$0.00 <hr/> \$0.00	
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Disaggregate TAKS test results from the 2006-2007 school year and ongoing benchmarks to identify students needs.	Campus Administrators Department of C&I	X	X	X	X	X	X	X	X	X	X			Identified objectives Disaggregated score charts
Continue a system for early identification of reading deficits to address all student populations and create a system for monitoring ongoing student progress from year-to-year according to identified trends	Campus Administrators Department of C&I	X	X	X	X	X	X	X	X	X	X			Formative: Teacher-made Benchmark tests Summative: Passing rates on TAKS Reading test Dibels
Continue to monitor and evaluate methods of intervention for all students including but not limited to Class Size Reduction, Content Mastery, Orton-Gillingham Based Reading Program for Dyslexia, Special	Campus Principal or Designee	X	X	X	X	X	X	X	X	X	X			List of students identified and placed in special programs

Goal 1 - Strategy 1		Reading/Language Arts												
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	p	a	u	l
		g	p	t	v	c	n	b	r	r	y	n	l	
Education, tutoring, RTI, Learning Labs														
Continue to provide extended learning times for students through after school, weekend, and summer programs with adequate transportation if possible.	Campus Prin, Head Tutor, Depart of C&I	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher-made Benchmark tests Summative: Passing rates on TAKS
Ongoing assessments and benchmarks will be place at all levels.	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Teacher-made benchmarks at each grade level Benchmark Test Results and State Testing Results
Special populations,(migrant, bilingual/ELL, special education, dyslexic and gifted) have special needs that will be addressed through instructional strategies designed to meet their special needs.	LPAC,ARD,504 Committees,G/T Coord, Campus Prin,BE?	X	X	X	X	X	X	X	X	X	X	X	X	Formative: LPAC Minutes, Student IEP's, 504 Forms, TAKS Results, Number G/ Identified, Teacher Made Benchmarks Summative: Passing rates on TAKS, TELPAS
Utilize district data banks that interface historical testing data with local campus benchmark information. (AEIS-IT)	Depart of C&I Campus Admin	X	X	X	X	X	X	X	X	X	X	X	X	AEIS-IT data reports Training sessions (sign-in sheets)
Continue district focus on high cognitive reading skills such as: summarization, generalization, vocabulary and integration of content specific vocabulary.	Depart of C&I Campus Prin	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher-made Benchmark Tests Summative: Passing rates on TAKS
Assess, identify and provide ongoing intensive instruction for students at risk of failing the Reading TAKS. Parents of at-risk students will be notified of the child's status	Depart of C&I, Campus Prin, Head Tutor, LPAC	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Tutoring schedules List of strategies and students served

Goal 1 - Strategy 1		Reading/Language Arts													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	e	c	o	e	a	e	a	r	p	a	y	n	l
and necessary intervention.														Summative: Passing rates on TAKS	
A collaborative team of elementary teachers will continue to develop reading benchmarks and curriculum to help prepare students for TAKS reading.	Depart of C&I, Campus Prin, GLL, Dept Chair	X	X	X	X	X	X	X	X	X	X	X		Formative: Teacher-made Benchmark Tests Summative: Passing rates on TAKS	
Provide assessment and special programs as needed for students new to the district.	Depart of C&I Campus Prin	X	X	X	X	X	X	X	X	X	X			Formative: Teacher-Made Benchmark Tests Summative: Passing rates of TAKS	
Provide special population training for staff in ESL and gifted instructional strategies to meet the needs of all students in the general class settings.	Campus Adminstrators	X	X	X	X	X	X	X	X	X	X	X		Formative: LPAC Minutes, Student IEP's, 504 Forms, TAKS Results, Number G/T Identified, Teacher Made Benchmarks Summative: Passing rates on TAKS TELPAS	

Goal 2: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.

Correlates with:

State Goals			
2) Performance - Mathematics	3) Performance - Science		
State Objectives			
2) Student Potential	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	3) Highly Qualified Staff	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
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 Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Strategies

Goal 2 - Strategy 1		Mathematics and Science													
Leader(s): None		Brief Description: The district will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100 % of Del Valle students are expected to pass the TAKS MATHEMATICS and SCIENCE test by 2013-2014.										Evaluation Benchmark:			
Leader Progress Report Dates: None															
Resources Required: Campus Budget		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	Evaluation	
Provide tutoring after school and/or Saturdays. Using diagnostic and prescriptive interventions as well as peer tutoring. Response to intervention plus extended school opportunities.	Each grade level and Dept. Reps Teacher	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Tutoring schedules List of students served Summative: Passing rates on TAKS Sign in sheets	
Provide differentiated instruction training for staff to meet the needs of all students in the general class setting.	Campus Admin,C & I Consultants	X	X	X	X	X	X	X	X	X	X	X	X	Training sessions with sign-in sheets, Increase ESL/GT certifications All students including student groups will improve performance in class and on test scores	

Goal 2 - Strategy 1 Mathematics and Science															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	e	c	o	e	a	e	a	r	a	y	n	l	
		g	p	t	v	c	n	b	r	r	y	n	l		
Continue efforts in aligning vertically as well as horizontally math and science curriculum.(GT,tutorials,resource)	Campus Administrators, GLL,District Consultants	X	X	X	X	X	X	X	X	X	X			Schedule of meetings Sign-in sheets Establish district wide benchmarks incrementally K-6	
Emphasize Math and Science vocabulary across throughout all instructional areas	Teachers,GLL,Consultants,Dept Reps	X	X	X	X	X	X	X	X	X	X			A collaboratively developed list of math and science terms to be used in all subject areas made available to call campuses	
Continue to utilize current data to monitor and identify students' area of need as well as to identify performance trends.	Testing Coord,GLL,Teachers,Consultants,Principals	X	X	X	X	X	X	X	X	X	X			Formative: AEIS-IT data reports Summative: Passing rates on TAKS	

Goal 3: The instructional focus of the district will result in all students groups making annual improvement toward exemplary status.

Correlates with:

State Goals			
1) Performance - English			
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	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
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 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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 3 - Strategy 1		Writing													
Leader(s): None Leader Progress Report Dates: None		Brief Description: The district will make measurable progress toward reaching exemplary status(>90% passing) for all Del Valle students on the TAKS WRITING test.										Evaluation Benchmark:			
Resources Required: District Staff Development Budget		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	Evaluation
Computers will be available to students for research, including Internet access and interactive software, publishing, revising, first draft writing and remediation.		Technology Teacher, Principals	X	X	X	X	X	X	X	X	X	X	X	X	Number of computers available Computer lab sign-in sheets Student work
Continue to Implement effective instructional techniques and strategies for writing skills throughout all content areas to target all students.		Depart of C&I,Prin,GLL, Dept Rep	X	X	X	X	X	X	X	X	X	X	X	X	Grade level minutes Sign-in sheets Lesson plans
Investigate opportunities to publish student work as an incentive and as a student work as an incentive and as a means of showing recognition for student writing efforts.		Department of C&I,Principals	X	X	X	X	X	X	X	X	X	X	X	X	Published Work

Goal 3 - Strategy 1 Writing														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
A collaborative team of elementary teachers will meet with the district consultant to develop writing benchmarks and curriculum to help prepare students for TAKS Writing.	Prin,GLL, Depart of C&I, Consultant	X	X	X	X	X	X	X	X	X	X			Formative: Teacher-Made Benchmark Tests Summative: Passing rates on Writing TAKS
Provide training for staff in differential instructional strategies to meet the needs of all students in the general class setting including special populations.	Campus Admin,Sped Staff,Bil/ESL Coord,Dept of C&I	X	X	X	X	X	X	X	X	X	X			Number of staff participating Number of staff certified
All non-core teachers will integrate TAKS writing objectives into non-core curriculum	Prin,Dept Chair, Elem GLL,Non-core subject teach	X	X	X	X	X	X	X	X	X	X			Monitor writing components in all non-core curriculum assignments through lesson plans & teaching materials
Continue to provide extended learning times for students through after school, and pullout interventions with adequate transportation if possible.	Prin,Head Tutor, C&I, Transportation, Teachers	X	X	X	X	X	X	X	X	X	X			List of students served Tutorial schedules
Integrate content specific vocabulary through writing lessons.	Campus Prin, Teachers	X	X	X	X	X	X	X	X	X	X			Formative: Teacher made benchmark tests Summative: Passing rates on TAKS

Goal 4: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.

Correlates with:

State Goals			
4) Performance - Social Studies			
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	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	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
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		

Strategies

Goal 4 - Strategy 1		Social Studies													
Leader(s): None		Brief Description: The district will make measurable progress toward reaching exemplary status(>90% passing) for all Del Valle students on the TAKS SOCIAL STUDIES test.										Evaluation Benchmark:			
Leader Progress Report Dates: None															
Resources Required: Campus Budget		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	Evaluation	
Continue collaboration between grade levels to facilitate the integration of social studies into the elementary, junior high and high school curriculum.	Depart of C&I,GLL	X	X	X	X	X	X	X	X	X	X	X			Staff Development Sign-in sheets Lesson Plans
Integrate Social Studies content and vocabulary in Language Arts	GLL,Prin, Depart of C&I, Teachers	X	X	X	X	X	X	X	X	X	X			Lesson plans Staff development sign-in sheets	
Disaggregate TAKS test results from the 2007 and ongoing benchmarks to identify student needs.	Department of C&I Campus Administrators	X	X	X	X	X	X	X	X	X	X			Disaggregated score charts/ reports Identified objectives	
Provide special populations training for staff in instructional strategies to meet the needs of all students in the general class setting		X	X	X	X	X	X	X	X	X	X			Number of staff participating Number of staff	

Goal 4 - Strategy 1		Social Studies													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	e	c	o	e	a	e	a	r	a	u	u		
		g	p	t	v	c	n	b	r	r	y	n	l	certified	

Goal 5: The instructional focus of the campus 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			
1) Partnering Parents with Educators	3) Dropout Prevention	5) Prepare Students	6) School Personnel
7) Student Performance			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	5) Professional Staff
6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Indicator: TAKS Reading**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Reading (Spanish)

Grade: 4	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Math (Spanish)

Grade: 4	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)

Grade: 4	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 5 - Strategy 1 Attendance

Leader(s): None	Brief Description: 98% average daily ATTENDANCE will be recorded district-wide.	Evaluation Benchmark:
Leader Progress Report Dates: None		

Resources Required: Campus Budget	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		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 of the districts' policies and procedures for attendance during the first month	Assist Princ,Attendance Clerk/Officers,Com Liaison	X	X	X	X	X	X	X	X	X	X			Student and Parent Handbooks/Newsletter/ assembly records
Beginning of the school year, district procedures and guidelines for attendance will be followed and monitored regularly with letters automatically generated.	Attendance Clerks and Officers	X	X	X	X	X	X	X	X	X	X			Number of letters/input from attendance officers Maintain/increase student attendance Increase in student promotions
Determine causes of poor attendance at each campus and obtain suggestions from parents, students, staff and school nurse and attendance clerk.	Assistant Principals	X	X	X	X	X	X	X	X	X				Attendance records Maintain/increase student attendance

Goal 6: The instructional focus of the district 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			
1) Partnering Parents with Educators	3) Dropout Prevention	5) Prepare Students	6) School Personnel
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	5) Professional Staff
6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Indicator: TAKS Reading**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading

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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading

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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math

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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Reading (Spanish)**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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Math (Spanish)**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	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 6 - Strategy 1		Dropout												
Leader(s): None	Brief Description: The district DROPOUT rate will be 0%.	Evaluation Benchmark:												
Leader Progress Report Dates: None														
Resources Required: State Local Federal District Campus Budget	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	Evaluation
Provide in school and extended day TAKS tutoring	Principal, Department Chair, Head Tutor	X	X	X	X	X	X	X	X	X	X	X		District leaver statistics by ethnic group Lists of students served
Continue to circulate the no show list to all DVISD campuses and to adjoining school districts to determine if students are enrolled in other schools.	Attendance Officers Campus Principal	X	X	X	X	X	X	X	X	X	X	X		District leaver statistics by ethnic group
Campus registrars will follow procedures to ensure information is accurate and a statement of intent signed by parent/guardian is on file for every student leaving the district.	Attendance Clerk, Counselors, Campus Administrators	X	X	X	X	X	X	X	X	X	X	X		District leaver statistics by ethnic group

Goal 6 - Strategy 1 Dropout		A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Students will be provided information on career opportunities through Campus Career Fairs for 6th grade and offer career awareness training K-6	Campus Admin,Counselors, Teachers	X	X	X	X	X	X	X	X	X	X			Schedule of career fairs Attendance at career fairs Number of students participating Schedule of training sessions
Make home visits to students identified as leavers, and encourage those students to attend school	Attendance Officer	X	X	X	X	X	X	X	X	X	X			District leaver statistics by ethnic group and attendance records
Collaborate with Jr. High to conduct student workshops to facilitate student entry and transition into Jr. High	Campus Admin, Counselors	X	X	X	X	X	X	X	X	X	X			Number of students participating Schedule of workshops/retreats

Goal 7: The instructional focus of the district 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			
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	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
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:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Reading (Spanish)**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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Math (Spanish)**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	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 7 - Strategy 1		Student with Disabilities													
Leader(s): None	Brief Description: The district will make measurable progress to ensure that all students with disabilities in grades 3-6 are assessed with TAKS-ALT and no more than 2% are assessed with TAKSM	Evaluation Benchmark:													
Leader Progress Report Dates: None															
Resources Required:	FTE's Required:	Source of Funds:										Amount			
State	Number of FTE's: None	None										\$0.00			
Local	None											\$0.00			
Federal	Cost: None														
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Provide staff development on ARD committee decisions for : A. least restrictive environment in a general education classroom B. Instructional accommodations/modifications to assure progress toward TEKS and for the selection of appropriate newly developed state testing instruments C. Staff development for special education personnel to address new guidelines for the identification of students with specific learning disabilities.	Dept Sp Ed, Sp Ed, Dept Ch, Assess staff, Test Coor	X	X	X	X	X	X	X	X	X	X	X	X	Requirements of Federal/State Law in regard to these programs Staff Development sign-in sheets No more than 3% of special education students are tested with TAKS-ALT and TAKS-M	
Monitor and refine system to implement the Response to Intervention (RTI) for at risk	Dept Sp Ed, Dept C&I, Prin, Assess Staff	X	X	X	X	X	X	X	X	X	X	X	X	TAKS Testing Database information	

Goal 7 - Strategy 1		Student with Disabilities												
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
students.														regarding compliance requirements of Federal/State laws in regard to these programs.
A continuum of specifically designed instructional services to support students with disabilities in the general education curriculum	Dept of Special Ed., Principals, Teachers	X	X	X	X	X	X	X	X	X	X			TAKS Testing on level Database information regarding compliance requirements of Federal/State Laws in regard to these programs.

Goal 8: The number of parents actively participating in school-related activities will increase annually.

Correlates with:

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	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	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			
7) Strategies for Parental Involvement			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	5) Professional Staff
6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions	10) Federal, State, and Local Programs

Indicator: TAKS Reading**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Reading (Spanish)**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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Math (Spanish)**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	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 8 - Strategy 1 **Parent Participation**

<p>Leader(s): Campus Administration</p> <p>Leader Progress Report Dates: None</p>	<p>Brief Description: The District will increase efforts to promote improved district/community communications.</p>	<p>Evaluation Benchmark:</p>
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<p>Resources Required: School's Budget</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	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Marquis/banner/billboard to advertise back to school registration and dates to start school	Principals, Director of Communications	X	X	X	X	X	X	X	X	X	X			Documentation by "responsible person" Sample of the product
Campus newsletter to go home with students to keep informed.	Principal, Newsletter Committee	X	X	X	X	X	X	X	X	X	X			Documentation by "responsible person" Sample of the product
Grade speed - parents will see grades 1-6 on-line	Principals & Teachers & Technology	X	X	X	X	X	X	X	X	X	X			Documentation by "responsible person" Sample of the product
Web site-stay updated with important information for the district.	Dir of Communications, Technology													Documentation by "responsible person" Sample of the product(Mac Friendly)

Goal 9: The number of parents actively participating in school-related activities will increase annually

Correlates with:

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	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	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 - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	5) Professional Staff
6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions	10) Federal, State, and Local Programs

Indicator: TAKS Reading**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math

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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Reading (Spanish)**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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Math (Spanish)**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	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 9 - Strategy 1 **Parents Participation**

Leader(s): None	Brief Description: Parents will be provided a variety of opportunities to be involved in district activities	Evaluation Benchmark:
Leader Progress Report Dates: None		

Resources Required: Trainer Title IV SCE Campus Budget	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Grade speed-provide training for parents on how to use...	Campus Principal, Attendance clerk	X	X	X	X	X	X	X	X	X	X			Letter to parent
Committees that allow parents to be active members	Campus Principals	X	X	X	X	X	X	X	X	X	X			Sign in sheet List of committees/members LPAC
Superintendent chat each school zone twice a year	Campus Principals, Dir of Commun, Superintendent	X	X	X	X	X	X	X	X	X	X			Sign in sheet Schedule of Superintendent chats
Provide TAKS strategy in-services, grade	Teachers, Campus	X	X	X	X	X	X	X	X	X	X			Sign in sheet

Goal 9 - Strategy 1 Parents Participation														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	p	a	y	
		g	p	t	v	c	n	b	r	r	y	n	l	
appropriate, for parents will in advance of testing date. (Coffee Chats, Parent Night, TAKS night)	Admin Counselors													
Provide varied volunteer opportunities for parents. Parents may volunteer during the day as well as complete volunteer projects at home.	Classroom teachers	X	X	X	X	X	X	X	X	X	X	X	X	List of opportunities Sign in sheets
Bilingual Coordinator will meet with each campus principal and community liaison to work on how to include Spanish speaking parents' involvement.	Bilingual Coor, Campus Principal, Community Liaison	X	X	X	X	X	X	X	X	X	X	X	X	Recommendations on how to involve parents at each campus Schedule of activities/sessions Sign-in sheets
Develop and maintain a Parental Involvement Program to help parents become aware of how to positively affect the leaver rate in all levels by utilizing monitored tutorials & monitoring attendance	Community Liaisons, Principals, Attendance Officers	X	X	X	X	X	X	X	X	X	X	X	X	Parent attendance at meeting Sign in sheets
Campus events with sign in for recreation.	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Sign in sheets Schedule of events
Campus events with sign in to inform parents about educational and behavioral expectations.	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	Sign in sheet Schedule of training sessions

Goal 10: The district shall recruit, train and retain a professionally competent and highly motivated faculty and staff.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	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 - 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	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Indicator: TAKS Reading**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading

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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Reading (Spanish)**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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Math (Spanish)**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	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 10 - Strategy 1 "Highly Qualified"																		
Leader(s): None		Brief Description: 100% of Del Valle ISD teachers shall be "Highly Qualified" by 2005-2006 as required by the No Child Left Behind Act of 2001.					Evaluation Benchmark:											
Leader Progress Report Dates: None																		
Resources Required: District Budget		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	Evaluation	
					g	e	c	o	e	a	e	a	p	a	u	u		
Develop policies and procedures to be followed in the hiring of paraprofessionals and professionals that ensure all new hires meet No Child Left Behind requirements.		Campus Principals GLL			X	X	X	X	X	X	X	X	X	X			100% of new hires will be Highly Qualified Highly Qualified summary sheet in Skyward and & ERMA 100% of Highly Qualified Teachers (TEA Annual Survey) on the State & Federal Report	
Develop policies procedures and follow through activities to ensure meeting No Child Left Behind requirements for existing paraprofessionals and professionals.		Ex. Dir. Of HR,Campus Principals, C&I			X	X	X	X	X	X	X	X	X	X			Staff will receive monthly electronic newsletter	

Goal 10 - Strategy 1 "Highly Qualified"															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	e	c	o	e	a	e	a	r	a	y	u	l	
Enhance staff morale by providing district-wide & campus wide communication that focuses on recognized campus and individual achievements and contributions to reaching district goals.	District Admin,Campus Principals, Dept Chair	X	X	X	X	X	X	X	X	X	X	X			Staff will receive monthly electronic newsletter
Provide campus opportunities for mentoring all new first year teachers with emphasis on content area teachers	Ex Dir. Of HR, C & I	X	X	X	X	X	X	X	X	X	X	X			Opening are posted as they occur and are authorized Pool of applicants reflect diversity Salary schedules posted

Goal 11: The district shall recruit, train and retain a professionally competent and highly motivated faculty and staff.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	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 - 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	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Indicator: TAKS Reading**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Reading (Spanish)

Grade: 4	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Math (Spanish)

Grade: 4	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)

Grade: 4	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 11 - Strategy 1 Employees' job			
Leader(s): None	Brief Description: Improve employees' job satisfaction and retention.	Evaluation Benchmark:	
Leader Progress Report Dates: None			
Resources Required: District Budget	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			

Goal 12: 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			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	9) Instructional Techniques
10) Technology			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
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:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Reading (Spanish)**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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Math (Spanish)**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	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 12 - Strategy 1															DVISD technology plan														
Leader(s): None			Brief Description: The district 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 \$0.00																	
Timeline																													
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J	Evaluation												
					g	e	c	o	e	a	e	a	r	r	y	n	l												
Continue meetings of district technology committee made up of members representing each campus technology committee, focusing on adequate staff to support technology, technology for data needs and technology training, and strategic technology planning, including funding options.		District Tech Committee, Campus Tech Rep.			X	X	X	X	X	X	X	X	X	X	X	X	X	One member of each campus committee will represent his/her campus at district technology committee meetings. Each campus representatives create long-range goals and mission statements through regular meetings. Goals will be reported to a district technology committee.											
We will update the technology plan based		District Tech			X	X	X	X	X	X	X	X	X	X	X	X	100% of campuses will												

Goal 12 - Strategy 1 DVISD technology plan														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
on outcomes of STaR survey, with emphasis and focus on student success on academic success.	Com.,Campus Tech Rep.													advance one level or maintain at the highest level on STaR Chart. Current and updated technology plan for each campus.
Utilize the technology curriculum for K-6, Easy Tech by following the district technology TEKS implementation plan.	Technology staff	X	X	X	X	X	X	X	X	X	X			

Goal 13: Del Valle Elementary will maintain a safe a discipline environment for all students, staff and visitors on all school sites.

Del Valle Elementary will provide quality facilities that are welcoming and accomodating for all students and staff.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	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	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	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:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008

Indicator: TAKS Math

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008

Indicator: TAKS Reading (Spanish)

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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	2008

Indicator: TAKS Math (Spanish)**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	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 13 - Strategy 1 Positive Impact Health and Safety														
Leader(s): None		Brief Description: The campus will implement programs and activities that have a positive impact on student health and safety.					Evaluation Benchmark:							
Leader Progress Report Dates: None														
Resources Required:		FTE's Required:			Source of Funds:						Amount			
Maintenance Request		Number of FTE's: None			None						\$0.00			
District Budget		None									\$0.00			
Cost: None														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Determine causes of poor attendance at each campus to include health issues.	Campus Princ, Attendance Officers, Nurse	X	X	X	X	X	X	X	X	X	X			Attendance Records
Provide staff and student education to help improve conflict resolution, positive discipline management, and violence bullying prevention and improve self-responsibility, suicide prevention and dating violence on school ground, in school vehicles and in schools.	Campus Principals, Department of C&I	X	X	X	X	X	X	X	X	X	X			Schedule of training sessions Sign in sheets Decrease number of office referrals related to student conflict. Increase number of staff trained.
Encourage departments and campuses to develop wellness plans for their employees	Campus Principals, C.A.T.C.H. committee	X	X	X	X	X	X	X	X	X	X			Healthy staff. Wellness plans C.A.T.C.H.

Goal 13 - Strategy 1 Positive Impact Health and Safety														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	i	
Participate in health related studies.	Principals	X	X	X	X	X	X	X	X	X	X			Receive research results related to our community. Healthier students and families.
Disaster emergency plans should be reviewed and updated annually.	Asst. Prinicipals	X	X	X	X	X	X	X	X	X	X			Each Campus will have a disaster plan which will improve student, staff and visitor safety.
On-going health education and training plans(such as CPR, AED, etc.) should be established.	Campus Principals	X	X	X	X	X	X	X	X	X	X			Staff will be prepared for emergencies
Worker's comp- look at accidents and why they happen- develop plans to make changes in this. Safety training.	Principal	X	X	X	X	X	X	X	X	X	X			Reduction in district worker's comp. cost Sign in sheets
Continue district wide school health advisory council (S.H.A.C.) to address district and community health issues (i.e. promote excellence in nutrition and increased physical activity)	Dir of Health Ser,Nurses, Camp. CATCH,CATCH Comm.	X	X	X	X	X	X	X	X	X	X			Healthy students' data gathered and recorded. All elementary campuses participating Fitness Gram 3-6 grade
Procedures are in place to provide a welcoming, clean and accommodating environment with emphasis on preventing communicable diseases.	Prin,Com Liaisons,Asst Prin,Staff,Nurse,Custodi ans	X	X	X	X	X	X	X	X	X	X			Visitors are greeted promptly Campus is clean, safe and attractive
Continue to evaluate and identify the needs for additional facilities and maintenance capabilities to support the campus and meet the needs of our growing population.	Principals, Head Custodian	X	X	X	X	X	X	X	X	X	X			Adequate facilities that are welcoming and accommodating for all students.
Implement student code of conduct,	Principal, Asst. Principal	X	X	X	X	X	X	X	X	X	X			Provide the revised

Goal 13 - Strategy 1 Positive Impact Health and Safety														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
including new Chapter 37 bullying, harassment, dating violence and violence prevention rules.														Student Code of Conduct and Management Plan

Goal 14: The campus shall follow the district guidelines for technology.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
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:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008
LEP	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
Male	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Female	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008

Indicator: TAKS Reading**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	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
African American	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Economically Disadvantaged	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Female	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008

Indicator: TAKS Reading**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	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
White	40 %	2007	≥ 90 %	2012-13	≥ 50 %	2008
LEP	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Male	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008
Female	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Indicator: TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
African American	50 %	2007	≥ 90 %	2012-13	≥ 58 %	2008
Economically Disadvantaged	58 %	2007	≥ 90 %	2012-13	≥ 64.4 %	2008
Hispanic	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
White	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
LEP	65 %	2007	≥ 90 %	2012-13	≥ 70 %	2008
Male	70 %	2007	≥ 90 %	2012-13	≥ 74 %	2008
Female	60 %	2007	≥ 90 %	2012-13	≥ 66 %	2008

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Economically Disadvantaged	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
Hispanic	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
White	57 %	2007	≥ 90 %	2012-13	≥ 63.6 %	2008
LEP	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Male	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Female	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008
White	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
LEP	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Female	85 %	2007	≥ 90 %	2012-13	≥ 86 %	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	TBD %	2007	≥ 90 %	2012-13	≥ TBD %	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	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
African American	67 %	2007	≥ 90 %	2012-13	≥ 71.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
LEP	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008

Indicator: TAKS Math**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
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	74 %	2007	≥ 90 %	2012-13	≥ 77.2 %	2008
White	99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	79 %	2007	≥ 90 %	2012-13	≥ 81.2 %	2008
Male	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Female	68 %	2007	≥ 90 %	2012-13	≥ 72.4 %	2008

Indicator: TAKS Math (Spanish)**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	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Reading (Spanish)**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	77 %	2007	≥ 90 %	2012-13	≥ 79.6 %	2008

Indicator: TAKS Writing (Spanish)**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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

Strategies

Goal 14 - Strategy 1 **DVISD Technology plan**

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 <hr/> \$0.00
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		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 training and support for staff on computer programs available in computer lab.	Technology Staff	X	X	X	X	X	X	X	X	X	X			Use of programs by staff. Mini training session sign in sheets.
Conduct an annual STaR technology survey to determine needs for additional campus technology and staff training	Technology Staff	X	X	X	X	X	X	X	X	X	X			Review STaR chart results.
Continue to use Renaissance Learning (Accelerated Reader and Star testing) for monitoring and encouraging reading for students K-6.	Librarian, Teacher	X	X	X	X	X	X	X	X	X	X			Student use of AR to achieve reading goals.
Computer Lab use by classes for enhanced classroom instruction.	Teachers , Technology Staff.	X	X	X	X	X	X	X	X	X	X			Lab Scheduling
Utilization of Web-based Follett Circulation	Librarian, Teachers.	X	X	X	X	X	X	X	X	X	X			Circulation statistics

Goal 14 - Strategy 1															DVISD Technology plan														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation															
		u	e	c	o	e	a	e	a	p	a	u	u																
		g	p	t	v	c	n	b	r	r	y	n	l																

APPENDIX I

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

2007-08 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature

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

Date	Purpose
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Needs Assessment

Summative Evaluation for 2006-07

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: 3

Analysis Group: All Students

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95%
Actual Performance for 2006-07	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: African American**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	92%
Actual Performance for 2006-07	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	81%
Projected Annual Objective for 2006-07	82.8%
Actual Performance for 2006-07	81%
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: Hispanic**

Actual Performance for 2005-06	81%
Projected Annual Objective for 2006-07	82.8%
Actual Performance for 2006-07	81%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 76%
 Projected Annual Objective for 2006-07 78.8%
 Actual Performance for 2006-07 76%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 87%
 Projected Annual Objective for 2006-07 87.6%
 Actual Performance for 2006-07 87%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 83%
 Projected Annual Objective for 2006-07 84.4%
 Actual Performance for 2006-07 83%
No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: 4

Analysis Group: All Students

Actual Performance for 2005-06 83%
 Projected Annual Objective for 2006-07 84.4%
 Actual Performance for 2006-07 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 83%
 Projected Annual Objective for 2006-07 84.4%
 Actual Performance for 2006-07 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 72%
Projected Annual Objective for 2006-07 75.6%
Actual Performance for 2006-07 72%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 75%
Projected Annual Objective for 2006-07 78%
Actual Performance for 2006-07 75%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 40%
Projected Annual Objective for 2006-07 50%
Actual Performance for 2006-07 40%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 71%
Projected Annual Objective for 2006-07 74.8%
Actual Performance for 2006-07 71%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 68%
Projected Annual Objective for 2006-07 72.4%
Actual Performance for 2006-07 68%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 78%
Projected Annual Objective for 2006-07 80.4%
Actual Performance for 2006-07 78%
No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: 5

Analysis Group: All Students

Actual Performance for 2005-06 90%
Projected Annual Objective for 2006-07 90%
Actual Performance for 2006-07 90%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 88%
Projected Annual Objective for 2006-07 88.4%
Actual Performance for 2006-07 88%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 78%
Projected Annual Objective for 2006-07 80.4%
Actual Performance for 2006-07 78%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 82%
Projected Annual Objective for 2006-07 83.6%
Actual Performance for 2006-07 82%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 57%
Projected Annual Objective for 2006-07 63.6%
Actual Performance for 2006-07 57%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 67%
Projected Annual Objective for 2006-07 71.6%
Actual Performance for 2006-07 67%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06	81%
Projected Annual Objective for 2006-07	82.8%
Actual Performance for 2006-07	81%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	80%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Reading - Grade: 6

Analysis Group: African American

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	75%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	91%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	96%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06	57%
Projected Annual Objective for 2006-07	63.6%
Actual Performance for 2006-07	57%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 89%
 Projected Annual Objective for 2006-07 89.2%
 Actual Performance for 2006-07 89%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 82%
 Projected Annual Objective for 2006-07 83.6%
 Actual Performance for 2006-07 82%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 99%
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 3

Analysis Group: All Students

Actual Performance for 2005-06 83%
 Projected Annual Objective for 2006-07 84.4%
 Actual Performance for 2006-07 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 50%
 Projected Annual Objective for 2006-07 58%
 Actual Performance for 2006-07 50%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 58%
 Projected Annual Objective for 2006-07 64.4%
 Actual Performance for 2006-07 58%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 71.6%
 Actual Performance for 2006-07 67%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 70%
 Projected Annual Objective for 2006-07 74%
 Actual Performance for 2006-07 70%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 65%
 Projected Annual Objective for 2006-07 70%
 Actual Performance for 2006-07 65%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 70%
 Projected Annual Objective for 2006-07 74%
 Actual Performance for 2006-07 70%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 60%
 Projected Annual Objective for 2006-07 66%
 Actual Performance for 2006-07 60%
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 4

Analysis Group: All Students

Actual Performance for 2005-06 85%
 Projected Annual Objective for 2006-07 86%
 Actual Performance for 2006-07 85%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 74%
 Projected Annual Objective for 2006-07 77.2%
 Actual Performance for 2006-07 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 83%
 Projected Annual Objective for 2006-07 84.4%
 Actual Performance for 2006-07 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 74%
 Projected Annual Objective for 2006-07 77.2%
 Actual Performance for 2006-07 74%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 79%
 Projected Annual Objective for 2006-07 81.2%
 Actual Performance for 2006-07 79%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 89%
 Projected Annual Objective for 2006-07 89.2%
 Actual Performance for 2006-07 89%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06	68%
Projected Annual Objective for 2006-07	72.4%
Actual Performance for 2006-07	68%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: 5

Analysis Group: All Students

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	92%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06	87%
Projected Annual Objective for 2006-07	87.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06	86%
Projected Annual Objective for 2006-07	86.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06	73%
Projected Annual Objective for 2006-07	76.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: Male**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: Female**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: 6

Analysis Group: All Students

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: African American**

Actual Performance for 2005-06	63%
Projected Annual Objective for 2006-07	68.4%
Actual Performance for 2006-07	63%
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	74%
Projected Annual Objective for 2006-07	77.2%
Actual Performance for 2006-07	74%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 77%
 Projected Annual Objective for 2006-07 79.6%
 Actual Performance for 2006-07 77%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 71%
 Projected Annual Objective for 2006-07 74.8%
 Actual Performance for 2006-07 71%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 71.6%
 Actual Performance for 2006-07 67%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 71.6%
 Actual Performance for 2006-07 67%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 85%
 Projected Annual Objective for 2006-07 86%
 Actual Performance for 2006-07 85%
 No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: 4

Analysis Group: All Students

Actual Performance for 2005-06 93%
 Projected Annual Objective for 2006-07 93%
 Actual Performance for 2006-07 93%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 71.6%
 Actual Performance for 2006-07 67%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 85%
 Projected Annual Objective for 2006-07 86%
 Actual Performance for 2006-07 85%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 87%
 Projected Annual Objective for 2006-07 87.6%
 Actual Performance for 2006-07 87%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 80%
 Projected Annual Objective for 2006-07 82%
 Actual Performance for 2006-07 80%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 87%
 Projected Annual Objective for 2006-07 87.6%
 Actual Performance for 2006-07 87%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 89%
 Projected Annual Objective for 2006-07 89.2%
 Actual Performance for 2006-07 89%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Explanation of Performance

Actual Performance for 2005-06	81%
Projected Annual Objective for 2006-07	82.8%
Actual Performance for 2006-07	81%
<i>No Progress Rating Selected</i>	

TAKS Reading (Spanish) - Grade: 4

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	79.6%
Actual Performance for 2006-07	77%
<i>No Progress Rating Selected</i>	

TAKS Math (Spanish) - Grade: 4

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	75%
<i>No Progress Rating Selected</i>	

TAKS Writing (Spanish) - Grade: 4

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	88%
<i>No Progress Rating Selected</i>	

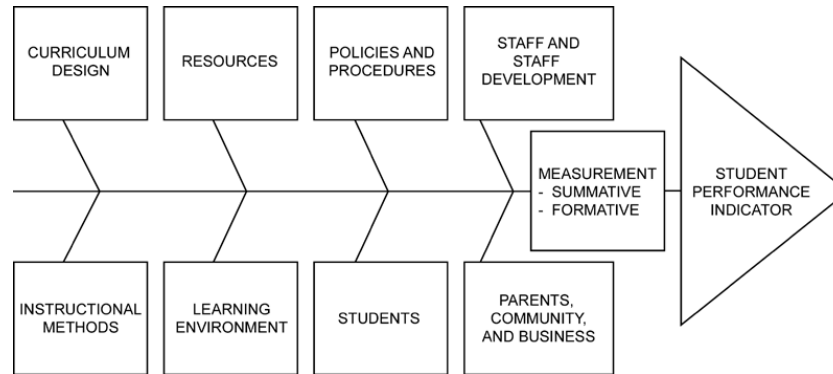
Needs Assessment Focus

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: 3

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	92%
Projected Annual Objective for 2007-08	92%
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	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: White

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

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07	60%
Projected Annual Objective for 2007-08	66%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: LEP**

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

Explanation of Performance**Analysis Group: Male**

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

Explanation of Performance**Analysis Group: Female**

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

Explanation of Performance

TAKS Reading - Grade: 4

Analysis Group: All Students

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

Explanation of Performance**Analysis Group: African American**

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 72%
 Projected Annual Objective for 2007-08 75.6%
 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

Analysis Group: White

Actual Performance for 2006-07 40%
 Projected Annual Objective for 2007-08 50%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

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: Male

Actual Performance for 2006-07 68%
 Projected Annual Objective for 2007-08 72.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

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

Explanation of Performance

TAKS Reading - Grade: 5

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: 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

Analysis Group: White

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

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 67%
 Projected Annual Objective for 2007-08 71.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

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: Female**

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

Explanation of Performance

TAKS Reading - Grade: 6

Analysis Group: African American

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

Explanation of Performance**Analysis Group: Economically Disadvantaged**

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

Explanation of Performance**Analysis Group: Hispanic**

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

Explanation of Performance**Analysis Group: White**

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: LEP

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: Male**

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**Analysis Group: Female**

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

Explanation of Performance

TAKS Math - Grade: 3

Analysis Group: All Students

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

Explanation of Performance**Analysis Group: African American**

Actual Performance for 2006-07	50%
Projected Annual Objective for 2007-08	58%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: Economically Disadvantaged**

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

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 67%
 Projected Annual Objective for 2007-08 71.6%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 70%
 Projected Annual Objective for 2007-08 74%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 65%
 Projected Annual Objective for 2007-08 70%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 70%
 Projected Annual Objective for 2007-08 74%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 60%
 Projected Annual Objective for 2007-08 66%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Math - 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: African American

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: 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 74%
 Projected Annual Objective for 2007-08 77.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 79%
 Projected Annual Objective for 2007-08 81.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

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: Female

Actual Performance for 2006-07 68%
 Projected Annual Objective for 2007-08 72.4%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 6

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 74%
 Projected Annual Objective for 2007-08 77.2%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 77%
 Projected Annual Objective for 2007-08 79.6%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

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: LEP

Actual Performance for 2006-07 67%
 Projected Annual Objective for 2007-08 71.6%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07	67%
Projected Annual Objective for 2007-08	71.6%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: Female**

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

Explanation of Performance

TAKS Writing - Grade: 4**Analysis Group: All Students**

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

Explanation of Performance**Analysis Group: African American**

Actual Performance for 2006-07	67%
Projected Annual Objective for 2007-08	71.6%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance**Analysis Group: Economically Disadvantaged**

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

Explanation of Performance**Analysis Group: Hispanic**

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

Analysis Group: Male

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: Female

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

Explanation of Performance

TAKS Science - Grade: 5

Analysis Group: All Students

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

Explanation of Performance

TAKS Reading (Spanish) - Grade: 4

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2006-07	77%
Projected Annual Objective for 2007-08	79.6%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

TAKS Math (Spanish) - Grade: 4

Analysis Group: All Students

Explanation of Performance

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

TAKS Writing (Spanish) - Grade: 4

Analysis Group: All Students

Explanation of Performance

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>	

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.