

2007-2008

Hillcrest Elementary School

Del Valle Independent School District

Campus Improvement Plan



# **Hillcrest**

## **Campus Improvement Plan**

**2007-08**

**Del Valle Independent School District, the community's educational leaders, promotes and provides quality education through innovative programs for all children and community members.**

**Goal 1:** Hillcrest's instructional focus 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**

- 7) Student Performance
-

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	81%	2007	≥ 100%	2012-13	≥ 84.8%	2008
African American	90%	2007	≥ 100%	2012-13	≥ 92%	2008
Economically Disadvantaged	80%	2007	≥ 100%	2012-13	≥ 84%	2008
Hispanic	79%	2007	≥ 100%	2012-13	≥ 83.2%	2008
White	99%	2007	≥ 100%	2012-13	≥ 99.2%	2008
Special Ed.	94%	2007	≥ 100%	2012-13	≥ 95.2%	2008

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	77%	2007	≥ 100%	2012-13	≥ 81.6%	2008
African American	76%	2007	≥ 100%	2012-13	≥ 80.8%	2008
Economically Disadvantaged	75%	2007	≥ 100%	2012-13	≥ 80%	2008
Hispanic	77%	2007	≥ 100%	2012-13	≥ 81.6%	2008
White	94%	2007	≥ 100%	2012-13	≥ 95.2%	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	90%	2007	≥ 100%	2012-13	≥ 92%	2008
African American	78%	2007	≥ 100%	2012-13	≥ 82.4%	2008
Economically Disadvantaged	88%	2007	≥ 100%	2012-13	≥ 90.4%	2008
Hispanic	93%	2007	≥ 100%	2012-13	≥ 94.4%	2008
White	83%	2007	≥ 100%	2012-13	≥ 86.4%	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	61%	2007	≥ 100%	2012-13	≥ 68.8%	2008
African American	83%	2007	≥ 100%	2012-13	≥ 86.4%	2008
Economically Disadvantaged	60%	2007	≥ 100%	2012-13	≥ 68%	2008
Hispanic	56%	2007	≥ 100%	2012-13	≥ 64.8%	2008

## Strategies

<b>Goal 1 - Strategy 1</b>		<b>Reading</b>	
<i>Supports TAKS Reading - Grade: All Grades</i>			
<b>Leader(s):</b> Campus Administrator	<b>Brief Description:</b> The district will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of all Hillcrest students are expected to pass the TAKS READING/LANGUAGE ARTS test by 2013-2014.	<b>Evaluation Benchmark:</b> 90% of students will pass TAKS reading test	
<b>Leader Progress Report Dates:</b> August 2007 through June 2008			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Parent Support	Number of FTE's: 56.00	None	\$0.00
Central Office	None		\$0.00
Child Nutrition Dept.	Cost: None		
Community Leader			
Computers			
Contract Service			
District Admin. Staff			
District Coordinator			
Campus Admin. Staff			
Library			
Transportation Dept.			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			

**Goal 1 - Strategy 1      Reading**

Teaching Aids  
Time  
Title Teachers  
District Staff

<b>Goal 1 - Strategy 1      Reading</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
Provide a balanced, research-based approach in reading for all students.	Principal GLLs Reading Specialist Teachers			X	X	X	X	X	X	X	X		X	Assessments will determine that students are reading on grade level by the end of the school year. Formative: benchmark test DIBELS, IDEL, DRA Summative: End of Year Test (K-2nd) Passing rates on TAKS Reading Test, STAR Test
Disaggregate TAKS test results from the 2005-2006 school year and ongoing benchmarks to identify student needs.	Principal Asst. Principals Grade Level Leaders			X	X	X	X	X	X	X	X	X	X	Identified objectives Disaggregated score charts
Continue with 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.	Principal GLLs Teachers			X	X	X	X	X	X	X	X	X	X	Formative: DRA, DIBELS/IDEL, STAR test, , Benchmark,,Landmarks and Cluster tests Summative: End of Year Test (K-2nd) Passing rates on TAKS Reading test
Continue to monitor and evaluate methods of intervention for all students. (Class Size Reduction, Reading Renaissance, Dyslexia Program, ESL, Special Education, Inclusion, resource classes tutoring,	Principals SAT Counselors LSSP			X	X	X	X	X	X	X	X	X	X	List of students identified and placed in special programs Spreadsheet for DIBELS/IDEL

<b>Goal 1 - Strategy 1      Reading</b>																		
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>				
		<b>u</b>	<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>e</b>	<b>c</b>	<b>a</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>a</b>	<b>p</b>	<b>r</b>	<b>y</b>
Response to Intervention.)																		Flexible Grouping Response to Intervention Groups
Continue to provide extended learning times for students. (three-tier groups, in-school tutoring, EXCEL, summer school)	Principal Head Tutor				X	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Teacher-made Benchmark Test Summative: Passing rates on end of year tests (K-2nd) Passing rates of TAKS
Continue to enhance instructional methodologies	Principal Reading Spec. Consultants				X	X	X	X	X	X	X	X	X	X	X	X	X	Demo Lessons, Three-Tier Program STAR Program, Phonics Programs,
Purchase quality materials based on current research in English and Spanish. Implement a Literacy Lab that provides teachers with thematic units and leveled readers.	Principal Reading Specialist GLLs				X	X	X	X	X	X	X	X	X	X	X	X	X	Phonics (Open Court, Canciones, Esperanza, etc.) STAR Program Reading Renaissance Books (Leveled Readers, Avenues, picture books, novels, short stories) Literacy Theme Units Read Naturally Newsmagazines
Provide teacher and paraprofessional training in differentiated instruction to continue to meet the needs of special populations students in reading classroom in preparation for TAKS	Principal				X	X	X	X	X	X	X	X	X	X	X	X	X	Schedule of consultants/training sessions Sign-in sheets
Ongoing assessments and benchmarks will be in place at all levels.	Principal GLLs				X	X	X	X	X	X	X	X	X	X	X	X	X	Teacher-made benchmarks at each

<b>Goal 1 - Strategy 1</b>		<b>Reading</b>																																					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>u</b>	<b>n</b>	<b>J</b>	<b>u</b>	<b>l</b>	<b>A</b>	<b>u</b>	<b>g</b>	<b>S</b>	<b>e</b>	<b>p</b>	<b>O</b>	<b>c</b>	<b>t</b>	<b>N</b>	<b>o</b>	<b>v</b>	<b>D</b>	<b>e</b>	<b>c</b>	<b>J</b>	<b>a</b>	<b>n</b>	<b>F</b>	<b>e</b>	<b>b</b>	<b>M</b>	<b>a</b>	<b>r</b>	<b>A</b>	<b>p</b>	<b>r</b>	<b>M</b>	<b>a</b>	<b>y</b>	<b>Evaluation</b>	
																																							grade level Benchmark Test Results and State Testing Results (DIBELS, DRA, AR test, STAR test, Benchmarks Landmarks, Cluster, Mock Test, End of Year Test, Alternative Assessments)
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.	Principal SAT LPAC ARD 504 Committee G/T Coor							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Formative: E-Child, LPAC Minutes, Student IEP's, 504 Forms, TAKS Results, Spanish TAKS Results, Number G/T Identified, Lesson plans, Teacher Made Benchmarks, District Landmarks and Clusters Summative: Passing rates on TAKS, TELPAS	
Continue focus on high cognitive reading skills such as: summarization and generalization, vocabulary, researching strategies and paired reading strategies.	Principal Reading Specialist							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Lesson plans, Teacher-made Benchmark Tests, Summative: Passing rates on TAKS	
Continue reading opportunities to meet the needs of students. (Reading Renaissance, 3-Tier Reading Groups, SWAT, Guided Reading Practice, Partner Reading, Small	Principal Reading Specialist Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Documentation of reading opportunities: Reading Renaissance		

<b>Goal 1 - Strategy 1      Reading</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
group instruction, Library Nights, etc.)														Reports, AR tests, Reading Logs, Teacher-Made Benchmark Landmark and Cluster Tests Transition into public school Summative: Passing Rates on End of Year Tests and TAKS, DIBELS, IDEL Formative: Documentation of reading opportunities: Reading Renaissance Reports, AR tests, Reading Logs, Teacher-Made Benchmark Tests Transition into public school Summative: Passing Rates on End of Year Tests and TAKS, DIBELS, IDEL Formative: Documentation of reading opportunities: Reading Renaissance Reports, AR tests, Reading Logs, Teacher-Made Benchmark Tests Transition into public school

<b>Goal 1 - Strategy 1      Reading</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	a	a	
														Summative: Passing Rates on End of Year Tests and TAKS, DIBELS, IDEL
Provide teacher and paraprofessional training in differentiated instruction to meet the needs of special population students in the reading classroom in preparation for TAKS.	Principal GLLs Reading Specialist SAT			X	X	X	X	X	X	X	X	X	X	Schedule of consultants/training sessions SAT Team, Grade Level Meetings, Sign-in sheets
Assess, identify and provide intensive instruction for students at risk of failing the Reading TAKS. Parents of at-risk students will be notified of the child's status and necessary intervention.	Principal SAT			X	X	X	X	X	X	X	X	X	X	Formative: Tutoring schedules, small group instruction, ability & language grouping, parent letters, parent conferences, parent training Summative: Passing rates on TAKS, DRA, DIBELS, IDEL
Continue collaboration effort with Texas Reading and Language Center to implement, evaluate and disseminate findings from K-3 reading intervention model	Principal GLLs Teachers Spotlight 3-Tier Leader			X	X	X	X	X	X	X	X	X	X	Formative: Ongoing teacher assessments Summative: Established Reader status on DIBELS/IDEL assessments
Provide assessment and special programs as needed for students new to district.	Principal Teachers			X	X	X	X	X	X	X	X	X	X	Formative: STAR test, DIBELS, DRA, released TAKS tests, Benchmark, Landmarks and Cluster tests ITBS

<b>Goal 1 - Strategy 1</b>		<b>Reading</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	
														Summative: Passing rates on End of Year Test and TAKS, TELPAS

<b>Goal 1 - Strategy 2      Math and Science</b>			
<p><b>Leader(s):</b> principal</p> <p><b>Leader Progress Report Dates:</b> None</p>	<p><b>Brief Description:</b></p> <p>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.</p>		<p><b>Evaluation Benchmark:</b></p>
<p><b>Resources Required:</b></p> <p>Parent Support</p> <p>Central Office</p> <p>Child Nutrition Dept.</p> <p>Computers</p> <p>Contract Service</p> <p>District Admin. Staff</p> <p>District Coordinator</p> <p>District Staff</p> <p>Campus Admin. Staff</p> <p>Outside Consultant</p> <p>Volunteer Support</p> <p>School Library</p> <p>Staff</p> <p>Supplies</p> <p>Teachers</p> <p>Teaching Aids</p> <p>Title Teachers</p> <p>Transportation Dept.</p>	<p><b>FTE's Required:</b></p> <p>Number of FTE's: None</p> <p>None</p> <p>Cost: None</p>	<p><b>Source of Funds:</b></p> <p>None</p>	<p><b>Amount</b></p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

**Goal 1 - Strategy 2**      Math and Science

Library

<b>Goal 1 - Strategy 2</b>		<b>Math and Science</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Disaggregate TAKS Math and TAKS Science items and End of the Year tests to establish objectives in need of improvement.	Principal GLLs Teachers			X	X	X	X	X	X	X	X	X	X	Formative: Teacher-Made Benchmark Tests Summative: AEIS-IT Reports, Passing Rate on End of Year Tests (K-2nd) and TAKS (3-6th).
Utilize revised instructional timelines in Math and Science to gauge presentation of TEKS.	Principal GLLs Teachers			X	X	X	X	X	X	X	X	X	X	Formative: Timelines, lesson plans, tutoring lessons, benchmark tests Summative: Passing rates on End of Year Tests(K-2) and TAKS (3-6)
Maintain an instructional focus utilizing hands on interactive strategies that incorporate the Math & Science TEKS.	Principal Teachers			X	X	X	X	X	X	X	X	X	X	Lesson Plans Special Activities (Subtraction Day, Fraction Day, Divide and Conquer, Science Day, Science Fair, Family Math Night etc.) Transition into public school
Provide peer tutoring, individualized instruction, in-school tutoring, and the EXCEL (after-school tutoring) to use as diagnostic and prescriptive interventions.	Principal GLL Head Tutor Tutors Teachers			X	X	X	X	X	X	X	X	X	X	Formative: tutoring schedules, sign-in sheets, schedule of inclusion support Summative: Passing rates on End of Year

<b>Goal 1 - Strategy 2 Math and Science</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	a	a	
														Test (K-2) and TAKS (3-6th).
Utilize flexible grouping strategies in math to better meet needs of students according to their abilities in math in 6th grade.	Principal GLL's Teachers			X	X	X	X	X	X	X	X	X	X	Formative: Class roster of students, Teacher-Made Benchmark Test Summative: Passing rates on TAKS test and a high percentage of students receiving Commended Performance on the TAKS Math Test.
Utilize math enrichment groups to meet the needs of students talented in the area of math and problem solving.	Principal Teachers			X	X	X	X	X	X	X	X	X	X	Formative: Class roster of students in math enrichment classes Summative: Results of TAKS Math tests
Integrate problem solving practice throughout the school year.	Principal Teachers			X	X	X	X	X	X	X	X	X	X	Formative: Instructional timelines and lesson plans that reflect problem solving strategies and problem solving resources Teacher-Made Benchmark Tests Summative: Passing rates on End of Year Tests (K-2nd) and TAKS Test (3-6).
Integrate Math and Science vocabulary	GLL's			X	X	X	X	X	X	X	X	X	X	Lesson plans

<b>Goal 1 - Strategy 2</b>		<b>Math and Science</b>																																				
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>u</b>	<b>n</b>	<b>J</b>	<b>u</b>	<b>l</b>	<b>A</b>	<b>u</b>	<b>g</b>	<b>S</b>	<b>e</b>	<b>p</b>	<b>O</b>	<b>c</b>	<b>t</b>	<b>N</b>	<b>o</b>	<b>v</b>	<b>D</b>	<b>e</b>	<b>c</b>	<b>J</b>	<b>a</b>	<b>n</b>	<b>F</b>	<b>e</b>	<b>b</b>	<b>M</b>	<b>a</b>	<b>r</b>	<b>A</b>	<b>p</b>	<b>r</b>	<b>M</b>	<b>a</b>	<b>y</b>	<b>Evaluation</b>
across the curriculum	Teachers																																					Science vocabulary lists Vocabulary Days
Science TEKS based instruction with a focus on process skills will integrate reading, writing, and math.	Principal GLLs Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Instructional Timelines, Lesson Plans, Science Day Summative: Passing Rates on TAKS tests.
Students in grades 3-6 will conduct at least one research paper in the area of science. (Optional for primary grades.)	Principal GLLs Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Research products and presentations Lesson Plans
Incorporate nontraditional reading sources of science as information for students	Principal Tech Teacher Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans will reflect use of materials in class such as magazines, internet sites, journals, etc.
Schedule and conduct staff development in the area of math and science.	Principal GLLs							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Schedule of staff development Sign-in sheets

**Goal 2:** The instructional focus of Hillcrest will result in all student groups making annual improvement toward exemplary status

**Correlates with:**

<p><b>State Goals</b></p> <p>1) Performance - English                      4) Performance - Social Studies</p> <p><b>State Objectives</b></p> <p>7) Student Performance</p>
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**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	90%	2007	≥ 100%	2012-13	≥ 92%	2008
African American	78%	2007	≥ 100%	2012-13	≥ 82.4%	2008
Economically Disadvantaged	88%	2007	≥ 100%	2012-13	≥ 90.4%	2008
Hispanic	93%	2007	≥ 100%	2012-13	≥ 94.4%	2008
White	83%	2007	≥ 100%	2012-13	≥ 86.4%	2008

**Indicator:** TAKS English/Lang. Arts

**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	TBD%	2007	≥ 100%	2012-13	≥ TBD%	2008
African American	TBD%	2007	≥ 100%	2012-13	≥ TBD%	2008
Economically Disadvantaged	TBD%	2007	≥ 100%	2012-13	≥ TBD%	2008
Hispanic	TBD%	2007	≥ 100%	2012-13	≥ TBD%	2008
White	< 1%	2007	≥ 100%	2012-13	≥ 20.8%	2008

## Strategies

Goal 2 - Strategy 1		Writing	
<i>Supports TAKS Writing - Grade: 4, TAKS English/Lang. Arts - Grade: 4</i>			
<b>Leader(s):</b> Campus Admin.	<b>Brief Description:</b> Hillcrest will make measurable progress toward reaching exemplary status (>90% passing) for all Hillcrest students on the TAKS WRITING test.	<b>Evaluation Benchmark:</b> 90% of students will pass the TAKS writing test	
<b>Leader Progress Report Dates:</b> August 2007 through June 2008			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
School Commons Area	Number of FTE's: 56.00	None	\$0.00
Central Office	None		\$0.00
Child Nutrition Dept.	Cost: None		
Computers			
Contract Service			
District Admin. Staff			
District Coordinator			
District Staff			
Campus Admin. Staff			
Parent Support			
Transportation Dept.			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			

<b>Goal 2 - Strategy 1</b>	<b>Writing</b>
Time	
Title Teachers	
Library	

<b>Goal 2 - Strategy 1 Writing</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Computers will be available to students for research, including Internet access, interactive software and for use with the Writing Process.	Principal Technology			X	X	X	X	X	X	X	X	X	X	Number of computers available Software Student Work
Implement within and across grade level planning and sharing of information on effective instructional techniques and strategies for writing skills throughout all content areas	Principal GLLs Teachers Writing Specialist			X	X	X	X	X	X	X	X	X	X	Schedule of Meetings: Grade Level Meetings, Vertical Team Meetings Lesson Plans
Writing will be an essential component of all subjects addressing the elements targeted by TEKS for each instructional level.	Principal GLLs Teachers			X	X	X	X	X	X	X	X	X	X	Formative: lesson plans Summative: Writing Samples, journals, Teacher made Benchmark and TAKS tests
Continuing developing the conventions of language and editing skills.	Principal GLLs Teachers			X	X	X	X	X	X	X	X	X	X	Lesson Plans Benchmark Tests
Provide opportunities for students to publish their writing.	Principal Teachers			X	X	X	X	X	X	X	X	X	X	Creative Arts Day Book, Poetry Book Writing Contests (Student Treasures) Badger Dog
All students in grades 3-6 will create a multimedia project incorporating technology, writing and research skills. (Optional for primary grades.)	Principal Librarian Teachers			X	X	X	X	X	X	X	X	X	X	Projects will reflect writing with technology applications and content research.

<b>Goal 2 - Strategy 1 Writing</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	a	y	
Vertical alignment with secondary teachers to prepare students for the 7th grade TAKS Writing test.	Principal 6th Grade Teachers			X	X	X	X	X	X	X	X	X	X	Formative: Lesson Plans, 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.	Principal			X	X	X	X	X	X	X	X	X	X	Number of staff participating in training (ESL Academy, Power of Two, Dr. Judy Woods) Number of staff certified in ESL and GT

<b>Goal 2 - Strategy 2</b>		<b>Social Studies</b>	
<i>Supports TAKS English/Lang. Arts - Grade: 4</i>			
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> Hillcrest will make measurable progress toward reaching exemplary status (>90% passing) for all Hillcrest students on the TAKS SOCIAL STUDIES test.	<b>Evaluation Benchmark:</b> Beginning of year and end of year benchmarks will be compared to show growth.	
<b>Leader Progress Report Dates:</b> Principal June 2008	August 2007 through		
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teaching Aids	Number of FTE's: None	None	\$0.00
Title Teachers	None		\$0.00
Teachers	Cost: None		
Supplies			
School Library			
Staff			
Library			
District Staff			
Computers			
Central Office			
Child Nutrition Dept.			
Campus Admin. Staff			

<b>Goal 2 - Strategy 2      Social Studies</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
Grade levels will follow TEKS based Social Studies instructional timelines. A special emphasis will be placed on integrating Social Studies into Language Arts.														
Students will conduct at least one research project in Social Studies during the year. (Primary grades optional)	Principal Librarian Teachers			X	X	X	X	X	X	X	X	X	X	Lesson plans Student projects & presentations
Incorporate non-traditional reading sources of Social Studies content as information sources for student.	Principal Reading Specialist Teachers			X	X	X	X	X	X	X	X	X	X	Lesson plans
Provide training for special populations in differentiated instruction.	Principal			X	X	X	X	X	X	X	X	X	X	Number of staff participating Number of staff certified

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

**Correlates with:**

<b>State Objectives</b>
1) Partnering Parents with Educators      2) Student Potential      3) Dropout Prevention      5) Prepare Students
<b>NCLB/ESEA Goals and Indicators</b>
5) All Students will Graduate from High School
<b>Effective School Correlates</b>
7) Home-School Relations
<b>Title I - Schoolwide Programs</b>
6) Parental Involvement

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## Strategies

Goal 3 - Strategy 1 Attendance			
<p><b>Leader(s):</b> None</p> <p><b>Leader Progress Report Dates:</b> August 2007 through June 2008</p>	<p><b>Brief Description:</b> 98% average daily ATTENDANCE for all Hillcrest students will be recorded district-wide.</p>	<p><b>Evaluation Benchmark:</b> Hillcrest will have 97% or greater attendance rate</p>	
<p><b>Resources Required:</b></p> <p>Local Bus. Leader Campus Admin. Staff Central Office Child Nutrition Dept. Community Leader District Coordinator District Admin. Staff Custodial/Maint. Dept. Contract Service Computers District Staff Audio Visual Equipment Guest Speaker Volunteer Support Outside Consultant Parent Support</p>	<p><b>FTE's Required:</b></p> <p>Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b></p> <p>None</p>	<p><b>Amount</b></p> <p>\$0.00 \$0.00</p>

**Goal 3 - Strategy 1**      Attendance

School Commons Area  
School Library  
Staff  
Supplies  
Teachers  
Transportation Dept.  
Title Teachers  
Teaching Aids  
Time  
Library

<b>Goal 3 - Strategy 1 Attendance</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Inform parents, students and staff of the districts' policies and procedures for attendance.	Principal Asst. Principal			X	X	X	X	X	X	X	X	X	X	Student/Parent Handbook Newsletter Assemblies Bulletin Boards Automated Calling System Parent Conferences
Continue to implement group and individual incentives to improve and maintain attendance.	Asst. Principals Attendance Committee			X	X	X	X	X	X	X	X	X	X	Attendance Committee Hawk Feathers Attendance Incentives Bi-Annual Attendance Rallies Weekly campus attendance reports
Determine causes of poor attendance and obtain suggestions from parents, students, staff, and school nurse and attendance clerk.	Asst. Principal PEIMS Clerk Community Liaison			X	X	X	X	X	X	X	X	X	X	Attendance Records Home Visits Conferences with parents and students Parent Meetings on Compulsory School Laws
Emphasize and practice good health and safety practices at school.	Principal Asst. Principals Nurse Staff			X	X	X	X	X	X	X	X	X	X	Attendance Records Health Records Bulletins

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

**Correlates with:**

<b>State Objectives</b> 3) Dropout Prevention
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## Strategies

<b>Goal 4 - Strategy 1 Dropout</b>			
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> Hillcrest DROPOUT rate will be 0% for all students.	<b>Evaluation Benchmark:</b> 0% of Hillcrest students will drop out	
<b>Leader Progress Report Dates:</b> August 2007 through June 2008			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Community Leader	Number of FTE's: None	None	\$0.00
Transportation Dept.	None		\$0.00
Title Teachers	Cost: None		
Time			
Teaching Aids			
Teachers			
Supplies			
Staff			
School Library			
School Commons Area			
Central Office			
Volunteer Support			
Child Nutrition Dept.			
Parent Support			
District Coordinator			
District Admin. Staff			

<b>Goal 4 - Strategy 1</b>	<b>Dropout</b>
Custodial/Maint. Dept.	
Contract Service	
Computers	
District Staff	
Guest Speaker	
Community Speaker	
Library	
Local Bus. Leader	
Outside Consultant	
Campus Admin. Staff	

<b>Goal 4 - Strategy 1 Dropout</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Offer career training and awareness.	Counselors			X	X	X	X	X	X	X	X	X	X	Number of students participating Schedule of training sessions
Sixth grade students will be provided information on career opportunities through Career Fair.	Counselors										X	X	X	Schedule of Career Fair Attendance at Career Fair
Fifth grade students will be provided with information on careers through the participation in the Block Kids Program with the NAWIC.	Fifth Grade Teachers Principal Liaison										X	X	X	Schedule of Speakers from National Association of Women in Construction (NAWIC) Block Kids Competitio
Provide content coordinated tutorials.	Principal Head Tutor			X	X	X	X	X	X	X	X	X	X	Tutorial Schedules Nine Week Evaluations List of students served

**Goal 5:** The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	5) Prepare Students	7) Student Performance	9) Instructional Techniques
<b>NCLB/ESEA Goals and Indicators</b>			
3) Highly Qualified Staff			
<b>Effective School Correlates</b>			
6) Frequent Monitoring of Student Progress			
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional		

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	81%	2007	≥ 100%	2012-13	≥ 84.8%	2008
African American	90%	2007	≥ 100%	2012-13	≥ 92%	2008
Economically Disadvantaged	80%	2007	≥ 100%	2012-13	≥ 84%	2008
Hispanic	79%	2007	≥ 100%	2012-13	≥ 83.2%	2008
White	99%	2007	≥ 100%	2012-13	≥ 99.2%	2008
Special Ed.	94%	2007	≥ 100%	2012-13	≥ 95.2%	2008

**Indicator:** TAKS English/Lang. Arts

**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	TBD%	2007	≥ 100%	2012-13	≥ TBD%	2008
African American	TBD%	2007	≥ 100%	2012-13	≥ TBD%	2008
Economically Disadvantaged	TBD%	2007	≥ 100%	2012-13	≥ TBD%	2008
Hispanic	TBD%	2007	≥ 100%	2012-13	≥ TBD%	2008
White	< 1%	2007	≥ 100%	2012-13	≥ 20.8%	2008

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	77%	2007	≥ 100%	2012-13	≥ 81.6%	2008
African American	76%	2007	≥ 100%	2012-13	≥ 80.8%	2008
Economically Disadvantaged	75%	2007	≥ 100%	2012-13	≥ 80%	2008
Hispanic	77%	2007	≥ 100%	2012-13	≥ 81.6%	2008
White	94%	2007	≥ 100%	2012-13	≥ 95.2%	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	90%	2007	≥ 100%	2012-13	≥ 92%	2008
African American	78%	2007	≥ 100%	2012-13	≥ 82.4%	2008
Economically Disadvantaged	88%	2007	≥ 100%	2012-13	≥ 90.4%	2008
Hispanic	93%	2007	≥ 100%	2012-13	≥ 94.4%	2008
White	83%	2007	≥ 100%	2012-13	≥ 86.4%	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	61%	2007	≥ 100%	2012-13	≥ 68.8%	2008
African American	83%	2007	≥ 100%	2012-13	≥ 86.4%	2008
Economically Disadvantaged	60%	2007	≥ 100%	2012-13	≥ 68%	2008
Hispanic	56%	2007	≥ 100%	2012-13	≥ 64.8%	2008

## Strategies

<b>Goal 5 - Strategy 1      Special Education</b>			
<p><i>Supports TAKS Math - Grade: All Grades, TAKS Reading - Grade: All Grades, TAKS Writing - Grade: 4, TAKS English/Lang. Arts - Grade: 4, TAKS Science - Grade: 5</i></p>			
<p><b>Leader(s):</b> None</p> <p><b>Leader Progress Report Dates:</b> August 2007 through June 2008</p>	<p><b>Brief Description:</b> The district will make measurable progress to ensure that all students with disabilities in grades 3-8 &amp; 10 are assessed in compliance with the state's standard of TAKS tests at: 97%,</p>	<p><b>Evaluation Benchmark:</b> 90% of Hillcrest students will pass the appropriate state level test.</p>	
<p><b>Resources Required:</b></p> <p>Outside Consultant Central Office Child Nutrition Dept. Computers Contract Service District Admin. Staff District Coordinator District Staff Guest Speaker Campus Admin. Staff Local Bus. Leader Volunteer Support Parent Support School Library Staff Supplies</p>	<p><b>FTE's Required:</b></p> <p>Number of FTE's: 56.00 None Cost: None</p>	<p><b>Source of Funds:</b></p> <p>None</p>	<p><b>Amount</b></p> <p>\$0.00 \$0.00</p>

**Goal 5 - Strategy 1**      **Special Education**

Teachers

Teaching Aids

Time

Title Teachers

Transportation Dept.

Library

<b>Goal 5 - Strategy 1      Special Education</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Provide staff development on ARD committee decisions for: a. least restrictive environment in a general education classroom b. selecting appropriate state test instrument	Principal Special Education Teachers LSSP			X	X	X	X	X	X	X	X	X	X	TAKS Testing Database information regarding compliance requirements of Federal/State Laws in regard to these programs Staff Development Sign-in sheets
Use the Student Assistance Team (SAT) referral process for addressing students' needs and recommending interventions for at-risk students.	Principal Special Education Staff Asst. Principa			X	X	X	X	X	X	X	X	X	X	Student Assistance Team Meetings SAT recommendations TAKS Testing
A continuum of alternative placements is available with supplemental aids and services	Principal			X	X	X	X	X	X	X	X	X	X	TAKS Testing Student's Individual Education Plan (IEP) goals Least Restrictive Environment
Integrate special services into regular education classrooms where all students might benefit from exposure to these strategies.	Principal Teachers			X	X	X	X	X	X	X	X	X	X	Lesson Plans IEP goals Class schedules
All staff is knowledgeable about operating guidelines and follow the revised reevaluation process resulting in a database system.	Principal LSSP Teachers			X	X	X	X	X	X	X	X	X	X	Individual Disabilities Education Act, 1997 Section 504, 1973 Dyslexia TX. 9/98, Chapter 89TX. Staff Development

<b>Goal 5 - Strategy 1      Special Education</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	a	y	
														schedule Sign-in sheets
Appropriate staff is knowledgeable about ARD Committee decision making rules for selecting appropriate state test instrument.	Principal LSSP Special Ed. Staff Teachers, Coun			X	X	X	X	X	X	X	X	X	X	ARD Training Schedule Sign-in sheets
Transition services will be implemented for Special Education students that are 12 and older.	Principal LSSP			X	X	X	X	X	X	X	X	X	X	TAKS Testing Database information regarding compliance requirements of Federal/State Laws in regard to progra

**Goal 6:** Del Valle ISD will maintain a safe and disciplined environment for students, staff and visitors on all school sites.  
Del Valle ISD will provide quality facilities that are welcoming and accommodating for all students and staff.

**Correlates with:**

<b>District Goals</b>			
2) Operations	3) Safety	4) Staff	5) Parental Involvement
<b>State Objectives</b>			
8) School Environment			
<b>NCLB/ESEA Goals and Indicators</b>			
4) Safe, Drug Free Learning Environments			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment			



## Strategies

<b>Goal 6 - Strategy 1      Health and Safety</b>			
<b>Leader(s):</b> Campus Admin		<b>Brief Description:</b> The district will implement programs and activities that have a positive impact on student health and safety.	
<b>Leader Progress Report Dates:</b> August 2007 through June 2008		<b>Evaluation Benchmark:</b> Fewer office referrals, fewer students fights, campus wellness committee will implement the CATCH program	
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Local Bus. Leader	Number of FTE's: None	None	\$0.00
Campus Admin. Staff	None		\$0.00
Central Office	Cost: None		
Child Nutrition Dept.			
Community Leader			
Community Speaker			
Computers			
Contract Service			
Custodial/Maint. Dept.			
District Admin. Staff			
District Coordinator			
District Staff			
Audio Visual Equipment			
Library			
Volunteer Support			
Outside Consultant			

**Goal 6 - Strategy 1**      Health and Safety

- Parent Support
- School Commons Area
- School Library
- Staff
- Supplies
- Teachers
- Teaching Aids
- Time
- Title Teachers
- Transportation Dept.
- Guest Speaker

<b>Goal 6 - Strategy 1</b>		<b>Health and Safety</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>
Utilize a coordinated approach for maintaining a high attendance.	Principal Asst. Principal Attendance Com Teache			X	X	X	X	X	X	X	X	X	X	Attendance Records Teacher's Phone Logs Records from Parent Calling System
Continue the Coordinated Approach to Children's Health (CATCH) program.	Principal CATCH Team Nurse Teachers			X	X	X	X	X	X	X	X	X	X	Healthy students, attendance rate
Provide on-going health education and training plans such as CPR, AED and Diabetes Team	Principal Nurse First Response Team Diabetes Te			X	X	X	X	X	X	X	X	X	X	Documentation of First Response Team Staff will be prepared for emergencies CPR Certifications Sign in for Diabetes training
Provide staff and student education to improve conflict resolution, positive discipline management, and violence/bullying prevention, dating violence and improve self responsibility.	Principal Asst. Principal Counselors Teachers			X	X	X	X	X	X	X	X	X	X	Schedule of training sessions Sign-in sheets Peer Mediation schedules Decrease number of office referrals related to student conflict. Increase number of trained staff. Daily Character Building Announcements
Maintain Campus Crisis Plan and train staff	Principal			X	X	X	X	X	X	X	X	X	X	Crisis plan will improve

<b>Goal 6 - Strategy 1</b>		<b>Health and Safety</b>																																					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>u</b>	<b>n</b>	<b>J</b>	<b>u</b>	<b>l</b>	<b>A</b>	<b>u</b>	<b>g</b>	<b>S</b>	<b>e</b>	<b>p</b>	<b>O</b>	<b>c</b>	<b>t</b>	<b>N</b>	<b>o</b>	<b>v</b>	<b>D</b>	<b>e</b>	<b>c</b>	<b>J</b>	<b>a</b>	<b>n</b>	<b>F</b>	<b>e</b>	<b>b</b>	<b>M</b>	<b>a</b>	<b>r</b>	<b>A</b>	<b>p</b>	<b>r</b>	<b>M</b>	<b>a</b>	<b>y</b>	<b>Evaluation</b>	
on emergency procedures.	Asst. Principal																																					student and staff safety. Documentation of emergency drills	
Increase security and safety by screening of visitors using the School Check-In System.	Asst. Principal							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	School Check-In System reports of visitors in the building.	
Develop campus behavior expectations for classroom and school.	Principal Asst. Principal Discipline Com. Grade							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Consensus of behavior expectations as documented	
Maintain counseling program that address issues such as bully, teasing, diversity, self-esteem, etc	Principal Counselors Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans for classroom sessions Counselor's individual and group sessions	
Continue to recognize students and staff for the positive efforts and accomplishments	Principal Asst. Principal Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Improved climate and morale of school Grade level: positive behavior plans Campus: Pride in Progress Students
Continue student recognition program not only for traditional academic endeavors, but also for special achievements and programs.	Principal Asst. Principals Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Documentation of Honor Assemblies Student recognition by certificates, ribbons, pins and medallions
Maintain instructional focus utilizing hands-on interactive strategies that incorporate the TEKS.	Principal Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Lesson plans that reflect hands-on instructional activities that connect meaning with learning for students



**Goal 7:** Del Valle ISD will recruit, train, and retain a highly motivated, competent staff through training and an effective evaluation process.

**Correlates with:**

<b>District Goals</b>		
4) Staff		
<b>State Objectives</b>		
4) Curriculum	6) School Personnel	9) Instructional Techniques
<b>Title I - Targeted Assistance Schools</b>		
5) Highly Qualified Teachers		

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## Strategies

<b>Goal 7 - Strategy 1</b>		<b>Staff-</b>	
<b>Leader(s):</b> Campus Admin		<b>Brief Description:</b> 100% of Del Valle ISD teachers shall be “Highly Qualified” by 2006-2007 as required by the No Child Left Behind Act of 2001.	
<b>Leader Progress Report Dates:</b> August 2007 through June 2008		<b>Evaluation Benchmark:</b> 100% of teachers will be highly qualified	
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Guest Speaker	Number of FTE's: None	None	\$0.00
Campus Admin. Staff	None		\$0.00
Central Office	Cost: None		
Community Leader			
Computers			
District Admin. Staff			
Audio Visual Equipment			
District Staff			
Volunteer Support			
Local Bus. Leader			
Outside Consultant			
Parent Support			
Staff			
Teachers			
Title Teachers			
District Coordinator			

<b>Goal 7 - Strategy 1      Staff-</b>																						
<b>Timeline</b>																						
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>								
		<b>u</b>	<b>n</b>	<b>l</b>	<b>u</b>	<b>g</b>	<b>e</b>	<b>p</b>	<b>t</b>	<b>o</b>	<b>v</b>	<b>e</b>	<b>c</b>	<b>n</b>	<b>e</b>	<b>b</b>	<b>a</b>	<b>r</b>	<b>r</b>	<b>a</b>	<b>y</b>	
Provide staff development and training opportunities in all areas for the improvement of student academic achievement. The Campus Advisory Team (CAT) will make recommendations for staff development based on the needs of the campus.	Principal CAT District Consultants (science lang )			X	X	X	X	X	X	X	X	X	X	Schedule of training sessions Sign-in sheets School district personnel morale and student achievement will remain high as a result of staff development and training opportunities Lesson plans High student performance on TAKS								
Teachers will be expected to attend training on using a balanced reading approach.	Principal GLLs Teachers )			X	X	X	X	X	X	X	X	X	X	Lesson plans documenting implementation of best practices in reading.								
Staff development needs will be determined by the analysis of the TAKS test.	Principal GLL CAT Teachers			X	X	X	X	X	X	X	X	X	X	Teacher-made Benchmarks TAKS test Lesson Plans documenting new strategies								
Teachers will attend staff development that targets specific training that will aid second language learners in developing language skills that will help them be successful in all subject areas.	Principal ELL Teachers GLLs Teachers			X	X	X	X	X	X	X	X	X	X	Lesson Plans will indicate effective English Language Learner (ELL) strategies								
Staff will be trained on the Gradespeed	Asst. Principal			X	X	X	X	X	X	X	X	X	X	Lesson Plans								

<b>Goal 7 - Strategy 1 Staff-</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	<b>Evaluation</b>
program.	PEIMS Clerk Teachers													Progress Reports Report Cards
Professionals and paraprofessionals will attend staff development to meet the requirements of No Child Left Behind.	Principal			X	X	X	X	X	X	X	X	X	X	Staff will receive NCLB certification from Region 13. Sign-in sheets for staff development

**Goal 8:** Del Valle ISD will promote involvement from parents and other community members that has a positive impact on promoting student achievement

**Correlates with:**

<p><b>District Goals</b> 5) Parental Involvement</p> <p><b>State Objectives</b> 6) School Personnel                      8) School Environment</p> <p><b>Effective School Correlates</b> 7) Home-School Relations</p> <p><b>Title I - Targeted Assistance Schools</b> 7) Strategies for Parental Involvement</p> <p><b>Title I - Schoolwide Programs</b> 6) Parental Involvement</p>
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## Strategies

<b>Goal 8 - Strategy 1</b>				<b>Community Communication</b>	
<b>Leader(s):</b> None		<b>Brief Description:</b> The district will increase efforts to promote improved district/community communications.		<b>Evaluation Benchmark:</b> Monthly newsletters will be sent home to 100% of the campus community	
<b>Leader Progress Report Dates:</b> August 2007 through June 2008					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
Outside Consultant		Number of FTE's: None		None	
Campus Admin. Staff		None			
Central Office		Cost: None			
Community Leader					
Child Nutrition Dept.					
District Coordinator					
Audio Visual Equipment					
Parent Support					
Volunteer Support					
District Admin. Staff					
Local Bus. Leader					
District Staff					
Staff					
Teachers					
Title Teachers					
Computers					
				<b>Amount</b>	
				\$0.00	
				\$0.00	

<b>Goal 8 - Strategy 1</b>		<b>Community Communication</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>
Continue monthly campus newsletter in English & Spanish.	Principal Liaison Teachers			X	X	X	X	X	X	X	X	X	X	Parents will be more informed about events of the school. Eight issues will be released per year in English & Spanish
Continue daily use of student planners in grades 2-6.	Principal Teachers			X	X	X	X	X	X	X	X	X	X	Clear expectations of teacher on homework assignments and review by parents. Daily communication between parents & school.
Actively seek to increase the number of adopters, mentors, and volunteers at Hillcrest	Principal Asst. Principal Liaison Teachers			X	X	X	X	X	X	X	X	X	X	Build bond between the school and community Documentation of community involvement
Expand the use of the Web Page for informing the public.	Principal Librarian Teachers			X	X	X	X	X	X	X	X	X	X	Communicate the goals of the school with parents and community.
Conduct a parent satisfaction survey	Asst. Principal CAT			X	X	X	X	X	X	X	X	X	X	Survey in English and Spanish every two years Results shared in newsletter and posted at school.
Gradespeed-parents will have access to see grades on-line.	Principal Asst. Principal			X	X	X	X	X	X	X	X	X	X	Documentation by sample of product

<b>Goal 8 - Strategy 1</b>		<b>Community Communication</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	
	Technology													
Marquis to advertise campus activities.	Principal Community Liaison			X	X	X	X	X	X	X	X	X	X	Documentation Sample of Product
Hillcrest Brochure that describes campus programs & activities	Principal			X	X	X	X	X	X	X	X	X	X	Attractive, informative brochures used for adopters, job fairs and new people in the community.

**Goal 9:** Del Valle ISD will promote involvement from parents and other community members that has a positive impact on promoting student achievement.

**Correlates with:**

<p><b>District Goals</b> 5) Parental Involvement</p> <p><b>State Objectives</b> 6) School Personnel                      8) School Environment</p> <p><b>Title I - Targeted Assistance Schools</b> 7) Strategies for Parental Involvement</p> <p><b>Title I - Schoolwide Programs</b> 6) Parental Involvement</p>
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## Strategies

<b>Goal 9 - Strategy 1</b>				<b>Parent Involvement</b>	
<b>Leader(s):</b> Campus Admin  <b>Leader Progress Report Dates:</b> August 2007 through June 2008		<b>Brief Description:</b> Parents will be provided a variety of opportunities to be involved in district activities.		<b>Evaluation Benchmark:</b> 80% of Hillcrest families will be involved after school activities	
<b>Resources Required:</b> Community Leader Campus Admin. Staff Central Office Computers District Coordinator District Admin. Staff Volunteer Support Title Teachers Staff Teachers Parent Support Outside Consultant Local Bus. Leader Guest Speaker		<b>FTE's Required:</b> Number of FTE's: None  None  Cost: None		<b>Source of Funds:</b> None	
				<b>Amount</b>	
				\$0.00	
				\$0.00	

<b>Goal 9 - Strategy 1 Parent Involvement</b>																					
<b>Timeline</b>																					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>							
		<b>u</b>	<b>n</b>	<b>u</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>o</b>	<b>v</b>	<b>e</b>	<b>c</b>	<b>a</b>	<b>n</b>	<b>e</b>	<b>b</b>	<b>r</b>	<b>a</b>	<b>r</b>	<b>y</b>	
Campus events for recreation (Math/Science Night, Sock Hop, Special Activity Nights, Grade Level Performances)	Principal Asst Principal Liaison GLLs Music Te			X	X	X	X	X	X	X	X	X	X	X							Parent Sign-in Sheets Schedule of Events Transition into public school
Campus Events for educational training (Kindergarten Make-It, Take-It, TAKS Parent Training, etc.)	Principal Asst. Principal Liaison Teachers			X	X	X	X	X	X	X	X	X	X	X							Parent Sign-in Sheets Schedule of Events
Committees that allow parents to be active members. (CAT, LPAC)	Principal Liaison Teachers			X	X	X	X	X	X	X	X	X	X	X							Parent Sign-in Sheets List of committees/members
Promote community awareness of health services for students (Wellness Center, vision/hearing screenings, scoliosis screening, dental screenings, other health screenings and immunization checks.)	District Nurse Campus Nurse Liaison			X	X	X	X	X	X	X	X	X	X	X							The community will become aware of the services that are provided by each health services
Inform parents on how to use Grade Speed.	Asst. Principal Liaison			X	X	X	X	X	X	X	X	X	X	X							District Website
Superintendent Chats	Principal Superintendent Liaison Student Council			X	X	X	X	X	X	X	X	X	X	X							Sign in sheets Schedule of Superintendent Chats
Offer and promote programs to students that offer choices and give parents an opportunity to participate. (Student Council, Peer Mediation, Peace Week, Career Day, Presentation by Law Enforcements, Drug Awareness Classes)	Principal Counselors Teachers Liaison Law Enfo			X	X	X	X	X	X	X	X	X	X	X							Students will participate in programs that address specific needs of at-risk students. Sign in sheets for parents

<b>Goal 9 - Strategy 1</b>		<b>Parent Involvement</b>																																				
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>u</b>	<b>n</b>	<b>J</b>	<b>u</b>	<b>n</b>	<b>A</b>	<b>u</b>	<b>g</b>	<b>S</b>	<b>e</b>	<b>p</b>	<b>O</b>	<b>c</b>	<b>t</b>	<b>N</b>	<b>o</b>	<b>v</b>	<b>D</b>	<b>e</b>	<b>c</b>	<b>J</b>	<b>a</b>	<b>n</b>	<b>F</b>	<b>e</b>	<b>b</b>	<b>M</b>	<b>a</b>	<b>r</b>	<b>A</b>	<b>p</b>	<b>r</b>	<b>M</b>	<b>a</b>	<b>y</b>	<b>Evaluation</b>
Continue extended school program (EXCEL) providing meals from Kids Café.	Principal Head Tutor Liaison Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Roster of students participating in EXCEL
Extensive volunteer opportunities for parents	Principal PTO Liaison Teachers							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	List of opportunities Sign in sheets
Parent Teacher Organization (PTO)	Principal Teachers Liaison							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Sign in sheets List of activities	
Provide English classes for parents.	Principal Liaison							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Sign in sheets List of classes and activities	
Implement Parent Communication Corner	Asst Principal							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Parent selections of educational publications	





## Strategies

Goal 10 - Strategy 1      Technology			
<p><b>Leader(s):</b> None</p> <p><b>Leader Progress Report Dates:</b> August 2007 through June 2008</p>	<p><b>Brief Description:</b> The district will follow the DVISD technology plan based on the Texas STaR Chart.</p>	<p><b>Evaluation Benchmark:</b> STaR Chart data will be reviewed by campus administrators.</p>	
<p><b>Resources Required:</b> Volunteer Support Title Teachers School Library Teachers District Staff District Coordinator Community Leader Computers</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b></p> <hr/> <p>\$0.00 \$0.00</p>

<b>Goal 10 - Strategy 1      Technology</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Conduct an annual STaR technology survey to determine the technological needs and proficiencies of the district.	Principal Asst Principal Tech Committee Teacher			X	X	X	X	X	X	X	X	X	X	Progress in technology as noted on the STaR Analysis by Technology Committee Staff Development on technology needs of the campus
Continue to update the technology plan based on outcomes of STaR survey, which will focus on student success on TAKS.	Principal Asst Principal Tech Committee Teacher			X	X	X	X	X	X	X	X	X	X	Identify progress toward target technology level on STaR by advancing one level
Maintain and expand the use of the Hillcrest Web page.	Principal Librarian Staff			X	X	X		X	X	X	X	X	X	Documentation of teachers who have built a web page with a goal of 100% of homeroom teachers
Provide training and support for staff for using the computer lab, laptop lab, web page, AverKeys, Chalkwaves, and software.	Principal Asst. Principal Librarian			X	X	X	X	X	X	X	X	X	X	Sign-in sheets Schedule of training
Increase the integration of technology through content areas.	Principal Librarian Teachers			X	X	X	X	X	X	X	X	X	X	Instructional timelines Lesson plans
Introduce video technology and power point into enrichment curriculum, as well as provide a communication form for student performances and projects.	Principal Teachers			X	X	X	X	X	X	X	X	X	X	Recorded projects
Use the AverKeys as a tool for improving	Principal			X	X	X	X	X	X	X	X	X	X	Lesson plans

<b>Goal 10 - Strategy 1      Technology</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
instruction in technology, as well as other subject areas.	Librarian Teachers	n	l	g	p	t	v	c	n	b	r	r	y	

## **APPENDIX I**

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

<b>2007-08 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Principal	Sara Guerra			
Classroom Teacher	Melinda Servantez	Kinder		
Classroom Teacher	Debra Sanders	1st grade		
Classroom Teacher	Allene Dickerson	2nd Grade		
Classroom Teacher	Niki Ford	3rd Grade		
Classroom Teacher	Jeana Anderson	4th		
Classroom Teacher	Mary Ann Larson	5th		
Classroom Teacher	Charlene Postell	6th grade		

<b>Campus Improvement Plan Plan Implementation and Development Log</b>	
<b>Date</b>	<b>Purpose</b>
Monday, August 11, 2008	Goal 1 Reading, Math, Writing, Social Studies and Science: August 2007 through May 2008. Review data, collect beginning, middle and end of year reading data, compare growth, select appropriate educational plan.
Monday, August 11, 2008	Goal 2 TAKS Testing: August 2007 through June 2008. Review TAKS data, Follow Response to Intervention process, use of in school and after school tutors.
Monday, August 11, 2008	Goal 3 Attendance: August 2007 through June 2008; Review attendance rates, follow district attendance procedure, meet with campus and district attendance personnel
Monday, August 11, 2008	Goal 4 Drop Out Rate: August 2007 through June 2008; Track rate of student participation in set activity; Hold mandatory attendance meetings (sign in sheets)
Monday, August 11, 2008	Goal 5 Special Education: August 2007 through June 2008; Record data, Review beginning, middle and end of year data, Compare growth, Track progress through progress monitoring, Provide inclusion and resource support
Monday, August 11, 2008	Goal 6 Health and Safety: August 2007 through June 2008; Track number of health class participants, Record CATCH student data, Review data
Monday, August 11, 2008	Goal 7 Highly Qualified Staff: Review staff members certification; Enroll uncertified staff members in certification courses; Continue reading, math, writing, science and social studies in-service
Monday, August 11, 2008	Goal 8 Communication: Distribute monthly news letters; Distribute monthly activities list, Schedule monthly PTO and CAT meetings, Sign in sheets
Monday, August 11, 2008	Goal 9 Parent Involvement: Sign in sheets for all activities
Monday, August 11, 2008	Goal 10 Technology: STAR report; Reading data reviewed; PDAS proficient rating in technology

## **Needs Assessment**

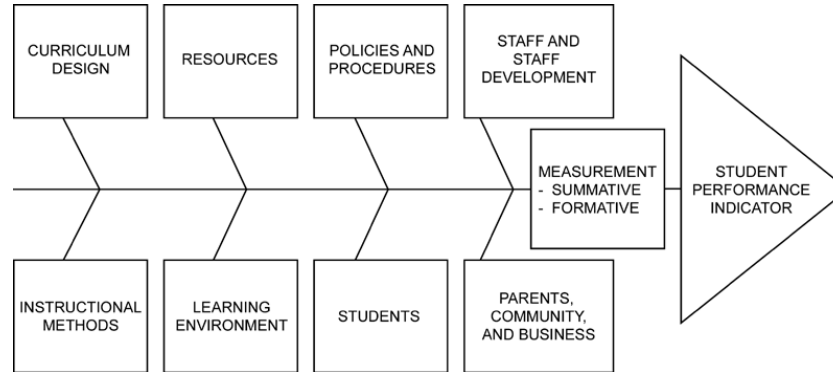
### **Summative Evaluation for 2006-07**

## Needs Assessment Focus

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

21	Percent of students MASTERING TAAS/TAKS READING	High	Med
22	Percent of students MASTERING TAAS/TAKS MATH	High	Med
23	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
24	Annual Student RETENTION RATES	High	Med
25	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	High	Med
26	Percent of students able to validly respond in the world view of another culture given hypothetical situations	High	Med
27	Percent passing REPORT CARD GRADES FOR MATH	High	Med
28	Percent passing REPORT CARD GRADES FOR SCIENCE	High	Med
29	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	High	Med
30	DISCIPLINE REFERRAL RATES	High	Med
31	Percent of students demonstrating good CITIZENSHIP SKILLS	High	Med
32	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	High	Med
33	Percent of students demonstrating appropriate SELF-DISCIPLINE	High	Med
34	Percent of students demonstrating skills for creating and delivering a multi-media presentation	Med	Med
35	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	Med	Med
36	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	High	High
37	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	High	High
38	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	High	High
39	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	High	High

## Process Chart



**Resources:**

State adopted text books  
 UT Vaughn Gross Center resources  
 Kamico  
 TAKS Master  
 Mathletics  
 Edmark  
 Voager  
 Lexia  
 Computer Programs  
 Variety of resources

**Staff and Staff Development:**

Staff development occurs during summer time as well as throughout the school year. Teachers are trained along side the paraprofessionals that serve their grade levels. Teachers are encouraged to attend state and national conventions as well as region service center trainings. Del Valle ISD provides high level in-service throughout the school year and summer.

**Measurement:**

Primary Levels use beginning of year, mid year and end of year data to show progress in math reading. DIBELS, IDEL and DRA assessments are used to show student growth in reading.

Elementary Levels use TEKS based benchmarks to asses student academic growth as well as the TAKS results in math, reading, writing and science

**Student Performance Indicator:**

TAKS test results

- Instructional Methods:** Move from whole group instruction to small group to independent practice with assessment that is aligned to the TAKS tests. Use of a variety of research based resources along with the state adopted text books to create high level lessons and activities. Use of reading, science and math consultants to help with strengthening core instruction as well as assessments.
- Learning Environment:** Positive  
Energetic  
Hands-on  
High Level  
Group Oriented  
Focused on Campus, District and State goals  
Focused on TEKS objectives
- Students:** Hillcrest Elementary serves 729 students from Prek to 6th grade. Our students live in a suburban area of East Travis County. We serve a diverse population of students with 85% Hispanic, 7% African American, 6% White, .14% American Indian and .41% Asian. 91% of our students are on Free and Reduced lunch.
- Parents, Community and Business:** Hillcrest Elementary has 15 community adopters that help serve the student and staff members needs throughout the school year. Adopters help by providing attendance incentives every nine weeks for our students, they recognize the staff members by providing gifts for the end of year celebration, they support us by providing hot meals for students that stay for after school tutoring and they build up countless number of volunteer hours each year.

## Summative Evaluation for year 2007-08

Introduction: Hillcrest contains grades Pre-K through 6th. This year Hillcrest has 729 students enrolled from mostly suburban communities in east Travis County. Fifty percent of Hillcrest student's are Limited English Proficient. Hillcrest has two Life Skills classes. It is a school wide Title 1 campus. The Campus Advisory Team conducted a comprehensive needs assessment over a period of a year to determine the strengths and needs of students, staff, parental involvement, community involvement and facilities before deciding how to use the local, state and federal funds.

Demographics: The student population is 85% Hispanic, 6% white, 7% African America, .41% Asian and .14% American Indian. Ninety one percent of our students are from economically disadvantaged families.

### Student Findings:

Strengths: Students enjoy coming to a school as indicated by their excellent attendance, 97%. They have an enthusiastic interest in learning , especially when being taught through a hands-on approach. Our new student population has been introduced to cooperative learning strategies that address learner centered activities that are offered at Hillcrest. They enjoy performing for their peers and family. Students see themselves as very competent in academics, social relationships, athletics, personal appearance and behavior. Overall, their self-esteem is high, they are involved in school, try hard and consider themselves to be good students. Most expect to pursue college and enjoy coming to school. Under the state accountability rating system for the 2006-2007 school year Hillcrest received an Academically Acceptable rating by Texas Education Agency. School wide we had an 81% passing rate on the reading TAKS tests, 90% passing rate in 4th grade writing, 77% passing in math, 61% passing in 5th grade science, and 94% of the special education students passed their SDAA test. Hillcrest has a strong showing of students who receive Commended Performance on their TAKS test. This school year Hillcrest met the requirements for Adequate Yearly Progress ratings under No Child Left Behind.

Needs: Students need many opportunities to develop and refine their English usage through grammar, sentence structure, punctuation, writing and speaking. there is a need for continual vocabulary development and oral language among students. Students are having difficulty with higher level math concepts. Students need the opportunity to participate in more exploratory and investigative problem solving in math and science. Student have a need for recognition for their efforts and accomplishments.

### Staff Findings:

Strengths: Hillcrest is a Highly Qualified campus. Teachers carry out the instructional programs. Following mandates of the No Child Left Behind, the school hires only teachers who are certified by the State Board of Educators Certifications to teach the grade levels to which they are assigned. In emergency situations, the school will consider teachers who have alternative certifications. Bilingual stipends are used to attract highly qualified teachers to Hillcrest. The school provides high-quality on going professional development throughout the school year for all staff members. Paraprofessionals have participated in training through Region 13 that helped them gain the Paraprofessional Certification that is required through the No Child Left Behind mandates. The staff members are team minded and highly motivated to provide students with positive learning experiences. They set high expectations for students' learning and behavior. There is a core of teachers and support staff who undertake leadership roles on the campus. These leaders are strong mentors and trainers of new staff joining our team. The staff enthusiastically shares ideas, teaching strategies and new instructional methods with other staff members. The staff is willing to put in additional time to accomplish whatever needs to be done to meet campus goals. Teachers have high expectations for their students and challenge them to meet high standards.

Needs: Due to the rezoning process, staff has focused on building a new school community. They have worked together on building a plan in which all students meet the goals and expectations of the school. The staff needs support in helping our students develop a sense of responsibility, respect and self-esteem. To help improve instruction, the staff expresses a desire for more opportunities to meet and plan with their colleagues. Recognizing the importance of using staff's time is vital in maintaining staff enthusiasm and energy. The staff is in need of recognition and support of their efforts. Teambuilding efforts are necessary to maintain the positive outlook of the school. Clarity of expectations and good communication is vital for such a large campus.

### Parent Involvement Findings:

Strengths: Parents appreciate the school's efforts to keep them informed about their children's progress and activities at Hillcrest. They rely on the newsletter, flyers, and monthly calendars to keep them informed of upcoming events. Parents are able to access their child's grades on Gradespeed via the internet. A majority of our parents attended the Parent/Teacher Conference. They respect the teacher's efforts to inform them about the increasingly higher standards through Parent Nights. Parents support their children by attending field trips, special activities, Honor Roll Assemblies and grade level performances. Our Community Liaison successfully engages our Spanish speaking parents into helping the school meet the needs of our children. We have businesses, associated with our parents that become adopters and offer to provide their services to the school. They

have been responsible for providing sidewalks around the school, providing a warm pleasant entryway into the school, and maintaining the gardens in front of the school. Hillcrest has shown an increase in the support of local adopters. This comes from a strong Adopt-A-School Committee advocating for the school. The Parent Teacher Organization (PTO) has the support of a team of teachers and parents. This year Hillcrest was able to offer English classes to our Spanish speaking parents through a grant with the non-profit group Avance. We have had a great response to these classes.

Needs: Hillcrest needs to continue to invite parents, community businesses and the public to participate in and support the activities of the school. We need to encourage our parents to be aware and support school goals for their children. We need to support parents in helping their children with homework, math facts and reading at home. There is a need for mentors to partner with students for social growth, as well as help them with their academic growth. We need to continue soliciting the support of our parents' businesses that have a vested interest in the school. Hillcrest needs to continue their efforts to make a personal touch with the adopters and to make them feel valued.

## Objective Accomplishments

### TAKS Reading - Grade: All Grades

#### Analysis Group: All Students

Actual Performance for 2006-07	81%
Projected Annual Objective for 2007-08	84.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

#### Explanation of Performance

#### Analysis Group: African American

Actual Performance for 2006-07	90%
Projected Annual Objective for 2007-08	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	80%
Projected Annual Objective for 2007-08	84%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

#### Explanation of Performance

#### Analysis Group: Hispanic

Actual Performance for 2006-07	79%
Projected Annual Objective for 2007-08	83.2%
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 99.2%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

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

**Explanation of Performance**

**TAKS English/Lang. Arts - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2006-07 TBD  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 63%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Two long term substitutes for nine weeks of school year were needed.

**Analysis Group: African American**

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**

**Analysis Group: Economically Disadvantaged**

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**

**Analysis Group: Hispanic**

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**

**Analysis Group: White**

Actual Performance for 2006-07 < 1%  
 Projected Annual Objective for 2007-08 20.8%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 77%  
 Projected Annual Objective for 2007-08 81.6%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2006-07 76%  
 Projected Annual Objective for 2007-08 80.8%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 75%  
 Projected Annual Objective for 2007-08 80%  
 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 81.6%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

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

**Explanation of Performance**

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**TAKS Writing - Grade: 4**

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**Analysis Group: All Students**

Actual Performance for 2006-07	90%
Projected Annual Objective for 2007-08	92%
Actual Performance for 2007-08	79%
<i>Partial Progress toward the Objective</i>	

**Explanation of Performance**

Two long term substitutes were needed.

**Analysis Group: African American**

Actual Performance for 2006-07	78%
Projected Annual Objective for 2007-08	82.4%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2006-07	88%
Projected Annual Objective for 2007-08	90.4%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

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

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2006-07	83%
Projected Annual Objective for 2007-08	86.4%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Science - Grade: 5**

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**Analysis Group: All Students**

Actual Performance for 2006-07	61%
Projected Annual Objective for 2007-08	68.8%
Actual Performance for 2007-08	72%
<i>Partial Progress toward the Objective</i>	

**Explanation of Performance**

Growth of 10 percentage points were made from last school year.

**Analysis Group: African American**

Actual Performance for 2006-07	83%
Projected Annual Objective for 2007-08	86.4%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07	60%
Projected Annual Objective for 2007-08	68%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2006-07	56%
Projected Annual Objective for 2007-08	64.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

## **APPENDIX II**

**DETAILED GOAL DEFINITIONS**

**OTHER REFERENCE MATERIALS**

## **District Goals**

**Goal 1: Instructional Focus**

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

**Goal 2: Operations**

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

**Goal 3: Safety**

Del Valle ISD will maintain a safe and disciplined environment for students, staff, and visitors on all school sites. Del Valle ISD will provide quality facilities that are welcoming and accommodating for all students and staff.

**Goal 4: Staff**

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

**Goal 5: Parental Involvement**

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

## **State Goals**

**Goal 1: Performance - English**

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

**Goal 2: Performance - Mathematics**

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

**Goal 3: Performance - Science**

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

**Goal 4: Performance - Social Studies**

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

## **State Objectives**

**Objective 1: Partnering Parents with Educators**

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

**Objective 2: Student Potential**

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

**Objective 3: Dropout Prevention**

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

**Objective 4: Curriculum**

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

**Objective 5: Prepare Students**

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

**Objective 6: School Personnel**

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

**Objective 7: Student Performance**

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

**Objective 8: School Environment**

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

**Objective 9: Instructional Techniques**

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

**Objective 10: Technology**

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

## **NCLB/ESEA Goals and Indicators**

### **Goal 1: Students will Reach High Standards**

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

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

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

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

### **Goal 2: LEP will become Proficient in English**

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

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

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

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

### **Goal 3: Highly Qualified Staff**

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

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

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

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

### **Goal 4: Safe, Drug Free Learning Environments**

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

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

**Goal 5: All Students will Graduate from High School**

All students will graduate from high school.

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

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

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

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

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

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

## **Effective School Correlates**

### **Correlate 1: Safe and Orderly Environment**

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

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

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

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

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

**Correlate 2: Climate of High Expectations for Success**

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

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

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

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

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

**Correlate 3: Instructional Leadership**

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

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

**Correlate 4: Clear and Focused Mission**

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

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

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

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

**Correlate 5: Opportunity to Learn and Student Time on Task**

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

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

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

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

**Correlate 6: Frequent Monitoring of Student Progress**

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

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

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

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

**Correlate 7: Home-School Relations**

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

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

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

**Title I - Targeted Assistance Schools****Goal 1: Use Resources to Help Meet Standards**

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

**Goal 2: Ensure Planning is Incorporated**

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

**Goal 3: Use Effective Methods**

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

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

**Goal 4: Support Regular Education Program**

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

**Goal 5: Highly Qualified Teachers**

Provide instruction by highly qualified teachers.

**Goal 6: Opportunities for Professional Development**

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

**Goal 7: Strategies for Parental Involvement**

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

**Goal 8: Coordinate and Integrate Services and Programs**

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

## **Title I - Schoolwide Programs**

### **Goal 1: Needs Assessment**

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

### **Goal 2: Student Opportunities**

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

### **Goal 3: Instructional**

Instruction by highly qualified teachers.

### **Goal 4: Professional Development**

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

### **Goal 5: Professional Staff**

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

**Goal 6: Parental Involvement**

Strategies to increase parental involvement such as family literary services.

**Goal 7: Student Transition to Elementary Programs**

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

**Goal 8: Include Teachers in Decisions**

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

**Goal 9: Identify and Assist with Student Difficulties**

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

**Goal 10: Federal, State, and Local Programs**

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

## **E-Rate Goals**

**Goal 1: Goals and Strategy for Using Technology**

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

**Goal 2: Development Strategy for Training**

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

**Goal 3: Assessment of Services for Improvement**

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

**Goal 4: Sufficient Budget for Implementation**

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

**Goal 5: Evaluation Process for Monitoring Progress**

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