

Hornsby

Campus Improvement Plan

2007-08

The mission of Hornsby-Dunlap Elementary is to maximize the academic potential of our students by meeting their academic, social, and emotional needs.

As a campus, we challenge all students and parents to embrace students' personal responsibility for success, and to appreciate each member of our campus community as diverse individuals.

We have high expectations for behavior so that every child is provided a safe and nurturing learning environment.

Hornsby Belief Statements

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VISION STATEMENT

The Hornsby-Dunlap family envisions all students becoming productive, responsible citizens who will take a positive and active role in shaping their future. As life-long learners they will have the perseverance and skills to adapt to change in their lives while always reaching for excellence.

Hornsby-Dunlap Elementary School
Campus Improvement Plan
2006-2007
COMPREHENSIVE NEEDS ASSESSMENT
Introduction

Hornsby-Dunlap Elementary is a campus that has served the educational needs of the Del Valle community for over 100 years. Hornsby's enrollment remained stable at about 600 from 2002–2004. In 2004-2005 our population increased by approximately 100 students. In 2005-2006 our population peaked at 803 and remained above 780. For the 2006-2007 Hornsby has maintained a campus population of over 900 students. Hornsby staff continued to grow to a total staff of almost 80. We were able to hire fully certified highly qualified teachers in accordance with the No Child Left Behind Act. We continue to expect growth from the new housing developments in the area over the next several years. Hornsby's student population changed during the 2006-2007 school year when bilingual students and Lifeskills students began receiving services on their home campus. Hornsby also continues to offer special services to students who qualify as learning disabled, dyslexic, or for speech therapy.

Other intervention programs include Title I math, gifted and talented, FOCUS behavior program and English as Second Language, and day/after school tutoring.

Demographics

The Academic Excellence Indicator System provides the following data from TEA for 2000 – 2006. The data from the AEIS report shows that Hornsby-Dunlap has steadily grown during the 2000-2006 school years. The African American and Hispanic populations have experienced continued growth while the White population has experienced a decline. The greatest population growth areas are Economically Disadvantaged students and limited English proficient (LEP) students. These populations are expected to continue to grow with the addition of the bilingual program at the campus level.

Student Findings

Our academic goal is to plan an enriching curriculum that addresses the needs of the whole child. Our theme will carry through all subject areas in order to relate learning to the real world and connect reading, math, writing, science, and social studies to each other. By connecting learning and applying new knowledge to the real world, we expect to increase our students' higher level thinking skills and further increase student achievement.

We are involved in important grants that directly affect student achievement. Our primary grade levels are participating in a Three Tier Reading Grant with the University of Texas (UT) to increase reading skills. Third and fourth grade teachers participated in a study with the UT Reading Center that focused on developing vocabulary and comprehension skills in the areas of science and social studies. Hornsby teachers participated in the TxBess Mentoring Program that provided beginning teachers with support from experienced teachers.

Hornsby was rated as "Recognized" by the Texas Education Agency for the 2001-2004 school years and met Annual Yearly Progress (AYP) during the 2002-2006 school years. Hornsby was rated as "Acceptable" in school year 2005-2007.

Student Academic Summary

During the last year of TAAS Hornsby was a Recognized campus. During the first year of TAKS accountability Hornsby continued to be Recognized. In 2005, as the passing standards continued to increase, Hornsby became "Acceptable". As the standards continue to increase we strive to meet the new higher standards and No Child Left Behind regulations.

Areas to Address:

- * Continue to increase African-American student math scores.
- * Continue to increase economically disadvantaged scores in the areas of Reading, Math, and Science.
- * Diminish special education exemptions from TAKS/SDAA takers to 0%.
- * Continue to increase limited English proficient student scores.

Staff Information

The following staff information is reflective of the AEIS report from 2006. Previous staff surveys have found that areas of concern according to staff are: student behavior; opening the channels of communication among faculty, staff and administration; recognizing staff achievements; and reducing the amount of paperwork required by faculty and staff; well-planned/productive faculty meetings; better explained new school policies; addressing the needs of first year and new teachers to the campus; and increased staff morale. The year's CAT recommended focusing on increasing staff recognition and staff morale as well as addressing the needs of first year and new teachers to the campus.

Facilities

Members of the 2006-2007 CAT identified the following needs for Hornsby-Dunlap Elementary: additional security measures needed. At present concerns include safety due to multiple points of entry on the campus. While parents are expected to gain access to the building only through the front door, the back doors must remain unlocked to allow for student access to the playground, the nurses office, the library, etc. The implementation of a campus check-in system has helped manage some security issues but there are other concern areas that must be addressed over the school year.

Parental/Community Findings

Our campus is in a rural setting, but is only 15 minutes from downtown Austin. Because of our unique location our families' home environments vary greatly. There are several suburban housing communities with expected growth in the next few years. We also have families who live in more rural settings such as homes with acreage, farms, and mobile homes. Our parents' educational backgrounds are quite diverse. We have parents who have college degrees, some are high school graduates, others did not complete high school, and some are non-English speaking immigrants. We have found varied levels of school involvement from all of our parents. We have tried to setup many different ways for our parents to become involved in their child's education to meet their lifestyle needs. For example, volunteering during the day, providing internet access to grades, communicating via e-mail with parents at work, conducting parent education classes in the evening, teachers staying after work hours to have parent conferences; and providing a full-time parent liaison that helps with translations and parent/student needs. This year we had a small but active Parent Teacher Organization that focused on providing additional resources for our school.

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

Correlates with:

| | | | |
|---|--|--|--|
| District Goals | | | |
| 1) Goal 1 | | | |
| State Goals | | | |
| 1) Performance - English | 2) Performance - Mathematics | 3) Performance - Science | 4) Performance - Social Studies |
| State Objectives | | | |
| 4) Curriculum | 5) Prepare Students | 7) Student Performance | 9) Instructional Techniques |
| 10) Technology | | | |
| NCLB/ESEA Goals and Indicators | | | |
| 1) Students will Reach High Standards | 2) LEP will become Proficient in English | 5) All Students will Graduate from High School | |
| Effective School Correlates | | | |
| 2) Climate of High Expectations for Success | 3) Instructional Leadership | 5) Opportunity to Learn and Student Time on Task | 6) Frequent Monitoring of Student Progress |
| Title I - Targeted Assistance Schools | | | |
| 1) Use Resources to Help Meet Standards | 3) Use Effective Methods | 4) Support Regular Education Program | 5) Highly Qualified Teachers |
| 6) Opportunities for Professional Development | | | |
| Title I - Schoolwide Programs | | | |
| 3) Instructional | | 4) Professional Development | |

Indicators, Performance Data, and Performance Objectives

Indicator: TAKS Reading

Grade: 3

| Group | Current Performance ACCOUNTABILITY DATA | | Desired Performance LONG TERM STATE OBJECTIVES | | Desired Performance ANNUAL OBJECTIVES | |
|------------------|--|------|---|---------|--|------|
| | Rate | Year | Rate | Year | Rate | Year |
| All Students | 65 % | 2007 | ≥ 90 % | 2008-09 | ≥ 70 % | 2008 |
| African American | 67 % | 2007 | ≥ 90 % | 2008-09 | ≥ 71.6 % | 2008 |
| Hispanic | 66 % | 2007 | ≥ 90 % | 2008-09 | ≥ 70.8 % | 2008 |
| White | 56 % | 2007 | ≥ 90 % | 2008-09 | ≥ 62.8 % | 2008 |

Indicator: TAKS Reading

Grade: 4

| Group | Current Performance ACCOUNTABILITY DATA | | Desired Performance LONG TERM STATE OBJECTIVES | | Desired Performance ANNUAL OBJECTIVES | |
|------------------|--|------|---|---------|--|------|
| | Rate | Year | Rate | Year | Rate | Year |
| All Students | 63 % | 2007 | ≥ 90 % | 2008-09 | ≥ 68.4 % | 2008 |
| African American | 67 % | 2007 | ≥ 90 % | 2008-09 | ≥ 71.6 % | 2008 |
| Hispanic | 60 % | 2007 | ≥ 90 % | 2008-09 | ≥ 66 % | 2008 |
| White | 78 % | 2007 | ≥ 90 % | 2008-09 | ≥ 80.4 % | 2008 |

Indicator: TAKS Reading

| Grade: 5 | | Current Performance | | Desired Performance | | Desired Performance | |
|----------------------------|--|----------------------------|-------------|-----------------------------------|-------------|----------------------------|-------------|
| | | ACCOUNTABILITY DATA | | LONG TERM STATE OBJECTIVES | | ANNUAL OBJECTIVES | |
| Group | | Rate | Year | Rate | Year | Rate | Year |
| All Students | | 75 % | 2007 | ≥ 90 % | 2008-09 | ≥ 78 % | 2008 |
| African American | | 84 % | 2007 | ≥ 90 % | 2008-09 | ≥ 85.2 % | 2008 |
| Economically Disadvantaged | | 73 % | 2007 | ≥ 90 % | 2008-09 | ≥ 76.4 % | 2008 |
| Hispanic | | 70 % | 2007 | ≥ 90 % | 2008-09 | ≥ 74 % | 2008 |
| White | | 80 % | 2007 | ≥ 90 % | 2008-09 | ≥ 82 % | 2008 |
| Special Ed. | | 60 % | 2007 | ≥ 90 % | 2008-09 | ≥ 66 % | 2008 |
| Male | | 71 % | 2007 | ≥ 90 % | 2008-09 | ≥ 74.8 % | 2008 |
| Female | | 77 % | 2007 | ≥ 90 % | 2008-09 | ≥ 79.6 % | 2008 |

Indicator: TAKS Math

| Grade: 3 | | Current Performance | | Desired Performance | | Desired Performance | |
|------------------|--|----------------------------|-------------|-----------------------------------|-------------|----------------------------|-------------|
| | | ACCOUNTABILITY DATA | | LONG TERM STATE OBJECTIVES | | ANNUAL OBJECTIVES | |
| Group | | Rate | Year | Rate | Year | Rate | Year |
| All Students | | 44 % | 2007 | ≥ 90 % | 2008-09 | ≥ 53.2 % | 2008 |
| African American | | 30 % | 2007 | ≥ 90 % | 2008-09 | ≥ 42 % | 2008 |
| Hispanic | | 46 % | 2007 | ≥ 90 % | 2008-09 | ≥ 54.8 % | 2008 |
| White | | 50 % | 2007 | ≥ 90 % | 2008-09 | ≥ 58 % | 2008 |

Indicator: TAKS Math

Grade: 4

| Group | Current Performance ACCOUNTABILITY DATA | | Desired Performance LONG TERM STATE OBJECTIVES | | Desired Performance ANNUAL OBJECTIVES | |
|------------------|--|------|---|---------|--|------|
| | Rate | Year | Rate | Year | Rate | Year |
| All Students | 74 % | 2007 | ≥ 90 % | 2008-09 | ≥ 77.2 % | 2008 |
| African American | 72 % | 2007 | ≥ 90 % | 2008-09 | ≥ 75.6 % | 2008 |
| Hispanic | 73 % | 2007 | ≥ 90 % | 2008-09 | ≥ 76.4 % | 2008 |
| White | 89 % | 2007 | ≥ 90 % | 2008-09 | ≥ 89.2 % | 2008 |

Indicator: TAKS Math

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 | 73 % | 2007 | ≥ 90 % | 2008-09 | ≥ 76.4 % | 2008 |
| African American | 79 % | 2007 | ≥ 90 % | 2008-09 | ≥ 81.2 % | 2008 |
| Hispanic | 68 % | 2007 | ≥ 90 % | 2008-09 | ≥ 72.4 % | 2008 |
| White | 99 % | 2007 | ≥ 90 % | 2008-09 | ≥ 99 % | 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 | 83 % | 2007 | ≥ 90 % | 2008-09 | ≥ 84.4 % | 2008 |
| African American | 91 % | 2007 | ≥ 90 % | 2008-09 | ≥ 91 % | 2008 |
| Hispanic | 79 % | 2007 | ≥ 90 % | 2008-09 | ≥ 81.2 % | 2008 |
| White | 78 % | 2007 | ≥ 90 % | 2008-09 | ≥ 80.4 % | 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 | 55 % | 2007 | ≥ 90 % | 2008-09 | ≥ 62 % | 2008 |
| African American | 56 % | 2007 | ≥ 90 % | 2008-09 | ≥ 62.8 % | 2008 |
| Hispanic | 50 % | 2007 | ≥ 90 % | 2008-09 | ≥ 58 % | 2008 |
| White | 99 % | 2007 | ≥ 90 % | 2008-09 | ≥ 99 % | 2008 |

Strategies

| Goal 1 - Strategy 1 | | Reading and Writing | | | |
|--|--|--|-----------|-----------------|--|
| <i>Supports TAKS Reading - Grade: 3, TAKS Reading - Grade: 4, TAKS Reading - Grade: 5, TAKS Writing - Grade: 4</i> | | | | | |
| Leader(s): Principal / Teachers | Brief Description: The campus will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of all Del Valle students are expected to pass the TAKS READING/LANGUAGE ARTS test by 2013-2014 | Evaluation Benchmark: 90% of the students will pass the TAKS Reading/Language Arts Test. | | | |
| Leader Progress Report Dates: Principal / Teachers | | | | | |
| Resources Required: Campus Budget | FTE's Required: Number of FTE's: None None Cost: None | Source of Funds: None | | | Amount \$0.00 <hr/> \$0.00 |
| Timeline | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| Annual TAKS results will be analyzed to identify any weak areas in order to align the focus of reading, math, science, and writing instruction | Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Awareness of strengths / weaknesses in instructional strategies; improve strategies to meet instructional goals |
| Provide tutorials during the day and adequate transportation for after-school tutoring to meet the needs of students who need extra help. | Tutors; Head Tutor; Teachers | 08/01/2007 | to | 08/01/2008 | Improved achievement in reading, math, and writing TAKS scores |
| Continue early identification and service to students who are behind in reading. Assistance to include: Response to Intervention (RTI) University of Texas tutors, class size reduction, special education, tutoring (day and after school), | Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Formative: monthly benchmark testing (Mock, TAKS, DIBELS, DRA, etc.) Summative: Improved students performance |

| Goal 1 - Strategy 1 | | Reading and Writing | | | |
|---|---|----------------------------|-----------|-----------------|---|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| Open Court Phonics, Dyslexia | | | | | on TAKS and end of year results |
| Continue to monitor and evaluate methods of intervention for all students including: Response to Intervention (RTI) University of Texas tutors, class-size reduction, special education, tutoring (day and after school), Open Court Phonics, Avenue Phonics for LEP students, Niehaus Reading Program for Dyslexia | Principal, Teachers | 08/27/2007 | to | 08/26/2008 | Number of students identified, placed in, and exited out of special programs |
| Update and revise benchmark tests in reading to meet TAKS requirements on an ongoing basis. | Principal, Teachers, Grade Level Leaders | 08/01/2007 | to | 08/01/2008 | Benchmark tests that match TAKS requirements. Improved scores on benchmark testing. |
| Disaggregate most recent TAKS results and ongoing benchmarks to identify student needs. | Principal, Teachers | 08/01/2007 | to | 08/01/2008 | Increased understanding of student weaknesses and strengths. TAKS mastery. |
| Continue collaboration effort with Texas Reading and Language Center to implement, evaluate, and disseminate findings from K-3 reading intervention model | Dept. of C&I; Principals | 08/01/2007 | to | 08/01/2008 | Formative: Teacher-Made benchmark tests Summative: Passing Rates on TAKS |
| Continue monitoring reading in K-2 for early identification of reading deficits | UT tutors; Teachers; Student Assistance Team; Princip | 08/01/2007 | to | 08/01/2008 | Mastery of reading benchmarks (DIBELS, DRA). |
| Teachers in grades 3-6 will meet with Dr. Crook to discuss 2007 TAKS results, | Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Increased understanding of student strengths and weaknesses; increased |

| Goal 1 - Strategy 1 | | Reading and Writing | | | |
|---|-----------------------------------|----------------------------|-----------|-----------------|---|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| | | | | | understanding of new assessment and improved strategies for test-taking |
| Provide teacher training in differentiated instruction to meet the needs of special populations in the reading classroom. | Principal; Dept. of C&I | 08/01/2007 | to | 08/01/2008 | Mastery of reading benchmarks. Increased use of Judy Woods training to address specific needs within the classroom |
| Students will develop reference and research skills appropriate to their age/grade level in grades K-6 using a variety of sources (internet, books, magazines, etc.) | Teacher; Librarian; Principal | 08/01/2007 | to | 08/01/2008 | Authentic learning that will lead to mastery of TAKS/SDAA |
| Integrate science, social studies, and writing into the reading curriculum especially in grades 3-6 | Teachers | 08/01/2007 | to | 08/01/2008 | Authentic learning that will lead to mastery of TAKS |
| Focus on higher-level cognitive reading skills such as summarization, generalization, vocabulary, researching strategies, and paired reading strategies | Teachers | 10/22/2007 | to | 10/22/2008 | Increase in reading achievement |
| Continue to train K-3 language arts and special education teachers in Open Court phonics | Principal | 10/22/2007 | to | 10/22/2008 | Increase decoding skills and fluency |
| Utilize a common campus data bank that interfaces historical Reading and Writing TAKS data with campus benchmark information to follow student progress throughout the individual's school career (AEIS-IT) | Testing Coordinator; Principal | 10/22/2007 | to | 10/22/2008 | Find deficit(s) in student mastery of specific TAKS objectives and provide immediate remediation. |
| Purchase quality materials based on current | Principal | 08/01/2007 | to | 08/01/2008 | Increase in number of |

| Goal 1 - Strategy 1 | | Reading and Writing | | | |
|--|--|----------------------------|-----------|-----------------|---|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| research (Open Court, Read Naturally, Accelerated Reader, DRA, Frog Street, Voyager Reading) | | | | | students reading on grade level |
| Assess, identify, and provide intensive instruction for students at risk of failing the Reading TAKS. Parents of at-risk student will be notified of the child's status and necessary intervention | Dept. of C&I; Principal; Testing Coordinator | 08/01/2007 | to | 08/01/2008 | Formative: Tutoring Schedules List of strategies and students served Summative: Passing rates on TAKS |
| Address special population (Migrant, Bilingual/ELL, special education, dyslexic and gifted and talented) needs through instructional strategies to meet their learning styles | LPAC;SPED;504;GT Coord;Princ;ESL Coord. | 08/01/2007 | to | 08/01/2008 | Formative: LPAC/504/SAT minutes/Student IEP's/SDAA & TAKS Results, Number G/T Identified, Teacher Made Benchmarks Summative: Passing rates on TAKS, SDAA, RPTE |
| Refer students to DIVISD Summer School program based on TAKS, reading benchmarks (DIBELS/DRA), and teacher recommendations/rubrics | Teachers; Principal | 08/28/2006 | to | 05/29/2007 | Increase reading, writing, and math proficiency. Fewer students in need of summer school due to passing TAKS and other assessments |
| Continue providing students with books through the Reading Is Fundamental (RIF) program | Principal; Librarian; Teachers | 08/01/2007 | to | 08/01/2008 | 100% of students receive a new book as their own. Increase in number of students reading on grade level |
| Participate in collaborative team of elementary, junior high, and high school teacher in developing reading benchmarks | Dept of C&I; Principal ;GL Leaders | 08/01/2007 | to | 08/01/2008 | Formative: Teacher-Made Benchmark Tests |

| Goal 1 - Strategy 1 | | Reading and Writing | | | |
|--|-----------------------------------|----------------------------|-----------|-----------------|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| and curriculum to prepare students for TAKS reading | | | | | Summative: Passing Rates on TAKS |
| Provide assessment and special programs as needed for students new to the campus | Principal; Teachers; Counselor | 08/28/2007 | to | 08/01/2008 | Formative: Teacher-Made Tests and Benchmarks Summative: Passing rates on TAKS |
| Participate in Reading/Language Arts TEKS and curriculum district vertical alignment with district specialist. | Dept. of C&I; Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Increase reading achievement |
| | | | | | |

| Goal 1 - Strategy 2 | | SPED | | | |
|--|----------------------------------|---|-----------|--|---|
| <p>Leader(s): Principal; SPED team leader; LSSP</p> <p>Leader Progress Report Dates: Principal SPED team LSSP</p> | | <p>Brief Description: The instructional focus of the campus will result in all student groups making annual improvement toward exemplary status.</p> | | <p>Evaluation Benchmark: 100% of students with disabilities will complete benchmark tests throughout the year for progress monitoring purposes.</p> | |
| <p>Resources Required: Materials Inventory Inclusion Teachers</p> | | <p>FTE's Required: Number of FTE's: None None Cost: None</p> | | <p>Source of Funds: None</p> | |
| | | | | <p>Amount \$0.00 <hr/>\$0.00</p> | |
| Timeline | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| Early identification and provision of assistance to students who are behind in academic subjects. Assistance includes day tutoring, after school tutoring, the SAT process for referral for RTI, and special education services. | SPED team; Counselor; Teachers | 08/01/2007 | to | 08/01/2008 | Improved performance in class on assessments |
| The SAT committee will identify types of interventions and make recommendations for behavioral and/or academic support, screening, or testing of students who are experiencing difficulty progressing in class or individual goals | SAT; Counselors; LSSP; Principal | 08/01/2007 | to | 08/01/2008 | Increased student success as evidenced by improved academic attainment and passing test scores and limited numbers of students referred for special education |
| Inclusion teachers will participate in general | Inclusion Teachers; | 08/01/2007 | to | 08/01/2008 | Special Education staff |

| Goal 1 - Strategy 2 | | SPED | | | | |
|---|----------------------------------|-------------------|-----------|-----------------|---|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| education teacher training and also receive staff development in special education while keeping current with Special Education laws and regulations. | Special Services; Administrators | | | | will be highly qualified to implement services, advocate for students, and select appropriate testing instruments | |
| Improved collaboration and sharing of ideas and resources among the special education team | Inclusion teachers | 08/01/2007 | to | 08/01/2008 | Lesson plans that reflect an increase in the usage of manipulatives, assistive technology, or other resources/activities that help students attain their IEPgoals | |
| | | | | | | |

| Goal 1 - Strategy 3 SOCIAL STUDIES | | | | | | |
|---|---|--|----|---|---|--|
| Leader(s): Principal/Teachers | | Brief Description: The campus will make measurable progress toward reaching exemplary status for all Del Valle students on the TAKS Social Studies test. | | Evaluation Benchmark: 90% of students will pass Social Studies benchmark tests. | | |
| Leader Progress Report Dates: Principal/Aps | | | | | | |
| Resources Required: | FTE's Required: | Source of Funds: | | Amount | | |
| Technology Teacher | Number of FTE's: None | None | | \$0.00 | | |
| Staff Development | None | | | \$0.00 | | |
| Print Media Sources | Cost: None | | | | | |
| Timeline | | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| Continue collaboration between grade levels to facilitate the integration of social studies into the elementary curriculum. | Dept. of C & I; Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Lesson Plans Grade level scope and sequence | |
| Develop appropriate reference and research skills in grades 2-5 from a variety of sources (i.e., print media, technology, media, personal interviews) | Principal, Teachers, Librarians, Tech Teacher | 08/01/2007 | to | 08/01/2008 | Project-based learning | |
| Train staff in using the Big 6 Information Model in grades 2-5. | Principal; Librarian; Teachers | 08/01/2007 | to | 08/01/2008 | Lesson plans | |
| Integrate reading and writing skills into the Social Studies curriculum. | Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Products based on authentic learning TAKS mastery | |
| Engage students in multi-cultural awareness with on-going projects, lessons, activities and experiences. | Principal, Teachers, Counselors, Librarian | 08/01/2007 | to | 08/01/2008 | Calendar of Events, Career Day, Live on Five, Special | |

| Goal 1 - Strategy 3 | | SOCIAL STUDIES | | | |
|---|--|-----------------------|-----------|-----------------|---|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| | | | | | Speakers/Presentations |
| Integrate appropriate Social Studies novel units into reading and language arts instruction in grades 3-5. | Principal, teachers, Librarian | 08/01/2007 | to | 08/01/2008 | Novel lists coordinated with reading/writing timelines and units. |
| Incorporate current events into reading/writing lessons. (i.e., Live on Five, newspapers, on-line current events) | Principal, Librarian, Technology Teacher, Teachers | 08/01/2007 | to | 08/01/2008 | Student projects, newscasts |
| | | | | | |

| Goal 1 - Strategy 4 MATH & SCIENCE | | | | | | |
|--|--|-------------------------|---|-----------------|--|--|
| <i>Supports TAKS Math - Grade: 3, TAKS Math - Grade: 4, TAKS Math - Grade: 5, TAKS Science - Grade: 5</i> | | | | | | |
| Leader(s): Principal/Instructional AP | Brief Description: The campus will make measurable progress toward reaching exemplary status for all Del Valle students on the TAKS Math test. | | Evaluation Benchmark: 90% of students will pass the Math TAKS test. | | | |
| Leader Progress Report Dates: Principal/Instructional AP 8/07-6/08 | | | | | | |
| Resources Required: | FTE's Required: | Source of Funds: | | Amount | | |
| Time | Number of FTE's: None | None | | \$0.00 | | |
| Teachers | None | | | \$0.00 | | |
| Principal | Cost: None | | | | | |
| District Consultant | | | | | | |
| Timeline | | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| Disaggregate TAKS Math and Science data item by item from the 2006-2007 results using the item analysis report. Identify objectives requiring improvement. | Testing Coordinator; Teachers; Principal | 08/01/2007 | to | 08/01/2008 | Provide intervention when students are not showing progress in a particular objective. | |
| Provide tutorials during the day and adequate transportation for after-school tutoring to address the needs of students who need extra help in the areas of Math and Science | Head Tutor; Teachers; Principal | 08/01/2007 | to | 08/01/2008 | Improved achievement in MATH and SCIENCE TAKS scores | |
| Schedule and conduct staff collaborations for math and science teachers on (1) implementing and integrating TAKS objectives across the subject areas (2) Teaching process skills measured by | Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Teacher lesson plans incorporate both subject areas. | |

| Goal 1 - Strategy 4 | | MATH & SCIENCE | | | | |
|--|--|---------------------------|-----------|-----------------|--|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| TAKS; and (3) TEKS/TAKS | | | | | | |
| Incorporate technology in MATH and SCIENCE | Technology Teacher; Teachers; Principal | 08/01/2007 | to | 08/01/2008 | Students using technology in correlation with their class work. Increased use of technology lab by classrooms | |
| Continue vertical alignment of curriculum across the grade levels. | Math and Science teachers; Principal | 08/01/2007 | to | 08/01/2008 | Lesson plans reflect growth from materials in previous as well as upcoming grade levels | |
| Provide TAKS information to parents in grades 3 - 5. (i.e. dates of tests, requirements for each grade level, sample test items) | Teachers; Principal | 08/01/2007 | to | 08/01/2008 | Student work as assigned in small group instruction; List of students who were provided small group instruction both during the day or during after school tutoring. | |
| Use application/experiential (hands-on) benchmark activities and questioning to measure individual students mastery of TEKS | Teachers; Principal; Testing Coordinator | 08/01/2007 | to | 08/01/2008 | Intervention is provided to students who are not achieving mastery through small group instruction during the school day or in after school tutoring. | |
| Utilize a common campus data bank provides historical Math and Science TAKS data with campus benchmark information to follow student progress throughout the individual's school career. (AEIS-IT) | Testing Coordinator; Teachers Principal; Consultants | 08/01/2007 | to | 08/01/2008 | Identify strengths and weaknesses of TAKS objectives and provide appropriate remediation. | |
| Teachers in grades 3 - 6 will meet with Dr. Crook to discuss previous years TAKS | Dr. Crook; Teachers; Principal; | 08/01/2007 | to | 08/01/2008 | Increased understanding of | |

| Goal 1 - Strategy 4 | | MATH & SCIENCE | | | |
|--|---|---------------------------|-----------|-----------------|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| results and test-taking strategies for math and science | | | | | strategies to use for test-taking and problem solving. |
| Students will learn a variety of testing strategies (i.e. tools) appropriate to their grade level | Teachers | 08/01/2007 | to | 08/01/2008 | Improved performance on the math and science benchmarks throughout the year. |
| Coordinate Math and Science timelines | Teachers; District Consultants; Principal | 08/01/2007 | to | 08/01/2008 | Timelines provided by each grade level |
| Continue early identification and service to students who are behind in math and science through day tutoring, after school tutoring, and special education classes | Teachers; Principal; Head Tutor | 08/01/2007 | to | 08/01/2008 | Improved performance on math and science benchmarks; Tutoring sign-in sheets; Attendance for day tutoring groups |
| Students will develop reference and research skills appropriate to their grade level using a variety of sources (internet, books, magazines, etc.) in preparation for the Science Fair | Teachers; Librarian; Principal; Sci.Comm. | 08/01/2007 | to | 08/01/2008 | Science Fair projects show evidence of research skills; Increased number of students advancing within the campus science fair to the regional science fair |
| Purchase materials based on current research to support Math and Science instruction (i.e. AIMS, GEMS, Voyager) | Principal | 08/01/2007 | to | 08/01/2008 | Products are purchased and are being utilized in the classroom as shown in lesson plans and classroom walk-throughs |
| Participate in math TEKS curriculum district vertical alignment with district consultant and teachers at the other elementary | District Consultant; Teachers; Principal | 08/01/2007 | to | 08/01/2008 | District benchmarks and timelines |

| Goal 1 - Strategy 4 | | MATH & SCIENCE | | | | |
|---|--|---------------------------|-----------|-----------------|--|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| campuses | | | | | | |
| Participate in Science TEKS and curriculum district vertical alignment with science district consultant | District Consultant; Teachers; Principal | 08/01/2007 | to | 08/01/2008 | Districtwide benchmarks and timeline. Increase in science achievement on benchmarks and TAKS test. | |
| | | | | | | |

| Goal 1 - Strategy 5 ATTENDANCE | | | | | | |
|---|--|---|-----------|---|--|---------------|
| Leader(s): Principal | | Brief Description: 97% average daily attendance will be at the campus | | Evaluation Benchmark: Average Daily Attendance will be above 97%. | | |
| Leader Progress Report Dates: Principal/APs Registrar | | | | | | |
| Resources Required: | | FTE's Required: | | Source of Funds: | | Amount |
| Teachers | | Number of FTE's: None | | None | | \$0.00 |
| Staff | | None | | | | \$0.00 |
| Principal | | Cost: None | | | | |
| Timeline | | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| Inform parents, students and staff of the districts' policies and procedures for attendance during the first semester. | Asst Principals; Teachers; PEI MS Clerk; | 08/01/2007 | to | 08/01/2008 | Student and Parent Handbooks are made easily available and accessible; PTO meetings; CAT minutes | |
| Determine causes of poor attendance at the campus level and obtain suggestions from parents, students, staff, and school nurse and attendance clerk. | PEIMS clerk; Community Liason | 08/01/2007 | to | 08/01/2008 | Attendance Records | |
| Implement group and individual incentives to improve and maintain attendance. At the end of each nine weeks, students with perfect attendance will be presented with an award and recognized in front of their peers. | PEIMS clerk; Comm. Liason; Teachers | 08/01/2007 | to | 08/01/2008 | Weekly campus attendance reports | |
| Publicize importance of school attendance | Principal; Community | 08/01/2007 | to | 08/01/2008 | 98% ADA (Average | |

| Goal 1 - Strategy 5 | | ATTENDANCE | | | | |
|---|------------------------------|-------------------|-----------|-----------------|---|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| in district and campus newsletter and on website, as well as on message board in front of school. | Liaison; PEIMS clerk | | | | Daily Attendance) for the entire school year. | |
| Engage businesses to support regular attendance through donations for promoting better attendance | Attendance Comm;CommLiaison | 08/01/2007 | to | 08/01/2008 | Increased attendance rate | |
| Grade levels will develop incentives for encouraging perfect attendance | Teachers | 08/01/2007 | to | 08/01/2008 | Plans for grade level specific attendance award events; Dates for events are set and announced in newsletters | |
| Share attendance information with parents through the use of an attendance information meeting facilitated by the district attendance officers. | Principal; Comm. Liaison | 08/01/2007 | to | 08/01/2008 | Increased attendance rate; Documentation for attendance for parents | |
| | | | | | | |

| Goal 1 - Strategy 6 | | DROPOUTrates | | | |
|---|----------------------------------|---|-----------|---|--|
| Leader(s): Principal; PEIMScLerk | | Brief Description: The campus dropout rate will be 0% | | Evaluation Benchmark: 0% of students will be dropouts | |
| Leader Progress Report Dates: Principal PEIMS clerk Community Liason District Attendance Officers | | The campus dropout rate for African American, Hispanic, white, Asian American, Native American, Male, Female, Economically Disadvantaged, and all children with disabilities and limited English proficient students will be 0% | | | |
| Resources Required: | FTE's Required: | Source of Funds: | | Amount | |
| Principal | Number of FTE's: None | None | | \$0.00 | |
| Mentors | None | | | \$0.00 | |
| Counseleor | Cost: None | | | | |
| Timeline | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| Coordinate visits to Jr. High counselors to enroll 5th graders in classes at Del Valle Middle School. | DVMS Principal; counselors | 08/01/2007 | to | 08/01/2008 | Numbers of students participating in pre registration and ease of transition to DVMS (Del Valle Middle School) |
| Provide staff development to meet the No Child Left Behind requirements directed at leaver prevention by fostering academemc confidence (At-risk workshops, FOCUS, individual and group conseling.) | Principal; Teachers; Counnselors | 08/01/2007 | to | 08/01/2008 | 98% + Average Daily Attendance rate |
| Provide introductions to various careers through Career Day speakers and community partnerships | Counselor; Community Liaison | 08/01/2007 | to | 08/01/2008 | Number of students participating in Career Day. |

| Goal 1 - Strategy 6 | | DROPOUTrates | | | |
|---|--|---------------------|-----------|-----------------|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| | | | | | Increased number of speakers from the community |
| Invite and schedule visits/performances from high school extra-curricular activities and programs. | Principal;Teachers; Community Liaison | 08/01/2007 | to | 08/01/2008 | Introduction to available activities and programs in secondary schools |
| Utilize campus database to identify students at risk of failing. Disaggregate TAKS results from previous year and ongoing benchmarks to identify students' needs. (INOVA) | Principal;Teachers; Testing Coordinator; Counselor | 08/01/2007 | to | 08/01/2008 | Improved scores; Decrease in the number of students on the failure list each 9 weeks |
| Continue parental involvement programs (Math/Science Night, Meet the Teacher Night, TAKS Information Night) | Community Liaison;Teachers;PTO;Principal | 08/01/2007 | to | 08/01/2008 | Parent attendance at meetings by sign-in sheet and feedback from PTO. |
| Extended day for 3rd - 5th grades - TEKS/TAKS tutoring | Principal; Head Tutor; Teachers | 08/01/2007 | to | 08/01/2008 | Improved achievement on benchmarks and TAKS. Decrease in the number of students failing |
| Circulate the no-show list to all DVISD campuses and to adjoining school districts to determine if students are enrolled in other schools | Attendance Officer; Teachers | 08/01/2007 | to | 08/01/2008 | District leaver statistics by ethnic group; Names of students located at other campuses. |
| Make home visits to students with excessive absences and encourage those students to re-enter school and refer to attendance officer | Attendance Officer;Community Liaison;PEIMS clerk; | 08/01/2007 | to | 08/01/2008 | District leaver statistics by ethnic group and attendance records |
| Provide information about available | Counselor;Attendance | 08/01/2007 | to | 08/01/2008 | District leaver statistics |

| Goal 1 - Strategy 6 | | DROPOUTrates | | | |
|--|--|---------------------|-----------|-----------------|---|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| services related to student attendance; attendance rewards, community liaison assistance. | Officer; Teachers | | | | by ethnic group and attendance records. |
| Campus registrars will follow procedures to ensure information is accurate and a statement of intent signed by parent/guardian is on file for every student leaving the district | PEIMS clerk; Counselor; Principal; AP; Comm. Liaison | 08/01/2007 | to | 08/01/2008 | Completed registration forms and letter of intent; District leaver statistics by ethnic group |
| Coordinate efforts with the Wellness Center to keep the community aware of programs and services provided (i.e., leaflets, letters, newsletters) | Wellness Center Director; Nurse | 08/01/2007 | to | 08/01/2008 | Healthy, educated community; Easily accessible information through newsletters, leaflets, etc. |
| Train staff in dealing with the diverse needs of all ethnic and cultural groups to help improve positive discipline management and violence prevention (i.e. CHAMPS Training, at-risk workshops) | Principal | 08/01/2007 | to | 08/01/2008 | Well disciplined student body as evidenced by the number of referrals reported through PEIMS information |
| Teachers will refer students to the Student Advisory Team (SAT) to recommend appropriate federal, state, and/or local programs | Counselor; SAT team; Teachers; Principal | 08/01/2007 | to | 08/01/2008 | Students in danger of failing will receive specialized small group instruction to increase TAKS/TEKS mastery based on benchmark testing throughout the year |
| Before school starts, parents will be invited to attend "Meet the Teacher". Parents can meet homeroom teachers and tour the building with their children | Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Students are eager to come to school the first day of school and quickly adjust to their new surroundings |
| Federal, state, and local programs will be | Principal; CAT team | 08/01/2007 | to | 08/01/2008 | Students will master |

| Goal 1 - Strategy 6 | | DROPOUTrates | | | |
|---|-------------------------------|---------------------|-----------|-----------------|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| coordinated to match then needs of the student population | | | | | benchmark testing throughout the year and end of year tests. |
| Students considered to be at-risk will be given the opportunity to participate in a mentoring program with parent permission. | Counselor; Principal; Mentors | 08/01/2007 | to | 08/01/2008 | Improved student achievement |

Goal 2: The campus will maintain a safe and disciplined environment for students, staff, and visitors on all scholl sites.

Correlates with:

| | | | |
|--|---|-----------------------|-----------------------|
| District Goals | | | |
| 3) Goal 3 | | | |
| State Objectives | | | |
| 1) Partnering Parents with Educators | 2) Student Potential | 3) Dropout Prevention | 8) School Environment |
| NCLB/ESEA Goals and Indicators | | | |
| 4) Safe, Drug Free Learning Environments | | | |
| Effective School Correlates | | | |
| 1) Safe and Orderly Environment | 2) Climate of High Expectations for Success | | |
| Title I - Targeted Assistance Schools | | | |
| 7) Strategies for Parental Involvement | 8) Coordinate and Integrate Services and Programs | | |
| Title I - Schoolwide Programs | | | |
| 2) Student Opportunities | | | |

Indicators, Performance Data, and Performance Objectives

Indicator: Attendance

Grade: All

| Year | Current Performance | Desired Performance LONG TERM STATE OBJECTIVES | | Desired Performance ANNUAL OBJECTIVES | |
|---------|---------------------|---|---------|--|------|
| | Rate | Rate | Year | Rate | Year |
| 2006-07 | TBD % | ≥ 97 % | 2008-09 | ≥ TBD % | 2008 |
| 2005-06 | 96.6 % | | | | |
| 2004-05 | 96.6 % | | | | |
| 2003-04 | 97.8 % | | | | |

Strategies

| Goal 2 - Strategy 1 HEALTH AND SAFETY | | | | | | |
|---|---|--|-----------|-----------------|--|---|
| <i>Supports Attendance - Grade: All Grades</i> | | | | | | |
| Leader(s): Principal | Brief Description: The campus will implement programs and activities that have a positive impact on student health and safety | Evaluation Benchmark: Programs are held throughout the year that have a positive impact on student health and safety | | | | |
| Leader Progress Report Dates: Principal/Aps | | | | | | |
| Resources Required: Child Nutrition Dept. Community Liasion Teachers Staff Principal Assistant Principal | FTE's Required: Number of FTE's: None None Cost: None | Source of Funds: None | | | | Amount \$0.00 <hr/> \$0.00 |
| Timeline | | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| Determine causes of poor attendance at the campus due to health issues. | Principal;Attendance Officer;PEIMS clerk;nurse | 08/01/2007 | to | 08/01/2008 | Attendance Records | |
| Continue to participate in district-wide health advisory council (SHAC) to address district and community health issues | Community Liaison; Nurse | 02/03/2000 | to | 02/03/2000 | Read, evaluate, and discuss HAC findings and implement on the campus level | |
| Stay informed of all HAC supported programs and implement when appropriate | Nurse; Principal | 08/01/2007 | to | 08/01/2008 | Staff support and participation. Healthy students | |
| Provide staff and student education to help | Principal;Teachers;Coun | 08/01/2007 | to | 08/01/2008 | Fewer referrals dealing | |

| Goal 2 - Strategy 1 | | HEALTH AND SAFETY | | | | |
|---|---|--------------------------|-----------|-----------------|---|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| improve conflict resolution, positive discipline management, violence/bullying prevention and improve self responsibility | s. | | | | with peer to peer conflict and bullying issues | |
| Disseminate Children's Wellness Center programs and services to community | Wellness Center Dir.;Nurse;Community Liaison | 08/01/2007 | to | 08/01/2008 | Notification of programs and services provided to staff, students, and parents. | |
| Encourage departments and grade levels to promote positive healthy practices through integrated instruction | Princpal;Teachers;Nurse | 08/01/2007 | to | 08/01/2008 | Healthy staff; Wellness plans | |
| Disaster/emergency plans will be reviewed and updated annually. Plans will be practiced monthly | Administrators; Counselor | 08/01/2007 | to | 08/01/2008 | Each campus will have a disaster plan which will improve student and staff safety | |
| Encourage teachers to engage in health and wellness activities (i.e. Faculty Fun Hour, weight loss challenges) | Wellness Committee (campus level) | 08/01/2007 | to | 08/01/2008 | Healthy Staff. Participation in staff wellness activities | |
| Annually coordinate with maintenance department to evaluate security and safety issues such as lighting, shade, locks, working outdoor water fountains, fall zones, etc | Director of Maintenance Facilities; Principal | 08/01/2007 | to | 08/01/2008 | Prevent health/safety related accidents and issues. Each campus will evaluate outcomes. | |
| On-going health education and training plans (such as CPR, AED, Diabetes care etc.) should be established | Director of Health Services, Principals | 08/01/2007 | to | 08/01/2008 | Staff will be prepared for emergencies | |
| Provide flu shots through Wellness Center | Wellness Center; Teachers | 08/01/2007 | to | 08/01/2008 | Healthy Staff; Less subs needed for teachers taking sick days | |
| Continue Breakfast in the Classroom campus wide | Principal;Cafeteria Staff;Teachers | 08/01/2007 | to | 08/01/2008 | Improved student achievement and | |

| Goal 2 - Strategy 1 | | HEALTH AND SAFETY | | | |
|--|-------------------------------------|--------------------------|-----------|-----------------|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| | | | | | student emotional well being. |
| Evaluate any accidents on Worker's Comp and determine why they happened and a plan of action for addressing the cause. | Principal | 08/01/2007 | to | 08/01/2008 | Reduction in district Worker's Comp costs. |
| Implement procedures that protect the campus designed in coordination with district safety | Principal;AP;Teachers; Office Staff | 08/01/2007 | to | 08/01/2008 | Routine procedures are practiced by staff and students daily which provide a safe environment. |
| Continue C.A.T.C.H, (Coordinated Approach to Childhood Health) Program | C.A.T.C.H. Committee;Nurse | 08/01/2007 | to | 08/01/2008 | Student data gathered and recorded from 4th grade |
| Continue procedures that provide a welcoming, clean, and accommodating environment | Staff; Custodians | 08/01/2007 | to | 08/01/2008 | Visitors are greeted promptly. Campus is clean, welcoming, safe, and attractive. |
| Staff is exploring a school wide behavior program for next year (i.e. CHAMPS) | Prinicpal; Teachers | 08/01/2007 | to | 08/01/2008 | Participation in CHAMP training |
| Implement campus wide recognition of positive behavior support | Principal; Assistant Principal | 08/01/2007 | to | 08/01/2008 | Monthly nominations for students with good behavior as well as rewards for classes who receive compliments |

Goal 3: The campus will recruit and retain a highly motivated , competent staff through training and an effective evaluation process.

Correlates with:

| | | |
|--|-----------------------|----------------------------------|
| District Goals | | |
| 4) Goal 4 | | |
| State Objectives | | |
| 6) School Personnel | 8) School Environment | |
| NCLB/ESEA Goals and Indicators | | |
| 3) Highly Qualified Staff | | |
| Effective School Correlates | | |
| 3) Instructional Leadership | | |
| Title I - Targeted Assistance Schools | | |
| 5) Highly Qualified Teachers | | |
| Title I - Schoolwide Programs | | |
| 4) Professional Development | 5) Professional Staff | 8) Include Teachers in Decisions |

Indicators, Performance Data, and Performance Objectives

Strategies

| Goal 3 - Strategy 1 | | STAFF | | | | | | | |
|---|-----------------------------------|--|-----------|--|---|---------------|--------|--|--------|
| Leader(s): Principal Leader Progress Report Dates: Principal AP | | Brief Description: Improve employee's job satisfaction and retention | | Evaluation Benchmark: Teacher and staff retention | | | | | |
| Resources Required: District Budget | | FTE's Required: Number of FTE's: None None Cost: None | | Source of Funds: None <table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">Amount</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">\$0.00</td> </tr> <tr> <td></td> <td style="border-bottom: 1px solid black;">\$0.00</td> </tr> </table> | | Amount | \$0.00 | | \$0.00 |
| Amount | \$0.00 | | | | | | | | |
| | \$0.00 | | | | | | | | |
| Timeline | | | | | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | | | | |
| Include appropriate staff in the interviewing process | Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Increase staff retention | | | | |
| Continue stress relief activities | Principal; CAT team | 08/01/2007 | to | 08/01/2008 | Improved health and well-being of staff | | | | |
| Continue staff socials such as the Back-to-School Luncheon and the Holiday Luncheon | Principal | 08/01/2007 | to | 08/01/2008 | Heightened morale and increased retention | | | | |
| Enhance staff morale by submitting articles to the District Digest that recognize campus and individual achievement | Community Liaison; Teachers | 08/01/2007 | to | 08/01/2008 | Monthly articles reflecting activities and achievements that occurred at the campus level | | | | |
| Provide training and mentoring to new teachers and staff members through outside consultants and appropriate staff | Principal, Central Administration | 02/05/2000 | to | 02/05/2000 | Increased competence and confidence. Increased student | | | | |

| Goal 3 - Strategy 1 | | STAFF | | | | |
|---|---------------------------------|-------------------|-----------|-----------------|---|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| | | | | | performance. | |
| Continue "comp" days by allowing teachers to attend staff development training. | Principal; CAT team | 08/01/2007 | to | 08/01/2008 | Retain highly qualified and trained staff. Teachers share information from the staff development attended with the rest of staff. | |
| Conduct mentor training for mentors. Complete TxBESS Training for mentors. | Principal; Mentor Teachers | 08/01/2007 | to | 08/01/2008 | Effective mentoring by highly qualified staff and increased staff retention | |
| Faculty and staff are given the opportunity to provide feedback through a grade-level meeting that could be communicated to the appropriate committees. The meeting should address issues such as climate, communication, student behavior, expectations, evaluations, and policies | Principal; Staff | 08/01/2007 | to | 08/01/2008 | Implement appropriate and relevant changes to operation of Hornsby. Faculty and staff feel their opinions are valuable and recognized | |
| Utilize small group instruction with tutors for math and reading during day tutoring and after school tutoring | Principal; Head Tutor; Teachers | 08/01/2007 | to | 08/01/2008 | Decrease student to teacher ratio | |
| Provide dedicated funds for teachers to use at their discretion for classroom needs | Principal; PTO | 08/01/2007 | to | 08/01/2008 | Appropriate and innovative materials are being used during classroom instruction | |
| Continue grade level conference periods | Principal; Teachers | 08/01/2007 | to | 08/01/2008 | Increased communication within the grade level. | |
| Continue to provide reimbursement for ESL testing and certification for all teachers | Assistant Superintendent | 08/01/2007 | to | 08/01/2008 | 100% of teachers are ESL certified | |
| Develop policies and procedures to be | Exec. Director of HR | 08/01/2007 | to | 08/01/2008 | 100% of new hires who | |

| Goal 3 - Strategy 1 | | STAFF | | | | |
|--|--|-------------------|-----------|-----------------|--|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| followed in the hiring of paraprofessionals and professionals that ensure all new hires meet No Child Left Behind requirements | | | | | are Highly Qualified; Highly Qualified summary sheet in each new employee file; 100% of Highly Qualified Teachers (TEA annual survey) | |
| Develop policies, procedures and follow through activities to ensure meeting No Child Left Behind requirements for existing paraprofessionals and professionals, including fingerprinting. | Exec. Dir. Of HR; Principals; Dept, of C&i | 08/01/2007 | to | 08/01/2008 | Staff will receive NCLB certification from Region 13; 100% of Highly Qualified Teachers (TEA annual survey); NCLB Highly Qualified Teacher recruitment and retention plan (Required NCLB report) Staff will receive notification of expiring certification to facilitate renewal | |
| Provide staff development and training for all district personnel in all areas for the improvement of student academic achievement | Principal; Dept. of C&I | 08/01/2007 | to | 08/01/2008 | Schedule of training session; Sign-in sheets; School District personnel morale and student achievement will remain high as a result of staff development and training opportunities. | |

Goal 4: The campus will promote involvement from parents and other community members that has a positive impact on promoting student achievement.

Correlates with:

| | | |
|--|--|-----------------------|
| District Goals | | |
| 6) Goal 6 | | |
| State Objectives | | |
| 1) Partnering Parents with Educators | 2) Student Potential | 3) Dropout Prevention |
| Title I - Targeted Assistance Schools | | |
| 7) Strategies for Parental Involvement | | |
| Title I - Schoolwide Programs | | |
| 6) Parental Involvement | 7) Student Transition to Elementary Programs | |

Indicators, Performance Data, and Performance Objectives

Strategies

| Goal 4 - Strategy 1 Campus Communication | | | | | | |
|---|------------------------------|---|-----------|--|--|---------------|
| Leader(s): Principal; Community Liaison | | Brief Description: The campus will increase efforts to promote improved district/community communications | | Evaluation Benchmark: Improved community and parent involvement. | | |
| Leader Progress Report Dates: Principal Community Liaison Technology Teacher | | | | | | |
| Resources Required: | | FTE's Required: | | Source of Funds: | | Amount |
| Staff | | Number of FTE's: None | | None | | \$0.00 |
| Principal | | None | | | | \$0.00 |
| Community Liaison | | Cost: None | | | | |
| Community Leader | | | | | | |
| Assistant Principal | | | | | | |
| Timeline | | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| Newsletter (district) to all registered addresses or person who lives at that address | Director of Communications | 08/01/2007 | to | 08/01/2008 | Documentation and sample of product | |
| Place announcement on the marquis to advertise back to school registration dates and other campus activities | Community Liaison | 08/01/2007 | to | 08/01/2008 | Documentation by the community liaison and sample of the product | |
| Postcard - all students registered as of August 1 will receive postcards with school start dates and reminder of immunization requirements. | Director of Communications | 08/01/2007 | to | 08/01/2008 | Documentation and sample of product | |
| Maintain website with important information | Technology Teacher; | 08/01/2007 | to | 08/01/2008 | Increase in parent | |

| Goal 4 - Strategy 1 | | Campus Communication | | | |
|---|--|-----------------------------|-----------|-----------------|---|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| for the campus. | Principal | | | | participation and communication about school events |
| Continue to send home a monthly campus newsletter from the principal with students to inform parents of current events and increase the provision of translated materials | Principal; Newsletter Coordinator | 02/06/2000 | to | 02/06/2000 | Increase in parent participation in school events as evidenced by sign-in sheets. |
| School district update to all taxpayers for DVISD | Director of Communications | 08/01/2007 | to | 08/01/2008 | Documentation and sample product |
| Gradespeed - Parents will see grades on-line for students in grades one through five. | Principals; Teachers; PEIMS clerk | 08/01/2007 | to | 08/01/2008 | Gradespeed is up and running and accessible to all parents of Hornsby students |
| Coordinate Superintendent Chat with superintendent's office | Principal; Superintendent; Director of Comm. | 08/01/2007 | to | 08/01/2008 | Informed community. Sign-in sheet Schedule of Superintendent's Chats |
| Host early voting and voting for the community | Community Liaison; Principal | 08/01/2007 | to | 08/01/2008 | Improved community involvement |
| Continue parental involvement nights such as Literacy Night, Science Night, Math Night, and Science Fair. | Principal, Community Liaison; Teachers; PTO | 08/01/2007 | to | 08/01/2008 | Increase in parent participation in school events as evidenced by sign-in sheets. Increase in student benchmark/ end of year test results. |
| Continue "Meet the Teacher" program before school starts | Faculty; Staff | 08/01/2007 | to | 08/01/2008 | Parents meet homeroom teachers, learn grade level expectations/procedure |

| Goal 4 - Strategy 1 | | Campus Communication | | | |
|---|--|-----------------------------|-----------|-----------------|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| | | | | | s, and tour the building with their students. Students are eager to come to school the first day of school and quickly adjust to their new surrounding. Increase percentage of parent attendance from last year. |
| Share benchmark assessment results with parents throughout the year including at parent conferences | Teachers; Testing Coordinator | 02/06/2000 | to | 02/06/2000 | Parent support academic efforts at home and school. Increased parent attendance at reading and math nights |
| Provide information about available services: after school tutoring, attendance rewards, community liaison assistance. | Principal; Teachers; Community Liaison | 02/06/2000 | to | 02/06/2000 | Informed parents that request services based on need |
| Provide training and access to grades on-line for parents | Principal; Technology Teacher | 08/01/2007 | to | 08/01/2008 | Higher academic achievement and parent involvement |
| Teachers, PTO, and Community Liaison recruit volunteers during parent meetings, events, and throughout the year. | Teachers; Community Liaison;PTO | 08/01/2007 | to | 08/01/2008 | Increase in number of volunteers compared to previous year |
| Community Liaison will maintain a list of parent volunteers and will send notices to parent volunteers as they are approved to volunteer on campus. | Community Liaison | 08/01/2007 | to | 08/01/2008 | Increase in number of volunteers compared to previous year |
| Continue recreational campus events (talent show, field day, Easter Egg Hunt, Book Parade, 100th Day of School Parade | Principal; Teachers; Community Liaison | 08/01/2007 | to | 08/01/2008 | Parents feel welcome and enjoy events; Sign-in sheets; Schedule of events |

| Goal 4 - Strategy 1 | | Campus Communication | | | |
|--|--------------------------------|-----------------------------|-----------|-----------------|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation |
| Invite parents to participate in committees that allow them to be active members | Principal | 08/01/2007 | to | 08/01/2008 | More involved and informed parents; Sign-in sheets; List of committees/members |
| Continue to provide TAKS strategy information for parents well in advance of testing date (TAKS information night) | Teachers; Principal; Counselor | 08/01/2007 | to | 08/01/2008 | Increase in student achievement; Sign-in sheet |
| Continue PTO Board | PTO | 08/01/2007 | to | 08/01/2008 | Maintain board minutes and sign-in sheets monthly |
| Continue partnership with BAE Systems and Round Rock Express Kids Club to provide incentives and encouragement to students | Principal; Community Liaison | 08/01/2007 | to | 08/01/2008 | Improved student achievement and attendance. |

Goal 5: Develop a technology infrastructure that effectively supports districts' goals

Correlates with:

| | | | |
|---|--------------------------------------|---|---|
| District Goals | | | |
| 2) Goal 2 | | | |
| Title I - Schoolwide Programs | | | |
| 8) Include Teachers in Decisions | | | |
| E-Rate Goals | | | |
| 1) Goals and Strategy for Using Technology | 2) Development Strategy for Training | 3) Assessment of Services for Improvement | 4) Sufficient Budget for Implementation |
| 5) Evaluation Process for Monitoring Progress | | | |

Indicators, Performance Data, and Performance Objectives

Strategies

| Goal 5 - Strategy 1 Technology | | | | | | |
|---|---------------------------------|---|-----------|---|--|---|
| Leader(s): Technology Committee; Principal | | Brief Description: The campus will follow the DVISD technology plan based on the Texas StaR Chart | | Evaluation Benchmark: StaR Chart is 100% completed and teachers are integrating technology into their curriculum. | | |
| Leader Progress Report Dates: Technology Committee; Principal | | | | | | |
| Resources Required: Technology Teacher | | FTE's Required: Number of FTE's: None None Cost: None | | Source of Funds: None | | Amount \$0.00 <hr/> \$0.00 |
| Timeline | | | | | | |
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| Integrate technology into curriculum, with focus on TEKS | Teachers; Technology Teacher | 08/01/2007 | to | 08/01/2008 | Increased skills in technology | |
| Plan for technology needs in the area of training, software, and hardware including sources for funding needs and sharing information | Technology Committee; Principal | 08/01/2007 | to | 08/01/2008 | Campus needs in the area of technology are met and teachers are actively utilizing technology within the classroom | |
| Examine needs and proficiency of staff utilizing Texas StaR survey | Technology Committee; Principal | 08/01/2007 | to | 08/01/2008 | Identify and improve proficiency needs in technology skills on campus | |
| Plan for training based upon results of StaR survey | Principal; Technology Teacher | 08/01/2007 | to | 08/01/2008 | Improved survey results in 207-2008 | |
| Make available software known through the | Principal; Librarian; | 08/01/2007 | to | 08/01/2008 | Increased resources to | |

| Goal 5 - Strategy 1 | | Technology | | | | |
|---|------------------------------|-------------------|-----------|-----------------|---|--|
| Activity | Person(s) Responsible | Start Date | to | End Date | Evaluation | |
| use of a list of software or other resources for use in curriculum development and technology | Technology Teacher | | | | meet technology needs | |
| Technology Liaison to communicate needs to District Technology Committee | Technology Teacher | 08/01/2007 | to | 08/01/2008 | To meet technology goals for campus | |
| Upgrade all computers to XP Operating Systems | Principal; Technology Team | 08/01/2007 | to | 08/01/2008 | Improved computer usage and production. Fewer computer system problems. | |

APPENDIX I

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

| 2007-08 Shared Decision Making Committee | | | | |
|---|-----------------|----------------------|----------------------------|------------------|
| Position | Name | Subject/Grade | Contact Information | Signature |
| Classroom Teacher | Norma Archibald | Kindergarten | | |
| Classroom Teacher | Judy Weaver | First Grade | | |
| Classroom Teacher | Darlene Strayn | Second Grade | | |
| Classroom Teacher | Brandi Pack | Third Grade | | |
| Classroom Teacher | Ellen Strong | Fourth Grade | | |
| Classroom Teacher | Taylor Nichols | Fifth Grade | | |
| Classroom Teacher | Carrie Sheiness | Fifth Grade | | |
| Classroom Teacher | Diane Briggs | Library Sciences | | |
| Non-Classroom Professional Staff | Laurie Jurado | | | |
| Non-Classroom Professional Staff | Hillrey Dufner | | | |
| Principal | Sami Kinsey | | | |

| Campus Improvement Plan Plan Implementation and Development Log | |
|--|--|
| Date | Purpose |
| Wednesday, August 08, 2007 | The Hornsby-Dunlap Campus Advisory Team meet on July 24th to develop a year long calendar of events for the campus. The CAT met throughout the year on the first Wednesday of the month. |

Needs Assessment

Summative Evaluation for 2006-07

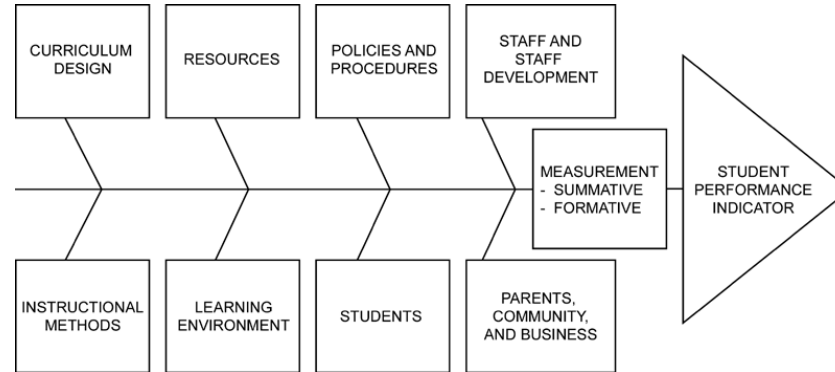
Needs Assessment Focus

Indicators Rated

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

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

Process Chart



Resources:

State adopted textbooks
Edmark
STAR
Voyager
Open Court Phonics
Lexia
Kamico
Mathletics
U.T. Vaughn Gross Reading Center Resources
AIMES
Step up to TAKS
Learning.com
Starfall
Reading A to Z

Policies and Procedures:

Policies and procedures are outlined in the campus and district handbooks.

Staff and Staff Development:

Grade level planning meetings
Faculty meetings focused on professional development
Summer staff development
Ongoing professional development throughout the year focused on campus and district needs.
District language arts, math and science specialist work closely with teachers on implementing a district scope and sequence based on best practices.

| | |
|---|--|
| Measurement: | Benchmark Tests TAKS Test DRA DIBELS/IDEL |
| Student Performance Indicator: | All grade levels will meet campus goals for district-based testing for primary grades and TAKS tests. |
| Instructional Methods: | Hands-on lessons that move from the concrete to the abstract High level lessons Structured lessons based on a solid lesson cycle Lessons based on research-based models Guided Reading Project-based activities Cooperative learning |
| Learning Environment: | Students are encouraged to be risk-takers by working in a safe and secure environment. |
| Students: | In 2007-2009 Hornsby-Dunlap had 870 students. Free/Reduced 78.47% At Risk 60.88% LEP 37.73% Bilingual 20.95% ESL 16.44% GT 2.78% Special Ed. 6.71% 504 2.89% Dyslexia 5.56% American Indian .23% Asian .58% Black 25.58% Hispanic 67.59% White 6.02% Homeless 0.00% |
| Parents, Community and Business: | Hornsby is a suburban school that is composed of several housing communities. Parents support the campus by working with teachers on student achievement, attending evening events and volunteering for special events. BAE is an active adopter that supports the campus by volunteering their time, mentoring students and working in collaboration with the Round Rock Express to recognize student achievement on the TAKS Tests. |

Hornsby has a strong mentoring program formed by business and community members.

Summative Evaluation for year 2007-08

The Hornsby-Dunlap Campus Advisory Team uses a continuous school improvement model to analyze strengths and identify areas of need for the upcoming year.

Objective Accomplishments

TAKS Reading - Grade: 3

Analysis Group: All Students

| | |
|--|-----|
| Actual Performance for 2006-07 | 65% |
| Projected Annual Objective for 2007-08 | 70% |
| Actual Performance for 2007-08 | 80% |
| <i>Partial Progress toward the Objective</i> | |

Explanation of Performance

Analysis Group: African American

| | |
|--|-------|
| Actual Performance for 2006-07 | 67% |
| Projected Annual Objective for 2007-08 | 71.6% |
| Actual Performance for 2007-08 | 86% |
| <i>Partial Progress toward the Objective</i> | |

Explanation of Performance

Analysis Group: Hispanic

| | |
|--|-------|
| Actual Performance for 2006-07 | 66% |
| Projected Annual Objective for 2007-08 | 70.8% |
| Actual Performance for 2007-08 | 78% |
| <i>Partial Progress toward the Objective</i> | |

Explanation of Performance

Analysis Group: White

| | |
|--|-------|
| Actual Performance for 2006-07 | 56% |
| Projected Annual Objective for 2007-08 | 62.8% |
| Actual Performance for 2007-08 | 76% |
| <i>Partial Progress toward the Objective</i> | |

Explanation of Performance

TAKS Reading - Grade: 4

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

TAKS Reading - Grade: 5

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 84%
 Projected Annual Objective for 2007-08 85.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 73%
 Projected Annual Objective for 2007-08 76.4%
 Actual Performance for 2007-08 80%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: Male

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

Explanation of Performance

Analysis Group: Female

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

Explanation of Performance

TAKS Math - Grade: 3

Analysis Group: All Students

Actual Performance for 2006-07 44%
 Projected Annual Objective for 2007-08 53.2%
 Actual Performance for 2007-08 71%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 30%
 Projected Annual Objective for 2007-08 42%
 Actual Performance for 2007-08 69%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 46%
 Projected Annual Objective for 2007-08 54.8%
 Actual Performance for 2007-08 70%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 50%
 Projected Annual Objective for 2007-08 58%
 Actual Performance for 2007-08 83%
Partial Progress toward the Objective

Explanation of Performance

TAKS Math - Grade: 4

Analysis Group: All Students

Actual Performance for 2006-07 74%
 Projected Annual Objective for 2007-08 77.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 72%
 Projected Annual Objective for 2007-08 75.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 73%
 Projected Annual Objective for 2007-08 76.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

TAKS Math - Grade: 5

Analysis Group: All Students

Actual Performance for 2006-07 73%
 Projected Annual Objective for 2007-08 76.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

TAKS Writing - Grade: 4

Analysis Group: All Students

| | |
|--|-------|
| Actual Performance for 2006-07 | 83% |
| Projected Annual Objective for 2007-08 | 84.4% |
| Actual Performance for 2007-08 | 83% |
| <i>Partial Progress toward the Objective</i> | |

Explanation of Performance

Analysis Group: African American

| | |
|--|-----|
| Actual Performance for 2006-07 | 91% |
| Projected Annual Objective for 2007-08 | 91% |
| Actual Performance for 2007-08 | 91% |
| <i>Accomplished the Objectives</i> | |

Explanation of Performance

Analysis Group: Hispanic

| | |
|--|-------|
| Actual Performance for 2006-07 | 79% |
| Projected Annual Objective for 2007-08 | 81.2% |
| Actual Performance for 2007-08 | 79% |
| <i>Partial Progress toward the Objective</i> | |

Explanation of Performance

Analysis Group: White

| | |
|--|-------|
| Actual Performance for 2006-07 | 78% |
| Projected Annual Objective for 2007-08 | 80.4% |
| Actual Performance for 2007-08 | 78% |
| <i>Partial Progress toward the Objective</i> | |

Explanation of Performance

TAKS Science - Grade: 5

Analysis Group: All Students

| | |
|---|-----|
| Actual Performance for 2006-07 | 55% |
| Projected Annual Objective for 2007-08 | 62% |
| Actual Performance for 2007-08 | 55% |
| <i>Failed to make Progress toward the Objective</i> | |

Explanation of Performance

Analysis Group: African American

| | |
|---|-------|
| Actual Performance for 2006-07 | 56% |
| Projected Annual Objective for 2007-08 | 62.8% |
| Actual Performance for 2007-08 | 56% |
| <i>Failed to make Progress toward the Objective</i> | |

Explanation of Performance

Analysis Group: Hispanic

| | |
|---|-----|
| Actual Performance for 2006-07 | 50% |
| Projected Annual Objective for 2007-08 | 58% |
| Actual Performance for 2007-08 | 50% |
| <i>Failed to make Progress toward the Objective</i> | |

Explanation of Performance

Analysis Group: White

| | |
|--|-----|
| Actual Performance for 2006-07 | 99% |
| Projected Annual Objective for 2007-08 | 99% |
| Actual Performance for 2007-08 | 99% |
| <i>Accomplished the Objectives</i> | |

Explanation of Performance

Attendance - Grade: All Grades

Analysis Group: All Students

| | |
|--|-------|
| Actual Performance for 2006-07 | TBD |
| Projected Annual Objective for 2007-08 | TBD |
| Actual Performance for 2007-08 | 96.7% |
| <i>Accomplished the Objectives</i> | |

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Goals

Goal 1: Goal 1

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

Goal 2: Goal 2

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

Goal 3: Goal 3

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

Goal 4: Goal 4

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

Goal 5: Goal 5

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

Goal 6: Goal 6

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

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: Prepare Students

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

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

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

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

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

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

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

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

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