

Ojeda Junior High School

Campus Improvement Plan

2007-08

John P. Ojeda strives to empower every person to value work, reach his or her potential and become a productive citizen through quality education, leadership and partnerships among students, staff, families, and community.

Ojeda Junior High School Belief Statements

1 Motto: Connecting for Success

Strategies

Goal 1 - Strategy 1		Website	
Leader(s): Technology committee Leader Progress Report Dates: Ongoing	Brief Description: Update and maintain the Ojeda Website with current information and include teacher web pages where possible	Evaluation Benchmark: Parent participation in activities will increase by 50%.	
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 \$0.00
Timeline			
Goal 1 - Strategy 2		GradeSpeed	
Leader(s): Technology committee Leader Progress Report Dates: Ongoing	Brief Description: Promote GradeSpeed on the web for parents' access to keep current on student's school performance.	Evaluation Benchmark: Increase parental involvement and increase student success through the GradeSpeed allowing 5% more parents to check grades.	
Resources Required:	FTE's Required:	Source of Funds:	Amount

Goal 1 - Strategy 2		GradeSpeed	
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 1 - Strategy 3		Mailouts	
Leader(s): Prinipal	Brief Description: Utilize scheduled mailouts to parent to including a regular newsletter and/or activity calendar.	Evaluation Benchmark: Mailouts as compared to hand carried by students will result in a 20% increase in parents receiving school information.	
Leader Progress Report Dates: Ongoing			
Resources Required: None	FTE's Required: Number of FTE's: None	Source of Funds: None	Amount \$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 1 - Strategy 4		Activity nights	
Leader(s):	Brief Description:	Evaluation Benchmark:	

Goal 1 - Strategy 4		Activity nights	
Principal, counselors Leader Progress Report Dates: September - June		Provide for activity nights to inform parents on a variety of interests and topics.	Parental participation will be documented by the number parent that sign on sign-in sheets.
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			

Goal 2: The instructional focus of the campus will result in all student groups making adequate yearly progress in their achievement toward exemplary status in reading, writing, math, social studies, science, electives and special education.

Correlates with:

Strategies

Goal 2 - Strategy 1		Entire Campus Objective - MCP	
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: ongoing</p>	<p>Brief Description: Provide training for all teachers on instructional strategies using Model Classroom Project through which teachers will utilize learning objectives and teach at high levels of Blooms Taxonomy.</p>	<p>Evaluation Benchmark: Increased time for instruction and increased quality of instruction will result in an increase in student performance by 10% as measured on TAKS, TAKS M and TAKS alt.</p>	
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
Timeline			
Goal 2 - Strategy 2		Entire Campus objective - Co-teach	
<p>Leader(s): Principal, dept. chairs, teachers</p> <p>Leader Progress Report Dates: Ongoing</p>	<p>Brief Description: Continue a co-teach partnership that includes training for both general ed and special education staff on Best Practices for making the general education curriculum accessible to special education students. Co-Teachers will share in teaching, grading, planning and assignment design duties.</p>	<p>Evaluation Benchmark: General education and special education will both show benefit from having two teachers by a decrease in failures and an increase in performance.</p>	

Goal 2 - Strategy 2		Entire Campus objective - Co-teach	
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 2 - Strategy 3		Entire Campus Objective - Teacher retention	
Leader(s):	Brief Description:	Evaluation Benchmark:	
Principal, Administrators, 4-5 mentor teachers	Begin implementation of QET (Quality through Effective Teaching) - a two year initiative through Region 13 which focuses on increasing awareness and practice of teacher and learning through reflection, peer coaching, and professional learning communities (PLCs).	10% increase in at-risk population TAKS scores and an increase in new teacher retention rates.	
Leader Progress Report Dates:			
None			
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 2 - Strategy 4		Reading objective	

Goal 2 - Strategy 4				Reading objective			
Leader(s): Curriculum and Instruction, Principal		Brief Description: Provide training in differentiated instruction and an opportunity to become ESL certified in order to meet the needs of second language learners in the general education classrooms.		Evaluation Benchmark: 70% of ESL students will be successful with extended support as measured on benchmarks.			
Leader Progress Report Dates: Ongoing							
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: None		Amount	
						<u>\$0.00</u>	
						\$0.00	
Timeline							
Goal 2 - Strategy 5				Reading objective			
Leader(s): Principal, Dept. Chair		Brief Description: Provide training for all teachers on integrating reading and writing strategies across the curriculum allowing for more practice and reinforcement for students		Evaluation Benchmark: Student understanding, retention, and performance will increase by 10% as measured by benchmarks.			
Leader Progress Report Dates: Ongoing							
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: None		Amount	
						<u>\$0.00</u>	
						\$0.00	

Goal 2 - Strategy 5		Reading objective	
Timeline			
Goal 2 - Strategy 6		Reading objective	
Leader(s): Principal	Brief Description: Provide training for all staff in differentiated instructional strategies to better meet the needs of special populations.	Evaluation Benchmark: Students in special populations will receive better instruction and allowing their scores and grades to increase by 10% as measured by TAKS, TAKS M, and TAKS Alt.	
Leader Progress Report Dates: Ongoing			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 2 - Strategy 7		Reading objective	
Leader(s):	Brief Description:	Evaluation Benchmark:	

Goal 2 - Strategy 7			
Reading objective			
Principal, LA Dept Chair, LA teachers	Utilize the campus Literacy Lab to enhance student's educational experience and encourage critical thinking and application skills.	Use of the Lab will increase creativity and high-order thinking skills by 10% as measured by benchmarks.	
Leader Progress Report Dates: May 08			
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 2 - Strategy 8			
Mathematics objective			
Leader(s): Math consultant, Principal, Math dept chair	Brief Description: Provide training for teachers in Best Practices involving "higher level" instruction and engaging learners.	Evaluation Benchmark: Instructional coaching giving teachers feedback related to Best Practices and staff development promoting engaged learning will increase scores on Landmarks and reduce student failures	
Leader Progress Report Dates: Ongoing			
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			

Goal 2 - Strategy 8		Mathematics objective	
Goal 2 - Strategy 9		Mathematics Objective	
Leader(s): Principal, Math Dept chair, math teachers	Brief Description: Provide ongoing tutoring for students in order to extend exposure to TAKS objectives through Saturday TAKS academies, TAKS prep, landmarks, and campus homework.	Evaluation Benchmark: Teachers and tutors monitoring student attendance in tutoring and pull out programs, Saturday academies focusing on the objectives needed by the students will increase scores on landmarks and TAKS. Failing landmark grades each 3 weeks will determine focused after-school tutorial that will increase scores on TAKS.	
Leader Progress Report Dates: September through April			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 2 - Strategy 10		Mathematics objective	
Leader(s):	Brief Description:	Evaluation Benchmark:	

Goal 2 - Strategy 10				Mathematics objective			
Math Dept chair, math teachers Leader Progress Report Dates: Ongoing		Weekly TAKS/Logic Problems during warm-ups and spiraled reviews to expose students to problem solving methods and problems requiring logic/high order reasoning.		A record of acquired strategies on a spiraled review spiral and analysis of student improvement on pre-tests and post-tests will increase the occurrence of high order thinking skills to improve TAKS scores			
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					
Timeline							
Goal 2 - Strategy 11				Social Studies objective			
Leader(s): Principal Dept teachers Leader Progress Report Dates: Ongoing		Brief Description: Provide training for teachers in "Best Practices" in social studies, preparing students in higher order thinking skills and strategies		Evaluation Benchmark: Best practices cause performance levels to be higher in activities and assessments.			
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					
Timeline							

Goal 2 - Strategy 11		Social Studies objective	
Goal 2 - Strategy 12		Social Studies objective	
Leader(s): Dept chair, teachers Leader Progress Report Dates: October to May	Brief Description: Develop common procedures that reflect processes such as justifying, toolkit, DIP and a rating system.	Evaluation Benchmark: Set strategies will cause scores to increase.	
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 2 - Strategy 13		Social Studies objective	
Leader(s): Principal, Asst. Principals Leader Progress Report Dates: November to May	Brief Description: Provide training in differentiating instruction to meet particular needs of ESL, GT, SpEd, dyslexic and general students.	Evaluation Benchmark: Differentiated instruction will cause all scores to improve.	

Goal 2 - Strategy 13				Social Studies objective			
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					
Timeline							
Goal 2 - Strategy 14				Social Studies objective			
Leader(s):		Brief Description:		Evaluation Benchmark:			
Teachers		Provide a weekly tutorial session for students struggling with vocabulary.		Tutorial sessions will increase recall and cause performance on assessment to increase.			
Leader Progress Report Dates:							
September to May							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					
Timeline							
Goal 2 - Strategy 15				Social Studies objective			

Goal 2 - Strategy 15 Social Studies objective			
Leader(s): Dept. Teachers	Brief Description: Develop weekly vocabulary homework and quizzes that will reinforce TAKS vocabulary throughout the year.	Evaluation Benchmark: Weekly focus on vocabulary will increase TAKS test scores.	
Leader Progress Report Dates: None			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 2 - Strategy 16 Science objective			
Leader(s): Dept. chair, teachers	Brief Description: Utilize disaggregated TAKS and benchmark data to implement a student tailored curriculum focus.	Evaluation Benchmark: Use of data as the basis for tutoring and reteach in the classroom will increase retention and improve test performance.	
Leader Progress Report Dates: September to May			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00

Goal 2 - Strategy 16 Science objective			
Timeline			
Goal 2 - Strategy 17 Science objective			
Leader(s): Dept. chair, teacher principal	Brief Description: Review and revise a campus aligned science curriculum including the six weeks benchmarks and tutoring program.	Evaluation Benchmark: A campus and district aligned curriculum and testing with assessments will cause an increase in test performance.	
Leader Progress Report Dates: August through May			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 2 - Strategy 18 Science objective			
Leader(s):	Brief Description:	Evaluation Benchmark:	

Goal 2 - Strategy 18				Science objective			
Principal Leader Progress Report Dates: Ongoing		Provide training for teachers in "Best Practices" in science to prepare student in high order thinking.		Best practices will cause performance on assessments to improve.			
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					
Timeline							
Goal 2 - Strategy 19				Science objective			
Leader(s): Principal Leader Progress Report Dates: Ongoing		Brief Description: Provide teacher training in differentiated instruction strategies to meet the needs of special population learners through co-teach classes and pre-AP classes.		Evaluation Benchmark: Differentiated techniques will result in increased comprehension and performance as measured by benchmarks and TAKS.			
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					
Timeline							

Goal 2 - Strategy 19		Science objective	
Goal 2 - Strategy 20		Science objective	
Leader(s): Dept. chair, teachers	Brief Description: Provide ongoing tutoring for students during the day and after school.	Evaluation Benchmark: Increased exposure to science vocabulary and objectives will result in better recall and performance on an assessment	
Leader Progress Report Dates: Ongoing			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 2 - Strategy 21		Special education objective	
Leader(s): Principal, Asst. Principals, teachers	Brief Description: Students within a grade or two of their assigned grade level will participate in general ed classes as determined by the ARD. Services will be provided in a mainstream or co-teach setting. 6th grade will be provided with a co-teach option in reading, math and language arts. 7th and	Evaluation Benchmark: Student will be challenged with allowable accommodations and support of inclusion personnel. Special education students will get higher performance on state exams. Students will maintain a grade of 70 or better in all classes.	
Leader Progress Report Dates: August through May			

Goal 2 - Strategy 21				Special education objective			
8th grade will be provided with co-teach option for reading, math, language arts, science and social studies							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					
Timeline							
Goal 2 - Strategy 22				Special education objective			
Leader(s):		Brief Description:		Evaluation Benchmark:			
Principal		Provide training for teachers in "Best Practices" in special education and inclusion.		Best practices will result in higher level instruction and higher performance on state exams.			
Leader Progress Report Dates:							
August through May							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					
Timeline							

Goal 2 - Strategy 23 Special education objective			
<p>Leader(s): Principal, dept. chair, math teachers</p> <p>Leader Progress Report Dates: Ongoing</p>	<p>Brief Description:</p> <p>Begin a co-teach partnership that includes training for both general ed and special education staff on Best Practices for making the general education curriculum accessible to special education students. Co-teachers will share in teaching, grading, planning, and assessment design duties. Co-teachers will gain support through monthly meetings and curriculum planning days.</p>		<p>Evaluation Benchmark:</p> <p>Students will benefit from two teachers and as a result have fewer failing grades and better test scores and maintain the goal of all student earning a grade of 70 or better in all classes.</p>
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <p style="border-top: 1px solid black;">\$0.00</p> <p style="border-top: 1px solid black;">\$0.00</p>
Timeline			
Goal 2 - Strategy 24 Special education objective			
<p>Leader(s): Principals, diag, dept chair, teachers</p> <p>Leader Progress Report Dates: Ongoing</p>	<p>Brief Description:</p> <p>Systematic procedures for preparing for ARD meetings, for maintaining paperwork, and for notifying parents will be established through E-Sped training.</p>		<p>Evaluation Benchmark:</p> <p>Quality information will enable better ARD decisions resulting in better performance in class and on assessments</p>
<p>Resources Required:</p>	<p>FTE's Required:</p>	<p>Source of Funds:</p>	<p>Amount</p>

Goal 2 - Strategy 24		Special education objective	
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 2 - Strategy 25		Electives objective	
Leader(s): Principal, dept. chair, teachers	Brief Description: Training will be provided to help elective teachers integrate TAKS content into their respective courses through warm ups and classroom instruction.	Evaluation Benchmark: Elective reinforcement of TAKS objectives will result in better performance on TAKS exams.	
Leader Progress Report Dates: Ongoing			
Resources Required: None	FTE's Required: Number of FTE's: None	Source of Funds: None	Amount \$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 2 - Strategy 26		Electives objective	
Leader(s):	Brief Description:	Evaluation Benchmark:	

Goal 2 - Strategy 26				Electives objective			
Principal, teachers		Elective courses will help motivate students to achieve in their required classes.		Requiring passing grades to participate in electives will motivate students to succeed in their required courses			
Leader Progress Report Dates: Ongoing							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		<hr/> \$0.00	
		None				<hr/> \$0.00	
		Cost: None					
Timeline							
Goal 2 - Strategy 27				Electives			
Leader(s): Coaches		Brief Description: Athletics offers a study group during one athletic period every other week.		Evaluation Benchmark: Time and assistance will allow student to make up work, improve grades and maintain their eligibility.			
Leader Progress Report Dates: September through May							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
None		Number of FTE's: None		None		<hr/> \$0.00	
		None				<hr/> \$0.00	
		Cost: None					
Timeline							

Goal 2 - Strategy 27		Electives	
Goal 2 - Strategy 28		Electives objective	
Leader(s): Teachers	Brief Description: Electives (non-high school credit) will cooperate with subject teachers to improve student performance.	Evaluation Benchmark: Pull outs will allow extra tutorial and extra assistance to students that are struggling and increase their performance on TAKS.	
Leader Progress Report Dates: September through May			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 2 - Strategy 29		Electives objective	
Leader(s): Dept chair	Brief Description: Elective department teachers will emphasize team work, creative and critical thinking skills through performances, and student motivation to attend school.	Evaluation Benchmark: Increased attendance and awareness of excellence will increase test performances.	
Leader Progress Report Dates: Ongoing			

Goal 2 - Strategy 29		Electives objective	
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			

Goal 3: The campus will recruit, train, and retain a professionally competent and highly motivated staff that works to make adequate yearly progress and exemplary performance in all content areas.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
6) School Personnel	8) School Environment		
Effective School Correlates			
3) Instructional Leadership			
Title I - Targeted Assistance Schools			
5) Highly Qualified Teachers	6) Opportunities for Professional Development		
Title I - Schoolwide Programs			
4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions	10) Federal, State, and Local Programs
E-Rate Goals			
2) Development Strategy for Training			

Strategies

Goal 3 - Strategy 1 New Teacher mentor program			
<p>Leader(s): Principal, counselors, dept chairs</p> <p>Leader Progress Report Dates: August through July</p>	<p>Brief Description: New teachers to campus will be assigned a teacher mentor with whom they will be allowed to meet for professional development, moral support, etc. Meetings and support luncheons will be held at least twice per year.</p>	<p>Evaluation Benchmark: Support will result in few days absent and more teacher returning next year.</p>	
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
Timeline			
Goal 3 - Strategy 2 TX Bess			
<p>Leader(s): Principal, District Grant, teachers</p> <p>Leader Progress Report Dates: Monthly, ongoing</p>	<p>Brief Description: New and second year teacher to campus will be assigned a mentor with whom they will be allowed to meet for observations, professional development, and moral support. Meetings will occur up to 7 times through the year.</p>	<p>Evaluation Benchmark: The TX Bess system will increase teacher retention and lower new teacher stress.</p>	
<p>Resources Required:</p>	<p>FTE's Required:</p>	<p>Source of Funds:</p>	<p>Amount</p>

Goal 3 - Strategy 2		TX Bess	
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 3 - Strategy 3		Comp time	
Leader(s): Principal DCI	Brief Description: Comp time will be offered for summer and weekend staff development that is pertinent to each staff member's situation or teaching area.	Evaluation Benchmark: Sign in sheets and certificates will reflect the "meaningful training" and staff will be allow comp "2" days.	
Leader Progress Report Dates: Ongoing			
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 3 - Strategy 4		Staff communication meetings	
Leader(s):	Brief Description:	Evaluation Benchmark:	

Goal 3 - Strategy 4			
Staff communication meetings			
Principal Leader Progress Report Dates: September to May	Support staff will meet with campus principal periodically to discuss campus events, organize initiatives/upcoming events, and preview campus calendar events.	Increased communication and community will retain staff members.	
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 3 - Strategy 5			
Reward systems			
Leader(s): Principal Leader Progress Report Dates: September through May	Brief Description: Faculty member will be recognized at monthly faculty meetings for attending to morning duty, professional development sessions, etc. Rewards will range from opt out cards from duty station to gift certificates to teacher supply stores and restaurants.	Evaluation Benchmark: Rewards will increase duty attendance and attendance at professional development sessions.	
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			

Goal 3 - Strategy 5 Reward systems

Goal 4: The campus shall implement a comprehensive technology plan that supports student achievement as well as efficient and effective campus operations.

Correlates with:

Strategies

Goal 4 - Strategy 1		Technology committee	
Leader(s): Principal, librarian, teachers Leader Progress Report Dates: August through May		Brief Description: Create an active technology committee that generates a campus plan and represents Ojeda at district technology committee levels.	
		Evaluation Benchmark: Generate annual technology plan and maintain a 100% completion of Star evaluations by all instructional staff.	
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 4 - Strategy 2		Technology training	
Leader(s): Principal, librarian, teachers Leader Progress Report Dates: August through May		Brief Description: Assist in meeting the needs for training in the use of campus hardware, available software, district and/or campus databases and internet resources.	
		Evaluation Benchmark: Design and provide training that meet specific instructional and administrative needs.	
Resources Required:	FTE's Required:	Source of Funds:	Amount

Goal 4 - Strategy 2		Technology training	
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 4 - Strategy 3		Research projects	
Leader(s): Principal, librarian, teachers	Brief Description: Create opportunities for teachers to meet with librarian to develop research projects/activities in order to improve higher level thinking skills.	Evaluation Benchmark: Record of lab/research activities will provide documentation that technology TEKS are incorporated into the curriculum.	
Leader Progress Report Dates: August through May			
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 4 - Strategy 4		Library computer lab	
Leader(s):	Brief Description:	Evaluation Benchmark:	

Goal 4 - Strategy 4			
Library computer lab			
Principal, librarian, teachers Leader Progress Report Dates: September through May	Utilize the auxiliary library computer lab as an extension of information resources for student research and database use.	Research and reading skills will improve through use of technology. Scheduled instruction throughout the school year to teach proper research and information seeking skills, including source citation and website evaluation will make students more successful at researching.	
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 4 - Strategy 5			
Laptop lab/wireless network			
Leader(s): Principal, librarian, teachers Leader Progress Report Dates: September through May	Brief Description: Provide a laptop lab to teachers and students for curriculum and instructional purposes.	Evaluation Benchmark: Increased numbers of students and staff utilizing additional computer and wireless network service will result in improved staff productivity and improved student competencies as set forth in the secondary technology TEKS.	
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			

Goal 4 - Strategy 5	Laptop lab/wireless network
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Goal 5: The campus shall ensure that all environments (classrooms, hallways, locker rooms, common areas, and buses are safe, orderly, healthy, and effective as reflected in discipline reports and surveys of staff and students.

Correlates with:

Strategies

Goal 5 - Strategy 1				PBS and Discipline committee			
Leader(s): Principal, Asst principals, discipline comm		Brief Description: Continue to implement the Positive Behavior Support Program and form a discipline committee to review campus expectations and how they are taught and reinforced by all staff members.		Evaluation Benchmark: Working this program will result in improved teacher/student relationships, lowering the number of office referrals.			
Leader Progress Report Dates: June to June							
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: None		Amount \$0.00 \$0.00	
Timeline							
Goal 5 - Strategy 2				Community Partners			
Leader(s): Principal, Asst. Principal, counselors		Brief Description: Partner with community mentors (APD and Gen Austin) to provide positive adult role models for students.		Evaluation Benchmark: Decrease in failure rate and decrease in referrals by incorporating community involvement (volunteers).			
Leader Progress Report Dates: September through May							
Resources Required:		FTE's Required:		Source of Funds:		Amount	

Goal 5 - Strategy 2		Community Partners	
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 5 - Strategy 3		Campus culture	
Leader(s): Principal, teacher designee	Brief Description: Create a positive campus culture, recognizing all the positive things staff and students are doing through effective campus communication.	Evaluation Benchmark: Recognizing and celebrating the positives will cause the positive actions to increase.	
Leader Progress Report Dates: Ongoing			
Resources Required: None	FTE's Required: Number of FTE's: None	Source of Funds: None	Amount \$0.00
	None		\$0.00
	Cost: None		
Timeline			
Goal 5 - Strategy 4		Crisis Management	
Leader(s):	Brief Description:	Evaluation Benchmark:	

Goal 5 - Strategy 4 Crisis Management			
Principal, Asst. Principal, crisis committee Leader Progress Report Dates: Monthly, ongoing	Conduct safety training for all staff; August and January will be mandatory. Conduct crisis management committee meetings every month. Conduct 9 fire drills, 2 lock down drills and 2 shelter in drills (one each semester).		A record of the date, time, and completion time for each drill will show how much students and staff improve with practice.
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 5 - Strategy 5 Academic teams			
Leader(s): Principal, counselors Leader Progress Report Dates: Ongoing	Brief Description: Students will be organized into instructional teams with team meetings, Pod meetings and team competitions.	Evaluation Benchmark: The teams will work to build cohesive groups that help students feel connected which will result in a reduced number of office referrals.	
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			

Goal 5 - Strategy 5		Academic teams	
Goal 5 - Strategy 6		Climate Survey	
Leader(s): Principal, counselors	Brief Description: All parents, students and staff will participate in an on-line climate survey which will allow us to target areas of concern.	Evaluation Benchmark: As committees, teachers and principals work on areas of concern the overall climate will improve according to the survey.	
Leader Progress Report Dates: November			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			
Goal 5 - Strategy 7		Character Education Program and Advisory	
Leader(s): Principal, discipline committee, advisory teache	Brief Description: Students will participate in character education through advisory which will include group discussions and guest speakers	Evaluation Benchmark: Character Education should build empathy, lower the number of referrals, and raise the overall school climate through the use of the climate survey.	
Leader Progress Report Dates: August through May			

Goal 5 - Strategy 7		Character Education Program and Advisory	
Resources Required:	FTE's Required:	Source of Funds:	Amount
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		
Timeline			

APPENDIX I

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

2007-08 Campus Advisory Team (CAT)				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Timica Patton		tpatton@del-valle.k12.tx.us	
Non-Classroom Professional Staff	Sheila Abbott		sabbott@del-valle.k12.tx.us	
Classroom Teacher	Ruben Contreras	Social Studies Department	ruben.contreras@del-valle.k12.tx.us	
Classroom Teacher	Valerie Thurston	Science Department	valerie.thurston@del-valle.k12.tx.us	
Classroom Teacher	Andrea Fiebelkorn	Math Department	andrea.fiebelkorn@del-valle.k12.tx.us	
Classroom Teacher	Richard Rogers	Special Education	richard.rogers@del-valle.k12.tx.us	
Classroom Teacher	Melissa Lake	Language Arts Department	melissa.lake@del-valle.k12.tx.us	
Classroom Teacher	Kasey Steed	Coaching Staff	ksteed@del-valle.k12.tx.us	
Classroom Teacher	Denise Beniretto	Elective Department	denise.beniretto@del-valle.k12.tx.us	
Business Representative	John P. Ojeda			
Parent	Glenda Bearden		glenda.bearden@del-valle.k12.tx.us	

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

Summative Evaluation for 2006-07

Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	High	Low
2	Annual Student RETENTION RATES	High	Low
3	Percent passing REPORT CARD GRADES FOR MATH	High	Low
4	Percent of students MASTERING TAAS/TAKS MATH	High	Med
5	Percent passing REPORT CARD GRADES FOR SCIENCE	High	Med
6	DISCIPLINE REFERRAL RATES	High	Med
7	Percent of students demonstrating good CITIZENSHIP SKILLS	High	Med
8	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	High	Med
9	Percent of students demonstrating appropriate SELF-DISCIPLINE	High	Med
10	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	Med	Med
11	Percent of students demonstrating skills for creating and delivering a multi-media presentation	Med	Med
12	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	Med	Med
13	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	Med	Med
14	Percent of students able to validly respond in the world view of another culture given hypothetical situations	Low	Low
15	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	Low	Low
16	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	Med	High
17	Percent of students MASTERING TAAS/TAKS READING	Med	High
18	Percent of students MASTERING TAAS/TAKS WRITING	Med	High
19	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	Low	High
20	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR

21 (AEIS) Percent of high performing students and the Comparable Improvement quartile for math

NR

NR

Indicators Not Rated

1 (AEIS) Mean Scores of SAT/ACT

**Priority
Rating**

**Satisfaction
Rating**

NR

NR

2 (AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT

NR

NR

3 (AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP

NR

NR

4 (AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS

NR

NR

5 (AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)

NR

NR

6 (AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)

NR

NR

7 (AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)

NR

NR

8 (AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)

NR

NR

9 (AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)

NR

NR

10 (AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE

NR

NR

11 (AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES

NR

NR

12 Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS

NR

NR

13 Percent of High School students taking ADVANCED PLACEMENT EXAMS

NR

NR

14 Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher

NR

NR

15 Percent of students passing ENGLISH II EOC Examination

NR

NR

16 Percent of students passing UNITED STATES HISTORY EOC Examination

NR

NR

17 Percent of students passing BIOLOGY EOC Examination

NR

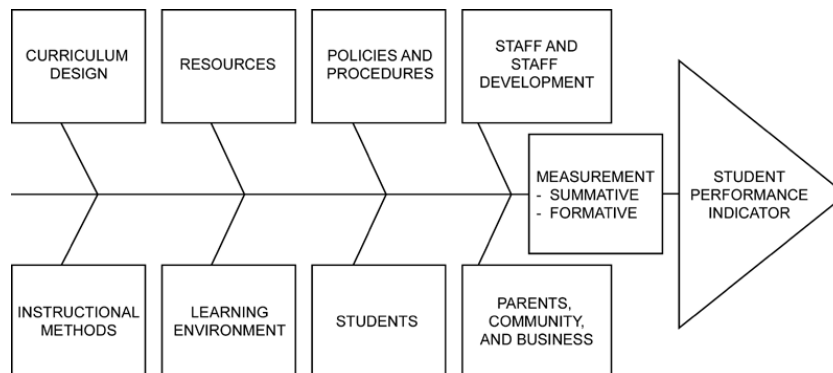
NR

18 Percent of students passing ALGEBRA I EOC Examination

NR

NR

Process Chart



Summative Evaluation for year 2007-08

This section should be completed after you have finished your plan for the current year. This should be the last step before creating your plan for next year.

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: Prepare Students

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

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

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

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

Title I - Schoolwide Programs

Goal 1: Needs Assessment

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

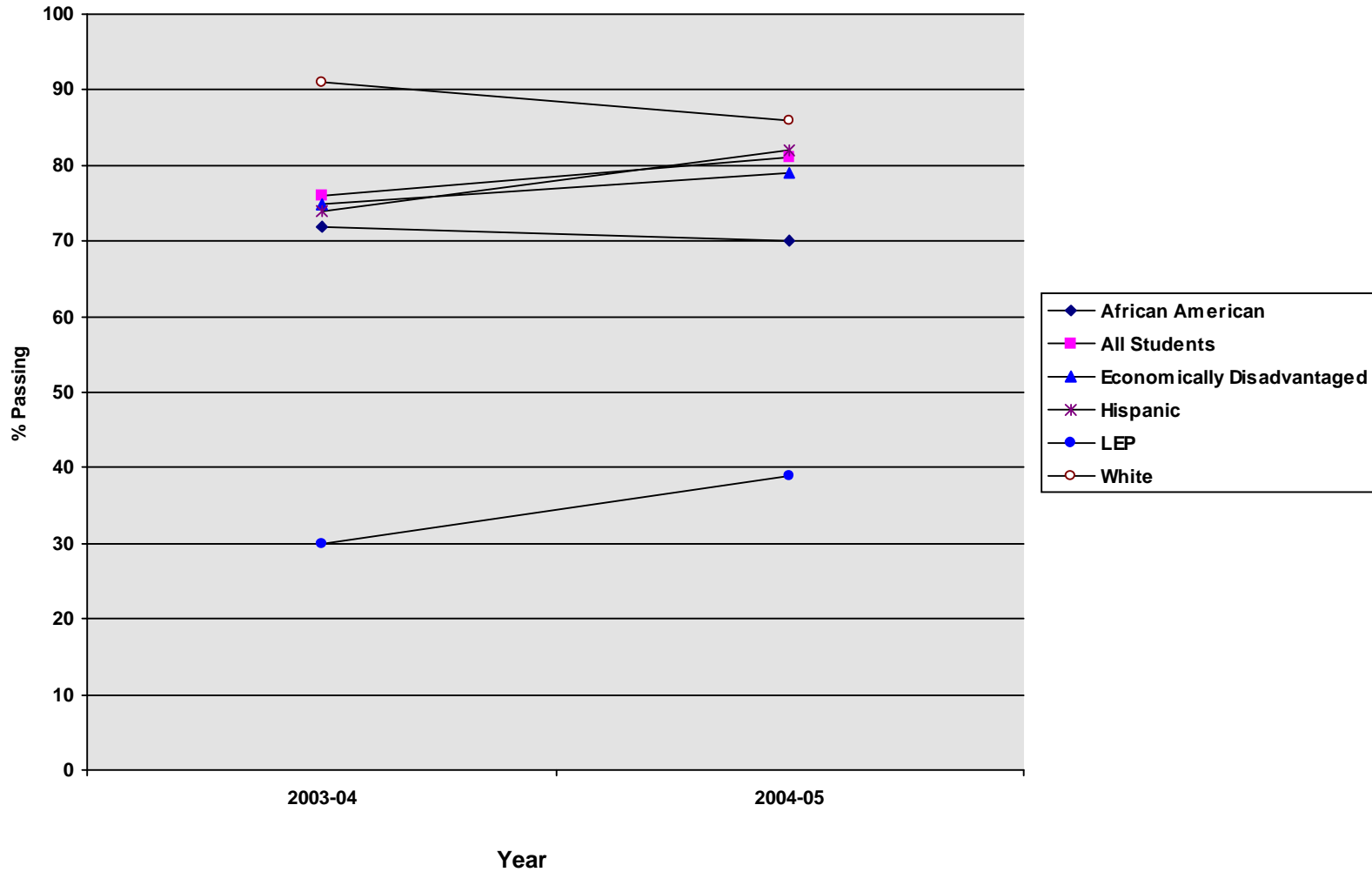
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

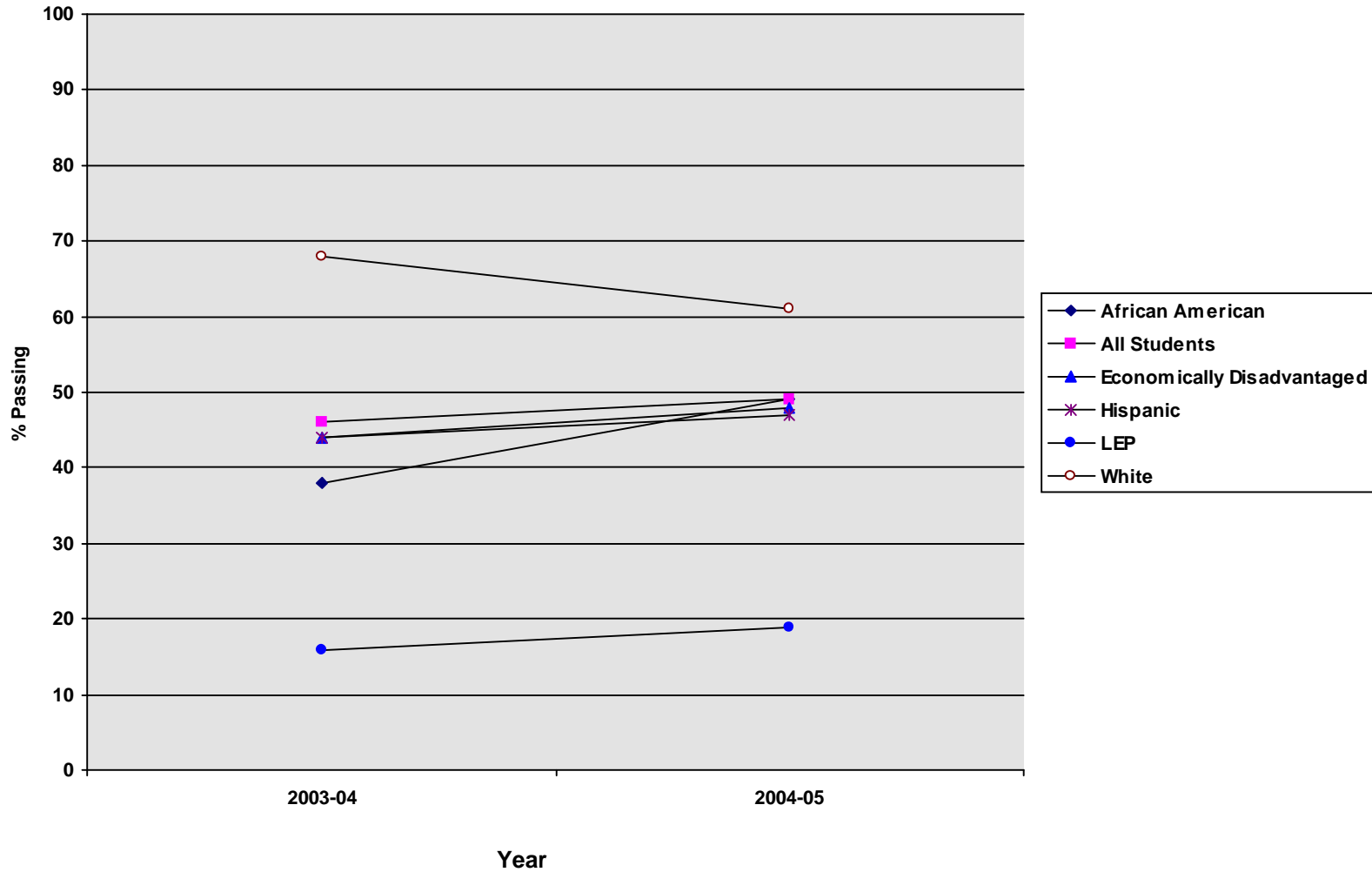
Report of TAKS Reading

Graph of Current Performance by Analysis Group



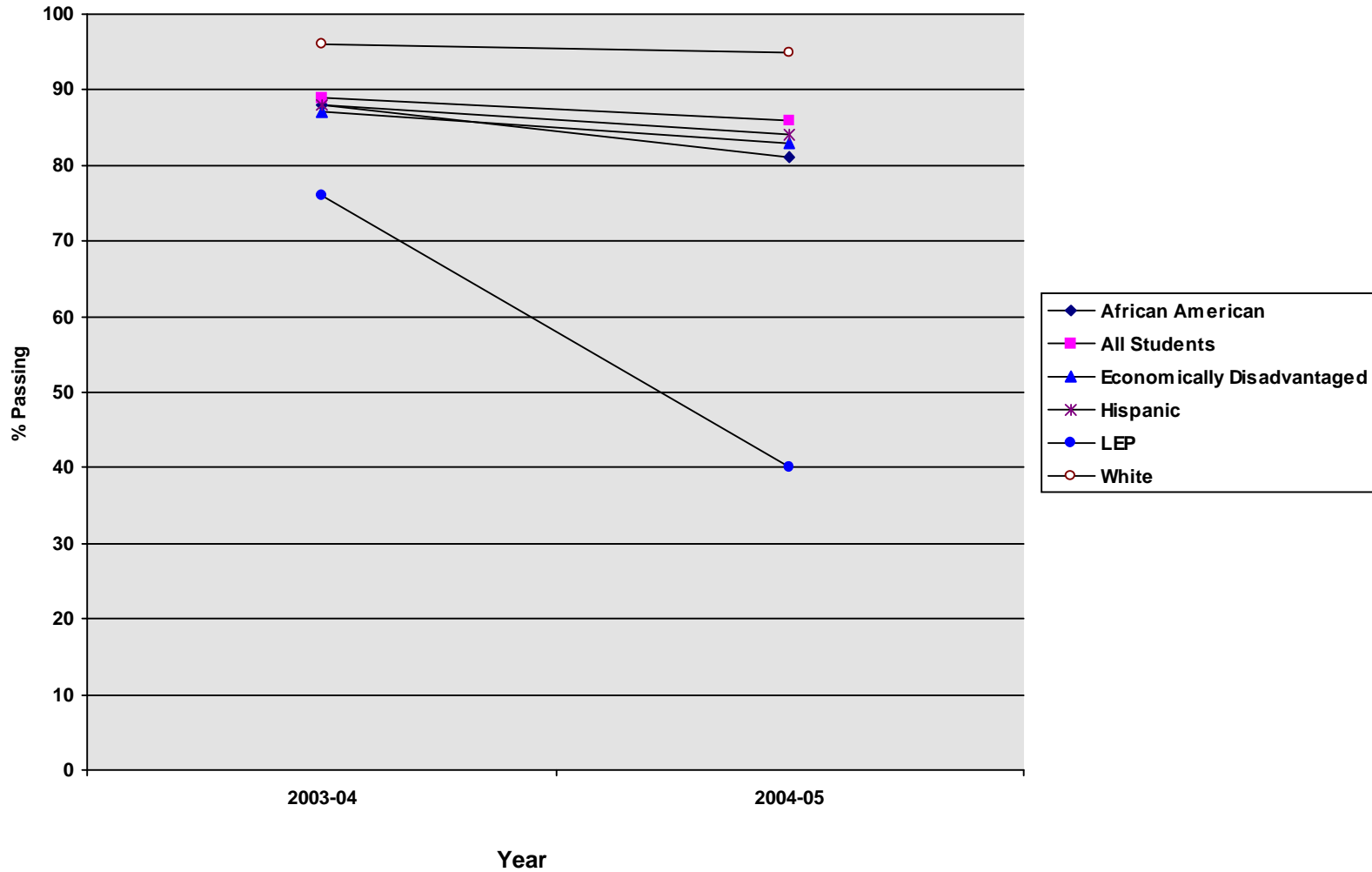
Report of TAKS Math

Graph of Current Performance by Analysis Group



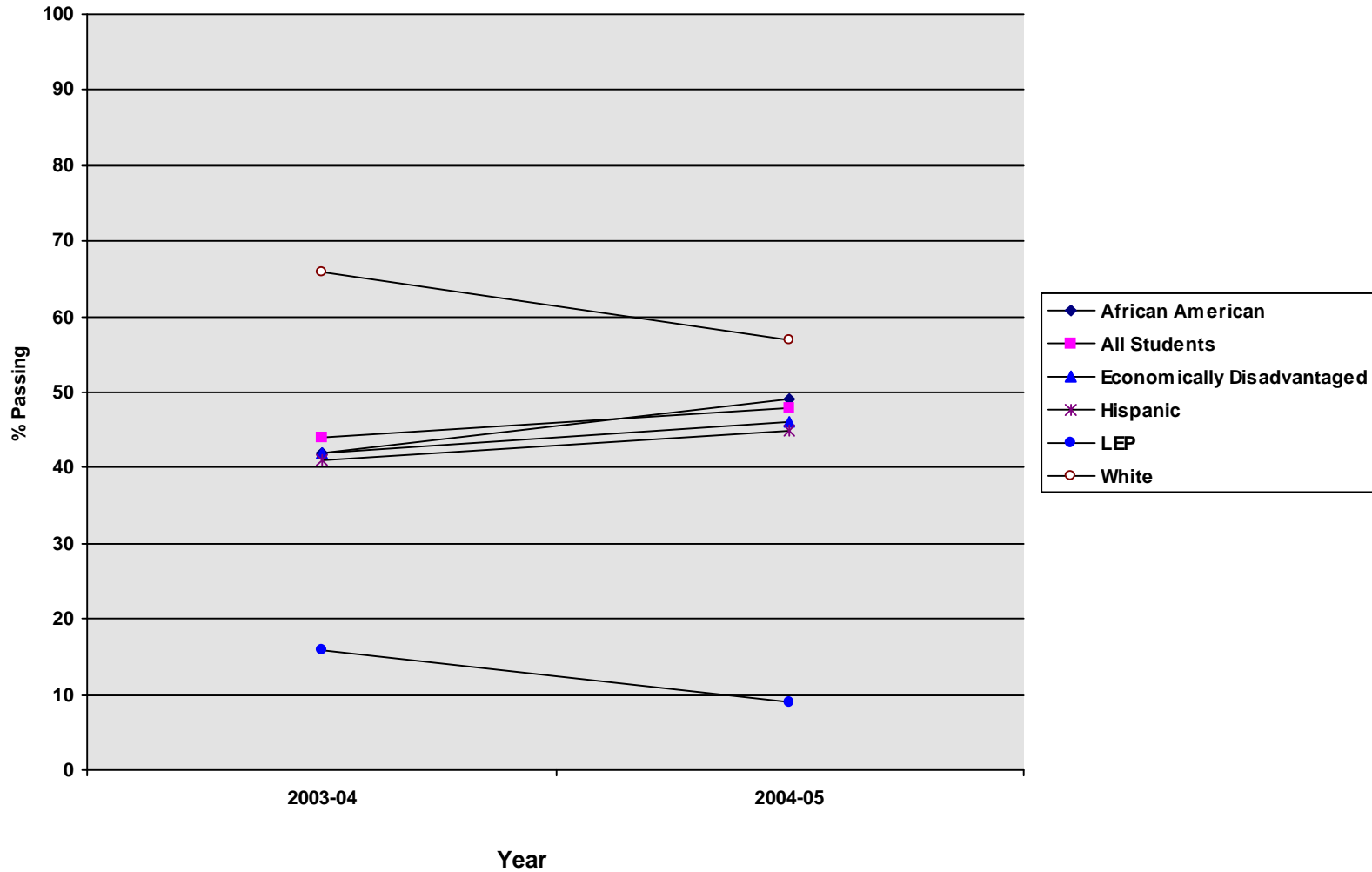
Report of TAKS Writing

Graph of Current Performance by Analysis Group



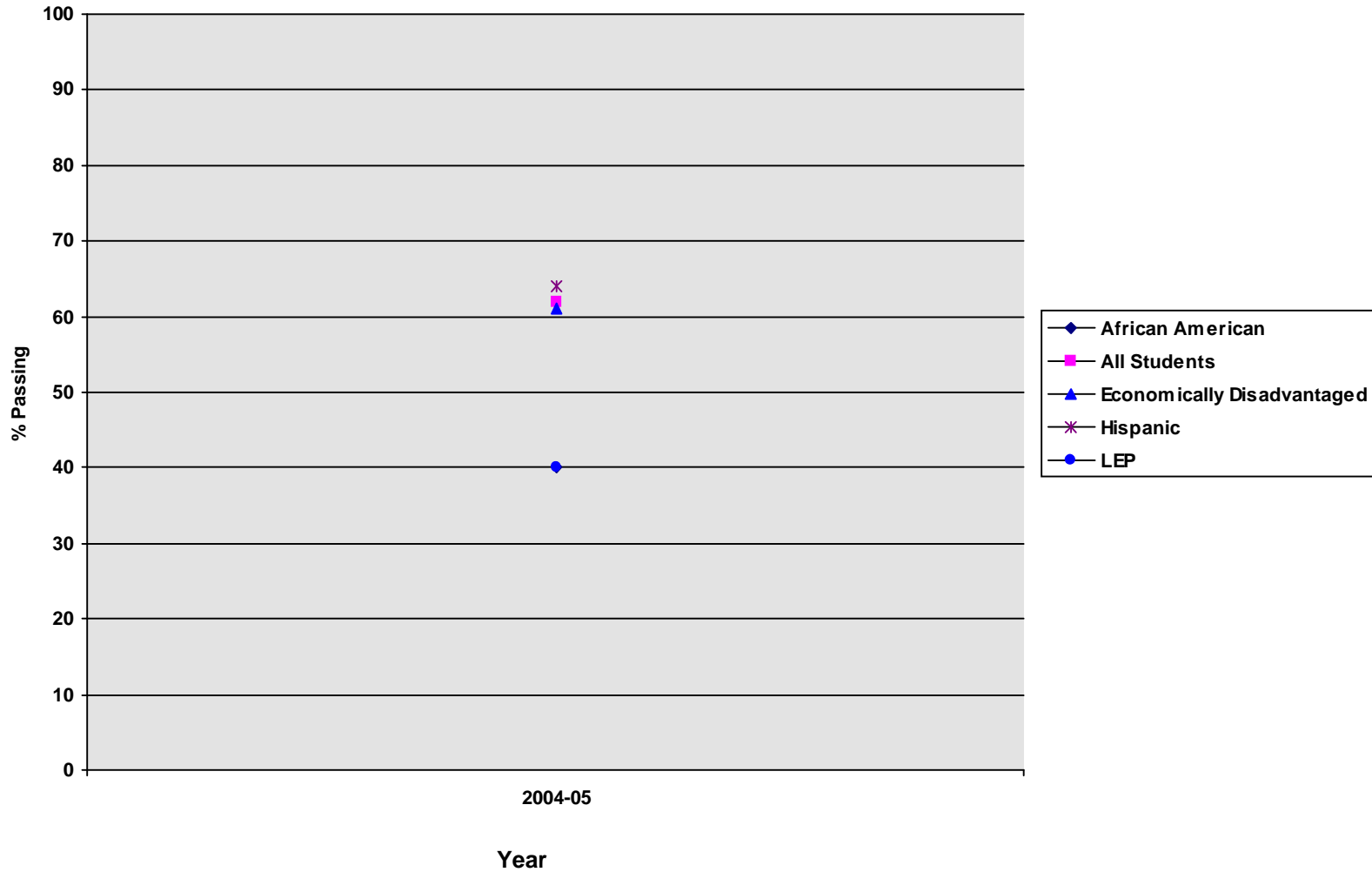
Report of TAKS Overall

Graph of Current Performance by Analysis Group



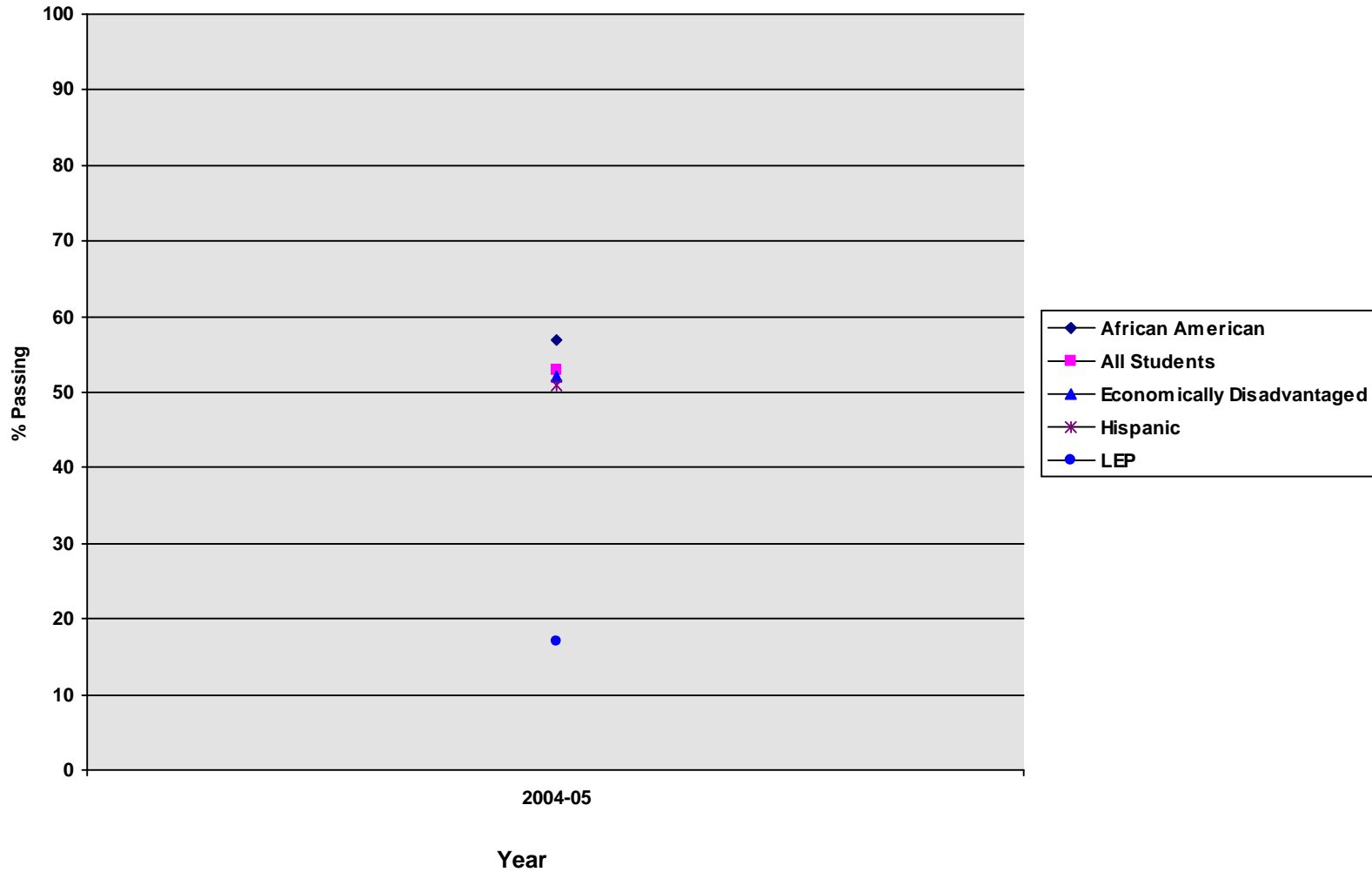
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



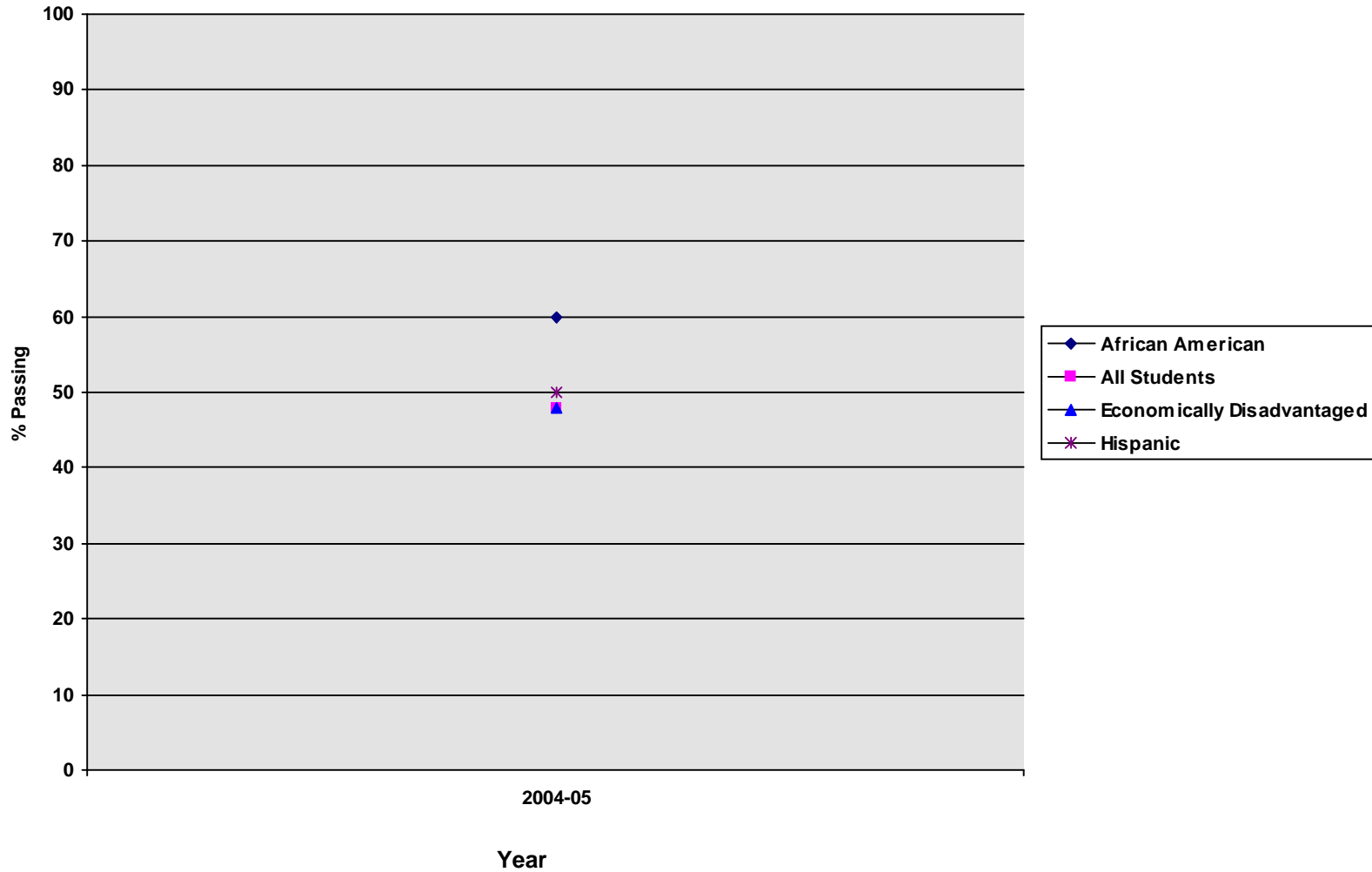
Report of SDAA II Math

Graph of Current Performance by Analysis Group



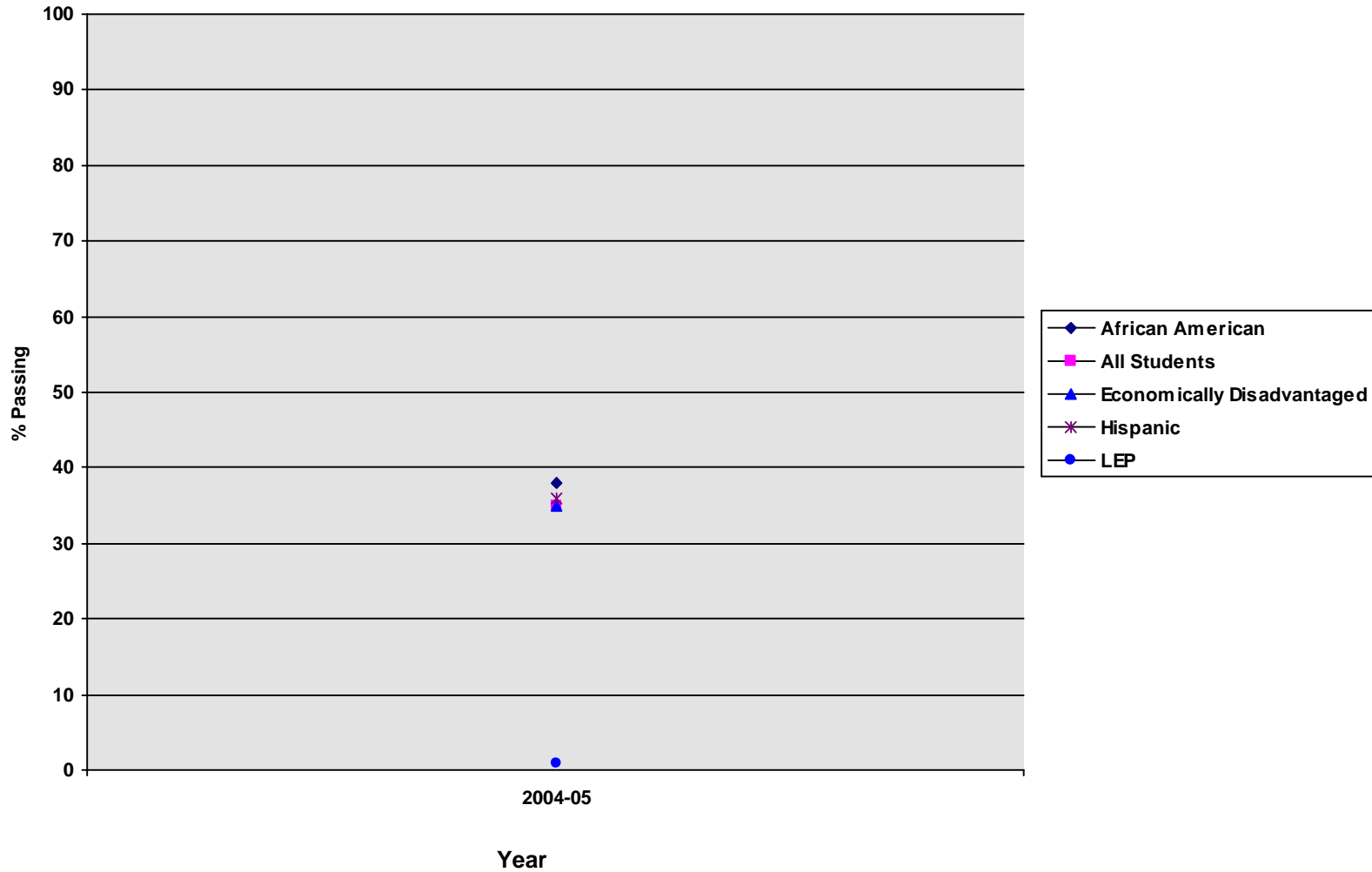
Report of SDAA II Writing

Graph of Current Performance by Analysis Group



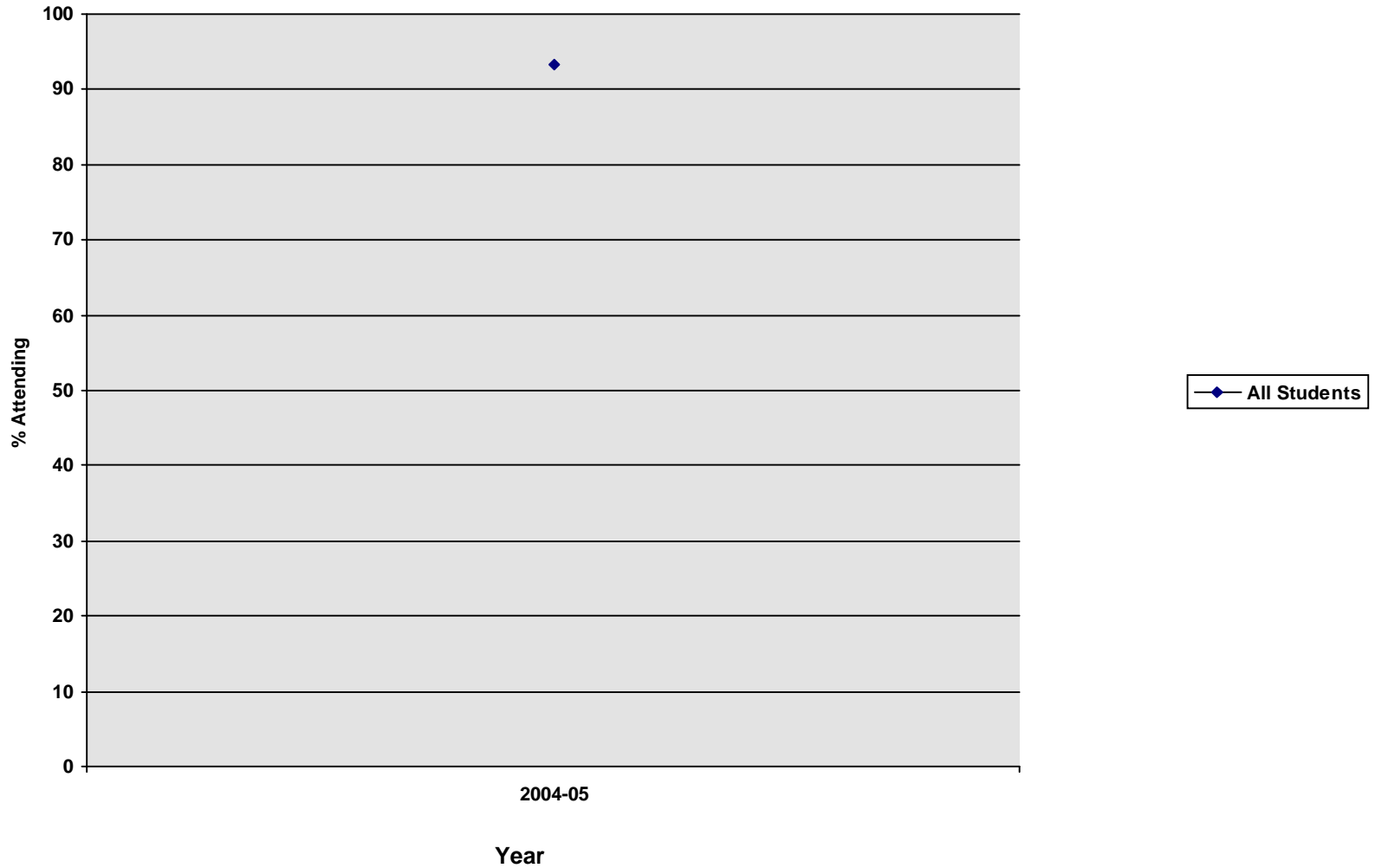
Report of SDAA II Overall

Graph of Current Performance by Analysis Group



Report of Attendance

Graph of Current Performance by Analysis Group



Report of Completion: Graduated

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Graduated.**

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Received GED.**

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Continued HS.**

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Dropped Out (4-yr).**

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Taking
SAT/ACT.**

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Scoring At or
Above Criterion.**

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean SAT Scores.**

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean ACT Scores.**