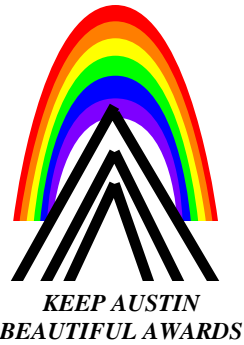




**CITY OF  
AUSTIN  
ENVIRON-  
MENTAL  
AWARENESS  
AWARD**



**CITATION FOR OUT-  
STANDING ACHIEVEMENT  
1995**

**GOVERNOR'S COMMUNITY  
ACHIEVEMENT AWARD  
BEST IN THE STATE  
1996**

**Education Award  
2005**

**Best of the Best Award  
2005**

**Keep Texas Beautiful  
Honorable Mention Award  
2005**



**INTERNATIONAL INCLUSION  
AWARD FOR  
CHILDREN WITH DISABILITIES  
1998**



**Excellent Partnership Award  
1999-2000**



**RECOGNIZED FOR  
ACADEMIC  
EXCELLENCE  
1998-99, 2000-01  
2001-02, 2005-06  
(PRELIMINARY  
RESULTS: 2007-08)**



**BLACKLAND PRARIE  
RESTORATION  
PROJECT  
TEXAS PARKS &  
WILDLIFE  
1999-2000  
2000-01 and 2004-05**



**National Wildlife Federation Schoolyard Habitat Site 2001-02  
Visitation Site: International Restoration Society 2003-04  
International Foresters 2004-05**

**ADOPT- A -SCHOOL  
AWARDS**



**SOUTHWEST  
AIRLINES®**

**Excellent Partnership  
Award**

**1998-1999**

**Above and Beyond  
Awards**

**1999-2000, 2000-01  
2001-02**

**MENTOR AWARDS  
1999-2000, 2000-01, 2001-02  
2003-04; 2006-07**

**TOP**

**VOLUNTEER AWARDS  
1998-1999, 1999-2000  
2002-2003**

**EXCELLENT  
PARTNERSHIP  
AWARD:WESTLAKE  
ROTARY CLUB 2003-04**

**DISTINGUISHED  
ADOPTER AWARD  
Russovich 2007-08**

**SMALL WONDER  
AWARD:  
TREEFOLKS  
2000-01**

**Above and Beyond  
2002-2003  
Newcomer/Rookie of the  
Year  
Award  
2001-02, 2005-06**

**Chairman's Salute  
2002-03, 2004-05  
2005-06, 2007-08**

**DECADE OF EXCEL-  
LENCE AWARD  
Westlake Rotary 2006-07  
SWA 2007-08  
Parson's Lodge 2006-07**

**POPHAM ELEMENTARY SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2007-08**

Bill Ellis Teacher Preparation Award 2006-07



**Third Grade Pilot Project  
2003-04**



American Institutes for Research  
Collaboration 2006



Excellence in Education  
Award 2005



2005-2008



UT Austin:  
UT Center for  
Reading and  
Language Arts  
2001-02,  
2002-03, 2003-  
04, 2004-05,  
2005-06



*National Wildlife  
Federation Award:  
Designated Habitat  
2001-02*

**NATIONAL AWARD  
FOR  
ENVIRONMENTAL  
STEWARDSHIP  
2000-2001**

*Recognized for Saving  
the American Gray Wolf:  
Chisholm Wolf  
Foundation  
2001-02*

UT Math  
Research  
Project 2006-08

UT  
San Antonio:  
CREST Reading  
Research Project  
2005-06

**MODEL  
DISCIPLINE  
PROGRAM:  
BEHAVIOR PARTNERSHIP  
(COLLABORATION WITH REGION 13 SERVICE CENTER)  
1999-00, 2000-01, 2001-02, 2002-03**

**GREATER  
AUSTIN  
QUALITY AWARDS  
1997-1998  
1998-1999**





# *Current Adopters*

Alonzo's Tacos  
Austin Westlake Rotary Club  
Bannerot Law Firm  
Hyatt Regency Lost Pines Resort  
Mr. Gattis Pizza  
Parson's Lodge #222  
Mark and Daryl Russinovich  
Carolyn Massey-Blue Santa and Read  
to Succeed Program  
Salem Lutheran Church  
Sam's Club #8259  
Seri Graphics-Viviana Villareal  
Willie Mae Simpson  
Sixth Street Printing  
Southwest Airlines Austin Culture  
Committee  
Travis County Fire and Rescue ESD  
#11  
VFW Post #8925  
Westbank Community Library  
Zeta Amicae of Austin

# **Popham Elementary School**

## **Campus Improvement Plan**

**2007-08**

**Our mission is for our children to develop physically, emotionally, academically and socially to be productive, self-sufficient members of our community.**

## Popham Elementary School Belief Statements

- 1 At Popham, children are first. We believe that every child is unique. Children are our focus, our purpose, and our reason for being here.

We believe that children are our future. We want them to learn to be problem solvers and life long learners. We want them to develop physically, emotionally, academically, and socially to be productive, self-sufficient members of the community. We strive to show the children that we believe in ourselves so that they can learn to believe in themselves and develop as unique individuals.

We believe in showing respect for our children, their parents and ourselves through professional interactions. We want our children to be responsible for their own actions as demonstrated through the Popham Keys for Success: "I will be responsible. I will be respectful. I will be positive. I will try and do my best. I will learn from my mistakes."

We want our children to feel safe and comfortable at school and have fun as they are learning and growing. At Popham, children and their learning are first.

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**Goal 1:** Popham Elementary will promote involvement from parents and other community members which have an impact on promoting student achievement

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
7) Student Performance	8) School Environment		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	4) Support Regular Education Program	7) Strategies for Parental Involvement
8) Coordinate and Integrate Services and Programs			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	6) Parental Involvement	7) Student Transition to Elementary Programs
<b>E-Rate Goals</b>			
3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation	5) Evaluation Process for Monitoring Progress	

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## Strategies

**Goal 1 - Strategy 1**      **Planning and Implementation**

<p><b>Leader(s):</b> Teachers</p> <p><b>Leader Progress Report Dates:</b> By November 1, 2007</p>	<p><b>Brief Description:</b> Provide opportunities for all students and parents to participate in the planning, implementation, and monitoring of individual student's academic growth plans.</p>	<p><b>Evaluation Benchmark:</b> 100% 3 Way, face to face / Parent, Teacher and Student Conferences</p>
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<p><b>Resources Required:</b> Title Teachers Teachers Supplies Staff Parent Support Campus Admin. Staff</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
All parents and students will participate in parent/student/teacher conferences to set expectations for students' instructional goals for the school year.	Teachers and Administrators													100% 3 Way, face to face / Parent, Teacher and Student Conferences
Provide programs/learning events for the parents of students in each grade at least once during the school year. Schedule Popham Boosters meetings prior to each program to increase parent attendance.	Teachers, Administrators and Popham Boosters													Monthly minutes of Popham Boosters meetings. Programs occur monthly.
Invite all students and parents to Meet the	Teachers and													Sign in sheets at Meet

Goal 1 - Strategy 1															Planning and Implementation														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation															
		u	e	c	o	e	a	e	a	a	a	u	u																
g	p	t	v	c	n	b	r	r	y	n	l																		
Teacher to hear about learning expectations for the grade level and again in January for those students working below grade level.	Administrators													the Teacher and Parent Nights Indicates at least 350 parents in attendance															
Provide opportunities for parents to increase their parenting expertise and work in partnership with school staff to meet the emotional, educational, and developmental needs of students. Increase parent awareness of suicide prevention, violence prevention and prevention of dating violence.	Community Resources, Teachers, Admin and Liason													Sign-in sheets at training and events.															

<b>Goal 1 - Strategy 2</b>		<b>Adopter / Business Support</b>													
<b>Leader(s):</b> None		<b>Brief Description:</b> Continue current adopter relationships and expand to include new business adopters.							<b>Evaluation Benchmark:</b> Increase number of adopters by 10% over the previous school year.,						
<b>Leader Progress Report Dates:</b> May 28, 2008															
<b>Resources Required:</b>		<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>			
Volunteer Support		Number of FTE's: None					None					\$0.00			
Local Bus. Leader		None										\$0.00			
Community Leader		Cost: None													
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>	
Contact all returning adopters to determine mutually beneficial project to undertake for the school year.	Community Liason and Principal													Number of returning adopters.	
Recruit new adopters and build collaborative relationships among adopters.	Community Liason and Administration													Number of new Adopters and collaborations.	
Administer survey to adopters to determine benefits and challenges related to the school/adopter collaboration for the school year.	Community Liaison													Results analyzed and used.	

**Goal 2:** All students will make measurable progress toward the requirement of the the No Child Left Behind Act of 2001 that 100% of ALL students are expected to pass TAKS Reading / Writing / Math and Science by 2013-14.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program
5) Highly Qualified Teachers	6) Opportunities for Professional Development	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		
<b>E-Rate Goals</b>			
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
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**Indicator:** TAKS Reading

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	88 %	2007	≥ 100 %	2012-13	≥ 90.4 %	2008	
African American	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008	
Economically Disadvantaged	84 %	2007	≥ 100 %	2012-13	≥ 87.2 %	2008	
Hispanic	86 %	2007	≥ 100 %	2012-13	≥ 88.8 %	2008	
White	95 %	2007	≥ 100 %	2012-13	≥ 96 %	2008	

**Indicator:** TAKS Math

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	84 %	2007	≥ 100 %	2012-13	≥ 87.2 %	2008	
African American	91 %	2007	≥ 100 %	2012-13	≥ 92.8 %	2008	
Economically Disadvantaged	81 %	2007	≥ 100 %	2012-13	≥ 84.8 %	2008	
Hispanic	81 %	2007	≥ 100 %	2012-13	≥ 84.8 %	2008	
White	96 %	2007	≥ 100 %	2012-13	≥ 96.8 %	2008	

**Indicator:** TAKS Writing

<b>Grade: 4</b>		<b>Current Performance</b>		<b>Desired Performance</b>		<b>Desired Performance</b>	
		ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
<b>Group</b>		<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students		95 %	2007	≥ 100 %	2012-13	≥ 96 %	2008
African American		99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Economically Disadvantaged		93 %	2007	≥ 100 %	2012-13	≥ 94.4 %	2008
Hispanic		94 %	2007	≥ 100 %	2012-13	≥ 95.2 %	2008
White		99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008

**Indicator:** TAKS Science

<b>Grade: 5</b>		<b>Current Performance</b>		<b>Desired Performance</b>		<b>Desired Performance</b>	
		ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
<b>Group</b>		<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students		71 %	2007	≥ 100 %	2012-13	≥ 76.8 %	2008
African American		78 %	2007	≥ 100 %	2012-13	≥ 82.4 %	2008
Economically Disadvantaged		66 %	2007	≥ 100 %	2012-13	≥ 72.8 %	2008
Hispanic		68 %	2007	≥ 100 %	2012-13	≥ 74.4 %	2008
White		90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008

**Indicator:** SDAA II Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	98 %	2007	≥ 100 %	2012-13	≥ 98.4 %	2008

**Indicator:** SDAA II Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94 %	2007	≥ 100 %	2012-13	≥ 95.2 %	2008

**Indicator:** SDAA II Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	> 99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008

**Strategies**

<b>Goal 2 - Strategy 1</b>															<b>Reading / Math / Science / Writing Achievement</b>														
<b>Leader(s):</b> Administrators and Grade Level Leaders					<b>Brief Description:</b> All students will make measurable progress toward the requirement of the the No Child Left Behind Act of 2001 that 100% of ALL students are expected to pass TAKS Reading /Math / Science / Writing by 2013-14.					<b>Evaluation Benchmark:</b> 80% of all students will pass the 2008 TAKS test.																			
<b>Leader Progress Report Dates:</b> Review and analyze progress according to designated dates on District Testing Calendar.																													
<b>Resources Required:</b>					<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>														
Volunteer Support					Number of FTE's: None					None					\$0.00														
Title Teachers					None										\$0.00														
Teaching Aids					Cost: None																								
Teachers																													
Staff																													
Outside Consultant																													
District Staff																													
District Coordinator																													
District Admin. Staff																													
Central Office																													
Campus Admin. Staff																													
<b>Timeline</b>																													
<b>Activity</b>		<b>Person(s) Responsible</b>			A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>												
					u	e	c	o	e	a	e	a	p	a	u	u													
					g	p	t	v	c	n	b	r	r	y	n	l													
Disaggregate TAKS Math, Reading, Writing, and Science questions from TAKS Released Tests and Landmark test using the item analysis report. Compare					Administrators / Teachers / Testing Coordinator										Instructional targets are identified and instructional plans are completed.														

<b>Goal 2 - Strategy 1</b>		<b>Reading / Math / Science / Writing Achievement</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
demographic groups and establish instructional targets in need of improvement.														
Develop, review, and revise benchmark tests for kindergarten through 5th grade level in reading, writing, math, science, and social studies.	Administrators and Teachers													Revisions made to Landmark tests in all tested subject areas.
Identify the instructional Reading, Math, Writing, and Science needs of each student, and implement instructional plans to meet those needs. Provide challenging learning activities to meet the needs of all students.	Teachers, Principals, Counselors and Testing Coord													Progress made by each student on Landmark tests indicate that students are making progress.
Initiate and provides hands-on TEKS based Science instruction at every grade level to prepare students for 5th grade TAKS requirements and junior high science expectations. All students K-5 will develop and use their own personal Science journal. Designated science team includes lead teachers at each grade level, K-5, who monitor the activities of science instruction.	Teachers, Principals, Gr. Level Leaders, Sci. Team													Fifth graders pass 5th grade TAKS test at 85%. All students pass grade level Science Landmark and Benchmark tests at 85% or higher.
Implement within and cross grade level planning and sharing of information on effective instructional techniques and strategies for writing, math, reading, and science. Infuse reading and writing skills throughout all content areas.	Teacher, Administrators, Gr. Level Leaders													Lesson plans and administrator's observations indicate the infusion of writing /reading practice into content areas. Grade Level Meeting Minutes indicate cross grade level collaboration for all subject areas.

<b>Goal 2 - Strategy 2</b>		<b>Special Interventions</b>												
<b>Leader(s):</b> Counselors and Special Programs Staff		<b>Brief Description:</b> For those students who are not achieving at expected levels, specific interventions are provided, monitored, and adapted as needed.						<b>Evaluation Benchmark:</b> All students pass TAKS at an 85% level and 30% are commended.						
<b>Leader Progress Report Dates:</b> Monthly														
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>				
Title Teachers		Number of FTE's: None				None				\$0.00				
Teaching Aids		None								\$0.00				
Teachers		Cost: None												
Staff														
Parent Support														
Outside Consultant														
District Staff														
District Coordinator														
District Admin. Staff														
Computers														
Central Office														
Campus Admin. Staff														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Continue (Student Assistance Team) to implement the intervention assistance process including Response to Intervention	Admin., Teachers, Counselors and RTI Teachers												Alternatives are implemented for students in need of	

<b>Goal 2 - Strategy 2      Special Interventions</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
(RTI) for all students, including special populations, and students who are mobile and enter school during the school year.														program change. Records from Student Assistance Team Meeting. Decreased number of "Did Not Qualify" for Special Education services.
A continuum of alternative placements is available with supplemental aids and services. Integrate related services and instruction provided by special education and Title I into the regular classroom environment (when appropriate for individual students) to enhance learning of all children.	Administrators, Teachers, Teaching Assistant,													Guidelines for IDEA, Section 504, Dyslexia are met. Students are instructed in the least restrictive environment as measured by 85% of students passing TAKS.
Teachers, students, and parents will work as a team to improve student achievement. During the day tutoring, extended day tutoring, evening and Saturday workshops will be provided for students and parents as needed.	Administrators, Head Tutor, Teachers and Parents													Parent and student participation in training and workshops is documented. Tutoring attendance records indicate 98% attendance at tutoring events.

<b>Goal 2 - Strategy 3</b>		<b>Technology Integration</b>														
<p><b>Leader(s):</b> Technology Team and Administrators</p> <p><b>Leader Progress Report Dates:</b> December 20, 2007</p>	<p><b>Brief Description:</b> Maintain a technology infrastructure sufficient to support current and future needs. Teachers will productively use technology for instructional purposes.</p>	<p><b>Evaluation Benchmark:</b> Advance one level on STAR chart as required by state regulations.</p>														
<b>NEW INITIATIVE</b>																
<p><b>Resources Required:</b></p> <p>Title Teachers</p> <p>Teaching Aids</p> <p>Teachers</p> <p>Staff</p> <p>District Staff</p> <p>District Coordinator</p> <p>Computers</p> <p>Central Office</p> <p>Campus Admin. Staff</p> <p>Audio Visual Equipment</p>	<p><b>FTE's Required:</b></p> <p>Number of FTE's: None</p> <p>None</p> <p>Cost: None</p>	<p><b>Source of Funds:</b></p> <p>None</p>	<p><b>Amount</b></p>													
				\$0.00												
				\$0.00												
<b>Timeline</b>																
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation		
Teachers structure classroom learning to student experiences based on inquiry and higher level thinking processes. Curriculum activities are integrated with the Technology Applications TEKS allowing students to solve problems and make decisions.	Teacher and Administrator	u	e	c	o	e	a	e	a	r	r	a	y	n	l	Technology reports from Learning.com indicate technology TEKS covered by teacher throughout the year.,

<b>Goal 2 - Strategy 3</b>		<b>Technology Integration</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Designated teachers model the use of technology integration in the curriculum through regular opportunities to share, discuss, reflect, observe and improve instruction	Teachers, Administration and Technology Team													Technology reports from Learning.com indicate technology TEKS covered by teacher throughout the year.,
Utilize Distance Learning equipment for virtual field trips.	Librian, Teachers and Technology Team													Virtual field trips are provided for students.

<b>Goal 2 - Strategy 4</b>		<b>Staff Development</b>												
<p><b>Leader(s):</b> Administrators</p> <p><b>Leader Progress Report Dates:</b> Every 9 weeks</p> <p><b>NEW INITIATIVE</b></p>		<p><b>Brief Description:</b></p> <p>Provide school-wide staff training in content areas, as well as, training in techniques for integrating technology, teaching the low-language learner, teaching to the different learning styles of students and preparing them to succeed at or above grade level with Texas Academic Knowledge and Skills (TAKS) requirements by the end of the 2013-14 school year.</p>						<p><b>Evaluation Benchmark:</b></p> <p>100% of teachers are ESL and GT endorsed. Participation, from each grade level, in district curriculum alignment activities.</p>						
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>			<b>Amount</b>						
Title Teachers		Number of FTE's: None			None			\$0.00						
Teaching Aids		None						\$0.00						
Teachers		Cost: None												
Supplies														
Staff														
Outside Consultant														
District Staff														
District Coordinator														
District Admin. Staff														
Contract Service														
Computers														
Central Office														
Campus Admin. Staff														
Audio Visual Equipment														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>

Goal 2 - Strategy 4      Staff Development		
u e c o e a e a p a u u		
<p>Continue to utilize/showcase campus staff with technology expertise to provide support and direction for the use of technology. Continue to provide technology training for Popham staff, parents, and community members.</p>	<p>Administrators, Teachers and Technology Team</p>	<p>Documentation of teacher lead instructional technology training. AVATAR records</p>
<p>All staff will attend training for improving the skills of the low language learner and those performing above and below grade level. Teach staff how to modify instruction, integrate technology and use data to positively impact instruction for all learners.</p>	<p>Teachers, Administrators and Technology Team</p>	<p>Walk through visits and teacher observations indicate implementation of techniques presented during training.</p>
<p>Instructional staff will participate in district-wide curriculum alignment projects for Reading, Math, Science and Writing.</p>	<p>Administrators, Teachers and District Consultants</p>	<p>Curriculum Alignment meeting minutes indicate participation by Popham grade level staff.</p>

**Goal 3:** Provide a safe school environment free of disruptions so that students can maximize learning opportunities.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program
6) Opportunities for Professional Development	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	6) Parental Involvement	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		
<b>E-Rate Goals</b>			
3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation	5) Evaluation Process for Monitoring Progress	

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## Strategies

**Goal 3 - Strategy 1 Safety and Crisis Management**

<p><b>Leader(s):</b> Principals</p> <p><b>Leader Progress Report Dates:</b> Monthly Safety Log and audit by November 15, 2007</p>	<p><b>Brief Description:</b> Popham Elementary has a focus on safety which includes training for students and staff. Visitor ID's are screened prior to gaining admission past the school office. The building and grounds have limited access. A crisis management plan is in place with regular practice drills to support staff and student readiness to handle a crisis as well as possible.</p>	<p><b>Evaluation Benchmark:</b> Monthly safety drills; Yearly safety audit.</p>
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<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Provide limited access to the buildings and grounds by visitors and parents. Require id's for all visitors beyond the office area.	All staff													Only authorized visitors are observed past the office.
Follow the guidelines for school security from the Texas School Safety Center including monthly drills and yearly audits.	Principals and District Staff													School meets expectations for all audits and monthly drills documented.
Students and staff participate in safety training.	All Staff													Staff meeting sign in sheets indicate participation by staff at monthly staff

<b>Goal 3 - Strategy 1</b>		<b>Safety and Crisis Management</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	
														meetings. Student training occurs during morning Community Meetings and classroom.

<b>Goal 3 - Strategy 2</b>		<b>Student Behavior / Leadership / Responsibility</b>													
<p><b>Leader(s):</b> Principals</p> <p><b>Leader Progress Report Dates:</b> Monthly monitoring of office referrals; yearly comparison by June 15, 2008</p>		<p><b>Brief Description:</b> Continue implementation of the school wide behavior program and expand the teaching of social skills. Leadership opportunities and counseling services are provided.</p>						<p><b>Evaluation Benchmark:</b> Student discipline referrals indicate a 10% decrease in incidents of documented office referrals from the previous year as monitored per semester. Lesson plans document proactive activities to prevent violence.</p>							
<p><b>Resources Required:</b> None</p>		<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>				<p><b>Source of Funds:</b> None</p>				<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>					
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
Teach social skills lessons each week to all students based on the school-wide discipline plan. Orient new students to Popham's expectations. Share a Project Wisdom lesson during announcements/assembly each morning		Counselors, Staff and Administrators	g	p	t	v	c	n	b	r	r	y	n	l	Lessons occur each week as observed by administrators. School-wide behavior continues to improve as measured by monitoring office referrals. Character message with multicultural tone is shared each morning during assembly.
Continue the Student Council for recommending participation in special		Administrators, Teachers and Students												Minutes of meetings, success of projects.	

<b>Goal 3 - Strategy 2</b>		<b>Student Behavior / Leadership / Responsibility</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
programs and school wide incentives and events. Continue Safety Patrol leadership opportunities for students.														Safety Patrol contributes to school traffic safety.
Provide leadership opportunities for students through Newcomers Program, peer tutoring, peer mediation/conflict management and pair grade level learning.	Counselors and Teachers													Program evaluation results analyzed and used.
Increase counseling services to meet the needs of students and families. Facilitate the access to community counseling resources and support services.	Counselors and Teachers													Student, parent, and teacher evaluation of counseling program.
Provide leadership/problem solving/conflict resolution training for all students. Teach methods for violence prevention and discipline management for unwanted physical or verbal aggression, sexual harassment, dating violence and other forms of bullying.	All Staff, Administrations and Counselors													Training logs, student participation. District Discipline Management Plan and Student Code of Conduct followed
Maintain award-winning attendance rate and implement incentives to promote good attendance.	Principals, Teachers, PEIMS Clerk, Attend Officer													District attendance guidelines are followed, At least 97% attendance rate is maintained.

**Goal 4:** Popham Elementary will recruit and retain a highly motivated, competent staff through training and effective evaluation. NCLB staffing standards are followed. Recognition of staff will impact retention, climate and employee satisfaction.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
4) Curriculum	5) Prepare Students	6) School Personnel	7) Student Performance
9) Instructional Techniques			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	5) Highly Qualified Teachers
6) Opportunities for Professional Development	8) Coordinate and Integrate Services and Programs		
<b>Title I - Schoolwide Programs</b>			
3) Instructional	4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		
<b>E-Rate Goals</b>			
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			

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## Strategies

<b>Goal 4 - Strategy 1</b>		<b>Recruitment of Staff</b>													
<p><b>Leader(s):</b> Principal and Grade Level Leaders</p> <p><b>Leader Progress Report Dates:</b> Highly Quilified Status Report by 12-1-2007</p>	<p><b>Brief Description:</b> Recruit highly qualified staff as well as student teachers, mentors and tutors who can move into staff positions as needed.</p>	<p><b>Evaluation Benchmark:</b> 90% of tutors are certified teachers. 100% of all staff hired meet highly qualified status. Encourage assignment of student teachers at Popham.</p>													
<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>												<p><b>Amount</b> \$0.00 <hr style="width: 50%; margin: 0 auto;"/>\$0.00</p>	
<b>Timeline</b>															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Maximize use of contacts to recruit staff to fill available positions. Staff members assist in the recruitment of new staff.	Principals	u	e	c	o	e	a	e	a	r	r	y	n	l	Attend job fairs. All vacant positions are filled within one week of posting.

<b>Goal 4 - Strategy 2</b>		<b>Retention of Staff</b>													
<b>Leader(s):</b> All Staff  <b>Leader Progress Report Dates:</b> May 28, 2008		<b>Brief Description:</b> Highly qualified staff are provided staff development and leadership opportunities, extra duties, such as tutoring are rewarded monetarily. A positive school environment supports shared leadership, shared decision making and job satisfaction. Staff receive the training they need to effectively and efficiently preform assigned duties.										<b>Evaluation Benchmark:</b> 90% retention rate of Popham staff			
<b>Resources Required:</b> None		<b>FTE's Required:</b> Number of FTE's: None None Cost: None			<b>Source of Funds:</b> None							<b>Amount</b> \$0.00 <hr/> \$0.00			
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
Pair all new staff with a mentor. Implement district-wide standards for mentoring new teachers. Recognize staff contributions and successes in morning assemblies and in staff meetings. Provide stipends to teachers for tutoring and participating in research projects.		Designated Staff	g	p	t	v	c	n	b	r	r	y	n	l	Staff retention rate is 90% or higher. Staff takes advantage of training that is offered. Staff meets No Child Left Behind standards for Highly Qualified. Teachers receive extra pay for tutoring and participating in research projects.

<b>Goal 4 - Strategy 3</b>		<b>Leadership and Staff Appreciation</b>													
<b>Leader(s):</b> Principals and Grade Level Leaders  <b>Leader Progress Report Dates:</b> Monthly		<b>Brief Description:</b> Staff has opportunities to develop and use leadership skills. Staff are recognized for their contributions. Opportunities for shared decision making and shared leadership result in dedication and commitment to the schools and it's programs.						<b>Evaluation Benchmark:</b> Meeting minutes indicate participation and decision making on subject area and program focused teams. Monthly staff appreciation events occur.							
<b>Resources Required:</b> None		<b>FTE's Required:</b> Number of FTE's: None None Cost: None			<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 <hr/> \$0.00						
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
Teachers will be given the opportunity to have input into the selection of curriculum materials and additional assessment instruments when evaluating the needs of students and programs.		All Teachers and Grade Level Leaders	g	p	t	v	c	n	b	r	r	y	n	l	Team meeting minutes indicate teacher participation in the selection and development of assessment instruments, such as grade level benchmark tests, use of Release TAKS tests, etc. Teachers will continue to develop benchmark tests throughout the school year.
Provide recognition and appreciation events		Staff Recognition and												Highly qualified staff	

<b>Goal 4 - Strategy 3 Leadership and Staff Appreciation</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
for staff, such as staff luncheons, off campus lunch hour, drawings for prizes, and the Staff Recognition Bulletin Board. Continue the Staff Recognition and Support Team whose function is to plan monthly recognition events for staff.	Support Team													members remain at Popham. Positive response to special recognition events. Monthly events occur. Staff survey indicates a positive response.

**Goal 5:** Students and staff will learn and work in a welcoming and accommodating environment. Parents and visitors will be welcomed and included in the learning community.

**Correlates with:**

<b>State Objectives</b>			
6) School Personnel	7) Student Performance	8) School Environment	
<b>NCLB/ESEA Goals and Indicators</b>			
4) Safe, Drug Free Learning Environments			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	4) Support Regular Education Program	7) Strategies for Parental Involvement
8) Coordinate and Integrate Services and Programs			
<b>Title I - Schoolwide Programs</b>			
6) Parental Involvement			
<b>E-Rate Goals</b>			
1) Goals and Strategy for Using Technology	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation	5) Evaluation Process for Monitoring Progress

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## Strategies

**Goal 5 - Strategy 1 Welcoming and Accommodating Facilities**

<p><b>Leader(s):</b> Principals</p> <p><b>Leader Progress Report Dates:</b> May 28, 2008 and Monthly for parent participation.</p>	<p><b>Brief Description:</b> The school building and grounds are welcoming to parents, adopters, students, visitors, staff and community members. Building and grounds meet accessibility standards for all students including those with special needs.</p>	<p><b>Evaluation Benchmark:</b> Accessibility audits are positive. Parent sign in logs at special events. Parent and adopters surveys.</p>
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<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
<p>Publish the Panda Press monthly in both English and Spanish. Post this school news letter on the school's web site. Send reminder fliers home with every child for special events inviting parents to attend. Greet and check id's on all visitors.</p>	<p>Office Staff, Community Laison, and Principals</p>													<p>10 Panda Press issues published, one each month. Monthly web page updates. Sign in forms at special events.</p>

<b>2007-08 Popham Elementary Campus Advisory Team</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Principal	Joyce Bannerot			
Classroom Teacher	Barbara Rodriguez	Bilingual Kindergarten Teac		
Classroom Teacher	Kate Barrett	Second Grade Teacher		
Classroom Teacher	Norma Munoz	Third Grade Bilingual Teach		
Classroom Teacher	Susan Lopez	Fifth Grade Teacher		
Classroom Teacher	Deborah Martinez	Music Teacher		
Classroom Teacher	Patricia French	First Grade Teacher		
Classroom Teacher	Leigh Nunez	Fourth Grade Teacher		
Classroom Teacher	Sarah Ford	Special Programs Teacher		
Parent	Diana Ponce			

<b>Campus Improvement Plan Plan Implementation and Development Log</b>	
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<b>Date</b>	<b>Purpose</b>
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## **Needs Assessment**

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

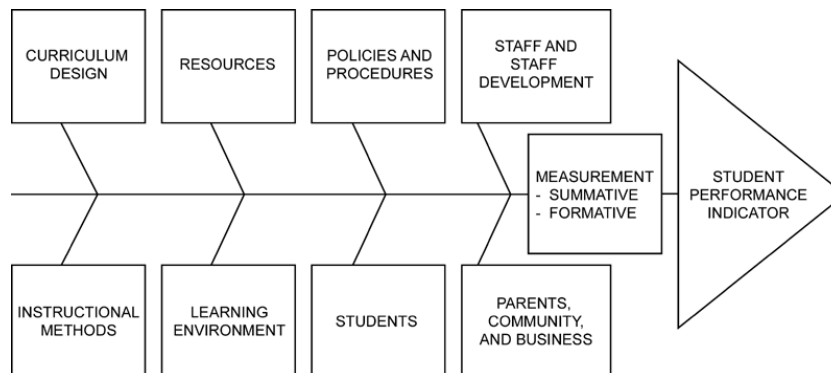
## Needs Assessment Focus

### Indicators Rated

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

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

### Process Chart



## Summative Evaluation for year 2007-08

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

### Objective Accomplishments

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#### TAKS Reading - Grade: All Grades

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##### Analysis Group: All Students

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

##### Explanation of Performance

##### Analysis Group: African American

Actual Performance for 2006-07	91%
Projected Annual Objective for 2007-08	92.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	84%
Projected Annual Objective for 2007-08	87.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2006-07	86%
Projected Annual Objective for 2007-08	88.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2006-07	95%
Projected Annual Objective for 2007-08	96%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07	84%
Projected Annual Objective for 2007-08	87.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2006-07	91%
Projected Annual Objective for 2007-08	92.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

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

**Explanation of Performance**

**Analysis Group: Hispanic**

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

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07	96%
Projected Annual Objective for 2007-08	96.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Writing - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2006-07 95%  
 Projected Annual Objective for 2007-08 96%  
 Actual Performance for 2007-08 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99.2%  
 Actual Performance for 2007-08 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

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

**Explanation of Performance**

**Analysis Group: Hispanic**

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

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99.2%  
 Actual Performance for 2007-08 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Science - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2006-07 71%  
 Projected Annual Objective for 2007-08 76.8%  
 Actual Performance for 2007-08 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2006-07 78%  
 Projected Annual Objective for 2007-08 82.4%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 66%  
 Projected Annual Objective for 2007-08 72.8%  
 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 74.4%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07 90%  
 Projected Annual Objective for 2007-08 92%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**SDAA II Reading - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 98%  
 Projected Annual Objective for 2007-08 98.4%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**SDAA II Math - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2006-07	94%
Projected Annual Objective for 2007-08	95.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**SDAA II Writing - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2006-07	> 99%
Projected Annual Objective for 2007-08	99.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	