

# **Colmesneil ISD**

## **District Improvement Plan**

**2008-09**

**Empowering Our School to Develop Lifelong Learners Through  
Excellence in Education**

## TEN COMPONENTS OF A SUCCESSFUL SCHOOL WIDE PROGRAM

- C1. Conduct a comprehensive needs assessment in order to design and implement a successful campus plan.
- C2. Implement schoolwide reform strategies that are scientifically researched based.
- C3. Provide instruction by highly qualified staff.
- C4. Provide high quality on-going professional development
- C5. Provide strategies to attract highly qualified teachers to high needs schools.
- C6. Utilize strategies to increase parent involvement.
- C7. Ensure smooth transition for students.
- C8. Include teachers in decisions regarding the use of assessments.
- C9. Implement a plan to ensure that all students master the challenging achievement standards and state academic assessments.
- C10. Coordinate and integrate federal, state, and local services and programs.

## Colmesneil ISD Belief Statements

1 We Believe:

- \* Attitudes affect learning.
- \* All people have worth and can learn.
- \* High moral and ethical standards are essential.
- \* The family should have an active role in education.
- \* Each person is responsible for his or her own actions
- \* Self-discipline is essential for academic success.
- \* The community should be an integral part of the educational process.
- \* Success is proportionate to expectations.
- \* Developing and understanding, respect, and appreciation for our diverse American heritage is essential for participation in a culturally diverse society.
- \* A safe, orderly environment promotes the security and well being of our students.
- \* Learning is a life-long process

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- \* A safe, orderly environment promotes the security and well being of our students.
- \* Learning is a life-long process

**Goal 1:** Colmesneil ISD will encourage and challenge all students to reach their full potential in all educational domains

**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) School Personnel	6) Student Performance	8) Instructional Techniques	9) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	5) Professional Staff
7) Student Transition to Elementary Programs	9) Identify and Assist with Student Difficulties		

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
African American	57 %	2008	≥ 90 %	2013-14	≥ 63.6 %	2009
Economically Disadvantaged	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
Hispanic	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
Special Ed.	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Male	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Female	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
At Risk	67 %	2008	≥ 90 %	2013-14	≥ 71.6 %	2009

**Indicator:** TAKS Writing**Grade:** All

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Economically Disadvantaged	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
White	87 %	2008	≥ 90 %	2013-14	≥ 87.6 %	2009
Male	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
Female	92 %	2008	≥ 93 %	2013-14	≥ 92.2 %	2009
At Risk	70 %	2008	≥ 90 %	2013-14	≥ 74 %	2009

**Indicator:** TAKS Social Studies**Grade:** All

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	92 %	2008	≥ 93 %	2013-14	≥ 92.2 %	2009
Economically Disadvantaged	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	91 %	2008	≥ 92 %	2013-14	≥ 91.2 %	2009
Male	93 %	2008	≥ 94 %	2013-14	≥ 93.2 %	2009
Female	91 %	2008	≥ 92 %	2013-14	≥ 91.2 %	2009
At Risk	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009

**Indicator:** TAKS Science**Grade:** All

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
White	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
Male	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Female	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009
At Risk	68 %	2008	≥ 90 %	2013-14	≥ 72.4 %	2009

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

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	95 %	2008	≥ 96 %	2013-14	≥ 95.2 %	2009
African American	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
Economically Disadvantaged	94 %	2008	≥ 95 %	2013-14	≥ 94.2 %	2009
Hispanic	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	95 %	2008	≥ 96 %	2013-14	≥ 95.2 %	2009
Special Ed.	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Male	92 %	2008	≥ 93 %	2013-14	≥ 92.2 %	2009
Female	97 %	2008	≥ 98 %	2013-14	≥ 97.2 %	2009
At Risk	92 %	2008	≥ 93 %	2013-14	≥ 92.2 %	2009

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2007-08	95.5 %	≥ 96 %	2013-14	≥ 95.6 %	2009
2006-07	95.6 %				
2005-06	95.5 %				
2004-05	95.8 %				
2003-04	95.8 %				
1997-98	95.4 %				

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## Strategies

<b>Goal 1 - Strategy 1      `Increased Student Performance on TAKS</b>			
<i>Supports TAKS Math - Grade: All Grades, TAKS Writing - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
<b>Leader(s):</b> Administrators	<b>Brief Description:</b> Increase student performance on all sections and subgroups of the TAKS Test as identified in individual campus plans.	<b>Evaluation Benchmark:</b> AEIS Indicators/AYP: All students and subgroups will meet the performance objectives below for 08-089.	
<b>Leader Progress Report Dates:</b> June 2009		English/Lang. Arts - 95.2% Math - 83.6% Writing- 88.4% Social Studies -92.2% Science - 83.6%	
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Volunteer Support	Number of FTE's: None	Compensatory Ed. Budget	\$10,000.00
Transportation Dept.	Not Specified	Title Budget	\$10,000.00
Title Teachers	Cost: None	Technology Budget	\$10,000.00
Time		General Budget	\$1,000.00
Teaching Aids		Reading First Grant	\$46,000.00
Teachers			<hr/>
Supplies			\$77,000.00
Staff			
School Library			
Parent Support			
District Staff			
Computers			
Campus Admin. Staff			
<b>Timeline</b>			

<b>Goal 1 - Strategy 1` Increased Student Performance on TAKS</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person Responsible</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
Each campus will implement tutoring programs for students who failed a core subject each six weeks. (C9)	Campus Principal			X	X	X		X	X	X			
Extended year programs will be offered to students who fail TAKS and/ or subject areas. (C2,C9)	Extended year teacher			X								X	X
Campus teachers will attend TAKS Training workshops at the Region V Service Center. (C4,C9)	Campus Principal		X	X									
Train teachers to utilize disaggregated test data as appropriate for improving instruction using the TAP Program. (C4,C9)	Campus Principal	X											
Integrate technology into the Curriculum as a learning tool. (C2,C9)	Campus Tecnology Coordinators,Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Develop and align curriculum , vertically and horizontally, in the areas of Language Arts, Math, Science, and Social Studies. (C9)	Principals, Curriculum Director		X	X	X	X							
Incentives will be given to students for individual and group effort for improvement in all areas of TAKS Testing. (C9)	Campus Principals											X	
A campus orientation program will be given at each campus for transition of students to new campuses. (C7)	Campus Principal/Counselor	X										X	
A school calendar will be adopted that is conducive to the learning enviroment. Additional breaks will be added so that there will be a break after most grading periods. (C9)	Superintendent								X				
Implement Renaissance Math in High School. (C2,C9)	Math Teachers, Principal		X	X	X	X	X	X	X	X	X		
Implement the Reading 180 Program in High School for struggling readers. (C2,C9)	Principal, Special Ed and C.M. Teacher				X	X	X	X	X	X	X		
Campus Reading Coach in elementary used to support classroom teachers and provide reading training on campus. (C3,C9)	Campus Coach	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 1</b>		<b>Increased Student Performance on TAKS</b>											
<b>Activity</b>	<b>Person 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>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>
Class size in Math and Science will be reduced for more individualized instruction. (C9)	Campus Administrator	X											
Utilization of the Heartbeeps for Math Program in grades 2-5. (C2,C9)	Teachers		X	X	X	X	X	X	X	X			
Students will utilize the Computer Lab for diagnostic, assessment and remediation in the core subject areas. (C9)	Teachers		X	X	X	X	X	X	X	X			
Fantastic Fridays will be implemented to tutor students who are struggling academically in the core subject areas. Students who are exempt from tutoring will not have to come to school on these days.	Principals/Teachers		X	X	X	X	X	X	X	X			

Goal 1 - Strategy 2		Staff Development												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> Administrators	<b>Brief Description:</b> Quality staff development will be coordinated throughout the district to improve student achievement.	<b>Evaluation Benchmark:</b> 100% of Faculty and Staff will participate in quality staff development related to student achievement.												
<b>Leader Progress Report Dates:</b> May 2009														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Title Teachers	Number of FTE's: None	Special Grant										\$5,000.00		
Time	Not Specified	Title Budget										\$25,000.00		
Teachers	Cost: None											<hr/>		
Staff												\$30,000.00		
Outside Consultant														
Contract Service														
<b>Timeline</b>														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
CISD will partner with the Region V Service Center and local Universities to provide quality staff development that is scientifically researched based. (C3,C4)	Principals	X	X	X	X	X	X	X	X	X	X	X		
Staff Development will be campus based with teachers having input on staff development topics through staff development surveys. (C3,C4)	Principals/Teachers												X	
Colmesneil ISD will apply for up to three extra staff development days in lieu of student instructional days for quality training. (C3,C4)	Superintendent													

<b>Goal 1 - Strategy 3</b>		<b>Enriched Curriculum</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> Aministrators	<b>Brief Description:</b> An enriched curriculum will be provided and constantly changing to better meet the needs of all students.	<b>Evaluation Benchmark:</b> AEIS Indicator System/AYP - See performance objectives. 80 % of Colmesneil I.S.D. students will participate in enrichment activities and/or classes.											
<b>Leader Progress Report Dates:</b> May 2009													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: None	General Revenue										\$1,700.00	
Teaching Aids	Not Specified	General Budget										\$30,000.00	
Teachers	Cost: None	Special Grant										\$50,000.00	
Supplies												<hr/> \$81,700.00	
District Staff													
District Coordinator													
District Admin. Staff													
Computers													
<b>Timeline</b>													
<b>Activity</b>	<b>Person 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>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>
Field trips will be coordinated to enhance the curriculum.	Principals , Teachers		X	X	X	X	X	X	X	X	X	X	X
Vocational Programs will provide an enriched vocational curriculum that will be geared to student interest.	Vocational Teachers	X	X	X	X	X	X	X	X	X	X		
The choices of extra-curricular activities will be diversified enough to meet the needs and interest of all students. Choices will include: UIL Academics, Band, Beta Club, Athletics, Drill Team, Cheerleaders, Twirlers, 4-H, FFA, etc.	Principals	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 3</b>		<b>Enriched Curriculum</b>											
<b>Activity</b>	<b>Person 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>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>
Dual credit classes will be offered as part of the high school curriculum so students may receive college credit in history, chemistry, and accounting. (C2,C9)	Counselor, High School Principal	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 4		Attendance											
<i>Supports Attendance - Grade: All Grades</i>													
<b>Leader(s):</b> Admministrators	<b>Brief Description:</b> Attendance will improve through the implementation of attendance incentive programs.	<b>Evaluation Benchmark:</b> Colmesneil I.S.D. will strive for a 96% average daily attendance rate. AEIS Indicator System - See performance objectives.											
<b>Leader Progress Report Dates:</b> May 2009													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Teachers	Number of FTE's: None	General Budget										\$3,000.00	
Supplies	Not Specified											\$3,000.00	
Staff	Cost: None												
Parent Support													
Campus Admin. Staff													
<b>Timeline</b>													
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Incentives will be given at each campus for students that have good attendance each 6-weeks.	Principals		X	X		X		X	X		X		
Continue utilizing communication between teachers/principals/parents/students to increase attendance rates. (C6)	Administration, Faculty, Parents, and Students	X	X	X	X	X		X	X	X	X		
Pregnancy Related Services will be offered to students in need of help.	Principals	X	X	X	X	X	X	X	X	X	X		
Mentors will be utilized for students at-risk of dropping out of school. (C7,C9)	Counselor, Principal	X	X	X	X	X	X	X	X	X	X		
Students that do not meet attendance requirements for the	Principal							X	X	X	X	X	X

<b>Goal 1 - Strategy 4 Attendance</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person Responsible</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
semester/year will be required to make-up days during the year or summer. (C9)													
After school Course Recovery Sessions will be offered throughout the year for students to regain credit for excessive absences.	Principal			X	X	X	X	X	X	X	X		
Involvement of the Attendance Committee will be utilized more to discuss student absenteeism.	Principal			X			X		X		X		

<b>Goal 1 - Strategy 5</b>		<b>Highly Qualified Staff</b>												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> Superintendent	<b>Brief Description:</b> The district will recruit, train and retain highly qualified staff members.	<b>Evaluation Benchmark:</b> 100% of all teachers and paraprofessionals will be highly qualified by July 2009.												
<b>Leader Progress Report Dates:</b> July 2009														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Time	Number of FTE's: None	Local Revenue										\$5,000.00		
Teachers	Not Specified	Title Budget										\$6,000.00		
Region Service Center	Cost: None											<hr/>		
Outside Consultant												\$11,000.00		
Local Universities														
District Admin. Staff														
<b>Timeline</b>														
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
The district will pay stipends in the amount of \$1,000 to teachers who teach in critical shortage area subjects such as math, science and foreign language. (C3)	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X	
Mentors will be assigned to new teachers at each campus and paid a stipend of \$1,000. New teachers will meet with mentors on a regular basis. (C3)	Principal	X		X		X			X		X			
Teacher aides will receive training in reading, math, and writing, and pass a state approved proficiency test as required by NCLB. (C3)	Principals												X	

<b>Goal 1 - Strategy 5</b>		<b>Highly Qualified Staff</b>											
<b>Activity</b>	<b>Person 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>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>
District Administrators will participate in Job Fairs at local universities to solicit highly qualified teachers. (C3)	Principals, Counselors					X							X
The District will provide monetary help with Local and Federal funds to teachers who are not highly qualified to help offset the cost of becoming highly qualified. (i.e. tuition reimbursements, ex-cet fees, staff development fees etc.) (C3)	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X
Colmesneil ISD will participate in the Cert-Prep Consortium with Stephen F. Austin University to provide scholarships to students who are nominated to enter into Educational Certification Programs to teach in high-poverty school districts. (C3)	Superintendent					X							X
District campuses will provide scientifically research- based staff development to teachers and instructional aides throughout the school year in the core academic subject areas. (C3)	Principals	X		X						X			

**Goal 2:** Student academic improvement will improve as a result of increased parent and community involvement

**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	3) Dropout Prevention	6) Student Performance	
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	7) Home-School Relations		
<b>Title I - Schoolwide Programs</b>			
6) Parental Involvement			

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## Strategies

**Goal 2 - Strategy 1**      Increased Parent/School Communicaton

*There are no Indicators/Objectives supported by this Strategy*

<p><b>Leader(s):</b> Administrators</p> <p><b>Leader Progress Report Dates:</b> May 2009</p>	<p><b>Brief Description:</b> Colmeseneil I.S.D. will improve communication from school to home involving daily activities.</p>	<p><b>Evaluation Benchmark:</b> 70% of parents will be sastisfied with parent-school communication in the end of the year parent survey.</p>
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<p><b>Resources Required:</b></p> <p>Time</p> <p>Teachers</p> <p>Supplies</p> <p>Staff</p> <p>Parent Support</p> <p>Computers</p>	<p><b>FTE's Required:</b></p> <p>Number of FTE's: None</p> <p>Not Specified</p> <p>Cost: None</p>	<p><b>Source of Funds:</b></p> <p>General Budget</p> <p>Title Budget</p>	<p><b>Amount</b></p> <p>\$500.00</p> <p>\$2,000.00</p> <hr/> <p>\$2,500.00</p>
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**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Publish monthly newsletters to parents and calendar of events. (C6)	Campus principals	X	X	X	X	X	X	X	X	X	X		
Post Mission Statement for all students and visitors to view.	Teachers	X											
Provide press releases to the local newspaper regarding student activities. (C6)	Principals	X	X	X	X	X	X	X	X	X	X		
The district and campus web site will be continually updated to familiarize and inform parents and community members of district and campus activities.(C6)	Technology campus coordinators	X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 1</b>		<b>Increased Parent/School Communicaton</b>											
<b>Activity</b>	<b>Person 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>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>
Athletic handbook will be updated to meet the needs of the district.	Athletic director												X
Continue to provide information in a quarterly newspaper inserted in the local newspaper. (C6)	Beverly Ford		X		X		X		X				
Progress reports will be sent home at the middle of the six weeks to communicate student grades to parents. (C6,C9)	Classroom teachers		X		X	X		X		X			
Freshmen and Senior orientation nights will provide parents and students information regarding the new school year. (C6,C7)	Principal/ Counselor	X											
Schedule Open House for parents to meet with teachers and visit classrooms. (C6)	Superintendent		X						X				
Distribute needs assessment surveys to parents at beginning of school year. (C1,C6)	Principal	X											
Provide parents and review with parents an updated student handbook and student code of conduct. (C6,C7)	Principals	X											

<b>Goal 2 - Strategy 2</b>		<b>Increased Parent Involvement In School Activities</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> Administrators	<b>Brief Description:</b> Parents will be able to become involved with their children in many school related activities throughout the school year.	<b>Evaluation Benchmark:</b> 50% of the parents will have been involved in parent involvement activities throughout the school year.											
<b>Leader Progress Report Dates:</b> May 2008													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Community Leader	Number of FTE's: None	General Budget										\$500.00	
Volunteer Support	Not Specified	Title Budget										\$2,000.00	
Time	Cost: None											<hr/>	
Parent Support												\$2,500.00	
Local Bus. Leader													
Guest Speaker													
Community Speaker													
<b>Timeline</b>													
<b>Activity</b>	<b>Person 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>
Utilize parents as volunteers in the classrooms and libraries. (C6)	Principals	X	X	X	X	X	X	X	X	X	X	X	X
Provide PTO meetings throughout the year to discuss student activities. (C6)	PTO President		X	X		X					X		
Invite parents and community members to school to assist in special programs and events. (C6)	Principals	X	X	X	X	X	X	X	X	X	X	X	X
Organize a "Get Hooked on Fishing Not Drugs Tournament" at Lake Tejas for all students and their parents. Drug free activities will precede the tournament. (C6)	Elem. Principal											X	

<b>Goal 2 - Strategy 3</b>		<b>Utilization of Community Resources</b>												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> Administrators	<b>Brief Description:</b> The community's resources will be used to promote unity and leadership	<b>Evaluation Benchmark:</b> 50% of the businesses and organizations in Colmesneil will have provided valuable resources to the district to enhance education.												
<b>Leader Progress Report Dates:</b> May 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	Local Revenue										\$500.00		
Time	Not Specified											\$500.00		
Teachers	Cost: None													
Parent Support														
Local Bus. Leader														
Guest Speaker														
<b>Timeline</b>														
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
CISD will utilize community members to become mentors to students in order to improve self-esteem and good study habits.	Principals/Teachers	X	X	X	X	X	X	X	X	X	X	X	X	
Senior citizens will be provided discounts at all athletic sporting events.	Athletic Director	X	X	X	X	X	X	X	X	X	X	X	X	
Businesses will contribute incentives for good grades, attendance, citizenship, etc.	Business leaders	X	X		X	X	X	X	X	X	X	X	X	
Community members will be solicited as guest speakers for special events and curriculum related topics.	Principals/Teachers	X	X	X	X	X	X	X	X	X	X	X	X	



**Goal 3:** To provide and promote a positive school climate that will increase productivity of all faculty, staff and students in the educational process.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) School Personnel
6) Student Performance	7) School Environment		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	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
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	5) Professional Staff	

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## Strategies

<b>Goal 3 - Strategy 1</b>		<b>Increase Communication and Teamwork Among Staff</b>												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> Administrators	<b>Brief Description:</b> There will be increased improvement in communication, cooperation, and collegiality among faculty and staff.	<b>Evaluation Benchmark:</b> Number of behavior referrals will decrease by 50%. TAKS scores will increase - AEIS Indicators Teacher grievances will decrease by 50% Less than 5% teacher turnover rate district wide												
<b>Leader Progress Report Dates:</b> May 2009														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>											
Time	Number of FTE's: None	Title Budget	\$5,000.00											
Teachers	Not Specified	General Budget	\$500.00											
Staff	Cost: None		<hr/>											
District Coordinator			\$5,500.00											
District Admin. Staff														
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>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>	
Faculty meetings will be held regularly to increase communication among faculty and staff. (C4,C8)	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	
Vertical and horizontal team meetings will be held regularly to discuss alignment strategies. (C4,C8)	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X	
Bulletin boards in teacher's workrooms for posting important information regarding special events and activities.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	
Daily morning reports will be given to teachers concerning events for the day and/ or week.	Principal	X	X	X	X	X	X	X	X	X	X	X	X	
An Employee of the Month will be selected for the District.	Superintendent and Principals	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 3 - Strategy 1</b>		<b>Increase Communication and Teamwork Among Staff</b>											
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Monthly luncheons	Principal's Secretary	X	X	X	X	X	X	X	X	X	X	X	X
Campus Improvement meetings to discuss academic achievement. (C4,C8)	Principal			X						X			
Birthday cards given out for faculty and staff birthdays.	Administrators	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 2</b>		<b>Increase Self-Esteem Among Students</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> Administrators	<b>Brief Description:</b> Colmesneil I.S.D. will increase student productivity by providing students with positive self-esteem.	<b>Evaluation Benchmark:</b> District TAKS scores will improve- AEIS indicators 50% reduction in student behavior referrals 100% graduation rate 96% attendance rate											
<b>Leader Progress Report Dates:</b> May 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	General Budget										\$3,000.00	
Teachers	Not Specified	Title Budget										\$3,000.00	
Parent Support	Cost: None											<hr/>	
Community Leader												\$6,000.00	
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person 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>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>
Students will be recognized and given incentives for student achievement throughout the school year. (C7,C9)	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	
Student achievements will be published in the local newspaper. (C7)	Teachers, Principals	X	X	X	X	X	X	X	X	X	X	X	
Mentors will be assigned to students that are at-risk for failure. (C7,C9)	Principals	X	X	X	X	X	X	X	X	X	X	X	
Individual and group counseling sessions will be provided for students that are at-risk for failure. (C7,C9)	Counselor	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 3 - Strategy 3</b>		<b>A Safe and Secure Environment</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> Campus Administrators	<b>Brief Description:</b> A safe and secure environment will be provided for all students and staff.	<b>Evaluation Benchmark:</b> Teacher turnover will be less than 5% in the district. Student enrollment will increase by 2% . Behavior referrals will decrease by 50%											
<b>Leader Progress Report Dates:</b> May 2008													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: None	Title Budget										\$500.00	
Teachers	Not Specified	General Revenue										\$10,000.00	
Staff	Cost: None											<hr/> \$10,500.00	
Outside Consultant													
District Staff													
District Admin. Staff													
Contract Service													
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
A Emergency Management Plan will be developed and implemented for the entire district and then practiced for total mastery of the plan. (C10)	Superintendent, Principals	X		X		X			X		X		
A Revised Student Code of Conduct will be sent home to all parents listing behaviors/consequences. (C7)	Principals	X											
CISD will continue to provide training for faculty members in conflict resolution and discipline strategies. (C10)	Principals, Teachers	X			X			X		X			

<b>Goal 3 - Strategy 3      A Safe and Secure Enviroment</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person Responsible</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
CPI Teams will continue to update training in crisis intervention strategies. (C10)	Team members	X											
Drug free programs will be implemented at each campus and evaluated annually. (C7,C10)	Drug Free Coordinator												
Health and safety programs will be implemented at each campus and evaluated annually. (C7,C10)	School Nurse, Principal			X									
Security Cameras will be installed at the the High School Campus and back parking lot area. (C10)	Elton Hitghtower			X									X
To be in compliance with HB 121, Colmesneil ISD will implement a Dating Violence Policy. Teachers will receive training in Dating Violence . (C10)	Counselor						X						

**Goal 4:** Colmesneil ISD will strive to be in compliance with all appropriate Local, State and Federal program initiatives in order to maximize achievement for all students.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	6) Student Performance	8) Instructional Techniques
9) Technology			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff		
<b>Effective School Correlates</b>			
6) Frequent Monitoring of Student Progress			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	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	

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## Strategies

**Goal 4 - Strategy 1 Professional Development**

*There are no Indicators/Objectives supported by this Strategy*

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> May 2009</p>	<p><b>Brief Description:</b> The faculty, staff, and parents will have required training for all special programs as required by state, local and federal guidelines.</p>	<p><b>Evaluation Benchmark:</b> 100% of staff and parents will be surveyed to determine level of understanding of Special Programs and Services.</p>
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<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Time	Number of FTE's: None	General Budget	\$500.00
Teachers	Not Specified	Title Budget	\$1,000.00
Staff	Cost: None	Special Education Budget	\$10,000.00
Parent Support			<hr/> \$11,500.00
Outside Consultant			
Contract Service			
Campus Admin. Staff			

**Timeline**

<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
District teachers will be trained on identification of students with dyslexic tendencies. (C2,C3,C9,C10)	Martin								X				
G/T training will be provided to campus administrators and teachers on "Nature and Needs of Gifted Students". (C2,C3,C9,C10)	Region V/ Campus G/T Coordinators		X										
All district staff will receive Special Education C.A.P. (Comprehensive Analysis Process) Training and view the C.A.P video. (C10)	Kathy Weaver		X										

<b>Goal 4 - Strategy 1 Professional Development</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person Responsible</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
All district teachers will receive SDAA Training and view the "ARD Committee Decision-Making Process for the Texas Assessment Program" video. (C10)	Principal/Special Ed. Teacher	X											
The OEY Teachers will receive training in accelerated instruction for at-risk students. (C10)	Elementary/Middle School Principal									X			
The campus C.P.I. (Crisis Prevention Intervention) teams will receive updated training each year. (C10)	Principals		X										
A Needs Assessment will be done each year to determine staff and parent training. (C1,C4)	Special Ed Director, Principal		X										
The district will provide special education training to the staff to promote inclusion for all students by applying rigorous daily early interventions using the district's early level of intervention for students (Tier I, Tier II, Tier III). the district has developed Response to Intervention forms and campuses have or will individualize the forms to meet their individual campus needs.	Diagnostician, Principals	X	X	X	X	X	X	X	X	X	X		

<b>Goal 4 - Strategy 2</b>		<b>Increase Grade Level SDAA Testing</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> Diagnostician, Principal	<b>Brief Description:</b> To increase the number of students taking grade level TAKS Alt. and TAKS I Test.	<b>Evaluation Benchmark:</b> Adequate Yearly Progress Report. Only 1% of Special Education Students will be tested off grade level on TAKS Alt.											
<b>Leader Progress Report Dates:</b> June 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	Title Budget										\$40,000.00	
Transportation Dept.	Special Ed./Title Funded	Special Education Budget										\$10,000.00	
Time	Cost: None											<hr/>	
Teaching Aids												\$50,000.00	
Teachers													
Supplies													
Staff													
Parent Support													
Computers													
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person 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>
Least restrictive environment is implemented by identification through modification and consideration of support services. (C7,C10)	Diagnostician, Principal	X	X	X	X	X	X	X	X	X	X	X	
Provide support for mainstreamed Special Education Students with Content Mastery and instructional aides. (C7,C10)	Principal	X	X	X	X	X	X	X	X	X	X		

<b>Goal 4 - Strategy 2</b>		<b>Increase Grade Level SDAA Testing</b>											
<b>Activity</b>	<b>Person 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>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>
Provide extended day and year programs for Special Education Students. (C7,C10)	Principal		X	X	X	X	X	X	X	X	X	X	X
Conduct a Special Ed. Audit to determine: How many students taking TAKS, TAKS Alt. TAKS M or TAKS A? What grade level is being assessed? What is the student's disability and how many students with disabilities have been included in District TAKS remediation programs? (C1)	Special Ed Director, Principals	X	X										
Data documentation of students with disabilities who receive an intensive program of instruction to enable the students to perform on grade level. (C7,C10)	Principals, Special Ed. Director	X	X	X	X	X	X	X	X	X	X		
Staff development provided on the Pre-Referral Process, Curriculum-Based Measurement, Differentiation of Instruction of Special Needs Students, Content Mastery Services, ARD Committee Decision Making Process, Disaggregating Student Data, and Correlating Instructional Modifications/Acommodations to student needs. (C4,C7,C10)	Principal, Special Ed. Director	X	X									X	X

**Goal 5:**

**Correlates with:**

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## Strategies



# **APPENDIX I**

## **SHARED DECISION MAKING COMMITTEE**

### **DISTRICT IMPROVEMENT PLAN PLAN IMPLEMENTATION AND DEVELOPMENT LOG**

#### **NEEDS ASSESSMENT**

#### **SUMMATIVE EVALUATION**

<b>2008-09 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
District Level Professional	Elton Hightower		409-200-0401	
Principal	Yvette Carlton		409-837-2024	
Principal	Rodney Haught		409-200-0104	
Principal	Walter McAlpin		409-837-5212	
Classroom Teacher	Beverly Ford	High School	409-283-2883	
Classroom Teacher	Brenda Goode	Middle School	409-837-5105	
Classroom Teacher	Dimmy Wagner	Reading First Coach	936-637-2557	
Classroom Teacher	Kathy Gobert	Middle School Technology	409-837-2933	
Classroom Teacher	Glenda Seale	Special Education		
Classroom Teacher	Pam Bruton	High School Science	409-837-2062	
Paraprofessional	Susan Adaway		409-837-2031	
Business Representative	Tina Cowart		409-837-2063	
Parent	Gina Graham		409-837-2226	
Parent	Kelli Barnes		409-837-2740	
Paraprofessional	Misty Mashaw			
Non-Classroom Professional Staff	Kimberly Parker			
Business Representative	Twyla Darder			
Parent	Trish Segrest			
Parent	Rebecca Walsh			

<b>District Improvement Plan Plan Implementation and Development Log</b>	
<b>Date</b>	<b>Purpose</b>

## Needs Assessment

### Summative Evaluation for 2007-08

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

### Objective Accomplishments

#### TAKS Reading - Grade: All Grades

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##### Analysis Group: All Students

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**Analysis Group: Male**

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	80.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	82.8%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	82.8%
Actual Performance for 2008-09	81%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	83%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	82.8%
Actual Performance for 2008-09	83%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08	94%
Projected Annual Objective for 2008-09	94%
Actual Performance for 2008-09	80%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	80.4%
Actual Performance for 2008-09	80%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	84%
Projected Annual Objective for 2008-09	85.2%
Actual Performance for 2008-09	84%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	65%
Projected Annual Objective for 2008-09	70%
Actual Performance for 2008-09	67%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Writing - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.6%
Actual Performance for 2008-09	88%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.2%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.4%
Actual Performance for 2008-09	87%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	83%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	67%
Projected Annual Objective for 2008-09	71.6%
Actual Performance for 2008-09	70%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

---

**TAKS Social Studies - Grade: All Grades**

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**Analysis Group: All Students**

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.6%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.2%
Actual Performance for 2008-09	83%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.6%
Actual Performance for 2008-09	91%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	82.8%
Actual Performance for 2008-09	93%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	86.8%
Actual Performance for 2008-09	91%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.6%
Actual Performance for 2008-09	83%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Science - Grade: All Grades**

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**Analysis Group: All Students**

Actual Performance for 2007-08 77%  
Projected Annual Objective for 2008-09 79.6%  
Actual Performance for 2008-09 82%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 82%  
Projected Annual Objective for 2008-09 83.6%  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 77%  
Projected Annual Objective for 2008-09 79.6%  
Actual Performance for 2008-09 82%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 82%  
Projected Annual Objective for 2008-09 83.6%  
Actual Performance for 2008-09 85%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 73%  
Projected Annual Objective for 2008-09 76.4%  
Actual Performance for 2008-09 79%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 68%  
Projected Annual Objective for 2008-09 72.4%  
Actual Performance for 2008-09 68%  
*No Progress Rating Selected*

**Explanation of Performance**

## Needs Assessment Focus

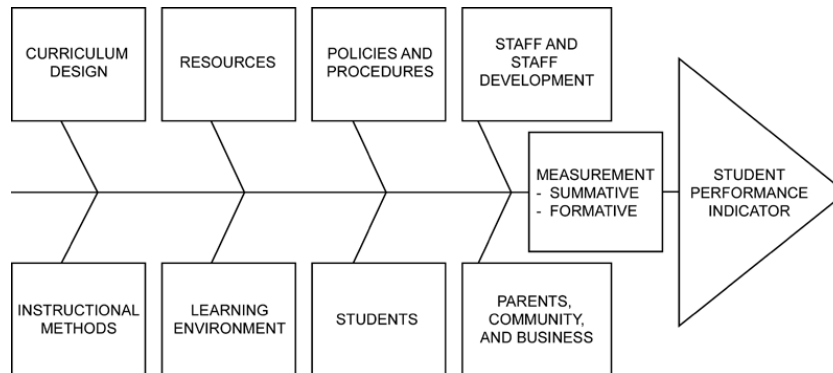
Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	High	Med
2	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	High	Med
3	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	High	Med
4	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	High	Med
5	Percent of students MASTERING TAAS/TAKS MATH	High	Med
6	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
7	Percent passing REPORT CARD GRADES FOR MATH	High	Med
8	Percent passing REPORT CARD GRADES FOR SCIENCE	High	Med
9	(AEIS) Mean Scores of SAT/ACT	Med	Med
10	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	Med	Med
11	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	Med	Med
12	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	Med	Med
13	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	Med	Med
14	DISCIPLINE REFERRAL RATES	Med	Med
15	Percent of students demonstrating good CITIZENSHIP SKILLS	Med	Med
16	Percent of students demonstrating appropriate SELF-DISCIPLINE	Med	Med
17	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	Med	Med
18	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	High	High
19	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	High	High

20	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	High	High
21	Percent of students MASTERING TAAS/TAKS READING	High	High
22	Annual Student RETENTION RATES	High	High
23	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	High	High
24	Percent of students demonstrating skills for creating and delivering a multi-media presentation	Med	High

**Indicators Not Rated**

		<b>Priority Rating</b>	<b>Satisfaction Rating</b>
1	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
2	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
3	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
4	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
5	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
6	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
7	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
8	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
9	Percent of students passing ENGLISH II EOC Examination	NR	NR
10	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
11	Percent of students passing BIOLOGY EOC Examination	NR	NR
12	Percent of students passing ALGEBRA I EOC Examination	NR	NR
13	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
14	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
15	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR

### Process Chart



## Summative Evaluation for year 2008-09

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 Math - Grade: All Grades

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##### Analysis Group: All Students

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	83.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: African American

Actual Performance for 2007-08	57%
Projected Annual Objective for 2008-09	63.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	82.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**Analysis Group: White**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 71.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Writing - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 83.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 87%  
 Projected Annual Objective for 2008-09 87.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 70%  
 Projected Annual Objective for 2008-09 74%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 83.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 83.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 79%  
 Projected Annual Objective for 2008-09 81.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 68%  
 Projected Annual Objective for 2008-09 72.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS English/Lang. Arts - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 95%  
 Projected Annual Objective for 2008-09 95.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 86%  
 Projected Annual Objective for 2008-09 86.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 94%  
 Projected Annual Objective for 2008-09 94.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 95%  
 Projected Annual Objective for 2008-09 95.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 97%  
 Projected Annual Objective for 2008-09 97.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	92%
Projected Annual Objective for 2008-09	92.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**Attendance - Grade: All Grades****Analysis Group: All Students**

Actual Performance for 2007-08	95.5%
Projected Annual Objective for 2008-09	95.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

## **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: School Personnel**

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

**Objective 6: Student Performance**

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

**Objective 7: School Environment**

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

**Objective 8: Instructional Techniques**

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

**Objective 9: 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.