

Borger High School
Campus Improvement Plan

2010-11

The Mission of Borger High School is to ensure academic excellence for all students, while building character, responsibility and productive citizens.

Borger High School Belief Statements

- 1 Every student can learn.
- 2 Learning is a lifelong process.
- 3 Every student deserves a safe learning environment.
- 4 Respect is a priority for all students.
- 5 Teachers, Counselors and Administrators who develop a Collaborative Learning Community will improve student success.
- 6 Communication within the school community is vital for student success.
- 7 Parental involvement is paramount for a successful learning environment.
- 8 Development of the whole student is essential.
- 9 High expectations coupled with highly qualified, motivated teachers create a successful learning environment.
- 10 All stakeholders provide input into the campus decision making process.

Goal 1: All populations will demonstrate academic success by meeting the state standard or surpassing the state average on T.A.K.S., T.A.K.S. - A, T.A.K.S. - M, T.A.K.S. ALT. or other state assessments.

Correlates with:

District Goals			
1) Student Achievement	3) Positive Culture	4) Parent Support	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	5) Prepare Students	7) Student Performance	8) School Environment
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
Effective School Correlates			
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			
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
9) Identify and Assist with Student Difficulties			

Indicator: TAKS English/Lang. Arts

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2010	≥ 94 %	2015-16	≥ 92.4 %	2011
African American	84 %	2010	≥ 94 %	2015-16	≥ 86 %	2011
Economically Disadvantaged	83 %	2010	≥ 90 %	2015-16	≥ 84.4 %	2011
Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011

Indicator: TAKS Math

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	62 %	2010	≥ 90 %	2015-16	≥ 67.6 %	2011
African American	54 %	2010	≥ 90 %	2015-16	≥ 61.2 %	2011
Economically Disadvantaged	52 %	2010	≥ 90 %	2015-16	≥ 59.6 %	2011
Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011
African American	72 %	2010	≥ 90 %	2015-16	≥ 75.6 %	2011
Economically Disadvantaged	64 %	2010	≥ 90 %	2015-16	≥ 69.2 %	2011
Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011

Strategies

Goal 1 - Strategy 1 Student Achievement - TAKS Prep/Study Island			
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
Leader(s):	Brief Description:	Evaluation Benchmark:	
All instructional staff, Counselors, Administrators	All populations demonstrate academic success by meeting or surpassing the state standard on all state assessments.	2010-2011 increase TAKS scores by 2% in all core areas	
Leader Progress Report Dates:			
October 2010 May 2011			
NEW INITIATIVE			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Outside Consultant	Number of FTE's: 32.00	District Budget	\$1,555,387.00
Campus Admin. Staff	Faculty cost		<hr/> \$1,555,387.00
Central Office	Cost: \$1,555,387.00		
Computers			
Contract Service			
District Admin. Staff			
District Coordinator			
Audio Visual Equipment			
Library			
Time			
Parent Support			
School Commons Area			
Staff			
Supplies			
Teachers			
Teaching Aids			
District Staff			

Goal 1 - Strategy 1 Student Achievement - TAKS Prep/Study Island				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Disaggregate data from 2009 - 2010 TAKS test.	Teachers/I.L./Counselors	08/23/2010	to	05/01/2011
Utilize an instructional focus in all core areas centered on TAKS weaknesses identified through the use of the INOVA Program, Create Target classes to increase student achievement. Implement Studt Island in Core Subject areas.	Teachers/Counselor/Admin istrators	08/23/2010	to	05/23/2011
Utilize C-Scope to correlate TEKS to TAKS. Align curriculum. Improve instruction using Five E model.	Teachers/ Administration	08/23/2010	to	05/23/2011
All Staff Development will be focused on improving instruction and student success.	Teachers/Administration	08/23/2010	to	06/01/2011
Staff addition: Fulltime E.S.L. instructor added to staff. Monitor and focues on academic improve of E.S.L. student group. Added Fulltime Bi-Lingual ESL Aide to program.	Admimistration	08/23/2010	to	06/01/2011

Goal 1 - Strategy 2		TAKS Achievement - C.T.E.				
<p>Leader(s): CTE Teachers, Instructional Liasions</p> <p>Leader Progress Report Dates: Each Six Week Grading period</p>		<p>Brief Description: Improve TAKS passing rate of all CTE students by including CTE Staff in Core Subject Instructional Meetings. Core strategies and materials will be shared with CTE staff.</p>		<p>Evaluation Benchmark: Six week Exam passing rates, Study Island performance of CTE students while in Core Subject areas.</p>		
<p>Resources Required:</p> <p>Time</p> <p>Teaching Aids</p> <p>Teachers</p> <p>Supplies</p> <p>Staff</p> <p>District Staff</p> <p>Campus Admin. Staff</p> <p>Audio Visual Equipment</p>		<p>FTE's Required:</p> <p>Number of FTE's: 38.00</p> <p>Faculty cost</p> <p>Cost: \$1,555,387.00</p>		<p>Source of Funds:</p> <p>District Budget</p>		
				<p>Amount</p> <p>\$1,555,387.00</p> <hr/> <p>\$1,555,387.00</p>		
Timeline						
Activity		Person(s) Responsible		Start Date	to	End Date
Inclusion of CTE teachers in all Instructional Core Subject meeting to share material and teaching strategies.		Instructional Liasions/CTE Teachers		08/24/2010	to	05/27/2011

Goal 1 - Strategy 3 Professional Development - C - Scope/Kilgo				
Leader(s): Principal		Brief Description: Provide ongoing professional development on C-Scope curriculum, Kilgo Scope and Sequence		Evaluation Benchmark: 100% Core Teacher Participation in C-Scope Curriculum an Kilgo Scope and Sequence
Leader Progress Report Dates: August 2010 May 2011				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 72.00	Technology Budget	\$2,000.00	
Teaching Aids	Local, Federal IDEA B	District Budget	\$3,511,250.00	
Teachers	Cost: \$3,511,250.00		<hr/>	
Supplies			\$3,513,250.00	
Staff				
School Commons Area				
Outside Consultant				
Library				
District Staff				
District Admin. Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Provide on going assistance to instructional staff using C-	Administration	08/12/2010	to	05/27/2011

Goal 1 - Strategy 3 Professional Development - C - Scope/Kilgo				
Activity	Person(s) Responsible	Start Date	to	End Date
Scope/Kilgo.				
Identify teaching strategies that enhance performance of E.L.L., Special Needs, Low Socio-Economic and At - Risk students in the implementation of the C-Scope/Kilgo curriculum.	Teachers/ Counselors/Administrators	08/12/2010	to	05/27/2011

Goal 1 - Strategy 4 TAKS Math #1 Altered Course Sequence				
Leader(s): Principal/Counselors/Math I.L.		Brief Description: Alter course offering to reflect Alg1, Alg. II, Math Models, Geom.		Evaluation Benchmark: Improvement in TAKS related Benchmarks, 70% or better passing rate on Six Week assessments.
Leader Progress Report Dates: August 2010 May 2011				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 15.00	District Budget	\$524,039.00	
Teaching Aids	Local, Federal IDEA B		<hr/>	
Teachers	Cost: \$524,039.00		\$524,039.00	
Supplies				
Staff				
District Staff				
District Admin. Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Change course offering sequence.	Principal/Counselor	08/12/2010	to	05/27/2011

Goal 1 - Strategy 5 TAKS Math #2 INOVA - "Bubble Kids"				
Leader(s): Counselors, Math I.L./ Teachers		Brief Description: Use INOVA Program to identify students who will benefit the most from a pull out program focused on their specific needs.		Evaluation Benchmark: Students who scored below 2100 on Math TAKS.
Leader Progress Report Dates: October 2010 may 2011				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 9.00	District Budget	\$382,650.00	
Teaching Aids	Local		<hr/>	
Teachers	Cost: \$382,650.00		\$382,650.00	
Supplies				
Staff				
School Library				
District Staff				
District Admin. Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
INOVA program helps teachers identify "Bubble Kids"	Math Teachers	10/04/2010	to	05/27/2011

Goal 2: Increase and maintain the attendance rate for all student populations to 97% or higher.

Correlates with:

District Goals			
1) Student Achievement	3) Positive Culture	4) Parent Support	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations

Indicator: TAKS English/Lang. Arts

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	92 %	2010	≥ 94 %	2015-16	≥ 92.4 %	2011	
African American	84 %	2010	≥ 94 %	2015-16	≥ 86 %	2011	
Economically Disadvantaged	83 %	2010	≥ 90 %	2015-16	≥ 84.4 %	2011	
Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011	
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011	

Indicator: TAKS Math

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	62 %	2010	≥ 90 %	2015-16	≥ 67.6 %	2011	
African American	54 %	2010	≥ 90 %	2015-16	≥ 61.2 %	2011	
Economically Disadvantaged	52 %	2010	≥ 90 %	2015-16	≥ 59.6 %	2011	
Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011	
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011	

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011
African American	72 %	2010	≥ 90 %	2015-16	≥ 75.6 %	2011
Economically Disadvantaged	64 %	2010	≥ 90 %	2015-16	≥ 69.2 %	2011
Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011

Strategies

Goal 2 - Strategy 1 Increase and Maintain Attendance Rates.			
<p><i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i></p>			
<p>Leader(s): Assistant Principals/ Teachers</p> <p>Leader Progress Report Dates: August 2010 May 2011</p>	<p>Brief Description: Increase and maintain an attendance rate of 97% or higher for all student populations.</p>	<p>Evaluation Benchmark: Six week attendance rates of 97% or higher</p>	
<p>Resources Required:</p> <p>Time</p> <p>Teaching Aids</p> <p>Teachers</p> <p>Supplies</p> <p>Staff</p> <p>Parent Support</p> <p>Outside Consultant</p> <p>District Staff</p> <p>District Coordinator</p> <p>District Admin. Staff</p> <p>Contract Service</p> <p>Computers</p> <p>Community Leader</p> <p>Central Office</p> <p>Campus Admin. Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 72.00</p> <p>Local, Federal IDEA B</p> <p>Cost: \$3,511,250.00</p>	<p>Source of Funds:</p> <p>District Budget</p>	<p>Amount</p> <p>\$3,511,250.00</p> <hr/> <p>\$3,511,250.00</p>
<p>Timeline</p>			

Goal 2 - Strategy 1 Increase and Maintain Attendance Rates.				
Activity	Person(s) Responsible	Start Date	to	End Date
Assistant Principals will monitor tardies and absences on a daily basis.	Assistant Principals/ Attendance Clerk	08/23/2010	to	05/23/2011
Assistant Principals will use Truant Officer and S.R.O. to help enforce District Policy and state law.	Assistant Principals	08/23/2010	to	05/27/2011
File court papers on students that are in violation of state attendance laws.	Assistant Principals	08/23/2010	to	05/27/2011
Present students with an attendance record every three weeks. Assistant Principals will meet with all students who present attendance issues. Parents will be contacted.	Assistant Principals	08/23/2010	to	05/27/2011
Provide an exemption policy for second semester final exams.	Assistant Principals	08/23/2010	to	05/27/2011

Goal 2 - Strategy 2		Perfect Attendance Incentive			
Leader(s): Principal		Brief Description: Attendance Incentive for students to maintain perfect attendance status.		Evaluation Benchmark: Perfect attendance recognition each grading period.	
Leader Progress Report Dates: August 2010 May 2011					
Resources Required:		FTE's Required:		Source of Funds:	
Time		Number of FTE's: 5.00		District Budget	
Teaching Aids		Local Federal IDEA B			
Teachers		Cost: \$243,836.00			
Supplies					
Staff					
Parent Support					
Local Bus. Leader					
Contract Service					
Computers					
Central Office					
Campus Admin. Staff					
Audio Visual Equipment					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Perfect Attendance Reward	Principal	08/23/2010	to	05/27/2011	

Goal 3: Improve and maintain a completion rate of 97% for all student populations.

Correlates with:

District Goals			
1) Student Achievement	3) Positive Culture	4) Parent Support	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
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
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
Effective School Correlates			
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		

Indicator: TAKS English/Lang. Arts

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	92 %	2010	≥ 94 %	2015-16	≥ 92.4 %	2011
African American	84 %	2010	≥ 94 %	2015-16	≥ 86 %	2011
Economically Disadvantaged	83 %	2010	≥ 90 %	2015-16	≥ 84.4 %	2011
Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011

Indicator: TAKS Math

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	62 %	2010	≥ 90 %	2015-16	≥ 67.6 %	2011
African American	54 %	2010	≥ 90 %	2015-16	≥ 61.2 %	2011
Economically Disadvantaged	52 %	2010	≥ 90 %	2015-16	≥ 59.6 %	2011
Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011

Indicator: TAKS Science

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011
African American	72 %	2010	≥ 90 %	2015-16	≥ 75.6 %	2011
Economically Disadvantaged	64 %	2010	≥ 90 %	2015-16	≥ 69.2 %	2011
Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011

Indicator: TAKS Social Studies

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011

Strategies

Goal 3 - Strategy 1 Completion Rate #1 - Monitored by Campus Admin.				
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>				
Leader(s): Principal/Asst. Principals/Counselors	Brief Description: Academic progress of each student is actively monitored by Campus Administration	Evaluation Benchmark: Academic progress of 95% or higher each grading period.		
Leader Progress Report Dates: August 2010 May 2011				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 72.00	District Budget	\$3,511,250.00	
Teaching Aids	Local, Federal IDEA B		\$3,511,250.00	
Teachers	Cost: \$3,511,250.00			
Supplies				
Staff				
School Library				
Parent Support				
District Staff				
District Admin. Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Review academic progress of all students.	Campus Administration	08/23/2010	to	06/01/2011

Goal 3 - Strategy 2 Completion Rate #2 - At-Risk														
Leader(s): Campus Administration Leader Progress Report Dates: August 2010 May 2011		Brief Description: Academic progress of each student identified as At - Risk is actively monitored by Campus Administration.		Evaluation Benchmark: Academic progress of 95% or higher for each grading period										
Resources Required: Time Teaching Aids Teachers Supplies Staff School Library Parent Support District Staff District Admin. Staff Contract Service Central Office Campus Admin. Staff		FTE's Required: Number of FTE's: 7.00 Local, Federal IDEA B Cost: \$341,371.00		Source of Funds: District Budget <table border="1"> <thead> <tr> <th colspan="2"></th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: right;">\$341,371.00</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$341,371.00</td> </tr> </tbody> </table>				Amount			\$341,371.00			\$341,371.00
		Amount												
		\$341,371.00												
		\$341,371.00												
Timeline														
Activity	Person(s) Responsible	Start Date	to	End Date										
Review academic progress of students identified as At - Risk.	Campus Administration	08/23/2010	to	06/01/2011										

Goal 3 - Strategy 3		Completion Rate #3 - Pregnancy		
<p>Leader(s): Campus Administration</p> <p>Leader Progress Report Dates: August 2010 May 2011</p>		<p>Brief Description: Academic progress of every student who has been identified as pregnant is actively monitored by Campus Administration.</p>		<p>Evaluation Benchmark: Academic progress of 95% or higher for each grading period.</p>
Resources Required:		FTE's Required:	Source of Funds:	Amount
Time		Number of FTE's: 7.00	District Budget	\$341,371.00
Teaching Aids		Local, Federal IDEA B		\$341,371.00
Teachers		Cost: \$341,371.00		
Supplies				
Staff				
School Library				
Parent Support				
Outside Consultant				
District Staff				
District Admin. Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Review academic progress of students who have been identified as pregnant.	Campus Administration	08/23/2010	to	05/27/2011

Goal 4: Actively pursue students to enroll and participate in Advanced Placement and Concurrent Courses.

Correlates with:

District Goals			
1) Student Achievement	3) Positive Culture	4) Parent Support	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
Effective School Correlates			
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		

Indicator: TAKS English/Lang. Arts

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
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Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011	
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011	

Indicator: TAKS Math

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Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011	
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011	

Indicator: TAKS Science

Grade: All

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All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011
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Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011

Strategies

Goal 4 - Strategy 1 A.P. & Concurrent Recruitment			
<p><i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i></p>			
<p>Leader(s): Counselors/Teachers</p> <p>Leader Progress Report Dates: July 2010 March 2011 May 2011</p>	<p>Brief Description: Actively pursue students to enroll and participate in Advance Placement and Concurrent Enrollment courses.</p>	<p>Evaluation Benchmark: Increase student enrollment in A.P. and Concurrent courses by 2%.</p>	
<p>Resources Required:</p> <p>Outside Consultant Campus Admin. Staff Central Office Computers Contract Service District Admin. Staff Audio Visual Equipment Library Time Parent Support School Library Staff Supplies Teachers Teaching Aids District Coordinator</p>	<p>FTE's Required:</p> <p>Number of FTE's: 12.00 Local Cost: \$585,204.00</p>	<p>Source of Funds:</p> <p>GT Budget District Budget</p>	<p>Amount</p> <p>\$4,000.00 \$585,204.00 <hr/>\$589,204.00</p>

Goal 4 - Strategy 1 A.P. & Concurrent Recruitment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Host informational meetings with students and parents to increase awareness of the A.P. and Concurrent programs.	Counselors/Teachers	07/21/2010	to	06/01/2011

Goal 4 - Strategy 2 Gifted and Talented				
Leader(s): Counselors/Teachers		Brief Description: Actively pursue students who have participated in the Districts Gifted and Talented program to enroll in A.P. and Concurrent courses.		Evaluation Benchmark: Increase enrollment by 2%
Leader Progress Report Dates: July 2010 March 2011 May 2011				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 12.00	GT Budget	\$4,000.00	
Teaching Aids	Local	District Budget	\$585,204.00	
Teachers	Cost: \$585,204.00		<hr/>	
Supplies			\$589,204.00	
Staff				
School Library				
Parent Support				
District Staff				
District Coordinator				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Recruit students who have participated in the district's Gifted and	Counselors/Teachers	07/21/2010	to	06/01/2011

Goal 4 - Strategy 3		PSAT Participation		
Leader(s): Principal		Brief Description: PSAT given to all Sophomores and Juniors Exposing them to a timed Standardized Exam. Prior to the SAT Exam.		Evaluation Benchmark: PSAT Administered October 13, 2010
Leader Progress Report Dates: July 2010 September 2010 October 2010 March 2011 May 2011				
<i>NEW INITIATIVE</i>				
Resources Required:		FTE's Required:	Source of Funds:	Amount
Time		Number of FTE's: 10.00	Camp. Activity Fund Budget	\$2,500.00
Teachers		Faculty cost		\$2,500.00
Staff		Cost: \$486,187.00		
School Commons Area				
District Coordinator				
Contract Service				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Administer PSAT Test	Counselors/ Campus Administration	10/13/2010	to	10/13/2010

Goal 5: Train 100% of the instructional staff on the identification and implementation of campus resources to meet student needs.

Correlates with:

District Goals			
1) Student Achievement	3) Positive Culture	4) Parent Support	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
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		
NCLB/ESEA Goals and Indicators			
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			
Effective School Correlates			
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	

Indicator: TAKS English/Lang. Arts

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	92 %	2010	≥ 94 %	2015-16	≥ 92.4 %	2011	
African American	84 %	2010	≥ 94 %	2015-16	≥ 86 %	2011	
Economically Disadvantaged	83 %	2010	≥ 90 %	2015-16	≥ 84.4 %	2011	
Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011	
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011	

Indicator: TAKS Math

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	62 %	2010	≥ 90 %	2015-16	≥ 67.6 %	2011	
African American	54 %	2010	≥ 90 %	2015-16	≥ 61.2 %	2011	
Economically Disadvantaged	52 %	2010	≥ 90 %	2015-16	≥ 59.6 %	2011	
Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011	
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011	

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011
African American	72 %	2010	≥ 90 %	2015-16	≥ 75.6 %	2011
Economically Disadvantaged	64 %	2010	≥ 90 %	2015-16	≥ 69.2 %	2011
Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011

Strategies

Goal 5 - Strategy 1 Staff Development - Campus Programs			
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
Leader(s): Campus Administration, Teachers Leader Progress Report Dates: July 2010 August 2010 May 2011	Brief Description: Utilize all Campus Resources and Programs that are available to improve academic success and performance on state assessments.	Evaluation Benchmark: Teachers will have access to 100% of the information regarding campus resources and programs.	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Outside Consultant	Number of FTE's: 72.00	District Budget	\$3,511,250.00
Campus Admin. Staff	Local, IDEA B		\$3,511,250.00
Central Office	Cost: \$3,511,250.00		
Community Speaker			
Computers			
Contract Service			
District Coordinator			
Audio Visual Equipment			
Guest Speaker			
Time			
Parent Support			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			
District Staff			

Goal 5 - Strategy 1 Staff Development - Campus Programs				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Access to the INOVA Program.	Campus Administration	08/12/2010	to	05/27/2011
Ongoing training on C-Scope/Kilgo Curriculum use and implementation.	Instructional Liaisons/ Teachers/ Principal	08/12/2010	to	05/27/2011
Campus training provided by the counseling staff to make teachers aware of the different services and programs available in the Counseling Center.	Counselors	08/12/2010	to	05/27/2011

Goal 5 - Strategy 2 Disaggregate Data - Student needs				
Leader(s): Principal/ Instructional liaisons		Brief Description: Breakdown testing information and other sources to identify strengths and weakness of each student.		Evaluation Benchmark: 100 % Participation in the identification of individual student's strengths and areas in need of improvement.
Leader Progress Report Dates: July 2010 August 2010 May 2011				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 35.00	District Budget	\$1,706,857.00	
Teaching Aids	Local		\$1,706,857.00	
Teachers	Cost: \$1,706,857.00			
Supplies				
Staff				
School Library				
Outside Consultant				
District Staff				
District Coordinator				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Individual and Departmental efforts to breakdown testing	Teachers/Instructional	08/12/2010	to	05/27/2011

Goal 5 - Strategy 2		Disaggregate Data - Student needs		
Activity	Person(s) Responsible	Start Date	to	End Date
information from each student to guide instruction.	liaisons			

Goal 6: Improve and maintain academic success by creating a Collaborative Learning Community among the Instructional staff, incorporating vertical and horizontal alignment.

Correlates with:

District Goals			
1) Student Achievement	2) Safe Environment	3) Positive Culture	4) Parent Support
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
Effective School Correlates			
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	

Indicator: TAKS English/Lang. Arts

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	92 %	2010	≥ 94 %	2015-16	≥ 92.4 %	2011	
African American	84 %	2010	≥ 94 %	2015-16	≥ 86 %	2011	
Economically Disadvantaged	83 %	2010	≥ 90 %	2015-16	≥ 84.4 %	2011	
Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011	
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011	

Indicator: TAKS Math

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	62 %	2010	≥ 90 %	2015-16	≥ 67.6 %	2011	
African American	54 %	2010	≥ 90 %	2015-16	≥ 61.2 %	2011	
Economically Disadvantaged	52 %	2010	≥ 90 %	2015-16	≥ 59.6 %	2011	
Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011	
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011	

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011
African American	72 %	2010	≥ 90 %	2015-16	≥ 75.6 %	2011
Economically Disadvantaged	64 %	2010	≥ 90 %	2015-16	≥ 69.2 %	2011
Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011

Strategies

Goal 6 - Strategy 1 Professional Collaboration				
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>				
Leader(s): Principal/Instructional liaisons	Brief Description: Increase and maintain collaboration among all teachers especially, with in the core subject areas.	Evaluation Benchmark: Discussion with Instructional Liaisons, 97% daily participation by all instructional faculty.		
Leader Progress Report Dates: July 2010 August 2010 Monthly Meetings June 2011				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 72.00	District Budget	\$3,511,250.00	
Teaching Aids	Local, Federal IDEA B		\$3,511,250.00	
Teachers	Cost: \$3,511,250.00			
Supplies				
Staff				
School Library				
District Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Professional Development time. Instructional liaisons will identify	Principal/Instructional	08/12/2010	to	05/27/2011

Goal 6 - Strategy 1 Professional Collaboration				
Activity	Person(s) Responsible	Start Date	to	End Date
specific Professional Development needs.	Liasions			

Goal 6 - Strategy 2 Curriculum Alignment - Subject Teams				
Leader(s): Liaisons/Teachers/Principal		Brief Description: Develop Vertical and Horizontal Curriculum alignment teams. these will be Departmentalized.		Evaluation Benchmark: 100% of core subject teacher will be on Vertical and Horizontal alignment teams.
Leader Progress Report Dates: July 2010 May 2011				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 40.00	District Budget	\$1,950,680.00	
Teaching Aids	LOCAL, Federal Idea B		<hr/>	
Teachers	Cost: \$1,950,680.00		\$1,950,680.00	
Supplies				
Staff				
School Library				
District Staff				
District Coordinator				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Teachers are provided the time to practice vertical and horizontal alignment to insure continuity with the delivery of the curriculum.	Teacher/Instructional Liaison/Principal	08/12/2010	to	05/27/2011

Goal 7: Improve instruction and the delivery of the curriculum by implementing and utilizing technology with the focus on student learning.

Correlates with:

District Goals			
1) Student Achievement			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
Effective School Correlates			
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		

Indicator: TAKS English/Lang. Arts

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	92 %	2010	≥ 94 %	2015-16	≥ 92.4 %	2011	
African American	84 %	2010	≥ 94 %	2015-16	≥ 86 %	2011	
Economically Disadvantaged	83 %	2010	≥ 90 %	2015-16	≥ 84.4 %	2011	
Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011	
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011	

Indicator: TAKS Math

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	62 %	2010	≥ 90 %	2015-16	≥ 67.6 %	2011	
African American	54 %	2010	≥ 90 %	2015-16	≥ 61.2 %	2011	
Economically Disadvantaged	52 %	2010	≥ 90 %	2015-16	≥ 59.6 %	2011	
Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011	
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011	

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011
African American	72 %	2010	≥ 90 %	2015-16	≥ 75.6 %	2011
Economically Disadvantaged	64 %	2010	≥ 90 %	2015-16	≥ 69.2 %	2011
Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011

Strategies

Goal 7 - Strategy 1 Enhanced Instruction - Technology			
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
Leader(s): Principal/Tech. Coordinator/Teachers	Brief Description: Improve instruction in the classroom by the use of technology. Upgrading software and hardware offers students/teachers more resources and information in the classroom.	Evaluation Benchmark: 100 % of the core subject area faculty will use technology in the classroom to improve/enhance instruction.	
Leader Progress Report Dates: August 2010 May 2011			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: 72.00	District Budget	\$3,511,250.00
Campus Admin. Staff	Local, Federal IDEA B		\$3,511,250.00
Central Office	Cost: \$3,511,250.00		
Computers			
Contract Service			
District Admin. Staff			
Audio Visual Equipment			
Outside Consultant			
Time			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			
District Staff			
Timeline			

Goal 7 - Strategy 1 Enhanced Instruction - Technology				
Activity	Person(s) Responsible	Start Date	to	End Date
All classroom teachers will have access to technology in their classrooms.	Teacher/ Principal/ Tech. Coordinator	08/12/2010	to	05/27/2011

Goal 7 - Strategy 2				Improved Curriculum Delivery			
Leader(s): Teacher/Principal/Tech. Coordinator		Brief Description: Improved delivery of the curriculum will be obtained through the use of technology. Computer generated lessons, document cameras, L.C.D. projectors and Smart Boards capture student interest.		Evaluation Benchmark: Student interest in the curriculum will be reflected in greater student success. 100% of the faculty will use technology in their classrooms.			
Leader Progress Report Dates: July 2010 May 2011							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Outside Consultant		Number of FTE's: 40.00		District Budget		\$1,950,694.00	
Campus Admin. Staff		Local, Federal Idea B					
Central Office		Cost: \$1,950,694.00				<hr/> \$1,950,694.00	
Computers							
Contract Service							
Custodial/Maint. Dept.							
District Admin. Staff							
Audio Visual Equipment							
District Staff							
Time							
Parent Support							
School Commons Area							
School Library							
Staff							
Supplies							
Teachers							
Teaching Aids							
District Coordinator							

Goal 7 - Strategy 2 Improved Curriculum Delivery				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Core teachers will use computer generated lessons, document cameras, L.C.D. projectors and Smart boards to improve curriculum delivery in their classrooms.	Teacher/Principal/Tech. Coordinator	08/23/2010	to	05/27/2011

Goal 8: Provide a safe and orderly school environment that equitably enforces the Student code of Conduct and provides students with a safe, drug-free environment.

Correlates with:

District Goals			
1) Student Achievement	2) Safe Environment	3) Positive Culture	4) Parent Support
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
7) Student Performance	8) School Environment		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School
Effective School Correlates			
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
7) Home-School Relations			

Indicator: TAKS English/Lang. Arts

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	92 %	2010	≥ 94 %	2015-16	≥ 92.4 %	2011	
African American	84 %	2010	≥ 94 %	2015-16	≥ 86 %	2011	
Economically Disadvantaged	83 %	2010	≥ 90 %	2015-16	≥ 84.4 %	2011	
Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011	
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011	

Indicator: TAKS Math

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	62 %	2010	≥ 90 %	2015-16	≥ 67.6 %	2011	
African American	54 %	2010	≥ 90 %	2015-16	≥ 61.2 %	2011	
Economically Disadvantaged	52 %	2010	≥ 90 %	2015-16	≥ 59.6 %	2011	
Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011	
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011	

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011
African American	72 %	2010	≥ 90 %	2015-16	≥ 75.6 %	2011
Economically Disadvantaged	64 %	2010	≥ 90 %	2015-16	≥ 69.2 %	2011
Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011

Strategies

Goal 8 - Strategy 1 Discipline and Classroom Management			
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
<p>Leader(s): Campus Administration</p> <p>Leader Progress Report Dates: July 2010 August 2010 May 2011</p>	<p>Brief Description: To provide a safe and orderly school environment that equitably enforces the Student Code of Conduct and provides students with a safe, drug free environment.</p>	<p>Evaluation Benchmark: The school is orderly and well disciplined. Reduce office referrals by 10%.</p>	
<p>Resources Required: Parent Support Campus Admin. Staff Central Office Computers Contract Service District Admin. Staff Audio Visual Equipment Outside Consultant Time School Commons Area School Library Staff Supplies Teachers Teaching Aids District Staff</p>	<p>FTE's Required: Number of FTE's: 5.00 Local, Federal IDEA B Cost: \$243,836.00</p>	<p>Source of Funds: District Budget</p>	<p>Amount \$243,836.00 <hr/>\$243,836.00</p>

Goal 8 - Strategy 1 Discipline and Classroom Management				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Increase the visibility of the Principal, Asst. Principals and S.R.O. in the hallways during the school day.	Principal/Asst.Principals/S.R.O.	08/23/2010	to	05/27/2011
Decrease the number of students in the hallway during class.	Teachers/Campus Administration	08/23/2010	to	05/27/2011

Goal 8 - Strategy 2 Classroom Learning Environment			
<p>Leader(s): Campus Administration/Teachers</p> <p>Leader Progress Report Dates: August2010 May2011</p>	<p>Brief Description: Provide a positive classroom learning environment which maximizes learning time</p>	<p>Evaluation Benchmark: Improve time on task 10%</p>	
<p>Resources Required: Parent Support Campus Admin. Staff Central Office Computers Contract Service District Admin. Staff District Coordinator Audio Visual Equipment Outside Consultant Time School Commons Area School Library Staff Supplies Teachers Teaching Aids District Staff</p>	<p>FTE's Required: Number of FTE's: 72.00 Local, Federal IDEA B Cost: \$3,511,250.00</p>	<p>Source of Funds: District Budget</p>	<p>Amount \$3,511,250.00 <hr/>\$3,511,250.00</p>
Timeline			

Goal 8 - Strategy 3 Spirit and Morale			
Leader(s): Principal/Teachers		Brief Description: Boost and maintain School Spirit	
Leader Progress Report Dates: August 2010 May 2011		Evaluation Benchmark: Student participation will increase in all activities 10%	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Local Bus. Leader	Number of FTE's: 72.00	District Budget	\$3,511,250.00
Campus Admin. Staff	Local, Fedreal IDEA B		\$3,511,250.00
Central Office	Cost: \$3,511,250.00		
Community Leader			
Community Speaker			
Computers			
Contract Service			
Custodial/Maint. Dept.			
District Admin. Staff			
District Coordinator			
Audio Visual Equipment			
Guest Speaker			
Volunteer Support			
Outside Consultant			
Parent Support			
School Commons Area			
School Library			
Staff			
Supplies			

Goal 8 - Strategy 3		Spirit and Morale			
Teachers Teaching Aids Time Transportation Dept. District Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Boost spirit, pride and morale in the student body and Faculty.	Campus administrators/ Teachers/Students	08/23/2010	to	05/27/2011	

Goal 8 - Strategy 4 Safe and Drug Free			
Leader(s): Campus Administration/S.R.O.	Brief Description: Provide a program to enable students to be safe and drug free.	Evaluation Benchmark: Reduce office referrals 10%	
Leader Progress Report Dates: August 2010 May2011			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Outside Consultant	Number of FTE's: 72.00	District Budget	\$3,511,250.00
Campus Admin. Staff	Local, Federal IDEA B		\$3,511,250.00
Central Office	Cost: \$3,511,250.00		
Community Speaker			
Computers			
Contract Service			
District Admin. Staff			
District Coordinator			
Audio Visual Equipment			
Guest Speaker			
Time			
Parent Support			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			
District Staff			

Goal 8 - Strategy 4 Safe and Drug Free				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Safe and Drug Free Education - Program Awareness	District Coordinator/Principal/Asst. Principals	08/23/2010	to	05/27/2011

Goal 8 - Strategy 5 Harassment and Dating Violence			
Leader(s): Campus Administration/Teachers		Brief Description: Provide education and awareness on harassment, bullying and dating violence.	
Leader Progress Report Dates: August 2010 May 2011		Evaluation Benchmark: Introduce the awareness programs to 100% of our students.	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Guest Speaker	Number of FTE's: 72.00	District Budget	\$3,511,250.00
Campus Admin. Staff	Local, Federal IDEA B		\$3,511,250.00
Central Office	Cost: \$3,511,250.00		
Community Speaker			
Computers			
Contract Service			
Custodial/Maint. Dept.			
District Admin. Staff			
Audio Visual Equipment			
District Staff			
Time			
Parent Support			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			
District Coordinator			

Goal 8 - Strategy 5 Harassment and Dating Violence				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Harassment, Bullying and Dating Violence : awareness programs	Counselors, Campus Administration /Teachers	08/23/2010	to	05/27/2011

Goal 8 - Strategy 6 Suicide Prevention			
Leader(s): Counselors, Campus Administration		Brief Description: Provide education and awareness concerning suicide to our students.	
Leader Progress Report Dates: August 2010 May 2011		Evaluation Benchmark: Introduce 100% of our students to Suicide prevention awareness education.	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Guest Speaker	Number of FTE's: 72.00	District Budget	\$3,511,250.00
Campus Admin. Staff	Local, Federal IDEA B		\$3,511,250.00
Central Office	Cost: \$3,511,250.00		
Community Leader			
Community Speaker			
Computers			
Contract Service			
Custodial/Maint. Dept.			
District Admin. Staff			
Audio Visual Equipment			
District Staff			
Time			
Outside Consultant			
Parent Support			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			

Goal 8 - Strategy 6 Suicide Prevention				
Teaching Aids District Coordinator				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Suicide prevention and awareness education.	Counselors/Campus Administration Teachers	08/23/2010	to	05/27/2011

Goal 8 - Strategy 7 Conflict Resolution			
Leader(s): Counselors/Campus Administration		Brief Description: Introduce conflict education and awareness.	
Leader Progress Report Dates: August 2010 May 2011		Evaluation Benchmark: Educate 100% of our students about conflict resolution	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Guest Speaker	Number of FTE's: 72.00	District Budget	\$3,511,250.00
Campus Admin. Staff	Local Federal IDEA B		\$3,511,250.00
Central Office	Cost: \$3,521,125.00		
Community Speaker			
Computers			
Contract Service			
Custodial/Maint. Dept.			
District Admin. Staff			
Audio Visual Equipment			
District Staff			
Time			
Outside Consultant			
Parent Support			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			

Goal 8 - Strategy 7 Conflict Resolution				
District Coordinator				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Conflict resolution training education.	Counselors/Campus Administration/Teachers	08/23/2010	to	05/27/2011

Goal 8 - Strategy 8		Discretionary D.A.E.P. Placements		
Leader(s): Campus Administration		Brief Description: Reduce the number office discipline referrals that may lead to discretionary placement of students in the DAEP.		Evaluation Benchmark: 10% reduction in office referrals
Leader Progress Report Dates: August 2010 June 2011				
NEW INITIATIVE				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 72.00	District Budget	\$3,521,125.00	
Teachers	Local, Federal IDEA B		<hr/>	
Staff	Cost: \$3,521,125.00		\$3,521,125.00	
Outside Consultant				
Guest Speaker				
District Admin. Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Campus Training in Texas Behavior Support Initiative Implementation with onsite training from Region 16 Staff. Online TBSI Training completed by BHS Faculty	Principal	08/23/2010	to	05/27/2011

Goal 9: Increase and maintain parent and community involvement in the planning and implementation of the Campus Improvement Plan.

Correlates with:

District Goals			
1) Student Achievement	2) Safe Environment	3) Positive Culture	4) Parent Support
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	10) Technology
NCLB/ESEA Goals and Indicators			
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			
Effective School Correlates			
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	7) Home-School Relations		

Indicator: TAKS English/Lang. Arts

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	92 %	2010	≥ 94 %	2015-16	≥ 92.4 %	2011
African American	84 %	2010	≥ 94 %	2015-16	≥ 86 %	2011
Economically Disadvantaged	83 %	2010	≥ 90 %	2015-16	≥ 84.4 %	2011
Hispanic	86 %	2010	≥ 90 %	2015-16	≥ 86.8 %	2011
White	94 %	2010	≥ 97 %	2015-16	≥ 94.6 %	2011

Indicator: TAKS Math

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	62 %	2010	≥ 90 %	2015-16	≥ 67.6 %	2011
African American	54 %	2010	≥ 90 %	2015-16	≥ 61.2 %	2011
Economically Disadvantaged	52 %	2010	≥ 90 %	2015-16	≥ 59.6 %	2011
Hispanic	47 %	2010	≥ 90 %	2015-16	≥ 55.6 %	2011
White	70 %	2010	≥ 90 %	2015-16	≥ 74 %	2011

Indicator: TAKS Science

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	80 %	2010	≥ 90 %	2015-16	≥ 82 %	2011	
African American	72 %	2010	≥ 90 %	2015-16	≥ 75.6 %	2011	
Economically Disadvantaged	64 %	2010	≥ 90 %	2015-16	≥ 69.2 %	2011	
Hispanic	60 %	2010	≥ 90 %	2015-16	≥ 66 %	2011	
White	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011	

Indicator: TAKS Social Studies

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	93 %	2010	≥ 95 %	2015-16	≥ 93.4 %	2011	
African American	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011	
Economically Disadvantaged	90 %	2010	≥ 95 %	2015-16	≥ 91 %	2011	
Hispanic	89 %	2010	≥ 95 %	2015-16	≥ 90.2 %	2011	
White	94 %	2010	≥ 95 %	2015-16	≥ 94.2 %	2011	

Strategies

Goal 9 - Strategy 1 Parent Involvement			
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
Leader(s): Principal/Teachers	Brief Description: Increase and maintain parent involvement in the planning and implementation of the Campus Improvement Plan.	Evaluation Benchmark: Maintain 100 % C.I.P. parental member involvement in the C.I.P. process.	
Leader Progress Report Dates: August 2010 May 2011			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: 5.00	District Budget	\$243,836.00
Campus Admin. Staff	Local, Federal IDEA B		\$243,836.00
Central Office	Cost: \$243,836.00		
Computers			
Custodial/Maint. Dept.			
District Admin. Staff			
Audio Visual Equipment			
District Staff			
Time			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			
District Coordinator			
Timeline			

Goal 9 - Strategy 1 Parent Involvement				
Activity	Person(s) Responsible	Start Date	to	End Date
Keep in regular communication with parents serving on C.I.P.	Principal	08/12/2010	to	06/01/2011

Goal 9 - Strategy 2 Community Involvement			
<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: August 2010 May 2011</p>	<p>Brief Description: Maintain 100% C.I.P. community member involvement in the planning and implementation of the Campus Improvement Plan.</p>	<p>Evaluation Benchmark: Maintain 100% C.I.P. community member involvement in the C.I.P. process.</p>	
<p>Resources Required: District Staff Campus Admin. Staff Central Office Community Leader Community Speaker Computers Contract Service Custodial/Maint. Dept. Audio Visual Equipment District Coordinator Time Local Bus. Leader Parent Support School Commons Area School Library Staff Supplies Teachers Teaching Aids</p>	<p>FTE's Required: Number of FTE's: 5.00 Local, Federal IDEA B Cost: \$243,836.00</p>	<p>Source of Funds: District Budget</p>	<p>Amount \$243,836.00 <hr/>\$243,836.00</p>

Goal 9 - Strategy 2 Community Involvement				
District Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Develop an keep in regular communication with community members serving on the C.I.P.	Principal	08/12/2010	to	06/01/2011

APPENDIX I

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

2010-11 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Tony McCarthy		273-1029	
Parent	Julie McMurry		273-1029	
Business Representative	Jodnia Plumley		273-1029	
Community Representative	Shevon Watson		273-1029	
District Level Professional	Barbie Schroder		273-1021	
Classroom Teacher	Terri Mills	C.T.E.	273-1029	
Classroom Teacher	Jimmie McCarthy	E.L.A.	273-1029	
Classroom Teacher	Elizabeth Forrest	Foreign Language	273-1029	
Classroom Teacher	James Woodruffe	Science	273-1029	

Campus Improvement Plan Plan Implementation and Development Log	
Date	Purpose
Monday, October 11, 2010	October 13th at 4:00 P.M. - Campus Improvement Team met to look over purposed C.I.P. Campus Improvement Team discussed the plan and voted to accept the C.I.P. for BHS 2010 - 2011.

Needs Assessment

Summative Evaluation for 2009-10

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 English/Lang. Arts - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09	91%
Projected Annual Objective for 2009-10	91.4%
Actual Performance for 2009-10	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09	95%
Projected Annual Objective for 2009-10	95.2%
Actual Performance for 2009-10	84%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	80%
Projected Annual Objective for 2009-10	82%
Actual Performance for 2009-10	83%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	81%
Projected Annual Objective for 2009-10	82.8%
Actual Performance for 2009-10	86%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09	96%
Projected Annual Objective for 2009-10	96.2%
Actual Performance for 2009-10	94%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09	58%
Projected Annual Objective for 2009-10	64.4%
Actual Performance for 2009-10	62%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09	55%
Projected Annual Objective for 2009-10	62%
Actual Performance for 2009-10	54%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	42%
Projected Annual Objective for 2009-10	51.6%
Actual Performance for 2009-10	52%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	41%
Projected Annual Objective for 2009-10	50.8%
Actual Performance for 2009-10	47%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09	65%
Projected Annual Objective for 2009-10	70%
Actual Performance for 2009-10	70%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Science - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09	71%
Projected Annual Objective for 2009-10	74.8%
Actual Performance for 2009-10	80%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09	71%
Projected Annual Objective for 2009-10	74.8%
Actual Performance for 2009-10	72%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	51%
Projected Annual Objective for 2009-10	58.8%
Actual Performance for 2009-10	64%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	56%
Projected Annual Objective for 2009-10	62.8%
Actual Performance for 2009-10	60%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09	79%
Projected Annual Objective for 2009-10	81.2%
Actual Performance for 2009-10	90%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Social Studies - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09	92%
Projected Annual Objective for 2009-10	92.6%
Actual Performance for 2009-10	93%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09	93%
Projected Annual Objective for 2009-10	93.4%
Actual Performance for 2009-10	94%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	82%
Projected Annual Objective for 2009-10	84.6%
Actual Performance for 2009-10	90%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	83%
Projected Annual Objective for 2009-10	85.4%
Actual Performance for 2009-10	89%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09	97%
Projected Annual Objective for 2009-10	97.2%
Actual Performance for 2009-10	94%
<i>No Progress Rating Selected</i>	

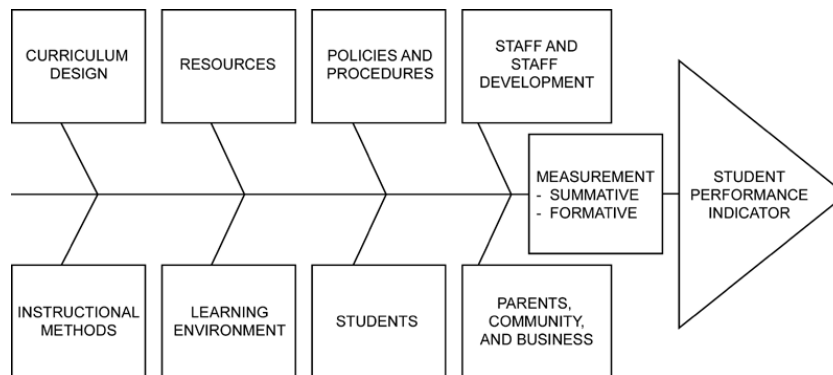
Explanation of Performance

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 2010-11

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 English/Lang. Arts - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2009-10	92%
Projected Annual Objective for 2010-11	92.4%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2009-10	84%
Projected Annual Objective for 2010-11	86%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2009-10	83%
Projected Annual Objective for 2010-11	84.4%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2009-10	86%
Projected Annual Objective for 2010-11	86.8%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2009-10	94%
Projected Annual Objective for 2010-11	94.6%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2009-10	62%
Projected Annual Objective for 2010-11	67.6%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2009-10	54%
Projected Annual Objective for 2010-11	61.2%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2009-10	52%
Projected Annual Objective for 2010-11	59.6%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2009-10	47%
Projected Annual Objective for 2010-11	55.6%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2009-10	70%
Projected Annual Objective for 2010-11	74%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Science - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2009-10 80%
 Projected Annual Objective for 2010-11 82%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2009-10 72%
 Projected Annual Objective for 2010-11 75.6%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2009-10 64%
 Projected Annual Objective for 2010-11 69.2%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2009-10 60%
 Projected Annual Objective for 2010-11 66%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2009-10 90%
 Projected Annual Objective for 2010-11 91%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

TAKS Social Studies - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2009-10 93%
 Projected Annual Objective for 2010-11 93.4%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2009-10 94%
 Projected Annual Objective for 2010-11 94.2%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2009-10 90%
 Projected Annual Objective for 2010-11 91%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2009-10 89%
 Projected Annual Objective for 2010-11 90.2%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2009-10 94%
 Projected Annual Objective for 2010-11 94.2%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Goals

Goal 1: Student Achievement

BISD student performance will demonstrate gains as measured by scores on TAKS, ACT, SAT, and other state and national tests.

Goal 2: Safe Environment

The District will develop and implement a strategic plan to ensure the safety and security of who are at District schools and facilities or attending District-related events.

Goal 3: Positive Culture

Borger ISD will provide a Safe Environment for all who are at District facilities, and attending District related events.

Goal 4: Parent Support

Parents and Educators will share the responsibility of educating the students of BISD.

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: Prepare Students

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

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

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

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

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

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

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

APPENDIX III

AEIS GRAPHS

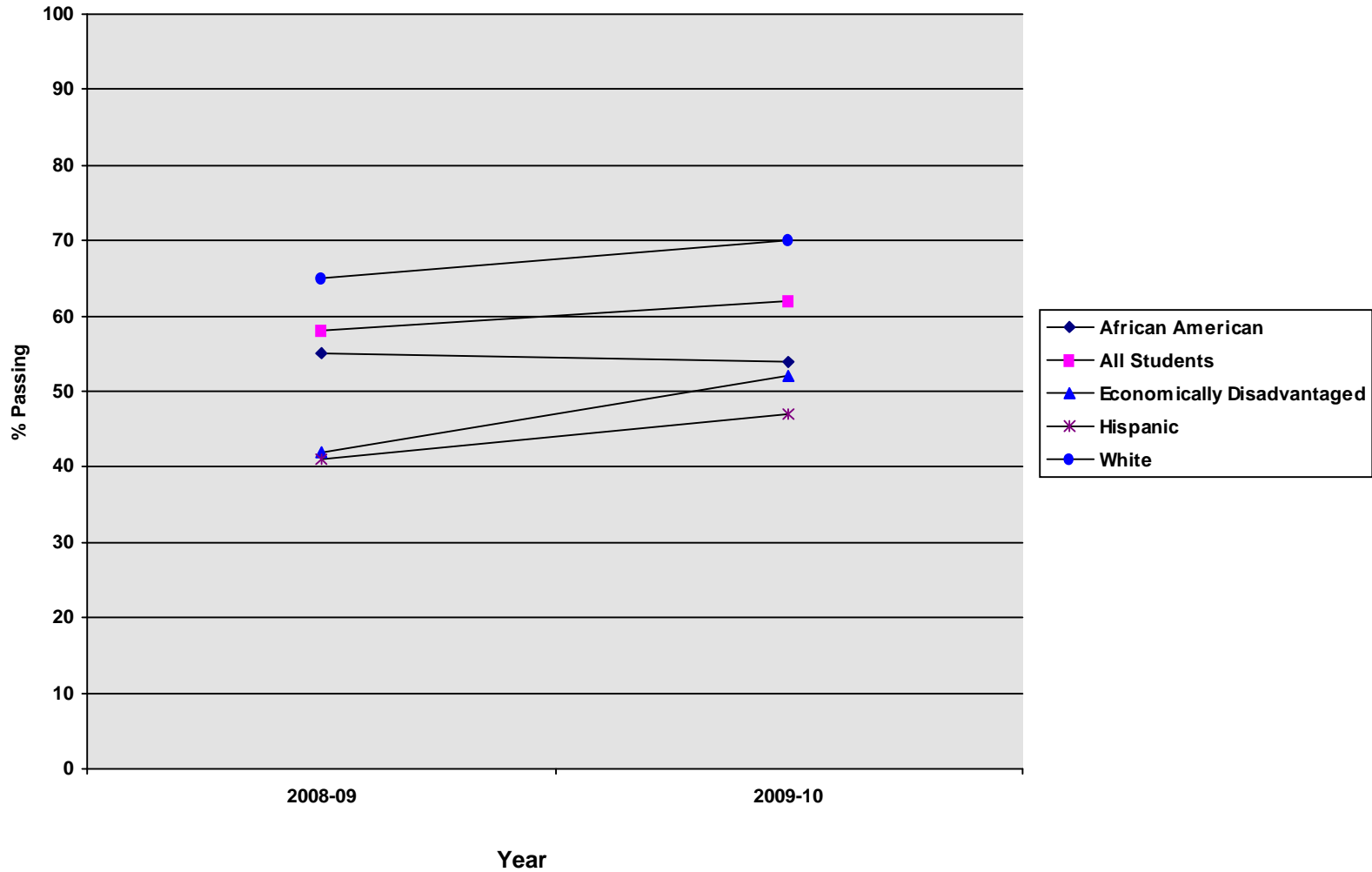
Report of TAKS Reading

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Reading.**

Report of TAKS Math

Graph of Current Performance by Analysis Group



Report of TAKS Writing

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Writing.**

Report of TAKS Overall

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Overall.**

Report of SDAA II Reading

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Reading.**

Report of SDAA II Math

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Math.**

Report of SDAA II Writing

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Writing.**

Report of SDAA II Overall

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Overall.**

Report of Attendance

Graph of Current Performance by Analysis Group

**There is no information associated
with Attendance.**

Report of Completion: Graduated

Graph of Current Performance by Analysis Group

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

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

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

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

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

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

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

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

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

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

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

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

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

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

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