

# **Gateway**

## **Campus Improvement Plan**

**2010-11**

**The mission of Gateway Elementary is to promote learning in a stimulating environment where teachers, students, and parents work together to develop responsible, goal oriented citizens.**

## Gateway Belief Statements

- 1 Our motto: Teaching, Learning, Growing to the MAX!  
Mastering, Achieving, Excelling

---

- 2 Our Philosophy Statement:  
Each child at Gateway Elementary is gifted in his or her own way, is teachable, and can become a responsible student.

---

- 3 We believe student achievement is dependent upon a dedicated and highly trained staff of educators working in concert with concerned and involved parents.

---

- 4 We believe school should be a safe, positive and orderly place for teaching and learning.

---

- 5 We believe decision making is to be shared by all and should be focused on what is best for students.

---

- 6 We believe an appreciation for different cultures is vital.

---

- 7 We believe reading is the cornerstone to all education.

---

- 8 We believe involved parents and communities create a successful learning environment.

---

- 9 We believe learning is a life long process.

---

## NEEDS ASSESSMENT FOR GATEWAY ELEMENTARY

1. Tier II and III Math Intervention--Pin Point Math
2. Students struggling with reading skills--Istation, a web based Reading program.
3. Students struggling with basic math skills---Saxon Math

## AT RISK CRITERIA

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the school year.
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year.
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless\*, as defined by 42.U.S.C Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention

facility, substance abuse facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

\*Homeless students, as defined by 42.U.S.C.Section 11302, and its subsequent amendments-

- 1.) the term "homeless" or homeless individual or homeless person" includes an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2.) and individual who has a primary nighttime residence that is
  - a. supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotel, congregate shelters, and transitional housing for the mentally ill);
  - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
  - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State Law.

**Goal 1:** Gateway Elementary will contribute to higher TAKS scores in the areas of Reading and Math at the 3rd grade level.

**Correlates with:**

<b>District Goals</b>			
1) Increase Student Achievement	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools	5) Create a Positive District Culture
6) Provide Facilities to Standard Program	7) Educational Shared Responsibility	8) Balanced and Appropriated Curriculum	
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
4) Curriculum	5) Prepare Students	6) School Personnel	7) Student Performance
8) School Environment	9) Instructional Techniques		
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress		
<b>Title I - Schoolwide Programs</b>			
3) Instructional	4) Professional Development	5) Professional Staff	6) Parental Involvement
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties		
<b>E-Rate Goals</b>			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training		

---

## Strategies

<b>Goal 1 - Strategy 1</b>		<b>Campus Academic Programs</b>				
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> November 1, 2010		<b>Brief Description:</b> Various tactics will be employed to ensure student success in mandated state testing at the 3rd grade level.		<b>Evaluation Benchmark:</b> 1. Goal Accomplished - continue next year 2. Considerable Progress 3. Some Progress 4. No Progress 5. Exit 6. Goal Continuing		
<b>Resources Required:</b> Time Teachers Supplies Computers		<b>FTE's Required:</b> Number of FTE's: 29.00 None Cost: \$522,000.00		<b>Source of Funds:</b> Technology Budget Special Grant Local Revenue Library Budget General Budget District Budget Compensatory Ed. Budget		
				<b>Amount</b> \$43,530.00 \$220,645.00 \$45,254.00 \$18,497.00 \$2,658,509.00 \$93,806.00 \$520,578.00 <hr/> \$3,600,819.00		
<b>Timeline</b>						
<b>Activity</b>		<b>Person(s) Responsible</b>		<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Sentence structure evaluation used daily by 1st and 2nd grade.		Teachers/Principal		08/23/2010	to	05/28/2011
The Istation software program will serve as Benchmark testing for reading in the 1st and 2nd grade. The Lexia computer software program will be utilized as a Tier 2 intervention.		Teachers/Principal		08/23/2010	to	05/26/2011
Student in 1st and 2nd grade will attend technology classes.		Technology Teacher/Teachers/Principal		08/23/2010	to	05/26/2011
C-Scope will be utilized in a manner that reflects appropriate		Teachers/Principal		08/23/2010	to	05/26/2011

<b>Goal 1 - Strategy 1</b>		<b>Campus Academic Programs</b>		
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
scope and sequence.				
Computers on Wheels (COWS) will be utilized weekly in 1st and 2nd grade.	Technology/ Teachers/ Computer Aide	08/23/2010	to	05/26/2011
Accelerated Reader will be used in 1st and 2nd grade to promote reading fluency and comprehension.	Principal/Librarian/Teachers	08/23/2010	to	05/26/2011
Reading Recovery will be available for students in 1st grade who are in need of assistance in beginning to read and write.	Teachers/Reading Recovery Teachers	08/23/2010	to	05/26/2011
Literacy groups will be offered to support 1st and 2nd grade students.	Teachers/Reading Recovery Teachers	08/23/2010	to	05/26/2011
Guided Reading will be utilized to enhance reading fluency and comprehension.	Teachers/Reading Recovery Teachers	08/23/2010	to	08/26/2011
The Learning Lab will be available to students for additional support as needed.	Learning Lab Aides/Teachers	08/23/2010	to	05/26/2011
Social Studies will be emphasized using current events and curriculum enrichment with beneficial programs and activities. a. Character Counts b. Red Ribbon Week - Drug awareness c. Cinco de Mayo celebrations d. National Hispanic Heritage Week e. Eddie Eagle f. Martin Luther King Day/Black History Month g. Freedom Week h. Bully Free Week i. Bike Safety Program j. Classroom guidance sessions k. WOWW--Windows on a Wider World l. Texas Independence Day m. Veterans Day n. Grandparent's Day	Teachers/Counselor/Principal	08/23/2010	to	05/26/2011
Saxon Math will be used as a supplemental addition to C-Scope Curriculum in 1st and 2nd Grade	Teachers/ Principal	08/23/2010	to	05/26/2011



<b>Goal 1 - Strategy 1      Campus Academic Programs</b>				
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Differentiated instruction strategies will be utilized to help those students who are determined to be At Risk	Principal/ Teachers	08/23/2010	to	05/26/2011

<b>Goal 1 - Strategy 2</b>		<b>Improvement of Reading Assessments Results</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> 1st and 2nd grade students will be encouraged to give best efforts in reading and math.		<b>Evaluation Benchmark:</b> 1. Goal Accomplished - continue next year 2. Considerable Progress 3. Some Progress 4. No Progress 5. Exit 6. Goal Continuing	
<b>Leader Progress Report Dates:</b> None					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
Time		Number of FTE's: 20.00		Local Revenue	
Supplies		None			
Campus Admin. Staff		Cost: \$1,686,222.00			
				<b>Amount</b>	
				\$1,167,625.00	
				\$1,167,625.00	
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Student reading of selected compositions to the principal.	Teachers/Students/Principal	08/23/2010	to	05/26/2011	
Display of selected compositions in the hall.	Teachers/Principal	08/23/2010	to	05/26/2011	
Continue utilizing C-Scope as the districts curriculum	Technology/Teachers/Principal	08/23/2010	to	05/26/2011	

<b>Goal 1 - Strategy 3</b>		<b>Provide tutorials for struggling students</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> 1st and 2nd grade economically disadvantaged students will be expected to achieve the same passing standards as their peers.		<b>Evaluation Benchmark:</b> 1. Goal Accomplished - continue next year 2. Considerable Progress 3. Some Progress 4. No Progress 5. Exit 6. Goal Continuing	
<b>Leader Progress Report Dates:</b> None					
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>		
Time	Number of FTE's: 20.00	Compensatory Ed. Budget	\$251,837.00		
Teachers	None	District Budget	\$285,985.00		
Staff	Cost: \$45,897.00	General Budget	\$78,559.00		
Parent Support		Title Budget	\$5,000.00		
Computers			<hr/>		
Campus Admin. Staff			\$621,381.00		
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Provide training to the professional staff on the needs and perspectives of families and students in poverty, eg. Ruby Payne	Principal	08/23/2010	to	05/26/2011	
Rtl (Response to Intervention) will be utilized to provide necessary help for struggling students	Teachers/ Rtl Committee/ Principal	08/23/2010	to	05/26/2011	
Emphasis on areas identified as needing improvement on previous TAKS test. a. Punctuation b. Verb Form c. Sentence construction d. Capitalization e. Higher Order Thinking Skills	Teachers/Principal	08/23/2010	to	05/26/2011	

<b>Goal 1 - Strategy 3      Provide tutorials for struggling students</b>				
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Provide tutorials during school as needed.	Teachers/Principal	08/23/2010	to	05/26/2011
All teaching staff will participate in parent conferences as needed.	Teachers/Principal/Parent Involvement Coordinator	08/23/2010	to	05/26/2011
Improve math scores for ALL students. a. Work on story problems b. Drill on basic addition and subtraction facts c. Drill on appropriate grade level operations d. Use mistakes as stepping stones to learning e. 2nd grade teachers will continue First Move (Chess) as time allows f. Utilize manipulatives to develop math skills g. Develop mental math skills	Teachers/Principal	08/23/2010	to	05/26/2011
Implementation of Differentiated Learning techniques		11/01/2010	to	05/26/2011

<b>Goal 1 - Strategy 4</b>		<b>Reading Recovery and Lexia for struggling readers</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Minority students in 1st and 2nd grade will be expected to achieve the same passing standards as their peers.		<b>Evaluation Benchmark:</b> 1. Goal Accomplished - continue next year 2. Considerable Progress 3. Some Progress 4. No Progress 5. Exit 6. Goal Continuing	
<b>Leader Progress Report Dates:</b> April 1, 2011					
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>		<b>Amount</b>	
Time	Number of FTE's: 25.00	None		\$0.00	
Teachers	Partially Title Funded			\$0.00	
Staff	Cost: \$200,000.00				
Computers					
Audio Visual Equipment					
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Address areas of low achievement identified through i Station software program, Benchmark testing, Oral Proficiency Test and Daily work.	Teachers/Principal	08/23/2010	to	05/26/2011	
Accelerated Reader Program will be continued for grades 1 and 2.	Teachers/Principal/Librarian	08/23/2010	to	05/26/2011	

<b>Goal 1 - Strategy 5</b>		<b>Resonse to Intervention (Rtl)</b>			
<b>Leader(s):</b> Principal/Rtl Team  <b>Leader Progress Report Dates:</b> Twice monthly		<b>Brief Description:</b> Struggling students will be monitored and assistance provided in the subject areas of concern. Students will have a dedicated time for which they will receive assistance.		<b>Evaluation Benchmark:</b> 6 Week Report Cards i Station Reports Reading Recovery Running Records	
<b>Resources Required:</b> Time Teaching Aids Teachers Supplies Staff Computers		<b>FTE's Required:</b> Number of FTE's: None  None  Cost: None		<b>Source of Funds:</b> None	
				<b>Amount</b>	
				\$0.00	
				\$0.00	
<b>Timeline</b>					
<b>Activity</b>		<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Students needing reading intervention will receive help from Reading Recovery teachers, either by Literacy Groups or one on one instruction.		Reading Recovery	08/23/2010	to	05/27/2011
Students needing reading interventions will receive assistance from the i Station computer software program.		Class Room Teacher/ Principal	08/23/2010	to	05/26/2011
Students needing math assistance will receive Tier II and /Tier III intervention from the Pin Point Math program		Class Room Teachers/ Principal	08/23/2010	to	05/26/2011

<b>Goal 1 - Strategy 6</b>		<b>Ellis</b>			
<b>Leader(s):</b> Bilingual Teachers/ Principal		<b>Brief Description:</b> Bilingual students will work with the Ellis and i Station program in reading.		<b>Evaluation Benchmark:</b> Students will be monitored for progress on a weekly basis,	
<b>Leader Progress Report Dates:</b> Monthly					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
Time		Number of FTE's: None		District Budget	
Teachers		None			
Computers		Cost: None			
				<b>Amount</b>	
				\$468,960.00	
				\$468,960.00	
<b>Timeline</b>					
<b>Activity</b>		<b>Person(s) Responsible</b>		<b>Start Date</b>	<b>to</b> <b>End Date</b>
Use of computer based program to improve achievement of English Language Learners		Bilingual Teachers/Principal		08/23/2010	to 05/26/2011

**Goal 2:** Gateway Elementary will seek to maintain an average daily attendance of at least 96%.

**Correlates with:**

<b>District Goals</b>			
1) Increase Student Achievement	2) Provide a safe environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities to Standard Program	7) Educational Shared Responsibility	8) Balanced and Appropriated Curriculum
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		
<b>E-Rate Goals</b>			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation
5) Evaluation Process for Monitoring Progress			



---

## Strategies

<b>Goal 2 - Strategy 1      Bicycles for Perfect Attendance</b>				
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> October 2010 November 2010 January 2011 March 2011 April 2011		<b>Brief Description:</b> The Borger Rotary Club will provide a bicycle for a student for perfect attendance during the 1st, 2nd, 3rd, 4th, and 5th six weeks		<b>Evaluation Benchmark:</b> Perfect attendance assembly 1 time per six weeks
<b>Resources Required:</b> Volunteer Support Time		<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00
<b>Timeline</b>				
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Bicycles for Perfect Attendance	Borger Rotary Club/ Principal	08/23/2010	to	05/26/2011
Acknowledge achievement in the local , school newspapers and BISD website. (Borger News Herald/Pawprints)	Students/Teachers/Principal	08/23/2010	to	05/26/2011
Classes will complete Attendance Puzzle	Teachers/Principal	08/23/2010	to	05/26/2011

<b>Goal 2 - Strategy 2</b>		<b>Attendance Puzzle</b>	
<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> 10 days of perfect attendance</p>	<p><b>Brief Description:</b> Teachers will assemble a puzzle one piece at a time for each day the class has 100% attendance.</p>	<p><b>Evaluation Benchmark:</b> Each student of the class will receive a sticker once the ten piece puzzle has been completed</p>	
<p><b>Resources Required:</b> Time</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b></p> <hr/> <p>\$0.00</p> <hr/> <p>\$0.00</p>
<b>Timeline</b>			

**Goal 3:** Gateway Elementary will provide a safe and orderly environment to maximize time for teachers to teach and for students to learn.

**Correlates with:**

<b>District Goals</b>			
1) Increase Student Achievement	2) Provide a safe environment	3) Increase Management Efficiency	5) Create a Positive District Culture
7) Educational Shared Responsibility			
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
<b>NCLB/ESEA Goals and Indicators</b>			
4) Safe, Drug Free Learning Environments			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	4) Professional Development	6) Parental Involvement
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties		
<b>E-Rate Goals</b>			
3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation		

---

## Strategies

<b>Goal 3 - Strategy 1</b>		<b>Student Behavior</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Students will gain a better understanding of acceptable school behavior.		<b>Evaluation Benchmark:</b> Regular Monitoring of discipline logs	
<b>Leader Progress Report Dates:</b> None					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
Time		Number of FTE's: None		None	
Teachers		None			
Supplies		Cost: None			
Parent Support					
Campus Admin. Staff					
				<b>Amount</b>	
				\$0.00	
				\$0.00	
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Distribute Student Code of Conduct and Student Handbook or provide on-line access on district internet web site.	Principal/Teachers	08/23/2010	to	05/26/2011	
Continue campus-wide rules and consequences	Principal/Teachers	08/23/2010	to	05/26/2011	
Regular staff meetings will be called to keep faculty aware of current developments in discipline management.	Principal/Teachers	08/23/2010	to	05/26/2011	
Teach and review classroom expectations . eg. Pawprints for Success	Principal/Teachers	08/23/2010	to	05/26/2011	
Character Counts Program will be continued.	Principal/Teachers/ Counselor	08/23/2010	to	05/26/2011	
Implement a conflict resolution program.	Principal/Teachers	08/23/2010	to	05/26/2011	

<b>Goal 3 - Strategy 2</b>		<b>Student understanding of acceptable behavior</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Decrease noise level in hall.		<b>Evaluation Benchmark:</b> 1. Goal Accomplished - continue next year 2. Considerable progress 3. Some progress 4. No progress 5. Exit 6. Goal continuing	
<b>Leader Progress Report Dates:</b> Weekly					
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>		<b>Amount</b>	
Time	Number of FTE's: None	None		\$0.00	
Teachers	None			\$0.00	
Staff	Cost: None				
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Escort students to and pick up students from Gym, P.E., Music, Recess and Dismissal	Principal/Teachers/Students	08/23/2010	to	05/26/2011	
Every teacher will monitor the halls and stop any misbehavior.	Principal/Teachers/Students	08/23/2010	to	05/26/2011	
Assign class seating for assemblies based on ease of traffic flow.	Principal/Teachers	08/23/2010	to	05/26/2011	

<b>Goal 3 - Strategy 3</b>		<b>Student understanding of acceptable work</b>		
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Improve student responsibility for assigned work.		<b>Evaluation Benchmark:</b> 1. Goal Accomplished - continue next year 2. Considerable progress 3. Some progress 4. No progress 5. Exit 6. Goal continuing
<b>Leader Progress Report Dates:</b> Every 3 Weeks, eg Progress Reports				
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>	
Time	Number of FTE's: None	None	\$0.00	
Teachers	None		\$0.00	
Staff	Cost: None			
<b>Timeline</b>				
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Emphasize Pawprints for Success daily.	Principal/Teachers	08/23/2010	to	05/26/2011
Encourage students to return daily homework assignments.	Principal/Teachers	08/23/2010	to	05/26/2011



<b>Goal 3 - Strategy 4      Teach Acceptable Behavior in time of a Crisis</b>					
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Develop and implement a new Crisis Plan that reflects the needs of Gateway Elementary.		<b>Evaluation Benchmark:</b> 1. Goal Accomplished - continue next year 2. Considerable progress 3. Some progress 4. No progress 5. Exit 6. Goal continuing	
<b>Leader Progress Report Dates:</b> November 1, 2010					
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>		
Time	Number of FTE's: None	None	\$0.00		
Teachers	None		\$0.00		
Staff	Cost: None				
District Admin. Staff					
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Train staff on Crisis Plan procedures	Crisis Team Members	08/23/2010	to	05/26/2011	
Train students on emergency procedures	Principal/Teachers	08/23/2010	to	05/26/2011	
Document drills and training	Principal	08/23/2010	to	05/26/2011	
The "Character Counts" curriculum will be taught at all grade levels to promote and maintain behaviors that foster awareness of suicide prevention, drug prevention, violence prevention, and conflict resolution.	Principal/Teachers	08/23/2010	to	05/26/2011	
Continue Eddie Eagle Program. (Gun Safety Program)	Principal/ Counselor/ Teacher	08/23/2010	to	05/26/2011	
Drug and Violence Education (DAVE)		08/23/2010	to	05/26/2011	

<b>Goal 3 - Strategy 5</b>		<b>Safety Drills</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> To ensure proper planning and preparedness, Gateway Elementary will participate in fire, lockdown, tornado, and bus evacuation drills.		<b>Evaluation Benchmark:</b> Orderly and timely completion of drill	
<b>Leader Progress Report Dates:</b> On-going					
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>		<b>Amount</b>	
Transportation Dept.	Number of FTE's: None	None		\$0.00	
Time	None			\$0.00	
Teachers	Cost: None				
Staff					
Campus Admin. Staff					
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Fire Drills will be conducted Monthly	Principal	08/23/2010	to	05/26/2011	
Lock Down drills will be conducted twice a year	Principal	08/23/2010	to	05/26/2011	
Tornado Drills will be conducted two times in the Spring	Principal	08/23/2010	to	05/26/2011	
Bus Evacuation Drill will be conducted 1 time each year	Principal	08/23/2010	to	05/26/2011	

<b>Goal 3 - Strategy 6</b>		<b>Drug, Alcohol and Tobacco Awareness</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Gateway Elementary will develop a greater awareness of drug, alcohol and tobacco and appropriate referral resources.		<b>Evaluation Benchmark:</b> Parent Survey	
<b>Leader Progress Report Dates:</b> None					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
Volunteer Support		Number of FTE's: None		None	
Teachers		None			
Staff		Cost: None			
School Library					
Parent Support					
Campus Admin. Staff					
				<b>Amount</b>	
				\$0.00	
				\$0.00	
<b>Timeline</b>					
<b>Activity</b>		<b>Person(s) Responsible</b>		<b>Start Date to End Date</b>	
Teachers and students will participate in Red Ribbon Week Activities.		Principal		08/23/2010 to 05/26/2011	
Gateway Elementary will participate in the Community Wide Red Ribbon Event. Students will participate in various activities promoting abstinence from drug use		Principal		10/26/2010 to 10/26/2010	
Drug and Violence Education (DAVE)				10/26/2009 to 05/26/2011	

<b>Goal 3 - Strategy 7</b>		<b>Gun Safety and Accident Prevention</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> The Eddie Eagle Curriculum teaches children about gun safety procedures.		<b>Evaluation Benchmark:</b> Student Activities	
<b>Leader Progress Report Dates:</b> Ongoing					
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>		<b>Amount</b>	
Time	Number of FTE's: None	None		\$0.00	
Teachers	None			\$0.00	
Staff	Cost: None				
Audio Visual Equipment					
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Students will participate in lessons centered around gun safety will be able to take materials home to share with their parents.	Principal	10/13/2010	to	10/13/2010	

**Goal 4:** Gateway Elementary will develop health and fitness goals and objectives based on assessment data, attendance rates, academic disadvantages to ensure that students are reaching required moderate or vigorous physical activity

**Correlates with:**

<b>District Goals</b>			
1) Increase Student Achievement	2) Provide a safe environment	4) Improve Public Support and Confidence in Schools	5) Create a Positive District Culture
7) Educational Shared Responsibility			
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	5) Prepare Students	7) Student Performance
8) School Environment			

---

## Strategies

Goal 4 - Strategy 1      School Health Advisory Councils			
<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> May 2011</p> <p><b><i>NEW INITIATIVE</i></b></p>	<p><b>Brief Description:</b></p> <ul style="list-style-type: none"> <li>1. Meet 4 times a year, minimally</li> <li>2. Contain a minimum of 5 members.</li> <li>3. Report directly to the school board annually</li> <li>4. Appoint parent as chair or co-chair</li> <li>5. Recommend indicators for evaluating effectiveness of program</li> </ul>	<p><b>Evaluation Benchmark:</b></p> <p>Fitness Assessment Academic Performance Attendance Rates</p>	
<p><b>Resources Required:</b></p> <p>Time</p> <p>Teachers</p> <p>Staff</p> <p>Campus Admin. Staff</p>	<p><b>FTE's Required:</b></p> <p>Number of FTE's: None</p> <p>None</p> <p>Cost: None</p>	<p><b>Source of Funds:</b></p> <p>None</p>	<p><b>Amount</b></p> <p style="border-top: 1px solid black;">\$0.00</p> <p style="border-top: 1px solid black;">\$0.00</p>
<b>Timeline</b>			

<b>Goal 4 - Strategy 2</b>		<b>Physical Education</b>		
<b>Leader(s):</b> P.E. Teacher/ Principal		<b>Brief Description:</b> Students will participate in moderate or vigorous physical activity for 135 minutes a week.		
<b>Leader Progress Report Dates:</b> None		<b>Evaluation Benchmark:</b> On-Going		
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>	
Time	Number of FTE's: None	District Budget	\$73,243.00	
Teachers	None		\$73,243.00	
Supplies	Cost: None			
Staff				
<b>Timeline</b>				
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Students will participate in the Jump Rope for Heart	Physical Education Teacher	08/23/2010	to	05/26/2011
Students will participate in a Spring Track Meet	P.E. Teacher	08/23/2010	to	05/26/2011



<b>Goal 4 - Strategy 3      Healthy and Wise</b>			
<b>Leader(s):</b> Principal/ Teachers		<b>Brief Description:</b> Health education will be taught in the classroom through the Healthy and Wise e-mail subscription.	
<b>Leader Progress Report Dates:</b> December 2010 May 2011		<b>Evaluation Benchmark:</b> On-going	
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Time	Number of FTE's: None	None	\$0.00
Teachers	None		\$0.00
Staff	Cost: None		
<b>Timeline</b>			

**Goal 5:** Teachers and staff will have the opportunity to participate in professional development

**Correlates with:**

---

---

## Strategies

**Goal 5 - Strategy 1**      **Highly Qualified**

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> Mid Year Report</p>	<p><b>Brief Description:</b> Gateway will actively seek and recruit Highly Qualified Personnel in all positions</p>	<p><b>Evaluation Benchmark:</b> On-Going</p>
--	---	--

<p><b>Resources Required:</b> Time District Coordinator District Admin. Staff Campus Admin. Staff</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>
---	---	---	---

**Timeline**

Activity	Person(s) Responsible	Start Date	to	End Date
Teachers and staff are encouraged to seek professional development opportunities	Assistant Superintendent/ Principal	08/23/2010	to	05/26/2011
Professional Learning Communities	Principal/ Teachers	08/23/2010	to	05/26/2011
Professional Library	Principal/ Librarian	08/23/2010	to	05/26/2011

**Goal 6:** Gateway Elementary will stay current with ever changing technology.

**Correlates with:**

---

---

## Strategies

<b>Goal 6 - Strategy 1</b>		<b>Instruction</b>			
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Teachers will utilize technology as a way to improve student achievement by actively engaging their students.		<b>Evaluation Benchmark:</b> On-going	
<b>Leader Progress Report Dates:</b> None					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
Teachers		Number of FTE's: None		None	\$0.00
Supplies		None			\$0.00
Staff		Cost: None			
Computers					
<b>Timeline</b>					
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>	
Smart Boards will be utilized in selected core classrooms	Teachers/ Principal	08/23/2010	to	05/26/2011	
i Station software program will be utilized to help identify struggling readers	Principal	08/23/2010	to	05/26/2011	
Lexia software program will serve as a Tier III intervention for reading		10/01/2010	to	05/26/2011	
United Video Streaming will be utilized in the classrooms	Teachers/Principal	08/23/2010	to	05/26/2011	

**Goal 7:** Gateway Elementary, having experienced favorable results in the past, will encourage the involvement of parents and community members in activities that assist students and improve student performance.

**Correlates with:**

<b>District Goals</b>			
1) Increase Student Achievement	2) Provide a safe environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities to Standard Program	7) Educational Shared Responsibility	8) Balanced and Appropriated Curriculum
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
8) School Environment			
<b>NCLB/ESEA Goals and Indicators</b>			
2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress	7) Home-School Relations
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	4) Professional Development	6) Parental Involvement	7) Student Transition to Elementary Programs
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties		
<b>E-Rate Goals</b>			
3) Assessment of Services for Improvement	5) Evaluation Process for Monitoring Progress		



---

## Strategies

**Goal 7 - Strategy 1**      Encourage Parent Volunteers to help in Classrooms

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> May 2011</p>	<p><b>Brief Description:</b> Gateway Elementary, having experienced favorable results in the past, will encourage the involvement of parents and community members in activities that assist students and improve student performance.</p>	<p><b>Evaluation Benchmark:</b> 1. Goal Accomplished.-continue next year 2. Considerable Progress 3. Some Progress 4. No Progress 5. Exit 6. Goal Continuing</p>
---	--	--

<p><b>Resources Required:</b> Volunteer Support Campus Admin. Staff</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> Special Grant</p>	<p><b>Amount</b> \$12,427.00 <hr/>\$12,427.00</p>
---	---	--	---

**Timeline**

Activity	Person(s) Responsible	Start Date	to	End Date
Members from the community representing parents will continue to serve on the campus SBDM committee	SBDM/ Teachers/ Parents/ Principal	08/23/2010	to	08/31/2011
A member from the business community will continue to serve on the campus SBDM committee.	SBDM/ Teachers/ Parents/ Principal	08/23/2010	to	08/31/2011
A member representing district level administration will continue to serve on the campus SBDM committee.	SBDM/ Teachers/ Parents/ Principal	08/23/2010	to	08/31/2011
A member representing the community-at-large will serve on the campus SBDM committee.	SBDM/ Teachers/ Parents/ Principal	08/23/2010	to	08/31/2011
The parent volunteer program will be continued and expanded.	SBDM/ Teachers/ Parents/ Principal	08/23/2010	to	08/31/2011
Gateway will implement the Watch Dogs (Dads of Great Students) program	Principal	08/23/2010	to	05/28/2011
The local newspaper, television school channel, and radio station	Principal	08/23/2010	to	08/31/2011

<b>Goal 7 - Strategy 1      Encourage Parent Volunteers to help in Classrooms</b>				
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
will continue to be used to advertise activities.				
A community volunteer will be secured to serve as an advocate for students during L-PAC meetings if needed.	Principal	08/23/2010	to	08/31/2011
Services will be provided to any students that are homeless.	Principal	08/23/2010	to	08/31/2011

<b>Goal 7 - Strategy 2</b>		<b>Parent Involvement</b>	
<b>Leader(s):</b> Principal		<b>Brief Description:</b> A bridge will be built between home and school.	
<b>Leader Progress Report Dates:</b> Meet a minimum of 1 time each semester		<b>Evaluation Benchmark:</b> 1. Goal Accomplished.-continue next year 2. Considerable Progress 3. Some Progress 4. No Progress 5. Exit 6. Goal Continuing	
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00
<b>Timeline</b>			
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Start Date</b>	<b>to</b> <b>End Date</b>
New Year's Party will be held the week prior to beginning of school to acquaint parents, students and teachers. The timing of the event will be consistent district-wide.	Teachers/ Parents/Parent Involv. Coord./Principal	08/23/2010	to 08/31/2011
Each semester a parent-teacher conference will be scheduled to enhance communication between home and school as needed.	Teachers/ Parents	08/23/2010	to 08/31/2011
Advertise on Channel 8 in the Borger News Herald, BISD website and send notes home with students about preschool screenings, Kindergarten Round-up and other educational opportunities.	Principal	08/23/2008	to 08/31/2011
Parents will be invited to school programs that involve their children	Principal	08/23/2010	to 08/31/2011
Notes will be sent home in both English and Spanish	Parent Involvement Coordinator/ Teachers	08/23/2010	to 08/31/2011
Parents made aware of available resources	Principal/Teachers	08/23/2010	to 08/31/2011



## **APPENDIX I**

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

<b>2010-11 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Classroom Teacher	Rita Burcham	First Grade	2739878	
Classroom Teacher	Lee Guest	First Grade	273-6520	
Classroom Teacher	Debbie Maxwell	First Grade	273-7053	
Classroom Teacher	Charity William	First Grade	274-2059	
Classroom Teacher	Jennifer Belveal	Second Grade	626-8041	
Classroom Teacher	Sharon Fick	Second Grade	273-7608	
Classroom Teacher	Lanetta Werhan	Second Grade	273-5403	
Classroom Teacher	Sharen Winters	Second Grade	336-9285	
Parent	Tonya Blanchard		(806) 282-7551	
Business Representative	Laura Arrington		274-5139	
Community at Large	Allen Jenkins		273-6221	
District Level Professional	Linda Rotramel		273-1016	
Principal	Ken Rosser		273-1044	

<b>Campus Improvement Plan Plan Implementation and Development Log</b>	
--	--

Date	Purpose
------	---------



## Needs Assessment

### Summative Evaluation for 2009-10

We did not meet our goal of 98% attendance. We improved one percentage point from last year.

We continue to look at ways to improve student performance. I feel the implementation of the RtI process will help tremendously.

### Objective Accomplishments

---

#### TAKS Reading - Grade: All Grades

---

##### Analysis Group: All Students

Actual Performance for 2008-09	89%
Projected Annual Objective for 2009-10	89.2%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: African American

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

##### Explanation of Performance

---

#### TAKS Math - Grade: All Grades

---

##### Analysis Group: All Students

Actual Performance for 2008-09	78%
Projected Annual Objective for 2009-10	80.4%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

---

#### TELPAS: % of K-2 showing progress - Grade: All Grades

---

**Analysis Group: All Students**

**Explanation of Performance**

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

**TELPAS: % of K-2 attaining Advanced High - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2008-09	30%
Projected Annual Objective for 2009-10	TBD
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Texas Primary Reading Inventory (TPRI) - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

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

**Alternative - Promotion Rate - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2008-09	98%
Projected Annual Objective for 2009-10	TBD
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Alternative - Attendance Rate - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

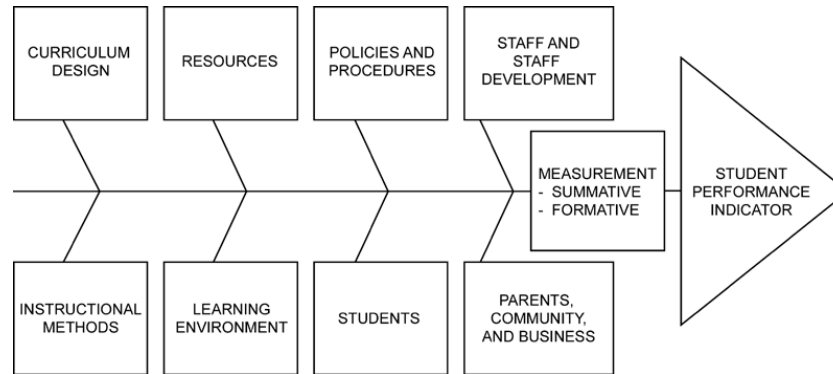
Actual Performance for 2008-09	96%
Projected Annual Objective for 2009-10	98%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

## Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	Annual Student RETENTION RATES	High	High
2	Percent passing REPORT CARD GRADES FOR MATH	High	High
3	Percent passing REPORT CARD GRADES FOR SCIENCE	High	High
4	DISCIPLINE REFERRAL RATES	High	High
5	Percent of students demonstrating good CITIZENSHIP SKILLS	High	High
6	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	High	High
7	Percent of students demonstrating appropriate SELF-DISCIPLINE	High	High
8	(AEIS) Mean Scores of SAT/ACT	NR	NR
9	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
10	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
11	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
12	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
13	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
14	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
15	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
16	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
17	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
18	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
19	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
20	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR

21	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
22	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
23	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
24	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
25	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
26	Percent of students passing ENGLISH II EOC Examination	NR	NR
27	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
28	Percent of students passing BIOLOGY EOC Examination	NR	NR
29	Percent of students passing ALGEBRA I EOC Examination	NR	NR
30	Percent of students MASTERING TAAS/TAKS READING	NR	NR
31	Percent of students MASTERING TAAS/TAKS MATH	NR	NR
32	Percent of students MASTERING TAAS/TAKS WRITING	NR	NR
33	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
34	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
35	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
36	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
37	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	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**

We did not meet our goal of 98% attendance. We improved one percentage point from last year.

We continue to look at ways to improve student performance. I feel the implementation of the RtI process will help tremendously.

## **APPENDIX II**

**DETAILED GOAL DEFINITIONS**

**OTHER REFERENCE MATERIALS**

**District Goals****Goal 1: Increase Student Achievement**

BISD student performance will demonstrate gains as measured by scores on TAKS, ACT, and other state and national tests, while performance gaps between minority and non-minority students will narrow.

**Goal 2: Provide a safe environment**

Provide a safe environment for all who are at District facilities, and attending district related events. The district shall develop and implement a strategic plan with specific long-range actions that ensure the safety and security of all who are at district school and facilities or attending district-related events.

**Goal 3: Increase Management Efficiency**

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

**Goal 4: Improve Public Support and Confidence in Schools**

.

**Goal 5: Create a Positive District Culture**

.

**Goal 6: Provide Facilities to Standard Program**

Facility assessments will be completed and plans will be made to repair, renovate, or replace existing structures in a timely manner thus enabling the district to provide safe, clean, modern, and well-equipped facilities for all children.

**Goal 7: Educational Shared Responsibility**

Parents will share with educators the responsibility of the education of their children.

**Goal 8: Balanced and Appropriated Curriculum**

A well balanced and appropriate curriculum will be provided so that all students will be encouraged and challenged to meet their full educational potential.



## **State Goals**

**Goal 1: Performance - English**

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

**Goal 2: Performance - Mathematics**

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

**Goal 3: Performance - Science**

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

**Goal 4: Performance - Social Studies**

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

## **State Objectives**

**Objective 1: Partnering Parents with Educators**

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

**Objective 2: Student Potential**

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

**Objective 3: Dropout Prevention**

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

**Objective 4: Curriculum**

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

**Objective 5: Prepare Students**

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

**Objective 6: School Personnel**

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

**Objective 7: Student Performance**

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

**Objective 8: School Environment**

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

**Objective 9: Instructional Techniques**

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

**Objective 10: Technology**

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

## **NCLB/ESEA Goals and Indicators**

### **Goal 1: Students will Reach High Standards**

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

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

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

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

### **Goal 2: LEP will become Proficient in English**

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

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

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

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

### **Goal 3: Highly Qualified Staff**

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

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

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

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

### **Goal 4: Safe, Drug Free Learning Environments**

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

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

**Goal 5: All Students will Graduate from High School**

All students will graduate from high school.

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

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

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

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

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

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

## **Effective School Correlates**

### **Correlate 1: Safe and Orderly Environment**

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

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

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

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

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

**Correlate 2: Climate of High Expectations for Success**

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

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

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

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

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

**Correlate 3: Instructional Leadership**

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

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

**Correlate 4: Clear and Focused Mission**

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

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

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

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



**Correlate 5: Opportunity to Learn and Student Time on Task**

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

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

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

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

**Correlate 6: Frequent Monitoring of Student Progress**

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

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

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

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

**Correlate 7: Home-School Relations**

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

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

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

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

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

**Goal 2: Ensure Planning is Incorporated**

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

**Goal 3: Use Effective Methods**

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

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

**Goal 4: Support Regular Education Program**

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

**Goal 5: Highly Qualified Teachers**

Provide instruction by highly qualified teachers.

**Goal 6: Opportunities for Professional Development**

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

**Goal 7: Strategies for Parental Involvement**

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

**Goal 8: Coordinate and Integrate Services and Programs**

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

## **Title I - Schoolwide Programs**

### **Goal 1: Needs Assessment**

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

### **Goal 2: Student Opportunities**

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

### **Goal 3: Instructional**

Instruction by highly qualified teachers.

### **Goal 4: Professional Development**

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

### **Goal 5: Professional Staff**

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

**Goal 6: Parental Involvement**

Strategies to increase parental involvement such as family literary services.

**Goal 7: Student Transition to Elementary Programs**

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

**Goal 8: Include Teachers in Decisions**

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

**Goal 9: Identify and Assist with Student Difficulties**

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

**Goal 10: Federal, State, and Local Programs**

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

## **E-Rate Goals**

**Goal 1: Goals and Strategy for Using Technology**

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

**Goal 2: Development Strategy for Training**

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

**Goal 3: Assessment of Services for Improvement**

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

**Goal 4: Sufficient Budget for Implementation**

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

**Goal 5: Evaluation Process for Monitoring Progress**

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

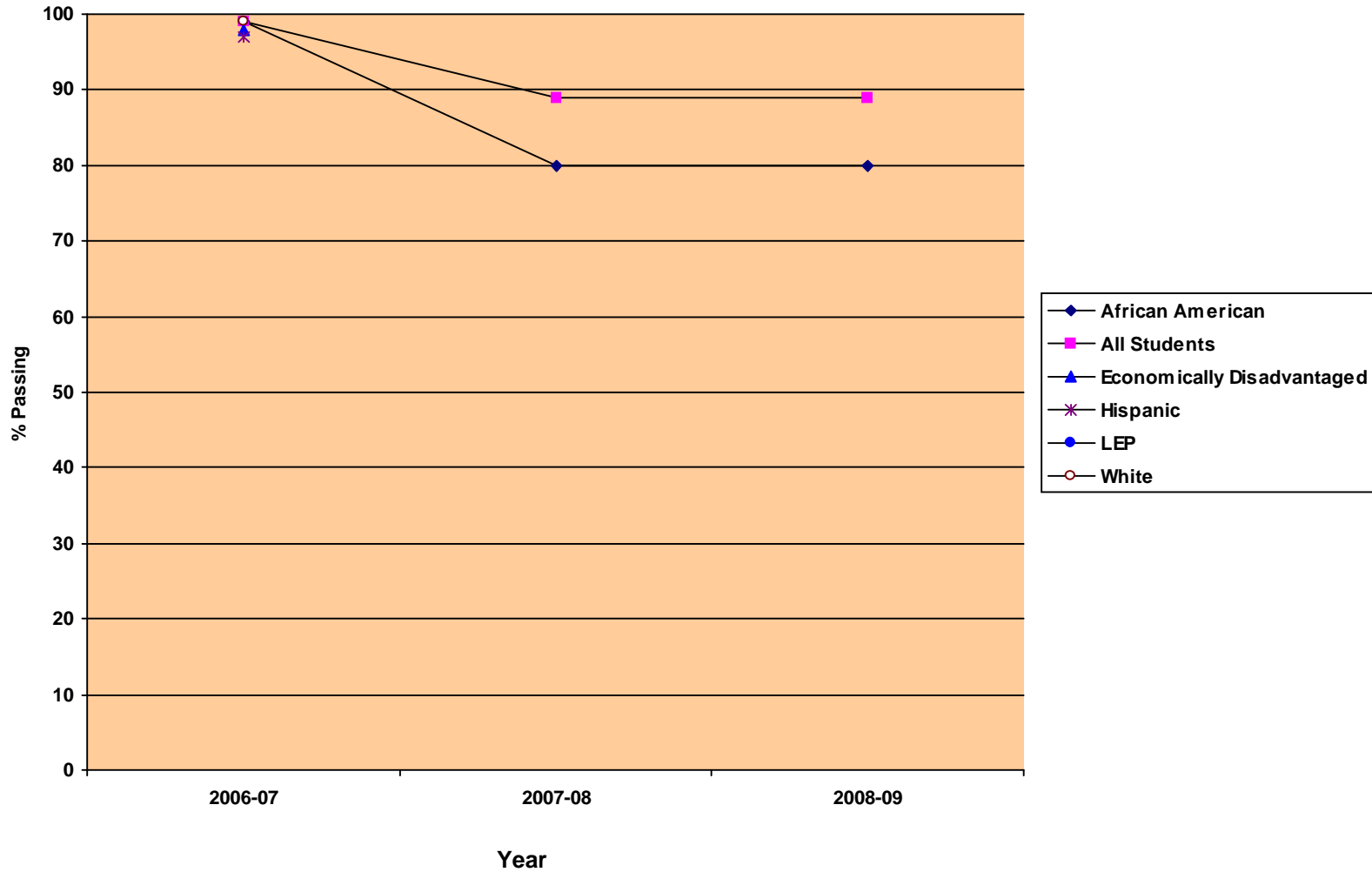


## **APPENDIX III**

### **AEIS GRAPHS**

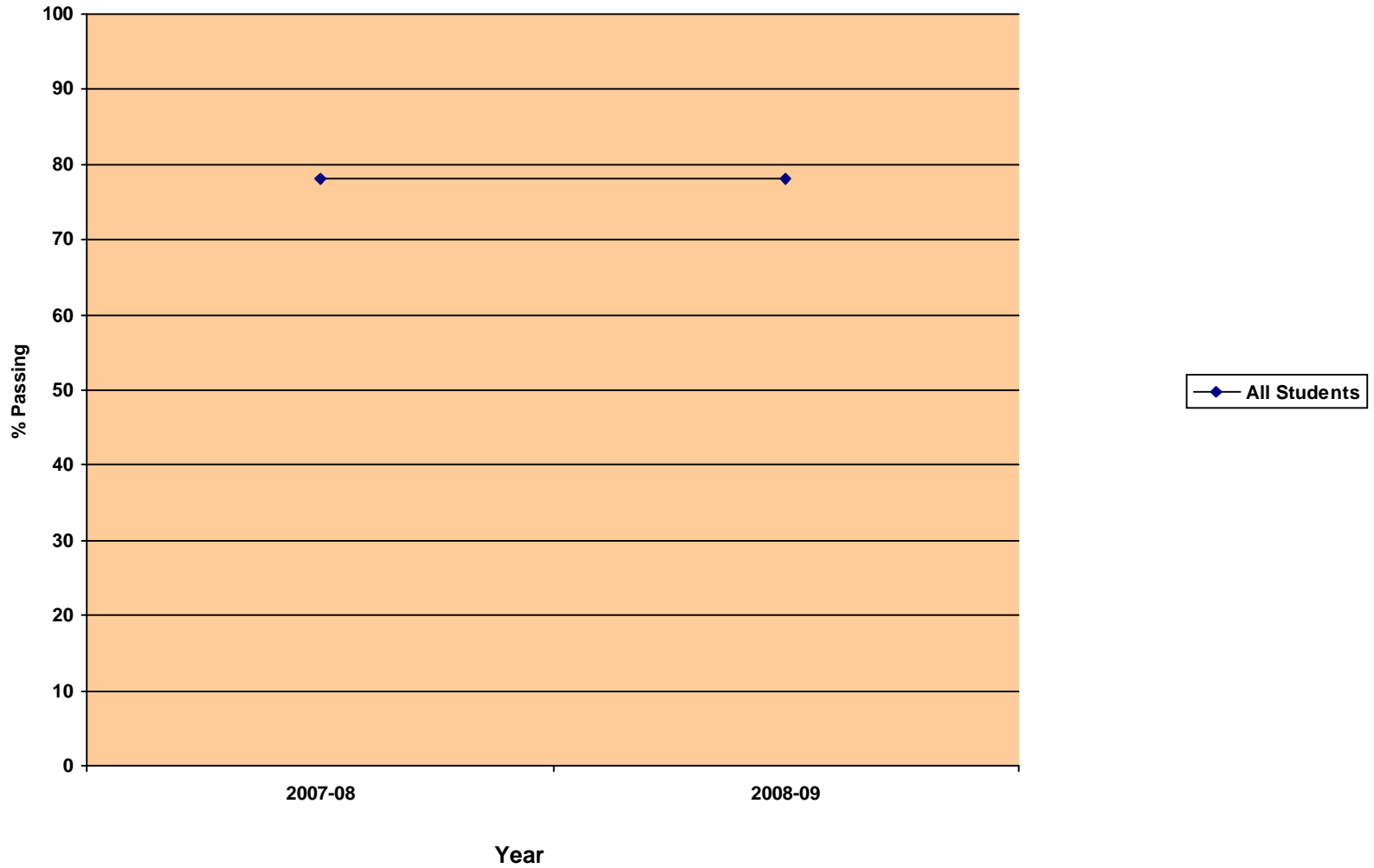
# Report of TAKS Reading

## Graph of Current Performance by Analysis Group



# Report of TAKS Math

## Graph of Current Performance by Analysis Group



# Report of TAKS Writing

## Graph of Current Performance by Analysis Group

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

# Report of Attendance

## Graph of Current Performance by Analysis Group

