

Borger High School

Campus Improvement Plan 2007-2008

2007-08

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 individual can learn.
- 2 Learning is a lifelong process.
- 3 Every individual deserves a safe learning environment.
- 4 Respect is a priority for all individuals.
- 5 Teachers, Counselor's and Administrators who develop a Collaborative Learning Community will improve student success.
- 6 Communication among the school community is vital for student success.
- 7 Parental involvement and communication is paramount for a successful learning environment.
- 8 Development of the whole student is essential.
- 9 High expectations coupled with highly qualified, motivated teachers creates 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:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	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	3) Highly Qualified Staff		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff

Indicator: TAKS Reading

Grade: 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
African American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Economically Disadvantaged	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Hispanic	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
White	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Special Ed.	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
LEP	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Native American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Asian	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Male	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Female	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008

Indicator: TAKS English/Lang. Arts

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
African American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Economically Disadvantaged	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Hispanic	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
White	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Special Ed.	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
LEP	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Native American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Asian	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Male	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Female	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008

Indicator: TAKS English/Lang. Arts

Grade: 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
African American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Economically Disadvantaged	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Hispanic	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
White	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Special Ed.	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
LEP	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Native American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Asian	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Male	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Female	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
African American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Economically Disadvantaged	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Hispanic	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
White	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Special Ed.	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
LEP	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Native American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Asian	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Male	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Female	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
African American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Economically Disadvantaged	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Hispanic	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
White	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Special Ed.	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
LEP	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Native American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Asian	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Male	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Female	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008

Indicator: TAKS Overall

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
African American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Economically Disadvantaged	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Hispanic	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
White	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Special Ed.	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
LEP	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Native American	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Asian	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Male	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008
Female	TBD %	2007	≥ 90 %	2010-11	≥ TBD %	2008

Strategies

Goal 1 - Strategy 1		Student Achievement		
Leader(s): All staff/counselors/Administrators Leader Progress Report Dates: Principal/TAKS Teachers-each 6 weeks		Brief Description: All populations demonstrate academic success by meeting the state standard or surpassing the state average on all state assessments.		Evaluation Benchmark: 2007-2008 Improved scores in all student populations.
Resources Required: Teachers Staff Parent Support Outside Consultant Library District Staff District Coordinator District Admin. Staff Contract Service Computers Central Office Campus Admin. Staff Audio Visual Equipment		FTE's Required: Number of FTE's: 29.00 Partially Comp. Ed Funded Cost: \$1,200,000.00	Source of Funds: District Budget Compensatory Ed. Budget	Amount \$1,160,000.00 \$40,000.00 <hr/> \$1,200,000.00
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Disaggregate data from 2006-2007 TAKS test.	Counselors/D.H./Teachers	08/27/2007	to	03/03/2008
Analyze TAKS data by subpopulation and by teacher.	Principal/Dept. Heads/Teachers	08/27/2007	to	05/29/2008

Goal 1 - Strategy 1		Student Achievement		
Activity	Person(s) Responsible	Start Date	to	End Date
Utilize INOVA.	Department Heads/Principal/Counselors/Teachers	08/27/2007	to	05/29/2008
Utilize DMAC and benchmarks.	Principal/Staff/Counselors	10/01/2007	to	05/29/2008
Utilize an instructional focus in all four core areas centered on TAKS weaknesses identified through the use of INOVA, benchmarks and 2006-2007 TAKS data.	Staff/Department Heads/Principal	08/27/2007	to	05/29/2008
Attend staff development focused on improvement of standardized assessments.	Administration/Staff	08/27/2007	to	05/29/2008
Fully participate in and utilize CSCOPE to better correlate the TEKS to TAKS. Align curriculum.	Principal/Dept. Heads/Teachers	08/27/2007	to	05/29/2008
Utilize Extended Day Activities and the MAC lab for students whose TAKS scores do not meet expectations.	Staff/Counselors and Principal	10/01/2007	to	03/06/2008
Utilize Extended Day Activities for ESL students to help master the language and subject matter.	Department Heads/Teachers/ESL Teacher	08/27/2007	to	05/29/2008

Goal 1 - Strategy 2		Professional development.			
Leader(s): Principal		Brief Description: Provide professional development to improve awareness of teaching strategies designed to facilitate student performance on state mandated assessments.		Evaluation Benchmark:	
Leader Progress Report Dates: None					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Time	Number of FTE's: None	District Budget		\$60,000.00	
Teachers	None			<hr/>	
Staff	Cost: None			\$60,000.00	
District Staff					
District Coordinator					
Computers					
Central Office					
Campus Admin. Staff					
Audio Visual Equipment					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide TOP rater professional development to all professional staff.	Principal/Central Office	01/14/2008	to	01/28/2008	
Provide assistance to teachers in utilizing the CSCAPE..	Principal/Dept. Heads./Technology Dir.	08/16/2007	to	05/29/2008	
Utilize technology in the classroom to enhance student knowledge and skills.	Principal/Staff/Technology	08/27/2007	to	05/29/2008	
Provide training in use and analysis of INOVA data.	Principal/Dept.	11/01/2007	to	05/29/2008	

Goal 1 - Strategy 2 Professional development.				
Activity	Person(s) Responsible	Start Date	to	End Date
	Heads/Teachers			
Identify and utilize teaching strategies to best meet the needs of English Language Learners. special needs, low socio-economic and at-risk students.	Principal/Counselors/Dept. Heads	08/16/2007	to	05/29/2008

Goal 2: Increase attendance of all student populations to 97% or higher.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
6) School Personnel			
NCLB/ESEA Goals and Indicators			
5) All Students will Graduate from High School			
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission		
Title I - Schoolwide Programs			
3) Instructional	6) Parental Involvement		

Strategies

Goal 2 - Strategy 1		Increase Attendance Rates			
Leader(s): Assistant Principals/Teachers		Brief Description: Increase attendance of all student populations to 97% or higher..		Evaluation Benchmark: Increased attendance rates each six weeks.	
Leader Progress Report Dates: December 2007 May 2008					
Resources Required:		FTE's Required:		Source of Funds:	
Teachers		Number of FTE's: None		General Budget	
Staff		Not Specified			
School Commons Area		Cost: None			
Parent Support					
Outside Consultant					
District Staff					
District Coordinator					
District Admin. Staff					
Computers					
Central Office					
Campus Admin. Staff					
				Amount	
				\$50,000.00	
				\$50,000.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Assistant principals will check tardies and absences on a daily basis.	Assistant Principals	08/27/2007	to	05/29/2008	
Teachers will review student attendance and report any student absent for three consecutive days or over five days in a semester to the assistant principals.	Staff/Assistant Principals/Counselors	08/27/2007	to	05/29/2008	

Goal 2 - Strategy 1 Increase Attendance Rates				
Activity	Person(s) Responsible	Start Date	to	End Date
Utilize the Truant officer, S.R.O., and the Assistant Principals in enforcing district policy and state law.	Assistant Principal, Truant Officer/S.R.O.	08/27/2007	to	05/29/2008
File court papers on students in non-compliance of the state attendance laws.	Assistant Principals	08/27/2007	to	05/29/2008
Present students with an attendance record every three weeks. Assistant Principals will meet with all student who present attendance issues.	Assistant Principals/Teachers/Attendance Clerk	08/27/2007	to	05/29/2008
Use Saturday school as a deterrent to those in non-compliance of district and state attendance requirements and for time recovery.	Assistant Principals	08/27/2007	to	05/29/2008
Provide an exemption policy from second semester final exams based upon 97% attendance, TAKS scores, grades, tardies and clear record status.	Principal/Assistant Principals/Counselors	08/27/2007	to	05/29/2008

Goal 3: Improve the completion rate of all student populations to 98%.

Correlates with:

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	9) Instructional Techniques	
NCLB/ESEA Goals and Indicators			
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	

Strategies

Goal 3 - Strategy 1					Completion rate	
Leader(s): Assistant Principal/Principal/Teachers		Brief Description: Improve the completion rate of all student populations to 98%.		Evaluation Benchmark: Completion Rate - 98% or higher.		
Leader Progress Report Dates: December 2007 May 2008						
Resources Required:		FTE's Required:		Source of Funds:		Amount
Parent Support		Number of FTE's: None		CHAMPS		\$220,095.00
Local Bus. Leader		Fully Comp. Ed Funded				\$220,095.00
District Staff		Cost: None				
District Coordinator						
District Admin. Staff						
Contract Service						
Computers						
Central Office						
Campus Admin. Staff						
Audio Visual Equipment						
Timeline						
Activity		Person(s) Responsible		Start Date	to	End Date
Keep as many potential drop-outs in CHAMPS to increase attendance and positive campus environment. Assign student to P.L.A.T.O. Lab to recover credits.		Administration/Counselors		08/27/2007	to	05/29/2008
Investigate career and technology opportunities for all students.		Principal/Counselors/Asst. Principals/C.T.E.		08/27/2007	to	05/29/2008
Focus on each student as an individual and utilize early		Counselors		08/27/2007	to	05/29/2008

Goal 3 - Strategy 1		Completion rate		
Activity	Person(s) Responsible	Start Date	to	End Date
graduation, AP and concurrent courses, summer school and credit by exam to hold student interest in graduation.				
Offer career guidance counseling services.	Counselors	08/27/2007	to	05/29/2008
Offer parenting and child care classes to teen parents	Liz Denton/Counselors	08/27/2007	to	05/29/2008
Review and assist students who have not successfully earned the credits necessary to promote to the next grade level through the use of PLATO, summer school, correspondence and credit-by-exam options.	Counselors	08/27/2007	to	05/29/2008

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

Correlates with:

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	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	4) Safe, Drug Free Learning Environments	
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
6) Frequent Monitoring of Student Progress	7) Home-School Relations		

Strategies

Goal 4 - Strategy 1 AP/Concurrent Enrollment			
Leader(s): Counselors/Teachers		Brief Description: Actively pursue student to enroll and participate in Advanced Placement and Concurrent Enrollment courses.	
Leader Progress Report Dates: August 2007 November 2007 January 2008 March 2008 May 2008		Evaluation Benchmark: More students involved in AP/Concurrent credit courses. Increase number of students enrolled in A.P. course taking A.P. tests.	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: 4.50	GT Budget	\$4,500.00
Staff	Not Specified	District Budget	\$4,000.00
School Library	Cost: \$180,000.00		<hr/> \$8,500.00
Parent Support			
Outside Consultant			
District Staff			
District Coordinator			
District Admin. Staff			
Contract Service			
Computers			
Community Leader			
Central Office			
Campus Admin. Staff			
Audio Visual Equipment			
Timeline			

Goal 4 - Strategy 1 AP/Concurrent Enrollment				
Activity	Person(s) Responsible	Start Date	to	End Date
Increase access and availability of software for preparation in the ACT, SAT, and AP exams.	Instructional Staff/Librarian/Counselors	08/27/2007	to	05/29/2008
Fund the PSAT for all eligible juniors and ACT-PLAN for all eligible sophomores to assist students in increasing their SAT and ACT scores.	Counselors	08/27/2007	to	05/29/2008
Meet with students and parents and present information about the AP program.	Counselors/ Dept. Heads/Principal	08/27/2007	to	05/29/2008
Target minority students for inclusion in the AP and concurrent enrollment classes.	Instructional Staff/Counselors	08/27/2007	to	05/29/2008
Assist staff members in receiving AP endorsements.	Principal	08/27/2007	to	05/29/2008
Continue offering an enhanced AP curriculum and concurrent enrollment opportunities through FPC in ELA, math, science and social studies.	Administration/ Counselors/Teachers	08/27/2007	to	05/29/2008
Develop the master schedule to avoid conflicts with all concurrent enrollment and AP program offerings.	Principial/Counselors	08/01/2007	to	05/29/2008

Goal 5: Train 100% of the instructional staff on the identification and process to meet the needs of our students.

Correlates with:

State Objectives			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
NCLB/ESEA Goals and Indicators			
3) Highly Qualified Staff			
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	

Strategies

Goal 5 - Strategy 1 Staff Development				
Leader(s): Principal/Department Heads		Brief Description: Train 100% of the instructional staff on the identification of and meeting the specific needs of our students.		Evaluation Benchmark: Staff development certificates, professional development time collaboration and increased TAKS scores and student grades.
Leader Progress Report Dates: December 2007 May 2008				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Teaching Aids	Number of FTE's: None	Title Budget	\$10,156.00	
Teachers	Fully Comp. Ed Funded		<hr/>	
Staff	Cost: None		\$10,156.00	
School Commons Area				
Outside Consultant				
Guest Speaker				
District Staff				
District Coordinator				
District Admin. Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Provide time during the school day devoted to professional development for instructional staff. P.D.P. - daily.	Principal/Dept. Heasd/Central Office	08/27/2007	to	05/29/2008
Training in special education modifications for all instructional	Administration/SPED Staff.	08/27/2007	to	05/29/2008

Goal 5 - Strategy 1		Staff Development			
Activity	Person(s) Responsible	Start Date	to	End Date	
staff					
Teachers sharing successful strategies Vertical and Horizontal Alignment Professional Development Period.	All staff	08/27/2007	to	05/29/2008	
Vertical teaming - Professional Development Period	Asst. Superintendent/Principal/D. H./Teachers	08/27/2007	to	05/29/2008	
Technology Training	Dewey DeLoe/Campus Technologist	08/27/2007	to	05/29/2008	
Training in Cooperative Learning and Compatible strategies for new teachers.	Principal/Liz Denton/Teachers	08/27/2007	to	05/29/2008	
Provide support and encouragement to teachers to attend summer workshops.	Administration/Department Heads	07/02/2007	to	08/25/2008	
Conduct staff training on DAVE/Drug and Violence Education Curriculum, Student Code of Conduct and Discipline Management, Violence Prevention, Suicide Prevention and Conflict Resolution	Principal/Asst.Principals/Liz Denton	08/27/2007	to	05/29/2008	
Instruction and discussion on INOVA will help prepare teachers to use this program to individualize instruction for each student.	Administration/Department heads	11/01/2007	to	05/29/2008	

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

Correlates with:

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	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	
Title I - Targeted Assistance Schools			
2) Ensure Planning is Incorporated	3) Use Effective Methods	5) Highly Qualified Teachers	6) Opportunities for Professional Development
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties		

Strategies

Goal 6 - Strategy 1 Learning Environment				
Leader(s): Principal/Department Heads Leader Progress Report Dates: weekly evaluation Six week grading periods Semester reports 12/07, 5/08 Annual Summary 6/08		Brief Description: Improve academic success by creating a Collaborative Learning Community among all instructional staff, incorporating vertical and horizontal alignment.		Evaluation Benchmark: Discussion at weekly Department meetings. Weekly Department Head meetings. Teacher observations.
Resources Required: Time Teachers Staff District Staff District Coordinator District Admin. Staff Computers Central Office Campus Admin. Staff Audio Visual Equipment		FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Encourage teachers to share information and techniques that make them successful in the classroom. Professional Development Period. CSCOPE		08/27/2007	to	05/29/2008
Develop vertical and horizontal academic teams to discuss and	Principal/Department	08/27/2007	to	05/29/2008

Goal 6 - Strategy 1		Learning Environment		
Activity	Person(s) Responsible	Start Date	to	End Date
implement successful lessons. Collaboration during Professional Development Period. CSCOPE	Heads			

Goal 7: Improve curriculum and instruction by implementing and utilizing technology that will enhance instruction with focus on improved student learning.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	5) Prepare Students	6) School Personnel	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
3) Highly Qualified Staff			
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	

Strategies

Goal 7 - Strategy 1 Technology Instruction				
Leader(s): Technology Coordinator		Brief Description: Improve curriculum and instruction by implementing and utilizing technology that will enhance instruction with the focus on improved student learning.		Evaluation Benchmark: Student grades reflect a greater interest and success rate due to the use of technology in all courses.
Leader Progress Report Dates: Every six weeks				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: None	Title Budget	\$5,155.00	
Teachers	Fully Comp. Ed Funded		<hr/>	
Staff	Cost: None		\$5,155.00	
School Library				
Guest Speaker				
District Staff				
District Coordinator				
District Admin. Staff				
Contract Service				
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Continue technology training; include all Instructional Staff and utilize the Professional Development Period. Office 2007	Dewey DeLoe/Department Heads/Principal	08/27/2007	to	05/29/2008

Goal 7 - Strategy 1 Technology Instruction				
Activity	Person(s) Responsible	Start Date	to	End Date
Continue to update computer labs and campus computers (Student & Teachers)	Administration/Campus Tech./Principal	08/27/2007	to	05/29/2008
Provide access to Internet, increase band width	Dewey DeLoe/ Principal/Campus Tech.	08/27/2007	to	05/29/2008

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:

State Objectives			
3) Dropout Prevention	4) Curriculum	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	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	7) Home-School Relations

Strategies

Goal 8 - Strategy 1					Discipline and Classroom Management				
Leader(s): Administration		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.			Evaluation Benchmark: The school is orderly and well disciplined in a fair and consistent manner.				
Leader Progress Report Dates: May 2008									
Resources Required:		FTE's Required:			Source of Funds:			Amount	
Time		Number of FTE's: None			None			\$0.00	
Teachers		Fully Comp. Ed Funded						\$0.00	
Staff		Cost: None							
Parent Support									
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		
Increase visibility of Principal, Asst. Principals and S.R.O. in the halls throughout the school day.		Principal, Asst. Principals and S.R.O.			08/27/2007	to	05/29/2008		
Decrease the number of students in the halls during class time.		All staff/Administration			08/27/2007	to	05/29/2008		
Establish a better communication system between classroom and office.		Principal/Asst.Principals/Central Office			08/27/2007	to	08/25/2008		

Goal 8 - Strategy 2		Classroom Learning Environment			
Leader(s): Administration		Brief Description: To provide a positive classroom learning environment which maximizes learning time		Evaluation Benchmark: The school environment is challenging, positive, and safe as evidenced by survey results, the appearance of the facilities, and the overall environment	
Leader Progress Report Dates: May 2005					
Resources Required:		FTE's Required:		Source of Funds:	
Time		Number of FTE's: None		None	
Teachers		Fully Comp. Ed Funded			
Supplies		Cost: None			
Staff					
Parent Support					
District Staff					
District Coordinator					
Custodial/Maint. Dept.					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide adequate and safe equipment.	Environmental Services	08/27/2007	to	05/29/2008	
Lessen interruptions/distractions	Principal/Assit. Principals	08/27/2007	to	05/29/2008	
Courtesy and fair enforcement of policies for all faculty/staff.	Principal/Asst. Principals/Teachers	08/27/2007	to	05/29/2008	
Schedule manageable class sizes	Counselors/Principal	08/27/2007	to	05/29/2008	
Keep building and grounds clean, neat, and attractive	Environmental	08/27/2007	to	05/29/2008	

Goal 8 - Strategy 2		Classroom Learning Environment			
Activity	Person(s) Responsible	Start Date	to	End Date	
	Services/Staff				

Goal 8 - Strategy 3		Spirit and Morale			
Leader(s): None		Brief Description: To boost spirit, pride and morale		Evaluation Benchmark: Spirit, pride, and morale are high at BHS as evidenced by increased positive involvement in activities, a clean campus, and a happy, non-stressed faculty	
Leader Progress Report Dates: December 2004 May 2005					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
School Commons Area	Number of FTE's: None	None		\$0.00	
Teachers	Fully Comp. Ed Funded			<hr/>	
Staff	Cost: None			\$0.00	
Parent Support					
Time					
District Staff					
Audio Visual Equipment					
Computers					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Recognize student and faculty accomplishments through local and school newspaper, bulletin boards, trophy case, and outside marquee.	Activities sponsor	08/27/2007	to	05/29/2008	
Provide stress management training for all staff	Administration/School Nurse	08/27/2007	to	05/29/2008	
Freshman Orientation	Counselor/Teachers/Principal	01/11/2007	to	08/27/2007	

Goal 8 - Strategy 4		Safe and Drug Free			
Leader(s): Administration		Brief Description: To provide a program to enable students to be safe and drug free		Evaluation Benchmark: Fewer referrals for violence and the annual safe and drug-free school's evaluation	
Leader Progress Report Dates: None					
Resources Required:		FTE's Required:		Source of Funds:	
District Staff		Number of FTE's: None		Safe and Drug Free School	
District Admin. Staff		Fully Comp. Ed Funded			
Central Office		Cost: None			
Parent Support					
Time					
Audio Visual Equipment					
Computers					
Campus Admin. Staff					
				Amount	
				\$5,924.00	
				\$5,924.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Enforce zero tolerance policy	Administration	08/27/2007	to	05/29/2008	
Continue random drug testing	Drug testing committee	08/27/2007	to	05/29/2008	
Provide teacher training on policy and guidelines	Administration	08/16/2007	to	05/29/2008	
Establish consistent discipline	Administration	08/16/2007	to	05/29/2008	
Provide Parent Training	Liz Denton	08/27/2007	to	05/29/2008	
Provide positive reinforcement: motivational speakers, assemblies, etc.	Individual teachers Administration	08/27/2007	to	05/29/2008	

Goal 8 - Strategy 4 Safe and Drug Free				
Activity	Person(s) Responsible	Start Date	to	End Date
Provide character curriculum for students in I.S.S. and D.A.E.P.	Administration/Teachers	08/27/2007	to	05/29/2008
Continue DAVE (Drug and Violence Education)	Liz Denton	08/27/2007	to	05/29/2008
Investigate security cameras for the building and parking lots.	Principal/Central Office	08/27/2007	to	05/29/2008
Continue Character Counts	Liz Denton	08/27/2007	to	05/29/2008

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

Correlates with:

State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
7) Student Performance	8) School Environment	9) Instructional Techniques	
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School	
Effective School Correlates			
1) Safe and Orderly Environment	3) Instructional Leadership	6) Frequent Monitoring of Student Progress	

Strategies

Goal 9 - Strategy 1 Parent and Community Involvement					
Leader(s): Administration		Brief Description: To increase parent and community involvement in the planning and implementation of the Campus Improvement Plan.		Evaluation Benchmark: Increase in number of parents involved and incorporate parental input into the C.I.P.	
Leader Progress Report Dates: May 2008					
Resources Required:		FTE's Required:		Source of Funds:	
Audio Visual Equipment		Number of FTE's: None		None	
District Coordinator		Fully Comp. Ed Funded			
District Admin. Staff		Cost: None			
Community Leader					
Time					
Central Office					
Teachers					
Staff					
Parent Support					
District Staff					
Computers					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Communicate with parents to help increase attendance	Administration/ Counselors/Instructional Staff	08/27/2007	to	05/29/2008	
Secure parent liaison to represent minority groups	Administration/ESL	08/27/2007	to	05/29/2008	

Goal 9 - Strategy 1 Parent and Community Involvement				
Activity	Person(s) Responsible	Start Date	to	End Date
	Teacher			
Enhance parent/teacher communication by providing time for parent conferences	Principal/Department Heads	08/27/2007	to	05/29/2008
Bulldog Scholarship Foundation	Special Program Director	08/27/2007	to	05/29/2008
Utilize parent volunteers and encourage parents to come to school	Administration/Teachers	08/27/2007	to	05/29/2008
Communicate school requirements, policies and course offerings to parents in various modes of communication (e-mail, Web page, local cable channel, letters, and newspaper	Administration/Central Office	08/27/2007	to	08/25/2008

APPENDIX I

CAMPUS IMPROVEMENT TEAM PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION

2007-08 Campus Improvement Team				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Tony McCarthy			

Campus Improvement Plan 2007-2008 Plan Implementation and Development Log	
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Date	Purpose
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Needs Assessment

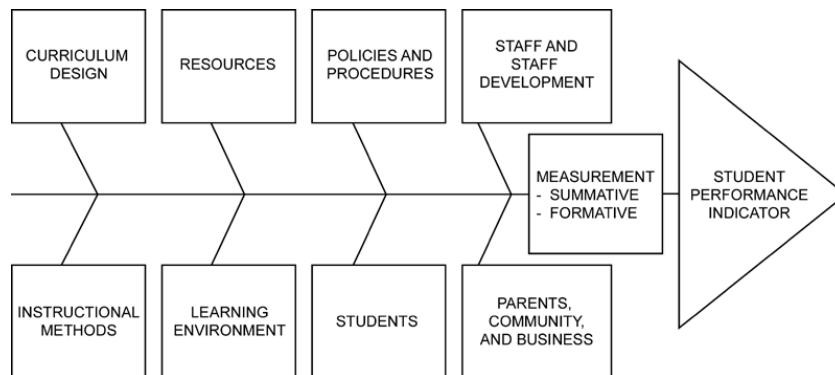
Summative Evaluation for 2006-07

Needs Assessment Focus

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

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

Process Chart



Summative Evaluation for year 2007-08

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

Objective Accomplishments

TAKS Reading - Grade: 9

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

Analysis Group: Native American

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

Explanation of Performance

Analysis Group: Asian

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

Explanation of Performance

Analysis Group: Male

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

Explanation of Performance

Analysis Group: Female

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

Explanation of Performance

TAKS English/Lang. Arts - Grade: 11

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

Analysis Group: Native American

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

Explanation of Performance

Analysis Group: Asian

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

Explanation of Performance

Analysis Group: Male

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

Explanation of Performance

Analysis Group: Female

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

Explanation of Performance

TAKS English/Lang. Arts - Grade: All Grades

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

Analysis Group: Native American

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

Explanation of Performance

Analysis Group: Asian

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

Explanation of Performance

Analysis Group: Male

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

Explanation of Performance

Analysis Group: Female

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

Explanation of Performance

TAKS Science - Grade: All Grades

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

Analysis Group: Native American

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

Explanation of Performance

Analysis Group: Asian

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

Explanation of Performance

Analysis Group: Male

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

Explanation of Performance

Analysis Group: Female

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

Explanation of Performance

TAKS Social Studies - Grade: All Grades

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

Analysis Group: Native American

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

Explanation of Performance

Analysis Group: Asian

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

Explanation of Performance

Analysis Group: Male

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

Explanation of Performance

Analysis Group: Female

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

Explanation of Performance

TAKS Overall - Grade: All Grades

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

Analysis Group: Native American

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

Explanation of Performance

Analysis Group: Asian

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

Explanation of Performance

Analysis Group: Male

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

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07

TBD

Projected Annual Objective for 2007-08

TBD

Actual Performance for 2007-08

NA

No Progress Rating Selected

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: 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

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

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.**

Borger High School Highly Qualified Teacher Plan

2007-2008

Goal #1	Highly Qualified Staff: by the end of 2005-2006, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
Performance Measures	<ol style="list-style-type: none"> 1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2007-2008 2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2007-2008. 3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2007-2008. 4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2007-2008. 5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers 6. Attract and retain highly qualified teachers. 7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations.

Schoolwide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
3. HQ	1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent Assistant Superintendent for Personnel and Curriculum	T IIA Local T III, LEP	Number of positions posted Number of applications completed Number of visits on the web page	September February May
3. HQ	2. Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Mentor assignments Mentor conference logs	August December April
3. HQ	3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Assistant Superintendent for Personnel and Curriculum	T IIA Local	Personnel files Teacher interviews	July/August July/August

3. HQ	4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Assistant Superintendent for Personnel and Curriculum Exec. Director of Elementary Instruction and Special Programs Campus Principal	T IIA Local T III, LEP	Number of teachers in ACPs Personnel Files	August
3. HQ	5. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Personnel files	August
3. HQ	6. Require all new instructional aides to complete PDA training.	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local T IA	Certificates of Attendance Number of paraprofessionals attending PDA training	May May
3. HQ	7. All new instructional aides will be required to be proficient on the Skills Profiler no later than six weeks after the hire date	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Skills Profiler Assessment by GNeil	August September
3. HQ	8. Encourage teachers to attain ESL/GT certification.	All teachers	Superintendent Assistant Superintendent for Personnel and Curr. Exec. Dir. Elem. Instr. And Sp. Prog.	T IIA Local T III, LEP	Personnel files	August - May
3. HQ	9. Professional Development is provided for all teacher in the district	All teachers	Superintendent Campus Principal	T IIA		August 16-24 October 11, January 21
3. HQ	10. All Teachers will have the opportunity to attend Staff Development throughout the year that will assist them in becoming Highly Qualified with special consideration given to those who are not Highly Qualified.	All teachers	Superintendent Campus Principal	T IIA	Certificates of Attendance Audit trail or travel expenditures	August - June

Title I Schoolwide Components			
1. CNA	Comprehensive Needs Assessment	6. PI	Increasing Parent Involvement
2. RS	School Reform Strategies	7. T	Transition

3. HQ	Highly Qualified Staff	8. TIA	Teacher Input in Assessments
4. PD	Professional Development	9. AM	Assistance for Mastery
5. ER	Employee Recruitment	10. CIS	Coordination/Integration of Services

Program Budget Codes			
Local	Local	T IV	Title IV (Safe & Drug Free)
T IA	Title I, Part A	T V	Title V (Innovative Schools)
T IC	Title I, Part C (Migrant)	SCE	State Compensatory Ed.
T IIA	Title II, Part A (TPTR)	OEYP	Optional Extended Year
T IID	Title II, Part D (Technology)	AMI/ARI	Accelerated Math/Reading
T III	Title III (Bilingual/ESL)	Other	Other