

# **DeKalb ISD**

## **District Improvement Plan**

**2006-07**

**The mission of DeKalb ISD is to produce graduates with the knowledge, skills, and high moral character, to cope with inevitable change in a competitive and diverse society by providing them with a customized learning environment utilizing the agricultural and historical resources of our community.**

## PARAMETERS

All policies and practices will ensure equity.

We will not tolerate prejudicial discrimination of any kind.

We will provide a safe and secure environment in all school facilities for students and employees.

We will hold all individuals responsible for their actions.

We will not compromise the quality of our educational system.

## DeKalb ISD Belief Statements

- |    |   |
|----|---|
| 1  | The family is the primary force in a child's development. |
| 2  | Learning is a life-long process.                          |
| 3  | Diversity is strength.                                    |
| 4  | All people have equal worth.                              |
| 5  | Education is the pathway to opportunities.                |
| 6  | Children are a priority in the community.                 |
| 7  | Communication is essential for effective relationships.   |
| 8  | Parents, teachers, and community nurture the whole child. |
| 9  | A compassionate environment enhances individual growth.   |
| 10 | Growth and improvement require change.                    |

**Goal 1:** Students will be encouraged and challenged to meet their full educational potential. Students will meet state standards by demonstrating exemplary performance > 90%. The areas will be math, reading, writing, social studies, and science.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	6) Student Performance
7) School Environment	8) Instructional Techniques		
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	6) Frequent Monitoring of Student Progress	7) Home-School Relations
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	6) Parental Involvement
9) Identify and Assist with Student Difficulties			

**Indicator:** TAKS Reading

**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2006	≥ 90 %	2011-12	≥ 95 %	2007
African American	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Economically Disadvantaged	95 %	2006	≥ 90 %	2011-12	≥ 95 %	2007
White	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007
Male	94 %	2006	≥ 90 %	2011-12	≥ 94 %	2007
Female	95 %	2006	≥ 90 %	2011-12	≥ 95 %	2007

**Indicator:** TAKS Reading

**Grade:** 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
African American	56 %	2006	≥ 90 %	2011-12	≥ 62.8 %	2007
Economically Disadvantaged	74 %	2006	≥ 90 %	2011-12	≥ 77.2 %	2007
White	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
Male	81 %	2006	≥ 90 %	2011-12	≥ 82.8 %	2007
Female	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007

**Indicator:** TAKS Reading**Grade:** 5

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	77 %	2006	≥ 90 %	2011-12	≥ 79.6 %	2007
African American	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
Economically Disadvantaged	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
White	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
Male	65 %	2006	≥ 90 %	2011-12	≥ 70 %	2007
Female	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007

**Indicator:** TAKS Reading**Grade:** 6

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	93 %	2006	≥ 90 %	2011-12	≥ 93 %	2007
African American	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Economically Disadvantaged	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	98 %	2006	≥ 90 %	2011-12	≥ 98 %	2007
Male	93 %	2006	≥ 90 %	2011-12	≥ 93 %	2007
Female	93 %	2006	≥ 90 %	2011-12	≥ 93 %	2007

**Indicator:** TAKS Reading

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2006	≥ 90 %	2011-12	≥ 91 %	2007
African American	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Economically Disadvantaged	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
White	94 %	2006	≥ 90 %	2011-12	≥ 94 %	2007
Male	91 %	2006	≥ 90 %	2011-12	≥ 91 %	2007
Female	91 %	2006	≥ 90 %	2011-12	≥ 91 %	2007

**Indicator:** TAKS Reading

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2006	≥ 90 %	2011-12	≥ 91 %	2007
African American	82 %	2006	≥ 90 %	2011-12	≥ 83.6 %	2007
Economically Disadvantaged	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007
Male	92 %	2006	≥ 90 %	2011-12	≥ 92 %	2007
Female	91 %	2006	≥ 90 %	2011-12	≥ 91 %	2007

**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	91 %	2006	≥ 90 %	2011-12	≥ 91 %	2007
African American	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Economically Disadvantaged	82 %	2006	≥ 90 %	2011-12	≥ 83.6 %	2007
White	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Male	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Female	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007

**Indicator:** TAKS Math**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2006	≥ 90 %	2011-12	≥ 92 %	2007
African American	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Economically Disadvantaged	95 %	2006	≥ 90 %	2011-12	≥ 95 %	2007
White	92 %	2006	≥ 90 %	2011-12	≥ 92 %	2007
Male	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Female	95 %	2006	≥ 90 %	2011-12	≥ 95 %	2007

**Indicator:** TAKS Math**Grade:** 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
African American	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
Economically Disadvantaged	87 %	2006	≥ 90 %	2011-12	≥ 87.6 %	2007
White	95 %	2006	≥ 90 %	2011-12	≥ 95 %	2007
Male	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007
Female	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007

**Indicator:** TAKS Math**Grade:** 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	77 %	2006	≥ 90 %	2011-12	≥ 79.6 %	2007
African American	47 %	2006	≥ 90 %	2011-12	≥ 55.6 %	2007
Economically Disadvantaged	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007
White	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
Male	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Female	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007

**Indicator:** TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82 %	2006	≥ 90 %	2011-12	≥ 83.6 %	2007
African American	58 %	2006	≥ 90 %	2011-12	≥ 64.4 %	2007
Economically Disadvantaged	68 %	2006	≥ 90 %	2011-12	≥ 72.4 %	2007
White	91 %	2006	≥ 90 %	2011-12	≥ 91 %	2007
Male	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Female	90 %	2006	≥ 90 %	2011-12	≥ 90 %	2007

**Indicator:** TAKS Math**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007
African American	47 %	2006	≥ 90 %	2011-12	≥ 55.6 %	2007
Economically Disadvantaged	68 %	2006	≥ 90 %	2011-12	≥ 72.4 %	2007
White	90 %	2006	≥ 90 %	2011-12	≥ 90 %	2007
Male	78 %	2006	≥ 90 %	2011-12	≥ 80.4 %	2007
Female	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007

**Indicator:** TAKS Math**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
African American	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Economically Disadvantaged	82 %	2006	≥ 90 %	2011-12	≥ 83.6 %	2007
White	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Male	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Female	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007

**Indicator:** TAKS Math**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	63 %	2006	≥ 90 %	2011-12	≥ 68.4 %	2007
African American	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007
Economically Disadvantaged	56 %	2006	≥ 90 %	2011-12	≥ 62.8 %	2007
White	65 %	2006	≥ 90 %	2011-12	≥ 70 %	2007
Male	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Female	46 %	2006	≥ 90 %	2011-12	≥ 54.8 %	2007

**Indicator:** TAKS Math**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
African American	69 %	2006	≥ 90 %	2011-12	≥ 73.2 %	2007
Economically Disadvantaged	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
White	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Male	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Female	77 %	2006	≥ 90 %	2011-12	≥ 79.6 %	2007

**Indicator:** TAKS Math**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	87 %	2006	≥ 90 %	2011-12	≥ 87.6 %	2007
African American	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Economically Disadvantaged	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
White	87 %	2006	≥ 90 %	2011-12	≥ 87.6 %	2007
Male	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Female	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007

**Indicator:** TAKS Writing**Grade:** 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007
African American	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
Economically Disadvantaged	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007
White	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Male	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007
Female	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007

**Indicator:** TAKS Writing**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	97 %	2006	≥ 90 %	2011-12	≥ 97 %	2007
African American	92 %	2006	≥ 90 %	2011-12	≥ 92 %	2007
Economically Disadvantaged	94 %	2006	≥ 90 %	2011-12	≥ 94 %	2007
White	98 %	2006	≥ 90 %	2011-12	≥ 98 %	2007
Male	94 %	2006	≥ 90 %	2011-12	≥ 94 %	2007
Female	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007

**Indicator:** TAKS Social Studies**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2006	≥ 90 %	2011-12	≥ 93 %	2007
African American	78 %	2006	≥ 90 %	2011-12	≥ 80.4 %	2007
Economically Disadvantaged	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
White	98 %	2006	≥ 90 %	2011-12	≥ 98 %	2007
Male	92 %	2006	≥ 90 %	2011-12	≥ 92 %	2007
Female	94 %	2006	≥ 90 %	2011-12	≥ 94 %	2007

**Indicator:** TAKS Social Studies**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007
African American	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Economically Disadvantaged	96 %	2006	≥ 90 %	2011-12	≥ 96 %	2007
White	94 %	2006	≥ 90 %	2011-12	≥ 94 %	2007
Male	94 %	2006	≥ 90 %	2011-12	≥ 94 %	2007
Female	97 %	2006	≥ 90 %	2011-12	≥ 97 %	2007

**Indicator:** TAKS Social Studies**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	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
African American	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Economically Disadvantaged	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
White	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Male	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Female	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007

**Indicator:** TAKS Science**Grade:** 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	74 %	2006	≥ 90 %	2011-12	≥ 77.2 %	2007
African American	71 %	2006	≥ 90 %	2011-12	≥ 74.8 %	2007
Economically Disadvantaged	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
White	78 %	2006	≥ 90 %	2011-12	≥ 80.4 %	2007
Male	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
Female	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007

**Indicator:** TAKS Science**Grade:** 10

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	64 %	2006	≥ 90 %	2011-12	≥ 69.2 %	2007
African American	54 %	2006	≥ 90 %	2011-12	≥ 61.2 %	2007
Economically Disadvantaged	58 %	2006	≥ 90 %	2011-12	≥ 64.4 %	2007
White	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
Male	61 %	2006	≥ 90 %	2011-12	≥ 66.8 %	2007
Female	68 %	2006	≥ 90 %	2011-12	≥ 72.4 %	2007

**Indicator:** TAKS Science**Grade:** 11

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	90 %	2006	≥ 90 %	2011-12	≥ 90 %	2007
African American	78 %	2006	≥ 90 %	2011-12	≥ 80.4 %	2007
Economically Disadvantaged	81 %	2006	≥ 90 %	2011-12	≥ 82.8 %	2007
White	97 %	2006	≥ 90 %	2011-12	≥ 97 %	2007
Male	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Female	94 %	2006	≥ 90 %	2011-12	≥ 94 %	2007

**Indicator:** TAKS English/Lang. Arts**Grade:** 10

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	68 %	2006	≥ 90 %	2011-12	≥ 72.4 %	2007
African American	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
Economically Disadvantaged	65 %	2006	≥ 90 %	2011-12	≥ 70 %	2007
White	68 %	2006	≥ 90 %	2011-12	≥ 72.4 %	2007
Male	69 %	2006	≥ 90 %	2011-12	≥ 73.2 %	2007
Female	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007

**Indicator:** TAKS English/Lang. Arts**Grade:** 11

<b>Group</b>	<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
African American	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Economically Disadvantaged	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
White	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Male	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007
Female	99 %	2006	≥ 90 %	2011-12	≥ 99 %	2007

**Strategies**



<b>Goal 1 - Strategy 1</b>		<b>Reading</b>												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> James Brewer			<b>Brief Description:</b> To increase TAKS scores for all students and student subgroups in reading to greater than 90%.					<b>Evaluation Benchmark:</b> TAKS test, Reading Benchmarks,						
<b>Leader Progress Report Dates:</b> May, 06														
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>			<b>Amount</b>					
Teachers			Number of FTE's: 2.50			Title Budget			\$200,000.00					
School Library			Reading First, Title			Reading First Grant			\$228,000.00					
Parent Support			Cost: \$266,400.00			ARI			\$2,800.00					
District Coordinator						AMI			\$5,000.00					
Campus Admin. Staff									<hr/> \$435,800.00					
<b>Timeline</b>														
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	
TAKS scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses.	Principals			X	X							X	X	
SDAA scores will be disaggregated by grade and class and given to teachers.	Counselors	X	X	X								X	X	
Use of accelerated reading program in elementary grades to increase reading skills.	Debbie Shumake	X	X	X	X	X	X	X	X	X	X			
Provide training for staff in effective reading techniques.	Stephanie Sparks	X	X									X	X	
Alignment of reading curriculum vertically and horizontally for all grade levels.	James Brewer; Stephanie Sparks, Principals	X												

<b>Goal 1 - Strategy 1      Reading</b>													
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Use of classroom literacy centers and centers for reading in elementary, increase library book circulation in middle and high school	James Brewer; Debbie Shumake	X											
Maintain dyslexia program by identifying and testing of students using the MTA and CEI programs in all grade levels.	M. Fannin; P. Benton; M. Palmore	X	X	X	X	X	X	X	X	X	X	X	
IEP's of special populations will be followed to maximize abilities.	Principals	X	X	X	X	X	X	X	X	X	X	X	
Enrichment will be offered before and after school to students needing assistance in reading	Principals	X											
Migrant students will be tested and placed on reading level.	C. Higley; C. Wise	X	X	X	X	X	X	X	X	X	X	X	X
Use of an intervention reading Title I teacher will be utilized in K thru 3 grades.	Glenda Coffey; V. Lum	X	X	X	X	X	X	X	X	X	X	X	
ARI and AMI money will be utilized for reading and math programs in K-5	Principals			X	X	X		X	X	X			
Reading first grant will be utilized in K-3 to implement Voyager reading program.	V. Lum; Carol White			X	X	X	X	X	X	X	X	X	

<b>Goal 1 - Strategy 2</b>		<b>Mathematics</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To increase TAKS scores of all students and student subgroups in mathematics to greater than 95%.	<b>Evaluation Benchmark:</b> TAKS test											
<b>Leader Progress Report Dates:</b> May 06													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Teachers	Number of FTE's: 1.20	Compensatory Ed. Budget										\$25,000.00	
Staff	Partially Title Funded	AMI										\$18,100.00	
District Coordinator	Cost: \$43,100.00											<hr/> \$43,100.00	
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
TAKS scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses.	Principals; Curriculum Director	X	X	X							X	X	X
SDAA scores will be disaggregated by grade and class and given to teachers.	Principals	X	X	X							X	X	X
Review math curriculums and align to TEKS objectives.	Stephanie Sparks; Principals	X									X	X	X
IEP's of special populations will be followed to maximize abilities.	Principals	X	X	X	X	X	X	X	X	X	X		
Provide enrichment before and after school for students in need of assistance in math.	Principals	X											
Provide training for staff in effective math techniques.	Stephanie Sparks	X										X	X

<b>Goal 1 - Strategy 2      Mathematics</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
AMI money will be used in K-5th gr. to purchase supplies for the classroom.	Principals			X	X	X	X	X	X				
Implement region wide math curriculum developed by region 8	Stephanie Sparks	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 3</b>		<b>Writing</b>												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To increase TAKS writing scores for all students and student subgroups to greater than 93% with special emphasis on Hispanic and Economically disadvantaged students.	<b>Evaluation Benchmark:</b> TAKS Test												
<b>Leader Progress Report Dates:</b> May 06														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Teachers	Number of FTE's: 0.10	Title Budget										\$5,000.00		
District Coordinator	Partially Title Funded	Compensatory Ed. Budget										\$7,000.00		
District Admin. Staff	Cost: \$12,000.00											<hr/>		
Campus Admin. Staff												\$12,000.00		
<b>Timeline</b>														
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	
TAKS scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses.	Principals	X									X	X	X	X
SDAA scores will be disaggregated by grade and class and given to teachers.	Principals	X										X	X	X
The writing curriculum will be aligned on the campuses vertically and horizontally.	James Brewer; S. Sparks; Principal	X	X										X	X
Enrichment will be offered before and after school to students needing assistance in writing.	Principals	X												
A benchmark will be administered to indicate the materials needed to improve academic achievement.	Stephanie Sparks; Principals		X		X			X			X			
Provide for staff development in writing.	Stephanie Sparks	X												

<b>Goal 1 - Strategy 3</b>		<b>Writing</b>											
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>

<b>Goal 1 - Strategy 4</b>		<b>Social Studies</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To increase TAKS social studies scores for all students and student subgroups to greater than 90%.	<b>Evaluation Benchmark:</b> TAKS test											
<b>Leader Progress Report Dates:</b> May 06													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Teachers	Number of FTE's: 0.10	Title Budget										\$6,000.00	
District Admin. Staff	Partially Title Funded	Compensatory Ed. Budget										\$5,000.00	
Campus Admin. Staff	Cost: \$11,000.00											<u>\$11,000.00</u>	
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Provide staff development on the social studies TAKS exam.	Stephanie Sparks	X											X X
The social studies curriculum will be aligned vertically and horizontally for the district.	James Brewer; S. Sparks; Principals	X		X						X			
Enrichment will be offered before and after school to all students.	Principals	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 1 - Strategy 5</b>		<b>Science</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To increase TAKS science scores for all students and student subgroups to greater than 90%.	<b>Evaluation Benchmark:</b> TAKS test											
<b>Leader Progress Report Dates:</b> May 06													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
District Admin. Staff	Number of FTE's: 0.10	Title Budget										\$8,000.00	
Central Office	Partially Title Funded	Compensatory Ed. Budget										\$15,000.00	
Campus Admin. Staff	Cost: \$23,000.00											<u>\$23,000.00</u>	
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The science curriculum will be aligned vertically and horizontally in the district.	James Brewer; S. Sparks; Principals	X										X	X
Enrichment will be offered before and after school to all students.	Principals	X											
Staff development will be provided in science.	Stephanie Sparks	X											
Utilize the Dana Center in working a science curriculum.	Stephanie Sparks		X	X					X				

<b>Goal 1 - Strategy 6</b>		<b>Drop Out Rate</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To maintain or reduce the drop out rate from 0.4% to 0% for 2005-2006 school year.	<b>Evaluation Benchmark:</b> PEIMS data											
<b>Leader Progress Report Dates:</b> May 06													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Teachers	Number of FTE's: 6.00	Title Budget										\$10,000.00	
District Coordinator	Partially Comp. Ed Funded	District Budget										\$24,000.00	
Central Office	Cost: \$94,000.00	Compensatory Ed. Budget										\$60,000.00	
Campus Admin. Staff												<hr/> \$94,000.00	
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
All campuses will use a comprehensive program to identify and prevent at-risk students from leaving school.	Principals; Counselors	X	X	X	X	X	X	X	X	X	X	X	
Saturday school and summer school will be offered for academic and excessive absences of students.	Principals								X	X	X	X	X
The district will offer full day Pre-K programs for students who qualify.	James Brewer	X	X	X	X	X	X	X	X	X	X	X	
Homebound and pregnancy related services will be provided.	Principals; Patsy Benton	X	X	X	X	X	X	X	X	X	X	X	
District will monitor all students who drop out.	Donna Addington; Counselors	X	X	X	X	X	X	X	X	X	X	X	
The district will provide counselors for at-risk students and for	James Brewer; Counselors	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 1 - Strategy 6</b>		<b>Drop Out Rate</b>											
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
students with poor attendance to ensure academic success.													
Support personnel will be provided for students at-risk and in need of assistance	James Brewer	X	X	X	X	X	X	X	X	X	X	X	X
Instructional materials will be provided for at-risk students.	Principals	X	X	X	X	X	X	X	X	X	X	X	X
The district will employ the use of ISS and AEP to offer alternatives to dropping out by partnering with New Boston and other schools.	James Brewer	X	X	X	X	X	X	X	X	X	X	X	X
Enrichment will be provided before and after school.	Principals			X	X	X	X	X	X	X	X	X	X
Supplies will be purchased for students in need.	Principals; Counselors			X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 7</b>		<b>Dyslexia Services</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> Principals	<b>Brief Description:</b> To provide adequate services for students identified with dyslexia so all students and student subgroups can accomplish state standards.	<b>Evaluation Benchmark:</b> TAKS test											
<b>Leader Progress Report Dates:</b> Aug. 06													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Teachers	Number of FTE's: 0.10	Title Budget										\$10,000.00	
District Coordinator	Partially Title Funded	Special Education Budget										\$15,000.00	
	Cost: \$26,000.00	Compensatory Ed. Budget										\$1,000.00	
												<hr/>	
<b>\$26,000.00</b>													
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
Provide for identification, evaluation, and placement of students of dyslexia.	M. Fannin, M. Palmore, P. Benton	X	X	X	X	X	X	X	X	X	X	X	
Use of the MTA and CEI programs to meet the needs of students with dyslexia.	Principals	X	X	X	X	X	X	X	X	X	X	X	
Provide staff development on identifying and recognizing students with dyslexia.	S. Sparks	X	X	X	X								

<b>Goal 1 - Strategy 8</b>		<b>Academic performance--Migrant</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To increase academic performance of state scores for all migrant children by having a score of 70% or above on the TAKS test.	<b>Evaluation Benchmark:</b> TAKS test											
<b>Leader Progress Report Dates:</b> Aug. 06													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Teachers	Number of FTE's: 1.10	Title Budget										\$15,000.00	
District Coordinator	Partially Comp. Ed Funded	Migrant										\$9,498.00	
	Cost: \$45,604.00	ESL Budget										\$9,106.00	
		Compensatory Ed. Budget										\$12,000.00	
												<hr/>	
												\$45,604.00	
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
Migrant students will be identified and tracked accordingly with a timely record transfer system.	C. Wise	X	X	X	X	X	X	X	X	X	X	X	X
Services for migrant population will be coordinated with local social services.	C. Wise	X	X									X	X
Counseling services will be provided to migrant students.	Donna Addington	X	X	X	X	X	X	X	X	X	X		
Technology training will be offered through computer labs and classes.	Principals, T. Williams												
Tutorials will be provided before and after school for students needing assistance.	Principals	X											

<b>Goal 1 - Strategy 8</b>		<b>Academic performance--Migrant</b>											
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Instructional materials will be provided to students in need.	Principals	X											

<b>Goal 1 - Strategy 9</b>		<b>Academic Services</b>												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To provide all students in need of assistance with services in reading, writing, and math.	<b>Evaluation Benchmark:</b>												
<b>Leader Progress Report Dates:</b> Aug. 06														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Title Teachers	Number of FTE's: 1.00	Title Budget										\$35,000.00		
Teachers	Partially Title Funded	Compensatory Ed. Budget										\$10,000.00		
District Coordinator	Cost: \$45,000.00											<u>\$45,000.00</u>		
<b>Timeline</b>														
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	
Review schoolwide Title I program in place at School/Parent Compact meeting	James Brewer				X									
Daily intervention reading for students in need will be offered.	Vincent Lum, Carol White	X	X	X	X	X	X	X	X	X	X	X	X	
Provide program information in home language/school/parent compact.	Principals, Counselors	X	X	X	X	X	X	X	X	X	X	X	X	
Supplies will be furnished to students in need.	Principals			X	X	X	X	X	X	X	X	X	X	

<b>Goal 1 - Strategy 10</b>		<b>Attendance Rate</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To improve the attendance rate to 98% for the 2005-2006 school year.	<b>Evaluation Benchmark:</b>											
<b>Leader Progress Report Dates:</b> May 06													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Teachers	Number of FTE's: 0.20	District Budget										\$2,500.00	
Campus Admin. Staff	Partially Comp. Ed Funded	Compensatory Ed. Budget										\$9,000.00	
	Cost: \$11,500.00											<u>\$11,500.00</u>	
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
An attendance review committee will be designated by the district for the campuses for monitoring student attendance.	Principals	X	X	X	X	X	X	X	X	X	X	X	X
Incentives will be implemented for extrinsic methods in place to address attendance.	Principals	X	X	X	X	X	X	X	X	X	X	X	X
Perfect attendance awards will be given to students	Principals												X
Saturday school and after school tutorials for students needing assistance for attendance and academic needs.	James Brewer, Principals				X	X	X	X	X	X	X	X	X
Parents will be notified by mail of excessive absences of students.	Attendance clerks			X	X	X	X	X	X	X	X	X	X
Attendance will be monitored by attendance personnel.	Principals			X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 11    ESL</b>														
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> James Brewer			<b>Brief Description:</b> ESL students will increase academic performance above 70%.			<b>Evaluation Benchmark:</b> 6 wks. grades, TAKS test								
<b>Leader Progress Report Dates:</b> Aug. 06														
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>						<b>Amount</b>		
Teachers			Number of FTE's: 1.00			Title Budget						\$11,000.00		
District Coordinator			Partially Comp. Ed Funded			Compensatory Ed. Budget						\$7,000.00		
Campus Admin. Staff			Cost: \$18,000.00									<u>\$18,000.00</u>		
<b>Timeline</b>														
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	
Students who are ESL will be identified.	Principals, Higley, Wise	X	X	X	X	X	X	X	X	X	X	X	X	
Students will be provided enrichment in the mornings and after school.	Higley, Wise	X	X	X	X	X	X	X	X	X	X			
Pull out program for students needing ESL services.	Principals	X	X	X	X	X	X	X	X	X	X			
Offer summer school for migrant and ESL students services for those that qualify.	Principals											X	X	
Services will be administered to LEP students.	Principals	X	X	X	X	X	X	X	X	X	X			
Supplies will be furnished to students in need.	Principals			X	X	X	X	X	X	X	X			

<b>Goal 1 - Strategy 12 Attendance Rate</b>													
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer			<b>Brief Description:</b> The attendance rate will increase from 96% to 98%.					<b>Evaluation Benchmark:</b> PEIMS data					
<b>Leader Progress Report Dates:</b> May 06													
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>				<b>Amount</b>			
Teachers			Number of FTE's: 0.10			District Budget				\$2,400.00			
Central Office			District							\$2,400.00			
Campus Admin. Staff			Cost: \$2,400.00										
<b>Timeline</b>													
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
The attendance rate will be monitored and policies adopted to ensure attendance.	James Brewer	g	e	c	o	e	a	e	a	r	p	r	y
		X	X	X	X	X	X	X	X	X	X	X	X
Use district wide incentives to encourage attendance	Principals	X	X	X	X	X	X	X	X	X	X	X	X
The district will communicate the importance of attendance through newspapers, letters, and/or phone calls.	James Brewer, Principals	X	X	X	X	X	X	X	X	X	X	X	X

**Goal 2:** A well balanced and appropriate curriculum will be provided to all students.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	7) School Environment
8) Instructional Techniques	9) Technology		
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
6) Parental Involvement	8) Include Teachers in Decisions	10) Federal, State, and Local Programs	

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## Strategies

<b>Goal 2 - Strategy 1</b>		<b>G/T</b>
<i>There are no Indicators/Objectives supported by this Strategy</i>		
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> All teachers will receive G/T training.	<b>Evaluation Benchmark:</b> Certificates
<b>Leader Progress Report Dates:</b> Aug. 06		
<b>Resources Required:</b> Teachers Contract Service	<b>FTE's Required:</b> Number of FTE's: 0.10 G/T funds Cost: \$14,217.00	<b>Source of Funds:</b> GT Budget
		<b>Amount</b> \$14,217.00 <hr/> \$14,217.00
<b>Timeline</b>		
Activity	Person Responsible	A u g  S e p  O c t  N o v  D e c  J a n  F e b  M a r  A p r  M a y  J u n  J u l
All teachers will receive curriculum training for gifted and talented.	James Brewer, Sparks	X X
All teachers, past and present, will receive 30 hours of training in gifted and talented.	James Brewer, Sparks	X
All teachers will receive a 6 hour update for gifted and talented.	James Brewer, Sparks	X
Supplies will be purchased for G/T.	Principals	X X X X X X X X

**Goal 2 - Strategy 2 Professional Development**

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

<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> Professional development will be provided to all teachers.	<b>Evaluation Benchmark:</b> Certificates
<b>Leader Progress Report Dates:</b> Aug. 06		

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teachers	Number of FTE's: 0.50	Title Budget	\$10,000.00
District Coordinator	Partially Title Funded	Technology Budget	\$10,000.00
Central Office	Cost: \$44,625.00	Reading First Grant	\$24,625.00
Campus Admin. Staff			\$44,625.00

**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
All teachers will have training in crisis prevention.	Principals	X											
All teachers will have training in suicide prevention	Principals	X											
All teachers will have training in curriculum alignment vertically and horizontally.	Stephanie Sparks, J. Brewer	X		X		X		X		X			
Teachers will have training in technology.	Tim Williams, Principals			X	X								

**Goal 3:** The district will identify and ensure all gifted/talented students are provided services to reach their full potential.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) School Personnel
7) School Environment	8) Instructional Techniques	9) Technology	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	7) Home-School Relations
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	4) Professional Development	6) Parental Involvement

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## Strategies

**Goal 3 - Strategy 1 Programs**

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

<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> Gifted and talented students are provided programs that provide them advances in their strengths and reaching their full potential.	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> Aug. 06		

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teachers	Number of FTE's: 0.10	GT Budget	\$400.00
District Coordinator	G/T		\$400.00
Campus Admin. Staff	Cost: \$450.00		

**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Annually screen and place students in the G/T programs.	Counselors	X	X	X	X								
All students will be served in the classroom through an enriched curriculum with teachers trained in G/T practices.	Principals	X	X	X	X	X	X	X	X	X	X		
Planned co-curricular trips will be utilized for enrichment activities for students.	Counselors	X						X			X		

**Goal 4:** All students will have the opportunity to graduate from high school.

**Correlates with:**

<b>State Objectives</b>			
3) Dropout Prevention	4) Curriculum	5) School Personnel	7) School Environment
8) Instructional Techniques			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	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	5) Professional Staff
6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

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## Strategies

**Goal 4 - Strategy 1**      Notification of Pre-K Program

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

<p><b>Leader(s):</b> James Brewer</p> <p><b>Leader Progress Report Dates:</b> Mar. 06</p>	<p><b>Brief Description:</b> Proper notification is provided to the public about the Pre-Kindergarten program.</p>	<p><b>Evaluation Benchmark:</b></p>
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<p><b>Resources Required:</b> Teachers Campus Admin. Staff</p>	<p><b>FTE's Required:</b> Number of FTE's: 0.10 District Cost: \$500.00</p>	<p><b>Source of Funds:</b> District Budget</p>	<p><b>Amount</b> \$500.00 <hr/>\$500.00</p>
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**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Letters of notification are sent home with all students.	James Brewer, V. Lum, K. Birdsong, S. Sparks									X			
Newspaper articles are published in the local papers notifying parents of the Pre-K program.	James Brewer, V. Lum									X			

**Goal 5:** Parents will be partners with educators in the education of their children at DeKalb ISD.

**Correlates with:**

<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	6) Student Performance
7) School Environment			
<b>Effective School Correlates</b>			
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	6) Parental Involvement	7) Student Transition to Elementary Programs
10) Federal, State, and Local Programs			

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## Strategies

**Goal 5 - Strategy 1**      **Communication**

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

<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To improve parental involvement and communication between schools and parents.	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> Aug. 05		

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Title Teachers	Number of FTE's: 0.10	District Budget	\$2,500.00
Teachers	migrant		\$2,500.00
Staff	Cost: \$2,500.00		
Campus Admin. Staff			

**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Encourage schoolwide attendance at assemblies and open house.	Principals	X	X	X	X	X	X	X	X	X	X		
Schoolwide discipline and academic conferences held with parents as needed	Principals	X	X	X	X	X	X	X	X	X	X		
Parents will have input and be a part of the site based committee.	James Brewer	X		X		X		X		X			
Accelerated reading will be offered and parents encouraged to read with their child.	Principals	X	X	X	X	X	X	X	X	X	X	X	X
Teachers call parents when monitoring students grades to inform parent of child's progress.	Teachers	X	X	X	X	X	X	X	X	X	X		
Section 504 will be discussed in the student handbook.	principals	X	X										

<b>Goal 5 - Strategy 1      Communication</b>													
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
Counseling will be provided, if needed, for parents of special population students.	James Brewer, Counselors	X	X	X	X	X	X	X	X	X	X		
Adult literacy classes will be held at night for people needing the English language.	Higley		X	X	X	X	X	X	X	X			

**Goal 6:** The district will monitor the number of special education students and TAKS exemptions by reducing the number of referrals by employing the following objectives.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
6) Student Performance	7) School Environment	8) Instructional Techniques	9) Technology
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	4) Professional Development	6) Parental Involvement
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

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## Strategies

**Goal 6 - Strategy 1** Initial Evaluation

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

<p><b>Leader(s):</b> James Brewer</p> <p><b>Leader Progress Report Dates:</b> Aug. 06</p>	<p><b>Brief Description:</b> A team process will be used to determine whether a student has a disability and requires special education.</p>	<p><b>Evaluation Benchmark:</b></p>
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<p><b>Resources Required:</b> District Coordinator</p>	<p><b>FTE's Required:</b> Number of FTE's: 1.00 Special Ed. Cost: \$110,000.00</p>	<p><b>Source of Funds:</b> Special Education Budget</p>	<p><b>Amount</b> \$110,000.00 <hr/>\$110,000.00</p>
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**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Each campus will have an intervention team that evaluates the student for referral to the special population program.	Principals	X	X	X	X	X	X	X	X	X	X		
The diagnostician will test students to assess if a disability exists.	Debra McCrary, Principals	X	X	X	X	X	X	X	X	X	X		

<b>Goal 6 - Strategy 2</b>		<b>Least Restrictive Environment</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> General education is considered first. LRE includes non-academic and extracurricular activities. (* = indicates CAP)	<b>Evaluation Benchmark:</b>											
<b>Leader Progress Report Dates:</b> Aug. 05													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Teachers	Number of FTE's: 0.20	Special Education Budget										\$70,000.00	
District Coordinator	Sp. Education											\$70,000.00	
Campus Admin. Staff	Cost: \$70,000.00												
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will concentrate on the LRE at all levels to reduce pull out programs for assistance class. The district will implement inclusion practices following LRE considerations.	James Brewer	X	X	X	X	X	X	X	X	X	X	X	X
CEI lab will be implemented on the campuses to improve math and reading.	James Brewer, Principals	X	X	X	X	X	X	X	X	X	X	X	X
Continue to involve disadvantaged students with non-disadvantaged students in general classes as determined by the ARD.	James Brewer, Principals	X	X	X	X	X	X	X	X	X	X	X	X
*Students with disabilities will be educated in the least restrictive environment.	James Brewer, Principals	X	X	X	X	X	X	X	X	X	X	X	X
Speech therapy will be provided through Western Bowie County Coop.	James Brewer, L. Foster	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 6 - Strategy 2</b>		<b>Least Restrictive Environment</b>											
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
Pregnancy related services will be provided to students in need of assistance.	James Brewer, Pat Grider, Patsy Benton	X	X	X	X	X	X	X	X	X	X		

Goal 6 - Strategy 3		Reevaluation												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To determine whether a student is still eligible for special education services. (* = indicates CAP)	<b>Evaluation Benchmark:</b>												
<b>Leader Progress Report Dates:</b> Aug. 05														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Teachers	Number of FTE's: 0.10	Special Education Budget										\$50,000.00		
District Coordinator	District											\$50,000.00		
Campus Admin. Staff	Cost: \$50,000.00													
<b>Timeline</b>														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
The district will ensure that the IEP's of students are being met and needs addressed.	James Brewer, Principals	X	X	X	X	X	X	X	X	X	X	X		
* The district will monitor and ensure that reevaluations are occurring every 3 years.	James Brewer, Principals, D. McCrary	X	X	X										
*The district will work to reduce the number of referrals to special education.	James Brewer, Principals	X	X	X	X	X	X	X	X	X	X	X		

Goal 6 - Strategy 4		Related Services												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> Related services are provided when needed and adequate personnel made available to provide the services. (* = indicates CAP)	<b>Evaluation Benchmark:</b>												
<b>Leader Progress Report Dates:</b> Aug. 05														
<b>Resources Required:</b> District Admin. Staff Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: 1.00 District Cost: \$110,000.00	<b>Source of Funds:</b> Special Education Budget	<b>Amount</b>											
			\$110,000.00											
			\$110,000.00											
<b>Timeline</b>														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
A licensed physical therapist will be provided to students needing PT.	James Brewer, WBC Sp. Ed.	X	X	X	X	X	X	X	X	X	X	X		
The district will provide transportation to students needing to be transported for special needs.	James Brewer, WBC Sp. Ed.	X	X	X	X	X	X	X	X	X	X	X		
An occupational therapist will be provided in the district.	James Brewer, WBC Sp. Ed.	X	X	X	X	X	X	X	X	X	X	X		
A registered nurse will be employed by the district full time.	James Brewer, Principals	X	X	X	X	X	X	X	X	X	X	X		
A counselor will be contracted with through WBC to work with students with special needs.	James Brewer, Counselors	X	X	X	X	X	X	X	X	X	X	X		

Goal 6 - Strategy 5		Transition														
<i>There are no Indicators/Objectives supported by this Strategy</i>																
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> A plan of study is developed for each student. It is written and incorporated into the student's IEP.	<b>Evaluation Benchmark:</b>														
<b>Leader Progress Report Dates:</b> Aug. 05																
<b>Resources Required:</b> Teachers District Coordinator Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: 0.20 Not Specified Cost: \$30,000.00	<b>Source of Funds:</b> Special Education Budget	<b>Amount</b>													
			<table border="1"> <tr> <td>\$30,000.00</td> </tr> <tr> <td>\$30,000.00</td> </tr> </table>												\$30,000.00	\$30,000.00
\$30,000.00																
\$30,000.00																
<b>Timeline</b>																
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J			
		u	e	c	o	e	a	e	a	p	a	u	u			
		g	p	t	v	c	n	b	r	r	y	n	l			
Transition planning will begin by the age of 14.	James Brewer, Principals, WBC	X	X	X						X	X					
Students will be assessed so their goals for achievement can be met.	James Brewer, Principals, WBC	X	X	X	X	X	X	X	X	X	X					
Vocational programs will be offered to students.	James Brewer, S. Peek	X	X	X	X	X	X	X	X	X	X					

<b>Goal 6 - Strategy 6</b>		<b>Continuous Action Plan</b>												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> Five areas of the comprehensive analysis process will be used to determine the effectiveness of the district's special education services.	<b>Evaluation Benchmark:</b>												
<b>Leader Progress Report Dates:</b> Aug. 05														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Teachers	Number of FTE's: 0.10	Special Education Budget										\$30,000.00		
District Coordinator	Partially Comp. Ed Funded											\$30,000.00		
District Admin. Staff	Cost: \$30,000.00													
Campus Admin. Staff														
<b>Timeline</b>														
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Faculty and staff will participate in sessions of professional development linked to student needs.	James Brewer, S. Sparks, Principals	X	X	X	X	X	X	X	X	X	X	X		
Student performance will be reported annually to the public.	James Brewer, District Improvement Team						X	X	X	X	X			

**Goal 7:** To provide students with basic skills and knowledge necessary for continuing the students education at the post secondary level or gain entry level employment.

**Correlates with:**

<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	5) School Personnel	6) Student Performance
7) School Environment	8) Instructional Techniques	9) Technology	
<b>Effective School Correlates</b>			
5) Opportunity to Learn and Student Time on Task	7) Home-School Relations		
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	5) Professional Staff
6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

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## Strategies

**Goal 7 - Strategy 1**      **Work Placement**

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

<b>Leader(s):</b> Ben Dooley	<b>Brief Description:</b> To provide training for work placement after high school.	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> Aug. 05		

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teachers	Number of FTE's: 6.00	Technology Budget	\$2,500.00
Supplies	Not Specified	CATE Budget	\$202,500.00
District Coordinator	Cost: \$205,000.00		\$205,000.00
Campus Admin. Staff			

**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will offer career and technology classes.	James Brewer, Peek, Williams	X	X	X	X	X	X	X	X	X	X		
The district will offer computer classes to all students.	James Brewer, Williams, Peek	X	X	X	X	X	X	X	X	X	X		
The district will provide computers and programs to upgrade and enhance learning.	James Brewer, Williams	X	X	X	X	X	X	X	X	X	X	X	
The district will provide staff development in career and technology	James Brewer, Williams, Sparks	X											X

**Goal 8:** The district will maintain a challenging, positive and safe environment.

**Correlates with:**

<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) School Personnel
6) Student Performance	7) School Environment	8) Instructional Techniques	
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	5) Professional Staff	6) Parental Involvement

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## Strategies

**Goal 8 - Strategy 1 Student Behavior**

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

<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> Student behavior will continue to improve through enforcement of the school rules and guidelines.	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> Aug. 05		

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
District Admin. Staff	Number of FTE's: 0.20	Pregnancy Related budget	\$7,500.00
Campus Admin. Staff	Not Specified	District Budget	\$4,000.00
	Cost: \$11,500.00		<u>\$11,500.00</u>

**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will ensure the facilities are safe and adequate for all.	James Brewer, Principals	X	X	X	X	X	X	X	X	X	X		
The code of conduct will be reviewed annually by the district committee.	James Brewer	X											X
The district will develop a crisis intervention team.	James Brewer	X	X	X	X	X	X	X	X	X	X		
Training for the crisis intervention team will be held within the district.	James Brewer	X											X
All campuses will conduct fire/tornado drills and procedures set.	James Brewer, Principals		X					X					
Peace officers will be employed for extra curricular activities.	James Brewer	X	X	X	X	X	X	X	X	X	X		

<b>Goal 8 - Strategy 2</b>		<b>Safe and Drug Free</b>											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To teach students positive skills to enable them to be safe and drug free.	<b>Evaluation Benchmark:</b>											
<b>Leader Progress Report Dates:</b> Aug. 05													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
District Coordinator	Number of FTE's: 0.20	Title Budget										\$4,000.00	
District Admin. Staff	Partially Title Funded											\$4,000.00	
Campus Admin. Staff	Cost: \$4,000.00												
<b>Timeline</b>													
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will improve student health services and bring immunizations current.	Pat Grider, Principals	X	X	X	X	X	X	X	X	X	X	X	
The district will monitor the drug awareness programs.	James Brewer, Principal		X		X				X				
The district will begin using the character counts program for all campuses.	James Brewer, Principals, Counselors			X		X			X				
The District will develop and implement an extra-curricular drug testing program for students involved in extra-curricular activities.	James Brewer, Principals	X		X		X			X		X		

**Goal 9:** The district will provide for pre-school services and classes to children who qualify.

**Correlates with:**

<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
7) School Environment			
<b>Effective School Correlates</b>			
4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	7) Home-School Relations	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	6) Parental Involvement	7) Student Transition to Elementary Programs
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

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## Strategies

**Goal 9 - Strategy 1**      **PK 3 & 4 Program**

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

<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> The district will offer a PK-3 and PK-4 class for three and four year olds.	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> Aug. 05		

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Staff	Number of FTE's: 1.90	Pre-K & K grant	\$42,321.00
District Admin. Staff	Partially Comp. Ed Funded	Compensatory Ed. Budget	\$75,000.00
Campus Admin. Staff	Cost: \$117,321.00		\$117,321.00

**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will offer a PK-3 program to children who qualify.	Vincent Lum, J. Brewer	X											
The district will offer a PK-4 program to children who qualify.	Vincent Lum, J. Brewer	X											
PK-3 will continue to be a full day program.	Vincent Lum	X											

**Goal 10:** The district will ensure that all teachers are certified or in the process of being certified.

**Correlates with:**

<b>State Objectives</b>			
5) School Personnel	7) School Environment		
<b>Effective School Correlates</b>			
4) Clear and Focused Mission			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	4) Professional Development	5) Professional Staff	10) Federal, State, and Local Programs

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## Strategies

**Goal 10 - Strategy 1 Certified Teachers**

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

<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To provide that certified teachers are employed by the district for the education of the children.	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> Aug. 05		

<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: 0.30 Not Specified Cost: \$66,422.00	<b>Source of Funds:</b> Title Budget	<b>Amount</b> \$66,422.00 \$66,422.00
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**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will actively recruit certified teachers.	James Brewer, Sparks	X	X	X	X	X	X	X	X	X	X		
The district will actively recruit minority teachers.	James Brewer, Sparks	X											
The district will encourage teachers and support personnel to pursue classes of higher education to maintain current status on new ideas and techniques.	James Brewer, Principals	X											
The district will encourage teachers and support personnel to pursue workshops and learning opportunities in their area of expertise to develop new strategies for education.	James Brewer, Principals	X											
As the district employs support personnel, they will have 2 years in which to be certified.	James Brewer	X											
The district will assess the needs of the teachers to meet the demands of education.	Principals	X											

<b>Goal 10 - Strategy 1 Certified Teachers</b>													
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
The district will offer workshops based on the needs of teachers and support personnel.	James Brewer, Sparks	X				X			X				X
The district will hold a new teacher orientation for those new to the district.	James Brewer, Principals, Central Office	X											
The District will send paraprofessionals to certification workshops as the need arises.	Stephanie Sparks	X	X	X	X	X	X	X	X	X	X		

**Goal 11:** To provide students with the opportunity to develop technological skills that enable them to succeed in school.

**Correlates with:**

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## Strategies

**Goal 11 - Strategy 1 Computer Resources**

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

<b>Leader(s):</b> James Brewer	<b>Brief Description:</b> To offer computer technology through resources in the school.	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> Aug. 05		

<b>Resources Required:</b> District Coordinator Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: 2.50 Partially Title Funded Cost: \$66,632.00	<b>Source of Funds:</b> Title Budget Technology Budget	<b>Amount</b> \$60,000.00 \$6,632.00 <hr/> \$66,632.00
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**Timeline**

Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will provide programs in the campus computer labs for remediation. (classworks, etc.)	Tim Williams, Principals	X	X	X	X	X	X	X	X	X	X		
The district will provide computers in each classroom.	James Brewer, Williams	X	X	X	X	X	X	X	X	X	X		
Provide teacher in-service in computer usage.	Stephanie Sparks, Williams	X											X
The high school and middle school will use the A-plus program for students in need of assistance.	Stephanie Sparks, Kim Birdsong	X										X	X

# **APPENDIX I**

## **SHARED DECISION MAKING COMMITTEE**

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

#### **NEEDS ASSESSMENT**

#### **SUMMATIVE EVALUATION**

<b>2006-07 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Superintendent	James Brewer			
Principal	Stephanie Sparks			
Principal	Vincent Lum			
Principal	Kim Birdsong			
District Level Professional	Donna Addington			
District Level Professional	Debra McCrary			
District Level Professional	Tim Williams			
District Level Professional	Jeanne Skipper			
District Level Professional	Cynthia Wise			
District Level Professional	Sherry Young			
District Level Professional	Debbie Shumake			
Classroom Teacher	Lecia Barrett			
Classroom Teacher	Cathryn Higley			
Parent	Blake Hodges			
Parent	Estella House			
Business Representative	Carolyn Harris			
Business Representative	Ted Prather			
Business Representative	Suzanna Prather			
Community Representative	America Hubbard			
Community Representative	Will Mashburn			
Community Representative	Helen Starling			
Student	Trayon Roberts			

Student	Clyde Scott
Student	Amber Johnson
Community Representative	Tony Shumake
Classroom Teacher	Cathy Meadows
Classroom Teacher	Sam Reeves
Classroom Teacher	Pam Carr
Classroom Teacher	Sheri Peek
Classroom Teacher	Michele Fannin

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

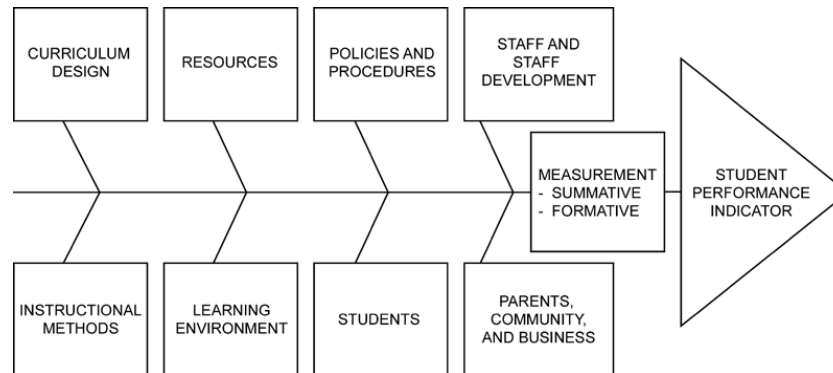
**Summative Evaluation for 2005-06**

## Needs Assessment Focus

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

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

### Process Chart



## Summative Evaluation for year 2006-07

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

### Objective Accomplishments

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#### TAKS Reading - Grade: 3

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##### Analysis Group: All Students

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: African American

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**Analysis Group: Male**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	94%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Reading - Grade: 4****Analysis Group: All Students**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	56%
Projected Annual Objective for 2006-07	62.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	74%
Projected Annual Objective for 2006-07	77.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	89.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	81%
Projected Annual Objective for 2006-07	82.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Reading - Grade: 5****Analysis Group: All Students**

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	79.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	86%
Projected Annual Objective for 2006-07	86.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	65%
Projected Annual Objective for 2006-07	70%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	89.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Reading - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	93%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	98%
Projected Annual Objective for 2006-07	98%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	93%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	93%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Reading - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	94%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Reading - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	83.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	92%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Reading - Grade: 9**

**Analysis Group: All Students**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	83.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 10**

**Analysis Group: All Students**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	69%
Projected Annual Objective for 2006-07	73.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 88.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 77%  
 Projected Annual Objective for 2006-07 79.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 11**

**Analysis Group: All Students**

Actual Performance for 2005-06 87%  
 Projected Annual Objective for 2006-07 87.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 88.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 99%  
 Projected Annual Objective for 2006-07 99%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 87%  
 Projected Annual Objective for 2006-07 87.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 85%  
 Projected Annual Objective for 2006-07 86%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 88.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 3**

**Analysis Group: All Students**

Actual Performance for 2005-06 92%  
 Projected Annual Objective for 2006-07 92%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 88.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 95%  
 Projected Annual Objective for 2006-07 95%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 92%  
 Projected Annual Objective for 2006-07 92%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	87%
Projected Annual Objective for 2006-07	87.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Math - Grade: 5****Analysis Group: All Students**

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	79.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	47%
Projected Annual Objective for 2006-07	55.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	70%
Projected Annual Objective for 2006-07	74%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	89.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	70%
Projected Annual Objective for 2006-07	74%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	83.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	58%
Projected Annual Objective for 2006-07	64.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	68%
Projected Annual Objective for 2006-07	72.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 75%  
 Projected Annual Objective for 2006-07 78%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 90%  
 Projected Annual Objective for 2006-07 90%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2005-06 86%  
 Projected Annual Objective for 2006-07 86.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 75%  
 Projected Annual Objective for 2006-07 78%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 82%  
 Projected Annual Objective for 2006-07 83.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 88.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Math - Grade: 8****Analysis Group: All Students**

Actual Performance for 2005-06	79%
Projected Annual Objective for 2006-07	81.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	47%
Projected Annual Objective for 2006-07	55.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	68%
Projected Annual Objective for 2006-07	72.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	90%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 78%  
 Projected Annual Objective for 2006-07 80.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 79%  
 Projected Annual Objective for 2006-07 81.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 9**

**Analysis Group: All Students**

Actual Performance for 2005-06 63%  
 Projected Annual Objective for 2006-07 68.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 50%  
 Projected Annual Objective for 2006-07 58%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 56%  
 Projected Annual Objective for 2006-07 62.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 65%  
 Projected Annual Objective for 2006-07 70%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	46%
Projected Annual Objective for 2006-07	54.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Writing - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	89.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Writing - Grade: 7****Analysis Group: All Students**

Actual Performance for 2005-06	97%
Projected Annual Objective for 2006-07	97%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	92%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	94%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	98%
Projected Annual Objective for 2006-07	98%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	94%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Social Studies - Grade: 10**

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**Analysis Group: All Students**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	96%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	94%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	94%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	97%
Projected Annual Objective for 2006-07	97%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Social Studies - Grade: 11**

**Analysis Group: All Students**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Social Studies - Grade: 8**

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**Analysis Group: All Students**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	93%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	78%
Projected Annual Objective for 2006-07	80.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	89.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	98%
Projected Annual Objective for 2006-07	98%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	92%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	94%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Science - Grade: 10**

**Analysis Group: All Students**

Actual Performance for 2005-06	64%
Projected Annual Objective for 2006-07	69.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	54%
Projected Annual Objective for 2006-07	61.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	58%
Projected Annual Objective for 2006-07	64.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	61%
Projected Annual Objective for 2006-07	66.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	68%
Projected Annual Objective for 2006-07	72.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Science - Grade: 11**

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**Analysis Group: All Students**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	90%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	78%
Projected Annual Objective for 2006-07	80.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	81%
Projected Annual Objective for 2006-07	82.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	97%
Projected Annual Objective for 2006-07	97%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	94%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Science - Grade: 5****Analysis Group: All Students**

Actual Performance for 2005-06	74%
Projected Annual Objective for 2006-07	77.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	71%
Projected Annual Objective for 2006-07	74.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	78%
Projected Annual Objective for 2006-07	80.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	86%
Projected Annual Objective for 2006-07	86.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	62%
Projected Annual Objective for 2006-07	67.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS English/Lang. Arts - Grade: 10**

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**Analysis Group: All Students**

Actual Performance for 2005-06	68%
Projected Annual Objective for 2006-07	72.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	65%
Projected Annual Objective for 2006-07	70%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	68%
Projected Annual Objective for 2006-07	72.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	69%
Projected Annual Objective for 2006-07	73.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Female**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS English/Lang. Arts - Grade: 11**

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**Analysis Group: All Students**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: African American**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: White**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

## **APPENDIX II**

**DETAILED GOAL DEFINITIONS**

**OTHER REFERENCE MATERIALS**

## **Hot Topics**

### **Hot Topic 1: Strategy I**

Utilizing a variety of emerging technologies, we will design a curriculum and instructional programs that will meet the needs of all students and teachers.

### **Hot Topic 2: Strategy II**

We will form a lasting partnership with each graduate and maintain knowledge of his/her progress.

## **State Goals**

**Goal 1: Performance - English**

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

**Goal 2: Performance - Mathematics**

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

**Goal 3: Performance - Science**

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

**Goal 4: Performance - Social Studies**

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

## **State Objectives**

**Objective 1: Partnering Parents with Educators**

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

**Objective 2: Student Potential**

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

**Objective 3: Dropout Prevention**

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

**Objective 4: Curriculum**

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

**Objective 5: School Personnel**

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

**Objective 6: Student Performance**

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

**Objective 7: School Environment**

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

**Objective 8: Instructional Techniques**

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

**Objective 9: Technology**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All students will graduate from high school.

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

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

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

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

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

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

## **Effective School Correlates**

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

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

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

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

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

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

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

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

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

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

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

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

**Correlate 3: Instructional Leadership**

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

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

**Correlate 4: Clear and Focused Mission**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Correlate 7: Home-School Relations**

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

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

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

## **Title I - Targeted Assistance Schools**

### **Goal 1: Use Resources to Help Meet Standards**

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

### **Goal 2: Ensure Planning is Incorporated**

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

### **Goal 3: Use Effective Methods**

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

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

### **Goal 4: Support Regular Education Program**

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

### **Goal 5: Highly Qualified Teachers**

Provide instruction by highly qualified teachers.

### **Goal 6: Opportunities for Professional Development**

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

### **Goal 7: Strategies for Parental Involvement**

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

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

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

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

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

**Goal 2: Student Opportunities**

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

**Goal 3: Instructional**

Instruction by highly qualified teachers.

**Goal 4: Professional Development**

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

**Goal 5: Professional Staff**

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

**Goal 6: Parental Involvement**

Strategies to increase parental involvement such as family literary services.

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

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

**Goal 8: Include Teachers in Decisions**

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

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

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

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

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

## **APPENDIX III**

### **AEIS GRAPHS**

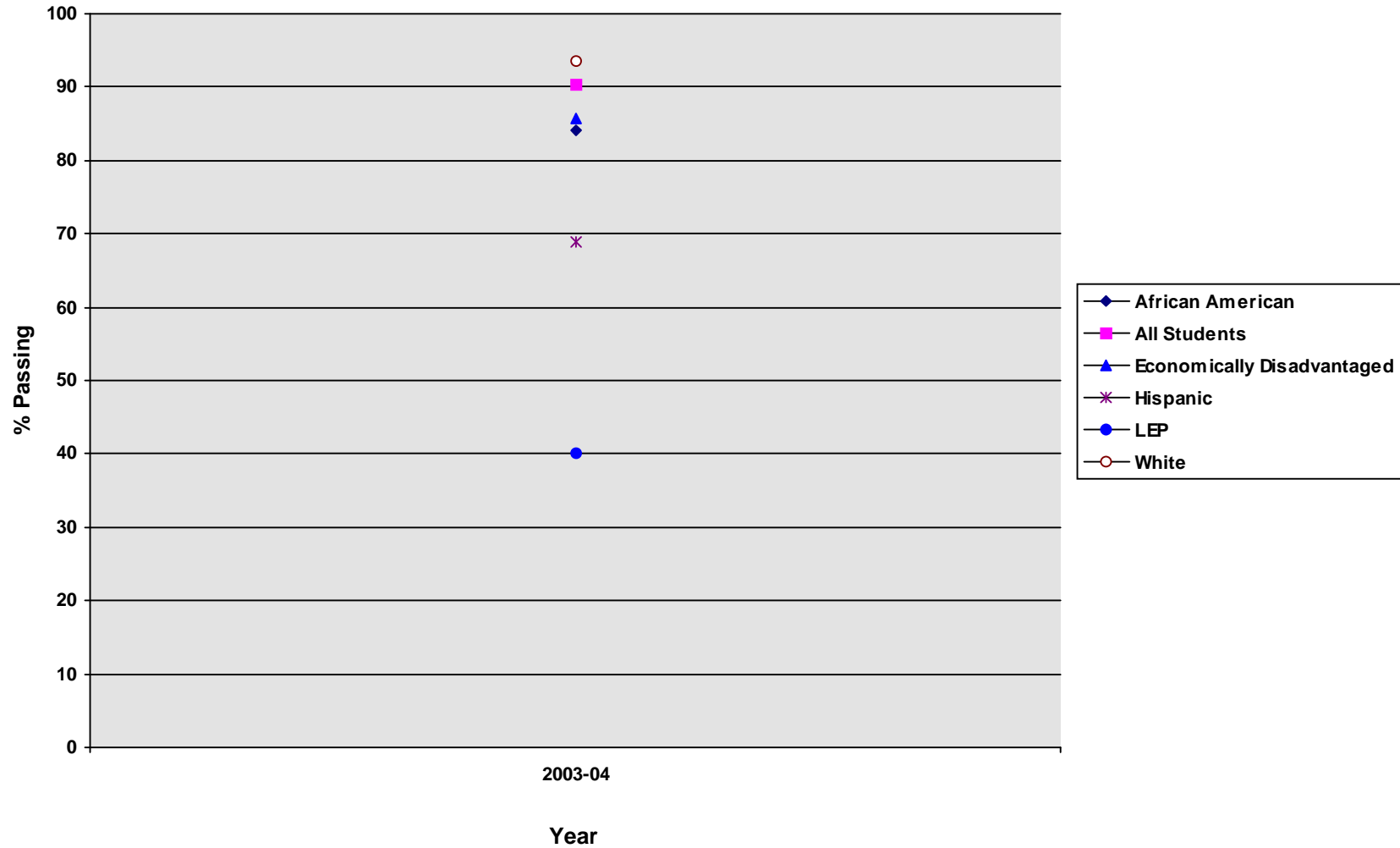
# Report of TAKS Overall

## Graph of Current Performance by Analysis Group

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

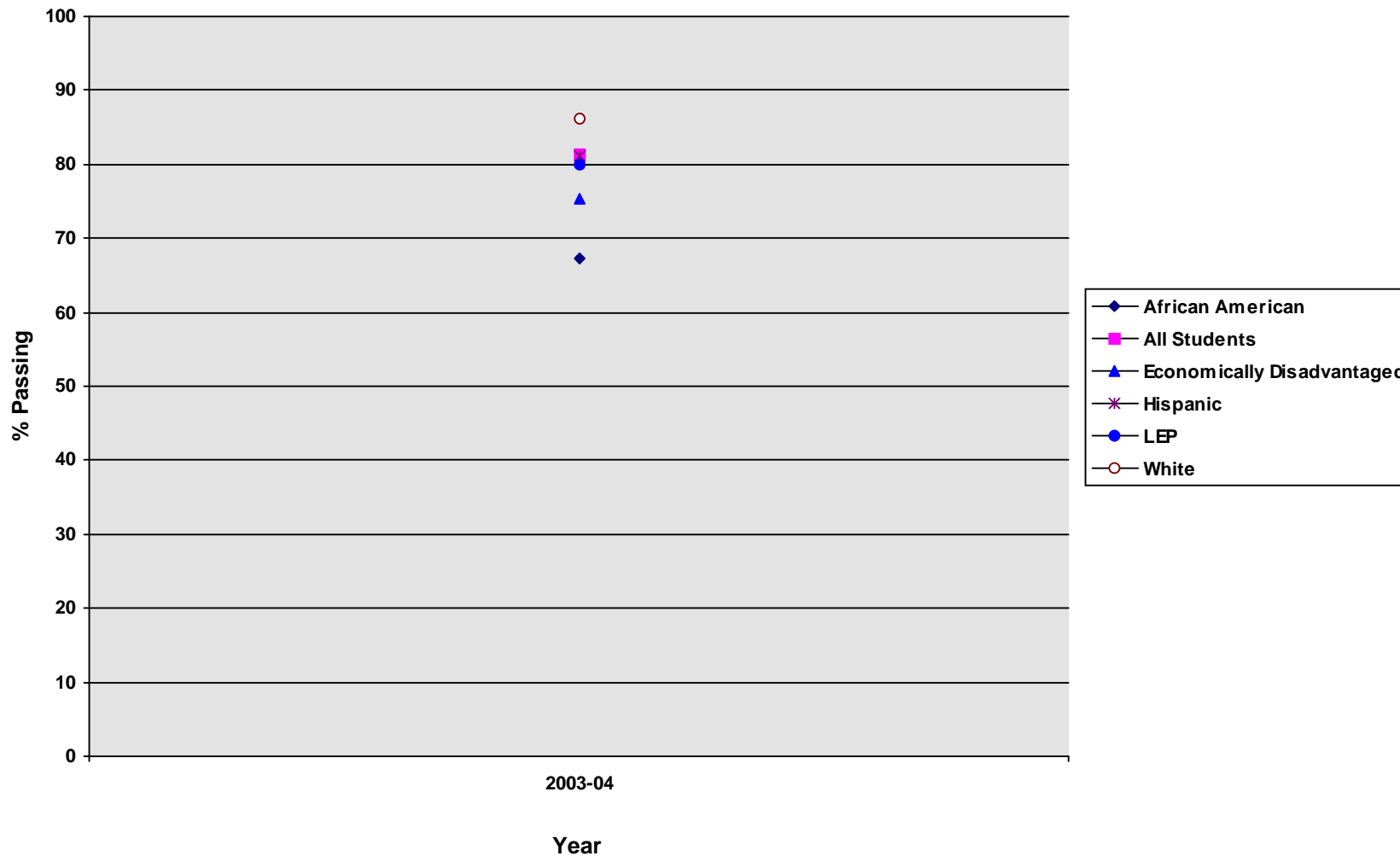
# Report of TAKS Reading

## Graph of Current Performance by Analysis Group



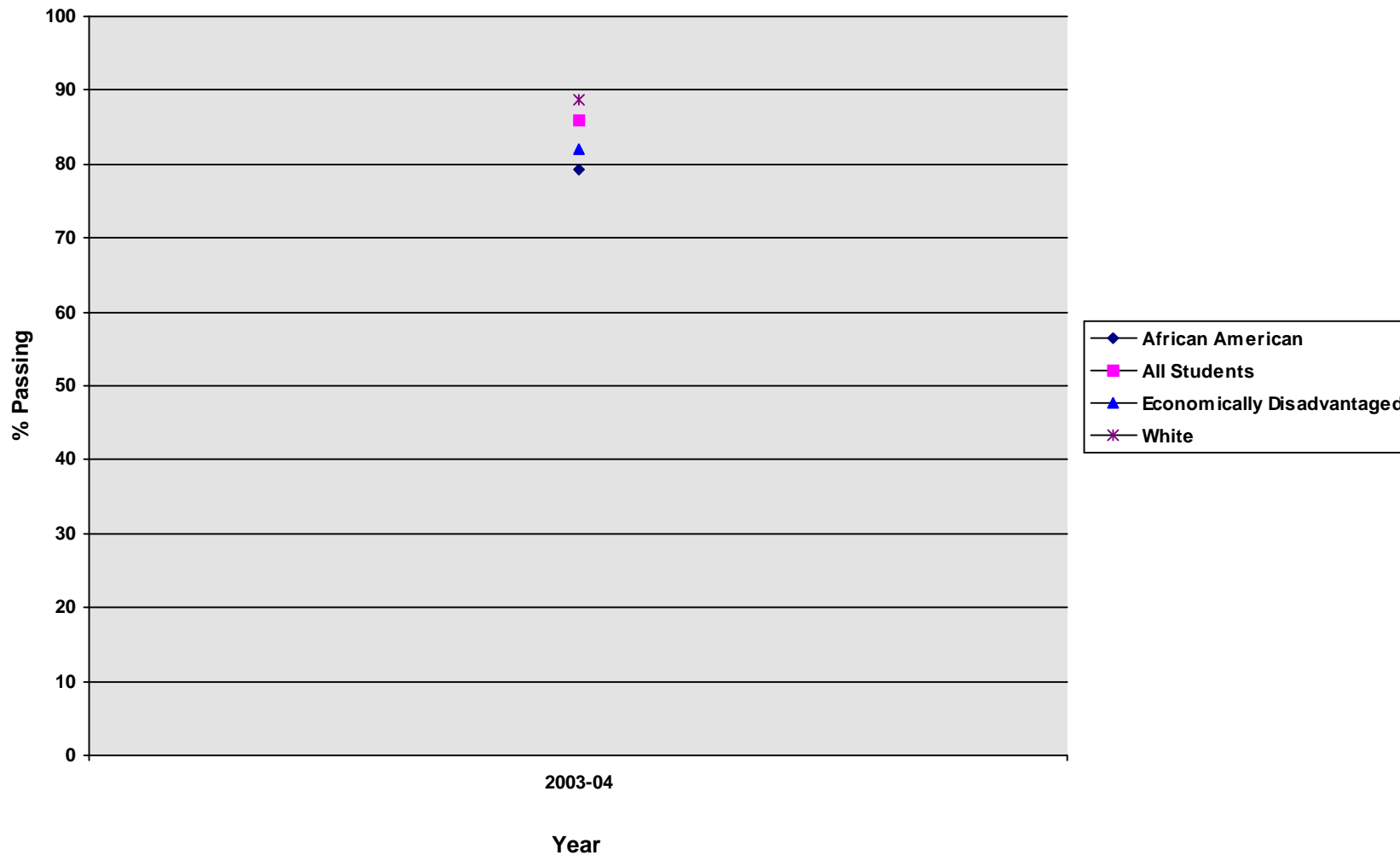
# Report of TAKS Math

## Graph of Current Performance by Analysis Group



# Report of TAKS Writing

## Graph of Current Performance by Analysis Group



# Report of SDAA Overall

## Graph of Current Performance by Analysis Group

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

# Report of SDAA Reading

## Graph of Current Performance by Analysis Group

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

# Report of SDAA Math

## Graph of Current Performance by Analysis Group

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

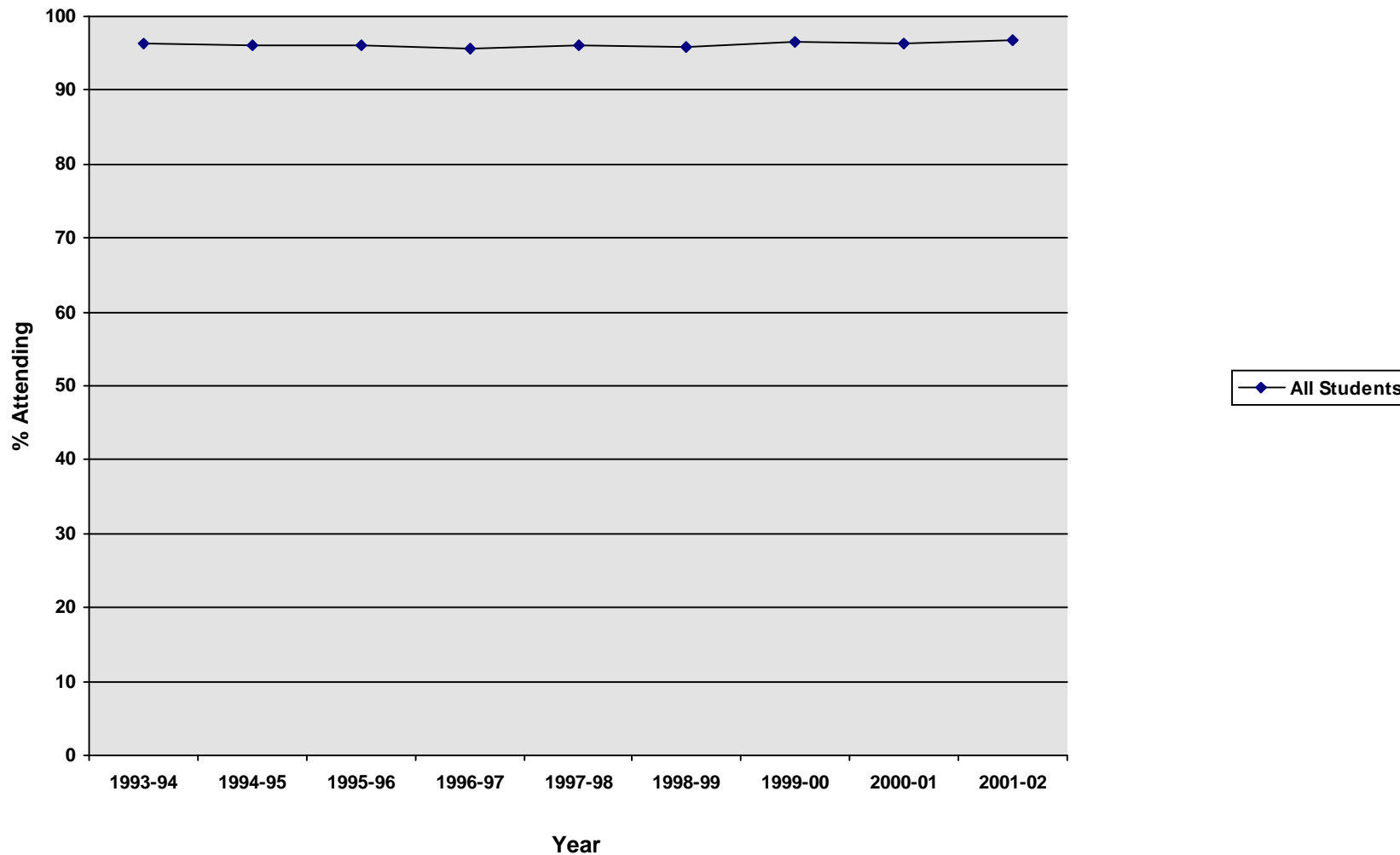
# Report of SDAA Writing

## Graph of Current Performance by Analysis Group

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

# Report of Attendance

## Graph of Current Performance by Analysis Group



# 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.**

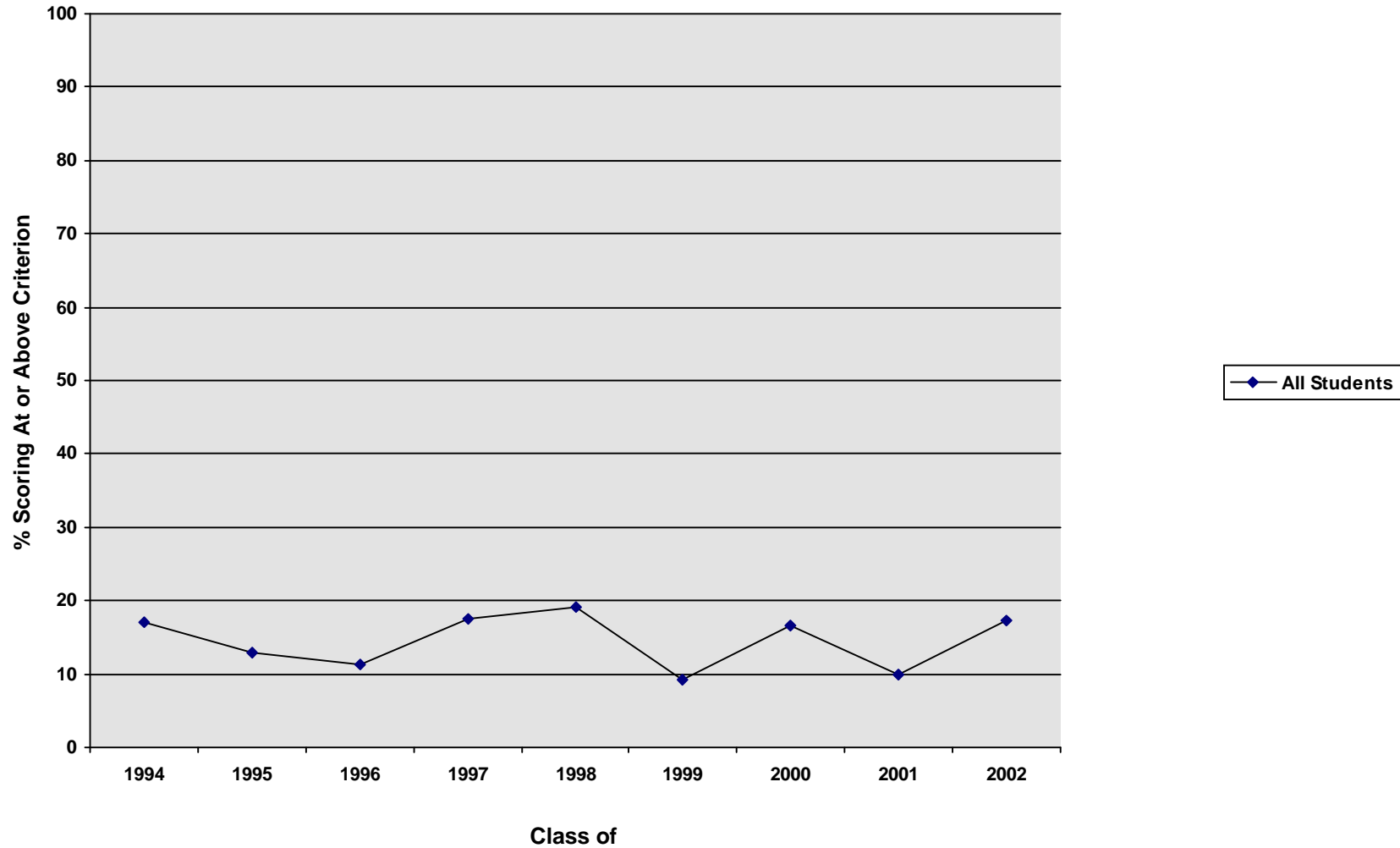
# Report of Completion: Longitudinal Dropout

Graph of Current Performance by Analysis Group

**There is no information associated  
with Completion: Longitudinal  
Dropout.**

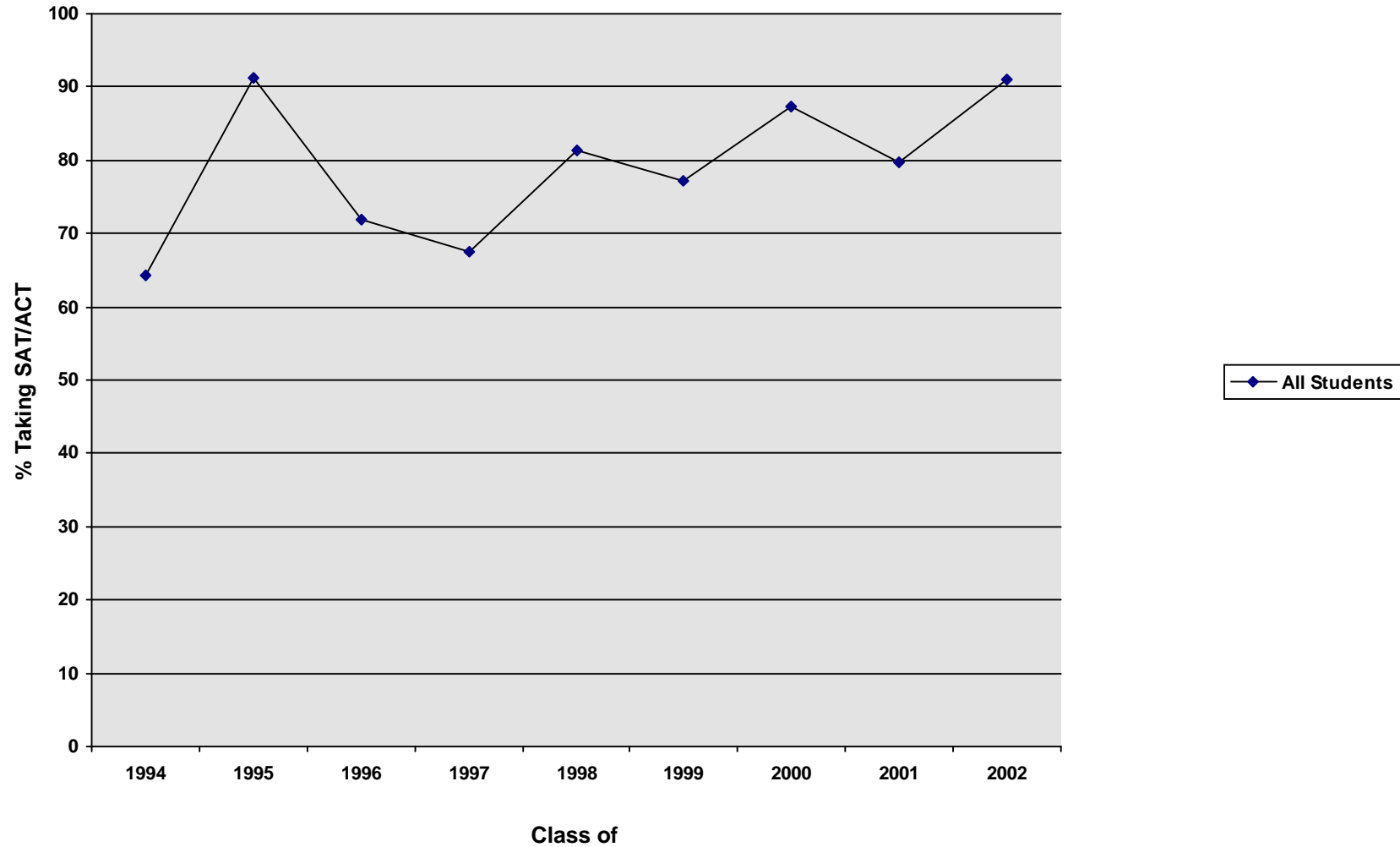
# Report of Graduating Seniors Scoring At or Above Criterion

## Graph of Current Performance by Analysis Group



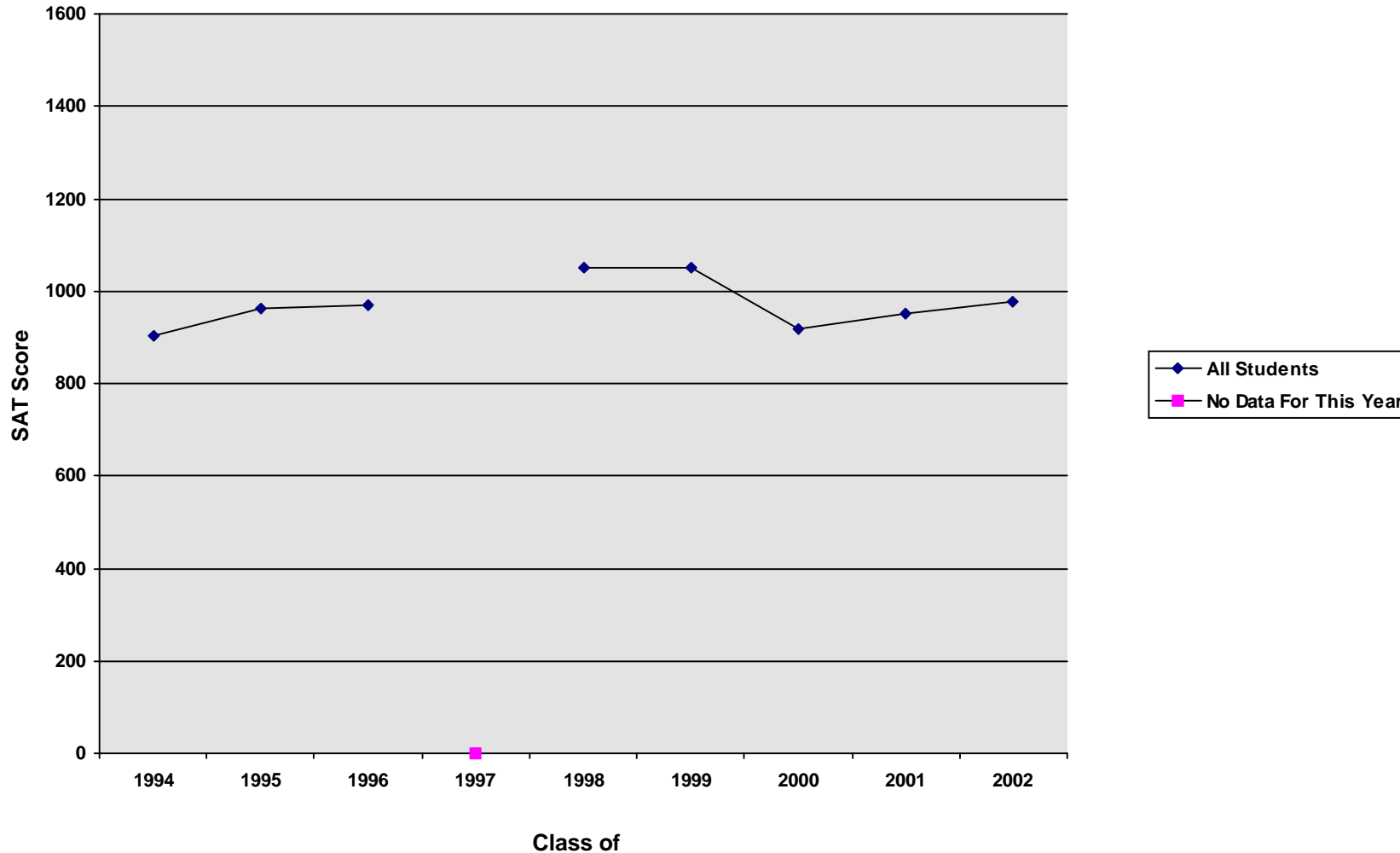
# Report of Graduating Seniors Taking SAT/ACT

## Graph of Current Performance by Analysis Group



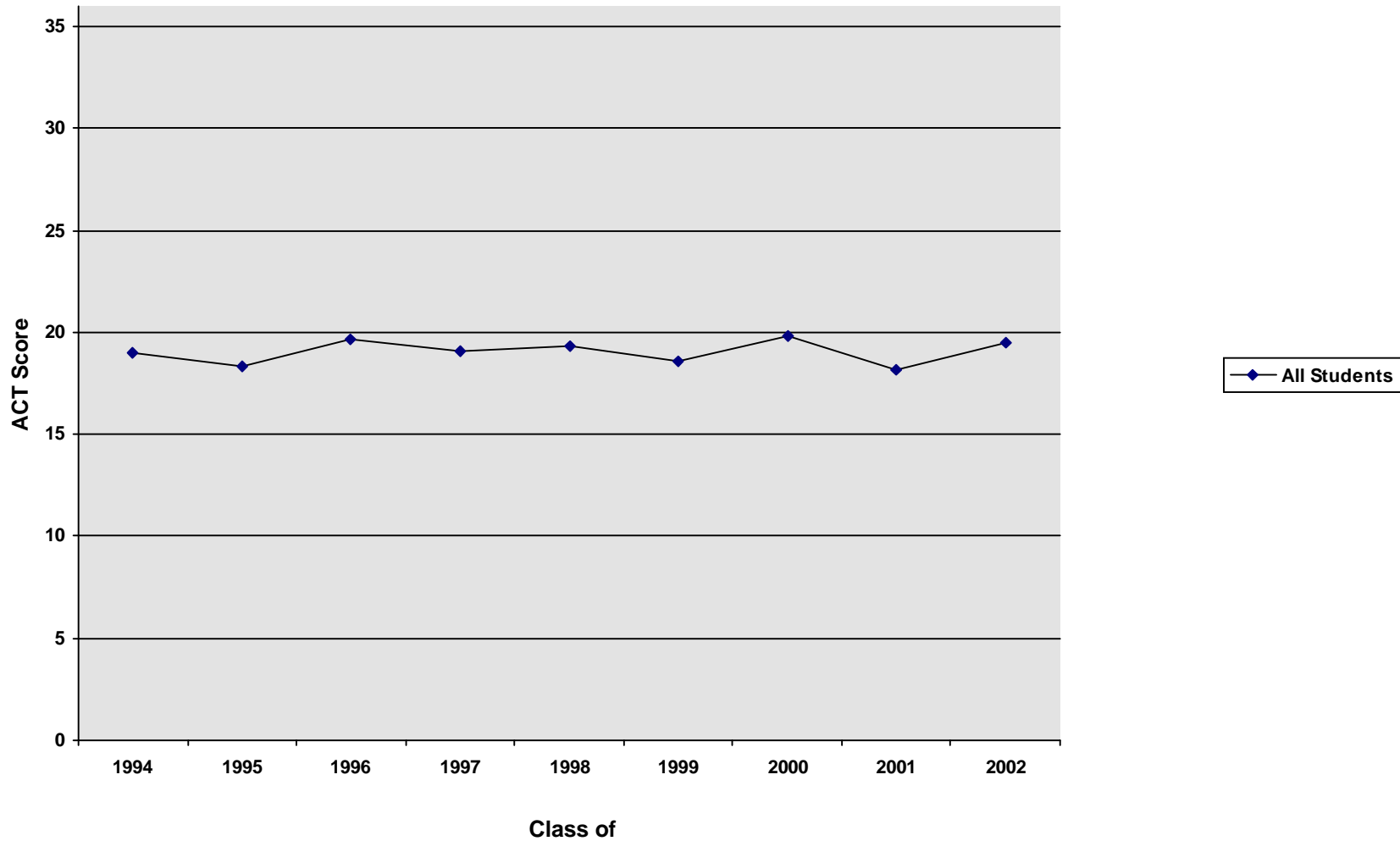
# Report of Mean SAT Scores

## Graph of Current Performance by Analysis Group



# Report of Mean ACT Scores

## Graph of Current Performance by Analysis Group



# Report of Alternative - Texas Learning Index

Graph of Current Performance by Analysis Group

**There is no information associated  
with Alternative - Texas Learning  
Index.**

## **APPENDIX IV**

### **Review of Individual Campuses**

## **APPENDIX V**

### **Composite Review of Campuses**