



DEKALB HIGH SCHOOL

Campus Improvement Plan

2008-09

DeKalb ISD, through improvements and growth, will provide a environment of caring, motivated, and supportive staff. This network will recognize the value of equality for all, while working with parents and the community to produce confident students. Our students will be equipped with character and life skills to assume their place in society.

DEKALB HIGH SCHOOL Belief Statements

- 1 We believe that all students can learn and achieve.
- 2 We believe that all students can learn regardless of their status in society.
- 3 We believe that a partnership of schools, parents, and the community should share in the responsibility to empower students to meet the challenges of an ever-changing future.
- 4 We believe that education should provide appropriate learning experiences for every child within the district.
- 5 We believe that the district's campuses are committed to development of the "whole child".
- 6 We believe the school's efforts are directed to the end that each student will become a productive member of our society.
- 7 We believe that the district and campus Advisory Committees are important for improving student performance by enabling all stakeholders to participate in making decisions affecting the local campus.
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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:

District Goals			
1) Attendance	2) Dropout rate	3) District Performance AEIS	4) Parental and Community Involvement
5) Career and Technology	6) Safety	7) Technology	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Strategies

Goal 1 - Strategy 1 Increase TAKS Reading Scores

<p>Leader(s): R. Coleman and D. Addington</p> <p>Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports</p>	<p>Brief Description: To increase TAKS scores for all students and student subgroups in reading to greater than 90%.</p>	<p>Evaluation Benchmark: TAKS scores >90% for all students</p>
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<p>Resources Required: Library District Staff Computers Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Title, Comp & Sp. Ed Cost: None</p>	<p>Source of Funds: Title Budget</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	a	r	a	u	u
TAKS scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses.	R. Coleman and D. Addington		X					X		X			
Scores will be disaggregated by grade and class and given to teachers that are grade appropriate.	R. Coleman, D. Addington		X					X		X			
A ninth grade reading program will be started to increase reading skills.	R. Coleman and R. Anderson	X	X	X	X	X	X	X	X	X	X	X	X
A+ Software will be purchased to assist with credit recovery.													
Provide training for staff in effective reading techniques and student motivational skills.	S. Sparks	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 1 Increase TAKS Reading Scores													
Activity	Person(s) 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
Alignment of reading curriculum, vertically and horizontally for all grade levels 9 - 12.	S. Sparks and R. Anderson	X	X										
Increase library book circulation in high school.	R. Coleman, D. Shumake	X	X	X	X	X	X	X	X	X			
Maintain dyslexia program by identifying and testing of students using the MTA program in all grade levels.	M. Fannin, M. Palmore, Mrs. Tate	X	X	X	X	X	X	X	X	X	X		
Provide training in effective reading strategies for teachers.	S. Sparks	X	X	X	X	X	X	X	X	X	X		
Vertical alignment of reading curriculum in high school by allowing days for teachers to meet.	S. Sparks	X	X	X	X	X	X	X	X	X	X		
IEP's of Special Populations will be followed to maximize abilities.	D. Addington and M. Palmore	X	X	X	X		X	X	X	X	X		
Migrant students will be tested and placed on reading level.	D. Addington	X											
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

Goal 1 - Strategy 2		Increase TAKS Math Scores													
Leader(s): R. Coleman, D. Blackstone, I. Skinner, K. Russ		Brief Description: To increase TAKS scores for all students and student subgroups in mathematics to greater than 95%.					Evaluation Benchmark: TAKS scores >95% for all students								
Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports															
Resources Required: District Staff Computers Campus Admin. Staff Audio Visual Equipment		FTE's Required: Number of FTE's: None Title & Comp. Ed Cost: None			Source of Funds: Title Budget									Amount \$0.00 <hr/> \$0.00	
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J		
TAKS scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses.	R. Coleman, D. Blackstone, L. Skinner, K. Russell	X	X					X		X			X		
Grade level scores will be disaggregated by grade and class and given to teachers.	R. Coleman and Mrs. Tate	X	X					X		X			X		
Review math programs in place on the high school campus.	R. Coleman, D. Blackstone, L. Skinner, K. Russell	X	X					X		X					
Alignment of math curriculums for subjects taught.	S. Sparks, D. Blackstone, L. Skinner, K. Russell	X	X	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 2 Increase TAKS Math Scores													
Activity	Person(s) 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	i
IEP's of Special Populations will be followed to maximize abilities.	M. Palmore and Mrs. Tate	X	X	X	X	X	X	X	X	X	X		
Provide training for staff in effective math techniques.	S. Sparks	X	X	X	X	X	X	X	X	X	X		X
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

Goal 1 - Strategy 3		Increase TAKS Writing Scores											
Leader(s): R. Coleman, R. Anderson, S. Davison, P. Norw		Brief Description: To increase TAKS writing scores for all students and student subgroups to greater than 90% with emphasis on Hispanic and Economically Disadvantaged students.					Evaluation Benchmark: TAKS scores greater then 90%						
Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports													
Resources Required: Library District Staff Computers Campus Admin. Staff		FTE's Required: Number of FTE's: None Comp Ed and Title Cost: None			Source of Funds: Title Budget				Amount <hr/> \$0.00 <hr/> \$0.00				
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
TAKS scores will be disaggregated by grade and class and given to teacher to identify strength and weaknesses.	R. Coleman, R. Anderson, S. Davison, P. Norwood												
Grade level scores will be disaggregated by grade and class and given to teachers.	S. Sparks, R. Anderson, S. Davison, P. Norwood							X		X			
Alignment of writing curriculum will occur on the high school campus	S. Sparks, R. Anderson, S. Davison, P. Norwood		X		X		X	X		X	X		
Needs assessment will be conducted to indicate materials needed for writing mastery.	R. Coleman, R. Anderson, S. Davison, P. Norwood	X	X	X	X	X	X	X	X	X	X		
Align TEKS and language arts curriculum to address learning styles and improve writing skills.	R. Coleman, R. Anderson, S. Davison, P. Norwood	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 3		Increase TAKS Writing Scores											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Provide Staff development in writing.	S. Sparks and Region 8	X	X	X	X	X	X	X	X	X	X	X	X
Provide Summer TAKS remediation for writing.	R. Coleman, R. Anderson, S. Davison, P. Norwood											X	X
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 4		Increase TAKS Social Studies Scores											
<p>Leader(s): R. Coleman and H. Daniel</p> <p>Leader Progress Report Dates: 6 week benchmark testing</p> <p>3 week progress reports</p>	<p>Brief Description: To increase TAKS social studies scores for all students and student subgroups to greater the 90%.</p>	<p>Evaluation Benchmark: TAKS scores greater than 90%</p>											
<p>Resources Required: Library District Staff Computers Campus Admin. Staff Audio Visual Equipment</p>	<p>FTE's Required: Number of FTE's: None Comp Ed and Title Cost: None</p>	<p>Source of Funds: Title Budget</p>	<p>Amount</p> <hr style="width: 100%;"/> <p>\$0.00 \$0.00</p>										
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Provide staff development on the social studies TAKS exam.	R. Coleman, H. Daniel, S. Reeves	g	e	c	o	e	a	e	a	r	p	r	y
Alignment of social studies curriculum will be done on the high school campus.	S. Sparks, H. Daniel, S. Reeves	X	X	X	X	X	X	X	X	X	X	X	X
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 5		Increase Science Scores											
<p>Leader(s): R. Coleman, , K. Footer, K. Rich, T. Olsen</p> <p>Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports</p>		<p>Brief Description: To increase TAKS science scores for all students and student subgroups to greater than 90%.</p>				<p>Evaluation Benchmark: TAKS science scores greater than 90%</p>							
<p>Resources Required: Library District Staff Computers Campus Admin. Staff Audio Visual Equipment</p>		<p>FTE's Required: Number of FTE's: None Comp Ed and Title Cost: None</p>		<p>Source of Funds: Title Budget</p>				<p>Amount</p> <hr/> <p>\$0.00</p> <hr/> <p>\$0.00</p>					
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Alignment of science curriculum will occur on the high school campus.	S. Sparks, K. Footer, K. Rich, T. Olsen	X	X		X		X	X		X	X		X
Provide staff development in TAKS science.	S. Sparks and Region 8	X	X	X	X	X	X	X	X	X	X		
Summer Enrichment	T. Olsen, K. Footer, K. Rich											X	X
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

Goal 1 - Strategy 6		Drop Out Rate													
Leader(s): R. Coleman		Brief Description: To maintain or reduce the drop out rate to less than 1% for at-risk students.					Evaluation Benchmark: Improvement of attendance rate from 97.2 to 98% for the 2003-04 school year.								
Leader Progress Report Dates: January and June															
Resources Required: District Staff Campus Admin. Staff		FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None			Source of Funds: None									Amount \$0.00 \$0.00	
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J		
Use a comprehensive program for identification an enhanced learning for at-risk students using ADM software	R. Coleman	X	X		X		X	X		X	X				
Offer after school and Saturday school to students with absences beyond the 90% attendance.	R. Coleman and C Higley														
ISS and alternative school provided in setting on campus for placement of disruptive students.	R. Coleman	X	X	X	X	X			X	X	X				
Monitor daily attendance and utilize state and local policies to ensure attendance.	R. Coleman, L. Wills and S. Payne	X	X	X	X	X	X	X	X	X	X				
Rewards for perfect attendance each six weeks.	R. Coleman		X		X		X	X		X					
Send letters to parents when student misses 4 days in a 3 week period and 10 days in a semester.	R. Coleman and S. Payne	X	X	X	X	X	X	X	X	X	X				
Phone call to parents when student misses for the day.	R. Coleman and S. Payne	X	X	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 6		Drop Out Rate											
Activity	Person(s) 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
Counseling offered to students at-risk of dropping out.	D. Addington and J. Skipper	X	X	X	X	X	X	X	X	X	X	X	
Aides will be provided to assist students	R. Coleman	X	X	X	X	X	X	X	X	X	X	X	
Provide Credit Recovery Option	R. Coleman, Western Bowie Co. Co-op and TISD	X	X	X	X	X	X	X	X	X	X	X	X
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

Goal 1 - Strategy 7		Dyslexia											
<p>Leader(s): R. Coleman and M. Palmore</p> <p>Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports</p>	<p>Brief Description: Provide adequate services for students identified with dyslexia so all students and student subgroups can accomplish state standards.</p>	<p>Evaluation Benchmark: All students will meet state standards.</p>											
<p>Resources Required: District Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Special Ed Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <hr style="width: 100%;"/> <p>\$0.00 \$0.00</p>										
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Provide for identification, evaluation, and placement of students with dyslexia.	R. Coleman and M. Palmore	X	X	X	X	X	X	X	X	X	X	X	X
Use the MTA program for students with dyslexia.	R. Coleman and M. Palmore	X	X	X	X	X	X	X	X	X	X	X	X
Provide staff development on identifying and recognizing students with dyslexia.	S. Sparks and M. Palmore	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 8		Migrant Students											
Leader(s): S. Sparks and C. Higley Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports		Brief Description: Increase academic performance of state scores for all migrant children by having a 70% or above on TAKS					Evaluation Benchmark: Migrant students will increase scores to >70%						
Resources Required: District Staff District Admin. Staff Computers Campus Admin. Staff		FTE's Required: Number of FTE's: None Migrant Cost: None			Source of Funds: None				Amount \$0.00 <hr/> \$0.00				
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Migrant students will be identified and tracked accordingly with a timely record transfer system.	R. Coleman and C. Higley	X	X	X	X	X	X	X	X	X	X		
Services for migrant populations will be coordinated with local social services.	R. Coleman and C. Higley	X	X	X	X	X	X	X	X	X	X		
Counseling services will be provided to migrant students.	D. Addington, J. Skipper	X	X	X	X	X	X	X	X	X	X	X	X
Technology training will be offered to students through computer lab.	R. Coleman and H. Shelton	X	X	X	X	X	X	X	X	X	X		
Textbooks which are specialized will be provided.	R. Coleman and D. Manley	X	X	X	X	X		X	X	X	X		
Parents of migrant students will have the opportunity to attend	C. Higley		X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 8		Migrant Students											
Activity	Person(s) 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
classes which will be offered at night.													
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

Goal 1 - Strategy 9		Title I													
<p>Leader(s): S. Sparks and R. Coleman</p> <p>Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports</p>		<p>Brief Description: Provide all students in need of assistance with services in reading, writing and math.</p>				<p>Evaluation Benchmark: Based on AEIS report the district will assist all students not reaching the standards set by the school.</p>									
<p>Resources Required: District Staff District Admin. Staff Campus Admin. Staff</p>		<p>FTE's Required: Number of FTE's: None Fully Title Funded Cost: None</p>				<p>Source of Funds: None</p>				<p>Amount \$0.00 <hr/>\$0.00</p>					
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
Review school wide Title I Program in place at school/parent compact meeting.		D. Manley		X											
Provide instructional supplies and materials to teachers.		R. Coleman and J. Skipper		X	X	X	X	X	X	X	X	X	X		
Provide program information in home language/school/parent compact also TAKS data available.		R. Coleman		X	X	X	X	X	X	X	X	X	X	X	X
Provide Staff Development regarding at-risk strategies.		S. Sparks		X	X	X	X	X	X	X	X	X	X	X	X
Provide staff with needed supplies to serve at-risk students.		R. Coleman		X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 10 Attendance															
Leader(s): R. Coleman, L. Taylor and S. Payne			Brief Description: To improve the attendance rate to 98% for the school year.					Evaluation Benchmark: Attendance rate from 96% for 2003-04 school year to 98% for the 2004-05 school year.							
Leader Progress Report Dates: Every 6-week reporting period.															
Resources Required:			FTE's Required:			Source of Funds:			Amount						
District Staff			Number of FTE's: None			None			\$0.00						
Computers			Fully Comp. Ed Funded						\$0.00						
Campus Admin. Staff			Cost: None												
Timeline															
Activity	Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
Increased parent participation and documentation.	L. Wills and S. Payne			X	X	X	X	X	X	X	X	X	X	X	
Incentives implemented for extrinsic methods in place to address attendance.	R. Coleman			X	X	X	X	X	X	X	X	X	X		
Perfect attendance awards given to students.	R. Coleman				X		X		X	X		X	X		
Saturday school for students that have excessive absences.	R. Coleman and C. Higley														
Parent notification of days absent by student.	L. Wills and S. Payne			X	X	X	X	X	X	X	X	X	X		
Supplies will be purchased to encourage attendance.	R. Coleman			X	X	X	X	X	X	X					

Goal 1 - Strategy 11 ESL													
Leader(s): S. Sparks and C. Higley Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports	Brief Description: ESL students will increase academic performance about 70%.	Evaluation Benchmark: Academic performance above 70%											
Resources Required: District Staff Campus Admin. Staff	FTE's Required: Number of FTE's: None ESL Cost: None	Source of Funds: None	Amount \$0.00 <hr style="width: 100%;"/> \$0.00										
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Identification of ESL students.	C. Higley and R. Coleman	g	p	t	v	c	n	b	r	r	y	n	l
Provide tutorials for students needing ESL services.	C. Higley	X	X	X	X	X	X	X	X	X	X		
Pull out program for students needing ESL services.	C. Higley and R. Coleman	X	X	X	X	X	X	X	X	X	X		
LEP students will be recognized and services administered.	C. Higley and R. Coleman												

Goal 1 - Strategy 12 At-Risk students			
Leader(s): R. Coleman		Brief Description: The school will identify at-risk students through state based criteria.	
Leader Progress Report Dates: October		Evaluation Benchmark: The list will be provided to all teaching personnel.	
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			

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

Correlates with:

District Goals			
1) Attendance	2) Dropout rate	3) District Performance AEIS	4) Parental and Community Involvement
5) Career and Technology	6) Safety	7) Technology	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Strategies

Goal 2 - Strategy 1 **G/T Training**

<p>Leader(s): S. Sparks</p> <p>Leader Progress Report Dates: August and January</p>	<p>Brief Description: All teachers will receive G/T training.</p>	<p>Evaluation Benchmark: All teachers will be responsible for enriching the curriculum to provide instruction to gifted and talented students.</p>
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<p>Resources Required: District Staff District Coordinator Contract Service Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None GT Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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Timeline

Activity	Person(s) 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	i
All teachers will receive curriculum training for gifted and talented.	S. Sparks	X	X	X	X	X	X	X	X	X	X		
All teachers will attend 30 hours of training in gifted and talented.	S. Sparks	X	X	X	X	X	X	X	X	X	X		
All teachers will receive 6 hours update for G/T training.	S. Sparks and T. Calvit	X	X	X	X	X	X	X	X	X	X		
Students will attend an enrichment period.	R. Coleman and T. Calvit	X	X	X	X	X	X	X	X	X	X		
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

Goal 2 - Strategy 2		Professional Development											
Leader(s): S. Sparks Leader Progress Report Dates: September, November, January, February, March and May		Brief Description: Professional development will be provided to all teachers.				Evaluation Benchmark: Teachers will have training in the latest techniques to assist students in the learning process.							
Resources Required:		FTE's Required:		Source of Funds:								Amount	
District Staff		Number of FTE's: None		None								\$0.00	
District Coordinator		Comp Ed and Title										\$0.00	
Contract Service		Cost: None											
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
All teachers will attend training in effective reading techniques.	S. Sparks	X	X	X	X	X	X	X	X	X	X		
All teachers will have training in crisis intervention.	R. Coleman	X	X	X	X	X	X	X	X	X	X		
All teachers will have training in suicide prevention	R. Coleman and S. Sparks	X	X	X	X	X	X	X	X	X	X		
TEKS incorporation	S. Sparks and C. Bayuk	X	X	X	X	X	X	X	X	X	X		
All teachers will attend training in effective math strategies.	S. Sparks and ESC8 Staff	X	X	X	X	X	X	X	X	X	X		
All teachers will attend training in effective writing techniques.	S. Sparks and ESC8 Staff	X	X	X	X	X	X	X	X	X	X		
All teachers will attend training in social studies strategies.	S. Sparks and ESC8 Staff												
All teacher will attend training in science strategies.	S. Sparks and ESC8 Staff	X	X	X	X	X	X	X	X	X	X		
All teacher will attend training in dyslexia strategies.	S. Sparks and ESC8 Staff	X	X	X	X	X	X	X	X	X	X		

Goal 2 - Strategy 2 Professional Development													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
All teacher will attend training in migrant strategies.	S. Sparks and ESC8 Staff	X	X	X	X	X	X	X	X	X	X	X	X
All teacher will attend training in ESL strategies.	S. Sparks and ESC8 Staff	X	X	X	X	X	X	X	X	X	X	X	X
All teacher will attend training in bi-lingual strategies.	S. Sparks and ESC8 Staff	X	X	X	X	X	X	X	X	X	X	X	X
All teacher will attend training in STAR - Technology.	H. Shelton and ESC8 Staff			X									

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

Correlates with:

District Goals			
3) District Performance AEIS	4) Parental and Community Involvement	5) Career and Technology	6) Safety
7) Technology			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Strategies

Goal 3 - Strategy 1 Gifted and Talented

<p>Leader(s): R. Coleman and D. Addington</p> <p>Leader Progress Report Dates: September, October</p>	<p>Brief Description: Gifted and talented students are provided programs that provide them advances in their strength and potential.</p>	<p>Evaluation Benchmark: Product evaluation</p>
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<p>Resources Required: District Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None GT Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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Timeline

Activity	Person(s) 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 G/T program.	D. Addington and J. Skipper		X										
All students are served in regular classroom with teachers having G/T training.	R. Coleman	X	X	X	X	X	X	X	X	X	X		
All core and regular teachers to complete 30 hours of training and annual 6 hours of update.	S. Sparks	X	X	X	X	X	X	X	X	X	X		
Planned extra-curricular trips and activities to enhance G/T experience	R. Coleman and T. Calvit	X	X	X	X	X	X	X	X	X	X		
Advance placement classes will be offered to enhance the learning of students.	R. Coleman	X	X	X	X	X	X	X	X	X	X		
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

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

Correlates with:

District Goals			
1) Attendance	2) Dropout rate	3) District Performance AEIS	4) Parental and Community Involvement
5) Career and Technology	6) Safety	7) Technology	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Strategies

Goal 4 - Strategy 1 Pre-Kindergarten Notification

<p>Leader(s): Kim Birdsong</p> <p>Leader Progress Report Dates: None</p>	<p>Brief Description: Proper notification is provided to the public about the Pre-Kindergarten program.</p>	<p>Evaluation Benchmark: All eligible students have the opportunity to attend school.</p>
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<p>Resources Required: District Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>
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Timeline

Activity	Person(s) 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.	Kim Birdsong										X	X	

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

Correlates with:

District Goals			
1) Attendance	2) Dropout rate	3) District Performance AEIS	4) Parental and Community Involvement
6) Safety			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	6) Parental Involvement	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Strategies

Goal 5 - Strategy 1 **Parental Involvement**

<p>Leader(s): R. Coleman and B. Ray</p> <p>Leader Progress Report Dates: September and January</p>	<p>Brief Description: To improve parental involvement and communication between schools and parents</p>	<p>Evaluation Benchmark: Communication of student progress and activities.</p>
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<p>Resources Required: Parent Support District Staff Computers Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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Timeline

Activity	Person(s) 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	i
Encourage school wide attendance at assemblies and open house.	R. Coleman	X	X	X	X	X	X	X	X	X	X		
School wide discipline and academic conferences held with parents as needed.	R. Coleman and B. Ray	X	X	X	X	X	X	X	X	X	X		
Parents will provide input and be a part of the site-based committee.	R. Coleman	X			X			X			X		
Teachers call parents when monitoring students grades to inform the parent of the child's progress.	R. Coleman and All DHS Teachers	X	X	X	X	X	X	X	X	X	X		
Counseling will be provided for parents of special education students	D. Addington and J. Skipper												

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:

District Goals			
1) Attendance	2) Dropout rate	3) District Performance AEIS	4) Parental and Community Involvement
5) Career and Technology	6) Safety	7) Technology	
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Strategies

Goal 6 - Strategy 1		Initial Evaluation											
Leader(s): R. Coleman and Mrs. Tate Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports		Brief Description: A team process will be used to determine whether a student has a disability and requires special education.						Evaluation Benchmark: Academic success of the student.					
Resources Required: District Staff Campus Admin. Staff		FTE's Required: Number of FTE's: None Special Ed Funded Cost: None				Source of Funds: Special Education				Amount \$0.00 <hr/> \$0.00			
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
The campus intervention team evaluates the student for referral to program.	R. Coleman, M. Palmore and A. Jackson	X	X	X	X	X	X	X	X	X	X		
Diagnostician test student to assess if disability exists.	Debra McCrary and Mrs. Tate	X	X	X	X	X	X	X	X	X	X		
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

Goal 6 - Strategy 2		Least Restrictive Environment											
Leader(s): Mrs. Tate, M. Palmore and S. Sparks Leader Progress Report Dates: Every Six Weeks		Brief Description: General education is considered first. LRE includes non-academic and extracurricular activities.						Evaluation Benchmark: Number of students mainstreamed into the educational environment.					
Resources Required: District Staff Campus Admin. Staff		FTE's Required: Number of FTE's: None Not Specified Cost: None		Source of Funds: None				Amount \$0.00 \$0.00					
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Concentrate on Least Restrictive Environment at all levels to reduce pull out for assistance class. Implement inclusion practices following LRE considerations.	D. McCrary	X	X	X	X	X	X	X	X	X	X	X	X
Content Mastery will be considered for the school year.	R. Coleman	X	X									X	
Continue to involve disadvantaged students students with non-disadvantaged students in general classes as determined by the ARD.	D. McCrary	X	X	X	X	X	X	X	X	X	X	X	X
Students with disabilities are educated in the Least Restrictive Environment.	R. Coleman												
Speech will be provided to students who qualify.	D. Addington	X	X	X	X	X	X	X	X	X	X	X	X
Pregnancy services will be provided to students in need.	R. Garner and M. Palmore	X	X	X	X	X	X	X	X	X	X	X	X
Team teaching of regular ed. and special ed. will be conducted in	R. Coleman	X	X	X	X	X	X	X	X	X	X	X	X

Goal 6 - Strategy 2 Least Restrictive Environment													
Activity	Person(s) 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 core areas, math, science, lang. arts, and social studies.													

Goal 6 - Strategy 3		Reevaluation													
Leader(s): Mrs. Tate and M. Palmore		Brief Description: To determine whether a student is still eligible for special education services.					Evaluation Benchmark: Reduction in number of students in services.								
Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports															
Resources Required: District Staff Campus Admin. Staff		FTE's Required: Number of FTE's: None Special Ed Cost: None			Source of Funds: None									Amount \$0.00 <hr/> \$0.00	
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J		
The reevaluation ARD will follow the IEP in place instead of retesting every 3 years or in some cases, unless retesting is needed	D. McCrary and Mrs. Tate	X	X									X			
Diagnostician provided with counselor help to assist with referral paperwork.	D. McCrary, Mrs. Tate and J. Skipper	X	X	X	X	X	X	X	X	X	X	X			
Reevaluations must occur every 3 years or more frequently if conditions warrant or if requested by parent or teacher.	R. Coleman, J. Skipper and D. Addington	X	X	X	X	X	X	X	X	X	X	X			
Each reevaluation and initial assessment of a LEP special education student will be include a test of language dominance to ensure the child is tested in home language.	D. McCrary and Mrs. Tate	X	X	X	X	X	X	X	X	X	X	X			

Goal 6 - Strategy 4		Related Services														
Leader(s): R. Coleman and R. Garner Leader Progress Report Dates: August, December and May		Brief Description: Related services are provided when needed and adequate personnel made available to provide the services.					Evaluation Benchmark: Special population students and personnel needed to meet educational needs.									
Resources Required: District Staff Campus Admin. Staff		FTE's Required: Number of FTE's: None Special Ed Cost: None			Source of Funds: None									Amount \$0.00 <hr/> \$0.00		
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
Physical therapy is provided by a licensed physical therapist		W. Batchelor			X	X	X	X	X	X	X	X	X	X	X	
Increase realm of related services to include counseling and transportation.		R. Coleman			X	X	X	X	X	X	X	X	X	X		
Occupational therapy is provided to qualifying students.		K. McEntire			X	X	X	X	X	X	X	X	X	X		
School health services are provided to students		R. Garner			X	X	X	X	X	X	X	X	X	X		
Students who require related services receive the kind and amount necessary to assist the child to benefit from special education services.		R. Coleman			X	X	X	X	X	X	X	X	X	X		

Goal 6 - Strategy 5		Transition											
<p>Leader(s): Mrs. Tate and J. Skipper</p> <p>Leader Progress Report Dates: August, December and May</p>	<p>Brief Description: A course of study is planned for each student. It is written and incorporated into the students IEP.</p>	<p>Evaluation Benchmark: Assessment of student reaching post school goals.</p>											
<p>Resources Required: District Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Special Ed Cost: None</p>	<p>Source of Funds: None</p>										<p style="text-align: right;">Amount</p> <p style="text-align: right;">\$0.00</p> <hr style="width: 100%;"/> <p style="text-align: right;">\$0.00</p>	
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Students will begin transition planning as needed before age 14.	D. McCrary, Mrs. Tate and J.Skipper	X	X	X	X	X	X	X	X	X	X	X	X
Special education students will be given an aptitude test as provided by the diagnostician.	D. McCrary and Mrs. Tate												

Goal 6 - Strategy 6		Continuous Action Plan											
Leader(s): R. Coleman and D. Addington Leader Progress Report Dates: August, December and June		Brief Description: The five areas of the comprehensive analysis process used to determine the effectiveness of the campus's special education services.						Evaluation Benchmark: Staff Surveys					
Resources Required: District Staff Campus Admin. Staff		FTE's Required: Number of FTE's: None Special Ed Cost: None		Source of Funds: None				Amount \$0.00 \$0.00					
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Faculty and staff will participate in sessions of professional development linked to student needs.	S. Sparks	X	X	X	X	X	X	X	X	X	X	X	X
Student performance will be reported to the public annually.	R. Coleman	X	X										
Ninth grade reading program will be implemented to increase students levels of reading skills.	R. Coleman	X	X	X	X	X	X	X	X	X	X	X	X
Tutorials offered at all levels to provide direct instruction one on one.	R. Coleman and All DHS Staff	X	X	X	X	X	X	X	X	X	X	X	X
Inclusion practices to mainstream Sp. Education students into classrooms.	R. Coleman	X	X	X	X	X	X	X	X	X	X	X	X
Grade level test will be administered to students not qualifying for TAKS.	D. Addington							X		X			
Team teaching will be incorporated into the curriculum to	R. Coleman	X	X	X	X	X	X	X	X	X	X	X	X

Goal 6 - Strategy 6		Continuous Action Plan											
Activity	Person(s) 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
increase student achievement													

Goal 7: To provide students with the opportunity to develop technological skills that they can use throughout their lives.

Correlates with:

Strategies

Goal 7 - Strategy 1		Technology Courses															
Leader(s): Sharron Derrick (Region 8), and H. Shelton		Brief Description: To offer technology courses and affiliated courses to prepare students for higher education or the work force.					Evaluation Benchmark: Academic success rate of 90%.										
Leader Progress Report Dates: 3 week progress reports																	
Resources Required:		FTE's Required:			Source of Funds:							Amount					
District Staff		Number of FTE's: None			None							\$0.00					
District Coordinator		CATE										\$0.00					
Contract Service		Cost: None															
Computers																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	g	p	t	v	e	a	e	a	r	p	r	y
Offer BCIS in the ninth grade.		R. Coleman and H. Shelton				X	X	X	X	X	X	X	X	X	X	X	X
Upgrade hardware and software to enhance learning.		R. Coleman and H. Shelton				X	X	X	X	X	X	X	X	X	X	X	X
Attend area College/Career Fair for senior students.		J. Skipper						X									
Provide welding classes in preparation for the work force.		T. Barger and K. Fortenberry				X	X	X	X	X	X	X	X	X	X	X	X
Track graduates through the life track system in graduate follow-up.		D. Addington						X									
Offer certification courses in nurse's aide, CPR, business, and welding.		D. Addington and K. Rich, R. Garner, R. Coleman				X	X	X	X	X	X	X	X	X	X	X	X

Goal 7 - Strategy 1 Technology Courses													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Provide for opportunities to observe careers of interest to students.	J. Skipper	X	X	X	X	X	X	X	X	X	X		
Provide vocational classes to students to meet the specialized needs of the students	J. Skipper	X	X	X	X	X	X	X	X	X	X		
Host local College Day for Jr. and Sr. students.	J. Skipper					X							
Supplies will be purchased to enhance learning activities.	R. Coleman	X	X	X	X	X	X	X					

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

Correlates with:

<p>District Goals</p> <p>6) Safety</p> <p>NCLB/ESEA Goals and Indicators</p> <p>4) Safe, Drug Free Learning Environments</p> <p>Effective School Correlates</p> <p>1) Safe and Orderly Environment</p>

Strategies

Goal 8 - Strategy 1 **Student Behavior**

<p>Leader(s): R. Coleman and B. Ray</p> <p>Leader Progress Report Dates: Six Week Dicipline Report</p>	<p>Brief Description: Student behavior will continue to improve through school rules being consistently enforced by the teachers and principals. To maintain a safe learning environment so all students have the opportunity for a quality education.</p>	<p>Evaluation Benchmark: Discipline referrals will decrease by 10%.</p>
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<p>Resources Required: Parent Support District Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 \$0.00</p>
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Timeline

Activity	Person(s) 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
Discipline management guidelines and student code of conduct reviewed annually by the SBDM.	R. Coleman and B. Ray									X			
Teachers and Principals will use the discipline referral forms for student behavior.	R. Coleman and B. Ray	X	X	X	X	X	X	X	X	X	X		
Use ISS and alternative school to maintain discipline and for students with behavior problems.	R. Coleman	X	X	X	X	X	X	X	X	X	X		
Periodic safety inspections of building and grounds to ensure safety and well being.	R. Coleman	X	X	X	X	X	X	X	X	X	X		
Improve health services for immunizations.	R. Garner	X	X	X	X	X	X	X	X	X	X		
Drug Awareness Program/Red Ribbon week.	R. Coleman			X									
Fire,Tornado, Lock-down drills.	R. Coleman	X	X	X	X	X	X	X	X	X	X		

Goal 8 - Strategy 2		Positive Skills Education											
Leader(s): R. Coleman and B. Ray Leader Progress Report Dates: June	Brief Description: To teach students positive skills to enable them to be safe and drug free through various activities.	Evaluation Benchmark: Reduce drug use among student population.											
Resources Required:	FTE's Required:	Source of Funds:	Amount										
District Staff	Number of FTE's: None	None	\$0.00										
Campus Admin. Staff	Not Specified Cost: None		\$0.00										
Timeline													
Activity	Person(s) 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
Observe Red Ribbon Week	D. Addinton			X									
Character Counts	S. Sparks			X									
Emergency Safety Drills	R. Coleman	X	X	X	X	X	X	X	X	X	X		

Goal 8 - Strategy 3		Dating violence, bullying, sexual harassment	
<p>Leader(s): R. Coleman and B. Ray</p> <p>Leader Progress Report Dates: Policy available by October.</p> <p>NEW INITIATIVE</p>		<p>Brief Description: Develop a system for students to report dating violence, bullying, sexual harassment and sexual violence. Dating violence is defined as intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship as defined by Section 71.0021, Texas Family Code. Bullying is defined as written or oral expression or physical conduct that a school district's board of trustees or board's designee determines. Sexual harassment is defined as conduct that is severe pervasive and objectively offensive in such a manner that can be said to deprive the victim student from the access to the educational opportunities provided by the school. Sexual violence is defined as sexual assault, sexual abuse or sexual stalking of a minor child or teenager.</p>	
<p>Evaluation Benchmark: Policy and complaint forms will be made available to all students through the counselors office.</p>			
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: None None Cost: None</p>	
		<p>Source of Funds: None</p>	
		<p>Amount \$0.00 \$0.00</p>	
<p>Timeline</p>			

Goal 9: The campus will provide transition services to children entering school.

Correlates with:

Strategies

Goal 9 - Strategy 1 **Preschool Notification**

<p>Leader(s): Kim Birdsong</p> <p>Leader Progress Report Dates: April</p>	<p>Brief Description: The high school will provide notification of the pre-K 3 and 4 programs offered in the district.</p>	<p>Evaluation Benchmark: Economically disadvantaged children will get the educational services to enter Kindergarten.</p>
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<p>Resources Required: District Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>
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Timeline

Activity	Person(s) 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
Pre-K 3 & 4 notification will be sent to students to take home to parents.	D. Addington and J. Skipper										X	X	
Notification will identify the pre K 3 & 4 program as a full day program.	R. Coleman, J. Skipper and D. Addington										X	X	

Goal 10: The campus will ensure that all teachers are certified.

Correlates with:

Strategies

Goal 10 - Strategy 1 Certified Teachers

<p>Leader(s): S. Sparks</p> <p>Leader Progress Report Dates: June</p>	<p>Brief Description: To provide that certified teachers are employed for the education of the students. Personnel are qualified for the positions they instruct.</p>	<p>Evaluation Benchmark: 100% of teachers will be highly qualified.</p>
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<p>Resources Required: District Coordinator Contract Service Computers Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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Timeline

Activity	Person(s) 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	i
Teachers are certified in the areas of instruction.	S. Sparks	X										X	X
Teachers are encouraged to take advanced classes to upgrade the improve academic subjects.	S. Sparks and R. Coleman	X	X	X	X	X	X	X	X	X	X	X	X
Paraprofessionals are encouraged to attend classes to achieve an associate degree or have achieved 2 years of higher education.	R. Coleman	X	X	X	X	X	X	X	X	X	X	X	X
The district will provide funding for teachers to achieve certification in ESL, G/T, and other specialized areas.	S. Sparks	X					X						

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

Correlates with:

Strategies

Goal 11 - Strategy 1 Computer Technology

<p>Leader(s): R. Coleman and H. Shelton</p> <p>Leader Progress Report Dates: 6 week benchmark testing 3 week progress reports</p>	<p>Brief Description: To offer computer technology through resources in the school. To offer remediation of classes and TAKS through computer labs and to improve skills in computer usage.</p>	<p>Evaluation Benchmark: Computer skills will be increase by 80%.</p>
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<p>Resources Required: District Staff Computers Campus Admin. Staff Audio Visual Equipment</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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Timeline

Activity	Person(s) 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
Offer computer lab using the Classworks program for TAKS remediation.	R. Coleman	X	X	X	X	X	X	X	X	X	X		
Upgrade hardware and software to enhance learning.	H. Shelton	X	X	X	X	X	X	X	X	X	X		
Implement computer based programs to improve student achievement. A+ software.	H. Shelton	X	X	X	X	X	X	X	X	X	X		
Incorporate computer research in enhancing student learning.	R. Coleman and H. Shelton	X	X	X	X	X	X	X	X	X	X		

APPENDIX I

SBDM

PLAN IMPLEMENTATION AND DEVELOPMENT LOG

NEEDS ASSESSMENT

SUMMATIVE EVALUATION

2008-09 SBDM				
Position	Name	Subject/Grade	Contact Information	Signature
Non-Classroom Professional Staff	Donna Addington			
Classroom Teacher	Dana Blackstone	Math		
Principal	Richard Coleman			
Business Representative	Jody Crouch			
Classroom Teacher	Cathryn Higley	Spanish		
Parent	Carla Howard			
Parent	Lisa Jackson			
Student	Jaquilyn King			
Parent	Carol Moore			
Classroom Teacher	Lindsay Skinner	Math		
Classroom Teacher	Brenda Smith	Art		
Parent	Sheryle Wiggins			

Campus Improvement Plan Plan Implementation and Development Log	
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Date	Purpose
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Needs Assessment

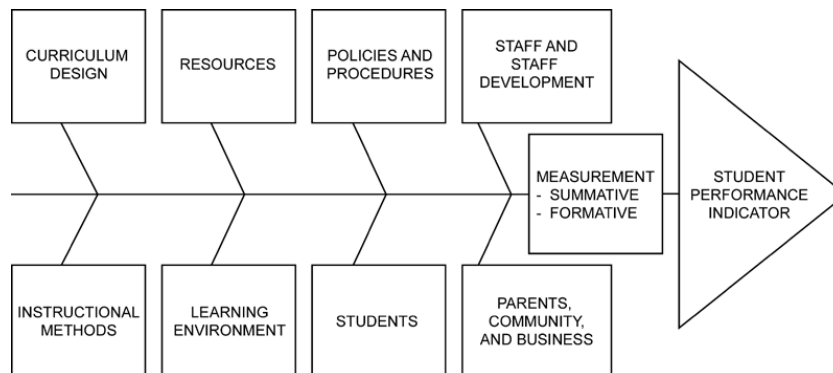
Summative Evaluation for 2007-08

Needs Assessment Focus

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

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

Process Chart



Summative Evaluation for year 2008-09

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

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Goals

Goal 1: Attendance

Improve district-wide attendance rate of 97%.

Goal 2: Dropout rate

Reduce dropout rate district-wide.

Goal 3: District Performance AEIS

Increase achievement among all student populations as measured by District Performance AEIS.

Goal 4: Parental and Community Involvement

Increase positive parental and community involvement.

Goal 5: Career and Technology

Prepare all students to make good life skills choices and successful transitions into adult life.

Goal 6: Safety

Provide a safe and secure environment in which children can learn.

Goal 7: Technology

Provide students, teachers, and administrators with access to technological tools that enhance instruction, improve student achievement, and meet established goals.

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: Prepare Students

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

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

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

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

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

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

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

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

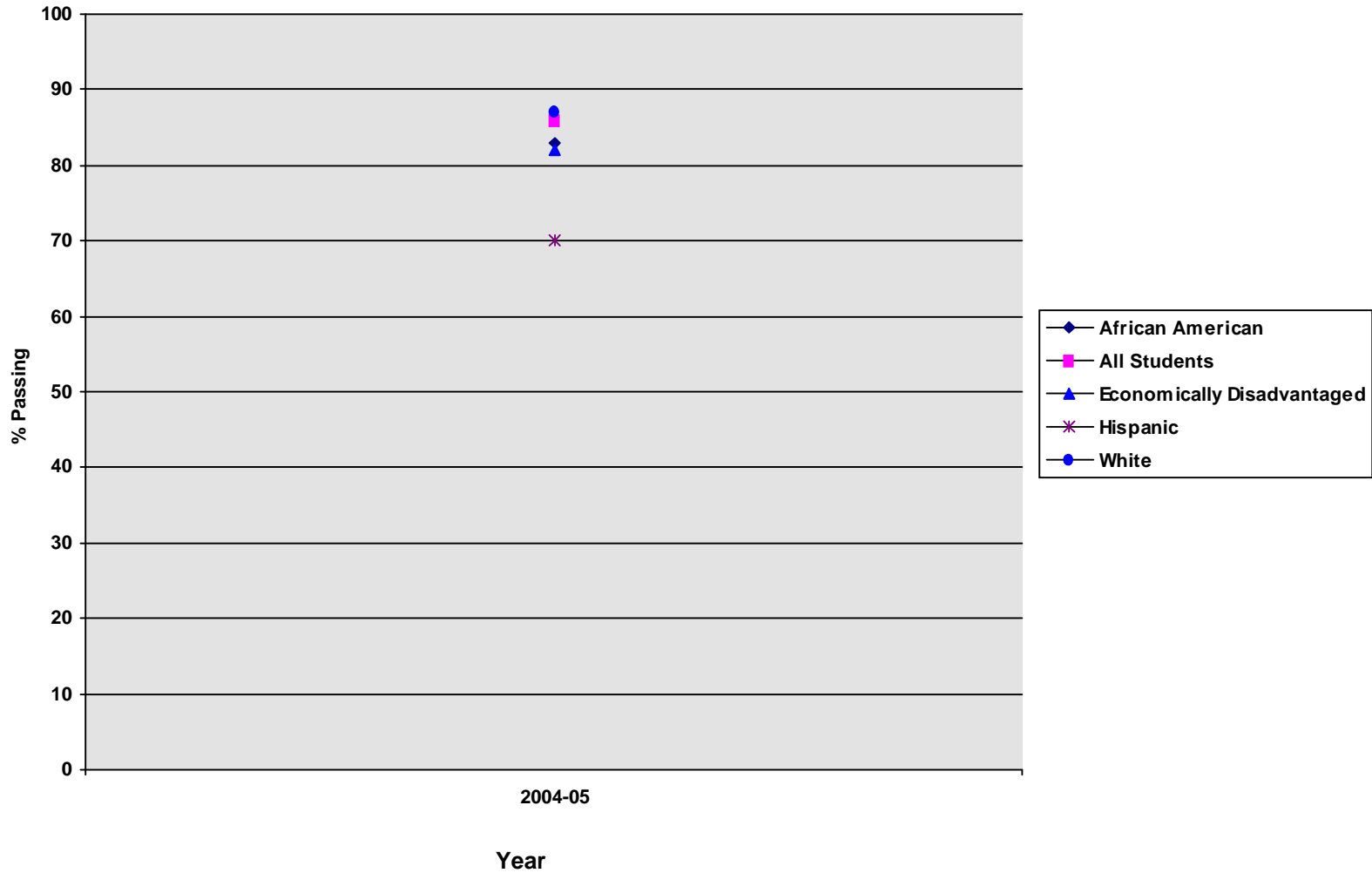
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

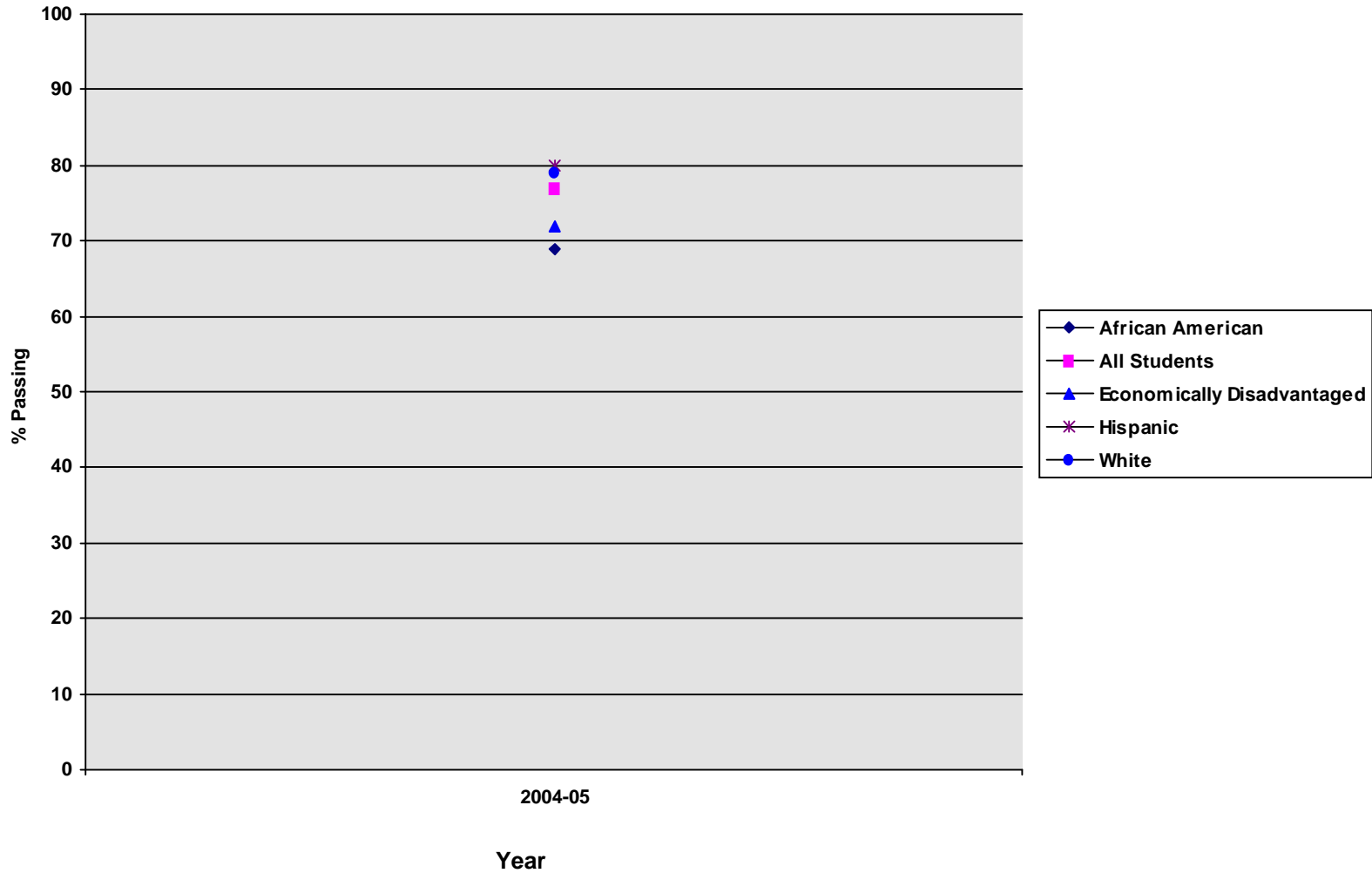
Report of TAKS Reading

Graph of Current Performance by Analysis Group



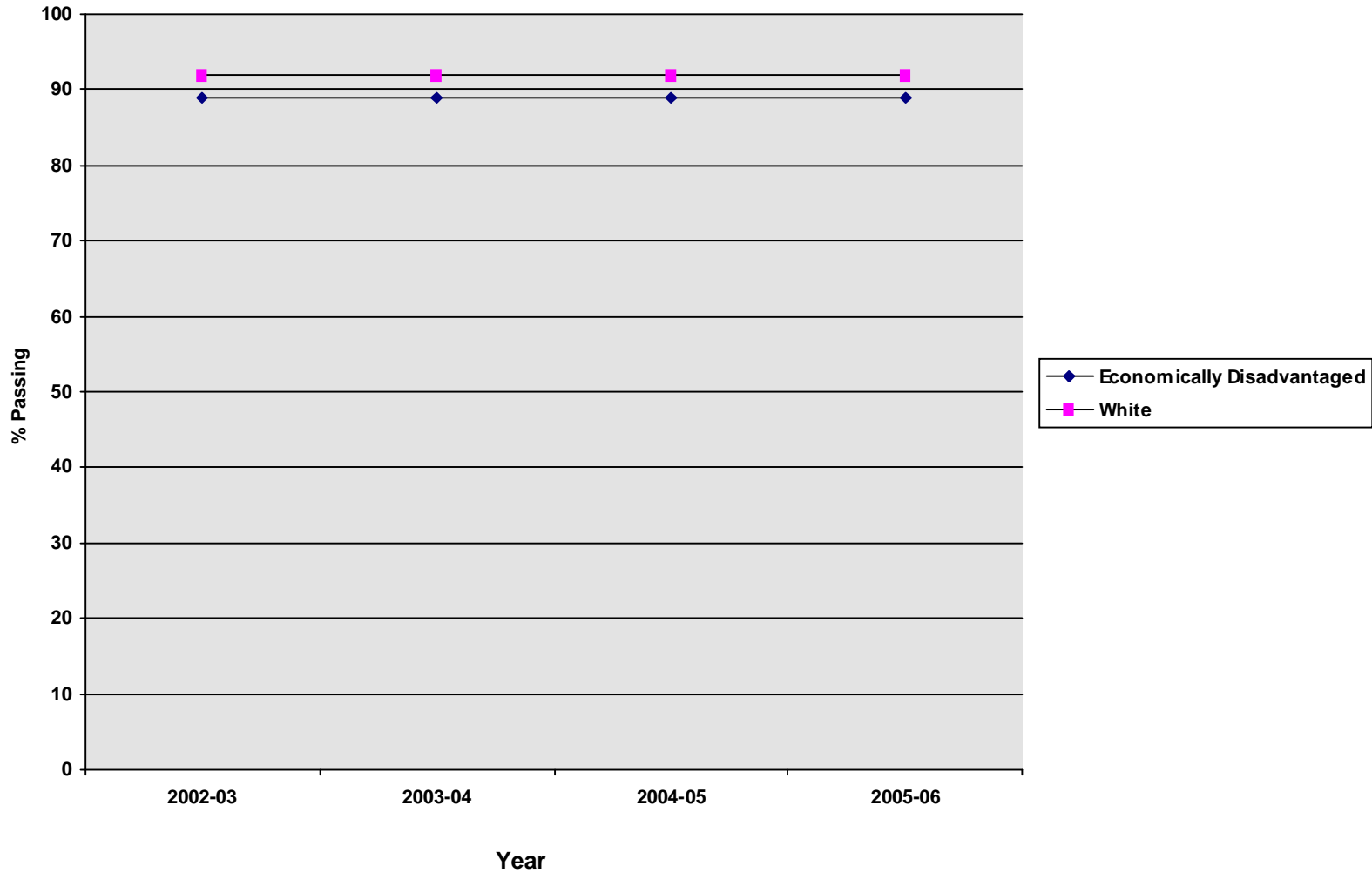
Report of TAKS Math

Graph of Current Performance by Analysis Group



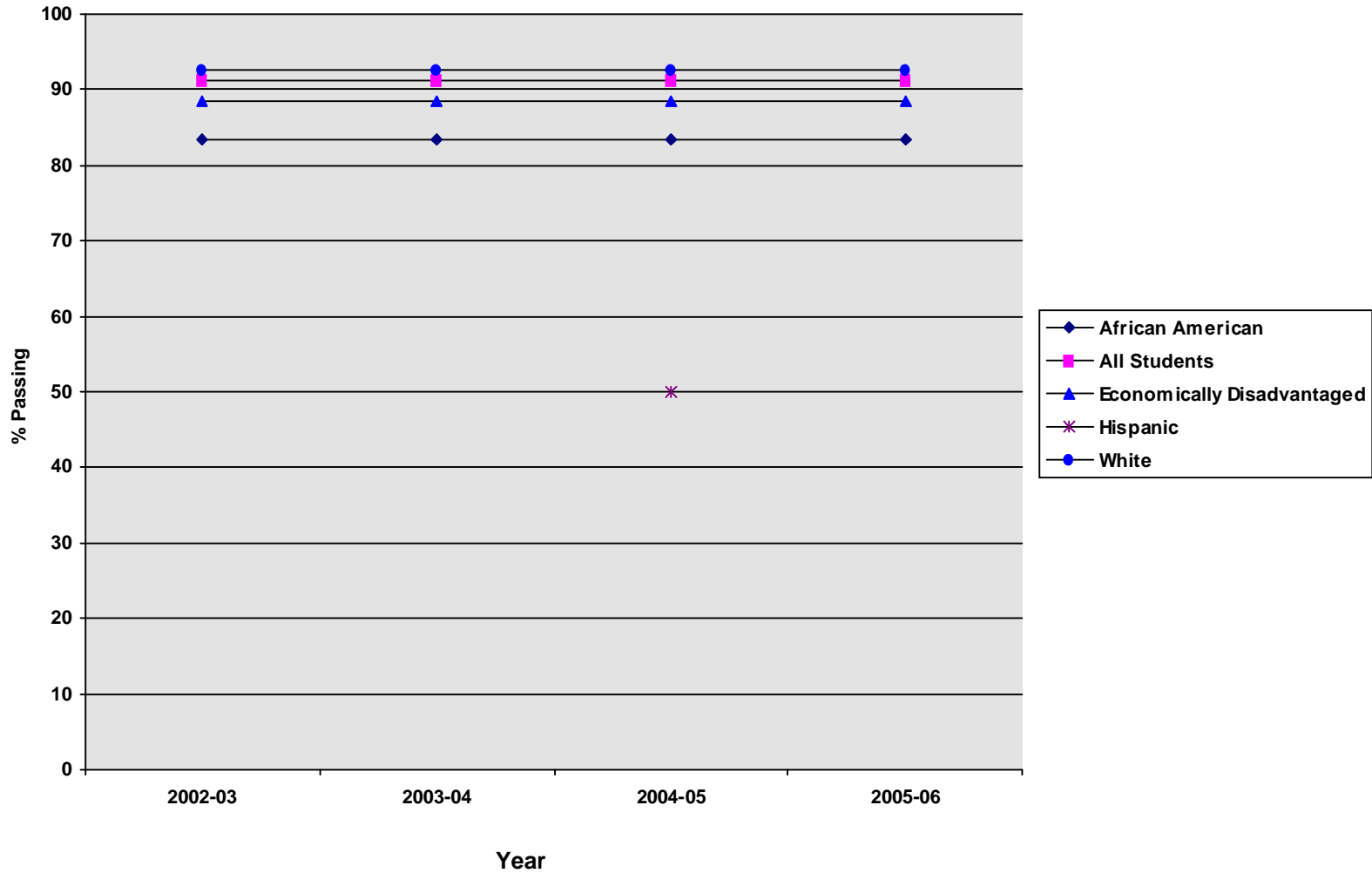
Report of TAKS Writing

Graph of Current Performance by Analysis Group



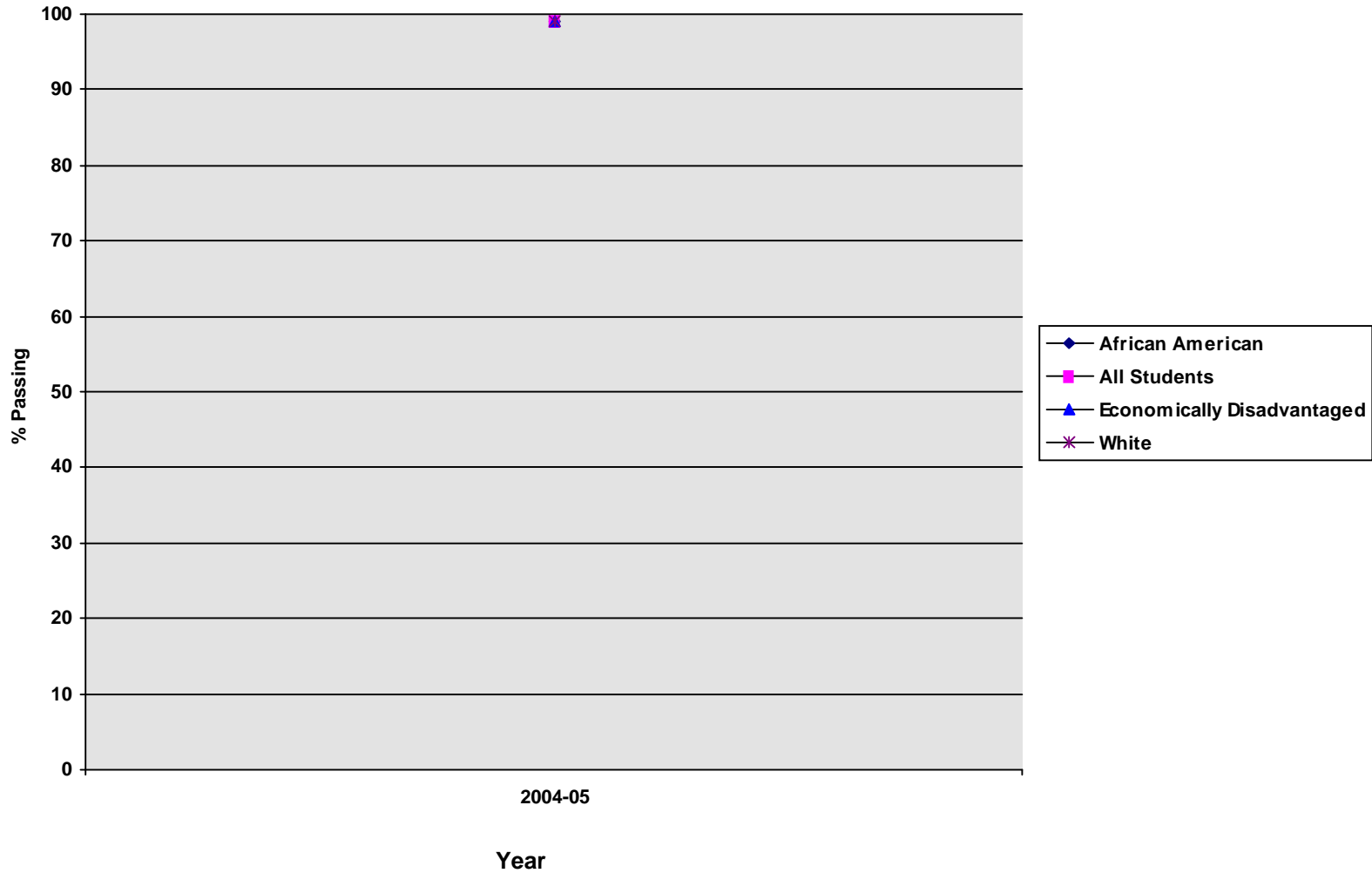
Report of TAKS Overall

Graph of Current Performance by Analysis Group



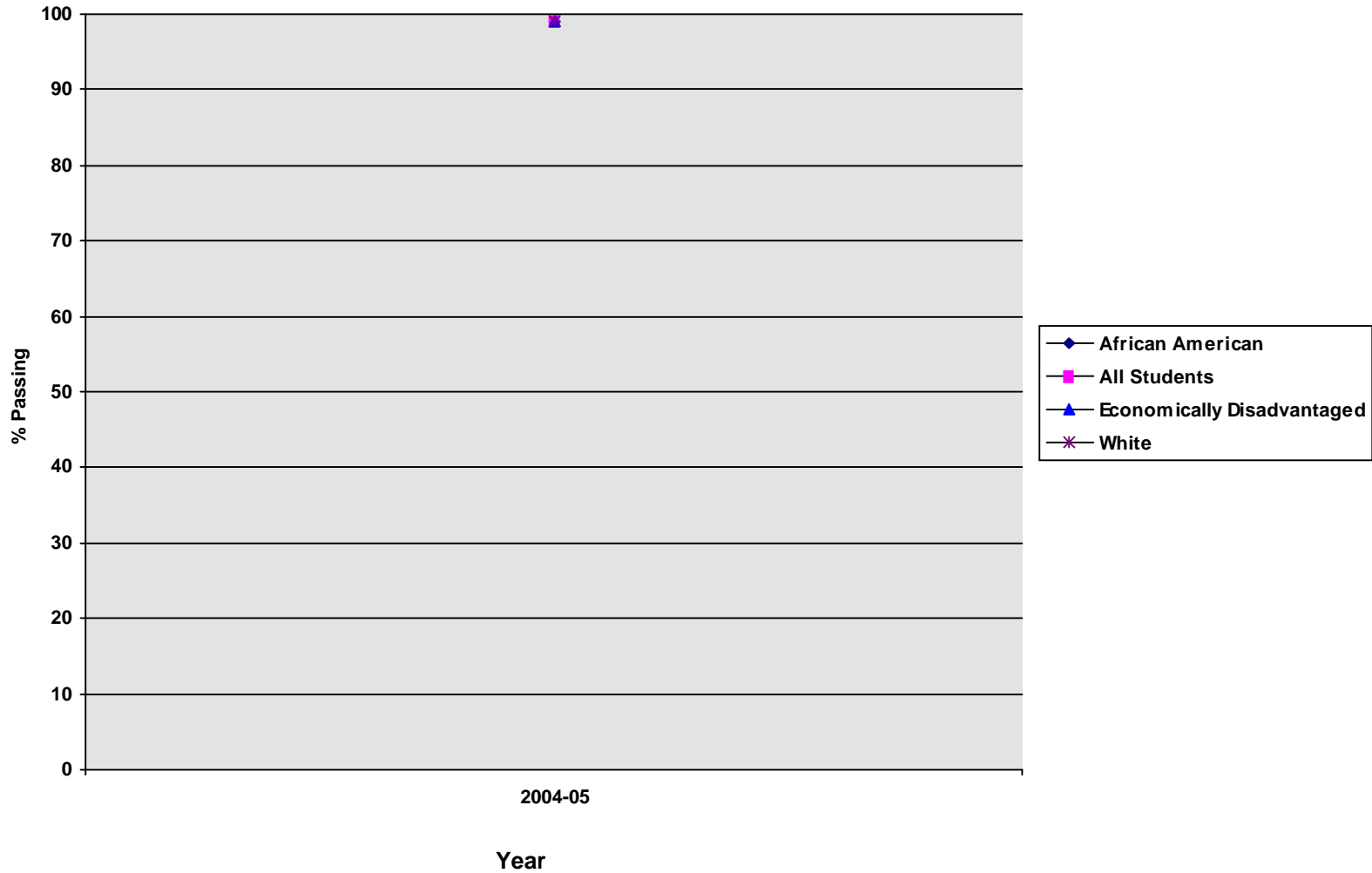
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



Report of SDAA II Math

Graph of Current Performance by Analysis Group



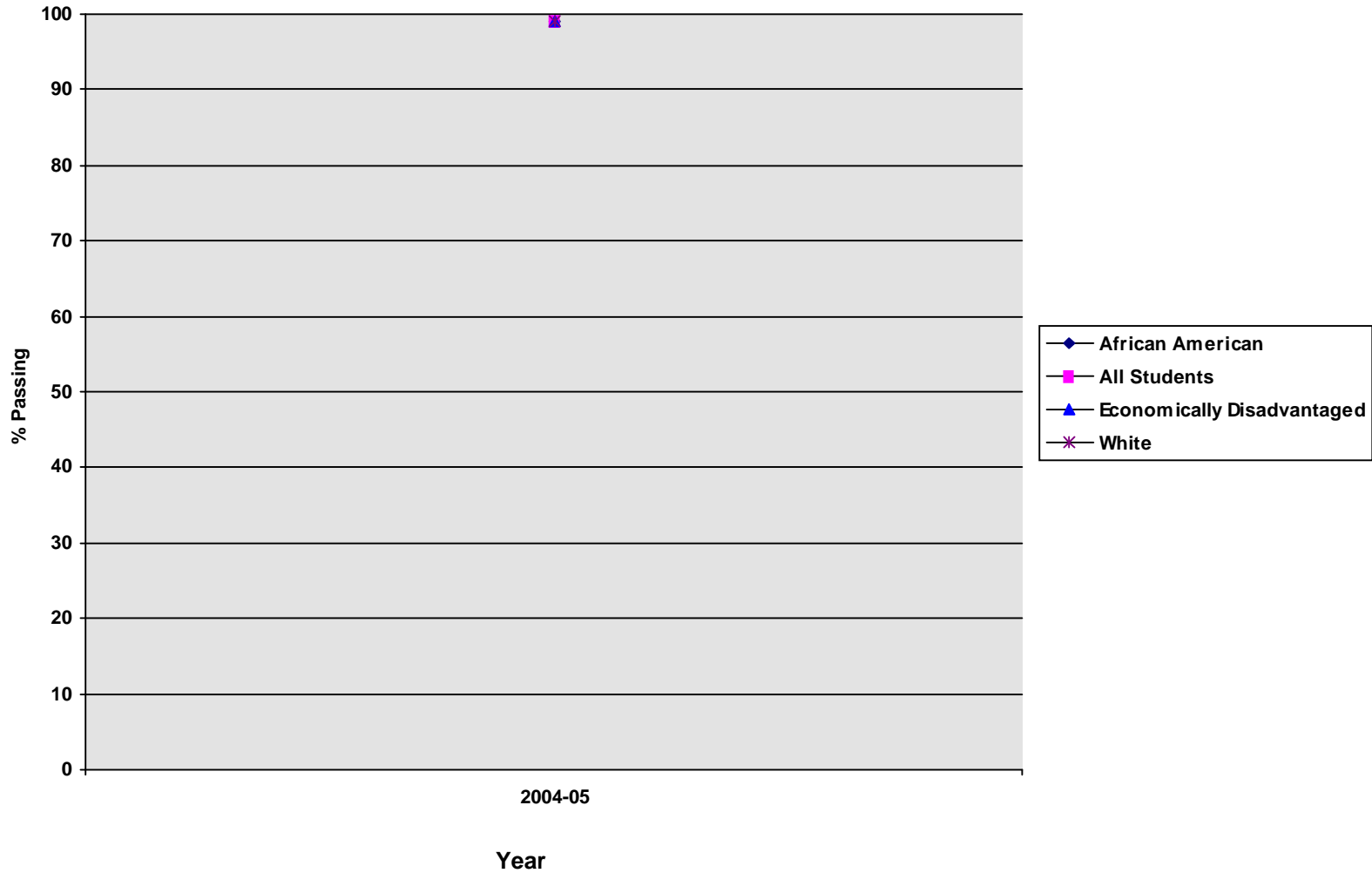
Report of SDAA II Writing

Graph of Current Performance by Analysis Group

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

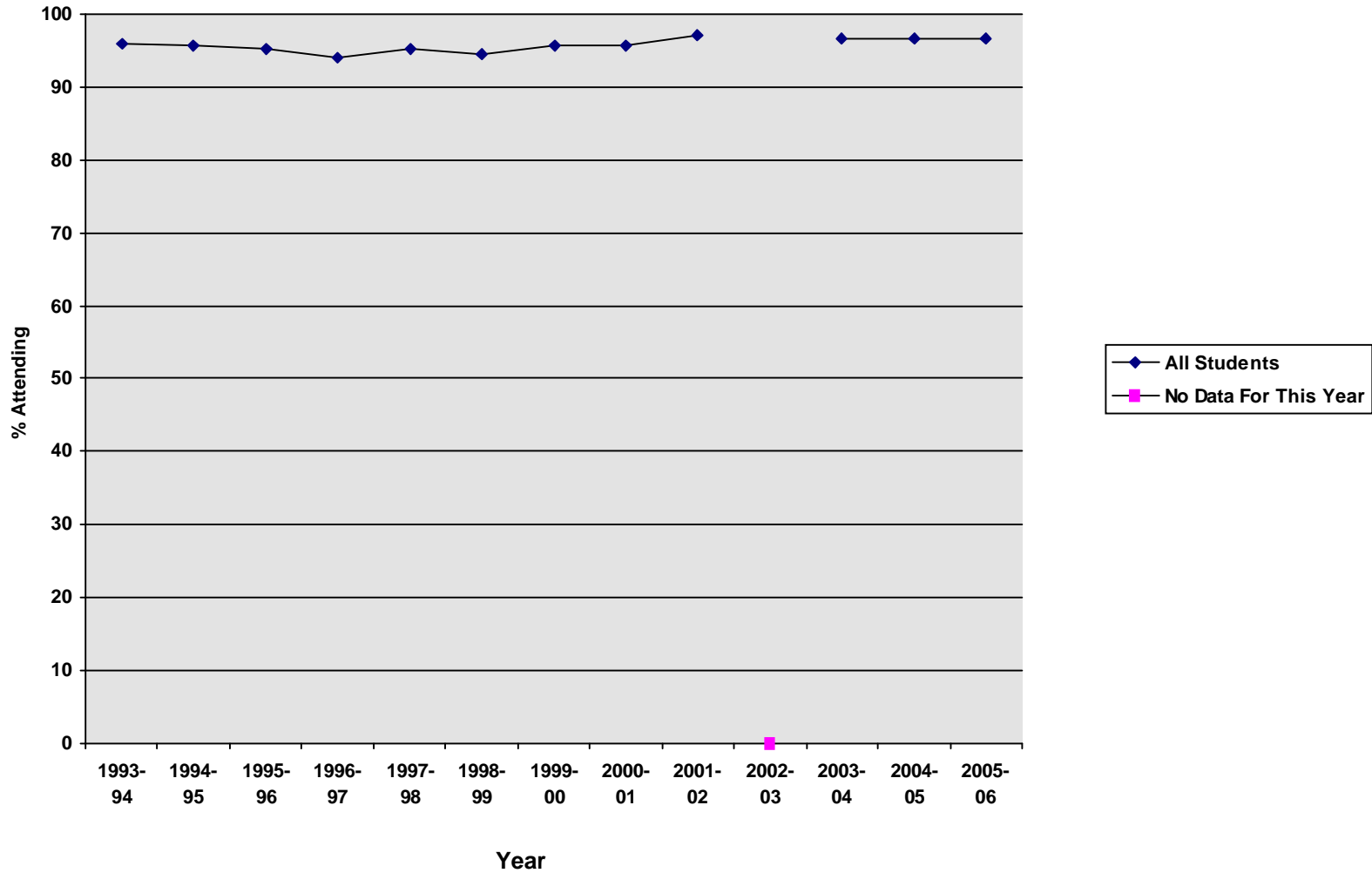
Report of SDAA II Overall

Graph of Current Performance by Analysis Group



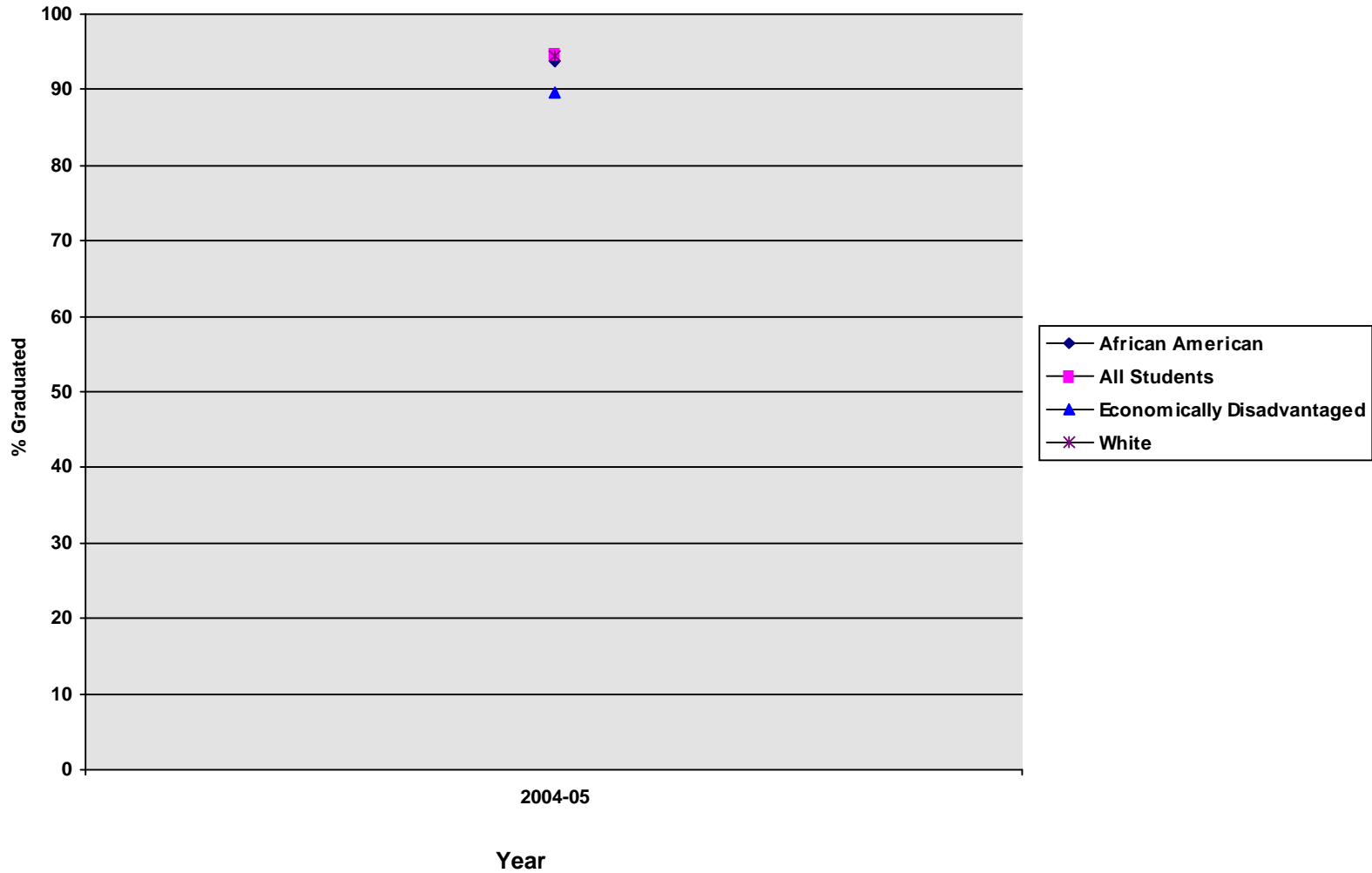
Report of Attendance

Graph of Current Performance by Analysis Group



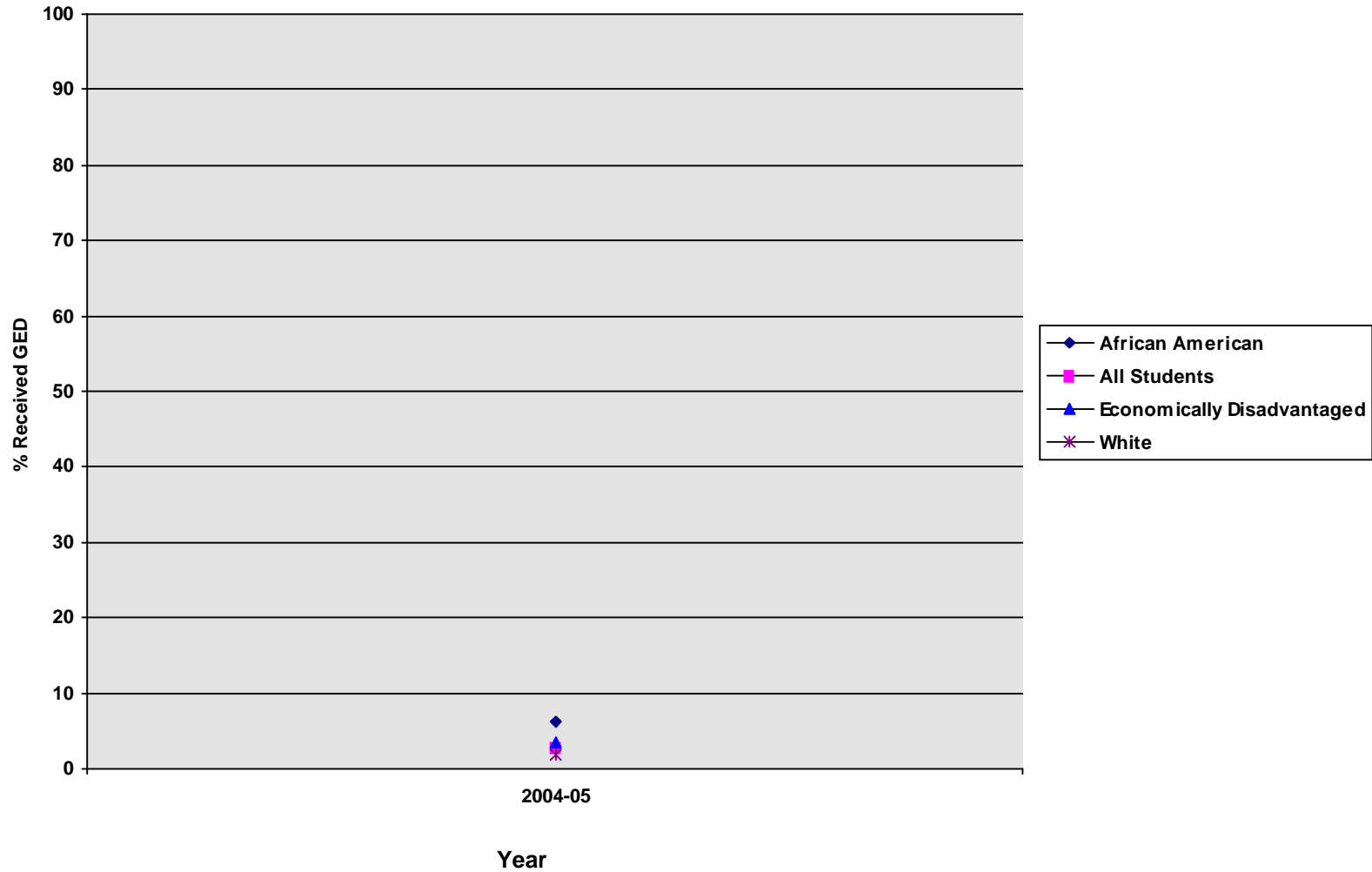
Report of Completion: Graduated

Graph of Current Performance by Analysis Group



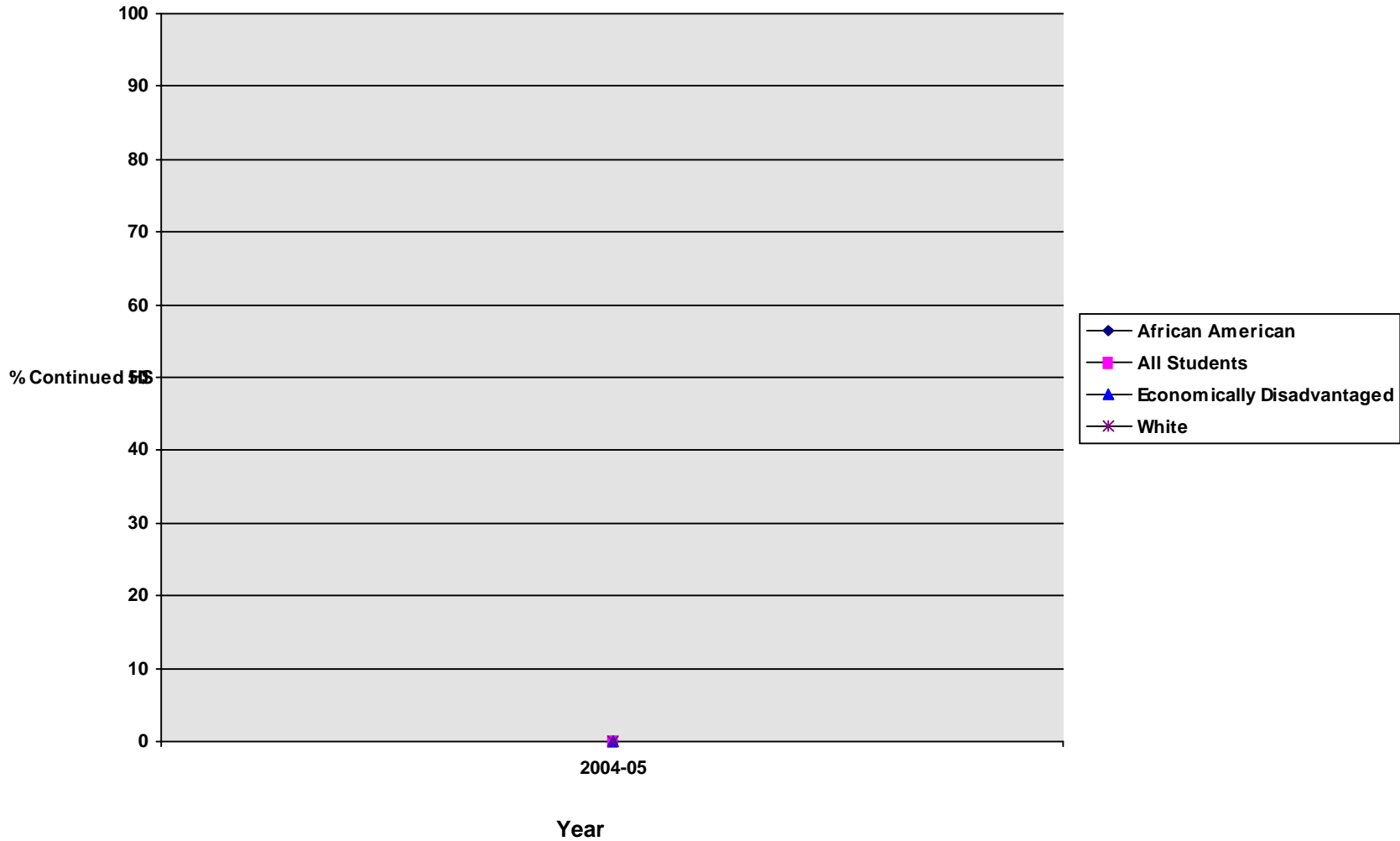
Report of Completion: Received GED

Graph of Current Performance by Analysis Group



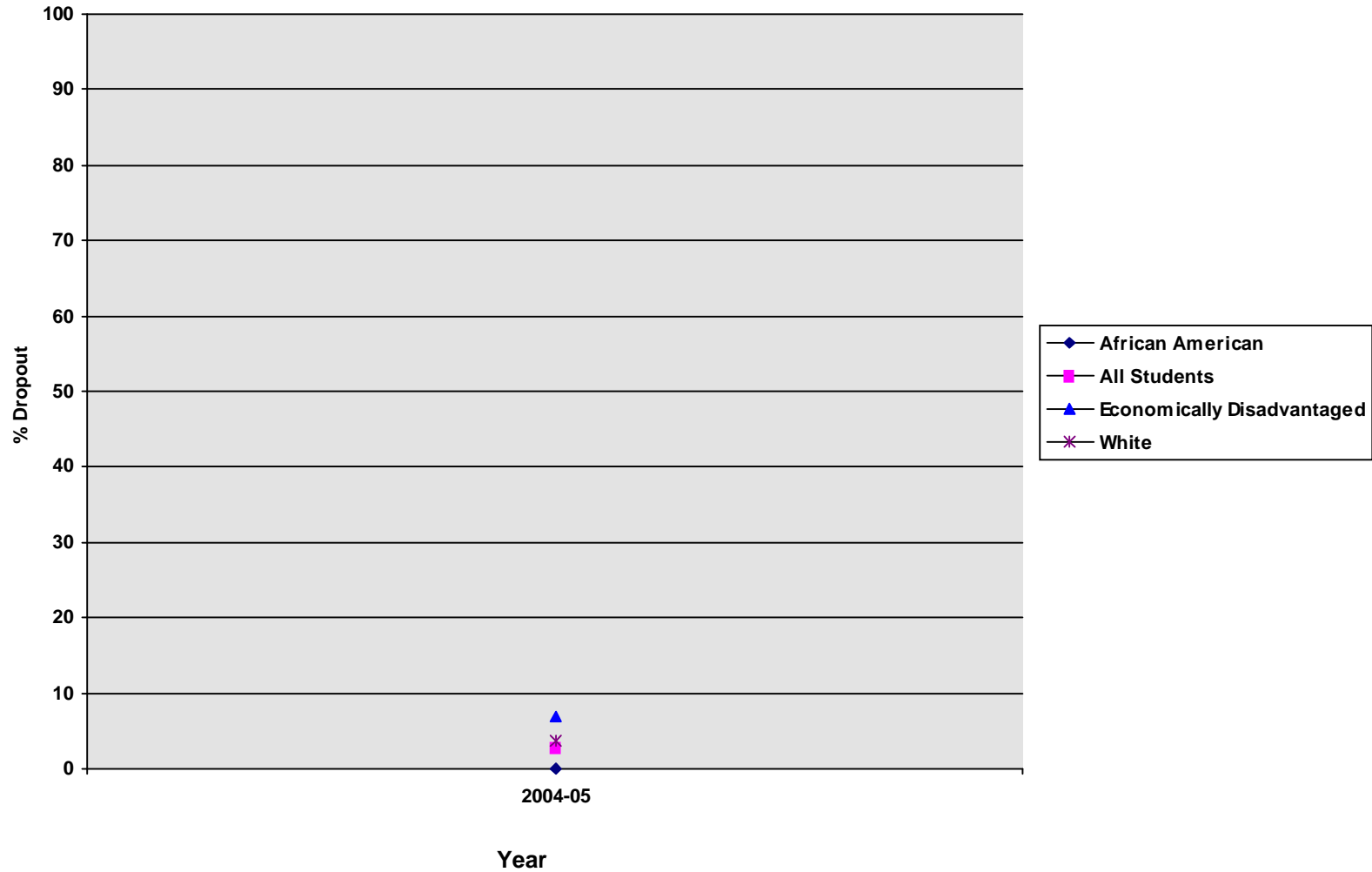
Report of Completion: Continued HS

Graph of Current Performance by Analysis Group



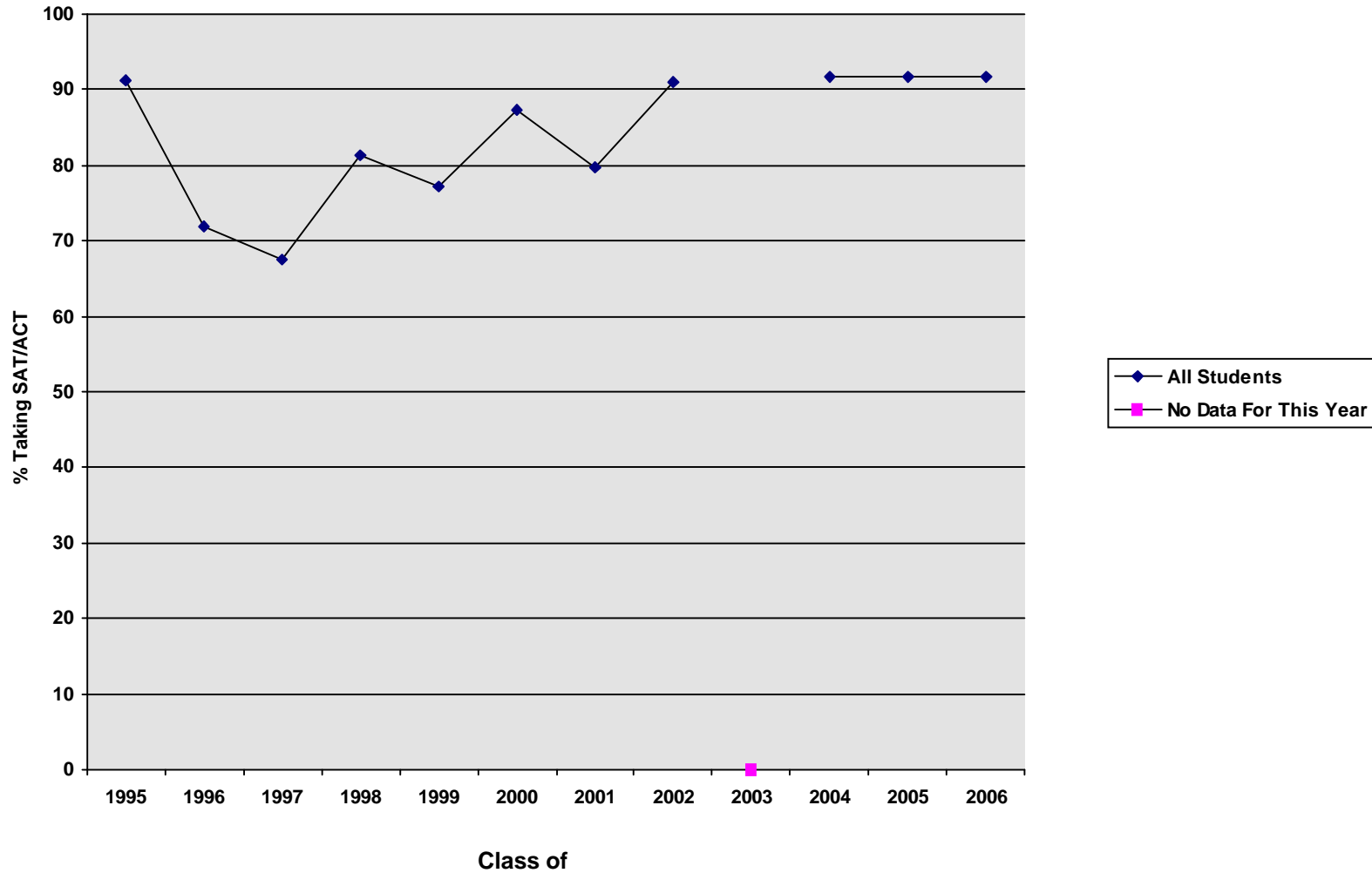
Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group



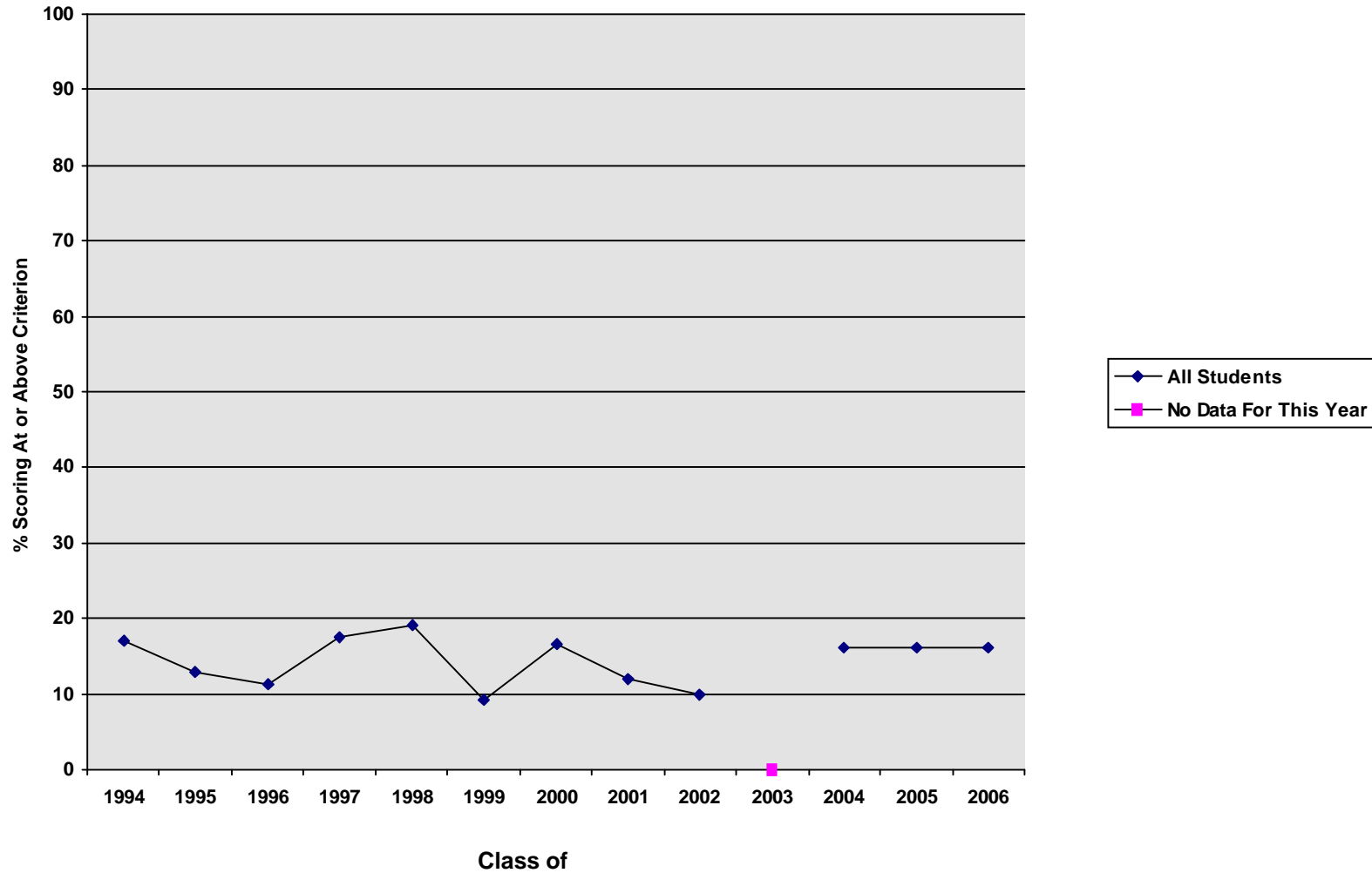
Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group



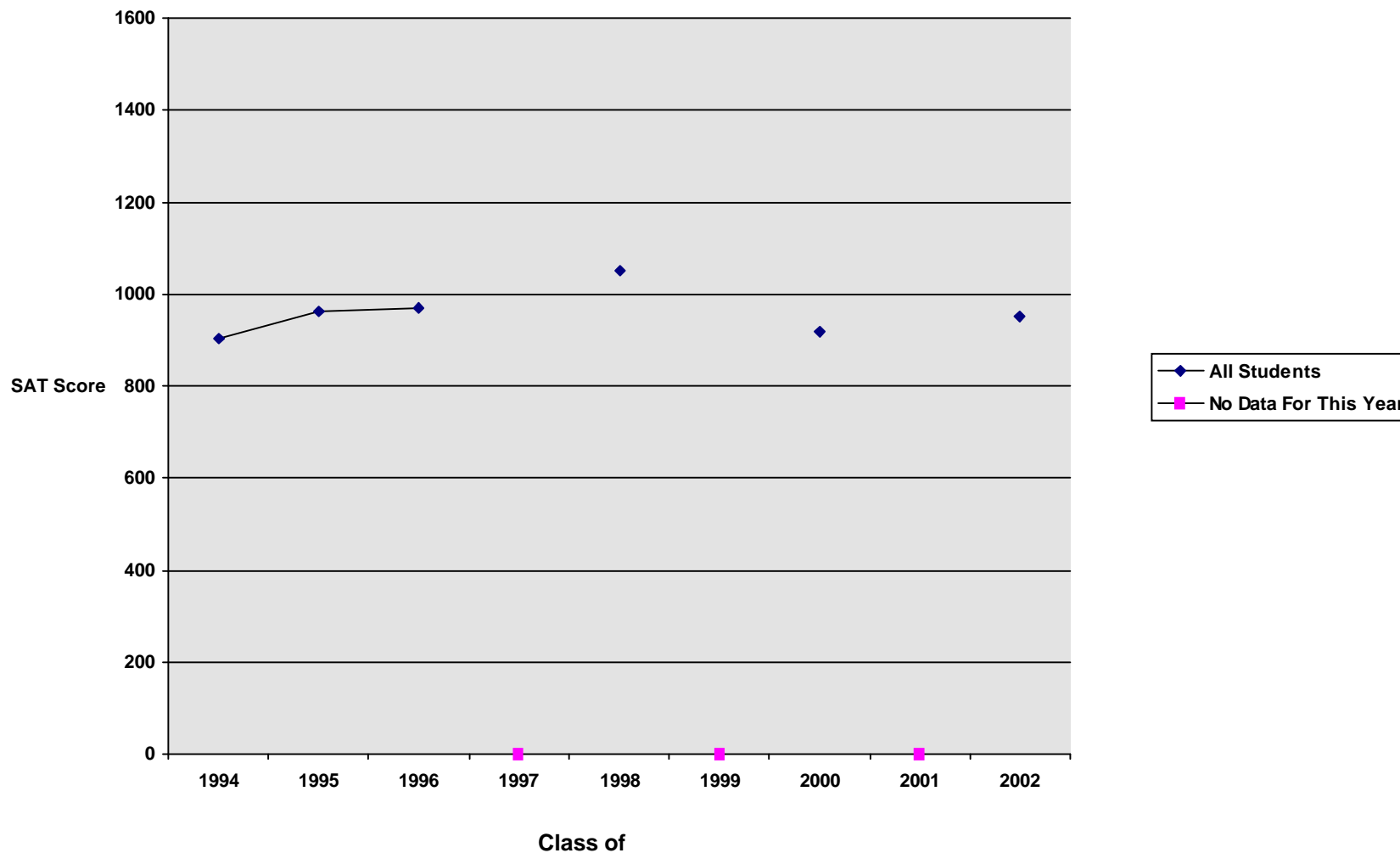
Report of Graduating Seniors Scoring At or Above Criterion

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

