

# **Winfield ISD**

## **Campus / District Improvement Plan**

**2008-09**

**Winfield Independent School District will recognize the value of fairness and equity for all while working cooperatively with parents and community members to produce confident students who display pride, character, and life long educational skills in hand, our students will be equipped to assume their meaningful place in society.**

## Winfield ISD 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 is committed to developing the "whole child".
- 6 We believe the school's efforts are directed to the end that each student will become a productive member of society.
- 7 We believe that Site-Based Decision Making (SBDM) is a process for improving student performance by enabling all stakeholders to participate in making decisions affecting the local campus.
- 8 We believe that all students can learn and achieve.
- 9 We believe that all students can learn regardless of their status in society.
- 10 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.
- 11 We believe that education should provide appropriate learning experiences for every child within the district.
- 12 We believe that the district is committed to developing the "whole child".
- 13 We believe the school's efforts are directed to the end that each student will become a productive member of society.
- 14 We believe that Site-Based Decision Making (SBDM) is a process for improving student performance by enabling all stakeholders to participate in making decisions affecting the local campus.

**Goal 1:** All student groups assessed with state mandated tests will meet or exceed the state standard for exemplary performance of 90% passing by the year 2009.

**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) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	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

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89%	2008	≥ 90%	2012-13	≥ 89.3%	2009
Economically Disadvantaged	88%	2008	≥ 90%	2012-13	≥ 88.5%	2009
Hispanic	90%	2008	≥ 90%	2012-13	≥ 90%	2009
White	82%	2008	≥ 90%	2012-13	≥ 84%	2009
LEP	85%	2008	≥ 90%	2012-13	≥ 86.3%	2009
Male	88%	2008	≥ 90%	2012-13	≥ 88.5%	2009
Female	90%	2008	≥ 95%	2012-13	≥ 91.3%	2009
Median	85%	2008	≥ 90%	2012-13	≥ 86%	2009
At Risk	84%	2008	≥ 90%	2012-13	≥ 85.5%	2009

**Indicator:** TAKS Reading**Grade:** 3

<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	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
Economically Disadvantaged	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
Hispanic	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
LEP	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Male	> 99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	71 %	2008	≥ 90 %	2012-13	≥ 75.8 %	2009
At Risk	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009

**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	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009
Economically Disadvantaged	64 %	2008	≥ 90 %	2012-13	≥ 70.5 %	2009
Hispanic	70 %	2008	≥ 90 %	2012-13	≥ 75 %	2009
White	60 %	2008	≥ 90 %	2012-13	≥ 67.5 %	2009
LEP	63 %	2008	≥ 90 %	2012-13	≥ 69.8 %	2009
Male	43 %	2008	≥ 90 %	2012-13	≥ 54.8 %	2009
Female	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Median	76 %	2008	≥ 90 %	2012-13	≥ 79.5 %	2009
At Risk	64 %	2008	≥ 90 %	2012-13	≥ 70.5 %	2009

**Indicator:** TAKS Reading

**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	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Economically Disadvantaged	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Male	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Female	TBD %	2008	≥ 90 %	2012-13	≥ TBD %	2009
At Risk	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009

**Indicator:** TAKS Reading

**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	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Economically Disadvantaged	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
At Risk	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009

**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	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	60%	2008	≥ 90%	2012-13	≥ 67.5%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009
At Risk	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**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	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**Indicator:** TAKS Math**Grade:** All

<b>Group</b>	<b>Current Performance ACCOUNTABILITY DATA</b>		<b>Desired Performance LONG TERM STATE OBJECTIVES</b>		<b>Desired Performance ANNUAL OBJECTIVES</b>	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
White	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Female	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
At Risk	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009

**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	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Economically Disadvantaged	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Hispanic	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
LEP	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009
At Risk	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009

**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	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
Economically Disadvantaged	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	60 %	2008	≥ 90 %	2012-13	≥ 67.5 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	75 %	2008	≥ 90 %	2012-13	≥ 78.8 %	2009
At Risk	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009

**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	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Economically Disadvantaged	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Hispanic	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Male	75 %	2008	≥ 90 %	2012-13	≥ 78.8 %	2009
At Risk	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009

**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	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Economically Disadvantaged	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Hispanic	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Male	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009
Female	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
At Risk	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009

**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	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Economically Disadvantaged	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009

**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	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Economically Disadvantaged	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009
Hispanic	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Economically Disadvantaged	94 %	2008	≥ 90 %	2012-13	≥ 94 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	71 %	2008	≥ 90 %	2012-13	≥ 75.8 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Female	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
At Risk	93 %	2008	≥ 90 %	2012-13	≥ 93 %	2009

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

<b>Group</b>	<b>Current Performance ACCOUNTABILITY DATA</b>		<b>Desired Performance LONG TERM STATE OBJECTIVES</b>		<b>Desired Performance ANNUAL OBJECTIVES</b>	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
Economically Disadvantaged	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	60 %	2008	≥ 90 %	2012-13	≥ 67.5 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009
Female	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
At Risk	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009

**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	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
White	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009
At Risk	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85%	2008	≥ 90%	2012-13	≥ 86.3%	2009
Economically Disadvantaged	88%	2008	≥ 90%	2012-13	≥ 88.5%	2009
Hispanic	89%	2008	≥ 90%	2012-13	≥ 89.3%	2009
LEP	83%	2008	≥ 90%	2012-13	≥ 84.8%	2009
Male	80%	2008	≥ 90%	2012-13	≥ 82.5%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009
At Risk	77%	2008	≥ 90%	2012-13	≥ 80.3%	2009

**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	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Economically Disadvantaged	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Hispanic	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
LEP	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Male	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
At Risk	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009

**Indicator:** TAKS Science

**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	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009
Economically Disadvantaged	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
Hispanic	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009
Male	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
White	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**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	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
White	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**Indicator:** TAKS Overall

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	79 %	2008	≥ 90 %	2012-13	≥ 81.8 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
Hispanic	84 %	2008	≥ 90 %	2012-13	≥ 85.5 %	2009
White	55 %	2008	≥ 90 %	2012-13	≥ 63.8 %	2009
Special Ed.	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	74 %	2008	≥ 90 %	2012-13	≥ 78 %	2009
Male	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009
Female	81 %	2008	≥ 90 %	2012-13	≥ 83.3 %	2009
At Risk	74 %	2008	≥ 90 %	2012-13	≥ 78 %	2009

**Indicator:** Progress of Prior Yr. TAKS Failers, Reading/ELA

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009
Economically Disadvantaged	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009
Hispanic	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009
Male	60 %	2008	≥ 90 %	2012-13	≥ 67.5 %	2009
At Risk	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009

**Indicator:** Progress of Prior Yr. TAKS Failers, Math

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009	
Economically Disadvantaged	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009	
Hispanic	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009	
LEP	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009	
Male	71 %	2008	≥ 90 %	2012-13	≥ 75.8 %	2009	
At Risk	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009	

**Indicator:** Texas Primary Reading Inventory (TPRI)

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	< 1 %	2008		2012-13		2009	
Economically Disadvantaged	< 1 %	2008		2012-13		2009	
Hispanic	< 1 %	2008		2012-13		2009	
White	< 1 %	2008		2012-13		2009	
Special Ed.	< 1 %	2008		2012-13		2009	

**Strategies**

<b>Goal 1 - Strategy 1</b>		<b>Student Achievement - TAKS, TELPAS, AYP</b>												
<p><i>Supports TAKS Overall - Grade: All Grades, TAKS Reading - Grade: 3, TAKS Reading - Grade: 4, TAKS Reading - Grade: 5, TAKS Reading - Grade: 6, TAKS Reading - Grade: 7, TAKS Reading - Grade: 8, TAKS Reading - Grade: All Grades, TAKS Math - Grade: 3, TAKS Math - Grade: 4, TAKS Math - Grade: 5, TAKS Math - Grade: 6, TAKS Math - Grade: 8, TAKS Math - Grade: All Grades, TAKS Writing - Grade: 7, TAKS Writing - Grade: All Grades, TAKS Writing - Grade: 4, TAKS Math - Grade: 7, TAKS Social Studies - Grade: 8, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: 5, TAKS Science - Grade: 8, TAKS Science - Grade: All Grades</i></p>														
<b>Leader(s):</b>		<b>Brief Description:</b>					<b>Evaluation Benchmark:</b>							
T. Martin		All students taking the TAKS in Reading, Math, Writing, Science, and Social Studies will meet or exceed the state standard of 90% passing by the year 2007.					90% of students will meet the passing standard and 40% will meet the commended standard.							
<b>Leader Progress Report Dates:</b>														
Annual campus evaluation of testing results (August)														
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>				
Teaching Aids		Number of FTE's: None			Title Budget					\$42,285.00				
Teachers		None			Library Budget					\$11,286.00				
Supplies		Cost: None			Compensatory Ed. Budget					\$33,600.00				
School Library														
Public Library														
ESC 8														
District Staff														
District Coordinator														
District Admin. Staff														
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>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	

Goal 1 - Strategy 1		Student Achievement - TAKS, TELPAS, AYP										
Provide appropriate library books for students in grades K - 8	Hernandez, Burchinal	X						X			X	
Supplement regular classroom instruction to support at-risk students through computer-assisted instruction, teacher-assisted instruction, content mastery, and small group instruction.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X
Provide Reading Incentive Program (Accelerated Reader Program).	Hernandez	X	X	X	X	X	X	X	X	X	X	X
Continue the Reading First Grant program for grades K - 3.	R. Burchinal, Friddle, Classroom Teachers K 3	X	X	X	X	X	X	X	X	X	X	X
Continue to implement the Sharon Wells Math Program in Grades 2 - 5 to improve math skills	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X
Implement local K - 1, 6 - 8 Math program through the Curriculum Developer (CSCOPE).	T. Martin, Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X
Implement the use of the Study Island web based software program as a supplement to the core subject areas improve individual academic skills in preparation for stated mandated test.	T. Martin, Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 2</b>		<b>Special Program Student Achievement</b>												
<p><i>Supports Texas Primary Reading Inventory (TPRI) - Grade: All Grades, TAKS Overall - Grade: All Grades, TAKS Reading - Grade: 3, TAKS Reading - Grade: 4, TAKS Reading - Grade: 6, TAKS Reading - Grade: 5, TAKS Reading - Grade: 7, TAKS Reading - Grade: 8, TAKS Reading - Grade: All Grades, TAKS Math - Grade: 3, TAKS Math - Grade: 4, TAKS Math - Grade: 5, TAKS Math - Grade: 6, TAKS Math - Grade: 7, TAKS Math - Grade: 8, TAKS Math - Grade: All Grades, TAKS Writing - Grade: 4, TAKS Writing - Grade: 7, TAKS Writing - Grade: All Grades, TAKS Social Studies - Grade: 8, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: 5, TAKS Science - Grade: 8, TAKS Science - Grade: All Grades</i></p>														
<b>Leader(s):</b>			<b>Brief Description:</b>						<b>Evaluation Benchmark:</b>					
T. Martin			All students taking the TAKS, and TELPAS assessments will meet or exceed 90% passing for 2009.						100% of students will obtain one year's growth based on their appropriate assessment and evaluation.					
<b>Leader Progress Report Dates:</b>														
Annual campus report of testing results (August)			\$35150 Special Ed. Salary \$20400 Special Ed. Professional Services \$12973 Title I Salary \$ 4000 Title III, ESL Stipend \$ 3500 Supplies											
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>			<b>Amount</b>					
Teaching Aids			Number of FTE's: None			Title Budget			\$42,285.00					
Teachers			None			Library Budget			\$11,286.00					
Supplies			Cost: None			Compensatory Ed. Budget			\$33,600.00					
ESL Teachers									\$87,171.00					
ESC 8														
District Staff														
Computers														
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>Evaluation</b>
Improve reading levels of students who are identified Dyslexic.	K. Ford	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 1 - Strategy 2</b>		<b>Special Program Student Achievement</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>Evaluation</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>	
Continue ESL program for grades K - 8.	T. Martin, Bragg	X	X	X	X	X	X	X	X	X	X			
Continue to include all appropriate Special Education students in the regular education classroom (Mainstream) as appropriate.	T. Martin, K. Ford	X	X	X	X	X	X	X	X	X				
Continue to identify and address the needs of all migrant students throughout the year.	T. Martin, H. Neal	X	X	X	X	X	X	X	X	X	X	X	X	
Provide G/T students with a continuum of learning experiences that lead to advanced-level products/performances. See TEC 11.252 and 11.253	T. Martin, Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 1 - Strategy 3</b>		<b>K - 3 Student Achievement</b>																			
<i>There are no Indicators/Objectives that support this Strategy</i>																					
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> All students in grades K - 3 will meet one years growth expectations based on the scientifically-based instructional strategies in accordance with grade level TEKS.	<b>Evaluation Benchmark:</b> 100% of students are reading on grade level 100% of students demonstrate mastery of the mathematics skills based on the TEKS																			
<b>Leader Progress Report Dates:</b> Three times annually - September, January, May	\$103,800 Instructional Staff K - 3 Salaries & Compensation READING FIRST GRANT \$ 3400 Professional Contracted Services READING FIRST GRANT \$ 39,500 Supplies & Materials READING FIRST GRANT \$ 7200 Capital Outlay READING FIRST GRANT																				
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> Title Budget Special Grant Library Budget Compensatory Ed. Budget	<b>Amount</b>																		
			<table border="0"> <tr> <td>\$42,285.00</td> </tr> <tr> <td>\$103,000.00</td> </tr> <tr> <td>\$11,286.00</td> </tr> <tr> <td>\$33,600.00</td> </tr> <tr> <td><hr/></td> </tr> <tr> <td>\$190,171.00</td> </tr> </table>													\$42,285.00	\$103,000.00	\$11,286.00	\$33,600.00	<hr/>	\$190,171.00
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\$190,171.00																					
<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>Evaluation</b>							
Identify At-Risk students who have been identified with reading difficulties using the TPRI. Winfield ISD will provide early reading intervention based on the 3-Tier Model for struggling readers. SCE	R. Burchinal, K - 3 Teachers	X	X	X	X	X	X	X	X	X	X	X	X								

<b>Goal 1 - Strategy 3      K - 3 Student Achievement</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>Evaluation</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	
Reading First Grant Paraprofessionals Supplies														
Identify At-Risk students using ITBS and TPRI SCE Reading First Grant - Testing Supplies	R. Burchinal, Classroom Teachers	X					X				X			
Improve math comprehension and skills through the use of the ESC 8 Curriculum Collaborative and the Curriculum Developer. Third grade Sharon Wells math program. ESC 8 contract: \$10000	T. Martin	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 1 - Strategy 4</b>		<b>Highly Qualified Teachers and Paraprofessionals</b>														
<p><i>Supports Texas Primary Reading Inventory (TPRI) - Grade: All Grades, TAKS Overall - Grade: All Grades, TAKS Reading - Grade: All Grades, TAKS Math - Grade: All Grades, TAKS Writing - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades</i></p>																
<b>Leader(s):</b>		<b>Brief Description:</b>					<b>Evaluation Benchmark:</b>									
T. Martin		All students will be instructed by "Highly Qualified" teachers and paraprofessionals.					100% of teachers and paraprofessionals will be "Highly Qualified".									
<b>Leader Progress Report Dates:</b>		\$ 300.00 Training, Personal Development														
August																
November																
May																
<b>Resources Required:</b>		<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>				
Time		Number of FTE's: None					Special Grant					\$1,400.00				
Teachers		None										\$1,400.00				
ESC 8		Cost: None														
Central Office																
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	<b>Evaluation</b>
				u	e	c	o	e	a	e	a	p	a	u	u	
Recruit "Highly Qualified" teachers and paraprofessionals stated through NCLB qualification requirements.		T. Martin		X	X	X	X	X	X	X	X	X	X	X	X	
Paraprofessionals will attain an Associate's Degree, complete 64 semester college hours from an accredited institution, or through academic assessment, the knowledge necessary to assist in the instruction of Reading, Writing, and Math.		T. Martin		X	X	X	X	X	X	X	X	X	X			

<b>Goal 1 - Strategy 4</b>		<b>Highly Qualified Teachers and Paraprofessionals</b>												
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</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	
ESL endorsed teachers will receive appropriate staff development activities annually.	T. Martin, ESL Teachers	X					X				X			
Insure all core area teachers receive 30 hours of GT training and a annual GT each year	T. Martin, Classroom Teachers	X			X		X	X				X	X	

**Goal 2:** The district will meet or exceed the 97% state standard for attendance.

**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	5) Prepare Students
6) School Personnel	7) Student Performance		
<b>Effective School Correlates</b>			
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	4) Professional Development	6) Parental Involvement	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2007-08	97.6 %	≥ 94 %	2012-13	≥ 97.6 %	2009
2005-06	97.6 %				
2004-05	96.6 %				
2003-04	96.3 %				
2002-03	96.8 %				
2001-02	97.3 %				
1996-97	95.7 %				
1995-96	96.8 %				
1994-95	97.1 %				

**Indicator:** Annual Dropout Rate (Grades 7-8)

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	0%	2008	≤ 0%	2012-13	≤ 0%	2009
Economically Disadvantaged	0%	2008	≤ 0%	2012-13	≤ 0%	2009
Hispanic	0%	2008	≤ 0%	2012-13	≤ 0%	2009
White	0%	2008	≤ 0%	2012-13	≤ 0%	2009
Special Ed.	0%	2008	≤ 0%	2012-13	≤ 0%	2009
LEP	0%	2008	≤ 0%	2012-13	≤ 0%	2009

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**Strategies**

<b>Goal 2 - Strategy 1</b>		<b>Attendance</b>														
<i>Supports Attendance - Grade: All Grades</i>																
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> All students will be encouraged to attend school and meet attendance requirements as set forth in the Texas Education Code for academic success.	<b>Evaluation Benchmark:</b> Attendance will meet or exceed 97% annually.														
<b>Leader Progress Report Dates:</b> Attendance will be monitored weekly.																
<b>Resources Required:</b> Teachers Guest Speaker ESC 8 District Admin. Staff Communities In Schools Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> District Budget														<b>Amount</b> \$22,500.00 \$22,500.00
<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>Evaluation</b>		
Provide a summer program for make-up time for students with excessive absences.	T. Martin											X	X			
Increase student participation in extracurricular activities, i.e., Athletics, Choir, UIL, Student Council		X				X	X					X				
Reward students with perfect attendance on a semester basis.	T. Martin, H. Neal					X						X				
Provide counseling services to students who are determined to have attendance	R. Bristow	X	X	X	X	X	X	X	X	X	X	X				

<b>Goal 2 - Strategy 1 Attendance</b>		A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
<b>Activity</b>	<b>Person Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u	
problems.														
Communicate excessive absences to parents through letters, phone contacts, and e-mail.	T. Martin, H. Neal, Classroom Teachers	X	X	X	X	X	X	X	X	X	X			

<b>Goal 2 - Strategy 2</b>		<b>Student Dropout Rate</b>													
<i>Supports Annual Dropout Rate (Grades 7-8) - Grade: All Grades, Attendance - Grade: All Grades</i>															
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> The district will maintain a dropout rate of 0.0%, not to exceed 1%. \$9722 Title I part C Migrant	<b>Evaluation Benchmark:</b> Attendance data will be analyzed each six weeks.													
<b>Leader Progress Report Dates:</b> Six weeks attendance analysis															
<b>Resources Required:</b> Teachers Parent Support ESC 8 Communities In Schools	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> Title Budget										<b>Amount</b>			
												\$1,100.00			
												\$1,100.00			
<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>Evaluation</b>	
Monitor attendance and student performance of At-Risk students.	T. Martin		X	X	X	X		X	X	X	X				
Examine retention rate of all students and student sub-populations at each grade level.	T. Martin			X					X		X		X		
Provide staff development training for teachers and administrators on meeting the needs of diverse students, minorities, LEP, disabled, and migrant students.	T. Martin		X	X	X	X	X	X	X	X	X		X		
SCE:\$0000															
Provide extended day program for At-Risk students.	T. Martin		X	X	X	X	X	X	X	X	X				

<b>Goal 2 - Strategy 2</b>		<b>Student Dropout Rate</b>												<b>Evaluation</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>	
OEYP - \$1000														
Identify Migrant Students	T. Martin, H. Neal	X	X	X	X	X	X	X	X	X	X	X	X	X
Schedule "Meet the Teacher" and "Open House Activities"	T. Martin	X							X					

**Goal 3:** Winfield ISD will promote the optimal physical, emotional, social and educational development of all students in safe and secure environment.

**Correlates with:**

<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	6) School Personnel	7) Student Performance
8) School Environment			
<b>NCLB/ESEA Goals and Indicators</b>			
4) Safe, Drug Free Learning Environments			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	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

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2007-08	97.6 %	≥ 94 %	2012-13	≥ 97.6 %	2009
2005-06	97.6 %				
2004-05	96.6 %				
2003-04	96.3 %				
2002-03	96.8 %				
2001-02	97.3 %				
1996-97	95.7 %				
1995-96	96.8 %				
1994-95	97.1 %				

**Indicator:** TAKS Overall**Grade:** All

<b>Group</b>	<b>Current Performance ACCOUNTABILITY DATA</b>		<b>Desired Performance LONG TERM STATE OBJECTIVES</b>		<b>Desired Performance ANNUAL OBJECTIVES</b>	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	79 %	2008	≥ 90 %	2012-13	≥ 81.8 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
Hispanic	84 %	2008	≥ 90 %	2012-13	≥ 85.5 %	2009
White	55 %	2008	≥ 90 %	2012-13	≥ 63.8 %	2009
Special Ed.	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	74 %	2008	≥ 90 %	2012-13	≥ 78 %	2009
Male	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009
Female	81 %	2008	≥ 90 %	2012-13	≥ 83.3 %	2009
At Risk	74 %	2008	≥ 90 %	2012-13	≥ 78 %	2009

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
White	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85%	2008	≥ 90%	2012-13	≥ 86.3%	2009
Economically Disadvantaged	88%	2008	≥ 90%	2012-13	≥ 88.5%	2009
Hispanic	89%	2008	≥ 90%	2012-13	≥ 89.3%	2009
LEP	83%	2008	≥ 90%	2012-13	≥ 84.8%	2009
Male	80%	2008	≥ 90%	2012-13	≥ 82.5%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009
At Risk	77%	2008	≥ 90%	2012-13	≥ 80.3%	2009

**Indicator:** TAKS Writing**Grade:** All

<b>Group</b>	<b>Current Performance ACCOUNTABILITY DATA</b>		<b>Desired Performance LONG TERM STATE OBJECTIVES</b>		<b>Desired Performance ANNUAL OBJECTIVES</b>	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Economically Disadvantaged	94 %	2008	≥ 90 %	2012-13	≥ 94 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	71 %	2008	≥ 90 %	2012-13	≥ 75.8 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Female	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
At Risk	93 %	2008	≥ 90 %	2012-13	≥ 93 %	2009

**Indicator:** TAKS Math**Grade:** All

<b>Group</b>	<b>Current Performance ACCOUNTABILITY DATA</b>		<b>Desired Performance LONG TERM STATE OBJECTIVES</b>		<b>Desired Performance ANNUAL OBJECTIVES</b>	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
White	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Female	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
At Risk	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
White	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
LEP	85 %	2008	≥ 90 %	2012-13	≥ 86.3 %	2009
Male	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Female	90 %	2008	≥ 95 %	2012-13	≥ 91.3 %	2009
Median	85 %	2008	≥ 90 %	2012-13	≥ 86 %	2009
At Risk	84 %	2008	≥ 90 %	2012-13	≥ 85.5 %	2009

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**Strategies**

<b>Goal 3 - Strategy 1</b>		<b>Discipline</b>													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> T. Martin		<b>Brief Description:</b> To reduce the number of suspensions, discipline referrals, and incidents of drug/alcohol and violence.					<b>Evaluation Benchmark:</b> Reduce suspensions to <1%, discipline referrals to <10%, and maintain 0% incidents of drugs and violence								
<b>Leader Progress Report Dates:</b> January May August															
<b>Resources Required:</b>		<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>			
Teachers		Number of FTE's: None					None					\$0.00			
Staff		None										\$0.00			
Parent Support		Cost: None													
HA Committee															
District 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>Evaluation</b>	
Develop, update, and enforce discipline management plan.	T. Martin, SBDM	X	X	X	X	X	X	X	X	X	X	X	X		
Update faculty and staff on procedures and policies of discipline management plan.	T. Martin	X					X					X			
Publish annually a student handbook with the TASB approved student code of conduct and disciplinary procedures.	T. Martin, SBDM	X					X					X			

<b>Goal 3 - Strategy 2</b>		<b>Training</b>													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> T. Martin, R. Bristow	<b>Brief Description:</b> Winfield ISD will provide three opportunities annually for staff and students to improve individual awareness of ways to create a positive and safe environment.	<b>Evaluation Benchmark:</b> Periodic opportunities for training, as well as seminars will be provided for all students. These training opportunities will occur at least twice yearly.													
<b>Leader Progress Report Dates:</b> May															
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>											<b>Amount</b>		
Teachers	Number of FTE's: None	General Budget											\$200.00		
Staff	None												\$200.00		
Parent Support	Cost: None														
Guest Speaker															
ESC 8															
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>Evaluation</b>	
Raise student and staff awareness of substance and abusive situations.	T. Martin, R. Bristow	X	X	X	X	X	X	X	X	X	X	X	X		
Continue Character Education Program and "Character Counts"	R. Bristow	X	X	X	X	X	X	X	X	X	X	X	X		
Staff Mentor Program	T. Martin, R. Bristow		X	X	X	X	X	X	X	X	X	X	X		
Red Ribbon Week and Drug Awareness includes speakers for students and staff	R. Bristow		X												

<b>Goal 3 - Strategy 3</b>		<b>Safety</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> All students and faculty will reside in a safe and orderly environment.	<b>Evaluation Benchmark:</b> Provide 10 fire and emergency drills annually. Use of visitor sign-in sheets and visitor tags.												
<b>Leader Progress Report Dates:</b> Monthly emergency dates Visitor Sign-in Roster														
<b>Resources Required:</b> Teachers Staff HA Committee Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None												<b>Amount</b> \$0.00 \$0.00
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>Evaluation</b>
Emergency response drills will be practiced monthly.	T. Martin	X	X	X	X	X	X	X	X	X	X			
All visitors to the school will be required to check in through the office and receive a visitor's badge to be worn while on campus.	T. Martin, H. Neal	X	X	X	X	X	X	X	X	X	X			
Entrances will be monitored by school employees with all unauthorized personnel being reported to the office.	Faculty & Staff	X	X	X	X	X	X	X	X	X	X	X	X	
Update the Emergency Preparedness Plan, all plans are to be completed reworked	T. Martin, SBDM	X					X							Bi-Annual
Provide a safe flow of traffic for vehicles	Safety Committee	X	X	X	X	X	X	X	X	X	X			

<b>Goal 3 - Strategy 3</b>		<b>Safety</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>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	u	
entering and exiting the campus.		g	p	t	v	c	n	b	r	r	y	n	l	

**Goal 4:** The district will provide strategies for the community stakeholders, students, and staff to develop lifelong learning.

**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	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	7) Home-School Relations
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	10) Federal, State, and Local Programs

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2007-08	97.6 %	≥ 94 %	2012-13	≥ 97.6 %	2009
2005-06	97.6 %				
2004-05	96.6 %				
2003-04	96.3 %				
2002-03	96.8 %				
2001-02	97.3 %				
1996-97	95.7 %				
1995-96	96.8 %				
1994-95	97.1 %				

**Indicator:** Annual Dropout Rate (Grades 7-8)

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	0%	2008	≤ 0%	2012-13	≤ 0%	2009
Economically Disadvantaged	0%	2008	≤ 0%	2012-13	≤ 0%	2009
Hispanic	0%	2008	≤ 0%	2012-13	≤ 0%	2009
White	0%	2008	≤ 0%	2012-13	≤ 0%	2009
Special Ed.	0%	2008	≤ 0%	2012-13	≤ 0%	2009
LEP	0%	2008	≤ 0%	2012-13	≤ 0%	2009

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
White	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
LEP	85 %	2008	≥ 90 %	2012-13	≥ 86.3 %	2009
Male	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Female	90 %	2008	≥ 95 %	2012-13	≥ 91.3 %	2009
Median	85 %	2008	≥ 90 %	2012-13	≥ 86 %	2009
At Risk	84 %	2008	≥ 90 %	2012-13	≥ 85.5 %	2009

**Indicator:** TAKS Math**Grade:** All

<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	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
White	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Female	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
At Risk	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Economically Disadvantaged	94 %	2008	≥ 90 %	2012-13	≥ 94 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	71 %	2008	≥ 90 %	2012-13	≥ 75.8 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Female	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
At Risk	93 %	2008	≥ 90 %	2012-13	≥ 93 %	2009

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85 %	2008	≥ 90 %	2012-13	≥ 86.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
LEP	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
Male	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
Female	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
At Risk	77 %	2008	≥ 90 %	2012-13	≥ 80.3 %	2009

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Economically Disadvantaged	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009

**Indicator:** TAKS Overall**Grade:** All

<b>Group</b>	<b>Current Performance ACCOUNTABILITY DATA</b>		<b>Desired Performance LONG TERM STATE OBJECTIVES</b>		<b>Desired Performance ANNUAL OBJECTIVES</b>	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	79 %	2008	≥ 90 %	2012-13	≥ 81.8 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
Hispanic	84 %	2008	≥ 90 %	2012-13	≥ 85.5 %	2009
White	55 %	2008	≥ 90 %	2012-13	≥ 63.8 %	2009
Special Ed.	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	74 %	2008	≥ 90 %	2012-13	≥ 78 %	2009
Male	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009
Female	81 %	2008	≥ 90 %	2012-13	≥ 83.3 %	2009
At Risk	74 %	2008	≥ 90 %	2012-13	≥ 78 %	2009

**Strategies**

<b>Goal 4 - Strategy 1</b>		<b>Parental Involvement</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin, R. Burchinal, R. Bristow			<b>Brief Description:</b> The district will work to increase the percentage of overall parental involvement in school activities. \$22990 CIS Salaries						<b>Evaluation Benchmark:</b> 10% increase in parent participation in school related activities and events.					
<b>Leader Progress Report Dates:</b> January May														
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>						<b>Amount</b>		
Volunteer Support			Number of FTE's: None			District Budget						\$22,990.00		
Teachers			None									\$22,990.00		
Staff			Cost: None											
School Library														
School Commons Area														
Public Library														
Parent Support														
Guest Speaker														
District Staff														
District Admin. Staff														
Community Speaker														
Community Leader														
<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>Evaluation</b>
The "Reading First" program will sponsor 3 Family Reading Nights that will be theme-based during the 2008 -2009 academic year	R. Burchinal				X			X				X		

<b>Goal 4 - Strategy 1 Parental Involvement</b>														<b>Evaluation</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>	
Continue present activities that include: Kindergarten Roundup, Meet the Teacher Night, Open House, special programs; Parents & Grandparents Day,	Tony Martin	X	X	X	X	X	X	X	X	X	X			
Provide a parent newsletter and monthly calendar to help inform parents of upcoming activities, holidays, etc.	All Staff, T. Martin	X	X	X	X	X	X	X	X	X	X			
Actively seek and encourage parent support, involvement, and membership on committees (SBDM, LPAC, Safety, Health Advisory, etc)	Tony Martin	X	X	X	X	X	X	X	X	X	X			
Parent Forum will be conducted quarterly to gather parental input regarding major topics and issues within the district.	T. Martin	X			X			X		X				
Conduct 6 meetings yearly with Bearkat Booster Club (Primary Parent Organization) provide student based activities at each event as well as a parent based activity at each event.	T. Martin, R. Bristow, SBDM	X		X		X		X		X	X			
Conduct adult ESL and family literacy classes after normal school hours.	T. Martin		X	X	X	X	X	X	X	X				

<b>Goal 4 - Strategy 2</b>		<b>Technology</b>													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> W. Meeks	<b>Brief Description:</b> Provide teachers, students, and their families training on a variety of technology resources. \$3300 Capital Outlay \$5400 Professional Services ESC 8	<b>Evaluation Benchmark:</b> All teachers will be able to demonstrate SBEC technology objectives proficiently by December 2006.													
<b>Leader Progress Report Dates:</b> Annually in April using PDAS data.															
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None													<b>Amount</b> \$0.00 <hr/> \$0.00
<b>Timeline</b>															
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>	
Teachers will develop an individual plan of action to meet the SBEC standards for technology by January 2009.	All Teachers, T. Martin					X									
Provide opportunities that allow students to produce projects that are rich with technology applications.	All Staff	X	X	X	X	X	X	X	X	X	X	X	X		
2008 - 2009 - Teacher STAR charts will be completed annually	T. Martin, W. Meeks, Classroom Teachers						X						X		

<b>Goal 4 - Strategy 3 Higher Education Opportunities</b>														
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin, R. Bristow			<b>Brief Description:</b> Parents, Students, Community stake holders, and employees will be provided information about higher education admissions, financial aid opportunities and curricular choices to help them be prepared for success beyond high school. Partnership with NTCC Adult Education Grant						<b>Evaluation Benchmark:</b> 100% of the fore-mentioned parties will be informed about Higher Education Opportunities.					
<b>Leader Progress Report Dates:</b> January and May each year														
<b>Resources Required:</b> Outside Consultant NTCC ESC 8 Communities In Schools			<b>FTE's Required:</b> Number of FTE's: None None Cost: None			<b>Source of Funds:</b> None						<b>Amount</b> \$0.00 \$0.00		
<b>Timeline</b>														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
Invite high school counselors to talk about course work and choices to all 7th and 8th grade students	R. Bristow										X	X		
Continue to offer services through the GEARUP grant program that creates opportunities for students to be exposed too outside speakers, on-site conferences, summer camps, etc. in preparation for higher education opportunities. Designs a road map for 7th & 8th grade students.	R. Bristow	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 4 - Strategy 4</b>															<b>Planning and Decision Making</b>																								
<i>There are no Indicators/Objectives that support this Strategy</i>																																							
<b>Leader(s):</b> T. Martin										<b>Brief Description:</b> Utilize Site Based Decision Team to enhance and support students' academic needs.										<b>Evaluation Benchmark:</b> 100% of scheduled site base meetings will focus on student achievement and special programs.																			
<b>Leader Progress Report Dates:</b> August May																																							
<b>Resources Required:</b> District Staff Community Leader Teachers Parent Support										<b>FTE's Required:</b> Number of FTE's: None None Cost: None										<b>Source of Funds:</b> None										<b>Amount</b> \$0.00 \$0.00									
<b>Timeline</b>																																							
<b>Activity</b>		<b>Person Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>																							
				u	e	c	v	e	a	e	a	p	a	u	u																								
				g	p	t	e	c	n	b	r	r	y	n	l																								
Continue to utilize the Site Base Team to focus and target student achievement.		T. Martin, Committee Members		X	X	X	X	X	X	X	X	X	X	X	X																								
Continue to actively seek parents, community, and business members to serve on the committee in an effort to improve student performance.		T. Martin		X	X	X	X	X	X	X	X	X	X	X	X																								
Continue to enhance communication to all stakeholders by posting meeting notes, parent newsletter, and newspaper articles as appropriate.		Site Based Committee		X	X	X	X	X	X	X	X	X	X	X	X																								

<b>Goal 4 - Strategy 5</b>		<b>Improve Lifestyle, Healthy Living</b>														
<i>There are no Indicators/Objectives that support this Strategy</i>																
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> Create a personal aware for the staff, students, parents, and community regarding the decisions that affect personal health.	<b>Evaluation Benchmark:</b> TAKS scores, participation in school lunch program, sale of healthily beverages and snacks as required by state law.														
<b>Leader Progress Report Dates:</b> January May																
<b>NEW INITIATIVE</b>																
<b>Resources Required:</b> Teachers HA Committee ESC 8 District Staff Child Nutrition Dept. Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> Special Grant										<b>Amount</b>				
												\$2,900.00				
												\$2,900.00				
<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>Evaluation</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>			
Teach students lifelong learning activities	Gamblin	X	X	X	X	X	X	X	X	X	X	X	X			
Provide healthy meals and snacks for students	D. Denton, A. Thomas, T. Martin	X	X	X	X	X	X	X	X	X	X	X	X			
Update, improve, and continue implementation of district wellness policy.	Health Advisory Committee	X										X	X			
Provide students with an appropriate health education curriculum	T. Martin, SBDM	X	X	X	X	X	X	X	X	X	X	X	X			
Conduct annual needs assessment based	Health Advisory	X						X					X			

<b>Goal 4 - Strategy 5</b>		<b>Improve Lifestyle, Healthy Living</b>												<b>Evaluation</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	
on the eight components of the coordinated school health program and create an action plan to address and implement the defined needs.	Committee, T. Martin													

**Goal 5:** All student groups assessed with state mandated tests will meet or exceed the state standard for exemplary performance of 90% passing by the year 2009.

**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) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	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

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89%	2008	≥ 90%	2012-13	≥ 89.3%	2009
Economically Disadvantaged	88%	2008	≥ 90%	2012-13	≥ 88.5%	2009
Hispanic	90%	2008	≥ 90%	2012-13	≥ 90%	2009
White	82%	2008	≥ 90%	2012-13	≥ 84%	2009
LEP	85%	2008	≥ 90%	2012-13	≥ 86.3%	2009
Male	88%	2008	≥ 90%	2012-13	≥ 88.5%	2009
Female	90%	2008	≥ 95%	2012-13	≥ 91.3%	2009
Median	85%	2008	≥ 90%	2012-13	≥ 86%	2009
At Risk	84%	2008	≥ 90%	2012-13	≥ 85.5%	2009

**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	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
Economically Disadvantaged	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
Hispanic	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
LEP	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Male	> 99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	71 %	2008	≥ 90 %	2012-13	≥ 75.8 %	2009
At Risk	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009

**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	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009
Economically Disadvantaged	64 %	2008	≥ 90 %	2012-13	≥ 70.5 %	2009
Hispanic	70 %	2008	≥ 90 %	2012-13	≥ 75 %	2009
White	60 %	2008	≥ 90 %	2012-13	≥ 67.5 %	2009
LEP	63 %	2008	≥ 90 %	2012-13	≥ 69.8 %	2009
Male	43 %	2008	≥ 90 %	2012-13	≥ 54.8 %	2009
Female	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Median	76 %	2008	≥ 90 %	2012-13	≥ 79.5 %	2009
At Risk	64 %	2008	≥ 90 %	2012-13	≥ 70.5 %	2009

**Indicator:** TAKS Reading

**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	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Economically Disadvantaged	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Male	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Female	TBD %	2008	≥ 90 %	2012-13	≥ TBD %	2009
At Risk	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009

**Indicator:** TAKS Reading

**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	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Economically Disadvantaged	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
At Risk	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009

**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	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	60%	2008	≥ 90%	2012-13	≥ 67.5%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009
At Risk	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**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	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
White	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Female	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
At Risk	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009

**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	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Economically Disadvantaged	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Hispanic	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
LEP	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009
At Risk	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009

**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	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
Economically Disadvantaged	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	60 %	2008	≥ 90 %	2012-13	≥ 67.5 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	75 %	2008	≥ 90 %	2012-13	≥ 78.8 %	2009
At Risk	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009

**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	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Economically Disadvantaged	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Hispanic	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
Male	75 %	2008	≥ 90 %	2012-13	≥ 78.8 %	2009
At Risk	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009

**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	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Economically Disadvantaged	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Hispanic	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Male	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009
Female	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
At Risk	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009

**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	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Economically Disadvantaged	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009

**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	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Economically Disadvantaged	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009
Hispanic	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Economically Disadvantaged	94 %	2008	≥ 90 %	2012-13	≥ 94 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	71 %	2008	≥ 90 %	2012-13	≥ 75.8 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Female	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
At Risk	93 %	2008	≥ 90 %	2012-13	≥ 93 %	2009

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

<b>Group</b>	<b>Current Performance ACCOUNTABILITY DATA</b>		<b>Desired Performance LONG TERM STATE OBJECTIVES</b>		<b>Desired Performance ANNUAL OBJECTIVES</b>	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
Economically Disadvantaged	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	60 %	2008	≥ 90 %	2012-13	≥ 67.5 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009
Female	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
At Risk	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009

**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	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
White	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009
At Risk	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85%	2008	≥ 90%	2012-13	≥ 86.3%	2009
Economically Disadvantaged	88%	2008	≥ 90%	2012-13	≥ 88.5%	2009
Hispanic	89%	2008	≥ 90%	2012-13	≥ 89.3%	2009
LEP	83%	2008	≥ 90%	2012-13	≥ 84.8%	2009
Male	80%	2008	≥ 90%	2012-13	≥ 82.5%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009
At Risk	77%	2008	≥ 90%	2012-13	≥ 80.3%	2009

**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	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Economically Disadvantaged	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Hispanic	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
LEP	91 %	2008	≥ 90 %	2012-13	≥ 91 %	2009
Male	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
At Risk	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009

**Indicator:** TAKS Science

**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	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009
Economically Disadvantaged	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
Hispanic	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009
Male	67 %	2008	≥ 90 %	2012-13	≥ 72.8 %	2009

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
White	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**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	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Economically Disadvantaged	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Hispanic	99%	2008	≥ 90%	2012-13	≥ 99%	2009
White	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Male	99%	2008	≥ 90%	2012-13	≥ 99%	2009
Female	99%	2008	≥ 90%	2012-13	≥ 99%	2009

**Indicator:** TAKS Overall**Grade:** All

<b>Group</b>	<b>Current Performance ACCOUNTABILITY DATA</b>		<b>Desired Performance LONG TERM STATE OBJECTIVES</b>		<b>Desired Performance ANNUAL OBJECTIVES</b>	
	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students	79 %	2008	≥ 90 %	2012-13	≥ 81.8 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
Hispanic	84 %	2008	≥ 90 %	2012-13	≥ 85.5 %	2009
White	55 %	2008	≥ 90 %	2012-13	≥ 63.8 %	2009
Special Ed.	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	74 %	2008	≥ 90 %	2012-13	≥ 78 %	2009
Male	78 %	2008	≥ 90 %	2012-13	≥ 81 %	2009
Female	81 %	2008	≥ 90 %	2012-13	≥ 83.3 %	2009
At Risk	74 %	2008	≥ 90 %	2012-13	≥ 78 %	2009

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**Strategies**

<b>Goal 5 - Strategy 1</b>		<b>Student Achievement - TAKS, TELPAS, AYP</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin  <b>Leader Progress Report Dates:</b> Annual campus evaluation of testing results (August)	<b>Brief Description:</b> All students taking the TAKS in Reading, Math, Writing, Science, and Social Studies will meet or exceed the state standard of 90% passing by the year 2007. SCE - \$33,600 Tutoring salaries SCE \$21255 Salaries & Compensation Title I \$ 21030 Paraprofessional Services Title I \$ 11286 Library Supplies / Services Library salary	<b>Evaluation Benchmark:</b> 90% of students will meet the passing standard and 40% will meet the commended standard.												
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>											
Teaching Aids	Number of FTE's: None	Title Budget	\$42,285.00											
Teachers	None	Library Budget	\$11,286.00											
Supplies	Cost: None	Compensatory Ed. Budget	\$33,600.00											
School Library			\$87,171.00											
Public Library														
ESC 8														
District Staff														
District Coordinator														
District Admin. Staff														
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	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	p	a	u	l	
		g	p	t	v	c	n	b	r	r	y	n	l	

<b>Goal 5 - Strategy 1</b>		<b>Student Achievement - TAKS, TELPAS, AYP</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>Evaluation</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	
Provide appropriate library books for students in grades K - 8	Hernandez, Burchinal	X					X		X					
Supplement regular classroom instruction to support at-risk students through computer-assisted instruction, teacher-assisted instruction, content mastery, and small group instruction.	Classroom Teachers, K Ford	X	X	X	X	X	X	X	X	X	X	X	X	
Provide Reading Incentive Program (Accelerated Reader Program).	Hernandez	X	X	X	X	X	X	X	X	X	X	X	X	
Continue the Reading First Grant program for grades K - 3.	R. Burchinal, Friddle, Classroom Teachers K 3	X	X	X	X	X	X	X	X	X	X	X	X	
Continue to implement the Sharon Wells Math Program in Grades 2 - 5 to improve math skills	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	
Implement local K - 1, 6 - 8 Math program through the Curriculum Developer (CSCOPE).	T. Martin, Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	
Implement the use of the Study Island web based software program as a supplement to the core subject areas improve individual academic skills in preparation for stated mandated test.	T. Martin, Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 5 - Strategy 2</b>		<b>Special Program Student Achievement</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> All students taking the TAKS and TELPAS assessments will meet or exceed 90% passing for 2009. \$38000 Special Ed. Professional Services \$12973 Title I Salary \$ 4000 Title III, ESL Stipend \$ 3500 Supplies	<b>Evaluation Benchmark:</b> 100% of students will obtain one year's growth based on their appropriate assessment and evaluation.												
<b>Leader Progress Report Dates:</b> Annual campus report of testing results (August)														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Teaching Aids	Number of FTE's: None	District Budget										\$38,000.00		
Teachers	None											\$38,000.00		
Supplies	Cost: None													
ESL Teachers														
ESC 8														
District Staff														
Computers														
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>Evaluation</b>
Improve reading levels of students who are identified Dyslexic.	K. Ford	X	X	X	X	X	X	X	X	X	X	X	X	
Continue ESL program for grades K - 8.	T. Martin, Bragg	X	X	X	X	X	X	X	X	X	X	X	X	
Continue to include all appropriate Special Education students in the regular education classroom (Mainstream) as appropriate.	T. Martin, K. Ford	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 5 - Strategy 2</b>		<b>Special Program Student Achievement</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>Evaluation</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>	
Continue to identify and address the needs of all migrant students throughout the year.	T. Martin, H. Neal	X	X	X	X	X	X	X	X	X	X	X	X	
Provide G/T students with a continuum of learning experiences that lead to advanced-level products/performances. See TEC 11.252 and 11.253	T. Martin, Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 5 - Strategy 3      K - 3 Student Achievement</b>														
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin			<b>Brief Description:</b> All students in grades K - 3 will meet one years growth expectations based on the scientifically-based instructional strategies in accordance with grade level TEKS.						<b>Evaluation Benchmark:</b> 100% of students are reading on grade level 100% of students demonstrate mastery of the mathematics skills based on the TEKS					
<b>Leader Progress Report Dates:</b> Three times annually - September, January, May			\$89,400 Instructional Staff K - 3 Salaries & Compensation READING FIRST GRANT \$14,600 Supplies & Materials READING FIRST GRANT											
<b>Resources Required:</b> None			<b>FTE's Required:</b> Number of FTE's: None None Cost: None			<b>Source of Funds:</b> Special Grant			<b>Amount</b> \$103,000.00 <hr/> \$103,000.00					
<b>Timeline</b>														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	v	e	a	e	a	a	a	u	u	
Identify At-Risk students who have been identified with reading difficulties using the TPRI. Winfield ISD will provide early reading intervention based on the 3-Tier Model for struggling readers. SCE Reading First Grant Paraprofessionals Supplies	R. Burchinal, K - 3 Teachers	X	X	X	X	X	X	X	X	X	X	X	X	
Identify At-Risk students using ITBS and TPRI SCE	R. Burchinal, Classroom Teachers	X					X						X	

<b>Goal 5 - Strategy 3</b>		<b>K - 3 Student Achievement</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>Evaluation</b>
Reading First Grant - Testing Supplies														
Improve math comprehension and skills through the use of the ESC 8 Curriculum Collaborative and the Curriculum Developer. Third grade Sharon Wells math program. ESC 8 contract: \$10000	T. Martin	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 5 - Strategy 4</b>		<b>Highly Qualified Teachers and Paraprofessionals</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> All students will be instructed by "Highly Qualified" teachers and paraprofessionals.	<b>Evaluation Benchmark:</b> 100% of teachers and paraprofessionals will be "Highly Qualified".												
<b>Leader Progress Report Dates:</b> None	\$ 1400.00 Training, Personal Development													
<b>Resources Required:</b> Time Teachers ESC 8 Central Office Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> Special Grant										<b>Amount</b> \$1,400.00 \$1,400.00		
<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>Evaluation</b>
Recruit "Highly Qualified" teachers and paraprofessionals stated through NCLB qualification requirements.	T. Martin	X	X	X	X	X	X	X	X	X	X	X	X	
Paraprofessionals will attain an Associate's Degree, complete 64 semester college hours from an accredited institution, or through academic assessment, the knowledge necessary to assist in the instruction of Reading, Writing, and Math.	T. Martin	X	X	X	X	X	X	X	X	X	X			
ESL endorsed teachers will receive appropriate staff development activities	T. Martin, ESL Teachers	X					X					X		

<b>Goal 5 - Strategy 4</b>		<b>Highly Qualified Teachers and Paraprofessionals</b>												<b>Evaluation</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	
annually.														
Insure all core area teachers receive 30 hours of GT training and a annual GT each year	T. Martin, Classroom Teachers	X			X		X	X				X	X	

**Goal 6:** The district will meet or exceed the 97% state standard for attendance.

**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	5) Prepare Students
6) School Personnel	7) Student Performance		
<b>Effective School Correlates</b>			
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	4) Professional Development	6) Parental Involvement	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2007-08	97.6 %	≥ 94 %	2012-13	≥ 97.6 %	2009
2005-06	97.6 %				
2004-05	96.6 %				
2003-04	96.3 %				
2002-03	96.8 %				
2001-02	97.3 %				
1996-97	95.7 %				
1995-96	96.8 %				
1994-95	97.1 %				

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## Strategies

<b>Goal 6 - Strategy 1 Attendance</b>														
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin			<b>Brief Description:</b> All students will be encouraged to attend school and meet attendance requirements as set forth in the Texas Education Code for academic success.						<b>Evaluation Benchmark:</b> Attendance will meet or exceed 97% annually.					
<b>Leader Progress Report Dates:</b> Attendance will be monitored weekly.														
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>			<b>Amount</b>					
Teachers			Number of FTE's: None			District Budget			\$22,500.00					
Guest Speaker			None						\$22,500.00					
ESC 8			Cost: None											
District Admin. Staff														
Communities In Schools														
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>Evaluation</b>
Provide a summer program for make-up time for students with excessive absences.	T. Martin											X	X	
Increase student participation in extracurricular activities, i.e., Athletics, Choir, UIL, Student Council	T. Martin	X				X	X					X		
Reward students with perfect attendance on a semester basis.	T. Martin, H. Neal					X						X		
Provide counseling services to students who are determined to have attendance	R. Bristow	X	X	X	X	X	X	X	X	X	X	X		

<b>Goal 6 - Strategy 1 Attendance</b>		A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
<b>Activity</b>	<b>Person Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u	
problems.														
Communicate excessive absences to parents through letters, phone contacts, and e-mail.	T. Martin, H. Neal, Classroom Teachers	X	X	X	X	X	X	X	X	X	X			

<b>Goal 6 - Strategy 2</b>		<b>Student Dropout Rate</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> The district will maintain a dropout rate of 0.0%, not to exceed 1%. \$1100 Title I part C Migrant to help identify Migrant students	<b>Evaluation Benchmark:</b> Attendance data will be analyzed each six weeks.												
<b>Leader Progress Report Dates:</b> Six weeks attendance analysis														
<b>Resources Required:</b> Teachers Parent Support ESC 8 Communities In Schools	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> Title Budget										<b>Amount</b> \$1,100.00 \$1,100.00		
<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>Evaluation</b>
Monitor attendance and student performance of At-Risk students.	T. Martin, H. Neal		X	X	X	X		X	X	X	X			
Examine retention rate of all students and student sub-populations at each grade level.	T. Martin, R. Burchinal			X					X		X		X	
Provide staff development training for teachers and administrators on meeting the needs of diverse students, minorities, LEP, disabled, and migrant students.	T. Martin,		X	X	X	X	X	X	X	X	X		X	
SCE:\$0000														
Provide extended day program for At-Risk students.	T. Martin		X	X	X	X	X	X	X	X	X			

<b>Goal 6 - Strategy 2</b>		<b>Student Dropout Rate</b>												<b>Evaluation</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>	
OEYP - \$1000														
Identify Migrant Students	T. Martin, H. Neal	X	X	X	X	X	X	X	X	X	X	X	X	X
Schedule "Meet the Teacher" and "Open House Activities"	T. Martin	X							X					

**Goal 7:** Winfield ISD will promote the optimal physical, emotional, social and educational development of all students in safe and secure environment.

**Correlates with:**

<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	6) School Personnel	7) Student Performance
8) School Environment			
<b>NCLB/ESEA Goals and Indicators</b>			
4) Safe, Drug Free Learning Environments			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	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

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## Strategies

Goal 7 - Strategy 1		Discipline														
<i>There are no Indicators/Objectives that support this Strategy</i>																
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> To reduce the number of suspensions, discipline referrals, and incidents of drug/alcohol and violence.	<b>Evaluation Benchmark:</b> Reduce suspensions to <1%, discipline referrals to <10%, and maintain 0% incidents of drugs and violence														
<b>Leader Progress Report Dates:</b> January May August																
<b>Resources Required:</b> Teachers Staff Parent Support HA Committee District Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None Cost: None	<b>Source of Funds:</b> None														<b>Amount</b> \$0.00 <hr/> \$0.00
<b>Timeline</b>																
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation		
Develop, update, and enforce discipline management plan.	T. Martin, SBDM	X	X	X	X	X	X	X	X	X	X					
Update faculty and staff on procedures and policies of discipline management plan.	T. Martin	X					X					X				
Publish annually a student handbook with the TASB approved student code of conduct and disciplinary procedures.	T. Martin, SBDM	X					X					X				

<b>Goal 7 - Strategy 2</b>		<b>Training</b>														
<i>There are no Indicators/Objectives that support this Strategy</i>																
<b>Leader(s):</b> T. Martin, R. Bristow		<b>Brief Description:</b> Winfield ISD will provide three opportunities annually for staff and students to improve individual awareness of ways to create a positive and safe environment.					<b>Evaluation Benchmark:</b> Periodic opportunities for training, as well as seminars will be provided for all students. These training opportunities will occur at least twice yearly.									
<b>Leader Progress Report Dates:</b> May																
<b>Resources Required:</b>		<b>FTE's Required:</b>					<b>Source of Funds:</b>					<b>Amount</b>				
Teachers		Number of FTE's: None					None					\$0.00				
Staff		None										\$0.00				
Parent Support		Cost: None														
Guest Speaker																
ESC 8																
Campus Admin. Staff																
<b>Timeline</b>																
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation		
		u	e	c	o	e	a	e	a	a	a	u	u			
Raise student and staff awareness of substance and abusive situations.	T. Martin, R. Bristow	X	X	X	X	X	X	X	X	X	X	X	X			
Continue Character Education Program and "Character Counts"	R. Bristow	X	X	X	X	X	X	X	X	X	X	X	X			
Staff Mentor Program	T. Martin, R. Bristow		X	X	X	X	X	X	X	X	X	X	X			
Red Ribbon Week and Drug Awareness includes speakers for students and staff	R. Bristow		X													

<b>Goal 7 - Strategy 3</b>		<b>Safety</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> All students and faculty will reside in a safe and orderly environment.	<b>Evaluation Benchmark:</b> Provide 10 fire and emergency drills annually. Use of visitor sign-in sheets and visitor tags.												
<b>Leader Progress Report Dates:</b> Monthly emergency dates Visitor Sign-in Roster														
<b>Resources Required:</b> Teachers Staff HA Committee Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None												<b>Amount</b> \$0.00 \$0.00
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>Evaluation</b>
Emergency response drills will be practiced monthly.	T. Martin	X	X	X	X	X	X	X	X	X	X			
All visitors to the school will be required to check in through the office and receive a visitor's badge to be worn while on campus.	T. Martin, H. Neal	X	X	X	X	X	X	X	X	X	X			
Entrances will be monitored by school employees with all unauthorized personnel being reported to the office.	Faculty & Staff	X	X	X	X	X	X	X	X	X	X	X	X	
Update the Emergency Preparedness Plan	T. Martin, SBDM	X					X							Bi-Annual
Provide a safe flow of traffic for vehicles entering and exiting the campus.	Safety Committee	X	X	X	X	X	X	X	X	X	X			



**Goal 8:** The district will provide strategies for the community stakeholders, students, and staff to develop lifelong learning.

**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	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	7) Home-School Relations
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	10) Federal, State, and Local Programs

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2007-08	97.6 %	≥ 94 %	2012-13	≥ 97.6 %	2009
2005-06	97.6 %				
2004-05	96.6 %				
2003-04	96.3 %				
2002-03	96.8 %				
2001-02	97.3 %				
1996-97	95.7 %				
1995-96	96.8 %				
1994-95	97.1 %				

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
White	82 %	2008	≥ 90 %	2012-13	≥ 84 %	2009
LEP	85 %	2008	≥ 90 %	2012-13	≥ 86.3 %	2009
Male	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Female	90 %	2008	≥ 95 %	2012-13	≥ 91.3 %	2009
Median	85 %	2008	≥ 90 %	2012-13	≥ 86 %	2009
At Risk	84 %	2008	≥ 90 %	2012-13	≥ 85.5 %	2009

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
White	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
LEP	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Male	90 %	2008	≥ 90 %	2012-13	≥ 90 %	2009
Female	87 %	2008	≥ 90 %	2012-13	≥ 87.8 %	2009
At Risk	86 %	2008	≥ 90 %	2012-13	≥ 87 %	2009

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Economically Disadvantaged	94 %	2008	≥ 90 %	2012-13	≥ 94 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	71 %	2008	≥ 90 %	2012-13	≥ 75.8 %	2009
LEP	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
Female	92 %	2008	≥ 90 %	2012-13	≥ 92 %	2009
At Risk	93 %	2008	≥ 90 %	2012-13	≥ 93 %	2009

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85 %	2008	≥ 90 %	2012-13	≥ 86.3 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2012-13	≥ 88.5 %	2009
Hispanic	89 %	2008	≥ 90 %	2012-13	≥ 89.3 %	2009
LEP	83 %	2008	≥ 90 %	2012-13	≥ 84.8 %	2009
Male	80 %	2008	≥ 90 %	2012-13	≥ 82.5 %	2009
Female	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
At Risk	77 %	2008	≥ 90 %	2012-13	≥ 80.3 %	2009

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Economically Disadvantaged	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Hispanic	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
White	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Male	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009
Female	99 %	2008	≥ 90 %	2012-13	≥ 99 %	2009

**Strategies**



<b>Goal 8 - Strategy 1</b>		<b>Parental Involvement</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin, R. Burchinal, R. Bristow			<b>Brief Description:</b> The district will work to increase the percentage of overall parental involvement in school activities. \$22990 CIS Salaries						<b>Evaluation Benchmark:</b> 10% increase in parent participation in school related activities and events.					
<b>Leader Progress Report Dates:</b> January May														
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>						<b>Amount</b>		
Volunteer Support			Number of FTE's: None			District Budget						\$22,990.00		
Teachers			None									\$22,990.00		
Staff			Cost: None											
School Library														
School Commons Area														
Public Library														
Parent Support														
Guest Speaker														
District Staff														
District Admin. Staff														
Community Speaker														
Community Leader														
<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>Evaluation</b>
The "Reading First" program will sponsor 3 Family Reading Nights that will be theme-based during the 2006 -2007 academic year	R. Burchinal				X			X				X		

<b>Goal 8 - Strategy 1 Parental Involvement</b>														<b>Evaluation</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>	
Continue present activities that include: Kindergarten Roundup, Meet the Teacher Night, Open House, special programs; Parents & Grandparents Day,	T. Martin, R. Burchinal, R. Bristow	X	X	X	X	X	X	X	X	X	X			
Provide a parent newsletter and monthly calendar to help inform parents of upcoming activities, holidays, etc.	All Staff, T. Martin	X	X	X	X	X	X	X	X	X	X			
Actively seek and encourage parent support, involvement, and membership on committees (SBDM, LPAC, Safety, Health Advisory, etc)	T. Martin, SBDM	X	X	X	X	X	X	X	X	X	X			
Parent Forum will be conducted quarterly to gather parental input regarding major topics and issues within the district.	T. Martin	X			X			X		X				
Conduct 6 meetings yearly with Bearkat Booster Club (Primary Parent Organization) provide student based activities at each event as well as a parent based activity at each event.	T. Martin, R. Bristow, SBDM	X		X		X		X		X	X			
Conduct adult ESL and family literacy classes after normal school hours.	T. Martin		X	X	X	X	X	X	X	X				

Goal 8 - Strategy 2		Technology													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> W. Meeks	<b>Brief Description:</b> Provide teachers, students, and their families training on a variety of technology resources. \$3300 Capital Outlay \$5400 Professional Services ESC 8	<b>Evaluation Benchmark:</b> All teachers will be able to demonstrate SBEC technology objectives proficiently by December 2006.													
<b>Leader Progress Report Dates:</b> Annually in April using PDAS data.															
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None													<b>Amount</b> \$0.00 \$0.00
<b>Timeline</b>															
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Teachers will develop an individual plan of action to meet the SBEC standards for technology by January 2009.	All Teachers, T. Martin					X									
Provide opportunities that allow students to produce projects that are rich with technology applications.	All Staff	X	X	X	X	X	X	X	X	X	X	X	X		
2006 - Teacher STAR charts will be completed annually	T. Martin, W. Meeks, Classroom Teachers						X						X		

<b>Goal 8 - Strategy 3</b>		<b>Higher Education Opportunities</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> T. Martin, R. Bristow	<b>Brief Description:</b> Parents, Students, Community stake holders, and employees will be provided information about higher education admissions, financial aid opportunities and curricular choices to help them be prepared for success beyond high school. Partnership with NTCC Adult Education Grant	<b>Evaluation Benchmark:</b> 100% of the fore-mentioned parties will be informed about Higher Education Opportunities.												
<b>Leader Progress Report Dates:</b> January and May each year														
<b>Resources Required:</b> Outside Consultant NTCC ESC 8 Communities In Schools	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None												<b>Amount</b> \$0.00 \$0.00
<b>Timeline</b>														
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
Invite high school counselors to talk about course work and choices to all 7th and 8th grade students	R. Bristow										X	X		
Continue to offer services through the GEARUP grant program that creates opportunities for students to be exposed too outside speakers, on-site conferences, summer camps, etc. in preparation for higher education opportunities. Designs a road map for 7th & 8th grade students.	R. Bristow	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 8 - Strategy 4</b>															<b>Planning and Decision Making</b>																								
<i>There are no Indicators/Objectives that support this Strategy</i>																																							
<b>Leader(s):</b> T. Martin										<b>Brief Description:</b> Utilize Site Based Decision Team to enhance and support students' academic needs.										<b>Evaluation Benchmark:</b> 100% of scheduled site base meetings will focus on student achievement and special programs.																			
<b>Leader Progress Report Dates:</b> August May																																							
<b>Resources Required:</b> Teachers Parent Support District Staff Community Leader										<b>FTE's Required:</b> Number of FTE's: None None Cost: None										<b>Source of Funds:</b> None										<b>Amount</b> \$0.00 \$0.00									
<b>Timeline</b>																																							
<b>Activity</b>		<b>Person Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</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																								
Continue to utilize the Site Base Team to focus and target student achievement.		T. Martin, Committee Members		X	X	X	X	X	X	X	X	X	X	X	X																								
Continue to actively seek parents, community, and business members to serve on the committee in an effort to improve student performance.		T. Martin		X	X	X	X	X	X	X	X	X	X	X	X																								
Continue to enhance communication to all stakeholders by posting meeting notes, parent newsletter, and newspaper articles as appropriate.		Site Based Committee		X	X	X	X	X	X	X	X	X	X	X	X																								

<b>Goal 8 - Strategy 5</b>		<b>Improve Lifestyle, Healthy Living</b>														
<i>There are no Indicators/Objectives that support this Strategy</i>																
<b>Leader(s):</b> T. Martin	<b>Brief Description:</b> Create a personal aware for the staff, students, parents, and community regarding the decisions that affect personal health.	<b>Evaluation Benchmark:</b> TAKS scores, participation in school lunch program, sale of healthily beverages and snacks as required by state law.														
<b>Leader Progress Report Dates:</b> May																
<b>NEW INITIATIVE</b>																
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>											<b>Amount</b>			
Teachers	Number of FTE's: None	Special Grant											\$2,900.00			
HA Committee	None												\$2,900.00			
ESC 8	Cost: None															
District Staff																
Child Nutrition Dept.																
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>Evaluation</b>		
Teach students lifelong learning activities	Gamblin	X	X	X	X	X	X	X	X	X	X	X	X			
Provide healthy meals and snacks for students	A. Thomas	X	X	X	X	X	X	X	X	X	X	X	X			
Update, improve, and continue implementation of district wellness policy.	Classroom Teachers	X										X	X			
Provide students with an appropriate health education curriculum	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X			
Conduct annual needs assessment based on the eight components of the coordinated	Health Advisory Committee, T. martin	X					X						X			

<b>Goal 8 - Strategy 5</b>		<b>Improve Lifestyle, Healthy Living</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	
school health program and create an action plan to address and implement the defined needs.		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	

## **APPENDIX I**

**SHARED DECISION MAKING COMMITTEE**

**CAMPUS / DISTRICT IMPROVEMENT PLAN  
PLAN IMPLEMENTATION AND DEVELOPMENT LOG**

**NEEDS ASSESSMENT**

**SUMMATIVE EVALUATION**

<b>2008-09 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Principal	Tony Martin			
District Level Professional, Communities In School	Rebecca Bristow			
District Level Professional, Reading First Coach	Rhonda Burchinal			
Classroom Teacher	Kathy Ford	Special Ed. Dyslexia, 504, R		
Reading Interventionist	JoDana Friddle			
Classroom Teacher	Beverly Bragg	ESL, Reading Intervention		
Classroom Teacher	Kayla Pipkin	Kindergarten Teacher		
Classroom Teacher	Monica Ramirez	First Grade		
Classroom Teacher	Christy Davis	First Grade		
Classroom Teacher	Heather Miller	Second Grade		
Classroom Teacher	Heather Raney	Third Grade, ESL		
Classroom Teacher	Kerri Mizell	Fourth & Fifth Grade ELA, S		
Classroom Teacher	Gina Draper	Fourth & Fifth Grade Math &		
Classroom Teacher	Angelia Landrum	Middle School ELA		
Classroom Teacher	Wynell Meeks	Middle School Science, Tec		
Classroom Teacher	Gregg Gamblin	Middle School Social Studie		
Classroom Teacher	Heather Crafts	Middle School Math		
Paraprofessional	Lisa Moulton			
Paraprofessional	Estella Hernandez			
Paraprofessional	Elida Garrett			
Parent	Rosemary Banda			

Parent	Maria Perez
Community Representative	Dianne Johnston

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

**Summative Evaluation for 2007-08**

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

**Objective Accomplishments**

**TAKS Reading - Grade: 3**

**Analysis Group: All Students**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	83%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	83%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	83%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	89%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 > 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 71%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 83%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2007-08 55%  
 Projected Annual Objective for 2008-09 63.8%  
 Actual Performance for 2008-09 67%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 55%  
 Projected Annual Objective for 2008-09 63.8%  
 Actual Performance for 2008-09 64%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 55%  
 Projected Annual Objective for 2008-09 63.8%  
 Actual Performance for 2008-09 70%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 63%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 43%  
 Projected Annual Objective for 2008-09 54.8%  
 Actual Performance for 2008-09 43%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 88%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 50%  
 Projected Annual Objective for 2008-09 60%  
 Actual Performance for 2008-09 64%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 90%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 90%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92%  
 Actual Performance for 2008-09 90%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 88%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 86%  
 Projected Annual Objective for 2008-09 87%  
 Actual Performance for 2008-09 TBD  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 86%  
 Projected Annual Objective for 2008-09 87%  
 Actual Performance for 2008-09 89%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2007-08 90%  
 Projected Annual Objective for 2008-09 90%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.3%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.3%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.8%  
 Actual Performance for 2008-09 60%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82.5%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91%  
 Actual Performance for 2008-09 89%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 90%  
 Projected Annual Objective for 2008-09 90%  
 Actual Performance for 2008-09 88%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.3%  
 Actual Performance for 2008-09 90%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 82%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86.3%  
 Actual Performance for 2008-09 85%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.3%  
 Actual Performance for 2008-09 88%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 94%  
 Projected Annual Objective for 2008-09 94%  
 Actual Performance for 2008-09 90%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	84%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****TAKS Math - Grade: 3****Analysis Group: All Students**

Actual Performance for 2007-08	73%
Projected Annual Objective for 2008-09	77.3%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	75%
Projected Annual Objective for 2008-09	78.8%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: LEP**

Actual Performance for 2007-08	77%
Projected Annual Objective for 2008-09	80.3%
Actual Performance for 2008-09	88%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	81%
Actual Performance for 2008-09	99%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 67%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 77%  
 Projected Annual Objective for 2008-09 80.3%  
 Actual Performance for 2008-09 82%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 87%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 91%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 71%  
 Projected Annual Objective for 2008-09 75.8%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	63%
Projected Annual Objective for 2008-09	69.8%
Actual Performance for 2008-09	99%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	56%
Projected Annual Objective for 2008-09	64.5%
Actual Performance for 2008-09	91%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	92%
Projected Annual Objective for 2008-09	92%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	75%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	78%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.8%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.3%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.5%
Actual Performance for 2008-09	86%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Math - Grade: 7**

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**Analysis Group: All Students**

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	99%
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.3%
Actual Performance for 2008-09	99%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.3%
Actual Performance for 2008-09	99%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.8%
Actual Performance for 2008-09	99%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: At Risk**

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Math - Grade: 8**

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**Analysis Group: All Students**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 90%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 86%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.3%  
 Actual Performance for 2008-09 88%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 83%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 90%  
 Projected Annual Objective for 2008-09 90%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08	84%
Projected Annual Objective for 2008-09	85.5%
Actual Performance for 2008-09	89%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	85%
Projected Annual Objective for 2008-09	86.3%
Actual Performance for 2008-09	88%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	84%
Projected Annual Objective for 2008-09	85.5%
Actual Performance for 2008-09	90%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	83.3%
Actual Performance for 2008-09	80%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	81%
Actual Performance for 2008-09	88%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.5%  
 Actual Performance for 2008-09 90%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.8%  
 Actual Performance for 2008-09 87%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 77%  
 Projected Annual Objective for 2008-09 80.3%  
 Actual Performance for 2008-09 86%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Writing - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2007-08 64%  
 Projected Annual Objective for 2008-09 70.5%  
 Actual Performance for 2008-09 87%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 91%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 64%  
 Projected Annual Objective for 2008-09 70.5%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 43%  
 Projected Annual Objective for 2008-09 54.8%  
 Actual Performance for 2008-09 86%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 63%  
 Projected Annual Objective for 2008-09 69.8%  
 Actual Performance for 2008-09 91%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Writing - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Writing - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 81%  
 Projected Annual Objective for 2008-09 83.3%  
 Actual Performance for 2008-09 92%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82.5%  
 Actual Performance for 2008-09 94%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82.5%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	77%
Projected Annual Objective for 2008-09	80.3%
Actual Performance for 2008-09	99%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	69%
Projected Annual Objective for 2008-09	74.3%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: At Risk**

Actual Performance for 2007-08	77%
Projected Annual Objective for 2008-09	80.3%
Actual Performance for 2008-09	93%
<i>No Progress Rating Selected</i>	

**Explanation of Performance****TAKS Science - Grade: 5****Analysis Group: All Students**

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.8%
Actual Performance for 2008-09	91%
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	91%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86.3%  
 Actual Performance for 2008-09 91%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 89%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 71%  
 Projected Annual Objective for 2008-09 75.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 71%  
 Projected Annual Objective for 2008-09 75.8%  
 Actual Performance for 2008-09 90%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Science - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2007-08 75%  
 Projected Annual Objective for 2008-09 78.8%  
 Actual Performance for 2008-09 78%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 74%  
 Projected Annual Objective for 2008-09 78%  
 Actual Performance for 2008-09 83%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 64%  
 Projected Annual Objective for 2008-09 70.5%  
 Actual Performance for 2008-09 86%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 33%  
 Projected Annual Objective for 2008-09 47.3%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 50%  
 Projected Annual Objective for 2008-09 60%  
 Actual Performance for 2008-09 67%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 50%  
 Projected Annual Objective for 2008-09 60%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

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**TAKS Science - Grade: All Grades**

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**Analysis Group: All Students**

Actual Performance for 2007-08 69%  
 Projected Annual Objective for 2008-09 74.3%  
 Actual Performance for 2008-09 85%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 88%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 59%  
 Projected Annual Objective for 2008-09 66.8%  
 Actual Performance for 2008-09 89%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 22%  
 Projected Annual Objective for 2008-09 39%  
 Actual Performance for 2008-09 83%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 61%  
 Projected Annual Objective for 2008-09 68.3%  
 Actual Performance for 2008-09 80%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 76%  
 Projected Annual Objective for 2008-09 79.5%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 41%  
 Projected Annual Objective for 2008-09 53.3%  
 Actual Performance for 2008-09 77%  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Social Studies - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 99%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

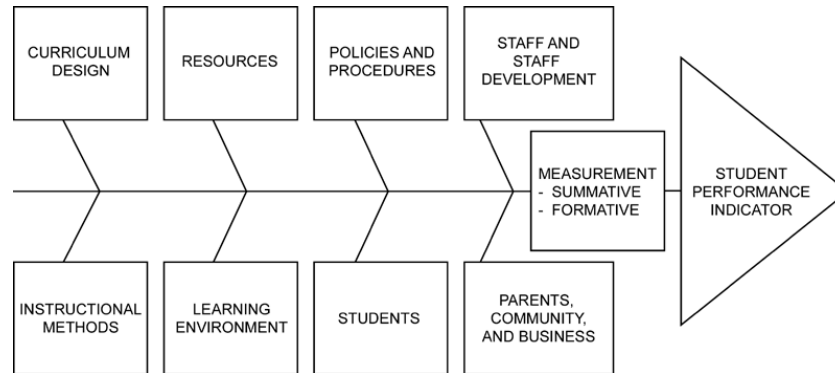
**Explanation of Performance**

## Needs Assessment Focus

<b>Indicators Rated</b>		<b>Priority Rating</b>	<b>Satisfaction Rating</b>
1	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	Med	Low
2	Percent of students demonstrating skills for creating and delivering a multi-media presentation	Med	Low
3	Percent of students able to validly respond in the world view of another culture given hypothetical situations	Med	Low
4	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	Med	Low
5	Percent of students demonstrating appropriate SELF-DISCIPLINE	Med	Low
6	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	Med	Low
7	Percent passing REPORT CARD GRADES FOR MATH	High	Med
8	Percent passing REPORT CARD GRADES FOR SCIENCE	High	Med
9	DISCIPLINE REFERRAL RATES	High	Med
10	Percent of students demonstrating good CITIZENSHIP SKILLS	Med	Med
11	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	High	High
12	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	High	High
13	Percent of students MASTERING TAAS/TAKS MATH	High	High
14	Percent of students MASTERING TAAS/TAKS WRITING	High	High
15	Annual Student RETENTION RATES	Med	High
16	Percent of students MASTERING TAAS/TAKS READING	NR	NR
17	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
<b>Indicators Not Rated</b>		<b>Priority Rating</b>	<b>Satisfaction Rating</b>
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 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
8	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
9	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
12	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
13	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
14	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
15	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
16	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
17	Percent of students passing ENGLISH II EOC Examination	NR	NR
18	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
19	Percent of students passing BIOLOGY EOC Examination	NR	NR
20	Percent of students passing ALGEBRA I EOC Examination	NR	NR
21	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
22	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	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.

### Objective Accomplishments

#### TAKS Reading - Grade: 3

##### Analysis Group: All Students

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.8%
Actual Performance for 2008-09	NA
<i>Accomplished the Objectives</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: LEP

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.3%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**Analysis Group: Male**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 71%  
 Projected Annual Objective for 2008-09 75.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 64%  
 Projected Annual Objective for 2008-09 70.5%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 70%  
 Projected Annual Objective for 2008-09 75%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	60%
Projected Annual Objective for 2008-09	67.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	63%
Projected Annual Objective for 2008-09	69.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	43%
Projected Annual Objective for 2008-09	54.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Median**

Actual Performance for 2007-08	76%
Projected Annual Objective for 2008-09	79.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	64%
Projected Annual Objective for 2008-09	70.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Reading - Grade: 5**

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**Analysis Group: All Students**

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	TBD
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: At Risk**

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.3%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Reading - Grade: 6**

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**Analysis Group: All Students**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: At Risk**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Reading - Grade: 7**

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**Analysis Group: All Students**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 67.5%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

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**TAKS Reading - Grade: 8**

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**Analysis Group: All Students**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.3%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.5%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 90%  
 Projected Annual Objective for 2008-09 90%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 84%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86.3%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.5%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 90%  
 Projected Annual Objective for 2008-09 91.3%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Median**

Actual Performance for 2007-08	85%
Projected Annual Objective for 2008-09	86%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	84%
Projected Annual Objective for 2008-09	85.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 3**

**Analysis Group: All Students**

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	67%
Projected Annual Objective for 2008-09	72.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: At Risk**

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

---

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

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	60%
Projected Annual Objective for 2008-09	67.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	75%
Projected Annual Objective for 2008-09	78.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	75%
Projected Annual Objective for 2008-09	78.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: At Risk**

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	81%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****TAKS Math - Grade: 6****Analysis Group: All Students**

Actual Performance for 2007-08	92%
Projected Annual Objective for 2008-09	92%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	92%
Projected Annual Objective for 2008-09	92%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	92%
Projected Annual Objective for 2008-09	92%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.3%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: LEP**

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Writing - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	60%
Projected Annual Objective for 2008-09	67.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: At Risk**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****TAKS Writing - Grade: 7****Analysis Group: All Students**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Writing - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 94%  
 Projected Annual Objective for 2008-09 94%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 71%  
 Projected Annual Objective for 2008-09 75.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Science - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.3%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

---

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

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	81%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	87%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	67%
Projected Annual Objective for 2008-09	72.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Science - Grade: All Grades**

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**Analysis Group: All Students**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86.3%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.5%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.3%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82.5%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	77%
Projected Annual Objective for 2008-09	80.3%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Social Studies - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

---

**TAKS Overall - Grade: All Grades****Analysis Group: All Students**

Actual Performance for 2007-08	79%
Projected Annual Objective for 2008-09	81.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Hispanic**

Actual Performance for 2007-08	84%
Projected Annual Objective for 2008-09	85.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	55%
Projected Annual Objective for 2008-09	63.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Special Ed.**

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	74%
Projected Annual Objective for 2008-09	78%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: Male**

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	81%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	83.3%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance****Analysis Group: At Risk**

Actual Performance for 2007-08	74%
Projected Annual Objective for 2008-09	78%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**Progress of Prior Yr. TAKS Failers, Reading/ELA - Grade: All Grades**

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**Analysis Group: All Students**

Actual Performance for 2007-08	67%
Projected Annual Objective for 2008-09	72.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

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

Actual Performance for 2007-08	67%
Projected Annual Objective for 2008-09	72.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 67.5%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 72.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Progress of Prior Yr. TAKS Failers, Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 78%  
 Projected Annual Objective for 2008-09 81%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 78%  
 Projected Annual Objective for 2008-09 81%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 78%  
 Projected Annual Objective for 2008-09 81%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82.5%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	71%
Projected Annual Objective for 2008-09	75.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	81%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Attendance - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08	97.6%
Projected Annual Objective for 2008-09	97.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Annual Dropout Rate (Grades 7-8) - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08	0%
Projected Annual Objective for 2008-09	0%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 0%  
 Projected Annual Objective for 2008-09 0%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 0%  
 Projected Annual Objective for 2008-09 0%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 0%  
 Projected Annual Objective for 2008-09 0%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 0%  
 Projected Annual Objective for 2008-09 0%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 0%  
 Projected Annual Objective for 2008-09 0%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

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

**Analysis Group: All Students**

Actual Performance for 2007-08 < 1%  
 Projected Annual Objective for 2008-09 NA  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	<	1%
Projected Annual Objective for 2008-09		NA
Actual Performance for 2008-09		NA
<i>No Progress Rating Selected</i>		

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	<	1%
Projected Annual Objective for 2008-09		NA
Actual Performance for 2008-09		NA
<i>No Progress Rating Selected</i>		

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	<	1%
Projected Annual Objective for 2008-09		NA
Actual Performance for 2008-09		NA
<i>No Progress Rating Selected</i>		

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08	<	1%
Projected Annual Objective for 2008-09		NA
Actual Performance for 2008-09		NA
<i>No Progress Rating Selected</i>		

**Explanation of Performance**

## **APPENDIX II**

**DETAILED GOAL DEFINITIONS**

**OTHER REFERENCE MATERIALS**

## **State Goals**

**Goal 1: Performance - English**

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

**Goal 2: Performance - Mathematics**

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

**Goal 3: Performance - Science**

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

**Goal 4: Performance - Social Studies**

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

## **State Objectives**

**Objective 1: Partnering Parents with Educators**

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

**Objective 2: Student Potential**

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

**Objective 3: Dropout Prevention**

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

**Objective 4: Curriculum**

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

**Objective 5: Prepare Students**

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

**Objective 6: School Personnel**

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

**Objective 7: Student Performance**

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

**Objective 8: School Environment**

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

**Objective 9: Instructional Techniques**

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

**Objective 10: Technology**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All students will graduate from high school.

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

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

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

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

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

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

## **Effective School Correlates**

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

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

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

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

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

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

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

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

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

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

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

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

**Correlate 3: Instructional Leadership**

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

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

**Correlate 4: Clear and Focused Mission**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Correlate 7: Home-School Relations**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Provide instruction by highly qualified teachers.

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

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

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

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

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

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

## **Title I - Schoolwide Programs**

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

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

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

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

### **Goal 3: Instructional**

Instruction by highly qualified teachers.

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

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

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

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

**Goal 6: Parental Involvement**

Strategies to increase parental involvement such as family literary services.

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

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

**Goal 8: Include Teachers in Decisions**

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

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

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

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

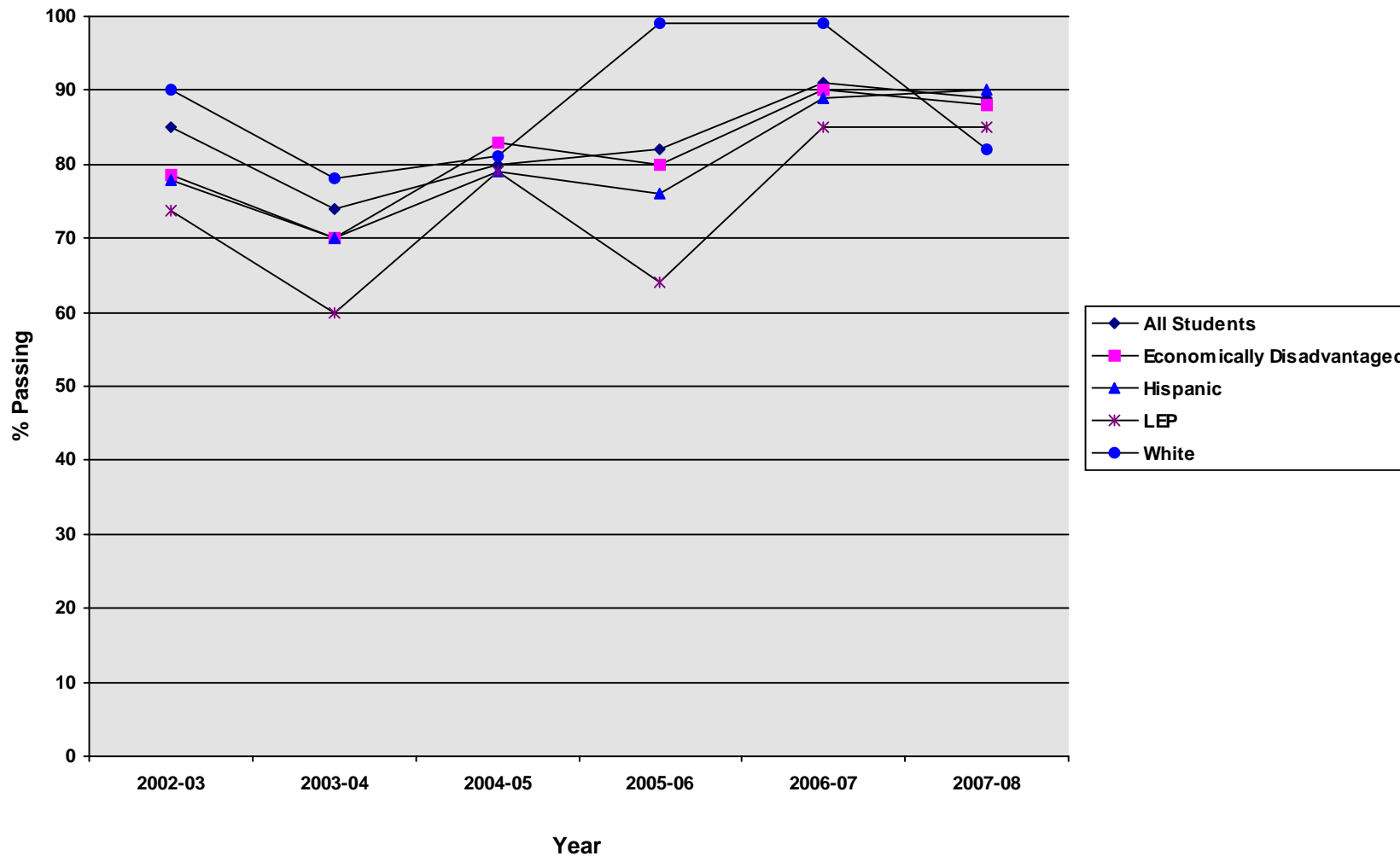
Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **APPENDIX III**

### **AEIS GRAPHS**

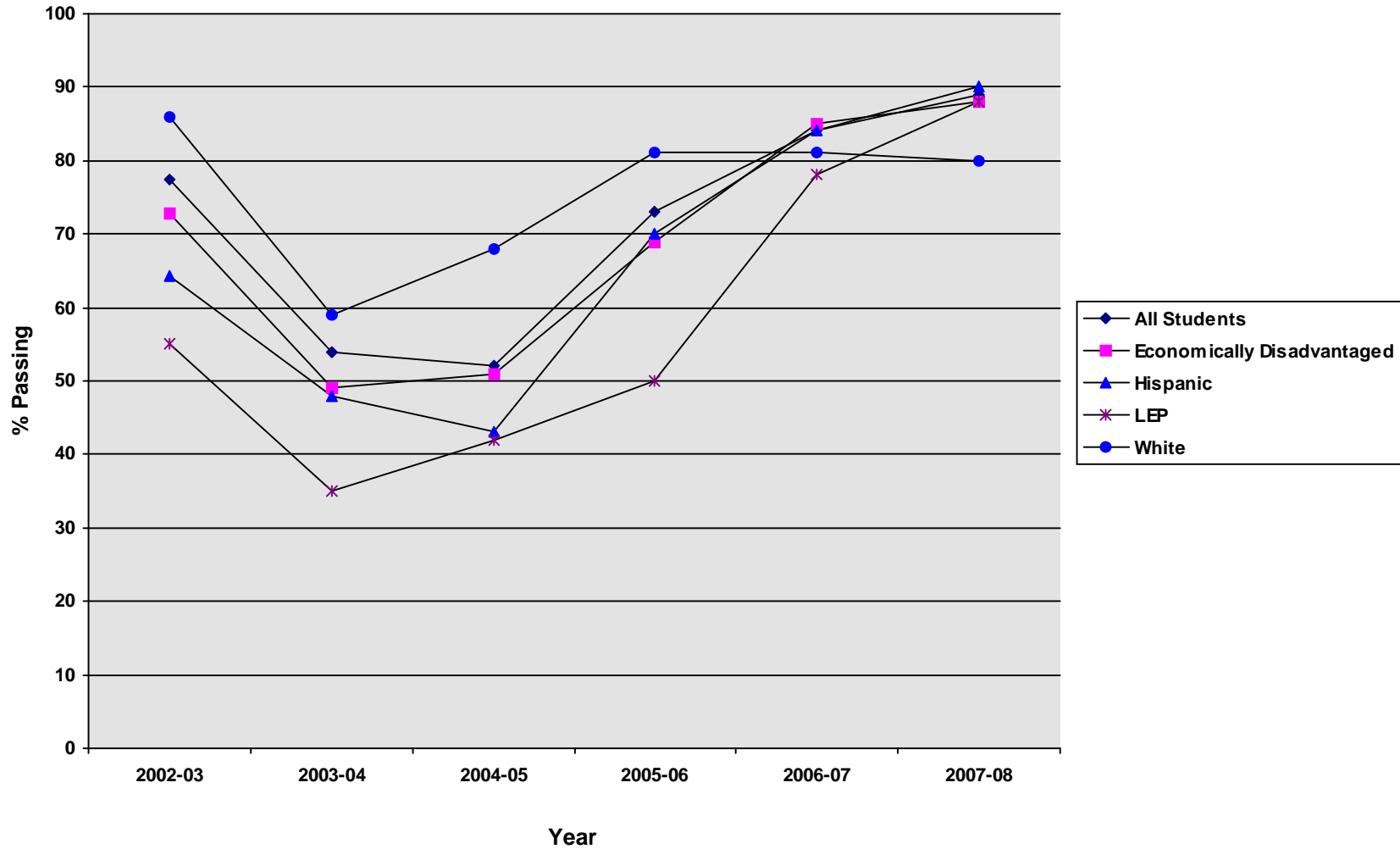
# Report of TAKS Reading

## Graph of Current Performance by Analysis Group



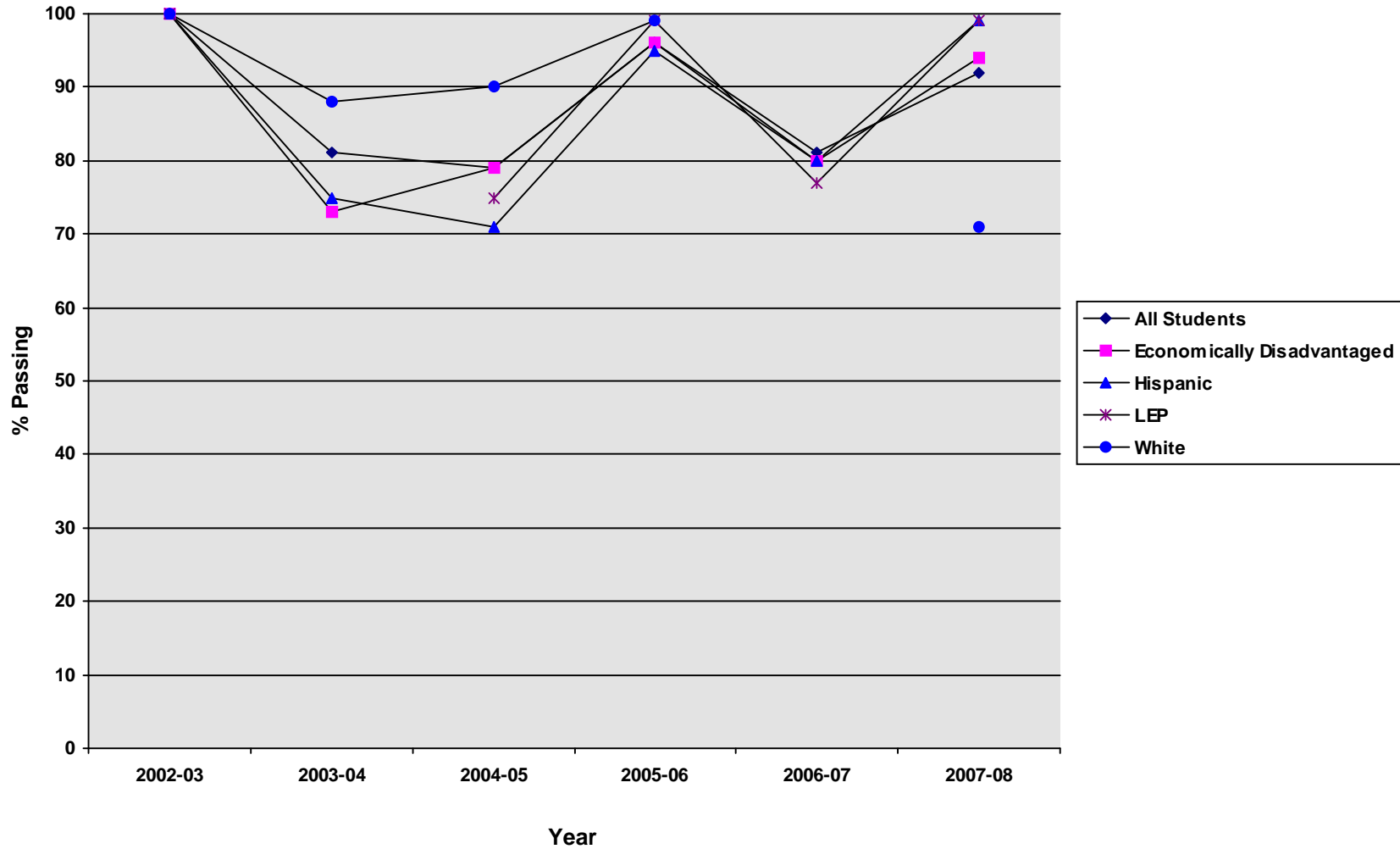
# Report of TAKS Math

## Graph of Current Performance by Analysis Group



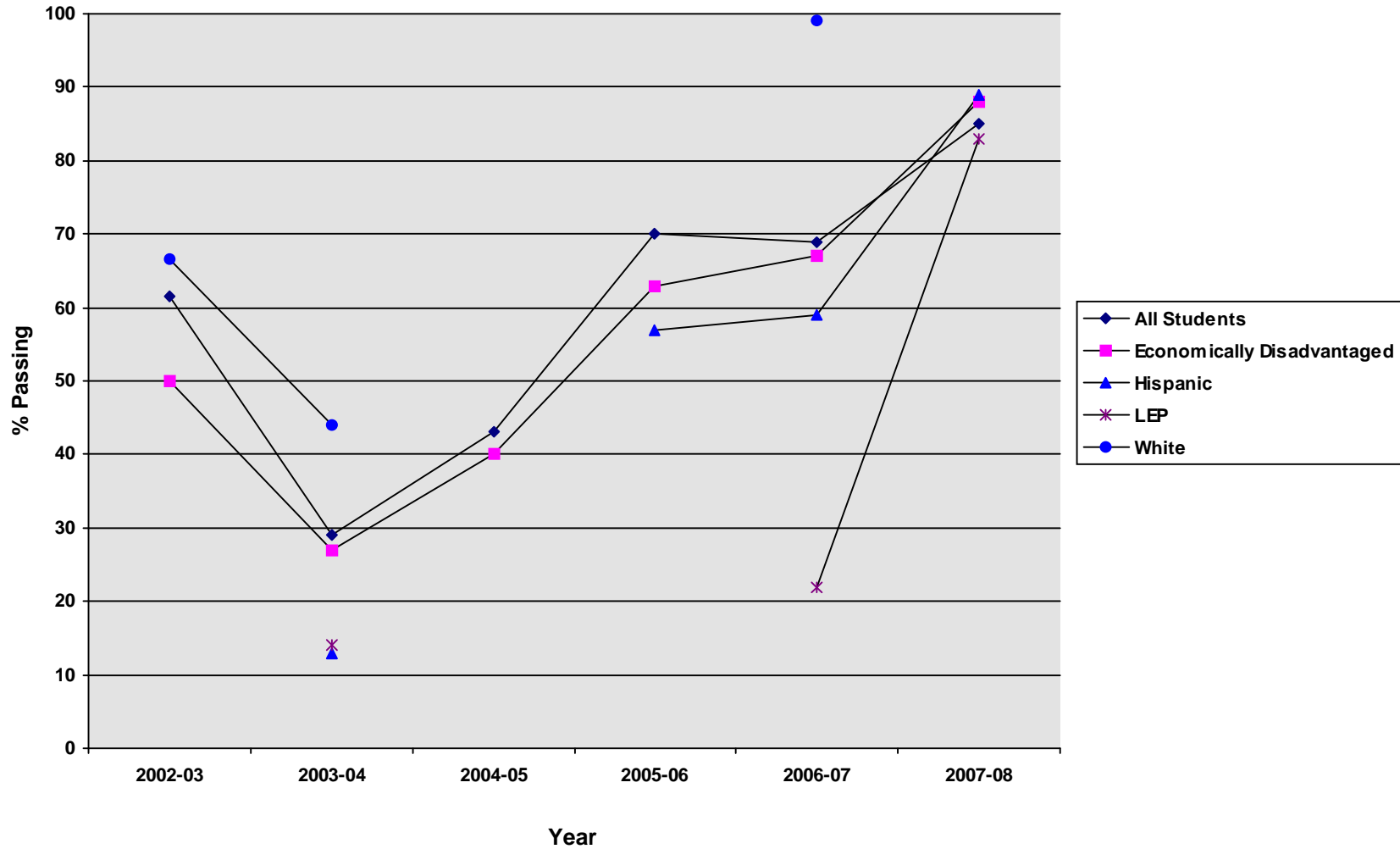
# Report of TAKS Writing

## Graph of Current Performance by Analysis Group



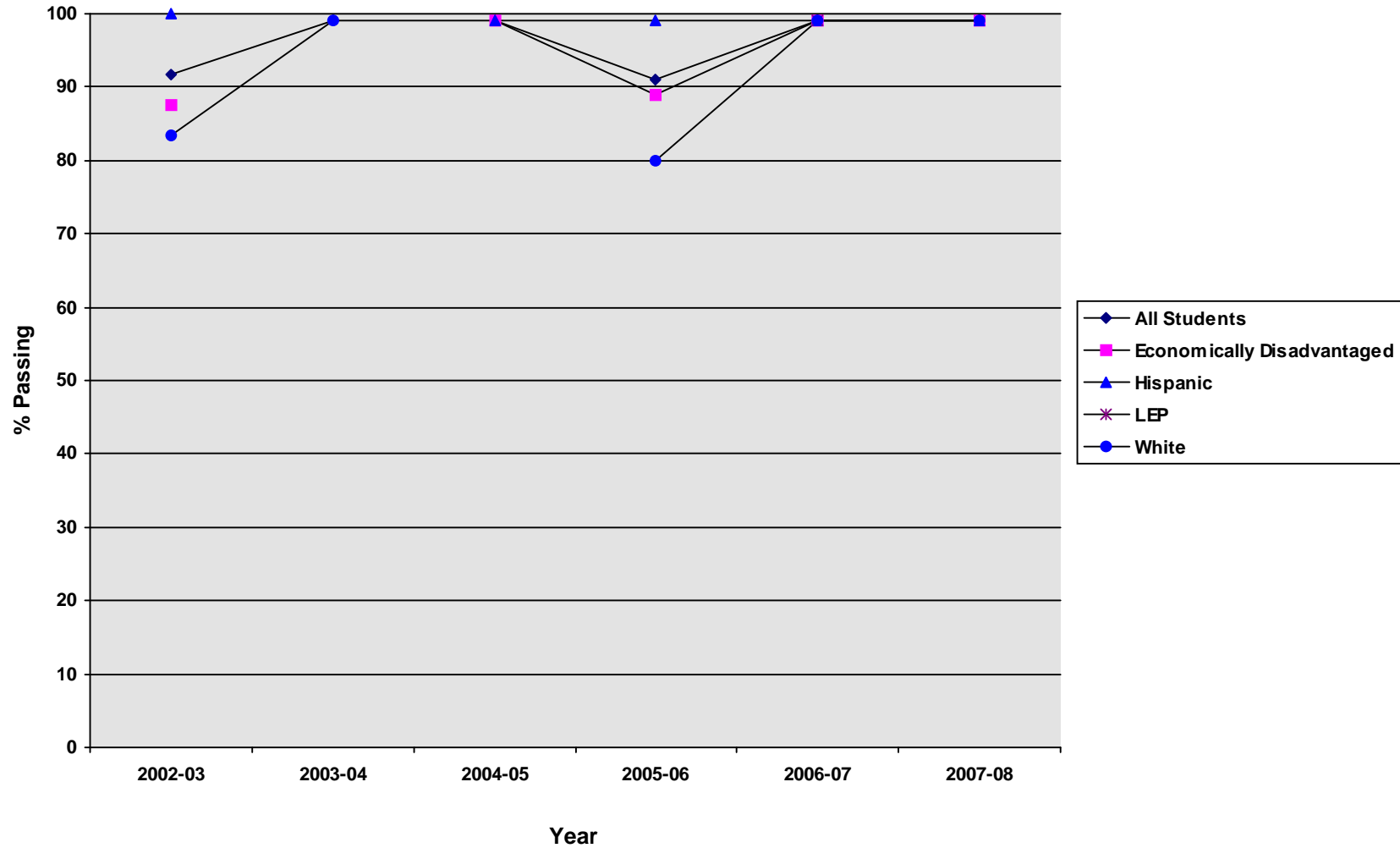
# Report of TAKS Science

## Graph of Current Performance by Analysis Group



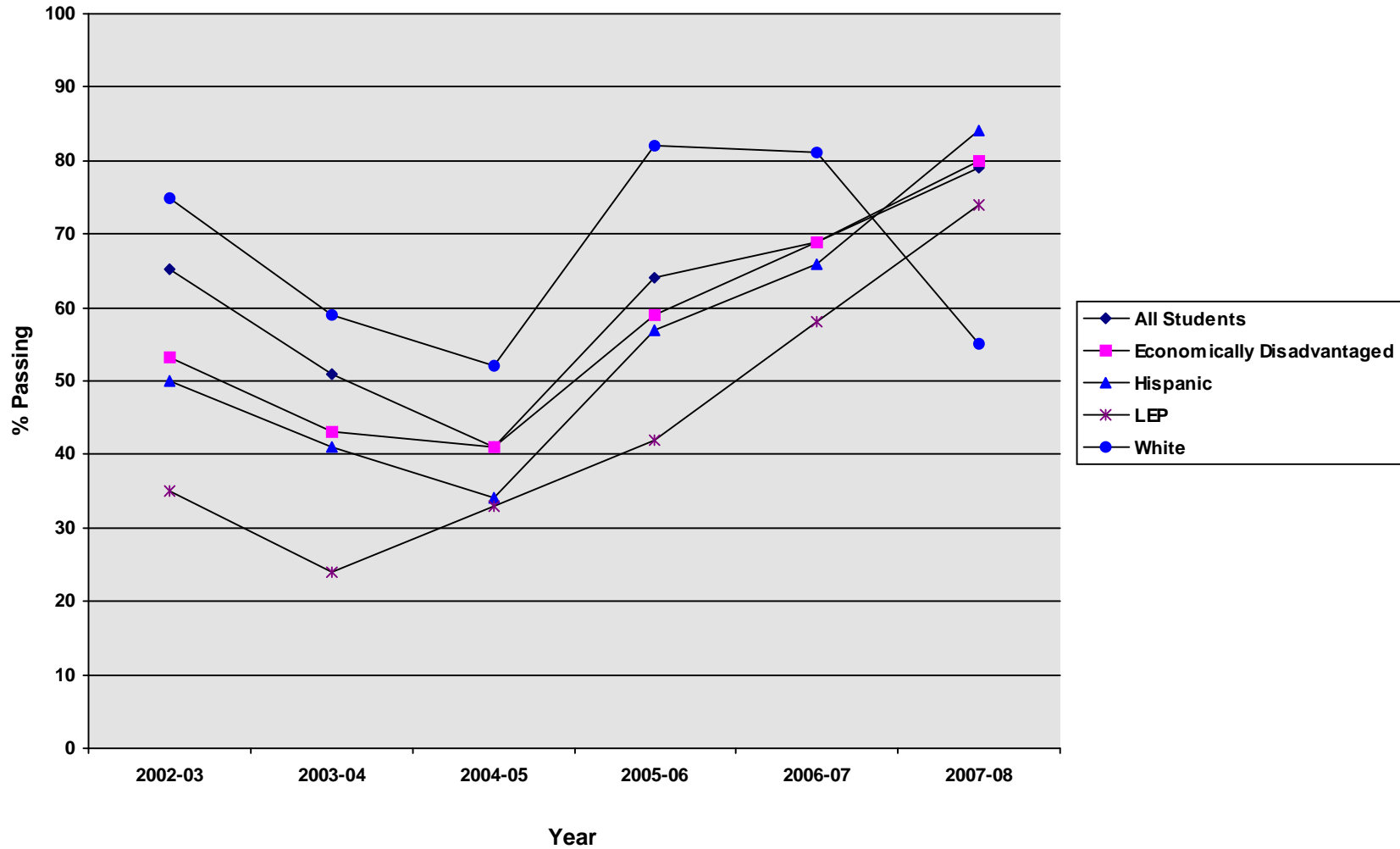
# Report of TAKS Social Studies

## Graph of Current Performance by Analysis Group



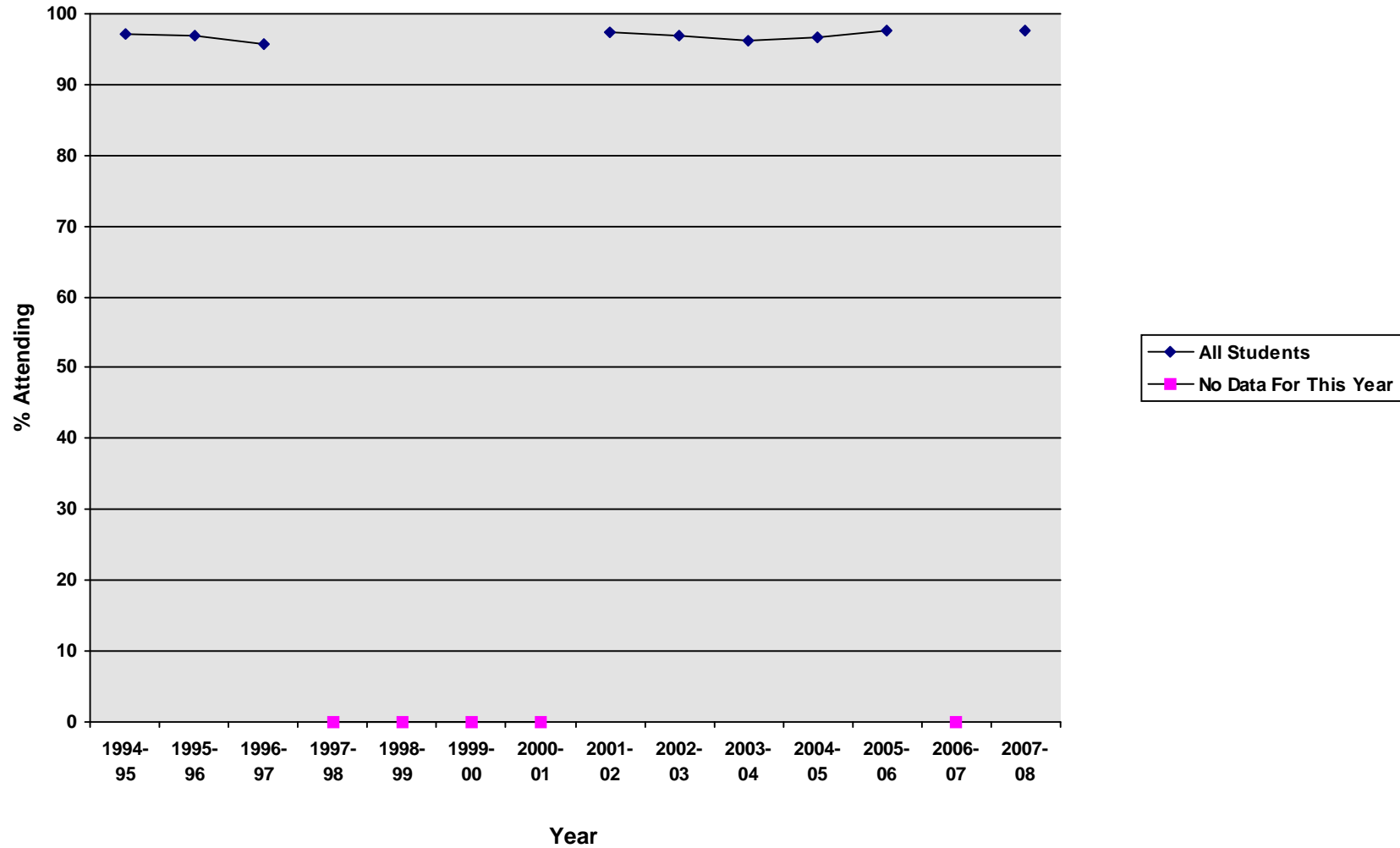
# Report of TAKS Overall

## Graph of Current Performance by Analysis Group



# Report of Attendance

## Graph of Current Performance by Analysis Group



# Report of Annual Dropout Rate (Grades 7-8)

## Graph of Current Performance by Analysis Group

