

Hughes Springs High School

Campus Improvement Plan

2009-10

The mission of Hughes Springs High School is to prepare our children to live and work in the changing future. All students need to master the knowledge, skills, and competencies necessary to interact productively and successfully in a democratic society.

Hughes Springs High School Belief Statements

- 1 At Hughes Springs ISD we believe in challenging students to be life-long learners.
- 2 At Hughes Springs ISD we believe parents and staff lead by example and should continue to learn.
- 3 At Hughes Springs ISD we believe all students are unique and deserve the opportunity to achieve their potential.
- 4 At Hughes Springs ISD we believe staff, parents, students , and community members are responsible for the leaning and success of each student.
- 5 At Hughes Springs ISD we believe parental and community involvement are vital to student success.

Vision Statement

Our students respect themselves and others. They have very strong academic, social and emotion skills allowing them to be happy and responsible citizens. These skills enable them to be productive and make a positive contribution to Hughes Springs.

Our students succeed because we care. We are a family where every person is important. Through open and honest communication, we unify the campus, classroom, and community to support students in their pursuit of success.

As positive role models we support learning through total participation in all areas of education. Our example leads to the success and achievement of this community.

Campus Site Based Management Team

Terry Giddens, Principal
Micheal Walker, Assistant Principal
Heather McGregor, Counselor
Alison Preuninger, Science Teacher
Elizabeth McCoy, Science Teacher
Katie Denevan, Science Teacher
Kathi Burney, English Teacher
Lesa Odgen, CTE Teacher
Brittany Thomasson, Math Teacher
Jean Wall, Math Teacher
Martha Giddens, CTE Teacher
Regina Calcote, CTE Teacher
Amie Daniel, Social Studies Teacher
Jenny Vestal, PEIMS Clerk

Goal 1: The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
E-Rate Goals			
2) Development Strategy for Training	4) Sufficient Budget for Implementation	5) Evaluation Process for Monitoring Progress	

Strategies

Goal 1 - Strategy 1 CTE Enrollment					
Leader(s): CTE Teachers, Counselors		Brief Description: Increase students readiness for career paths.		Evaluation Benchmark: 5% increase in students' certification.	
Leader Progress Report Dates: Sept. 2009-2010					
Resources Required:		FTE's Required:		Source of Funds:	
District Staff		Number of FTE's: None		District Salaries	
CTE Instructors		None		CATE-Supplies	
		Cost: None		CATE Salaries	
				General Bdgt.-Subs/Travel	
				Amount	
				\$0.00	
				\$77,800.00	
				\$365,492.00	
				\$0.00	
\$443,292.00					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Make additional job placement opportunities available. (Title I, #10)	DECA Teacher	08/24/2009	to	05/28/2010	
Provide supplies for CTE classes.	CTE Teachers, Principal	08/24/2009	to	05/28/2010	
Present Family Consumer Science, Ag. Science, Marketing, Criminal Justice, and Ready set Teach to 8th grade students. (Title I, #10)	Counselor, CTE Teachers	08/24/2009	to	05/28/2010	
Provide an opportunity for students to participate in competition through involvement in FFA, FCCLA, DECA, HOSA, UIL Business events (Title I, #2)	CTE Teachers	08/24/2009	to	05/28/2010	
Provide staff development for CTE and integrate CTE activities into the core curriculum.(Title I, #4)	CTE Teachers, Region 8, Curriculum Director	08/24/2009	to	05/28/2010	

Goal 1 - Strategy 1		CTE Enrollment			
Activity	Person(s) Responsible	Start Date	to	End Date	
Have students select appropriate technology/business courses to address future career plans through development of comprehensive 4-year plans (Title I, #2)	CTE Teachers, Counselor	08/24/2009	to	05/28/2010	
CTE advisory committee will meet once each semester during the academic school year to determine future curriculum course opportunities.(Title I, #1)	CTE Teachers, Advisory Committee	08/24/2009	to	05/28/2010	
Provide opportunity for Post Secondary credit in CTE while in High School.	Principal, counselor	08/24/2009	to	05/28/2010	

Goal 1 - Strategy 2		Special Programs			
Leader(s): Principal		Brief Description: Increase the number of special education students included in the regular classroom.		Evaluation Benchmark: % increased inclusion students.	
Leader Progress Report Dates: Sept. 2007-May 2008					
Resources Required:		FTE's Required:		Source of Funds:	
Counselor		Number of FTE's: 2.00		SPED Salaries	\$36,988.00
Teaching Aids		Fully Comp. Ed Funded		Compensatory Ed. Budget	\$22,967.00
District Staff		Cost: \$22,967.00		District Salaries	\$124,368.00
				IDEA Stimulus	\$20,700.00
					\$205,023.00
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Increase computer use for at-risk students. (Title I, #2)	Principal	08/24/2009	to	05/28/2010	
Provide training to faculty and staff to meet modifications of special education students.(Title I, #4)	Counselor, Principal	08/24/2009	to	05/28/2010	
Provide instructional aides in regular classroom settings.	Principal, Resource Teacher	08/24/2009	to	05/28/2010	
Assist special education students with course selections.(Title I, #9)	Counselor, Resource Teacher	08/24/2009	to	05/28/2010	
Provide classroom supplies for special education students. (Title I, #9)	SPED teacher, Resource Teacher	08/24/2009	to	05/28/2010	
Ensure special education students are gaining instruction and succeeding in the Least Restrictive Environment. (Title I, #2)	SPED Teacher, Resource Teacher	08/24/2009	to	05/28/2010	

Goal 1 - Strategy 2		Special Programs		
Activity	Person(s) Responsible	Start Date	to	End Date
Training from an inclusion specialist	Curriculum Director	08/24/2009	to	05/27/2010
Provide professional development for teachers on autism	Curriculum Director, Principal	08/24/2009	to	05/28/2010
Purchase of adaptive PE evaluator and adaptive equipment	Teacher, Principal	08/24/2009	to	05/28/2010
RTI Training for campus staff	Curriculum Director, Principal	08/24/2009	to	05/28/2010
Purchase of mini-laptop for SPED room	Curriculum Director	08/24/2009	to	05/28/2010
Use of speech software and other software in SPED Class	Teacher, Technology Director	08/24/2009	to	05/28/2010

Goal 1 - Strategy 3		Increase College Preparedness			
Leader(s): Principals, Superintendent		Brief Description: Continue to offer opportunities to increase college preparedness and academic acceleration.		Evaluation Benchmark: % increase of students taking accelerated classes and college entrance exams.	
Leader Progress Report Dates: August 2007-May 2008					
Resources Required: None	FTE's Required: Number of FTE's: 0.40 Partially Comp. Ed Funded Cost: \$20,536.00	Source of Funds: Camp. Activity Fund Budget District Salaries HS Allotment Region 8 GT Coop Compensatory Ed. Budget	Amount		
					\$1,000.00
					\$34,274.00
					\$82,500.00
					\$1,000.00
					\$20,536.00
					\$139,310.00
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
GT staff development. (Title 1, #4)	Principal	08/24/2009	to	05/28/2010	
Field trips for GT students. (Title 1, #2)	GT Teachers	08/24/2009	to	05/28/2010	
Continue to offer Dual Credit courses. (Title 1, #2)	Counselor, Principal	08/24/2009	to	05/28/2010	
Early graduation.	Counselor, Principal	08/24/2009	to	05/28/2010	
Credit by Examination.	Counselor	08/24/2009	to	05/28/2010	
Increase computer use for GT students. (Title 1, #2)	Curriculum & Technology Director, Principal	08/24/2009	to	05/28/2010	
Texas Grant Scholarships for Recommended and Distinguished program graduates.	Counselor	08/24/2009	to	05/28/2010	

Goal 1 - Strategy 3 Increase College Preparedness				
Activity	Person(s) Responsible	Start Date	to	End Date
Junior students who have high TAKS/THEA scores begin taking college courses their junior year to fulfill advanced measure requirements. (Title 1, #2)	Counselor	08/24/2009	to	05/28/2010
Provide calculators for all Pre-AP and AP Math Students. (Title 1, #2)	Principal, Math Teachers	08/10/2009	to	05/28/2010
Help At-Risk students complete forms and meet deadlines. (Title 1, #9)	CIS Coordinator	08/24/2009	to	05/28/2010
Classroom visits to assist student with ACT/SAT information.	Counselor	08/24/2008	to	05/28/2010
Testing site for ACT/SAT.	Counselor	08/28/2009	to	05/28/2010
Encourage students to take PSAT test prior to junior year, where they compete for National Merit Scholarship Recognition. (Title 1, #2)	Counselor	08/24/2009	to	05/28/2010
Increase awareness of value in participating and preparing for standardized tests and benefits derived from testing. (Title 1, #2)	Counselor	08/24/2009	to	05/28/2010
Fund and administer PSAT to all juniors in district. (Title 1, #2)	Counselor	08/24/2009	to	05/28/2010
Parent Night presentation explaining college admission procedures and emphasizing the importance of the THEA Accuplacer. (Title 1, #6)	Counselor, CIS Coordinator	08/24/2009	to	05/28/2010
Encourage the use of study guides to prepare for THEA Accuplacer.	Counselor, CIS Coordinator	08/24/2009	to	05/28/2010

Goal 1 - Strategy 4		Dropout Prevention			
Leader(s): Principals		Brief Description: The high school dropout rate will not exceed state standards for exemplary rating.		Evaluation Benchmark: % of dropouts will not exceed state standard.	
Leader Progress Report Dates: Yearly					
Resources Required: Community In Schools	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: District Salaries IDEA Stimulus	Amount		
					\$10,000.00
					\$6,500.00
					<u>\$16,500.00</u>
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide opportunities for employment for Special Education students. (Title 1, #10)	VAC Coordinator, CIS, DECA Teacher	08/10/2007	to	05/29/2010	
Make available PASS Program for potential drop-out or at-risk students. (Title 1, #9)	Principal, Counselor, All Faculty, CIS	08/10/2007	to	05/28/2010	
Mustang advisement groups.	Principal, Teachers	08/24/2009	to	05/28/2010	
Evaluation of students at risk entering their freshman year. (Title 1, #7)	Principal, Counselor	08/24/2009	to	05/28/2010	
Conduct home visits, telephone calls to help show parents the benefits of attending school. (Title 1, #6)	Principal, Counselor	08/24/2009	to	05/28/2010	
Career Counseling through CIS. (Title 1, #2)	CIS Coordinator	08/24/2009	to	05/28/2010	
NTCC College Day.	Counselor, NTCC Contact	08/24/2009	to	05/28/2010	
Host a Career and College Week annually.	Counselor	09/24/2007	to	05/24/2010	

Goal 1 - Strategy 4 Dropout Prevention				
Activity	Person(s) Responsible	Start Date	to	End Date
Install program to help at risk students with credit recovery.	Teacher, counsolor, principal	08/24/2009	to	05/27/2010
Use credit recovery program to help struggling/SPED students	Counselor, Teacher	08/24/2009	to	05/28/2010

Goal 1 - Strategy 5 Attendance					
Leader(s): Principal		Brief Description: Attendance percentage will increase.		Evaluation Benchmark: Increased attendance percentage.	
Leader Progress Report Dates: Each six weeks.					
Resources Required: Cass County Juvenile		FTE's Required: Number of FTE's: 0.10 None Cost: \$5,069.00		Source of Funds: District Budget	
				Amount	
				\$1,150.00	
				<hr/> \$1,150.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Enforce mandated attendance requirements through GIP.	Principal, Assistant Principal	08/24/2009	to	05/28/2010	
Provide 2nd semester test exemptions for students with 4 or fewer absences for the year.	Principal	08/24/2009	to	05/28/2010	
Report updated attendance to site-based committee. (Title 1, #1)	Attendance Committee	08/24/2009	to	05/28/2010	
Proper authorities will be notified after 3 unexcused absences.	Assitant Principal	08/24/2009	to	05/27/2010	
Home visits and parent phone calls on absences. (Title 1, #6)	Attend. Clerk, Principal, Assistant Principal	08/24/2009	to	05/28/2010	

Goal 1 - Strategy 6		Highly Qualified Personnel			
Leader(s): Superintendent, Principal		Brief Description: Establish a recruitment policy for attracting and maintaining highly qualified school personnel.		Evaluation Benchmark: Maintain 100% highly qualified personnel.	
Leader Progress Report Dates: Yearly					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Title II Coop District Budget	Amount		
					\$1,693.00
					\$25,000.00
					<u>\$26,693.00</u>
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Identify, contact, interview, and hire highly qualified job applicants. (Title1, #5)	Superintendent, Principal	08/24/2009	to	05/28/2010	
Monetary compensations in critical areas. (Title 1, #5)	Superintendent	08/24/2009	to	05/28/2010	
Actively recruit minority teachers at job fairs. (Title 1, #5)	Superintendent, Principal	08/24/2009	to	05/28/2010	
Offer continual education by school funded workshops and seminars. (Title 1,#4	Superintendent, Principal, Curriculum Director	08/24/2009	to	05/28/2010	

Goal 1 - Strategy 7		Technology			
Leader(s): Principal, Director of Technology		Brief Description: At least 10% of classroom time will utilize technology.		Evaluation Benchmark: Increased % time utilizing technology	
Leader Progress Report Dates: Yearly					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: SFSF Grant District Salaries General Budget-Supplies	Amount		
					\$28,250.00
					\$63,350.00
					\$2,000.00
					<u>\$93,600.00</u>
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Continue to implement the use of graphing calculators; provide calculators for all level math students. (Title I, #2)	Teachers, Principal	08/24/2009	to	05/28/2010	
Provide staff development for new teachers in attendance and gradebook system. (Title I, #4)	Curriculum Director	08/24/2009	to	05/27/2010	
Provide specialized training for faculty/staff on developments and technology updates.(Title I, #4)	Curriculum Director	08/24/2009	to	05/28/2010	
Improve, update, and maintain teacher websites.	Teachers	08/24/2009	to	05/28/2010	
Teachers will continue ongoing technology self-assessments by completing the STAR Chart. (Title I, #3)	Teachers, Curriculum Director.	10/01/2007	to	05/30/2010	
Use new Elmos and projectors in the classrooms.	Teacher	08/24/2009	to	05/28/2010	
Regular use of CPS devices.	Teacher	09/23/2009	to	09/23/2009	

Goal 1 - Strategy 8		Academic Improvement			
Leader(s): Principal		Brief Description: Strive to achieve a 90% passing rate on the math, reading, writing, social studies, and science TAKS test by 2009-2010.		Evaluation Benchmark: 90% passing rate	
Leader Progress Report Dates: Spring					
Resources Required: None	FTE's Required: Number of FTE's: 0.25 None Cost: \$8,319.00	Source of Funds: District Salaries Compensatory Ed. Budget IDEA Stimulus Title I Stimulus Title II Coop SFSF Grant	Amount		
					\$892,894.00
					\$8,319.00
					\$40,000.00
					\$67,180.00
					\$6,852.00
					\$19,000.00
					<u>\$1,034,245.00</u>
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide staff development related to identification of learning and academic difficulties. (Title I, #4)	Principal	08/24/2009	to	05/28/2010	
Dissagregate TAKS data and identify students' strengths and weaknesses in TAKS tested areas in a timely manner.	Principal, Teachers	08/24/2009	to	05/27/2010	
Provide supplies for ESL TAKS remediation. (Title I, #9)	Principal, ESL Teacher	08/24/2009	to	05/28/2010	
Continue schoolwide incentive program for TAKS.	Principal, Counselor	08/24/2009	to	05/28/2010	
SBDM shall approve professional development for all school staff to enable all children to meet the state's student academic and achievement standards. (Title I, #1)	Principal, SBDM	08/24/2009	to	05/28/2010	

Goal 1 - Strategy 8 Academic Improvement				
Activity	Person(s) Responsible	Start Date	to	End Date
Additional training and testing for paraprofessional staff to maintain HQ status. (Title I, #4)	Superintendent	08/24/2009	to	05/28/2010
State Comp. Ed. money will be used to increase academic achievement in all areas. (Title I, #2)	Superintendent	08/24/2009	to	05/27/2010
Make library available for student use outside of class time.	Librarian, Principal	08/24/2009	to	05/27/2010
Use of Online Assessments to facilitate student improvement in core curriculum classes. (Title I, #8)	Principal, Teachers	08/24/2009	to	05/28/2010
Use of benchmark performance indicators each six weeks.	Teachers	08/24/2009	to	06/28/2010
Continue to track students and implement study island program for math objectives.	Math Teachers	08/24/2009	to	05/28/2010
Continue to implement vertical teaming and common planning period.	Teachers, counselor	08/24/2009	to	05/28/2010
Provide after-school tutorials in core subject areas.	Teachers	08/24/2009	to	05/28/2010
Provide accelerated TAKS review three weeks prior to the TAKS tests.(Title I, #9)	Teachers	08/24/2009	to	05/28/2010
Modernize science labs	Princial, Teacher, Curriculum Director	09/24/2009	to	09/24/2009
Provide Teachers with professional development - CAST, TCEA, and others	Curriculum Director, Principal	08/24/2009	to	05/24/2010
Use Read 180 in all English Classes	Teacher	05/24/2009	to	05/28/2010
Addition of new math teacher to decrease class size	Superintendent, Principal	08/24/2009	to	05/28/2010
Addition of science teacher to decrease class size	Suprintendent, Principal	08/24/2009	to	05/28/2010

Goal 1 - Strategy 9		ESL			
Leader(s): Principal, ESL Teacher		Brief Description: ESL students will show adequate yearly progress.		Evaluation Benchmark: % improvement on assessments	
Leader Progress Report Dates: Yearly					
Resources Required: None	FTE's Required: Number of FTE's: 0.33 None Cost: \$3,642.00	Source of Funds: Title II Coop ESL Supplies District Salaries Compensatory Ed. Budget	Amount		
					\$910.00
					\$590.00
					\$14,290.00
					\$3,642.00
					\$19,432.00
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Continue to enhance ESL oral language development. (Title I, #2)	Teachers	08/24/2009	to	05/28/2010	
Conduct a reading styles inventory for students. (Title I, #2)	ESL Teacher	08/24/2009	to	05/28/2010	
Use of recorded books to increase reading comprehension. (Title I, #2)	ESL Teacher	08/24/2009	to	05/28/2010	
Use of reading manipulatives. (Title I, #2)	ESL Teacher	08/24/2009	to	05/28/2010	

Goal 1 - Strategy 10 Pregnancy Related Services					
Leader(s): Principal		Brief Description: Pregnancy-related services will be offered should the need arise.		Evaluation Benchmark: 100% services rendered as needed.	
Leader Progress Report Dates: Yearly					
Resources Required: None		FTE's Required: Number of FTE's: None Partially Comp. Ed Funded Cost: \$952.00		Source of Funds: Compensatory Ed. Budget	
				Amount	
				\$952.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized school personnel.	Counselor	08/24/2009	to	05/28/2010	
CEHI counseling services will be offered to each student in the PRS Program.	Counselor, Homebound Teacher	08/24/2009	to	05/28/2010	
The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days or weeks the student received CEHI.	Homebound Teacher	08/24/2009	to	05/28/2010	
Documentation of each student's participation in the PRS program will be on file with the high school counselor. The documentation will include: verification of pregnancy, CEHI teacher's log including dates and times, copy of ARD and IEP, if applicable, PRS entry date, date of delivery, doctor's notes that require either prenatal confinement or extension of the six weeks postpartum period, and PRS exit date.	Counselor, Homebound Teacher	08/24/2009	to	05/28/2010	

Goal 2: Hughes Springs High School will increase community and parent involvement and awareness of student progress, available programs, and opportunities.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
7) Home-School Relations			
Title I - Schoolwide Programs			
1) Needs Assessment	6) Parental Involvement	7) Student Transition to Elementary Programs	

Strategies

Goal 2 - Strategy 1 Parental Involvement					
Leader(s): Principal		Brief Description: Increase parental involvement at school activities and in the classroom.		Evaluation Benchmark: 10% increase in parental involvement from previous year.	
Leader Progress Report Dates: Each six weeks					
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: Camp. Activity Fund Budget	
				Amount \$500.00 <hr/> \$500.00	
Timeline					
Activity		Person(s) Responsible		Start Date	to End Date
Regular SBDM committee meetings (Title I, #1)		Principal		08/24/2009	to 05/28/2010
Teacher/parent conferences to discuss what the school will do to help students, what the parents can do to help students, and additional assistance available for students.I (Title I, #6)		Teachers		08/24/2009	to 05/28/2010
Encourage participation of parents through volunteering. (Title I, #6)		Principal, Teachers		08/24/2009	to 05/28/2010
Encourage parental attendance at assemblies and special events. (Title I, #6)		Principal, Teachers		08/24/2009	to 05/28/2010
Community involvement in Systemic Process		Superintendent, Curriculum Director		08/24/2009	to 05/28/2010
School to Phone system installed.		Curriculum Director		09/23/2009	to 09/23/2009

Goal 2 - Strategy 2		Parental Notification			
Leader(s): Principal, Counselor		Brief Description: Information will be conveyed effectively to parents.		Evaluation Benchmark: 100% parental notification	
Leader Progress Report Dates: Each six weeks					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: General Budget-Supplies	Amount \$500.00 <hr/> \$500.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Mustangs Camp for incoming freshman class. (Title I, #7)	Principal, Teachers	08/24/2009	to	05/28/2010	
Notification of Texas Grant Program.	Counselor	08/24/2009	to	05/28/2010	
Mail-outs informing parents of activities such as Freshman/Parent orientations, report card night, and Fish Camp. (Title I, #6)	Principal, Counselor	07/21/2007	to	05/28/2010	
Honor rolls printed in the local newspaper at the end of each six weeks.	School Secretary	08/24/2009	to	05/28/2010	
Letters will be sent to parents of students with unsatisfactory attendance. (Title I, #6)	Assistant Principal	08/24/2009	to	05/28/2010	
Discipline infractions resulting in time out of class will be conveyed to parents within a 24-hour period. (Title I, #6)	Assistant Principal	08/24/2009	to	05/27/2010	
Develop a school/parent compact that is signed by the school and parents. (Title I, #6)	Principal	08/24/2009	to	05/28/2010	

Goal 2 - Strategy 2		Parental Notification		
Activity	Person(s) Responsible	Start Date	to	End Date
Increase the number of parents involved in the Junior/Senior Prom. (Title I, #6)	Principal, Jr. Class Sponsors	08/24/2009	to	05/28/2010
Begin Mustang AdvisoryGroup (Title I, #6)	Teachers, Principal	08/24/2009	to	05/28/2010
Notification to parents of financial aid opportunities. (Title I, #6)	Counselor	08/24/2009	to	05/28/2010

Goal 3: The high school shall provide a safe and secure environment conducive to learning.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
7) Student Performance	8) School Environment		
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success		
Title I - Schoolwide Programs			
4) Professional Development	10) Federal, State, and Local Programs		

Strategies

Goal 3 - Strategy 1 Discipline Referrals					
Leader(s): Principal, Assistant Principal		Brief Description: Discipline referrals will decrease in the 2007-2008 school year.		Evaluation Benchmark: % decrease in discipline referrals	
Leader Progress Report Dates: Semester					
Resources Required: DAEP		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: Compensatory Ed. Budget District Salaries	
				Amount	
				\$10,000.00	
				\$27,286.00	
				\$37,286.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide incentives for positive behavior.	Principal, Teachers	08/24/2009	to	05/28/2010	
Inservice for teachers on classroom management and conflict resolution. (Title I, #4)	Principal, Teachers	08/24/2009	to	05/27/2010	
Discuss student code of conduct in classroom.	Teachers	07/17/2009	to	05/28/2010	
Provide DAEP through D-LSISD.	Superintendent	08/24/2009	to	05/28/2010	
Provide after school detention with behavior improvement mentoring.	Principal	08/24/2009	to	05/28/2010	

Goal 3 - Strategy 2 Violence and Drug Abuse Prevention					
Leader(s): Principal		Brief Description: Prevent violence and drug use in the school system.		Evaluation Benchmark: 10% decrease in violence and drug-related incidents.	
Leader Progress Report Dates: Yearly					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Title SDFS Coop General Budget-Drug Dogs District Salaries	Amount \$958.00 \$1,500.00 \$21,273.00 <hr/> \$23,731.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Visits by drug dog. (Title I, #10)	Superintendent, Principal	08/24/2009	to	05/28/2010	
Assemblies that pertain to violence and drug prevention. (Title I, #10)	Principal	08/24/2009	to	05/28/2010	
Provide conflict management counseling for students.(Title I, #10)	Counselor	08/24/2009	to	05/28/2010	
Provide programs for the prevention of unwanted physical and verbal aggression, sexual harassment, and bullying per HB 283. (Title I, #10)	Counselor	08/24/2009	to	05/28/2010	
Provide services by district police officer by curriculum,counseling, and law enforcement.	Principal, Police Officer	08/28/2009	to	05/28/2010	

APPENDIX I

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

2009-10 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature

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

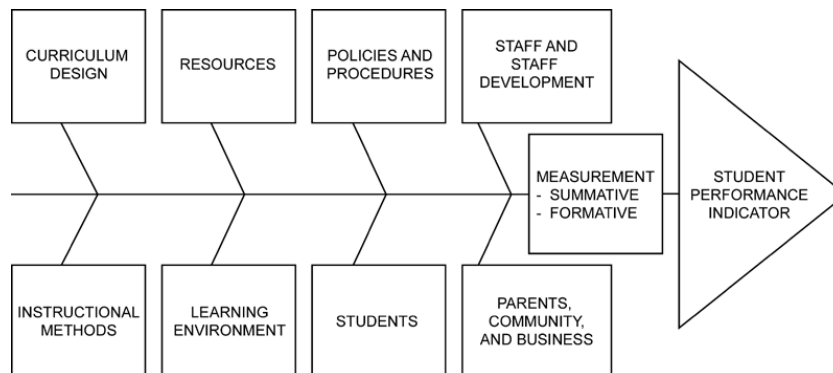
Summative Evaluation for 2008-09

Needs Assessment Focus

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

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

Process Chart



Summative Evaluation for year 2009-10

The mission of Hughes Springs High School is to prepare our children to live and work in the changing future. All students need to master the knowledge, skills, and competencies necessary to interact productively and successfully in a democratic society.

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: Prepare Students

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

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

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

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

Title I - Schoolwide Programs

Goal 1: Needs Assessment

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

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

APPENDIX III

AEIS GRAPHS

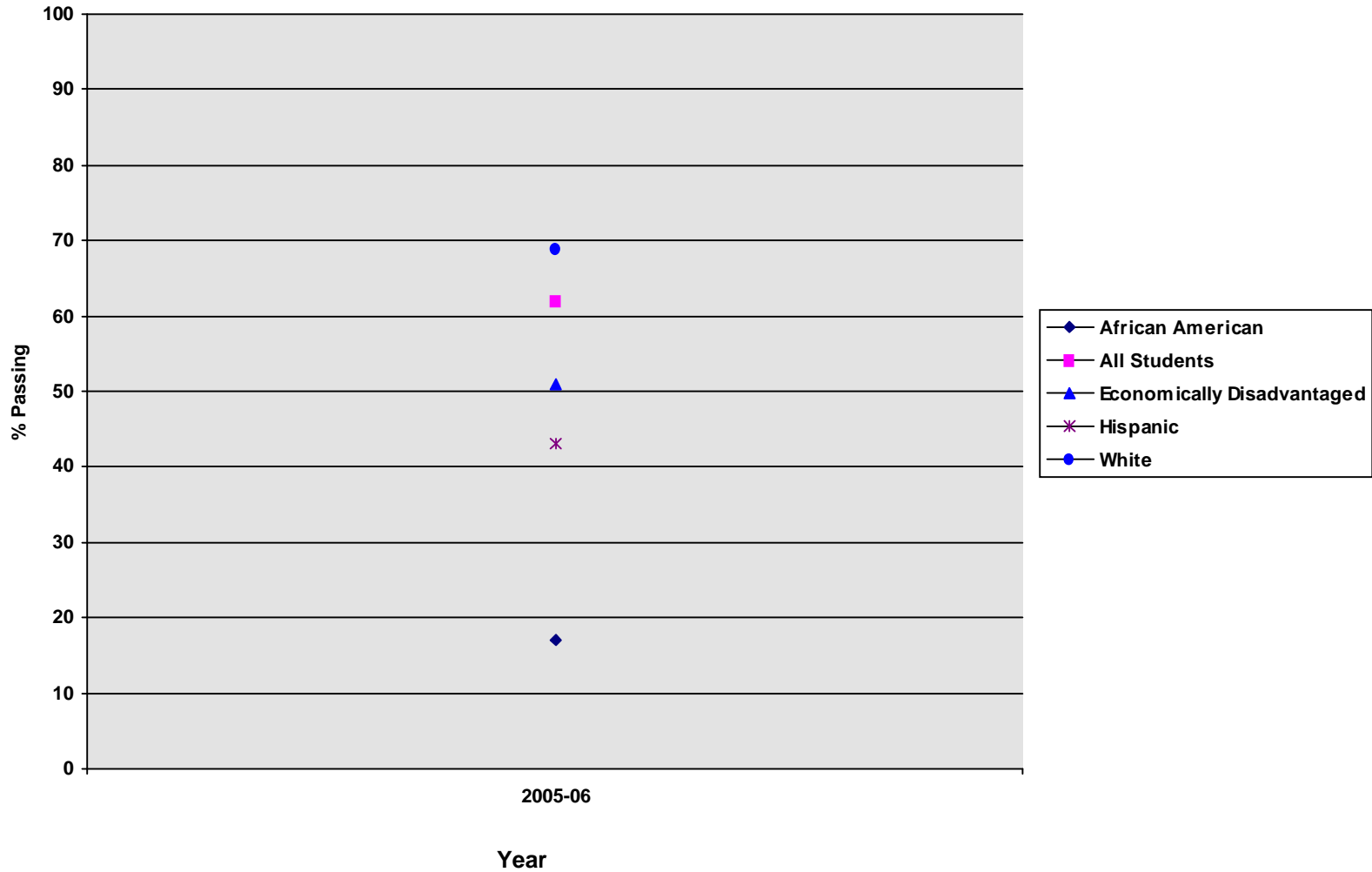
Report of TAKS Reading

Graph of Current Performance by Analysis Group

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

Report of TAKS Math

Graph of Current Performance by Analysis Group



Report of TAKS Writing

Graph of Current Performance by Analysis Group

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

Report of TAKS Overall

Graph of Current Performance by Analysis Group

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

Report of SDAA II Reading

Graph of Current Performance by Analysis Group

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

Report of SDAA II Math

Graph of Current Performance by Analysis Group

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