

# **Canadian High School**

## **Campus Improvement Plan**

**2008-09**

**The mission of Canadian High School is to achieve academic excellence by establishing high expectations, providing a safe learning environment, developing character, and preparing students for the future.**

## Canadian High School Belief Statements

- 1 Canadian High School will provide an orderly, purposeful environment free from the threat of physical and emotional harm, unoppressive and conducive to teaching and learning.

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- 2 Canadian High School supports the belief that all students can learn.
  - A. We will assure that teachers have the necessary tools to provide successful learning for all.
  - B. We will integrate technology into the curriculum to maintain high academic standards and to enhance educational programs.
  - C. We will provide staff development to support the integration of technology into the curriculum.

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- 3 Canadian High School will support effective leadership in which the principal is the instructional leader; however, the leadership function is viewed as a shared function with staff.

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- 4 Canadian High School will provide emphasis on teaching and learning balanced between higher level skills and those more basic skills that are truly prerequisite to their mastery.

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- 5 Canadian High School will protect classroom instructional time.

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- 6 Canadian High School will use a variety of assessment instruments to monitor student performance, with the results used to improve individual student performance and also to improve the instructional program.

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- 7 Canadian High School will promote a partnership between school and home.

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- 8 Canadian High School will provide effective communication between administration, staff, students, and parents.

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- 9 Canadian High School will create a campus web page to serve as an educational resource.

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- 10 Canadian High School will participate in a district wide technology committee to plan, supervise, coordinate, and make recommendations related to technology.

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Canadian High School

Vision Statement

Serving a diverse, tradition rich, rural community, Canadian High School is committed to educating all students by helping them to develop a positive self-image, by encouraging them to set goals, and by preparing them to become productive members of society.

**Goal 1:** Canadian High School students will demonstrate exemplary academic skills in reading, writing, mathematics, science, and social studies.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	6) School Personnel	8) School Environment
<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			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	8) Include Teachers in Decisions		



## Strategies

<b>Goal 1 - Strategy 1</b>		<b>Students will meet or exceed state standards</b>													
<b>Leader(s):</b> Counselor and Principal  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> All students and all student sub-groups will demonstrate exemplary performance with regard to state, federal, and local assessments: reading, English language arts, math, science, and social studies (TAKS, TAKS Alt, TAKS M, TAKS Acc, etc.)						<b>Evaluation Benchmark:</b> 90% of all students and student sub-groups will meet minimum expectations on state assessments in reading/ELA, math, science, and social studies.							
<b>Resources Required:</b> Time Teachers		<b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None		<b>Source of Funds:</b> None								<b>Amount</b> \$0.00 \$0.00			
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J
Campus administration and faculty will disaggregate TAKS results from previous year to target students in need of assistance and develop plans for addressing student needs with regard to TAKS remediation and changes in instructional methods.		Principal, Counselor, faculty		X	X									X	X
Practice TAKS tests (benchmarks) will be administered once at the appropriate time during the school year for practice and to track student progress.		Counselor, Principal, and faculty			X			X	X						
Students who do not perform satisfactorily on TAKS practice tests, or the previous year's assessments tests, will be assigned mandatory tutorial time with a subject area teacher for intense		Counselor, Principal, and Faculty			X	X	X	X	X	X	X	X			

<b>Goal 1 - Strategy 1</b>		<b>Students will meet or exceed state standards</b>											
<b>Activity</b>	<b>Person(s) 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>i</b>
remediation.													
Teachers will monitor and assess student progress on TEKS mastery and inform the counselor if a student is in need of TAKS remediation so that advisory schedules can be adjusted accordingly.	Counselor and Faculty			X	X	X	X	X	X	X			
Teachers will utilize computer software to reinforce academic skills, including but not limited to Sleek, OdysseyWare, Fast ForWord, and teacher developed software. Academic skills addressed will include TAKS and TEKS objectives.	Faculty	X	X	X	X	X	X	X	X	X			
Teachers will implement a curriculum that aligns with the Texas Essential Knowledge and Skills, that will be tested with the Texas Assessment of Knowledge and Skills.	Principal, Counselor, and Faculty	X	X	X	X	X	X	X	X	X	X		
Subject area departments will work together in developing and then implementing plans to address student needs with regard to TAKS assessments and student remediation.	Faculty & Principal	X	X	X	X	X	X	X	X	X	X		
Faculty will review and modify curriculum calendars for all foundation courses taught at CHS on an annual basis.	Faculty and Principal	X	X	X	X	X	X	X	X	X	X		
The counselor, meeting with the student and parent will develop a personal graduation plan for every student who fails one or more TAKS tests in the previous spring.	Counselor & Principal		X	X	X								
Economically disadvantaged students in need of assistance with Reading, English language arts, science, and especially math will be targeted for TAKS remediation. This will include use of the Fast ForWord software program as deemed necessary by their English teacher.	Principal and Faculty	X	X	X	X	X	X	X	X	X			
Hispanic students in need of assistance with Reading/ English language arts and math tests will be targeted for remediation. This remediation will include the use of Fast ForWord software programs as deemed necessary by ESL teacher.	Principal and Faculty	X	X	X	X	X	X	X	X	X			

<b>Goal 1 - Strategy 1</b>		<b>Students will meet or exceed state standards</b>											
<b>Activity</b>	<b>Person(s) 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>
Semester Exam Exemption policy to encourage all students taking TAKS tests to give 100% effort on the test.	R. Berry										X		
Instructional aides and teachers with no specific classroom assignments are available to assist teachers in their classroom or with administrative tasks during certain periods.	Principal, Staff, and Faculty	X	X	X	X	X	X	X	X	X	X		
CHS has received a TEA waiver to utilize an Optional Flexible Year Program for the 2008-09 school year. This will allow us to focus some instruction time on students in danger of not graduating or not passing the state assessments.	Principal				X			X	X	X			
CHS has utilized the High School Allotment program to fund several new programs, including Fast ForWord, Rosetta Stone, Odysseyware, etc.	R. Berry	X	X	X	X	X	X	X	X	X	X		
Funding provided to hire an ESL aide to assist with interpretation in the ESL classrooms and content area classrooms. Aide also assists students working on Fast ForWord and Rosetta Stone software programs.	Berry, Belcher	X	X	X	X	X	X	X	X	X	X		
The addition of new staff: computer lab and instructor last year for student use of OdysseyWare, Fast ForWord, Rosetta Stone, and online courses.	Berry & Belcher	X				X	X				X		

**Goal 2:** Canadian High School special population students will demonstrate exemplary academic skills in reading, writing, mathematics, science, and social studies, and will be provided services that meet their specific needs.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	6) School Personnel	8) School Environment
<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			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	4) Professional Development	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions



## Strategies

<b>Goal 2 - Strategy 1</b>		<b>At-Risk Students</b>														
<b>Leader(s):</b> Principal, Counselor  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> At-Risk students will be provided services at Canadian High School to allow them to be academically successful.					<b>Evaluation Benchmark:</b> 90% of at-risk students will meet the minimum expectations on state assessments in reading/ELA, math, science, and social studies.									
<b>Resources Required:</b> TEKS TAKS Software Programs Released State Assessment AEIS-it		<b>FTE's Required:</b> Number of FTE's: 3.08 Not Specified Cost: None			<b>Source of Funds:</b> General Budget				<b>Amount</b> \$137,753.00 \$137,753.00							
<b>Timeline</b>																
<b>Activity</b>		<b>Person(s) 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>
At-risk students will be accurately identified at the beginning of each school year.		Counselor			X	X										
Students in need of assistance will be required to effectively utilize advisory period, every day.		Principal, faculty				X	X	X	X	X	X	X	X	X		
Students in need of assistance may be assigned to the Fast ForWord or OdysseyWare software programs to improve reading and comprehension skills or to improve academic skills in specific courses.		Berry, English faculty, S. Chappell			X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 1 At-Risk Students</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person(s) Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Response-to-Intervention implemented during the course of the school year. At-risk students who do not positively respond to regular classroom interventions will be considered for further, more intensive interventions as needed.	Rtl Team:Berry,Arbuckle,Burru s,L.Culwell S.Chappel	X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 2</b>		<b>Gifted and Talented Students</b>											
<b>Leader(s):</b> Principal & Counselor		<b>Brief Description:</b> Gifted and Talented students will be provided campus programs, services, and a differentiated curriculum that allows them to advance according to their identified strengths and potential.					<b>Evaluation Benchmark:</b> 100% of identified gifted and talented students will receive appropriate opportunities.						
<b>Leader Progress Report Dates:</b> May 2009													
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>	
Region ESC		Number of FTE's: None			None							\$0.00	
GT Brochure		Not Specified										\$0.00	
G T Policy		Cost: None											
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) 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>i</b>
Continue to utilize the previously developed GT brochure that outlines guidelines for annual screening and placement of students into the GT program.	Principal, Counselor		X	X	X	X	X	X	X	X	X	X	
Gifted and talented students will be identified for their classroom teachers.	Principal	X											
Teachers will appropriately differentiate curriculum for identified gifted and talented students	Principal & Faculty	X	X	X	X	X	X	X	X	X	X		
Teachers will be provided professional development opportunities in order to be fully GT certified so that they may serve these students in the classroom.	Principal and Superintendent	X		X								X	X
Gifted and talented students will have the program explained to them so that they understand the requirements and benefits.	R. Berry and Faculty	X	X										

<b>Goal 2 - Strategy 2</b>		<b>Gifted and Talented Students</b>											
<b>Activity</b>	<b>Person(s) 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>r</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>i</b>
Use of portfolios for assessment and student self-assessment	Faculty	X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 3</b>		<b>Limited English Proficient Students</b>													
<b>Leader(s):</b> Principal and ESL Coordinator  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> Limited English Proficient and ESL students will be provided services and classroom modifications through the English as a Second Language program, as determined by their Language Proficiency Assessment Committee, so that they will be successful.						<b>Evaluation Benchmark:</b> 100% of LEP students will be served according to the decisions of the LPAC committee. The achievement gap between LEP students and other CHS students will decline by 10%.							
<b>Resources Required:</b> Region ESC ESL Brochure ESL Annual Report		<b>FTE's Required:</b> Number of FTE's: 1.34  Not Specified  Cost: None		<b>Source of Funds:</b> General Budget				<b>Amount</b> \$33,263.00 <hr/> \$33,263.00							
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J
LEP/ESL students will be identified for their teachers. These students will be placed appropriately with appropriate accommodations provided to the teachers and followed in the classroom.		Principal & ESL Coordinator & faculty		X	X	X	X	X	X	X	X	X	X	X	
LEP/ESL students will be required to fully utilize advisory period in order to be more successful in the classroom and in assessments.		Principal, Counselor, & Faculty		X	X	X	X	X	X	X	X	X	X	X	
English as a Second Language classes will be offered to students who qualify for this assistance.		Principal & ESL Coordinator		X	X	X	X	X	X	X	X	X	X	X	
Teachers will be provided inservice opportunities with regard to teaching techniques in working with LEP students.		Principal		X	X	X	X	X	X	X	X	X	X	X	
All English teachers and our resource teacher are certified as ESL teachers, allowing them to provide assistance to students in		R. Berry and English faculty and Resource							X				X		

<b>Goal 2 - Strategy 3</b>		<b>Limited English Proficient Students</b>											
<b>Activity</b>	<b>Person(s) 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>
class and during advisory period. Any new English teachers will become ESL certified by the beginning of their 2nd year at CHS.	teacher												
ESL aide is available to work with students in content classrooms throughout school day (with exception of two ESL periods) and work in computer lab with Fast ForWord.	Principal and ESL teacher/coordinator	X	X	X	X	X	X	X	X	X	X		
All English teachers and our resource teacher are TOP Rater certified and able to assess the ELA skills of our ESL students. All new teachers will become TOP rater certified in time to participate in the process in the spring semester.	Principal and English Faculty and Resource	X	X	X	X	X	X	X	X	X	X		
Addition of teacher to staff as ESL director/teacher and also teach Spanish classes.	Berry and Belcher	X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 4      Dyslexic and Section 504 Students</b>																
<b>Leader(s):</b> R. Berry		<b>Brief Description:</b> Canadian High School will serve the needs of students identified as dyslexic and/or Section 504 so that all students meet state academic standards.					<b>Evaluation Benchmark:</b> 90% of dyslexic and Section 504 students will meet minimum expectations on the TAKS test.  100% of dyslexic and Section 504 students will be served according to their accommodation plans and/or needs.									
<b>Leader Progress Report Dates:</b> May 2009																
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>						
District Coordinator		Number of FTE's: None			None					\$0.00						
Campus Admin. Staff		Not Specified								\$0.00						
Books-on-Tape		Cost: None														
Audio Visual Equipment																
<b>Timeline</b>																
<b>Activity</b>		<b>Person(s) 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>r</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>i</b>
Section 504 committee meetings will be held on an annual basis, or more frequently if needed.		Principal and Counselor			X	X	X	X	X	X	X	X	X	X		
Section 504 students will be identified to their teachers and their accommodation plans made available to teachers.		Principal & Counselor			X											
Identified dyslexic students will be offered assistance in the classroom with accommodations, if needed. Students will be provided specific assistance with a trained teacher if needed. Students will work through Fast ForWord software if it is determined to possibly benefit them.		R. Berry, Ayala, Faculty			X	X	X	X	X	X	X	X	X	X		
Provide for identification, evaluation, and placement of students with the characteristics of dyslexia.		R. Berry & Ayala			X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 4</b>		<b>Dyslexic and Section 504 Students</b>											
<b>Activity</b>	<b>Person(s) 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>r</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>
Counselor and Principal attend Section 504 Update workshops periodically to ensure compliance with laws and policies (every 2-3 years). Counselor attended workshop in September 2007.	Principal and Counselor		X										

<b>Goal 2 - Strategy 5</b>		<b>Special Education Services</b>											
<b>Leader(s):</b> Diagnostician, EPSSA Director <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> Canadian High School will meet the needs of special education students by providing continuous monitoring of student progress and by staff training with regard to elements in the Comprehensive Analysis Process.						<b>Evaluation Benchmark:</b> 90% of special education students will meet the minimum expectations on the state and/or local assessments. 100% of special education students will be appropriately served as determined by the ARD committee.					
<b>Resources Required:</b> EPSSA Diagnostician Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: 3.88 Not Specified Cost: None		<b>Source of Funds:</b> General Budget				<b>Amount</b> \$132,489.00 <hr/> \$132,489.00					
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) 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>
Timeline for initial evaluation - a clear outline and flowchart is in place for faculty and staff to follow with regard to the pre-referral process. Staff training will be provided.	Diagnostician & EPSSA	X	X	X	X	X	X	X	X	X	X		
The ARD Committee will place students into the least restrictive environment, based on individual student needs.	Principal, Diagnostician, EPSSA	X	X	X	X	X	X	X	X	X	X		
Re-evaluation dates will be monitored and deadlines met.	Diagnostician	X	X	X	X	X	X	X	X	X	X		
Student needs will be considered in determining related services provided.	R. Berry & Diagnostician	X	X	X	X	X	X	X	X	X	X		
Transition services and timelines will be followed as defined in law.	R. Berry & Diagnostician	X	X	X	X	X	X	X	X	X	X		
Strategies are in place for initial evaluation as identified in the CAP matrix. They will be followed with regard to referrals.	R. Berry, Diagnostician, EPSSA	X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 5 Special Education Services</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>		u	e	c	o	e	a	e	a	p	a	u	u
<b>Person(s) Responsible</b>		g	p	t	v	c	n	b	r	r	y	n	i
Staff training will be provided with regard to accommodations for special education students in the regular classroom. Training in the area of differentiation of curriculum has been provided to faculty and staff in the recent past.	R. Berry			X	X		X	X					
Teachers will be provided with a copy of each special education student's IEP in a timely manner - as soon as they are made available by EPSSA personnel.	R. Berry, Diagnostician	X	X	X									
Student progress will be monitored throughout the year with adjustments made as needed. This includes failure ARDs in the case of a student failing the same subject(s) for two successive six weeks.	Principal & Faculty	X	X	X	X	X	X	X	X	X	X		
Students will be held accountable for their part in fulfilling their IEP.	Principal, Faculty, Student	X	X	X	X	X	X	X	X	X	X		
Students who may benefit, will be provided the opportunity to go through the Fast ForWord software program to improve reading and comprehension skills.	Berry and Resource	X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 6</b>		<b>Career and Technology Education</b>													
<b>Leader(s):</b> Principal & Counselor  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> The Canadian High School career and technology program will provide all students, including targeted populations, with academic and transferable, occupationally specific experiences and the entry-level employment skills necessary to compete in a global community.						<b>Evaluation Benchmark:</b> 100% of high school graduates focusing on career and technology will be prepared for a successful career, or to pursue a higher education.							
<b>Resources Required:</b> Campus Improvement Plan Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: 2.56  Not Specified Cost: None		<b>Source of Funds:</b> Career and Tech Funds				<b>Amount</b> \$133,950.00 <hr/> \$133,950.00							
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) 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
C.H.S. will continue to offer a wide variety of appropriate CATE courses to meet the needs of the student body.		Principal & Counselor & CATE faculty		X									X	X	X
Sophomores will be provided with the opportunity to take the ASVAB test to assist them with career choices.		Counselor					X								
Students will be provided a coherent sequence of career and technology courses.		Principal , Counselor, CATE staff		X	X	X	X	X	X	X	X	X	X		
Students will be required to fully utilize advisory period to prepare for class requirements.		Principal and Faculty		X	X	X	X	X	X	X	X	X	X		
A Career Studies course will be offered as a pre-registration option to students in order to assist them with those choices.		P. Culwell		X	X	X	X	X							

<b>Goal 2 - Strategy 7</b>		<b>Migrant Students</b>													
<b>Leader(s):</b> R. Berry  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> Canadian High School will provide for the identification and recruitment of migrant students, along with the the support needed to allow them to succeed.						<b>Evaluation Benchmark:</b> 90% of migrant students will meet the minimum expectation with regard to the TAKS test. 100% of migrant students will be identified and appropriately served.							
<b>Resources Required:</b> Teachers Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None		<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 \$0.00							
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J
Previously trained staff will continue to identify and recruit migrant students.		Johnson & Montgomery		X	X	X	X	X	X	X	X	X	X	X	

**Goal 3:** Canadian High School students will demonstrate behaviors that support a safe school environment.

**Correlates with:**

<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
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		



## Strategies

Goal 3 - Strategy 1		Attendance											
<b>Leader(s):</b> R. Berry  <b>Leader Progress Report Dates:</b> Dec 2008 May 2009		<b>Brief Description:</b> Canadian High School students will, through various avenues, be strongly encouraged to attend classes on a regular and timely basis in order for instruction to have continuity. {positive rewards, communication with parents and students, requirement to make up time, penalties/discipline for violation of attendance laws, etc.}						<b>Evaluation Benchmark:</b> 97% attendance rate with a minimum of tardies.					
<b>Resources Required:</b> Campus Improvement Plan Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None				<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 \$0.00			
<b>Timeline</b>													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Incentives to encourage attendance (semester exam exemption and advisory passes for perfect attendance).	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Enforcement of TEC with regard to attendance policy, both the 90% requirement and unexcused absence policy. {File charges as warranted.}	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Regular check of attendance with parent contact if absences are excessive or unexcused.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Office staff will periodically contact parents by phone when students are suspiciously absent.	Principal and Secretary	X	X	X	X	X	X	X	X	X	X	X	X

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

<b>Goal 3 - Strategy 2</b>													<b>Safe and Supportive Environment</b>	
<b>Leader(s):</b> R. Berry			<b>Brief Description:</b> Canadian High School faculty, staff, and administration will provide a safe and supportive environment for all students.					<b>Evaluation Benchmark:</b> 100% of faculty, staff, and administration will work toward a safe and disciplined campus environment						
<b>Leader Progress Report Dates:</b> May 2009														
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>			<b>Amount</b>					
Worth the WAIT Program			Number of FTE's: None			None			\$0.00					
SADD Program			Not Specified						\$0.00					
Region ESC			Cost: None											
Crisis Management Plan														
Campus Admin. Staff														
"I Can" Curriculum														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) 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>	
The counselor will address suicide prevention, conflict resolution, and substance abuse issues on a one-on-one basis as needed.	Counselor	X	X	X	X	X	X	X	X	X	X	X	X	
The SADD organization will actively support for students in their decisions regarding remaining drug-free.	Mary Jo Leonard & Aleathea Brewster	X	X	X	X	X	X	X	X	X	X	X	X	
Students will be treated firmly but fairly with regard to disciplinary actions.	R. Berry and faculty	X	X	X	X	X	X	X	X	X	X	X	X	
The principal will review the student code of conduct and appropriate sections of the student handbook with students and parents at the beginning of the school year, outlining	Principal	X												

<b>Goal 3 - Strategy 2 Safe and Supportive Environment</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person(s) Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
expectations and consequences													
All visitors will be required to sign in and out through the office	R. Berry	X	X	X	X	X	X	X	X	X	X	X	X
Special Education students with behavior intervention plans will have those plans implemented and reviewed as needed or required.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Functional Living students will be monitored as necessary to ensure their safety during school hours	R. Berry and teacher	X	X	X	X	X	X	X	X	X	X	X	X
Section 504 students with behavior aspects to their plan accommodations will have those plans followed and reviewed as required or needed.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Student check-out to leave campus will be closely monitored and controlled so that students must have parent permission. Students will be disciplined if they do not follow campus policy.	Principal, Faculty, office staff	X	X	X	X	X	X	X	X	X	X	X	X
Signs are in place at all campus building entrances, informing visitors that they must sign in at the office. Unauthorized people on campus will be told to leave; law enforcement will be called if they do not respond or re-appear.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Fire drills will be held monthly; emergency drills at least once per semester	Principal	X	X	X	X	X	X	X	X	X	X	X	X
A campus lock-down procedure is in place and will be drilled as needed.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
A campus Evacuation Procedure is in place and will be practiced as directed by superintendent's office.	Principal	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 3</b>		<b>Community Involvement</b>															
<b>Leader(s):</b> R. Berry		<b>Brief Description:</b> Students will be given the opportunity to participate in community service projects.					<b>Evaluation Benchmark:</b> 90% of students will be involved in at least one community service project.										
<b>Leader Progress Report Dates:</b> May 2009																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>							
Volunteer Support		Number of FTE's: None			None					\$0.00							
Teachers		Not Specified								\$0.00							
Staff		Cost: None															
Campus Admin. Staff																	
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) 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>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
Conduct food drive for the benefit of the community (families and individuals in need of food assistance).		R. Berry & staff							X								
Report Card pick-up and parent/teacher conferences after the 1st six weeks.		Principal and Faculty						X			X						
Open House will be held just after the first six weeks of each school year. Parents will be strongly encouraged to attend.		Principal						X									
Parent involvement in various organizations and activities, including but not limited to band and athletic booster clubs, class parents, and UIL invitational meet.		Principal, band and athletic directors				X	X	X	X	X	X	X	X	X	X		
Participation of football players, cheerleaders, and Willie in the Wildcat Buddy program, involving them with CES and BES students.		R. Berry, K. Lynch, M. Kerrigan				X	X	X	X	X							

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

<b>Goal 3 - Strategy 4</b>		<b>UIL Participation</b>											
<b>Leader(s):</b> R. Berry and UIL Coaches		<b>Brief Description:</b> Encourage a high student participation in UIL academic events.					<b>Evaluation Benchmark:</b> Enter 100% of events with full teams at UIL district competition.						
<b>Leader Progress Report Dates:</b> Spring 2009													
<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	
Supplies		Not Specified										\$0.00	
Campus Admin. Staff		Cost: None											
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) 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>
Schedule UIL practices that allow for maximum participation.	R. Berry					X	X	X	X	X	X		
Recognition of UIL and other academic competition participants and winners.	R. Berry & UIL Coaches	X								X	X		
Encourage students to participate in UIL competition through individual contact with students and reminders.	UIL Coordinator, Coaches, & Principal	X	X	X	X	X	X	X	X	X	X		
Support UIL Coordinator in his efforts to develop a winning team. He will be in charge of the overall UIL program and specifically coach all speaking and debate competitions, and OAP. He will work year-round with his students and attend competitive meets year-round as well.	Chris Parks & R. Berry	X	X	X	X	X	X	X	X	X	X		
Speech and debate teams to participate in fall speech contests to increase competency and performance skills	Chris Parks		X	X	X	X	X	X	X	X	X		

<b>Goal 3 - Strategy 4</b>		<b>UIL Participation</b>											
<b>Activity</b>	<b>Person(s) 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>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>
Teachers are always given the opportunity to attend UIL-related workshops, and are encouraged to do so.	Parks, Berry	X	X	X	X	X	X	X	X	X	X		

**Goal 4:** Canadian High School students will be informed about higher education opportunities, encouraged to form career goals, and encouraged to make informed curriculum choices.

**Correlates with:**

<b>State Objectives</b>		
2) Student Potential	8) School Environment	9) Instructional Techniques
<b>NCLB/ESEA Goals and Indicators</b>		
5) All Students will Graduate from High School		
<b>Effective School Correlates</b>		
2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
<b>Title I - Schoolwide Programs</b>		
8) Include Teachers in Decisions		

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## Strategies

<b>Goal 4 - Strategy 1</b>		<b>Higher Education Opportunities</b>											
<b>Leader(s):</b> Principal & Counselor  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> Canadian High School students will be aware of higher education opportunities and will be assisted to make informed curriculum choices with regard to preparation for those opportunities.					<b>Evaluation Benchmark:</b> 100% of students will receive information regarding higher education opportunities.						
<b>Resources Required:</b> Parent Support Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None			<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 \$0.00				
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
An orientation for incoming freshmen and their parents will be held in the spring to inform and provide important information and to encourage students to graduate under the distinguished or recommended programs.	Principal & Counselor										X		
All students will be encouraged to take AP, dual credit, and advanced courses when they are available and students are academically prepared.	Principal and Counselor and Faculty	X					X						
Juniors and Seniors will be allowed to make "college visitation trips" according to the policy in the student handbook.	Counselor		X	X	X	X	X	X	X	X			
Financial Aid Night - Information and assistance will be provided	Counselor					X	X	X					

<b>Goal 4 - Strategy 1</b>		<b>Higher Education Opportunities</b>											
<b>Activity</b>	<b>Person(s) 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>
to parents and students, both individually and in a meeting scheduled in the late fall or early spring. One or more college counselors will make presentations at this meeting.													
Counselor will meet with seniors individually and in groups to discuss higher education issues such as testing, college applications, and financial aid.	Counselor		X	X	X	X	X	X	X	X	X	X	X
All Junior students will take the PSAT test at school expense in the fall semester, helping students and parents to assess college readiness.	Counselor	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 4 - Strategy 2</b>		<b>Formulate Career Goals</b>															
<b>Leader(s):</b> Counselor		<b>Brief Description:</b> Canadian High School staff will inform students regarding college opportunities and career possibilities and students will be encouraged to set long range career goals.					<b>Evaluation Benchmark:</b> 100% of graduating seniors will be informed of higher education opportunities and career possibilities.										
<b>Leader Progress Report Dates:</b> May 2009																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>					
Time		Number of FTE's: None			None							\$0.00					
Tech. Prep. Grant		Not Specified										\$0.00					
Staff		Cost: None															
Guest Speaker																	
Community Leader																	
Campus Admin. Staff																	
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) 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>i</b>
ASVAB test administration to sophomores.		Counselor							X								
Career Day organized by CHS and Rotary Club.		Principal & Counselor							X								
Seniors will meet with the counselor periodically as needed to discuss and investigate careers. These sessions may include guest speakers on various careers.		Counselor					X	X	X	X	X	X	X	X	X		
Students have the option of an elective course, "Career Studies", taught by the family and consumer science teacher.		Principal, counselor, teacher				X	X	X	X	X	X	X	X	X	X		
College and University representatives will be invited to speak to junior and senior students about high education opportunities.		Counselor				X	X	X	X	X	X	X	X	X	X		

<b>Goal 4 - Strategy 3</b>		<b>Recommended Graduation Program</b>													
<b>Leader(s):</b> Principal & Counselor  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> Students at Canadian High School will graduate under the Recommended High School Program.						<b>Evaluation Benchmark:</b> 60% of students will complete the Recommended High School Program.							
<b>Resources Required:</b> Time Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None		<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 \$0.00							
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J
Students will be informed of the benefits of the more rigorous graduation programs at various times during the year, and encouraged to participate, including taking advanced/honors and concurrent enrollment classes.		Principal and Counselor		X	X	X	X	X	X	X	X	X	X	X	
Students will be monitored by the counselor and principal to ensure that they stay on track with their graduation plans, and given opportunities to get back on track if needed - electronic based courses, online courses (OdysseyWare) correspondence courses, credit by exam, tutorials, etc.		Principal & Counselor			X	X	X	X	X	X	X	X	X	X	
Students will develop 4 year graduation plans with input from the counselor and parents. These plans will be reviewed at least annually and revised as needed.		Principal & Counselor		X										X	

<b>Goal 4 - Strategy 4</b>		<b>PSAT Test</b>													
<p><b>Leader(s):</b> Counselor</p> <p><b>Leader Progress Report Dates:</b> October, 2008</p>	<p><b>Brief Description:</b> Junior students will take the PSAT in order to assess their readiness for college and encourage them to achieve the goal of graduating from high school prepared for college.</p>	<p><b>Evaluation Benchmark:</b> 100% of juniors present on test day will take the PSAT test.</p>													
<b>NEW INITIATIVE</b>															
<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>										<p style="text-align: right;"><b>Amount</b></p> <hr style="width: 100%;"/> <p style="text-align: right;">\$0.00 \$0.00</p>			
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J		
All juniors will take the PSAT, which will allow them to gauge their readiness for college and make appropriate choices with regard to course selection in preparation for graduation. CISD will pay for testing.	Berry, counselor	g	e	c	o	e	a	e	a	r	p	r	y	n	i
														X	

**Goal 5:** Technology will be integrated into the instructional and administrative programs of Canadian High School.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
8) School Environment	9) Instructional Techniques	10) Technology	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	

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## Strategies

<b>Goal 5 - Strategy 1</b>		<b>Technology Integration in the Classroom</b>															
<b>Leader(s):</b> R. Berry  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> Canadian High School will continue to emphasize technology by providing opportunities for students to utilize technology within the general curriculum.						<b>Evaluation Benchmark:</b> 100% of teachers will utilize appropriate technology in the instructional process during the course of the school year, and incorporate technology into their lessons.									
<b>Resources Required:</b> Time Teachers Software Programs District Admin. Staff Computers Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None  Not Specified  Cost: None		<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 <hr/> \$0.00									
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) 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>
Distance learning opportunities will be made available to students in appropriate circumstances - video conference and computer-based courses.		Pam Spencer & R. Berry					X	X	X	X	X	X	X	X	X		
Technology related TEKS will continue to be addressed in the curriculum through various courses.		R. Berry & technology faculty				X	X	X	X	X	X	X	X	X	X		
Teachers will be competent to offer basic technology assistance to students as a result of training opportunities.		R. Berry & Faculty				X	X	X	X	X	X	X	X	X	X		

<b>Goal 5 - Strategy 1      Technology Integration in the Classroom</b>													
<b>Activity</b>	<b>Person(s) 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>i</b>
Students will gain basic computer skills by scheduling available technology courses within their graduation programs.	Counselor	X					X						
Computer based courses will be made available to selected students for purposes of regaining lost credit, taking courses we are unable to schedule, TAKS remediation, etc. OdysseyWare, which is an online courseware, was purchased for the spring semester and was assessed positively by the faculty and staff. It has been purchased for the 2008-09 school year.	Counselor and Principal	X	X	X	X	X	X	X	X	X	X		
Teachers will be encouraged to participate in professional development opportunities related to integration of technology into the curriculum.	R. Berry & Faculty	X	X	X	X	X	X	X	X	X	X	X	X
Library/Media Centers to access on-line resources	Librarians	X	X	X	X	X	X	X	X	X	X		
Continue to expand the use of overhead LCD projectors, ELMOs, and Smart Board technology in classrooms as teachers request, and funds are available, to purchase.	Technology, Principal	X	X	X	X	X	X	X	X	X	X		
Continue to expand the use of video streaming technology in classrooms by encouraging teacher training and teacher use.	Principal and Faculty	X	X	X	X	X	X	X	X	X	X		
New software programs that will assist students in overcoming learning deficiencies were purchased last year and considered very beneficial by faculty and staff (Fast ForWord, OdysseyWare, and Rosetta Stone).	Berry, Faculty	X	X	X	X	X	X	X	X	X	X		

<b>Goal 5 - Strategy 2</b>														<b>Administrative Technology will be Utilized</b>											
<b>Leader(s):</b> R. Berry			<b>Brief Description:</b> Faculty, staff, and administration will effectively utilize technology for their benefit, as well as that of students.						<b>Evaluation Benchmark:</b> 100% of teachers and staff will utilize available software effectively with regard to grade reporting, attendance accounting, discipline reporting, student scheduling, etc.																
<b>Leader Progress Report Dates:</b> May 2009																									
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>									<b>Amount</b>										
Time			Number of FTE's: None			None									\$0.00										
Teachers			Not Specified												\$0.00										
Region ESC			Cost: None																						
District Admin. Staff																									
Campus Admin. Staff																									
<b>Timeline</b>																									
<b>Activity</b>		<b>Person(s) 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>r</b>	<b>a</b>	<b>u</b>	<b>u</b>								
Teachers will utilize the available online Teacher Self-Report.		R. Berry & Faculty					X																		
Staff training will be made available as needed in the use of Win School - attendance and grade book.		Pam Spencer & Principal & Mentors					X	X	X	X	X	X	X	X	X										
Technology-based staff development is provided to teachers periodically. Teachers are always encouraged to attend any technology-based workshops that would benefit their classroom instruction.		Pam Spencer & ESC16				X	X	X	X	X	X	X	X	X	X										
All faculty and staff will utilize email to enhance communication and information exchange.		R. Berry, faculty, and staff				X	X	X	X	X	X	X	X	X	X										
Cimarron software used to develop campus improvement plans		R. Berry				X	X	X	X	X	X	X	X	X	X										

<b>Goal 5 - Strategy 2</b>		<b>Administrative Technology will be Utilized</b>											
<b>Activity</b>	<b>Person(s) 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>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>
Various reports, memos, correspondence, research projects, etc. will be done on the computer	Principal & Staff & Faculty	X	X	X	X	X	X	X	X	X	X		
New campus web pages will be available this year. This will allow teachers to implement teacher web pages with classroom and course related information online. It will also allow campus-level information to be placed online as well.	Entire Faculty and Staff	X	X	X	X	X	X	X	X	X	X	X	X

**Goal 6:** Professional development opportunities will be provided to enable staff to meet campus goals.

**Correlates with:**

<b>State Objectives</b>			
4) Curriculum	5) Prepare Students	6) School Personnel	8) School Environment
9) Instructional Techniques			
<b>NCLB/ESEA Goals and Indicators</b>			
3) Highly Qualified Staff			
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
<b>Title I - Schoolwide Programs</b>			
3) Instructional	4) Professional Development		

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## Strategies

Goal 6 - Strategy 1		Staff Development													
<b>Leader(s):</b> R. Berry  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> Canadian High School faculty and staff will be provided opportunities for effective professional development that will meet instructional needs.						<b>Evaluation Benchmark:</b> 100% of professional staff will take advantage of staff development opportunities in technology, curriculum, teaching methodologies, etc.							
<b>Resources Required:</b> Time Technology Staff Teachers Region ESC District Admin. Staff Campus Improvement Plan Campus 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>															
<b>Activity</b>		<b>Person(s) 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>
Campus committee involvement in the nature and scope of staff development activities		Campus SBDM committee										X	X	X	
Staff will continue to utilize teaching methodologies that are effective with ESL/LEP students.		Principal & ESL Coordinator		X	X	X	X	X	X	X	X	X	X	X	
Staff development on Special Education modifications & CAP requirement & procedures.		Principal				X	X	X	X	X	X	X			

<b>Goal 6 - Strategy 1      Staff Development</b>													
<b>Activity</b>	<b>Person(s) 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>
Staff will continue to effectively utilize previous training on identification and teaching dyslexic students.	Principal	X	X	X	X	X	X	X	X	X	X	X	
High School staff will receive annual training with regard to classroom management, campus discipline policies, and the student code of conduct, and conflict resolution.	Principal	X											
Teachers may identify professional development needs through the PDAS Teacher Self Report.	R. Berry		X										
The principal will provide short professional development opportunities throughout the course of the year via faculty meetings.	R. Berry		X	X	X	X	X	X	X	X	X	X	
Funding will continue to be provided for faculty to attend staff development workshops off-campus that are pertinent to classroom instruction, use of technology, etc.	R. Berry	X	X	X	X	X	X	X	X	X	X	X	
The campus team trained in TBSI (Texas Behavior Support Initiative) will go through refresher training in student restraint during the school year. Other faculty members will be trained as needed, according to state requirements.	R. Berry		X	X	X	X	X	X	X	X	X	X	
Staff development time will be provided to analyze and disaggregate TAKS data and to develop strategies to address student deficiencies.	Principal	X	X	X			X						
Staff development for the beginning of the 2008-09 school year includes: TAKS disaggregation, review of curriculum calendars, update training, and training on the new teacher web pages.	R. Berry & Campus SBDM Committee	X		X									

**Goal 7:** Canadian High School parents will be informed and involved in the academic progress and activities of their students.

**Correlates with:**

<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>NCLB/ESEA Goals and Indicators</b>			
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	7) Home-School Relations		
<b>Title I - Schoolwide Programs</b>			
3) Instructional	5) Professional Staff		

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## Strategies

<b>Goal 7 - Strategy 1</b>		<b>Parent Communication and Involvement</b>													
<b>Leader(s):</b> R. Berry and Faculty  <b>Leader Progress Report Dates:</b> May 2009		<b>Brief Description:</b> Parents will be informed and involved in the academic progress and activities of their children.						<b>Evaluation Benchmark:</b> 100% of parents will be kept informed of activities at CHS and will be given opportunities to actively participate.							
<b>Resources Required:</b> Time Teachers Staff Parent Support Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None  Not Specified  Cost: None		<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 <hr/> \$0.00							
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J
Parents will be provided the opportunity and encouraged to participate in the Canadian High School open house scheduled for September of each school year.		R. Berry			X										
Parents and teachers will be encouraged to schedule parent/teacher conferences to discuss academic progress, behavior issues, etc. on an as-needed basis.		Principal, Counselor, Faculty		X	X	X	X	X	X	X	X	X	X		
Academic progress reports will be provided to parents every three weeks in the form of a six weeks report card and a 3 week		R. Berry & Faculty			X	X	X	X	X	X	X	X	X		

<b>Goal 7 - Strategy 1</b>		<b>Parent Communication and Involvement</b>											
<b>Activity</b>	<b>Person(s) 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>i</b>
progress report.													
Information regarding scheduled events and activities will be provided to the local newspaper for publication.	R. Berry	X	X	X	X	X	X	X	X	X	X		
Every student is provided with a Student Handbook and Student Code of Conduct. Students and parents are required to read it, and required to sign a statement accordingly. In addition, the principal covers important sections of the handbook with students at the beginning of the school year.	R. Berry	X											
Parents participate on the campus site-based decision making committee.	R. Berry		X	X		X		X		X			
Parents will be encouraged to participate in "Financial Aid" night which is scheduled during the winter or early spring.	Counselor					X							
Parents will be encouraged to participate in a 1st six weeks report card pickup and teacher conference.	R. Berry			X				X					
Principal will provide the campus calendar on a weekly basis via email to interested parents.	Principal	X	X	X	X	X	X	X	X	X	X		
Principal will periodically write and distribute a campus newsletter to parents/guardians.	Principal		X	X	X	X	X	X	X	X			
A new campus web site will be online in August, providing parents with information related to calendar events, important information, and teacher classroom information.	Principal and Technology	X	X	X	X	X	X	X	X	X	X		

**Goal 8:** Canadian High School will reach and/or maintain a Completion Rate of 95%.

**Correlates with:**

<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	6) School Personnel	7) Student Performance
<b>NCLB/ESEA Goals and Indicators</b>			
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
7) Home-School Relations			

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## Strategies

<b>Goal 8 - Strategy 1</b>		<b>High School Completion Rate</b>															
<p><b>Leader(s):</b> Principal and Counselor</p> <p><b>Leader Progress Report Dates:</b> May 2009</p>		<p><b>Brief Description:</b> Students at risk of not completing high school in five years will be accurately identified, with their progress closely monitored, and encouragement and guidance offered. Students will be provided opportunities to recapture credits.</p>						<p><b>Evaluation Benchmark:</b> The completion rate will be 95%.</p>									
<p><b>Resources Required:</b> Time Technology Staff Software Programs Region ESC Computers Campus Admin. Staff</p>		<p><b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None</p>		<p><b>Source of Funds:</b> None</p>				<p><b>Amount</b> \$0.00 \$0.00</p>									
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) 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>
Parent/Teacher conferences will be scheduled when possible to encourage parent involvement in their child's educational progress.		Faculty and Counselor and Principal				X	X	X	X	X	X	X	X	X	X		
The counselor will identify students at-risk of dropping out. Factors considered will be age of student, how many credits the student is behind their peer group, lack of academic progress, personal and family circumstances, if known, in addition to the official state identifiers.		Counselor					X		X	X		X		X	X		

<b>Goal 8 - Strategy 1 High School Completion Rate</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person(s) Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
The counselor will counsel with these at-risk students one-on-one when needed.	Counselor	X	X	X	X	X	X	X	X	X	X		
ASVAB will be offered to Sophomores to help in making career choices which will help to keep them focused on high school goals.	Counselor				X	X							
Students will fully utilize advisory period in order to remain in good standing and on schedule to graduate in 5 or fewer years.	Principal & Faculty		X	X	X	X	X	X	X	X	X		
Career Day - In conjunction with the Rotary Club, CHS will host a career day for all students every year.	Principal & Counselor						X	X					
Administrative staff will maintain accurate and timely recordkeeping with regard to enrollment and withdrawal of students, including appropriate signatures and leavor codes.	Principal, Counselor, & Secretary	X	X	X	X	X	X	X	X	X	X		
Administrative staff will work closely with students who do not earn 7 credits each year, re-evaluating their 4-year graduation plan, and encouraging them to re-gain credits via computer-based courses, credit-by-exam, and correspondence courses. This will encourage them to get back on track.	Principal and Counselor	X						X			X		
All Junior students will take the PSAT each fall - paid by CISD. The purpose is to identify strengths and weaknesses, encouraging students to work toward college admission.	Counselor and Principal		X	X									



**Indicator:** TAKS Reading

**Grade:** 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	87 %	2008	≥ 90 %	2013-14	≥ 87.6 %	2009
Economically Disadvantaged	74 %	2008	≥ 90 %	2013-14	≥ 77.2 %	2009
Hispanic	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
White	94 %	2008	≥ 90 %	2013-14	≥ 94 %	2009
Special Ed.	50 %	2008	≥ 70 %	2013-14	≥ 54 %	2009
LEP	60 %	2008	≥ 70 %	2013-14	≥ 62 %	2009
Male	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Female	91 %	2008	≥ 90 %	2013-14	≥ 91 %	2009
Bilingual/ESL	60 %	2008	≥ 70 %	2013-14	≥ 62 %	2009
At Risk	74 %	2008	≥ 80 %	2013-14	≥ 75.2 %	2009

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

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2008	≥ 90 %	2013-14	≥ 92 %	2009
Economically Disadvantaged	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Hispanic	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
White	95 %	2008	≥ 90 %	2013-14	≥ 95 %	2009

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

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94 %	2008	≥ 90 %	2013-14	≥ 94 %	2009
Economically Disadvantaged	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
Hispanic	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
White	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Male	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Female	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
At Risk	60 %	2008	≥ 80 %	2013-14	≥ 64 %	2009

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

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Hispanic	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
White	92 %	2008	≥ 90 %	2013-14	≥ 92 %	2009
Special Ed.	67 %	2008	≥ 80 %	2013-14	≥ 69.6 %	2009
Male	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Female	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
At Risk	76 %	2008	≥ 85 %	2013-14	≥ 77.8 %	2009

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	75 %	2008	≥ 90 %	2013-14	≥ 78 %	2009
Economically Disadvantaged	55 %	2008	≥ 75 %	2013-14	≥ 59 %	2009
Hispanic	60 %	2008	≥ 80 %	2013-14	≥ 64 %	2009
White	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009

**Indicator:** TAKS Math

**Grade:** 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	62 %	2008	≥ 80 %	2013-14	≥ 65.6 %	2009
Economically Disadvantaged	18 %	2008	≥ 60 %	2013-14	≥ 26.4 %	2009
Hispanic	29 %	2008	≥ 70 %	2013-14	≥ 37.2 %	2009
White	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Special Ed.	20 %	2008	≥ 50 %	2013-14	≥ 26 %	2009
Male	63 %	2008	≥ 75 %	2013-14	≥ 65.4 %	2009
Female	61 %	2008	≥ 75 %	2013-14	≥ 63.8 %	2009
At Risk	24 %	2008	≥ 70 %	2013-14	≥ 33.2 %	2009

**Indicator:** TAKS Math

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Economically Disadvantaged	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Hispanic	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
White	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Special Ed.	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Male	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009
Female	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
At Risk	40 %	2008	≥ 70 %	2013-14	≥ 46 %	2009

**Indicator:** TAKS Math

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
Economically Disadvantaged	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Hispanic	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
White	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009
Special Ed.	25 %	2008	≥ 70 %	2013-14	≥ 34 %	2009
Male	74 %	2008	≥ 90 %	2013-14	≥ 77.2 %	2009
Female	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
At Risk	55 %	2008	≥ 70 %	2013-14	≥ 58 %	2009

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Hispanic	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009
White	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009

**Indicator:** TAKS Science

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009
Economically Disadvantaged	67 %	2008	≥ 80 %	2013-14	≥ 69.6 %	2009
Hispanic	56 %	2008	≥ 70 %	2013-14	≥ 58.8 %	2009
White	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Male	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009
Female	70 %	2008	≥ 90 %	2013-14	≥ 74 %	2009
At Risk	20 %	2008	≥ 60 %	2013-14	≥ 28 %	2009

**Indicator:** TAKS Science

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Economically Disadvantaged	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Hispanic	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
White	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Special Ed.	63 %	2008	≥ 75 %	2013-14	≥ 65.4 %	2009
Male	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Female	94 %	2008	≥ 90 %	2013-14	≥ 94 %	2009
At Risk	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	96 %	2008	≥ 95 %	2013-14	≥ 96 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Hispanic	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
White	98 %	2008	≥ 95 %	2013-14	≥ 98 %	2009

**Indicator:** TAKS Social Studies

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 90 %	2013-14	≥ 91 %	2009
Economically Disadvantaged	71 %	2008	≥ 80 %	2013-14	≥ 72.8 %	2009
Hispanic	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
White	96 %	2008	≥ 90 %	2013-14	≥ 96 %	2009
Male	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Female	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
At Risk	60 %	2008	≥ 70 %	2013-14	≥ 62 %	2009

**Indicator:** TAKS Social Studies

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	> 99 %	2008	≥ 95 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	> 99 %	2008	≥ 95 %	2013-14	≥ 99 %	2009
Hispanic	> 99 %	2008	≥ 95 %	2013-14	≥ 99 %	2009
White	> 99 %	2008	≥ 95 %	2013-14	≥ 99 %	2009
Special Ed.	> 99 %	2008	≥ 95 %	2013-14	≥ 99 %	2009
Male	> 99 %	2008	≥ 95 %	2013-14	≥ 99 %	2009
Female	> 99 %	2008	≥ 95 %	2013-14	≥ 99 %	2009
At Risk	> 99 %	2008	≥ 95 %	2013-14	≥ 99 %	2009

**Indicator:** Mean ACT Scores

**Grade:** All

Class of	Current Performance	Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Class of	Rate	Class of
2008	20.6	≥ 22.5	2014	≥ 21	2010
2007	19.6				
2006	22.2				
2005	21.9				
2004	21.4				
2003	21.8				
2002	21.4				
2001	21.7				
2000	21.1				
1999	21.3				
1998	20.1				
1997	20.1				
1996	19.6				
1995	21.1				
1994	20.9				

## Strategies

<b>Goal 9 - Strategy 1</b>														<b>Highly Qualified Staff Recruitment and Retention</b>											
<b>Leader(s):</b> Superintendent			<b>Brief Description:</b> Performance Measures: NCLB Indicators 3:1, 3:2, 3:3					<b>Evaluation Benchmark:</b> 100% of core area teachers will be highly qualified by the end of the school year. 100% of instructional paraprofessionals will meet highly qualified standards by the end of the school year. 100% of new hires will meet highly qualified status prior to employment.																	
<b>Leader Progress Report Dates:</b> May 2009																									
<b>Resources Required:</b>			<b>FTE's Required:</b>					<b>Source of Funds:</b>						<b>Amount</b>											
Title II, A			Number of FTE's: None					None						\$0.00											
Local funds			Not Specified											\$0.00											
Cost: None																									
<b>Timeline</b>																									
<b>Activity</b>		<b>Person(s) 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>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>								
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining district web page.		Superintendent & Principal				X	X	X	X	X	X	X	X	X	X	X	X	X							
Establish an effective teacher mentoring system in order to retain highly qualified staff.		Campus Principals				X				X				X											
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.		Principal and Superintendent				X									X	X									

<b>Goal 9 - Strategy 1</b>														<b>Highly Qualified Staff Recruitment and Retention</b>													
<b>Activity</b>	<b>Person(s) 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>g</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>														
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, TOP Rater certification, TBSI certification, coursework, and TExES testing in order to assure all staff is highly qualified.	Principal and Superintendent	X					X				X																
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	Principal and Superintendent	X									X	X															
Provide incentives for teachers to attain any and all needed certifications, including paying for coursework and other fees associated with certifications.	Superintendent	X	X	X	X	X	X	X	X	X	X	X															
Assign highly qualified teachers in equal proportions to all campuses.	Superintendent	X																									
Any teacher(s) not highly qualified will develop a plan acceptable to the campus and district administration that results in attaining highly qualified status on a continuing basis.	Principal and Teacher(s)	X	X	X	X	X	X	X	X	X	X	X															

## **APPENDIX I**

### **SHARED DECISION MAKING COMMITTEE 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	Rick Berry		3 Year Term	
Non-Classroom Professional Staff - Counselor	Kathleen Arbuckle		3 Year Term	
Classroom Teacher	Chris Parks	Fine Arts	2 Year Term	
Classroom Teacher	Kinsey Burrus	English	2 Year Term	
Classroom Teacher	Janie Kessie	Social Studies	1 Year Term	
Classroom Teacher	Craig Campbell	Math	2 Year Term	
Classroom Teacher	Lori Johnson	Science	1 Year Term	
Classroom Teacher	Paige Culwell	Career and Technology Edu	2 Year Term	
Business Representative	John C. Isaacs		1 Year Term	
Business Representative	Bob Lusk		3 Year Term	
Community Representative	Les Lovvorn		1 Year Term	
Parent	Donald Hill		1 Year Term	
Community Representative	Valerie Isaacs		2 year term	
Parent	Alan Hale		2 year term	

<b>Campus Improvement Plan Plan Implementation and Development Log</b>	
<b>Date</b>	<b>Purpose</b>
Wednesday, September 22, 2004	Copied 2003-04 plan to 2004-05 and made some changes as needed.
Thursday, September 23, 2004	Continued making needed changes to 2004-05 plan.

## 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

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#### TAKS English/Lang. Arts - Grade: All Grades

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##### Analysis Group: All Students

Actual Performance for 2006-07	95%
Projected Annual Objective for 2007-08	95%
Actual Performance for 2007-08	92%
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	91%
Projected Annual Objective for 2007-08	91%
Actual Performance for 2007-08	84%
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2006-07	85%
Projected Annual Objective for 2007-08	86%
Actual Performance for 2007-08	84%
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2006-07	99%
Projected Annual Objective for 2007-08	99%
Actual Performance for 2007-08	95%
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

---

#### TAKS Math - Grade: All Grades

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**Analysis Group: All Students**

Actual Performance for 2006-07	82%
Projected Annual Objective for 2007-08	83.6%
Actual Performance for 2007-08	75%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07	63%
Projected Annual Objective for 2007-08	68.4%
Actual Performance for 2007-08	55%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2006-07	65%
Projected Annual Objective for 2007-08	70%
Actual Performance for 2007-08	60%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07	90%
Projected Annual Objective for 2007-08	90%
Actual Performance for 2007-08	82%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07	81%
Projected Annual Objective for 2007-08	82.8%
Actual Performance for 2007-08	85%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07	71%
Projected Annual Objective for 2007-08	74.8%
Actual Performance for 2007-08	80%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2006-07	67%
Projected Annual Objective for 2007-08	71.6%
Actual Performance for 2007-08	76%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07	86%
Projected Annual Objective for 2007-08	86.8%
Actual Performance for 2007-08	89%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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

**Analysis Group: All Students**

Actual Performance for 2006-07	94%
Projected Annual Objective for 2007-08	94%
Actual Performance for 2007-08	96%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07	95%
Projected Annual Objective for 2007-08	95%
Actual Performance for 2007-08	88%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2006-07	88%
Projected Annual Objective for 2007-08	88.4%
Actual Performance for 2007-08	90%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07	97%
Projected Annual Objective for 2007-08	97%
Actual Performance for 2007-08	98%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Completion: Graduated - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07	81.6%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07	66.7%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2006-07	62.5%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07	90.6%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Mean ACT Scores - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07	19.6%
Projected Annual Objective for 2007-08	20.2%
Actual Performance for 2007-08	20.6%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

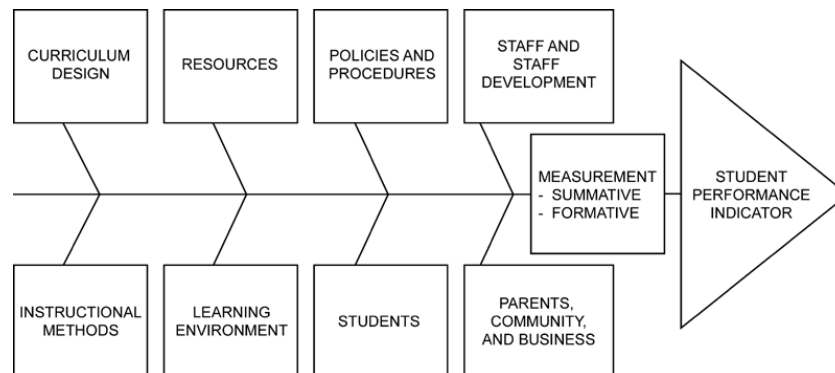
## Needs Assessment Focus

### Indicators Rated

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

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

### Process Chart



## Summative Evaluation for year 2008-09

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

### Objective Accomplishments

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#### TAKS Reading - Grade: 9

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##### Analysis Group: All Students

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	74%
Projected Annual Objective for 2008-09	77.2%
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	83.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2007-08	94%
Projected Annual Objective for 2008-09	94%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Special Ed.

Actual Performance for 2007-08	50%
Projected Annual Objective for 2008-09	54%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**Analysis Group: LEP**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 62%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

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

**Explanation of Performance**

**Analysis Group: Bilingual/ESL**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 62%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 74%  
 Projected Annual Objective for 2008-09 75.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

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

**Analysis Group: All Students**

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: Economically Disadvantaged**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 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 80.4%  
 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 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 60%  
 Projected Annual Objective for 2008-09 64%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

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

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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  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 86%  
 Projected Annual Objective for 2008-09 86.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

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: Special Ed.**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 69.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86%  
 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 76%  
 Projected Annual Objective for 2008-09 77.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS English/Lang. Arts - 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 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 95%  
 Projected Annual Objective for 2008-09 95%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Math - Grade: 10**

**Analysis Group: All Students**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 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 89%  
 Projected Annual Objective for 2008-09 89.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

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

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 40%  
 Projected Annual Objective for 2008-09 46%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 11**

**Analysis Group: All Students**

Actual Performance for 2007-08 78%  
 Projected Annual Objective for 2008-09 80.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 76%  
 Projected Annual Objective for 2008-09 78.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 25%  
 Projected Annual Objective for 2008-09 34%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 74%  
 Projected Annual Objective for 2008-09 77.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 55%  
 Projected Annual Objective for 2008-09 58%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Math - Grade: 9**

**Analysis Group: All Students**

Actual Performance for 2007-08 62%  
 Projected Annual Objective for 2008-09 65.6%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 18%  
 Projected Annual Objective for 2008-09 26.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 29%  
 Projected Annual Objective for 2008-09 37.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 20%  
 Projected Annual Objective for 2008-09 26%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 63%  
 Projected Annual Objective for 2008-09 65.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 61%  
 Projected Annual Objective for 2008-09 63.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 24%  
 Projected Annual Objective for 2008-09 33.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

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**TAKS Math - Grade: All Grades**

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**Analysis Group: All Students**

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

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 55%  
 Projected Annual Objective for 2008-09 59%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 64%  
 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 83.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Science - Grade: 10**

**Analysis Group: All Students**

Actual Performance for 2007-08 79%  
 Projected Annual Objective for 2008-09 81.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 69.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 56%  
 Projected Annual Objective for 2008-09 58.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

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

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 70%  
 Projected Annual Objective for 2008-09 74%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 20%  
 Projected Annual Objective for 2008-09 28%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Science - Grade: 11**

**Analysis Group: All Students**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 63%  
 Projected Annual Objective for 2008-09 65.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

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

**Explanation of Performance**

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

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: Economically Disadvantaged**

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08	76%
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: White**

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Social Studies - Grade: 10**

**Analysis Group: All Students**

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

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 71%  
 Projected Annual Objective for 2008-09 72.8%  
 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 80.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 96%  
 Projected Annual Objective for 2008-09 96%  
 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 86%  
 Projected Annual Objective for 2008-09 86.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 62%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Social Studies - Grade: 11**

**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: Special Ed.**

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 Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 96%  
 Projected Annual Objective for 2008-09 96%  
 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 88.4%  
 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**

**Explanation of Performance**

Actual Performance for 2007-08	98%
Projected Annual Objective for 2008-09	98%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Mean ACT Scores - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2007-08	20.6%
Projected Annual Objective for 2008-09	21%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

## **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**

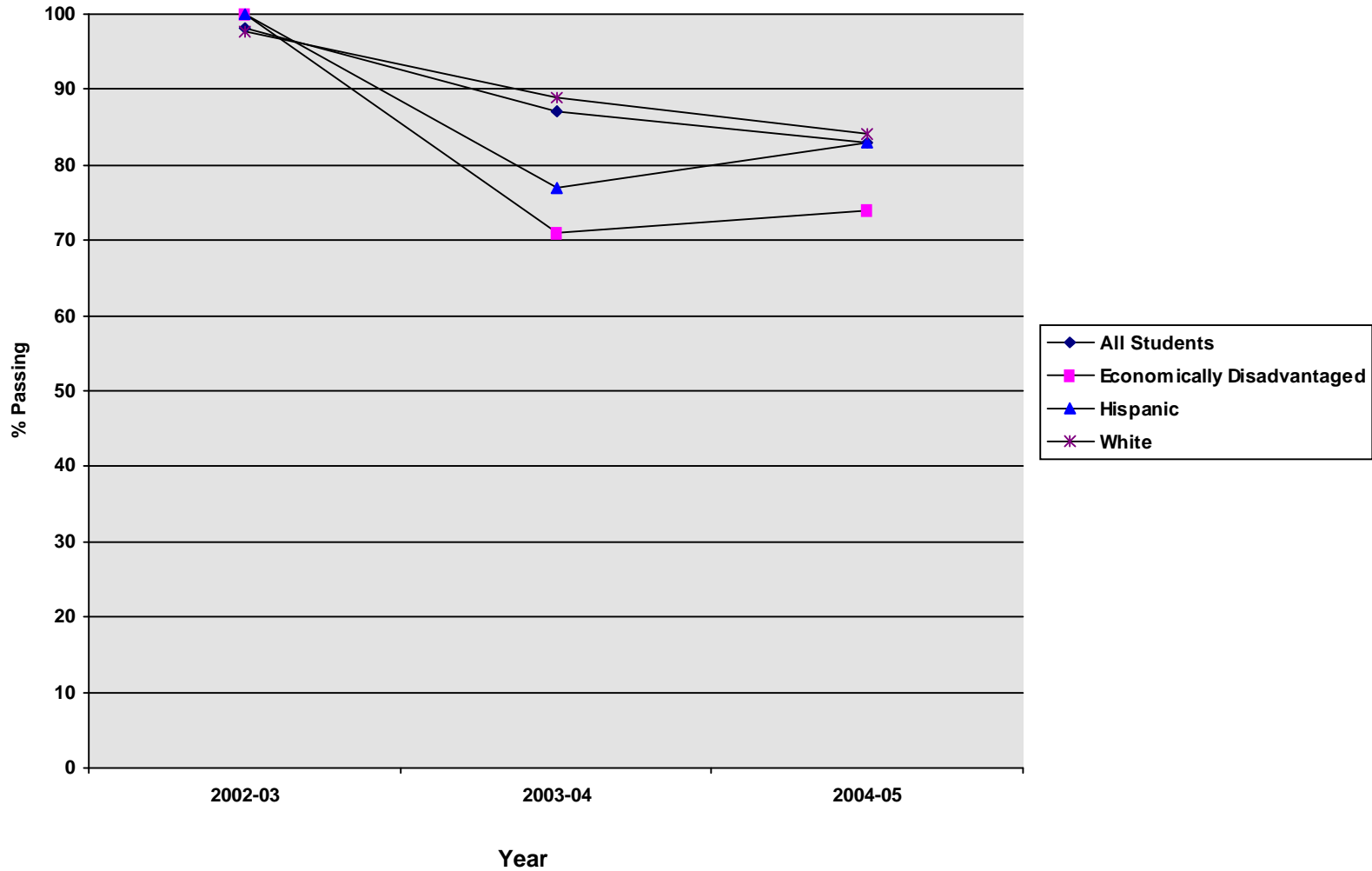
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

## **APPENDIX III**

### **AEIS GRAPHS**

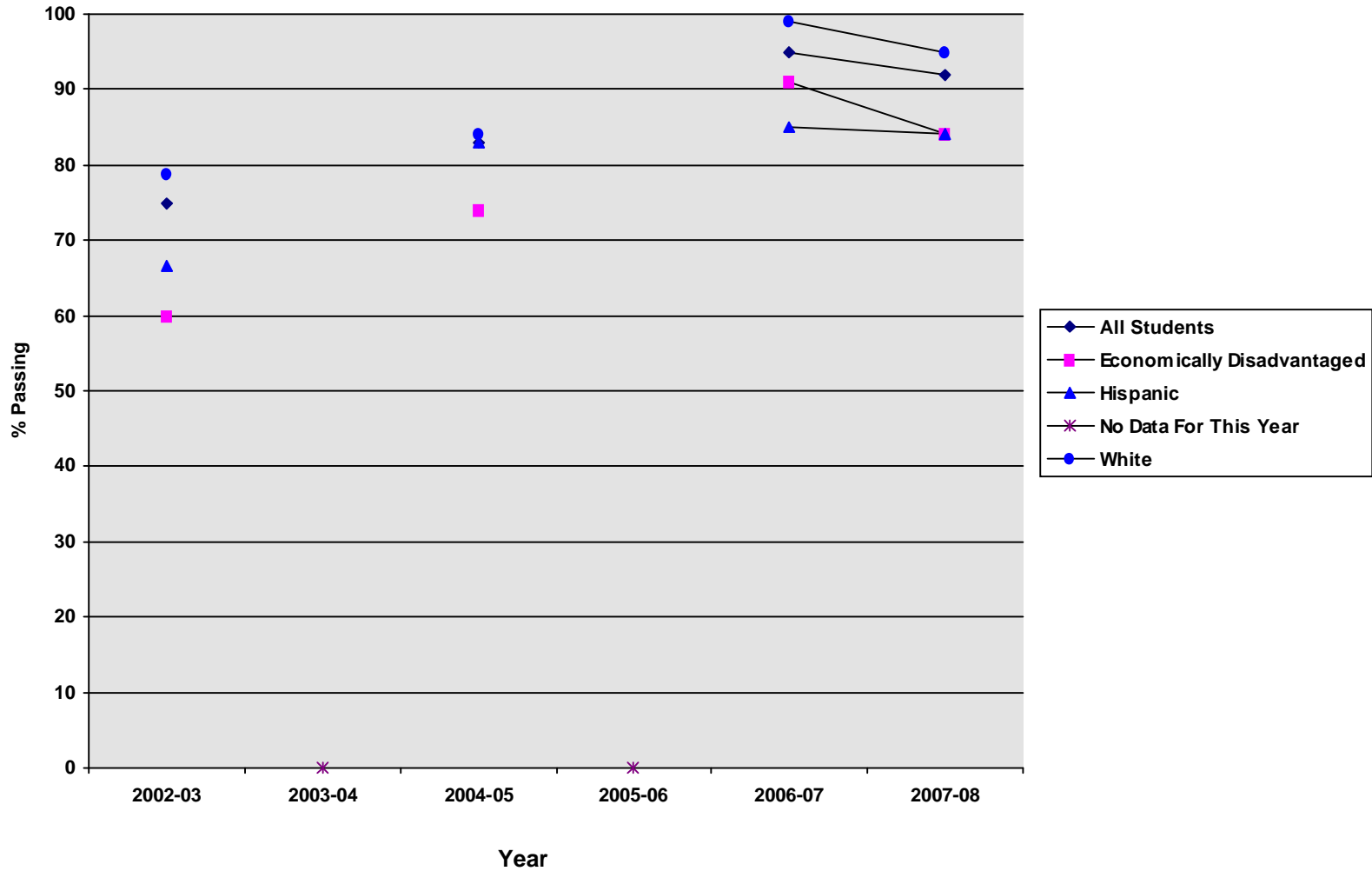
# Report of TAKS Reading

## Graph of Current Performance by Analysis Group



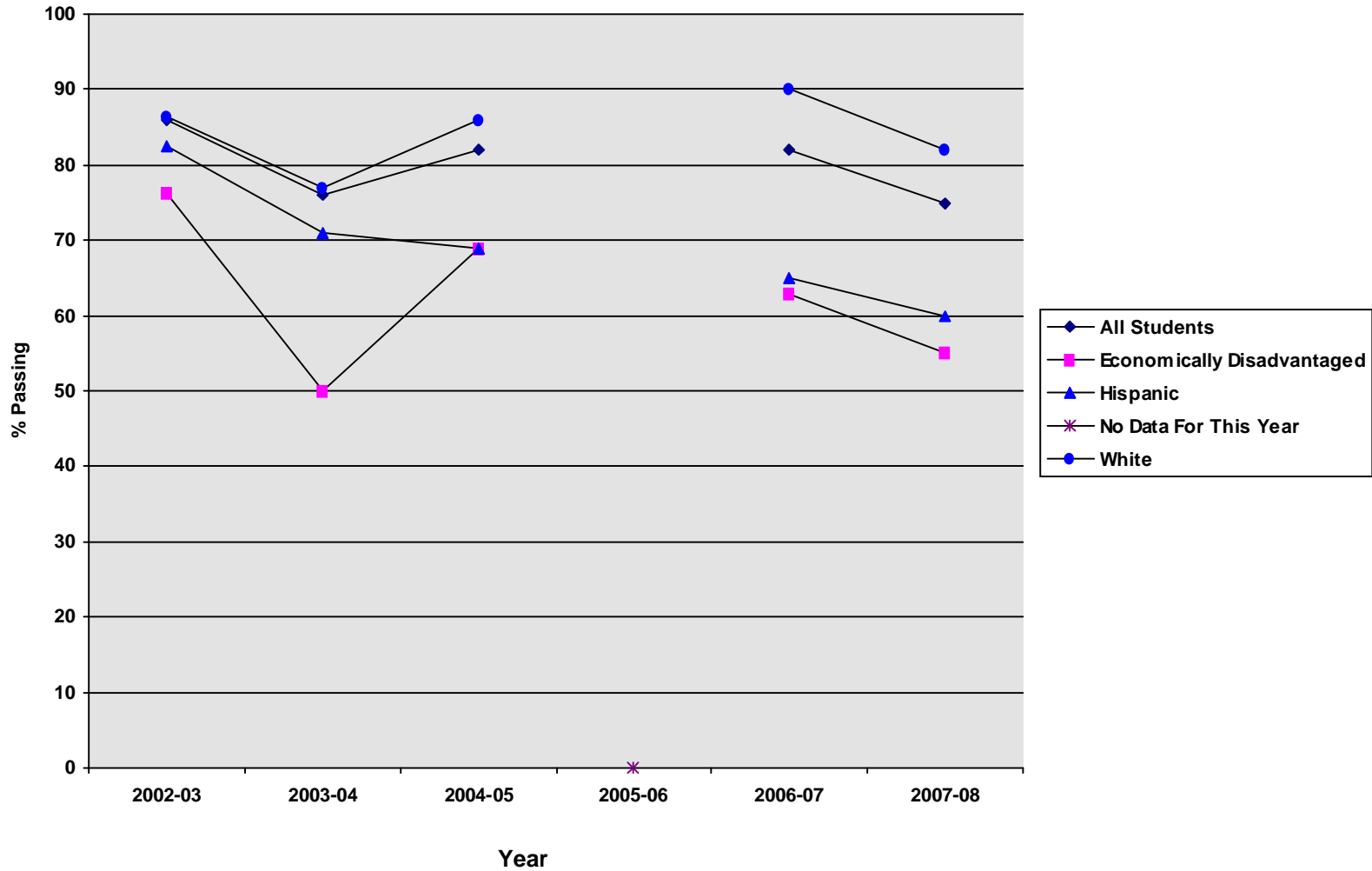
# Report of TAKS English/Lang. Arts

## Graph of Current Performance by Analysis Group



# Report of TAKS Math

## Graph of Current Performance by Analysis Group



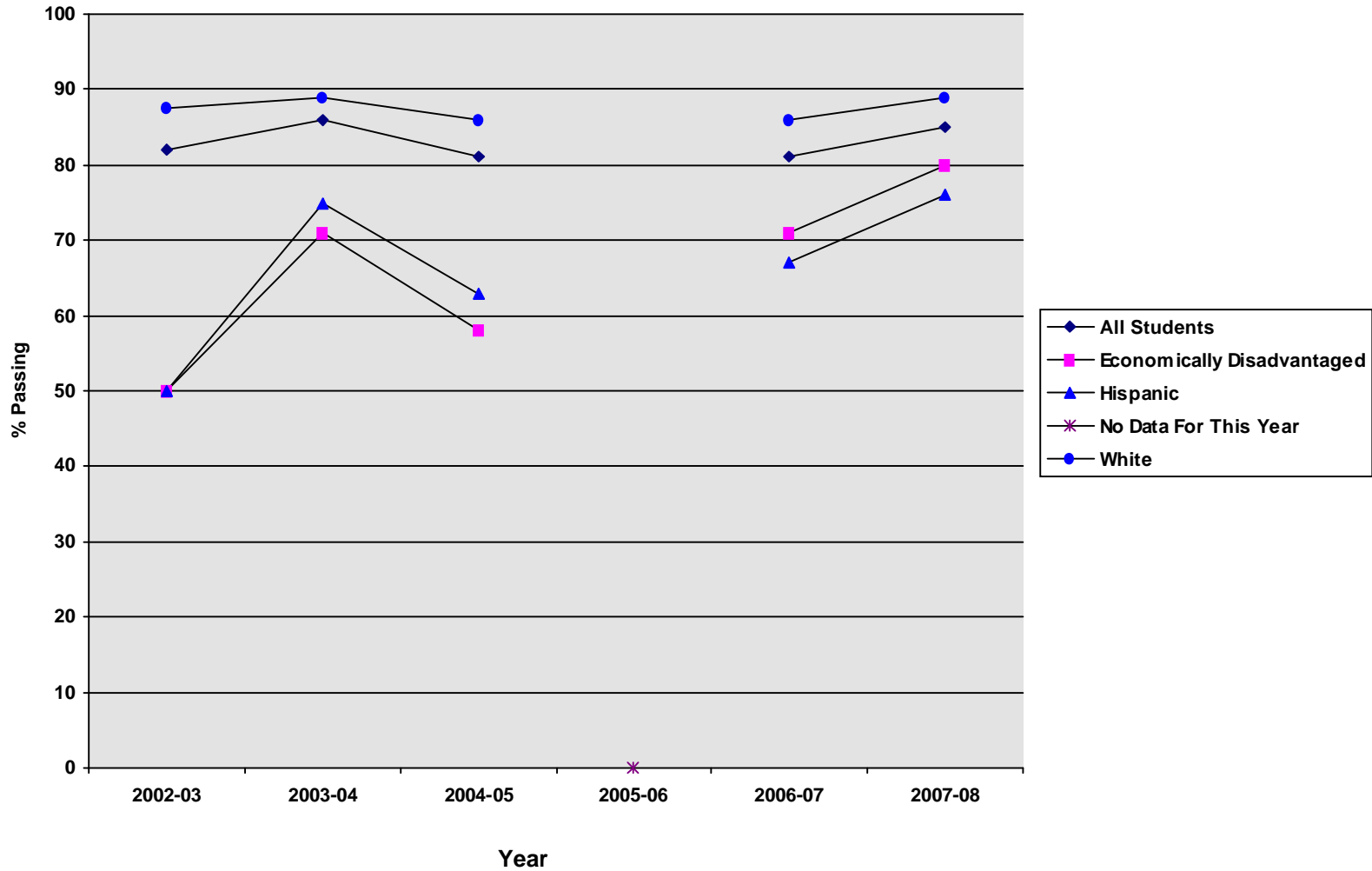
# Report of TAKS Writing

## Graph of Current Performance by Analysis Group

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

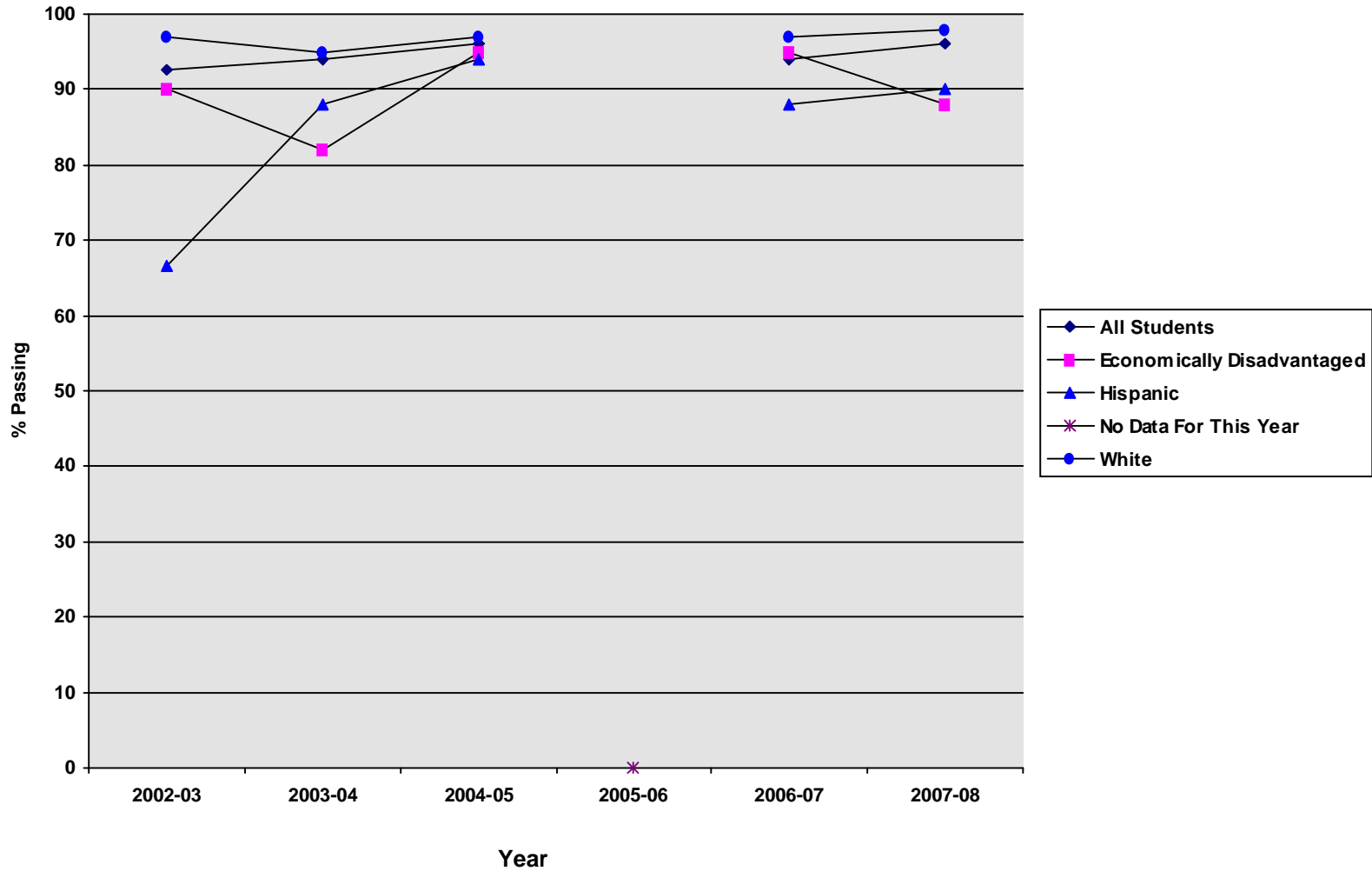
# Report of TAKS Science

## Graph of Current Performance by Analysis Group



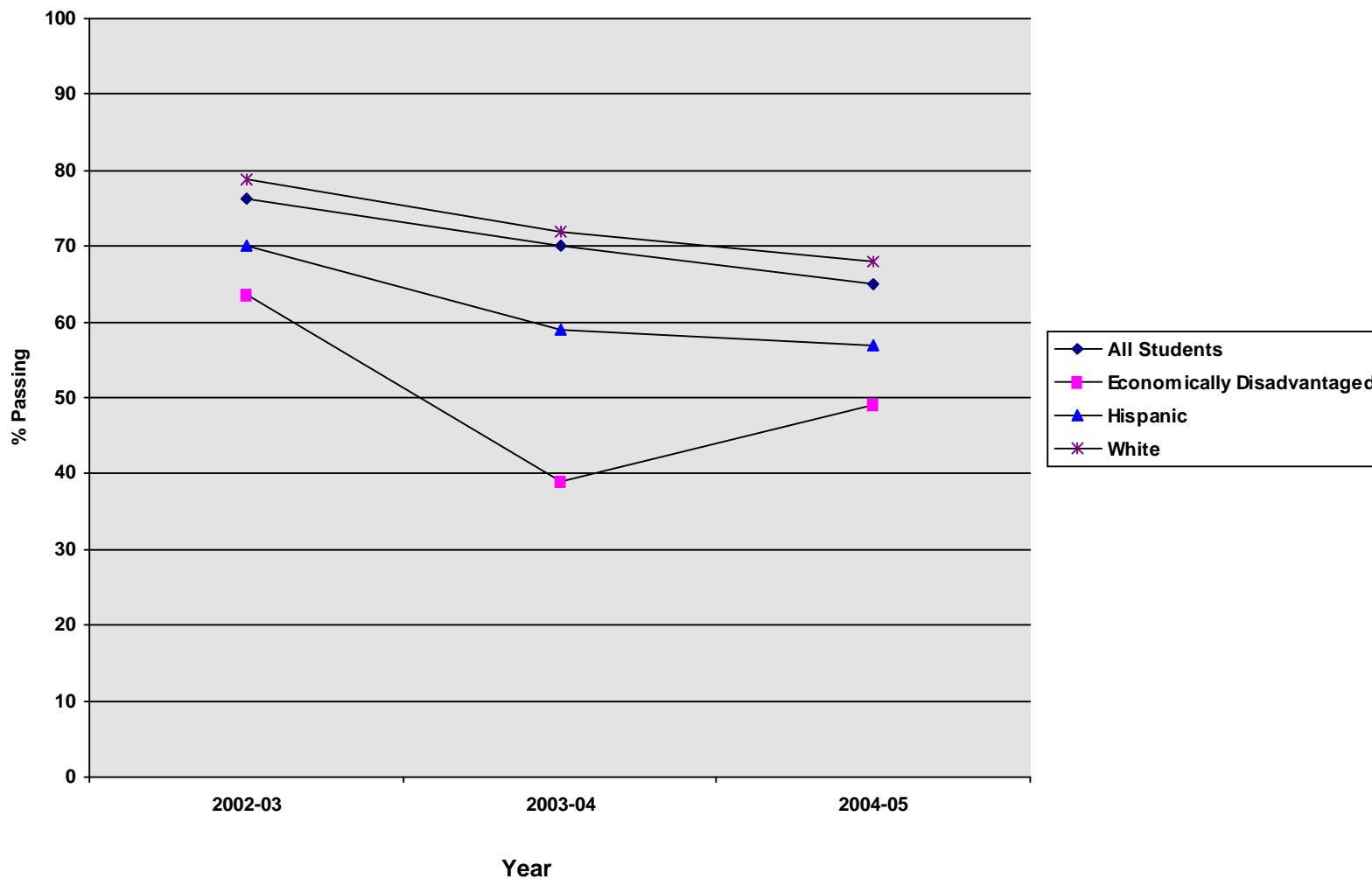
# Report of TAKS Social Studies

## Graph of Current Performance by Analysis Group



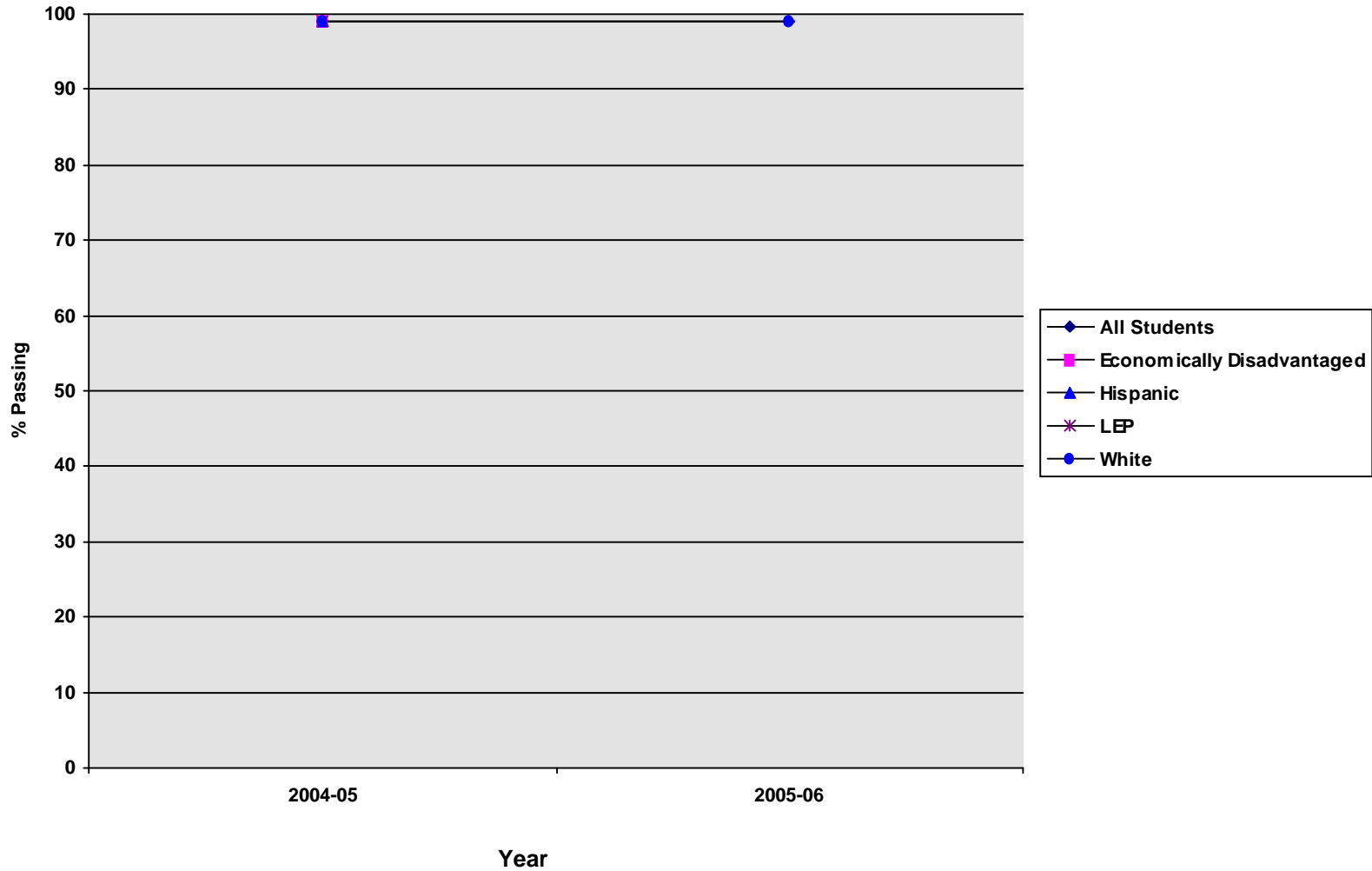
# Report of TAKS Overall

## Graph of Current Performance by Analysis Group



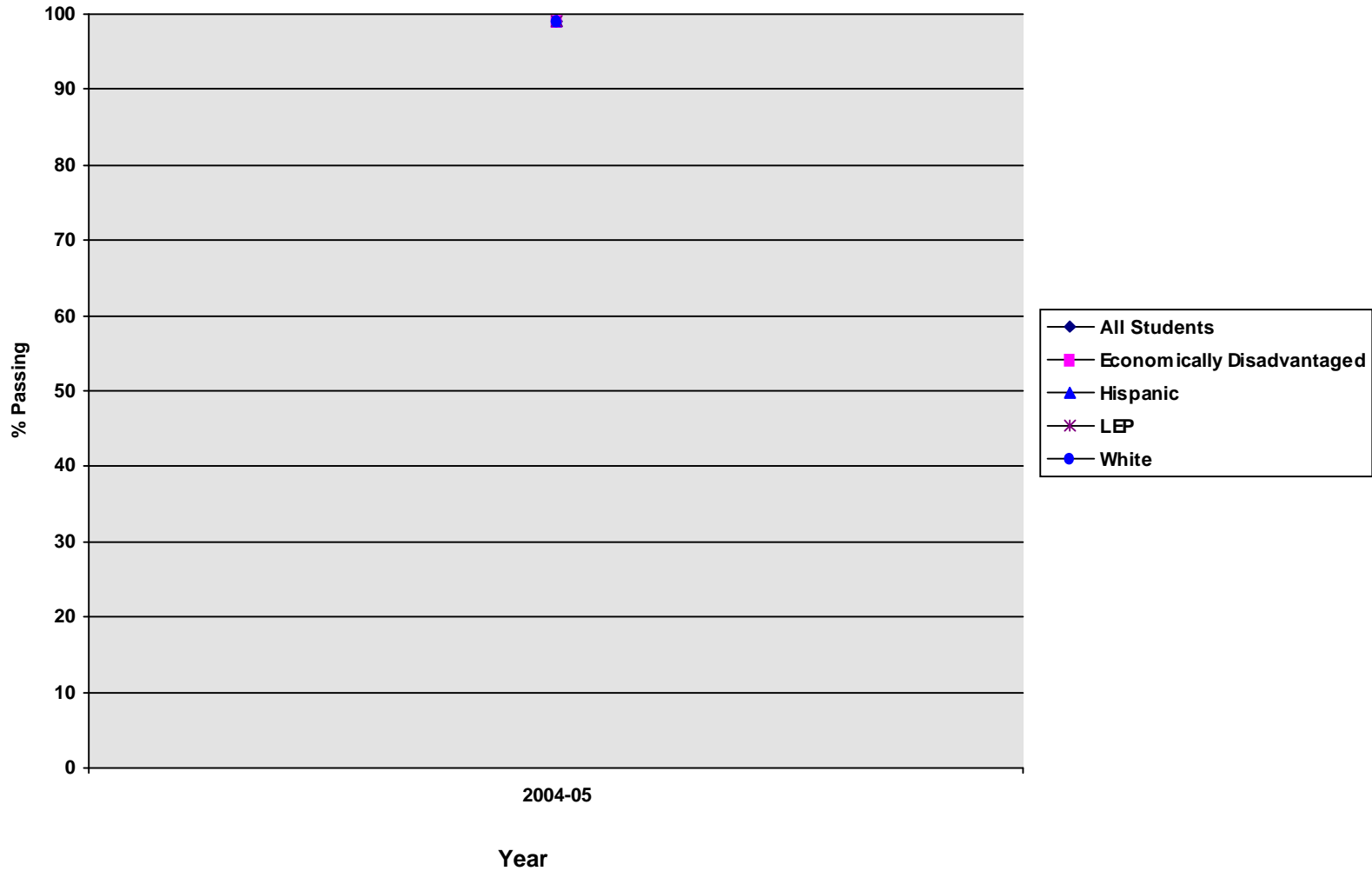
# Report of SDAA II Reading

## Graph of Current Performance by Analysis Group



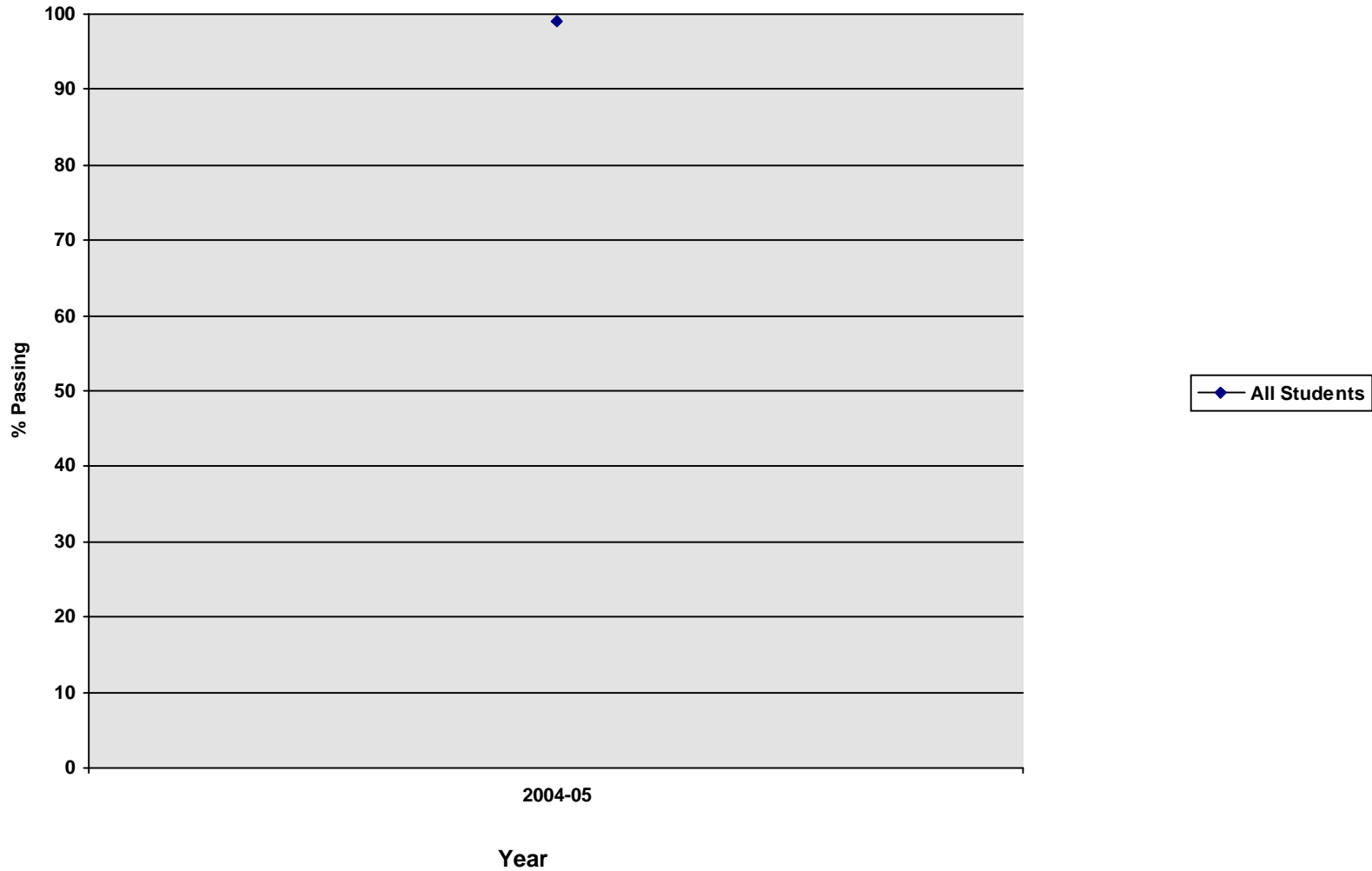
# Report of SDAA II Math

## Graph of Current Performance by Analysis Group



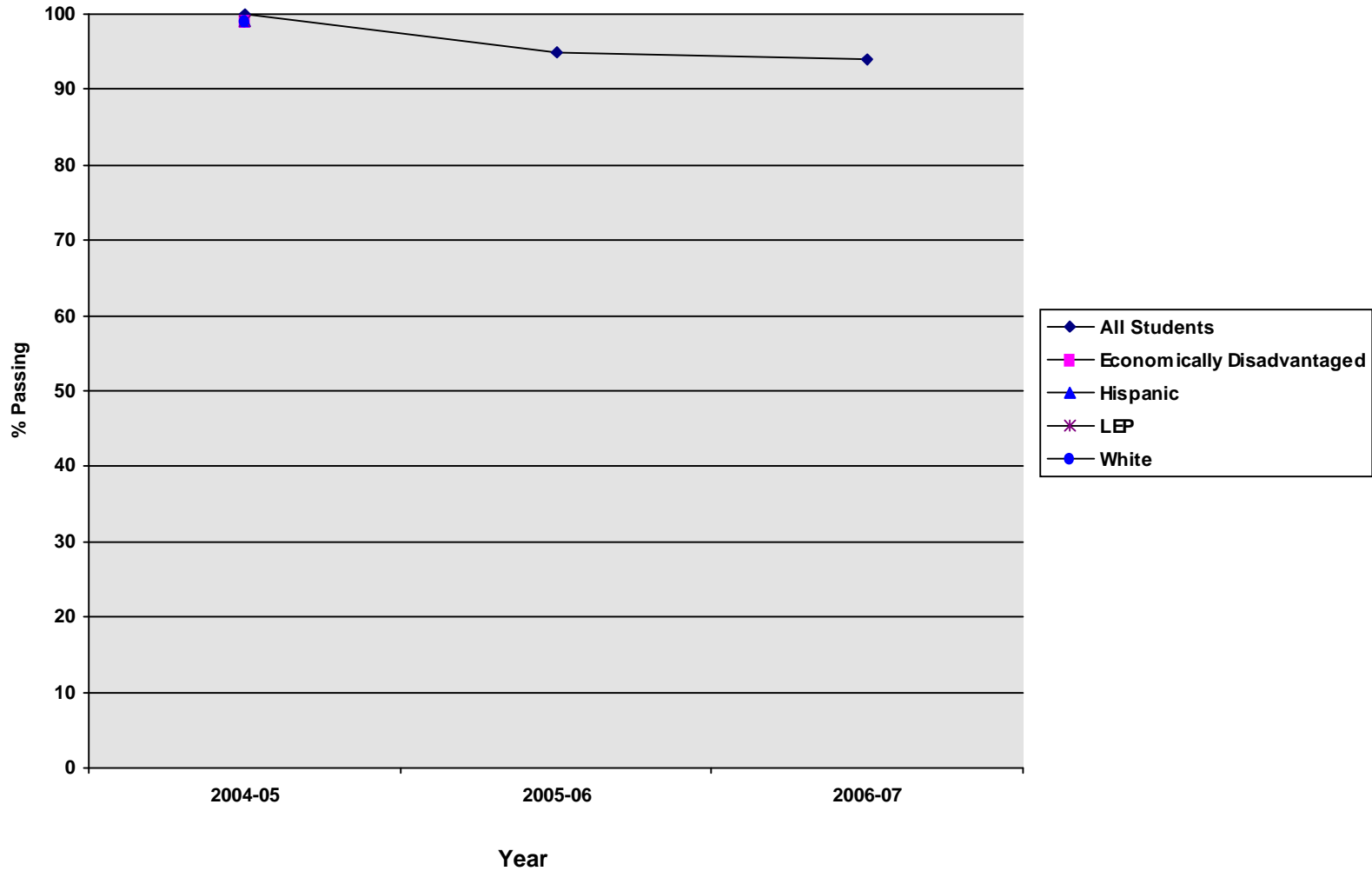
# Report of SDAA II Writing

## Graph of Current Performance by Analysis Group



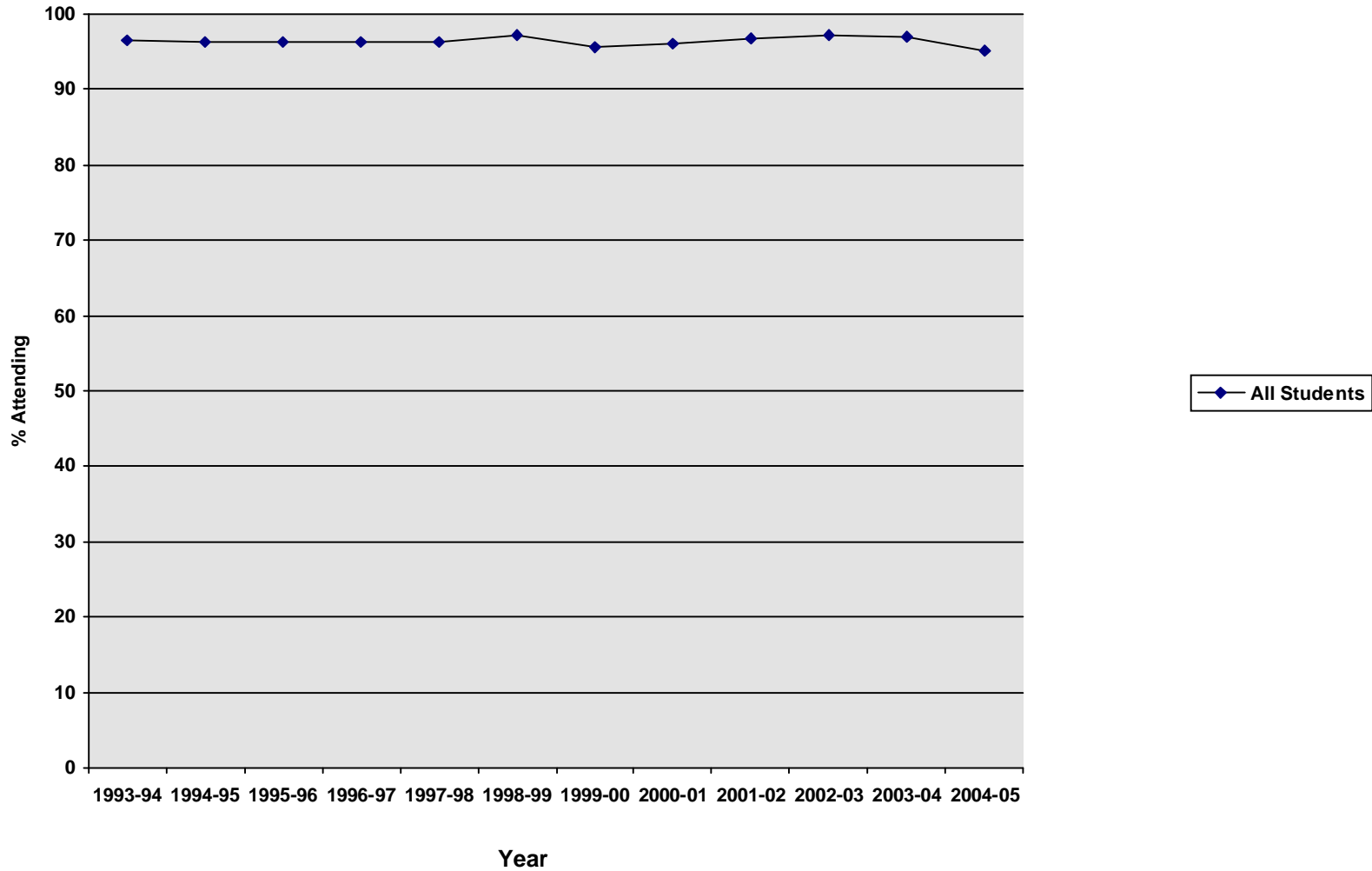
# Report of SDAA II Overall

## Graph of Current Performance by Analysis Group



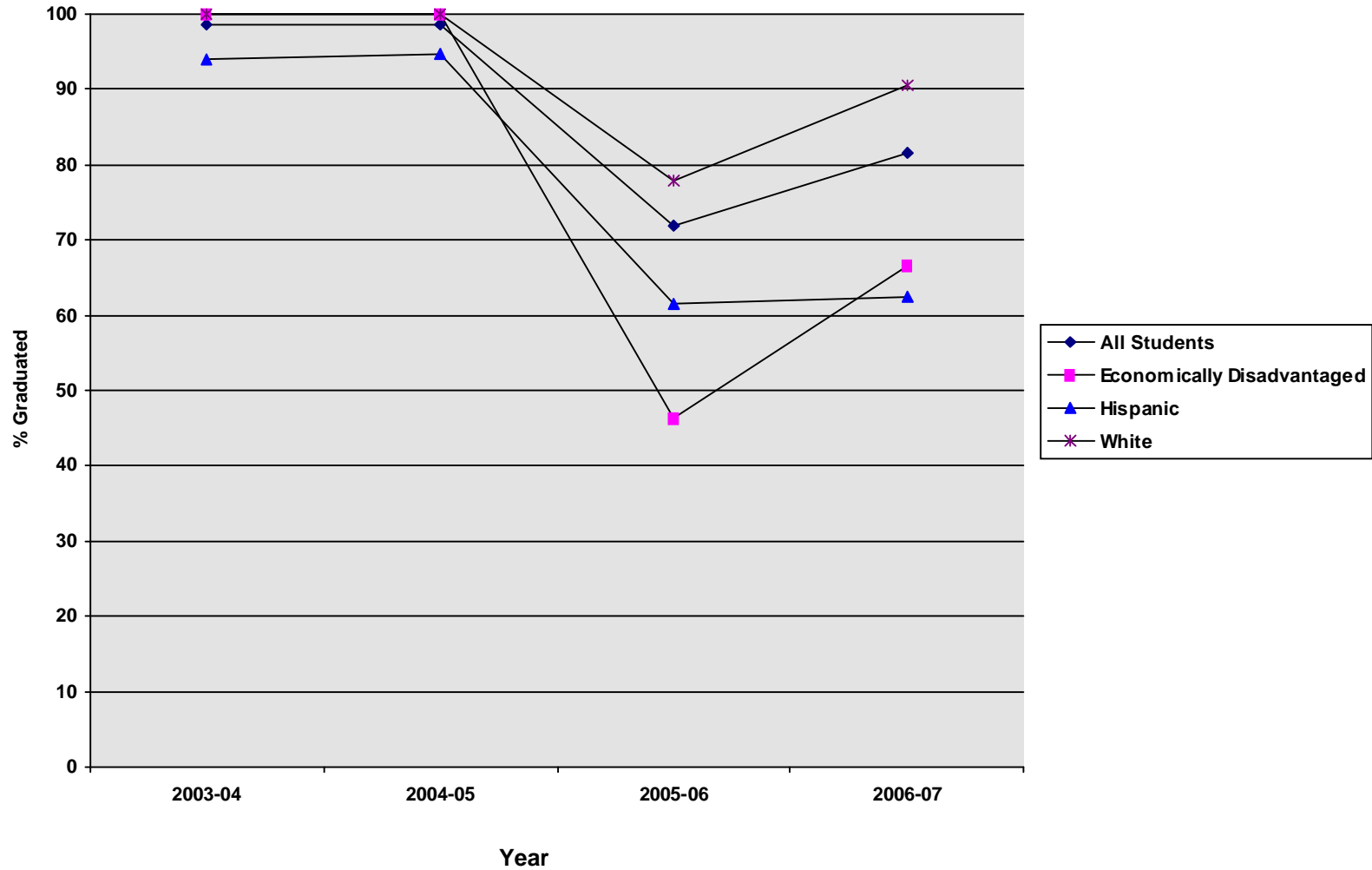
# Report of Attendance

## Graph of Current Performance by Analysis Group



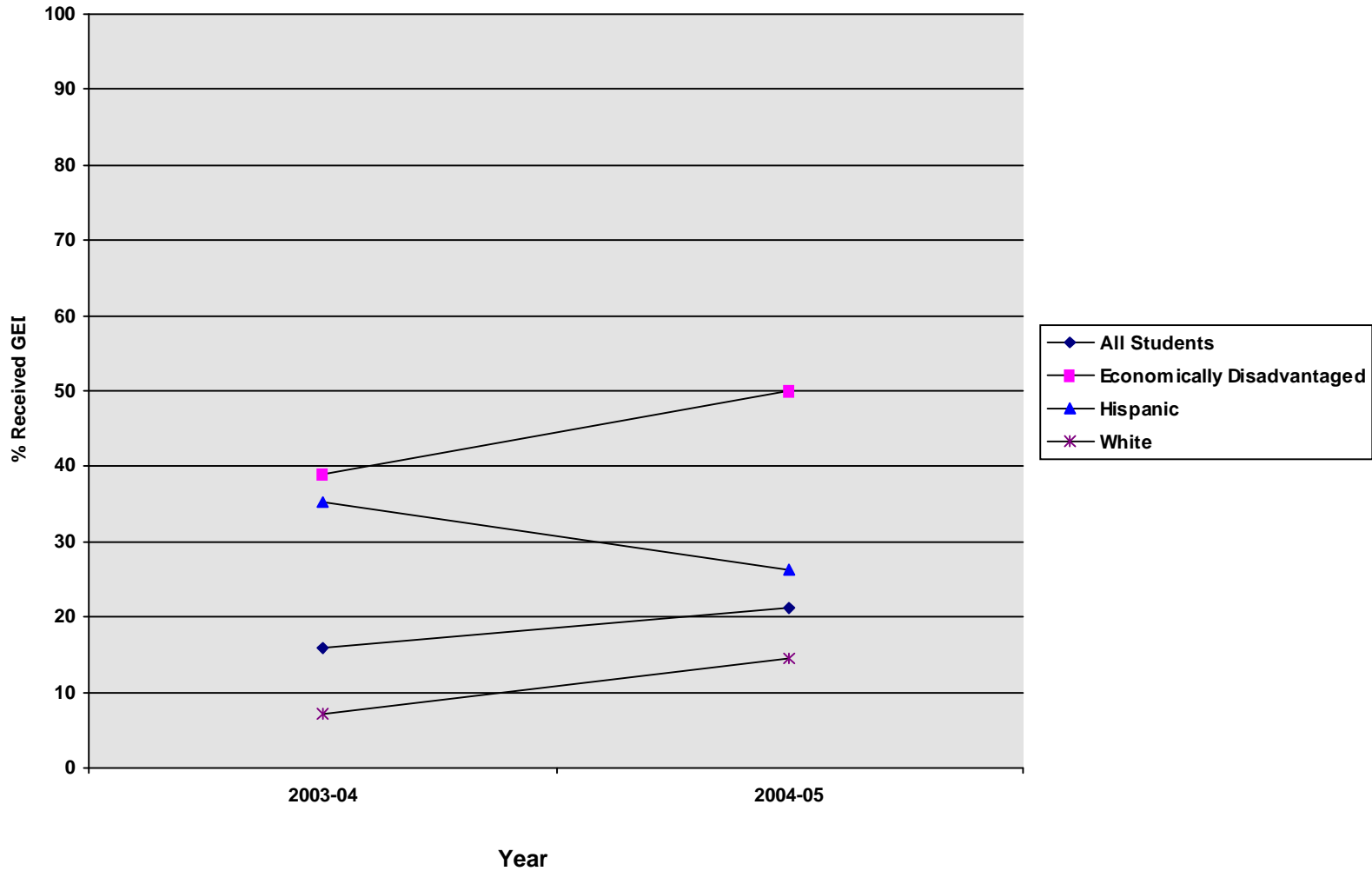
# Report of Completion: Graduated

## Graph of Current Performance by Analysis Group



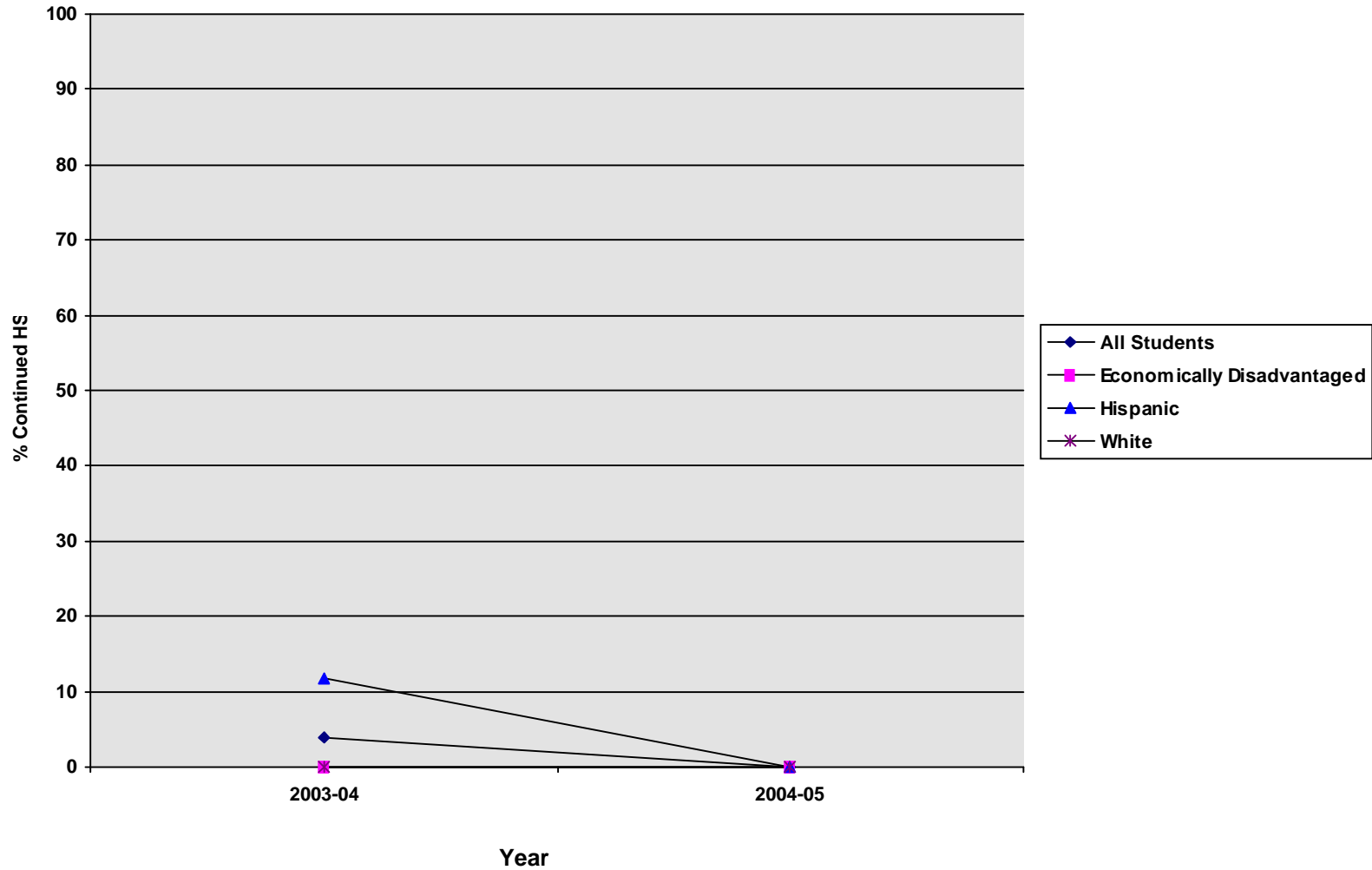
# Report of Completion: Received GED

## Graph of Current Performance by Analysis Group



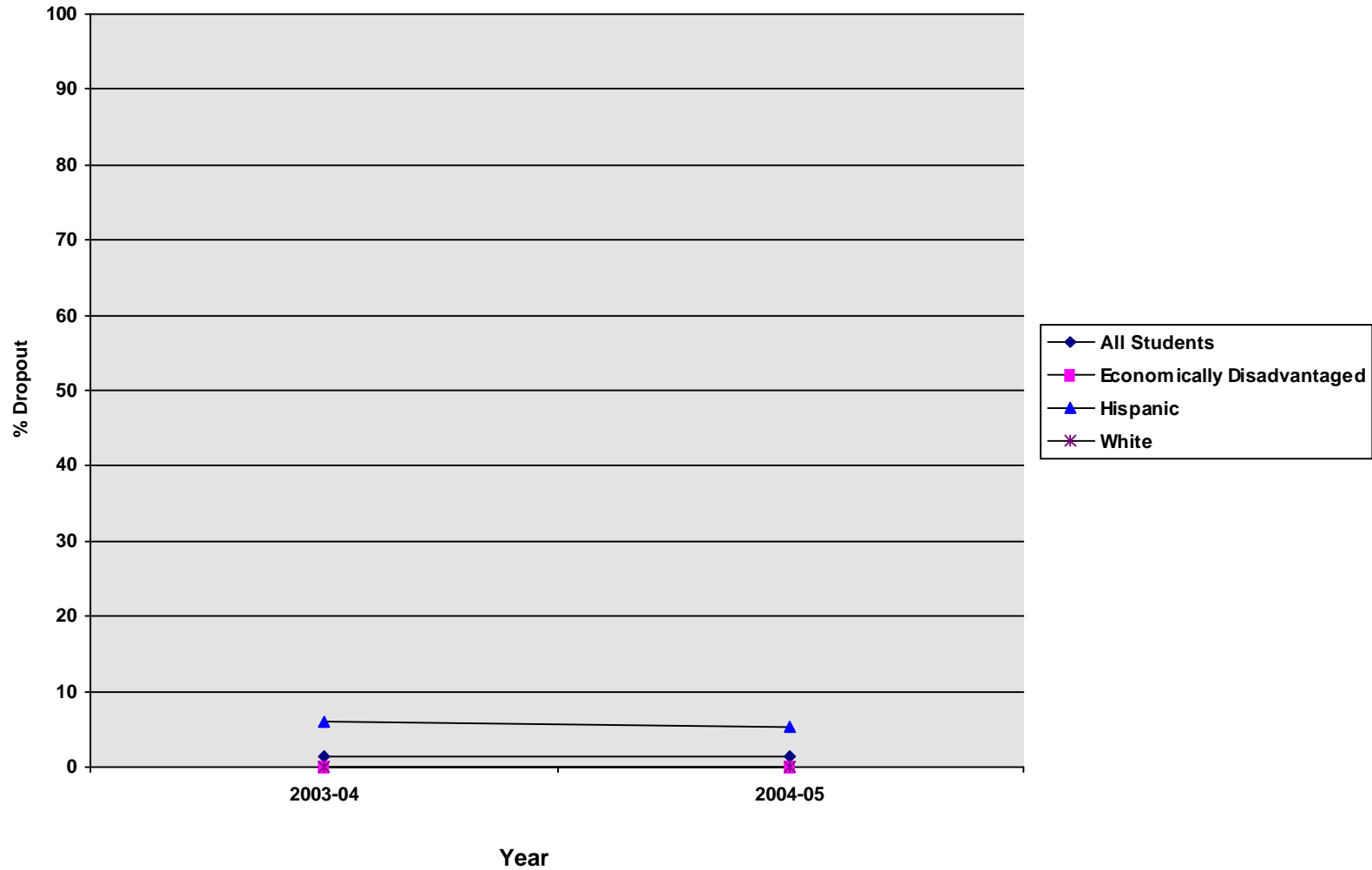
# Report of Completion: Continued HS

## Graph of Current Performance by Analysis Group



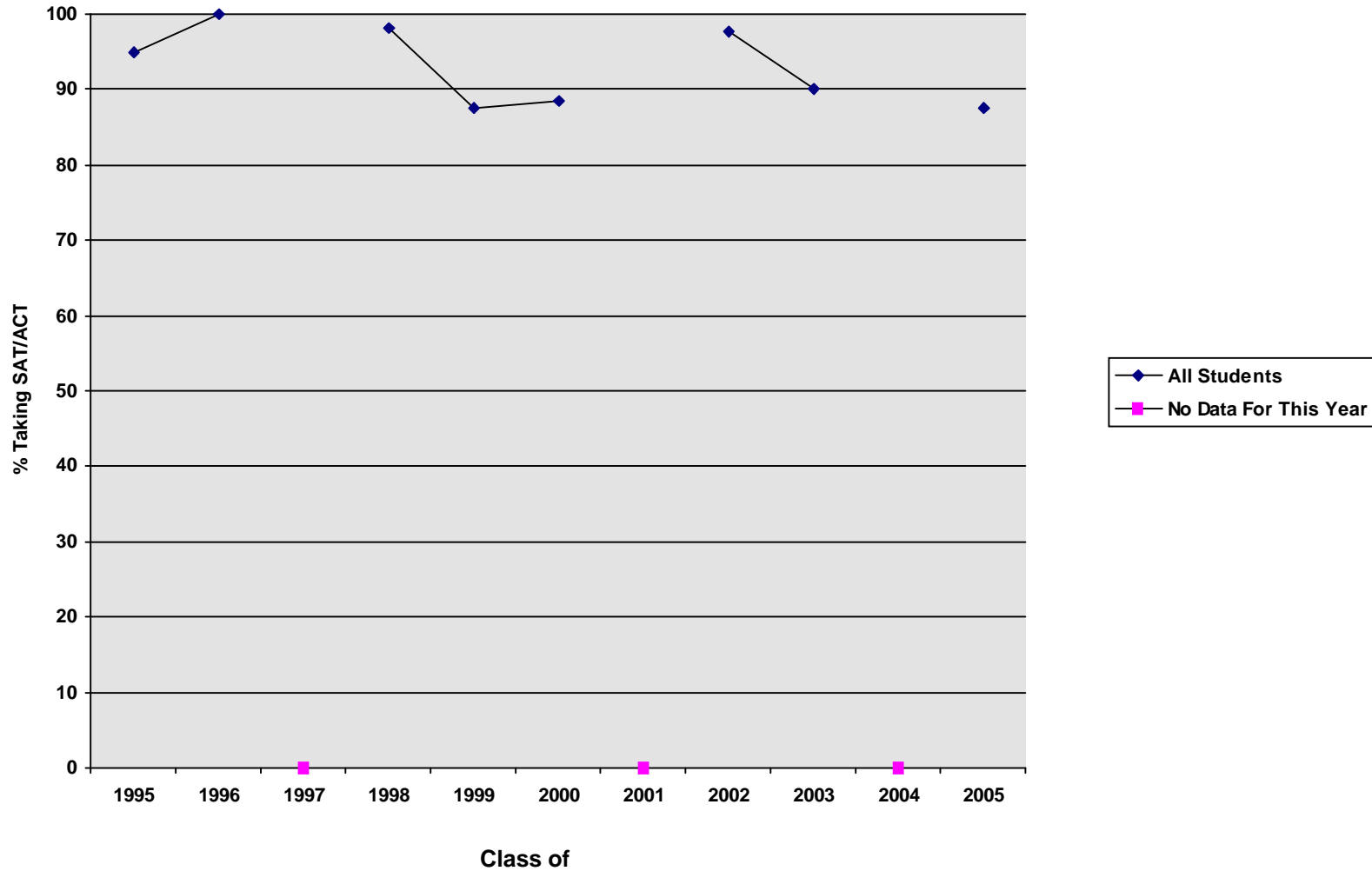
# Report of Completion: Dropped Out (4-yr)

## Graph of Current Performance by Analysis Group



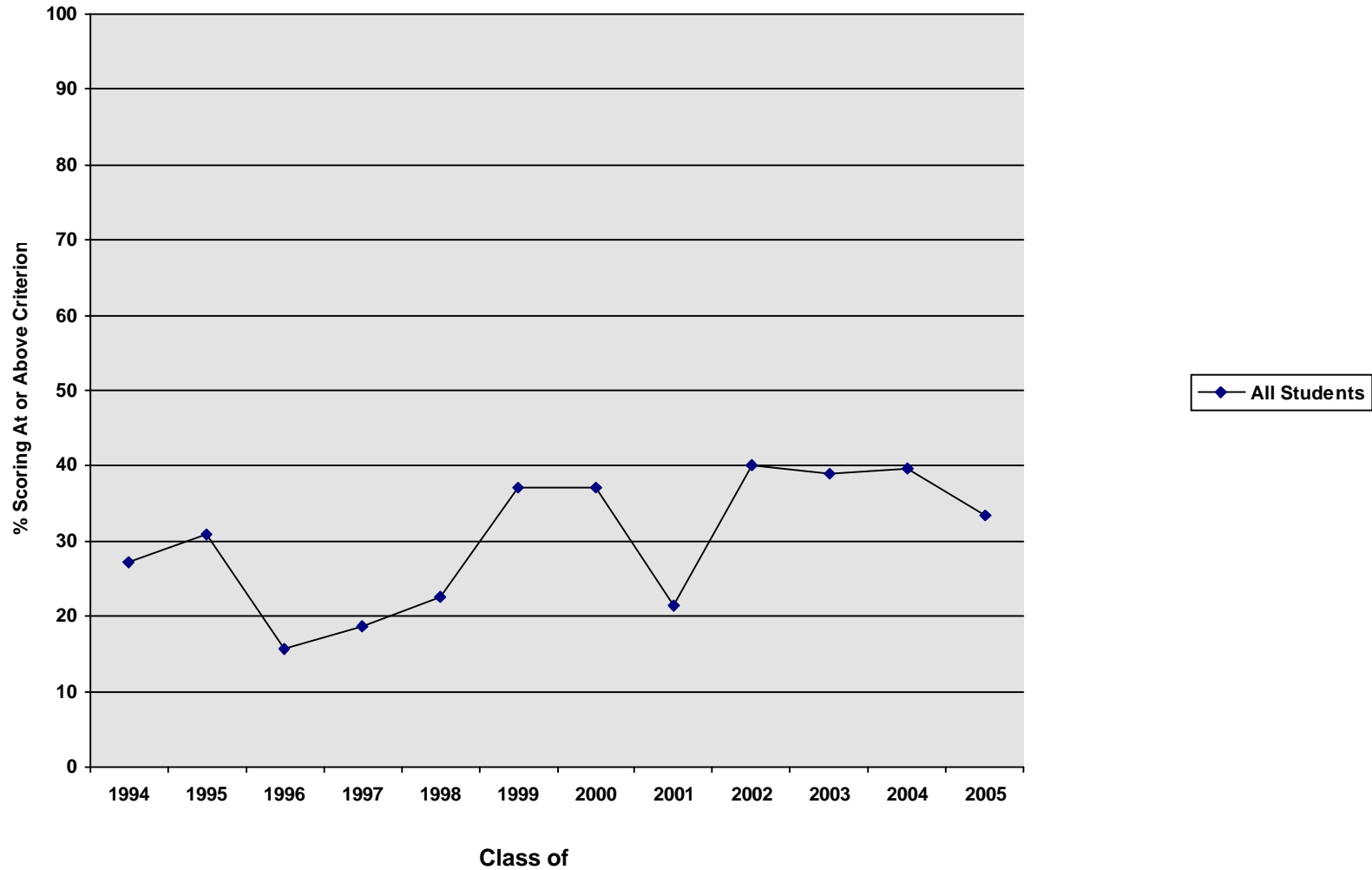
# Report of Graduating Seniors Taking SAT/ACT

## Graph of Current Performance by Analysis Group



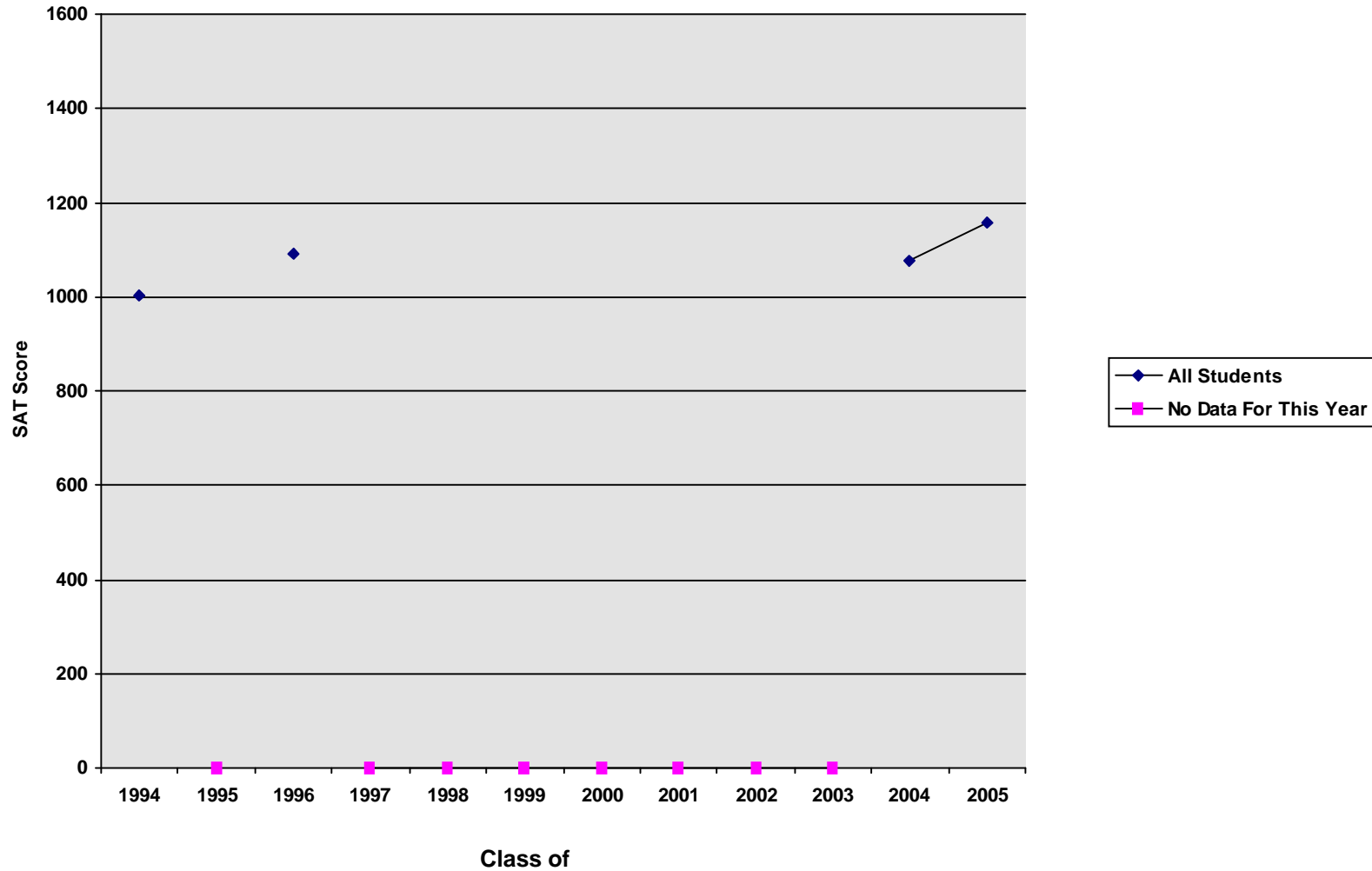
# Report of Graduating Seniors Scoring At or Above Criterion

## Graph of Current Performance by Analysis Group



# Report of Mean SAT Scores

## Graph of Current Performance by Analysis Group



# Report of Mean ACT Scores

## Graph of Current Performance by Analysis Group

