

J. K. Hileman Elementary 034907101

Campus Improvement Plan

2009-10

Our mission at J.K. Hileman Elementary is to provide a high quality, broad-based program of instruction that challenges and motivates a diverse student population to reach their full educational potential and become successful, productive citizens.

J. K. Hileman Elementary 034907101 Belief Statements

- 1 All students should be treated with respect, courtesy, and fairness.
- 2 Parents have the responsibility and right to be meaningfully involved with their child's education.
- 3 It is the school's responsibility to develop a positive and lifelong relationship with each student.
- 4 The basic role of the school is to nurture the intellectual growth and development of the student.
- 5 The school should earn the students' trust and loyalty by being committed to their complete educational welfare.
- 6 All students should be given a quality education.

Vision Statement

The vision at J.K. Hileman Elementary is commitment to combining our educator's knowledge of the individual with an understanding of child development to achieve his/her optimum learning potential. Students will have meaningful learning experiences, which will stimulate and challenge them in a safe and comfortable school environment. As a result, they will become invested and responsible learners. The partnership among home, school and community serves as a cornerstone for this effective school vision. We are dedicated to make this vision a reality for all our students, through planning, training, teamwork, and the responsible use of our resources.

Overview of Strengths 2008-2009

J.K. Hileman Elementary is a Title I school with an enrollment of 450 students in Pre-kindergarten Three - Fourth Grade. Our student body is approximately 1% American Indian, 1 % Hispanic, 20% African American, 1%Asian, and 77 % Caucasian.

Approximately, 63% of our students are considered economically disadvantaged. Approximately 41% of our school's students are considered at risk based on State Compensatory Education criteria.

Special Education students receive services through a resource teacher, occupational therapists, and a speech therapist. All special education students are served through our inclusion program. 1st - 4th grade Gifted and Talented (Academically Advanced) students are served through a pull-out program to meet their academic needs. Kindergarten Gifted and Talented students will be identified and served by March 1st with differentiated instruction within the classroom. At Risk students receive services within the regular classroom, through small group tutoring with our Reading and Math Specialists, and after school tutoring programs. Additional materials and instructional support has been provided the past four years through the Reading First grant program. We are sustaining this support through other funds now that the grant has ended. Dyslexic students receive daily instruction in the Scottish Rite program by a certified dyslexia instructor.

J. K. Hileman received Recognized status for 2008-2009 based on our TAKS scores. 98% of our third graders passed the TAKS reading test and 92% passed the TAKS math test. In fourth grade, 100% met standard on TAKS writing, 92% met standard on TAKS reading, and 86% met standard on the math TAKS test. Technology is utilized in each classroom by students and teachers.

100% of our professional staff are highly qualified.

Schoolwide Components

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Instruction by Highly Qualified Teachers
4. Professional Development
5. Strategies to attract high-quality highly qualified teachers to high needs schools
6. Increase Parental Involvement
7. Assist pre-school children in the transition from early childhood programs to the local elementary school program
8. Measures to include teachers in decisions regarding the use of academic assessments
9. Measures to ensure students who experience difficulty in meeting the state academic standards are provided timely, additional assistance
10. Coordination and integration of federal, state, and local programs

Throughout the plan strategies of goals are identified. Beside each strategy in parentheses is the number of the schoolwide component that

drives the strategy.

We identify our at risk students using the following criteria:

- 1) Students in pre-k, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) was not advanced from one grade level to the next for one or more school years (with the exception of Kindergarten;)
- 3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level to at least 110 percent of the level of satisfactory performance on that instrument;
- 4) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 5) has been expelled in accordance with Section 30.007 during the preceding or current school year;
- 6) is a student of limited English proficiency, as defined by Section 29.052;
- 7) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 8) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
- 9) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

We meet the needs of the identified at risk students through the classroom teachers, reading and math interventionist, pre-kindergarten programs, tutorials, special education programs, alternative education programs, ESL programs, mentoring programs and counselor's office.

Campus Goals and Strategies

Goal 1: Students will show continuous academic improvements in all subject areas.

Strategies:

1. Disaggregate yearly TAKS data
2. Increase reading TAKS scores
3. Increase writing TAKS scores
4. Increase math TAKS scores
5. Increase student achievement opportunities
6. Technology
7. Employ highly qualified personnel

Goal 2: The school will provide a safe, orderly and inclusive setting which will enhance learning.

Strategies:

1. School environment
2. Citizenship
3. Parental Involvement
4. Attendance

Goal 3: Schedule in-service activities, which are targeted to specific campus needs.

Strategy:

1. Staff Development

Goal 1: Students will show continuous academic improvement in all subject areas.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program
5) Highly Qualified Teachers	6) Opportunities for Professional Development	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation
5) Evaluation Process for Monitoring Progress			

Strategies

Goal 1 - Strategy 1																
Dissaggregate yearly testing data. (2,3,8)																
Leader(s): Counselor / Teacher			Brief Description: All grade levels will be made aware of test objectives and students' performance on each objective.					Evaluation Benchmark: 90% of all students tested in grades 3-4 will pass TAKS or meet ARD expectations on state assessments.								
Leader Progress Report Dates: Yearly																
Resources Required:			FTE's Required:			Source of Funds:				Amount						
Teachers			Number of FTE's: None			173 / State Comp				\$1,350.00						
Kamico			Funds not required.			211 - Title I, A				\$1,500.00						
Counselor			Cost: None							<hr/>						
Computers										\$2,850.00						
Campus Admin. Staff																
ADM Software																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	e	a	b	a	r	r	y	u	l
PRISM program will be used to disaggregate TAKS results and use that information as part of the needs assessment.		Counselor			X	X	X	X	X	X	X	X	X	X		
Kamico Data Connections will be utilized to disaggregate testing data and drive instruction based on student needs.		Teachers			X	X	X	X	X	X	X	X	X	X		
Provide individualized instruction for students by using disaggregated data.		Teachers			X	X	X	X	X	X	X	X	X	X		
Administer assessments based on TEKS/TAKS objectives.		Teachers			X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 2		Increase Reading testing scores. (3, 8, 10)															
Leader(s): Principal		Brief Description: Increase or maintain the level of student performance as measured by TAKS /SDAA II.					Evaluation Benchmark: 90% of all students tested in grades 3-4 will pass TAKS Reading.										
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:			Source of Funds:					Amount							
Teachers		Number of FTE's: 1.97			211 - Title I, A					\$14,273.00							
Teacher Assistants		Fully Comp. Ed Funded			255 - Title II, A					\$26,185.00							
Supplies		Cost: \$66,825.00			266 - SFSF					\$3,699.00							
RTA					173 / State Comp					\$67,450.00							
Reading Coach					270 - Rural/Low Inc.					\$4,000.00							
Parent Support					404 - ARI/AMI					\$1,161.00							
Interventionists					199 / Local Budget					\$230,340.00							
District Staff										<hr/>							
Computers										\$347,108.00							
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	r	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	l
The STAR test will be given to students in Grades 1-4 three times during the year to determine the appropriate level text for independent reading.		Teachers					X				X				X		
Reading will be stressed through Grades 1-4 participation in the Accelerated Reading program to motivate students to read at		Teachers				X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 2		Increase Reading testing scores. (3, 8, 10)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	n	l
their individual reading level for practice at home and across the school day.													
Two reading interventionists, dyslexia teacher, and special education teacher will provide in class small group and pull out tutoring/strategy classes for Tier II and Tier III students in grades K-4. (One reading interventionist position formerly funded by Reading First will be sustained.)	Reading interventionists / special ed teacher	X	X	X	X	X	X	X	X	X	X	X	X
Daily reading activities will emphasize critical thinking skills and be integrated across the curriculum.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Novel units and Harcourt Trophies will be taught in fourth grade reading classes.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Tutorial services will be made available daily to all eligible students through primary classroom intervention using TPRI data and grouping mats.	Teachers			X	X	X	X	X	X	X			
Teachers will encourage students to read by providing class time and resources at their appropriate reading level.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will use multisensory approaches, such as games and manipulatives, to teach reading TEKS in literacy center activities.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Sponge bellwork activities will be utilized addressing TAKS test objectives.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Reading strategies will be integrated into the social studies and science.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
TAKS Connection-Kamico, Harcourt Intervention, Read Naturally Software, and Earobics materials will be utilized to supplement Harcourt Trophies core programs in either Tier I, II, or III in K-3.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
The TPRI reading assessment test will be given to Kindergarten - Third students three times a year to identify	Teachers		X				X				X		

Goal 1 - Strategy 2		Increase Reading testing scores. (3, 8, 10)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
strengths and weaknesses for flexible small group instruction and whole group intervention.													
Students will be assessed and instructed by a Reading Academy-trained teacher for at least 90 minutes a day, using Harcourt Trophies core reading program and implementing the Reading First Grant guidelines.	Reading Academy trained teachers	X	X	X	X	X	X	X	X	X	X	X	X
Additional resources such as newspapers and magazines will be explored and utilized to support reading strategy practice in the content areas.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teach students through Tier Three reading model using SIPPS when diagnostic information identifies gaps in student understanding of phonemics.	Reading Interventionist		X	X	X	X	X	X	X	X	X	X	X
Staff development will be used to ensure effective implementation of the Harcourt Trophies core reading curriculum.	Reading Coach, RTA	X	X	X	X	X	X	X	X	X	X	X	X
Salaried non-employee and retired teachers will provide accelerated reading instruction for "at-risk" and Tier three readers pending the availability of ARI funds and the Rural / Low Income grant participation.	Principal				X	X	X	X	X	X			
Action Plan for 3rd grade students who fail TAKS or do not meet ARD expectations on state assessments will be developed and utilized.	Teachers								X	X	X	X	X
Teachers will accommodate students' individual learning styles all year.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide Primary Classroom Reading Intervention Stations through small group instruction using the Harcourt Intervention, TPRI data, and the TPRI intervention guide.	Teachers			X	X	X	X	X	X	X	X	X	X
Progress monitoring (TPRI) will occur every two weeks for students in Tier II and Tier III and progress shared with the	Reading Interventionists	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2		Increase Reading testing scores. (3, 8, 10)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
classroom teacher and reading interventionist.													
Harcourt Trophies Reading Series will be taught in kindergarten - third grade reading classes daily in a 90 minute uninterrupted reading block.	Teachers	X	X	X	X	X	X	X	X	X	X		
The learning environment will promote literacy through word walls, classroom library of leveled books, and literacy centers.	Teachers	X	X	X	X	X	X	X	X	X	X		
Literacy intervention will be offered to students with an identified need.	Speech Therapist	X	X	X	X	X	X	X	X	X	X		
Dyslexia therapist will provide Scottish Rite strategy instruction for identified students.	Dyslexia Therapist	X	X	X	X	X	X	X	X	X	X		
Summer school taught by highly qualified teachers will be offered to students at risk in reading.	Principal, Teachers											X	X
Pre-Kindergarten will utilize the Pre-Kindergarten "We Can" Curriculum, the Hatch curriculum which is aligned with the new guidelines and interactive white boards.	Teacher	X	X	X	X	X	X	X	X	X	X		
Fourth grade students who failed TAKS in third grade will receive an intense, individualized program of instruction.	Principal, reading teacher, reading specialist	X	X	X	X	X	X	X	X	X	X		
Upper level accelerated reading tests will be purchased to challenge our upper level readers.	Principal				X	X	X	X	X	X	X	X	X
The library will be provided with leveled books and flexible scheduling to ensure access for all students.	Library asst. and principal	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 3		Increase Writing testing scores. (3, 8)											
Leader(s): Principal		Brief Description: Students will maintain or increase TAKS Assessment writing scores.					Evaluation Benchmark: 95% pass rate for TAKS / ARD expectations writing in grade 4.						
Leader Progress Report Dates: Yearly													
Resources Required:		FTE's Required:			Source of Funds:				Amount				
Teachers		Number of FTE's: 0.65			211 - Title I, A				\$13,473.00				
Teacher Assistants		Fully Comp. Ed Funded			199 / Local Budget				\$223,600.00				
Supplies		Cost: \$8,451.00			173 / State Comp				\$8,451.00				
Parent Support									\$245,524.00				
District Staff													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
All grades will complete weekly process writing activities.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Questions and writing prompts will be given in the TAKS test format whenever appropriate.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will model and teach the components of good writing using an agreed upon rubric.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will utilize word walls.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will conference with students individually and in small groups to stress the process skills of writing.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 3		Increase Writing testing scores. (3, 8)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	u	u
Teachers will use multisensory approaches to teach language and writing TEKS.	Teachers	X	X	X	X	X	X	X	X	X	X		
Strategies from "May the 4's Be With You" will be utilized by the pre-kindergarten - fourth grade staff.	Teachers		X	X	X	X	X	X	X				
First graders - fourth graders will master one or more (depending on grade level) of the following types of written compositions: How To, Narrative, Compare and Contrast, Persuasive, and Classificatory compositions.	Teachers	X	X	X	X	X	X	X	X	X	X		
Strategies from "6 Traits of Writing" will be utilized across the grade levels.	Teachers	X	X	X	X	X	X	X	X	X	X	X	
4th grade writing teacher will attend the Writing Academy to learn best practices for teaching writing and will utilize these in the classroom.	Principal, teacher			X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 4		Increase Math testing scores. (3, 8, 10)															
Leader(s): Principal		Brief Description: Increase or maintain level of student performance as measured by TAKS Assessments.					Evaluation Benchmark: 90% passing rate on TAKS / meeting ARD expectations on assessments of math in grades 3-4.										
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:			Source of Funds:					Amount							
Teachers		Number of FTE's: 1.06			199 / Local Budget					\$224,605.00							
Teacher Assistants		Partially Comp. Ed Funded			211 - Title I, A					\$14,273.00							
Supplies		Cost: \$28,537.00			255 - Title II, A					\$30,308.00							
Parent Support					270 - Rural/Low Inc.					\$4,000.00							
Computers					283 - SpEd ARRA					\$27,964.00							
Campus Admin. Staff					404 - ARI/AMI					\$1,161.00							
					173 / State Comp					\$30,496.00							
										\$332,807.00							
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	r	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	i
Daily activities will address and emphasize problem-solving skills.		Teachers, Math Specialist				X	X	X	X	X	X	X	X	X	X		
Teachers will model problem-solving strategies in the kindergarten - 4th grade classrooms.		Teachers				X	X	X	X	X	X	X	X	X	X		
A full time math specialist will conduct a pull-out program for at-risk students in grades 3 &4.		Math Specialist					X	X	X	X	X	X	X	X	X		
Math concepts will be integrated into the science, music, and physical education curriculum.		Teachers				X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 4		Increase Math testing scores. (3, 8, 10)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
g	p	t	v	c	n	b	r	r	y	n	i	i	
Sponge bellwork activities, games and manipulatives will be utilized to address TAKS objectives.	Teachers	X	X	X	X	X	X	X	X	X	X	X	
"Pearlized Math" will be utilized in 1st grade. Sharon Wells math curriculum will be utilized in grades 2-4 (90 minutes.) Six weeks and unit assessment to chart student progress will be utilized.	Teachers	X	X	X	X	X	X	X	X	X	X	X	
Teachers will use multisensory approaches to teach math TEKS.	Teachers	X	X	X	X	X	X	X	X	X	X	X	
Accelerated instruction by salaried non-contracted teachers will be made available to eligible students during the school day pending available AMI funds and participation in the Rural Low Income School grant.	Salaried non-contracted Teachers			X	X	X	X	X	X	X	X		
Kindergarten will utilize math curriculum that will be developed and in line with the Sharon Wells curriculum.	Sharon Wells consultant, teachers, math specialist	X	X	X	X	X	X	X	X	X	X	X	
Six weeks and unit assessments will be used to chart student progress.	Teachers		X	X	X	X	X	X	X	X	X	X	
Summer school taught by highly qualified teachers will be offered to students at risk in math.	Principal												X X
The Classroom Performance Software will be used to motivate student learning and provide instant feedback on problems presented in class.	Teachers	X	X	X	X	X	X	X	X	X	X	X	
Data connection software will be used for the disaggregation of data.	Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 5		Increase Student Achievement Opportunities (9)															
Leader(s): Principal		Brief Description: Assess student achievement and broaden learning opportunities.					Evaluation Benchmark: 2% increase in test scores.										
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:			Source of Funds:					Amount							
Teachers		Number of FTE's: 1.50			285 - Title ARRA					\$42,638.00							
Supplies		Fully Comp. Ed Funded			266 - SFSF					\$132,118.00							
Staff		Cost: \$42,436.00			173 / State Comp					\$44,336.00							
ESL Teacher					170 / State SpEd					\$144,048.00							
Counselor					174 / GT					\$5,698.00							
Campus Admin. Staff					199 / Local Budget					\$56,651.00							
					211 - Title I, A					\$21,261.00							
					284 SpEd ARRA					\$5,410.00							
					283 - SpEd ARRA					\$13,266.00							
					255 - Title II, A					\$9,158.00							
										<hr/>							
										\$474,584.00							
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						g	p	t	v	c	n	b	r	r	a	u	u
Broaden students' real-life experiences through the implementation of curriculum-based field trips.		Teachers					X	X	X	X	X	X	X	X	X		
Teachers will utilize different methods to achieve success in academics by following NCLB standards including Reading		Teachers				X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 5		Increase Student Achievement Opportunities (9)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Academy-trained teachers, targeted tutorials, and special programs.													
LEP students affective, linguistic, and cognitive needs will be addressed through the ESL program.	ESL teacher	X	X	X	X	X	X	X	X	X	X	X	X
Students with special needs will receive appropriate instruction.	Special Ed. Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Counseling services and character lessons available for all.	Counselor	X	X	X	X	X	X	X	X	X	X	X	X
Provide a challenging pull-out Gifted and Talented program for first - fourth grade students who qualify. (Kindergarten will be identified and served by March 1st through differentiated instruction in the classrooms.)	GT certified teacher	X	X	X	X	X	X	X	X	X	X	X	X
Earobics computer program provided for students with special needs as intervention in Tier III/regular classroom.	Teacher Aide/Sp. Ed. Director/Teacher	X	X	X	X	X	X	X	X	X	X	X	X
An awards assembly will be held to recognize students making all A's and B's, students who qualify for the attendance award, Accelerated Reading, and other special awards.	Teachers												X
Students will be recognized for their AR points and will be able to utilize points earned for reading books to earn rewards throughout the year and purchase items from the AR store in December and May. Fourth graders who meet qualifications will attend an end of the year trip. Grade levels may offer other incentives and rewards, as well.	AR Coordinator, Reading Coach		X	X	X	X	X	X	X	X	X	X	X
Disabled children in Early Childhood program shall have transitional meetings to ensure smooth transition from one plan to another.	Diagnostician	X											X
Transitional team members will continue to meet with Region VIII transitional coordinator.	Diagnostician					X							X
Interview and identify migrant students.	Secretary	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 5		Increase Student Achievement Opportunities (9)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Students will be sought and assessed through Pre-Kindergarten and Kindergarten Round-ups.	Counselor									X			X
Reading, math and writing will be emphasized while teaching science and social studies TEKS to ensure readiness for the TAKS tests in the upper grades.	Teachers	X	X	X	X	X	X	X	X	X	X		
Teachers will guide students with science lab experiences using the scientific inquiry methods and scientific problem solving skills to make informed decisions.	Teachers	X	X	X	X	X	X	X	X	X	X		
Identified homeless students will be provided needed services.	Counselor, Principal, Teachers	X	X	X	X	X	X	X	X	X	X		
Distribute needs assessment instruments and use data for future planning.	Curriculum Director								X				
Music programs such as Veterans Day, Christmas, Spring Play, and character education programs will be provided.	Music Teacher, Teachers & assistants				X	X		X					
Students at each grade level will be recognized and rewarded if they have had no absences, no tardies, no early withdrawals at each grade level throughout the first semester and second semester.	Principal, Attendance Clerk			X		X			X		X		
Tier II and Tier III students will be identified and served.	Teachers, Reading Specialists, Reading Coach	X	X	X	X	X	X	X	X	X	X		
Students in grades 2-4 will participate in UIL academic competitions to extend student knowledge of content.	UIL sponsors		X	X	X	X							
Fine Arts will be integrated into the regular curriculum with music classes and participation in TRAHC.	Music teacher, principal	X	X	X	X	X	X	X	X	X	X		
Teacher identified academic at risk students will be identified and served.	Teachers	X	X	X	X	X		X	X	X	X		

Goal 1 - Strategy 5		Increase Student Achievement Opportunities (9)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	e	c	o	e	a	e	a	p	a	u	u
Struggling students will receive additional instruction from teachers and paraprofessionals.	Teachers, paraprofessionals	X	X	X	X	X	X	X	X	X	X		
At risk three year olds will be served by a pre-kindergarten program with goals consistent with Bridges to Success and TEA guidelines.	Principal, Teacher	X	X	X	X	X	X	X	X	X	X		
At risk four year olds will be served by a pre-kindergarten program with goals consistent with Bridges of Success and TEA guidelines.	Principal, Teacher	X	X	X	X	X	X	X	X	X	X		
Summer school will be offered to targeted students including LEP students.	Principal											X	X
Physical Education will be taught in grades K-4th to teach healthy lifestyle choices.	Teacher	X	X	X	X	X	X	X	X	X	X	X	X
Students in grades K-4th will receive a minimum of 135 minutes weekly of structured activity through their physical education and music classes.	Music and PE teacher	X	X	X	X	X	X	X	X	X	X	X	X
Students in the third and fourth grade will have their physical status assessed with the Fitness Gram.	PE teacher								X	X	X		
Federal guideline at risk students will be identified and served.	Counselor												
An assistant principal position will be added to assist with the supervision and monitoring of instruction and discipline.	director of instruction , superintendent	X											
Paraprofessionals will be provided in the classrooms to assist struggling students.	Curriculum Director, Principal	X	X	X	X	X	X	X	X	X	X	X	X
A highly qualified Pre-k teacher will be provided for prekindergarten students.	Principal	X	X	X	X	X	X	X	X	X	X		
Healthy lifestyle choices and physical education will be taught to prekindergarten students through the adopted curriculum.	Prekindergarten teacher	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 5		Increase Student Achievement Opportunities (9)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
QCISD will partner with Head Start to make available more services to those who qualify.	Principal, Superintendent, Head Start Administrati	X	X	X	X	X	X	X	X	X	X		
Full day Kindergarten will be offered to age appropriate Queen City students.	Principal	X	X	X	X	X	X	X	X	X	X		
A fifth 1st grade classroom will be available to reduce class size and help ensure the best possible academic learning environment.	Principal	X	X	X	X	X	X	X	X	X	X		
The campus will utilize Response to Intervention in order to meet students academic and behavioral needs.	Teachers, Counselor, RTI Committee	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 6		Technology (3, 4)											
Leader(s): Principal		Brief Description: Technology will be utilized to increase student achievement in all subject areas.						Evaluation Benchmark: Teachers will complete 100% of their technology portfolio.					
Leader Progress Report Dates: Weekly													
Resources Required:		FTE's Required:				Source of Funds:				Amount			
Teachers		Number of FTE's: 0.47				211 - Title I, A				\$2,563.00			
Teacher Assistants		Fully Comp. Ed Funded				266 - SFSF				\$71,583.00			
Region 8 Consultant		Cost: \$5,313.00				411 / StateTech Allotment				\$4,839.00			
District Admin. Staff						173 / State Comp				\$8,743.00			
Computers										<hr/>			
Campus Admin. Staff										\$87,728.00			
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Students will be technology literate by 8th grade by teaching aligned technology objectives beginning with Kindergarten.	Teachers, Teachers Assistants	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will fully integrate technology to improve student performance in core curriculum areas by teaching application TEKS.	Teachers, Teachers Assistants	X	X	X	X	X	X	X	X	X	X	X	X
Maintain a fully equipped computer labs.	Curriculum Director	X	X	X	X	X	X	X	X	X	X	X	X
Maintain three computers in each K-4 core curriculum, regular classroom.	Curriculum Director	X	X	X	X	X	X	X	X	X	X	X	X
E-mail and internet services will be utilized in all classes.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 6 Technology (3, 4)													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	e	c	o	e	a	e	a	p	a	u	u
Identify personnel to troubleshoot problems with equipment and software installation.	Technology Director	X	X	X	X	X	X	X	X	X	X		
Students will be trained in keyboarding and apply keyboarding skills in grades K-4 and taught technology application TEKS.	Teachers		X	X	X	X	X	X	X	X	X		
A technology supply budget is included in the campus budget.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Campus observations will evaluate technology integration in each classroom.	Campus Administrator		X	X	X	X	X	X	X	X			
Teachers use on-line lesson plans as well as computer generated lesson plans, and utilizing electronic gradebook is required. Parents have access to their child's grades in electronic gradebook.	Teachers	X	X	X	X	X	X	X	X	X	X		
Campus administrators model use of technology through use of e-mail memos, MS publisher newsletter, power point presentation in campus meetings.	Campus Administrators	X	X	X	X	X	X	X	X	X	X		
A 4/1 student to computer ratio will be maintained.	Technology Director	X	X	X	X	X	X	X	X	X	X		
A technology needs assessment based on the teacher STAR chart will be conducted.	Technology Director		X	X									
Curriculum software will be purchased as needed to provide additional instructional intervention.	Principal	X	X	X	X	X	X	X	X	X	X		
Kamico data program will be implemented to disaggregate data.	Math Specialist / Reading Coach		X	X	X	X	X	X	X	X	X		
Teachers will prepare and teach at least two technology based lessons that are integrated with curriculum.	Teachers	X	X	X	X	X	X	X	X	X	X		
A technology assistant is available for student / teacher assistance in the computer lab during the afternoons.	Principal	X	X	X	X	X	X	X	X	X	X		
Teachers will use online curriculum to enhance learning.	teachers	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 7		Highly qualified personnel (5)															
Leader(s): Principal		Brief Description: Establish a recruitment policy for attracting and maintaining highly qualified school personnel.					Evaluation Benchmark: 100% highly qualified personnel.										
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:			Source of Funds:					Amount							
Campus Admin. Staff		Number of FTE's: None			199 / Local Budget					\$1,000.00							
SBDM Committee		Partially Comp. Ed Funded			211 - Title I, A					\$500.00							
Principal		Cost: None			173 / State Comp					\$405.00							
Paraprofessional Trainer					285 - Title ARRA					\$474.00							
Computers										<hr/>							
Central Office										\$2,379.00							
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	p	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	i
Identify, contact, interview, and recommend to board for hire highly qualified job applicants.		Principal, Interview Committee				X	X	X	X	X	X	X	X	X	X	X	X
Offer continual professional development through school funded workshops and seminars with follow up to support implementation of effective instructional strategies.		Superintendent, Curriculum Director				X	X	X	X	X	X	X	X	X	X		
Additional training and testing for paraprofessional staff.		Angela Griffin, Region VIII						X									
Interview Committee/Administration will seek minority applicants.		Interview Committee/Administration				X	X	X	X	X	X	X	X	X	X		
To ensure recruitment of highly qualified personnel, we allow for		Principal				X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 7		Highly qualified personnel (5)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
flexible scheduling arrangements for staff members attending college courses, advertise openings on the Region VIII website, and participate/collaborate in local university collaboration training program for student teaching personnel (TCP).													
The campus' retention plan to retain highly qualified teachers consists of assisting teachers not currently highly qualified to meet the highly qualified requirements in a timely manner by financial assistance regarding certification fees, gestures that show appreciation (i.e., umbrellas provided by district, birthday recognition, luncheons, brunches, recognition of staff members, among others), \$700.00 above base pay, mentoring for first year teachers, administrative support, attendance drawing in district (\$500.00), technology training incentives, and very limited non-instructional duties due to utilization of paraprofessionals on campus.	Principal	X	X	X	X	X	X	X	X	X	X	X	
The campus will work with central office to review teacher certifications and service records and paraprofessional training and college hours to ensure that all meet highly qualified status	Principal	X	X	X	X	X	X	X	X	X	X	X	X
The campus will participate in the TAMU-T Teacher Preparation program, a source for highly qualified teachers.	Principal	X	X	X	X	X	X	X	X	X	X	X	
The campus will ensure that classrooms have a percentage of low-income and minority students reflective of the general school population to ensure that these students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-HQ teachers.	Principal, Counselor	X	X	X	X	X	X	X	X	X	X	X	
The district will utilize the electronic application system for access to a greater number of highly qualified applicants.	Superintendent, Curriculum Director, Principal	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2: The school will provide a safe, orderly and inclusive setting which will enhance learning.

Correlates with:

State Objectives			
6) School Personnel	7) Student Performance		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
Title I - Schoolwide Programs			
6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	

Strategies

Goal 2 - Strategy 1		School Environment (3, 7)														
Leader(s): Principal		Brief Description: J.K. Hileman Elementary will provide a safe, orderly, and inclusive setting by using all available resources to present students the opportunity to learn.					Evaluation Benchmark: 10% decrease in office referrals.									
Leader Progress Report Dates: Daily																
Resources Required:		FTE's Required:			Source of Funds:					Amount						
Teacher Assistants		Number of FTE's: None			199 / Local Budget					\$75,600.00						
Professional Staff		Not Specified								\$75,600.00						
Parent Support		Cost: None														
Custodial/Maint. Dept.																
Counselor																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	n	b	a	r	r	a	y	u	u
All staff will consistently enforce the Student Code of Conduct.		Principal and Staff			X	X	X	X	X	X	X	X	X	X		
All faculty will be empowered to refer students with discipline problems to the office.		Professional Staff			X	X	X	X	X	X	X	X	X	X		
Contact parents/guardians in a consistent manner by phone, writing, or in person regarding student behavior.		Professional Staff			X	X	X	X	X	X	X	X	X	X		
All faculty will enforce dress code consistently and fairly according to student handbook.		Professional Staff			X	X	X	X	X	X	X	X	X	X		
Provide counseling, guidance lessons, role models, and field		Professional Staff			X	X	X	X	X	X	X	X	X	X		

Goal 2 - Strategy 1 School Environment (3, 7)		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
trips which will help students from all populations make good lifestyle decisions, including G/T, at-risk, economically disadvantaged, gender, and ethnicity.													
Crisis Management Plan is in place, practiced, and used if necessary.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Discipline step plan in place and utilized when necessary including ISS (In School Suspension, or DAEP (Disciplinary Alternative Education Placement), as necessary.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Building security has been increased by identifying visitors with visitors badges and sign - in sheet, limiting areas of access as well as increasing student/parent awareness of security measures. Provide car rider name signs and traffic flow procedures to accommodate traffic. Lock exterior doors except main entrance door. Have chain of command established. Practice safety drills.	Principal and Staff	X	X	X	X	X	X	X	X	X	X	X	X
Fire department will monitor fire drills in coordination with school administration.	Administration, Local Fire Department	X	X	X	X	X	X	X	X	X	X	X	X
Provide bully prevention curriculum lessons to prevent physical and verbal aggression and sexual harrasment whether it be in the building, on the playground, or in a school vehicle.	Counselor	X	X	X	X	X	X	X	X	X	X	X	X
The district will provide safety training each year for employees such as blood born pathogens informative video and a child abuse awareness handout for employees	Nurse	X											
A formal or informal needs assessment will be conducted by the counselor for the purpose of modifying the guidance plan, if needed.	Counselor	X	X	X	X	X	X	X	X	X	X	X	X
A district nurse and a campus nurse's assistant will be available to address the medical needs of students.	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2		Citizenship (1)											
Leader(s): Principal		Brief Description: Promote good citizenship, positive character ethics, responsibility and self-discipline.					Evaluation Benchmark: The campus will maintain a safe and disciplined environment conducive to student learning.						
Leader Progress Report Dates: May 2004													
Resources Required:		FTE's Required:			Source of Funds:				Amount				
Teacher Assistants		Number of FTE's: None			199 / Local Budget				\$11,455.00				
Professional Staff		Not Specified							\$11,455.00				
Campus Admin. Staff		Cost: None											
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Social skills and character education will be taught by classroom teacher and counselor to all students. Character Counts program will be used in grades PreK 3 - fourth.	Counselor/Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Awesome Bulldogs will be chosen weekly from every homeroom class. Rewards/incentives will be given to Awesome Bulldogs.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be educated about the dangers of drug abuse.	Counselor, Teachers, PE/Health Teacher	X	X	X	X	X	X	X	X	X	X	X	X
Each student will receive career counseling.	Counselor	X	X	X	X	X	X	X	X	X	X	X	X
Red Ribbon Week - promote drug-free and gang-free school	Counselor			X									
Student led "Pledge of Allegiance" to U.S. Flag and Texas Flag followed by a minute of silence.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Only foods that meet FMNV guidelines shall be served during	Cafeteria Staff	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2		Citizenship (1)											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
breakfast and lunch times.													
Birthday celebrations shall only be allowed in the afternoon after lunches have been served.	Parents	X	X	X	X	X	X	X	X	X	X	X	
Foods that do not meet FMNV guidelines shall only be allowed at three school sponsored events throughout the school year: Fall Carnival, Christmas, and Valentine's	Administration, Teachers			X		X		X					
"Words of Wisdom" is shared at the beginning of the week during the morning school day announcements which stresses making good choices.	Principal	X	X	X	X	X	X	X	X	X	X	X	
The Great BodyShop will be utilized through the health / PE department to teach wellness, safety, and hygiene.	Physical Education Teacher	X	X	X	X	X	X	X	X	X	X	X	
Assemblies will be held throughout the year to educate students about good character in order to promote those characteristics in our students.	Counselor	X	X	X	X	X	X	X	X	X	X	X	
Assemblies will be held throughout the year to educate our students about bullying and bullying prevention.	Counselor, Principal	X	X	X	X	X	X	X	X	X	X	X	
Campus Good News, which can be contributed by students and/or staff, will be shared during the morning message on Wednesdays to motivate students and encourage them to look at life with a positive view point.	Counselor	X	X	X	X	X	X	X	X	X	X	X	
Social skills and character education (including but not limited to appropriate manners, conflict resolution, and interpersonal skills) will be reinforced and retaught (as necessary) in various environments including the cafeteria and playground.	Paraprofessionals	X	X	X	X	X	X	X	X	X	X	X	X
Rock Solid Character will visit our campus during the school year.	Counselor									X			

Goal 2 - Strategy 3		Parent Involvement (6)											
Leader(s): Prinicpal		Brief Description: Parents will be full partners with educators in the education of their children.						Evaluation Benchmark: Parental involvement will increase by 10% in the school-home partnership.					
Leader Progress Report Dates: May 2004													
Resources Required:		FTE's Required:				Source of Funds:				Amount			
Professional Staff		Number of FTE's: None				Safe and Drug Free				\$600.00			
Parent Support		Partially Comp. Ed Funded				199 / Local Budget				\$4,800.00			
Campus Admin. Staff		Cost: None								<hr/> \$5,400.00			
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Parental/community involvement will be promoted through events/activities such as: Grandparents' Reception, Family Math/Reading Presentations, Open House/Meet the Teacher Night, Field Day, Family Fun Book Fair Lunch, Fall School Carnival, 3rd grade TAKS Reading Night, and Texas Public School Week (if funds are available.)	All Staff	X	X	X	X	X	X	X	X	X	X	X	X
School newsletters will be sent home periodically.	Principal, Teacher Asst.	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will provide communicators such as notes home, planners, agendas, three week progress reports, at least 2 parent conferences, online gradebook access, and nine week report cards.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Administrators and teachers will encourage parents to be involved on site-based committee.	Professional Staff	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 3 Parent Involvement (6)		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Communicate by sending AEIS report to parents.	Principal						X						
Communicate by Student Success Initiative brochure and letters.	Principal		X	X	X	X	X	X	X	X	X	X	X
Display Information Rack to provide appropriate material for parents.	Counselor	X	X	X	X	X	X	X	X	X	X		
School will offer home visits or transportation for parents who do not have transportation or do not attend conferences, as needed.	Transportation Director	X	X	X	X	X	X	X	X	X	X		
Provide website for TEKS and parental access to students' grades and connect to Queen City website home page	Curriculum Director	X	X	X	X	X	X	X	X	X	X	X	X
Adult learning parent resource and literacy center available.	Kippie Hartcraft	X	X	X	X	X	X	X	X	X	X		
Promote the Parent Teacher Organization.	Parents, Principal, Teachers		X	X	X	X	X	X	X	X	X		
Contribute to district web page	Counselor	X	X	X	X	X	X	X	X	X	X		
Provide district web page.	Curriculum Coordinator	X	X	X	X	X	X	X	X	X	X	X	X
"Fair, Firm, and Consistent" discipline newsletter sent home periodically.	Principal	X	X	X	X	X	X	X	X	X	X		
Title I parent involvement written policy / plan will be jointly developed with parents and school faculty members and distributed to parents as well as implemented.	Principal, Site-Based Decision Making Committee	X	X	X	X	X	X	X	X	X	X		
Within 10 days of receiving TAKS results, parents will be notified of the results.	Principal, Counselor, Teachers								X		X		
Adult education classes / parent training classes are offered to parents of our students.	Curriculum Director, Principal				X					X			
Notices of happenings and upcoming events will be submitted to the newspaper.	Counselor	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 4		Attendance (1, 7, 9)											
Leader(s): Principal Leader Progress Report Dates: May		Brief Description: A coordinated effort will be made by students, parents and staff members to maintain at least 94% average daily attendance for the year.						Evaluation Benchmark: Maintain 94% attendance rate.					
Resources Required: Teachers Staff Professional Staff Parent Support Counselor Computers Campus Admin. Staff		FTE's Required: Number of FTE's: None Not Specified Cost: None		Source of Funds: 199 / Local Budget				Amount \$100.00 \$100.00					
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Parent contacts will be attempted on excessive absences.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Absence explanation notes will be requested from all parents.	Secretary	X	X	X	X	X	X	X	X	X	X	X	X
Habitual attendance problems will be referred to the proper county agency.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Attendance incentives will be given throughout the year by the office and the grade levels.	Principal		X	X	X	X	X	X	X	X	X	X	X
Home visits will be conducted as needed.	Principal and Counselor	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 4 Attendance (1, 7, 9)		A	S	O	N	D	J	F	M	A	M	J	J
Activity		u	e	c	o	e	a	e	a	p	a	u	u
Person(s) Responsible		g	p	t	v	c	n	b	r	r	y	n	l
Prior to state testing dates letters will be sent to parents stressing the importance of student participation.	Principal							X	X	X			
Attendance will be acknowledged and rewarded throughout the year, and awards will be given at the end of the year to acknowledge attendance.	Principal			X		X			X		X		
Absences will be documented on report cards as excused or unexcused.	PEIMS secretary			X		X			X		X		
Parents of prekindergarten students will be made aware of attendance policies and laws as addressed by the student handbook.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Daily phone calls are made (as possible) to acknowledge a child's absence, check on the child's well-being, and remind parents to send a note.	Nurse's assistant / Secretary	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3: Schedule in-service activities which are targeted to specific campus needs.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	

Strategies

Goal 3 - Strategy 1		Staff Development (3, 5)															
Leader(s): Principal		Brief Description: Schedule in-service activities which are targeted to specific campus needs.					Evaluation Benchmark: Improved identification and increased knowledge of campus needs.										
Leader Progress Report Dates: May																	
Resources Required:		FTE's Required:			Source of Funds:				Amount								
Target Grant		Number of FTE's: None			173 / State Comp				\$2,379.00								
Staff		Partially Comp. Ed Funded			174 / GT				\$900.00								
RTA		Cost: None			199 / Local Budget				\$3,945.00								
Reading First Grant					211 - Title I, A				\$12,652.00								
Outside Consultant					262 - Title II, D				\$710.00								
District Staff					411 / StateTech Allotment				\$325.00								
District Admin. Staff									<hr/> \$20,911.00								
Computers																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	p	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	i
Continue vertical and horizontal alignment team planning across grade levels.		Teachers, Curriculum Director				X	X	X	X	X	X	X	X	X	X		
Subscribe to and distribute Better Teaching to all staff members.		Principal				X	X	X	X	X	X	X	X	X	X		
Incorporate staff development at the campus level to review: a. Pre-referral as related to timeline b. Pre-referral process as related to LRE		Special Education Director				X	X	X	X	X	X	X	X	X	X		

Goal 3 - Strategy 1 Staff Development (3, 5)													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
c. Related service assessment and requirements d. Determine the scope of re-evaluation e. The process of transition planning and placement f. Confidentiality													
Classroom management staff development through Harry Wong videos and "Dealing with the Difficult Child" audiotapes will be used, as needed.	Region VIII	X	X	X	X	X	X	X	X	X	X	X	X
Technology software training, as needed.	Curriculum Director	X	X	X	X	X		X	X	X	X		
Conflict resolution staff development given at the beginning of the year.	Principal	X											
Sharon Wells math curriculum staff development for Kindergarten and 2nd through 4th grade. "Pearlized Math" curriculum staff development will be provided for 1st grade.	Region 8 / Principal / Math Specialist	X		X		X		X				X	
New TPRI kit assessment training provided, as needed.	Reading Interventionists	X											
Paraprofessional staff development, if needed.	Certified Paraprofessional Trainer		X										
Various resources ("You Can Handle Them All" books and video series and teacher handouts) will be available to build teacher understanding of how to best handle classroom management and discipline challenges.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
New staff members will be provided staff development on aligned technology objectives. Teachers will create/update annual professional development plan to meet federal mandates.	Technology director	X	X	X	X	X	X	X	X	X	X	X	X
Staff will be trained in the use of technology and educational software.	Technology director	X	X	X	X	X	X	X	X	X	X	X	X
Online learning is facilitated and supported.	Principal, Curriculum Director	X	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

2009-10 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Carla Dupree		cdupree@qcisd.net	
Assistant Principal	Angela Griffin		agriffin@qcisd.net	
Parent	Rebecca Wright		903-799-6700	
Parent	Curt Bates		903-796-2835	
Business Representative	Teri Lovely		903-796-2891	
Business Representative	Darlene Waites		903-223-0000	
Community Representative	Jason Rawls		903-490-5888	
Community Representative	Marie McCant		903-796-6991	
Classroom Teacher	Tammy Maxwell	First Grade Teacher	tmaxwell@qcisd.net	
Classroom Teacher	Rene Callison	Fourth Grade Teacher	rcallison@qcisd.net	
Classroom Teacher	Vicki McCall	Special Education Teacher	vmccall@qcisd.net	
Non-Classroom Professional Staff	Nyla Dowd		njdowd@qcisd.net	

Campus Improvement Plan Plan Implementation and Development Log	
Date	Purpose
Wednesday, October 25, 2006	SBDM Meeting - Review campus plan and yearly activities.

Needs Assessment

Summative Evaluation for 2008-09

Needs Assessment Focus

Indicators Rated

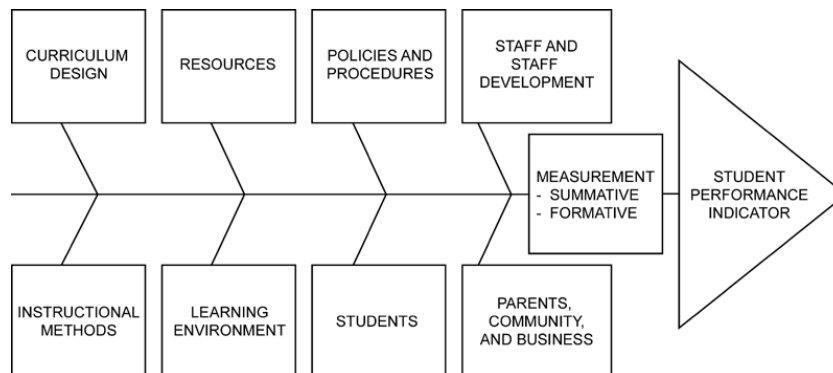
		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	High	Med
2	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	High	Med
3	Percent of students MASTERING TAAS/TAKS MATH	High	Med
4	Annual Student RETENTION RATES	High	Med
5	Percent passing REPORT CARD GRADES FOR MATH	High	Med
6	DISCIPLINE REFERRAL RATES	High	Med
7	Percent of students demonstrating appropriate SELF-DISCIPLINE	High	Med
8	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	Med	Med
9	Percent of students MASTERING TAAS/TAKS READING	High	High
10	Percent of students MASTERING TAAS/TAKS WRITING	High	High
11	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	High	High
12	Percent of students demonstrating skills for creating and delivering a multi-media presentation	High	High
13	Percent of students able to validly respond in the world view of another culture given hypothetical situations	High	High
14	Percent passing REPORT CARD GRADES FOR SCIENCE	High	High
15	Percent of students demonstrating good CITIZENSHIP SKILLS	High	High
16	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	High	High
17	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	High	High

Indicators Not 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 graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
5	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
6	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
7	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
8	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
9	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
12	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
13	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
14	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
15	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
16	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
17	Percent of students passing ENGLISH II EOC Examination	NR	NR
18	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
19	Percent of students passing BIOLOGY EOC Examination	NR	NR
20	Percent of students passing ALGEBRA I EOC Examination	NR	NR
21	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
22	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR

Process Chart



Summative Evaluation for year 2009-10

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

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: Prepare Students

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

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

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

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

Title I - Schoolwide Programs

Goal 1: Needs Assessment

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

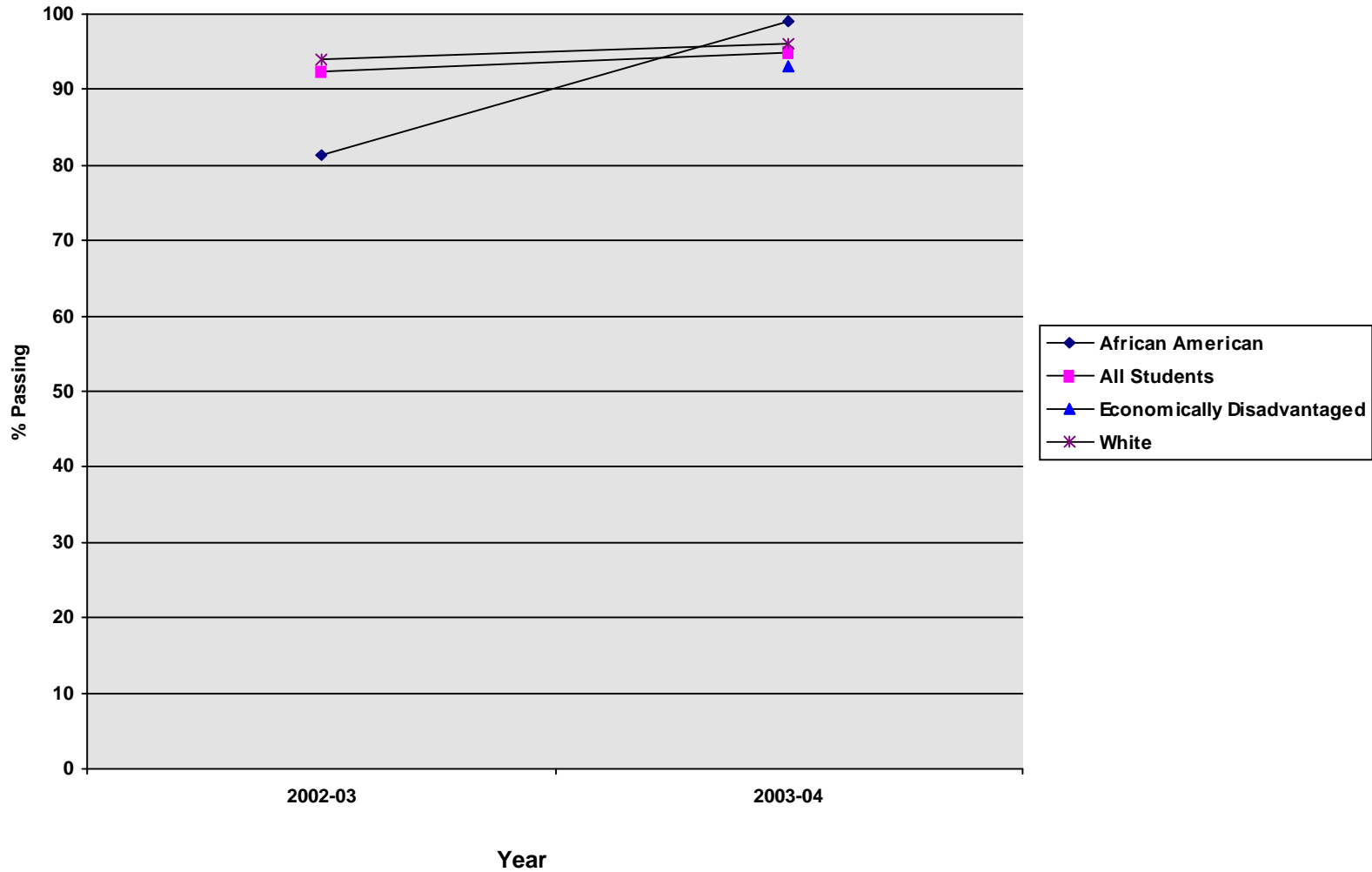
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

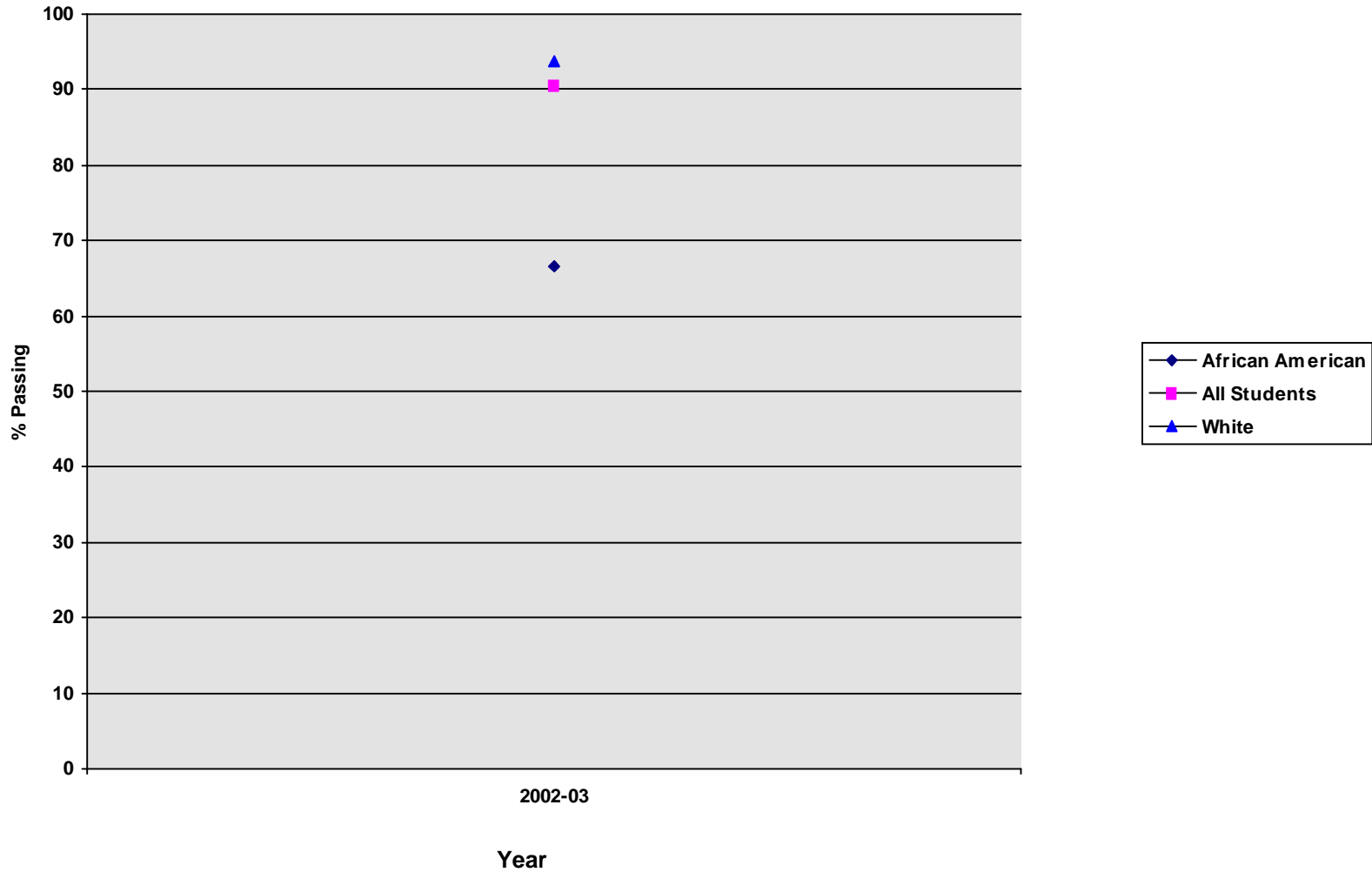
Report of TAKS Reading

Graph of Current Performance by Analysis Group



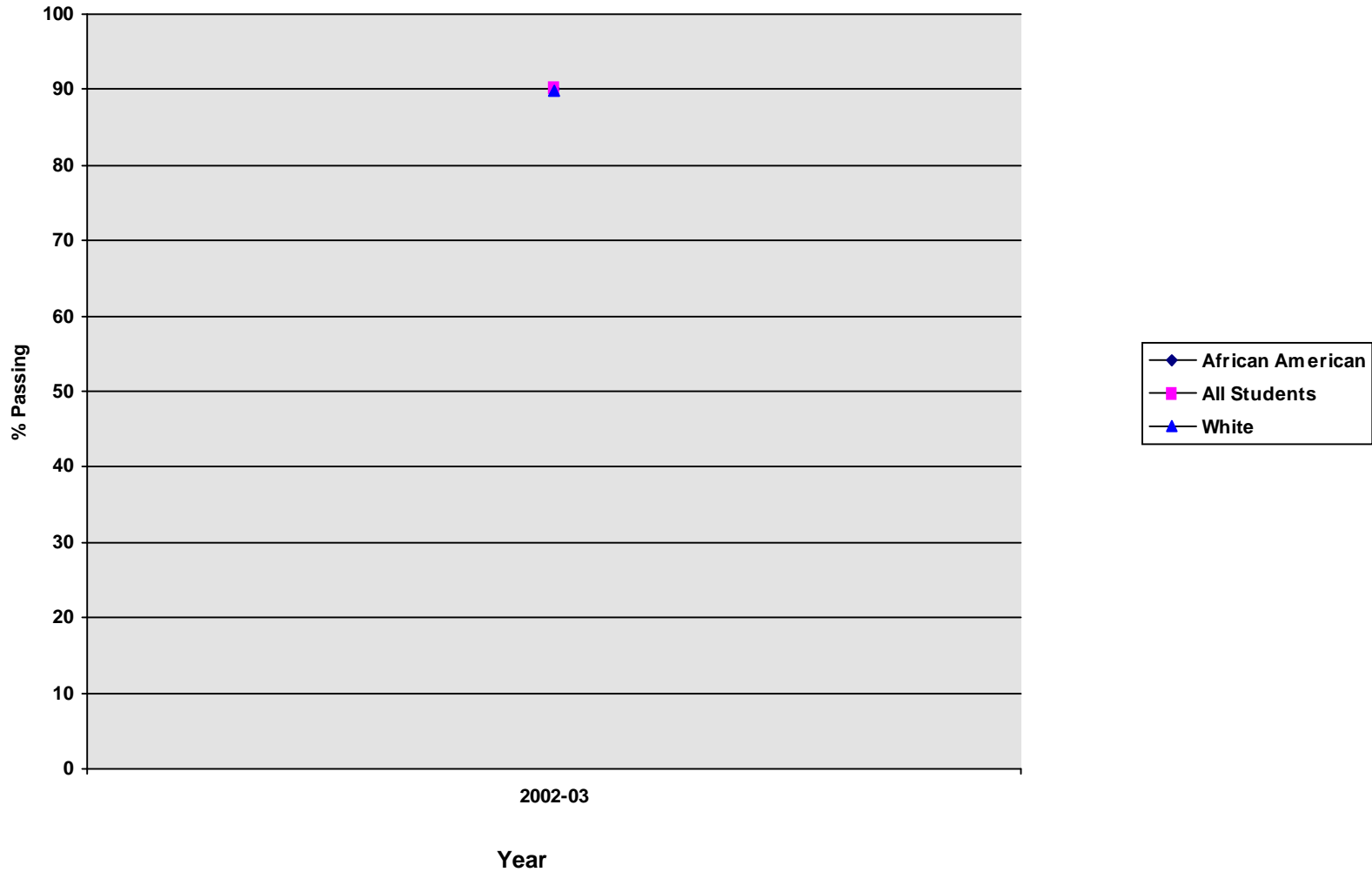
Report of TAKS Math

Graph of Current Performance by Analysis Group



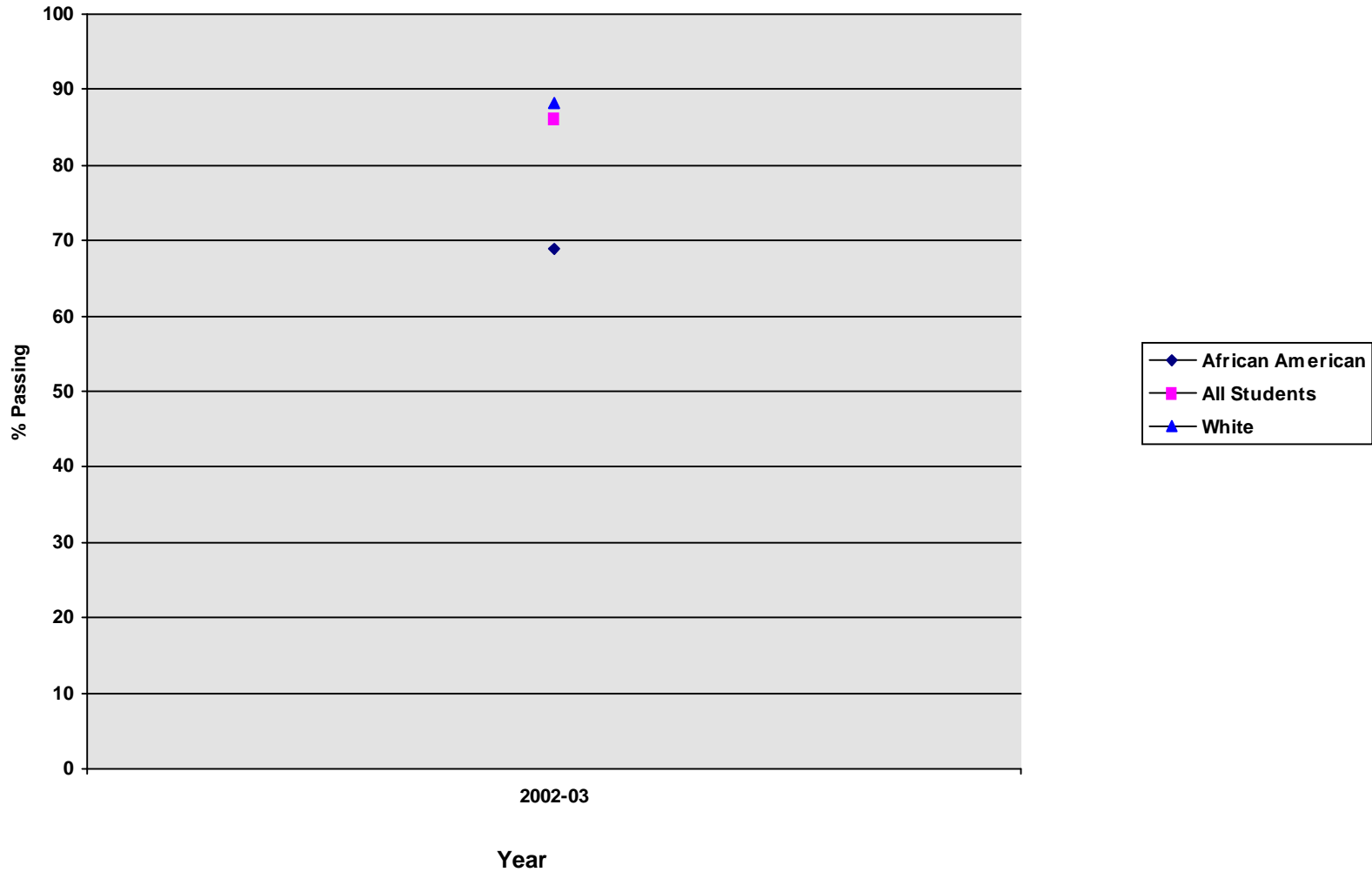
Report of TAKS Writing

Graph of Current Performance by Analysis Group



Report of TAKS Overall

Graph of Current Performance by Analysis Group



Report of SDAA II Reading

Graph of Current Performance by Analysis Group

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

Report of SDAA II Math

Graph of Current Performance by Analysis Group

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

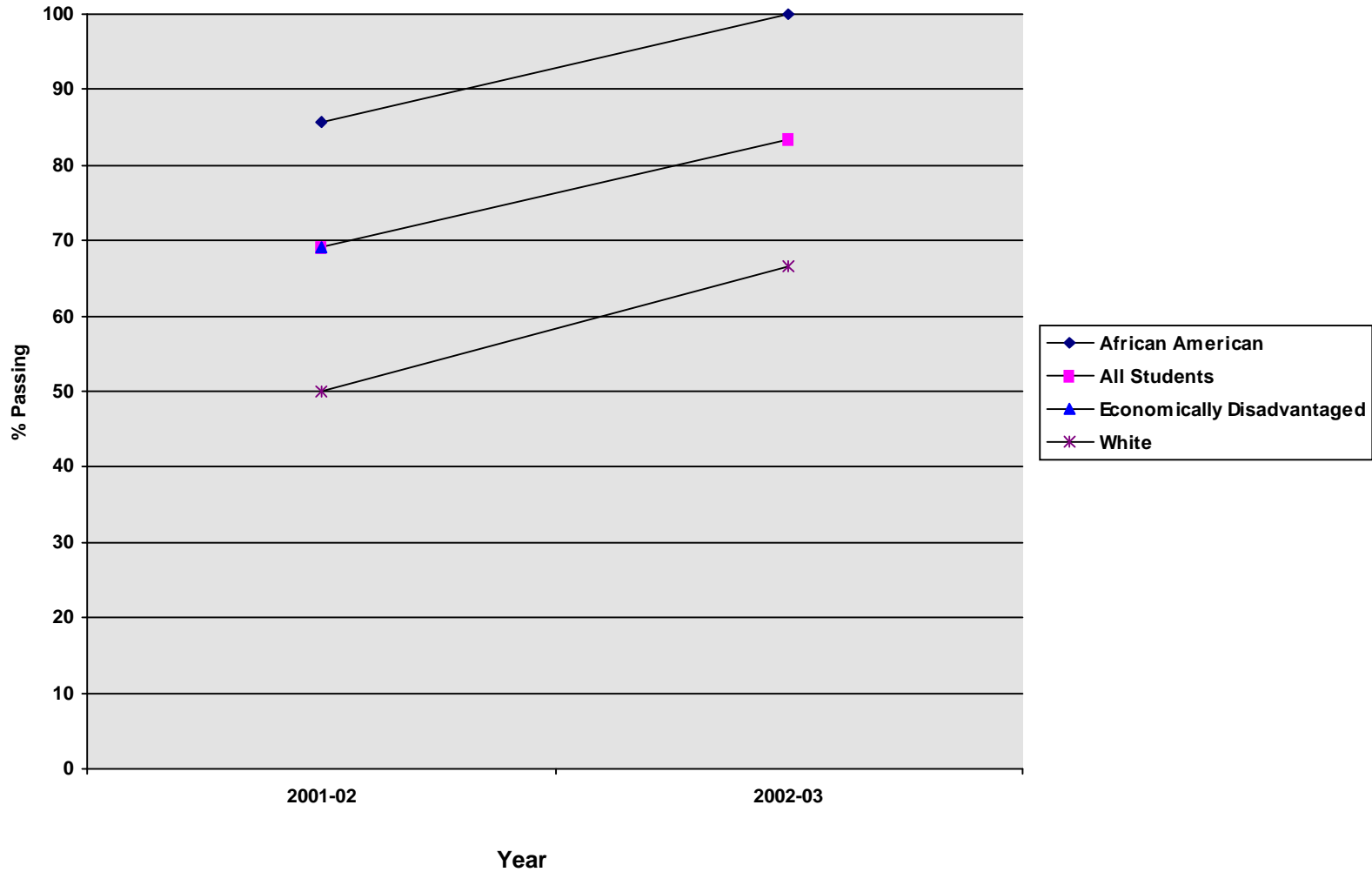
Report of SDAA II Writing

Graph of Current Performance by Analysis Group

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

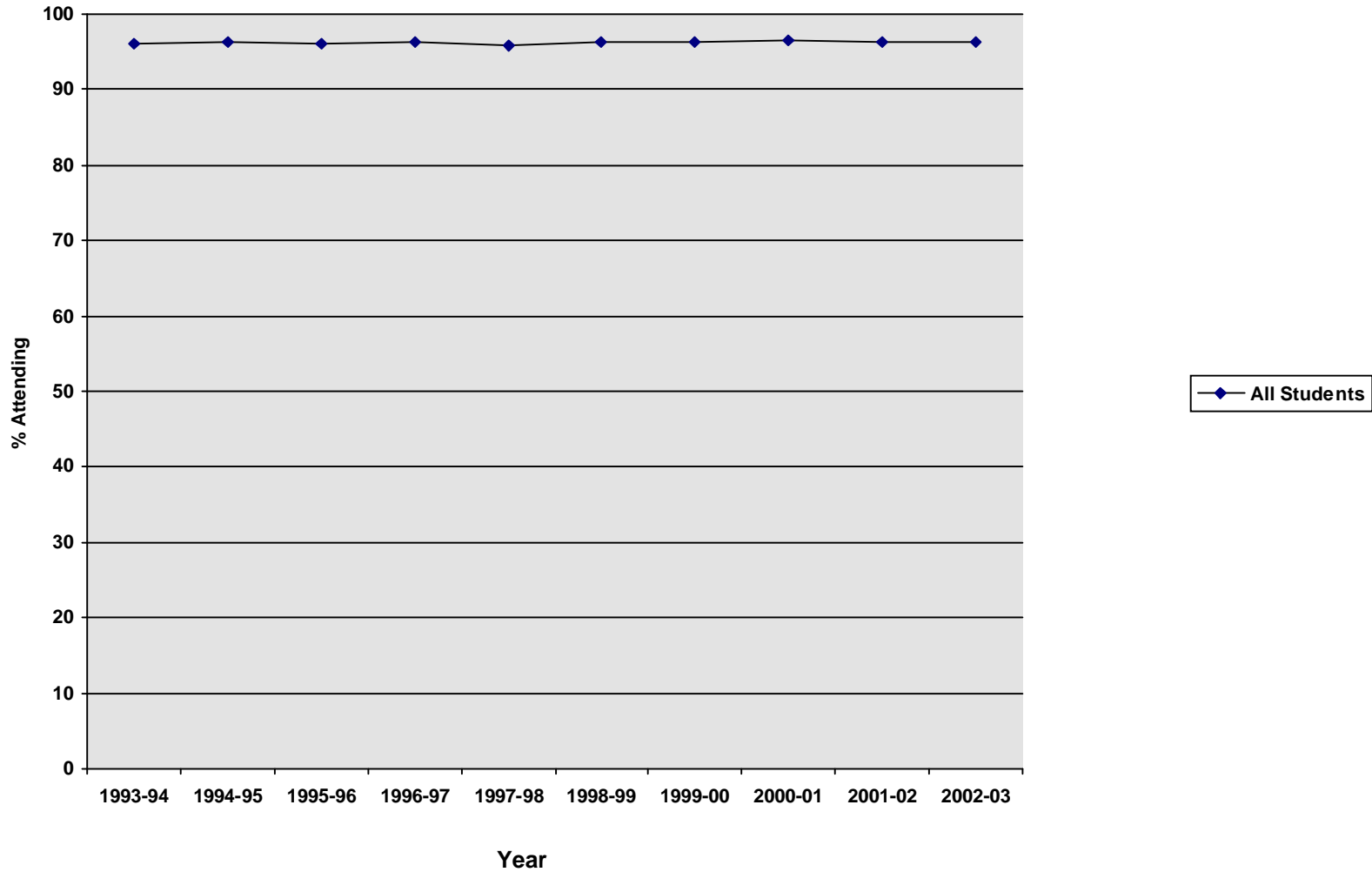
Report of SDAA II Overall

Graph of Current Performance by Analysis Group



Report of Attendance

Graph of Current Performance by Analysis Group



Report of Completion: Graduated

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Graduated.**

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Received GED.**

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Continued HS.**

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Dropped Out (4-yr).**

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Taking
SAT/ACT.**

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Scoring At or
Above Criterion.**

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean SAT Scores.**

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean ACT Scores.**