

# **Neidig Elementary School**

## **Campus Improvement Plan**

**2006-07**

**At Neidig Elementary, our mission is to create a safe learning environment designed to empower students and staff to take ownership of one's actions and to strive towards academic success.**

## Neidig Elementary School Belief Statements

- 1 We believe in "Kids First."
- 2 We believe all students can learn.
- 3 We believe students need skills, knowledge and the ability to solve problems.
- 4 We believe teachers, students, parents, and the community are educational partners in the learning process.
- 5 We believe everyone is accountable for learning.
- 6 We believe everyone is a life-long learner.
- 7 We believe in "Kids First."
- 8 We believe all students can learn.
- 9 We believe students need skills, knowledge and the ability to solve problems.
- 10 We believe teachers, students, parents, and the community are educational partners in the learning process.
- 11 We believe everyone is accountable for learning.
- 12 We believe everyone is a life-long learner.

Neidig Elementary is a new campus which opened its doors to more than 500 students in August 2005. The Elgin ISD district goals serve as a foundation of individual campus plans. The following campus objectives were developed to address the district goals as they apply to the population that is served by the staff at Neidig Elementary. These objectives formulate the basis for the activities described in the Neidig Elementary Campus Improvement Plan.

The Campus Academic Advisory Committee for Neidig Elementary met on a regular basis to review campus needs which was used to formulate the campus objectives and activities.

Neidig Elementary supports Elgin ISD in its responsibility to prepare students for life in a changing world. Students need skills, knowledge and the ability to solve problems so they will be productive, prepared, responsible citizens and life-long learners.

The following Neidig Elementary Mission statement was developed by the staff of Neidig Elementary and reflects the interpretation of the beliefs of the staff: At Neidig Elementary, our mission is to create a safe learning environment designed to empower students and staff to take ownership of one's actions to strive toward academic excellence.

**Goal 1:** Ensure a research-based curriculum in Math that focuses on "best practices" and meets academic and career needs of all students.

**Correlates with:**

<b>District Goals</b>			
1) Improvement in Math	2) Improvement in ELA / Reading	3) Improvement in Science	5) Positive climate / Morale
<b>State Goals</b>			
2) Performance - Mathematics	3) Performance - Science		
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	6) Student Performance
7) School Environment			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	6) Frequent Monitoring of Student Progress		

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007
African American	49 %	2006	≥ 90 %	2011-12	≥ 57.2 %	2007
Economically Disadvantaged	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007
Hispanic	87 %	2006	≥ 90 %	2011-12	≥ 87.6 %	2007
White	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
Special Ed.	35 %	2006	≥ 90 %	2011-12	≥ 46 %	2007
LEP	51 %	2006	≥ 90 %	2011-12	≥ 58.8 %	2007

## Strategies

<b>Goal 1 - Strategy 1</b>				<b>Ensure a research-based curriculum in Math</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>							
<b>Leader(s):</b> Curriculum Specialist		<b>Brief Description:</b> Provide a research-based curriculum that focuses on "best practice" for the purpose of improving student performance in Math.		<b>Evaluation Benchmark:</b> Benchmark assessments Skill based assessments			
<b>Leader Progress Report Dates:</b> None							
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>		<b>Amount</b>	
Time		Number of FTE's: None		Title Budget		\$18,000.00	
Teaching Aids		Partially Title Funded		Compensatory Ed. Budget		\$3,000.00	
Teachers		Cost: None				<hr/>	
Supplies						\$21,000.00	
Staff							
School Library							
School Commons Area							
Library							
District Staff							
Computers							
Campus Admin. Staff							
Audio Visual Equipment							

<b>Goal 1 - Strategy 1</b>		<b>Ensure a research-based curriculum in Math</b>												
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>	
Implement Math Investigations	Teachers, Specialist	X				X		X				X		BOY, MOY, EOY Benchmark data
Intense and ongoing math staff development will be provided such as modeling in classrooms, etc.	Specialist	X										X		
Guided Math will be utilized in grades K-2 [Differentiated instruction]	Teachers, specialist	X										X		
Math problem solving practice will be provided daily as an instructional practice.	teachers, specialist	X										X		
Teachers for 5th grade will be provided training on Hands-on Equations.	Specialist	X	X											
An intervention plan will be written and followed for students not performing on grade level in grades K-5.	Teachers, specialist, principal	X										X		
A student progress monitoring system will be developed to assist K-2 teachers.	Teachers, Specialist, Principal	X										X		
Develop and consistently use appropriate math vocabulary for students in K-5.	teachers, specialist	X										X		

Goal 1 - Strategy 2      Math Investigations			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> Specialist	<b>Brief Description:</b> Math Investigations will be implemented K-5.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

**Goal 1 - Strategy 2**      Math Investigations

**Timeline**

Goal 1 - Strategy 3 Intervention Plan			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> An Individual Intervention plan will be developed for students performing below grade level.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

**Goal 1 - Strategy 3**      Intervention Plan

**Timeline**

<b>Goal 1 - Strategy 4      Guided Math Instruction</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> Specialist, Teacher	<b>Brief Description:</b> Guided Math instruction will be utilized in K-5 grades.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<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
Time	None		\$0.00
Staff	Cost: None		
Computers			

<b>Goal 1 - Strategy 4</b>	<b>Guided Math Instruction</b>
<b>Timeline</b>	

**Goal 2:** Ensure Neidig has a K-5 reading program that reflects research-based practices for the purpose of improving student performance in reading. All sub groups in grade 3,4 & 5 will increase TAKS scores by at least 10%.

**Correlates with:**

<b>District Goals</b>			
2) Improvement in ELA / Reading	3) Improvement in Science	5) Positive climate / Morale	7) Increase Student Attendance and Morale
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	6) Student Performance
8) Instructional Techniques			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	3) Use Effective Methods	5) Highly Qualified Teachers	6) Opportunities for Professional Development
<b>Title I - Schoolwide Programs</b>			
4) Professional Development	5) Professional Staff	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs

**Indicator:** TAKS Reading

**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2006	≥ 95 %	2011-12	≥ 83 %	2007
African American	56 %	2006	≥ 95 %	2011-12	≥ 63.8 %	2007
Economically Disadvantaged	73 %	2006	≥ 95 %	2011-12	≥ 77.4 %	2007
Hispanic	81 %	2006	≥ 90 %	2011-12	≥ 82.8 %	2007
White	95 %	2006	≥ 90 %	2011-12	≥ 95 %	2007
LEP	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007
Male	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Female	78 %	2006	≥ 90 %	2011-12	≥ 80.4 %	2007

**Indicator:** TAKS Reading

**Grade:** 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	87 %	2006	≥ 95 %	2011-12	≥ 88.6 %	2007
African American	78 %	2006	≥ 95 %	2011-12	≥ 81.4 %	2007
Economically Disadvantaged	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
Hispanic	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
White	94 %	2006	≥ 94.5 %	2011-12	≥ 94.1 %	2007
Male	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
Female	90 %	2006	≥ 91 %	2011-12	≥ 90.2 %	2007

## Strategies

<b>Goal 2 - Strategy 1      Develop and maintain a Balanced Literacy Program</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> Principal, Specialist	<b>Brief Description:</b> All students in 3rd - 5th grades will participate in a balance literacy program which will include a wide range of reading and writing experiences.	<b>Evaluation Benchmark:</b> Beginning of year Benchmark tests 50% January Practice TAKS 70% TAKS scores 90% Student data for DRA/TPRI scores Library circulation data	
<b>Leader Progress Report Dates:</b> Fall 2006 January 2007 TAKS 2007			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
School Commons Area	Number of FTE's: None	None	\$0.00
Campus Admin. Staff	Partially Title Funded		\$0.00
Computers	Cost: None		
Custodial/Maint. Dept.			
District Staff			
High School Athletes			
Audio Visual Equipment			
PTO			
Title Teachers			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			
Time			

**Goal 2 - Strategy 1**      Develop and maintain a Balanced Literacy Program

Parent Support

<b>Goal 2 - Strategy 1</b>		<b>Develop and maintain a Balanced Literacy Program</b>												
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>	
Literacy Night will be held for students and parents to attend to promote reading.	Grade level teachers	X					X							Parent participation
A detailed plan of intervention will be written on all students who performed below grade level on primary reading assessments.	teachers	X									X			student progress on assessment inventories
Provide assistance/ training to teachers to implement literacy circles and guided reading instruction.	Curriculum specialist													classroom observations
Implement research based phonics instruction to K-2	teachers		X				X				X			Reading assessments
AR will be used to increase reading comprehension.	teachers	X	X	X	X	X	X	X	X	X	X			Data from student AR tests
Leveled books will be provided in the Literacy Lab to increase reading skills and motivate students.	Librarian and teachers	X					X			X				Circulation data and reading scores of students.
Buddy Classes will be planned, established and scheduled to promote peer reading.														
A detailed plan of intervention will be written on all students who did not perform on primary reading assessment/TAKS reading	classroom teachers; specialists; intervention ast.	X	X											
Lit. Specialist will help teachers implement literacy circles and guided reading groups	Lit. Specialist			X	X	X								
Ways to improve fluency will be explored (ie Great leaps, Reading naturally) Set up readers theatre resources per grade level	lit. specialist; librarian; classroom teacher													

<b>Goal 2 - Strategy 1</b>		<b>Develop and maintain a Balanced Literacy Program</b>												<b>Evaluation</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>	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
AR will be used to increase comprehension. Present program will be enhanced	Librarian; classroom teacher													
Leveled books in the Lit. Lab will be provided for use in guided reading and literacy clubs to motivate reading	librarian; lit. specialist; classroom teacher													
Buddy classes will be planned, established and scheduled that will include reading buddies	staff will develop criteria													
Investigating school-wide DEAR program	Librarian; curriculum specialist		X	X										
ReadIn/Read-a-thon or other motivational incentives will be scheduled each semester or Book It	classroom teacher													
Low performing students will be targeted for additional support	classroom teachers; Intervention Assistant													

<b>Goal 2 - Strategy 2</b>				<b>Campus Library will add to book collection</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>							
<b>Leader(s):</b> Librarian		<b>Brief Description:</b> Campus library will continue to add to it's collection of high interest books for age and grade appropriate readers.			<b>Evaluation Benchmark:</b> Circulation data		
<b>Leader Progress Report Dates:</b> Yearly							
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>		<b>Amount</b>	
None		Number of FTE's: None		None		\$0.00	
		None				\$0.00	
		Cost: None					

<b>Goal 2 - Strategy 2</b>		<b>Campus Library will add to book collection</b>												
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>n</b>	<b>l</b>
Librarian will meet with teachers to identify book titles that are high interest at appropriate reading levels for all grades.	Librarian	X										X		

**Goal 3:** Ensure a K-5 Writing program that reflects research-based practices for the purpose of increasing writing skills and student performance.

**Correlates with:**

<b>District Goals</b>			
2) Improvement in ELA / Reading	5) Positive climate / Morale	7) Increase Student Attendance and Morale	
<b>State Goals</b>			
1) Performance - English			
<b>State Objectives</b>			
3) Dropout Prevention	4) Curriculum	5) School Personnel	6) Student Performance
8) Instructional Techniques			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
<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			



## Strategies

<b>Goal 3 - Strategy 1</b>				<b>Ensure writing TEKS are being taught</b>	
<i>There are no Indicators/Objectives that support this Strategy</i>					
<b>Leader(s):</b>		<b>Brief Description:</b>		<b>Evaluation Benchmark:</b>	
None					
<b>Leader Progress Report Dates:</b>					
None					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
None		Number of FTE's: None		None	
		None			
		Cost: None			
				<b>Amount</b>	
				\$0.00	
				<hr/>	
				\$0.00	

<b>Goal 3 - Strategy 1</b>														<b>Ensure writing TEKS are being taught</b>
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>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>	
Systematic writing program for K-5 will implemented using writing process as well as 6+/Traits. Suggestion - 3rd grade teacher training (workshop)														
Teachers encouraged to participate in district supported writing initiative, ie 6+ Traits/ New Jersey														
Writing portfolio will be kept for all students														
Tutorials/Plan established by faculty for low performing students														
Students will write 4x a week for at least 35-40 min														
At least one piece of writing will be taken through the writing process to publishing of 6 weeks according to systematic writing schedule														
Finished writing process should be presented in a variety of ways (ppt, poetry, celebration of learning, buddyclass showing)														
Teacher staff development will include training in process of writing														
Student will participate in district/community sponsored writing opportunity (DARE, Writing stuff)														
A writing committee will be established to help promote writing in all grade levels.														

<b>Goal 3 - Strategy 1</b>		<b>Ensure writing TEKS are being taught</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	
Schedule 6 seek plans to incorporate specific tools for teaching concepts.		u	e	c	o	e	a	e	a	r	a	u	u	

**Goal 4:**

**Correlates with:**

<b>District Goals</b>			
3) Improvement in Science	5) Positive climate / Morale	7) Increase Student Attendance and Morale	
<b>State Goals</b>			
3) Performance - Science			
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	6) Student Performance
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress



## Strategies

<b>Goal 4 - Strategy 1</b>		<b>K-5 science program</b>	
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Ensure that K-5 has a program that reflects research based practices for the purpose of improving student performance	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 4 - Strategy 1</b>		<b>K-5 science program</b>													
<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>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>b</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>	<b>l</b>	
Provide Inservice training for teachers that shows them how to include hands on activities into their instruction	administration														
Provide a well stocked science lab with an inventory list and check out system for teachers	science enrichment teacher														
Vertically align curriculum and science labs into 3 week bundles to insure the science TEKS are addressed	2 reps from our campus & campus specialist											X	X		
Ensure 40% of science instruction will be hands on activities	teachers & admin														
Provide a science enrichment class to support science instruction in the classroom	admin														
Set up check out system of FOSS kits so everyone has an opportunity to use the modules	science enrichment teacher														
Hold a campus science fair and encourage winners to enter Austin Energy Regional Science Fair	science enrichment teacher				X			X							
Each grade level tend to one plot in the school garden	garden committee														

**Goal 5:** Ensure a research-based curriculum that focuses upon "best practices" and meets academic needs for K-5 grade students.

**Correlates with:**

<b>District Goals</b>			
4) Student Achievement in Social Studies	5) Positive climate / Morale	7) Increase Student Attendance and Morale	
<b>State Goals</b>			
4) Performance - Social Studies			
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
6) Student Performance			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task		



## Strategies

Goal 5 - Strategy 1      K-5 social studies program			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Ensure that K-5 has a program that reflects research based practices for purpose of improving student performance in social studies.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 5 - Strategy 1</b>															<b>K-5 social studies program</b>															
<b>Timeline</b>																														
<b>Activity</b>		<b>Person(s) Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>														
				u	e	c	o	e	a	e	a	r	r	y	n	l														
Career day for students/parents to promote higher education																														
Provide a student banking program - staff developed bank sponsor																														
"History Alive" for 5th grade - research for info																														
Cultural events will be hosted - parades, feast, celebrations																														
A social studies vertical team will be identified and will take responsibility for patriotic celebration and cultural events																														
Utilize social studies TEKS managers																														
A year long social studies project will be incorporated into all grade levels (ppt, journal, etc.)																														
Classroom instruction in social studies that is predominately activity based will be provided. Cultural Fair - different per grade level - customs, local																														

**Goal 6:** Ensure every curriculum is supported by instruction based upon "best Practice".

**Correlates with:**

<b>District Goals</b>			
1) Improvement in Math	2) Improvement in ELA / Reading	3) Improvement in Science	4) Student Achievement in Social Studies
7) Increase Student Attendance and Morale	8) Implement Special Programs and Services		
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) School Personnel
6) Student Performance	7) School Environment	8) Instructional Techniques	9) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
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	3) Instructional Leadership	6) Frequent Monitoring of Student Progress



## Strategies

Goal 6 - Strategy 1      K-5 math program			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Ensure Neidig has a program that reflects research-based practices for purpose of improving math performance for all students.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 6 - Strategy 1</b>		<b>K-5 math program</b>												
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>	
Implement Math Investigations	K-5 classroom teachers	X	X	X	X	X	X	X	X	X	X	X	X	
Math Investigations will be supported by providing math manipulatives for each teacher	K-5 classroom teachers	X	X	X	X	X	X	X	X	X	X	X	X	
Intense & ongoing math staff development will be provided (ie modeling lessons in classrooms)	Math Specialist													
Teachers will be provided training on math problems solving	Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	
Guided math will be utilized in grades K-2 (differentiated instruction)	Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	
A math resource committee/team will be established to review and revise math curriculum guides	K-5 classroom teachers (1 from every grade lvl)	X	X	X	X	X	X	X	X	X	X	X	X	
Teachers will implement daily practice in problem solving will take place guided towards everyday	K-5 classroom teachers	X	X	X	X	X	X	X	X	X	X	X	X	
5th grade teachers will be trained in "hands on equations".	Math Specialist										X	X		
Tech Training will be provided on how to use Region IV site (mathbenchmarks.org) & other internet sites	Tech Support & Math Specialist	X	X	X	X	X	X	X	X	X	X	X	X	
An intervention plan will be written on students not performing at panel recommendations in Math	K-5 classroom teachers	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 6 - Strategy 1</b>		<b>K-5 math program</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>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>	<b>l</b>	
Math tutorials will be provided for students who do not meet panel recommendations	3-5 teachers	X	X	X	X	X	X	X	X	X	X	X			
A monitoring system will be established to help teachers assess student mastery in grades K-2	K-2 teachers; Specialists; Intervention Aide	X	X	X	X	X	X	X	X	X	X	X			
Develop & use appropriate math vocabulary for grades K-5 that is aligned with TEKS	K-5 teachers; Specialists; Title Teachers	X	X	X	X	X	X	X	X	X	X	X			
Develop and use intervention plan to support grades 2-5 students who are performing below grade level	2-5 title teachers			X	X	X	X	X	X	X	X				
Math Olympics - after school competition (PTO supported)	Any Staff														
Teachers/staff encouraged to take TESA	staff development administration														
Establish GT committee	Any														
Host PTO talent night to include a variety of student talents	any														
Mentor program for all 1st/2nd year teachers/new to assign implemented	experienced teachers														
Opportunities of teachers to share teaching strategies and effective teaching practices will be provided.	any														
Differentiating strategy techniques will be embedded in all teacher trainings	specialist & leads														
Staff development to build awareness of cultural differences based on needs	anyone wanting to teach														

<b>Goal 6 - Strategy 1</b>		<b>K-5 math program</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>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>		
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>		
assessment															
Opportunities of instructional enrichment within the classroom in all academic areas will be provided	specialists														
Training provided on how to modify instruction for special needs students															
Special area teachers will demonstrate for teachers and parents the academic relationship of their curriculum to other content area (PE, art, music, science)	specials teachers														

**Goal 7:** Neidig Fine Arts program will provide students with opportunities to excel in PE, Art, and Music while supporting campus academic goals.

**Correlates with:**

<b>District Goals</b>			
5) Positive climate / Morale	6) Parent and Community Participation	7) Increase Student Attendance and Morale	8) Implement Special Programs and Services
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	7) School Environment	9) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	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 - Targeted Assistance Schools</b>			
5) Highly Qualified Teachers	7) Strategies for Parental Involvement		
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	5) Professional Staff	6) Parental Involvement
8) Include Teachers in Decisions	10) Federal, State, and Local Programs		



## Strategies

<b>Goal 7 - Strategy 1</b>				<b>K-5 fine arts program</b>	
<i>There are no Indicators/Objectives that support this Strategy</i>					
<b>Leader(s):</b>		<b>Brief Description:</b>		<b>Evaluation Benchmark:</b>	
None		Fine arts will support campus academic goals and provide students with opportunities to excel in these areas			
<b>Leader Progress Report Dates:</b>					
None					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
None		Number of FTE's: None		None	
		None			
		Cost: None			
				<b>Amount</b>	
				\$0.00	
				<hr/>	
				\$0.00	

<b>Goal 7 - Strategy 1</b>		<b>K-5 fine arts program</b>												
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>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>	
Lessons in Music and Art will support students in core content areas	Music & art teachers													
Performance opportunities will be put in place	Music & art teachers													
Students will have opportunity to perform in grade level performances	Music & art teachers; K-5 teachers													
Students will participate in Art shows	art teacher													
Students will produce art for permanent display on campus	art teacher													
PTO will host/sponsor a talent night to highlight various talents for student/staff														

**Goal 8:**

**Correlates with:**

<b>District Goals</b>			
1) Improvement in Math	2) Improvement in ELA / Reading	3) Improvement in Science	4) Student Achievement in Social Studies
5) Positive climate / Morale	6) Parent and Community Participation	7) Increase Student Attendance and Morale	9) Promote Communication throughout EISD
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	6) Student Performance
7) School Environment	8) Instructional Techniques	9) Technology	
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	4) Professional Development	5) Professional Staff
6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	
<b>E-Rate Goals</b>			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training		



## Strategies

Goal 8 - Strategy 1		Technology	
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Ensure the effective use of technology for all campus employees	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

Goal 8 - Strategy 1      Technology														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
(Ongoing) Staff Development provided for applicant included (authentic) in new software infrastructure. (email, file service, web service)														
Training for teachers on how to use classroom technology including presentation stations, calculators, video cameras, etc. will be provided														
Teacher proficients will be demonstrated/completed by the end of the year														
Texas Star chart completed														

<b>Goal 8 - Strategy 2      Technology</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Promote and utilize a progressive technology initiative to utilize appropriate tech solutions to meet specific needs of instructional, administrative and other campus based programs	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

Goal 8 - Strategy 2 Technology														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Training for teachers on use of email														
Teachers will be trained on tech proficiencies and be able to demonstrate proficiencies														
Teachers will be kept current on available software and internet sources														
Teachers will be provided with various education websites														
Teachers will use calculation in classroom instruction														
Teachers will complete check list to determine needed tech training														
All campus employees will work toward meeting district tech compliancy goals														
Electronic calendar and email will be utilized														

<b>Goal 8 - Strategy 3      Technology</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> EISD has progressive infrastructure that support all instructional and administrative needs. Incorporate tech experience (ppt, excel graphs/spreadsheets, brain pop, etc.) current areas to engage students, enhance learning and positive impact student productivity and performance.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

Goal 8 - Strategy 3 Technology														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Students will use technology to conduct research, complete products and communicate with others														
Students will utilize computer lab														
Students will participate in AR to motivate reading														
Students will assume leadership role with campus broadcasting tech														
Students will utilize keyboarding programs in the intermediate grades														
Students will set individual reading goals for AR														
Teacher will integrate tech and curriculum on a daily basis														
Teachers will model app. use of tech to students														

<b>Goal 8 - Strategy 4      Technology</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Utilize technology to promote connection between EISD and Neidig and its students, parents, and community.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

Goal 8 - Strategy 4 Technology														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Teachers will be provided training on how to establish email list for parents/communication														
A parent electronic bulletin to inform parents of campus initiatives will be set up														
Web site info for parents and teachers regarding sites for help with education issues														
Neidig website will be developed and include various links to educational sites, principals page, other page of interest														
Campus tech committee/team will be established														
EISD website will be used as a communication tool between all EISD staff														
Open lab time after school for parent use														

### Goal 9:

#### Correlates with:

<b>District Goals</b>			
5) Positive climate / Morale	6) Parent and Community Participation	7) Increase Student Attendance and Morale	9) Promote Communication throughout EISD
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) School Personnel
7) School Environment			
<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 - Targeted Assistance Schools</b>			
7) Strategies for Parental Involvement			
<b>Title I - Schoolwide Programs</b>			
6) Parental Involvement	8) Include Teachers in Decisions		



## Strategies

<b>Goal 9 - Strategy 1      Community Partnership</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Establish mutually beneficial relations between school and community.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 9 - Strategy 1</b>		<b>Community Partnership</b>												
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>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>	
Establish connections with community organizations (retirement, public library, restaurants, business incentive programs, VFW, FFA, chamber of commerce)	any staff													
Recruit student teachers/interns form local universities to help reduce student/teacher ration	district													
Community business & elementary schools collaborate on a career festival (doctors, lawyers, community business, personal interest)	any interested													
Health fair - promoting wellness, free screenings (blood drive, dental checkups, nutritional info)	nurse & district													
College night - parents represent/dialogue about college, share experiences about study habit/pictures/degrees, what it takes to earn a degree (low priority)														

**Goal 10:**

**Correlates with:**

<b>District Goals</b>			
5) Positive climate / Morale	6) Parent and Community Participation	7) Increase Student Attendance and Morale	
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) School Personnel	7) School Environment	8) Instructional Techniques	9) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	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	5) Opportunity to Learn and Student Time on Task	7) Home-School Relations
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	5) Professional Staff	6) Parental Involvement	9) Identify and Assist with Student Difficulties



## Strategies

Goal 10 - Strategy 1 Positive climate and culture			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Promote safe positive appearance and family atmosphere	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 10 - Strategy 1</b>															<b>Positive climate and culture</b>															
<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>Evaluation</b>																
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>a</b>	<b>u</b>	<b>u</b>																
Decorate display case	grade level & department teams																													
Set hallway, cafeteria, morning duties, bus duties, procedures	admin	X																												
Assign after school duties (bus & car riders)	admin	X																												
Book Fairs	librarian																													
Family night	math & lit. specialists																													
Cleanliness	maintenance staff																													
Recognition for awards and achievements	faculty																													
Fat friday	all staff on weekly terms																													
End of the year survey about activities & evaluation of calendar events																														
Bereavement/Party Fund	set up/organized by sunshine committee		X																											
Bulletin board featuring staff (ex. all staff bring baby/childhood pics for other to guess)	sunshine committee																													
6 week socials in library (stressbusters - unrelated to staff mtg or staff dev)	principals																													
Staff meetings - start @ 3:15pm; set an end time and end - stay on topic - promote positive atmosphere by setting goals for dealing with certain negative behaviors	principals																													

Goal 10 - Strategy 1 Positive climate and culture														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Define roles for staff such as morning and afternoon duties, display case, programs, evening events, etc.	principals													
Team leader meetings	principals & leaders for each team													

<b>Goal 10 - Strategy 2      Promote 100% attendance</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b>	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 10 - Strategy 2 Promote 100% attendance</b>														
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>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>	
Recognition for Per Attendance (bulletin board)	office staff													
Teacher & office contact with partents	teacher & office													documentation of parent contact concerning attendance
Use community liaison for parent contact	admin - district level													
Create a relationship for per attendance awards with area business	admin													

Goal 10 - Strategy 3 Wellness Program			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Ensure the program teaches a healthy lifestyle.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 10 - Strategy 3 Wellness Program</b>														
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>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>	
Guest speakers will be recruited to share healthy practices (ie dental, hygiene, maturation, open airways asthma)	nurse & PE teacher													
Education of staff, students, parents on health risk of obesity and childhood diabetes will be provided	nurse & PE teacher													
PE teacher will train teacher's on variety of physical activities that can assist with meeting state regulations for PE	PE teacher													
PE teacher will provide training/info to parents/staff on how to keep children physically fit and other ideas related to PE and the way the brain works	PE teacher													

## Goal 11:

### Correlates with:

<b>District Goals</b>			
1) Improvement in Math	2) Improvement in ELA / Reading	3) Improvement in Science	4) Student Achievement in Social Studies
5) Positive climate / Morale	6) Parent and Community Participation	7) Increase Student Attendance and Morale	8) Implement Special Programs and Services
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) School Personnel
6) Student Performance	7) School Environment	8) Instructional Techniques	9) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	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			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	5) Professional Staff	6) Parental Involvement
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		
<b>E-Rate Goals</b>			
1) Goals and Strategy for Using Technology			



## Strategies

Goal 11 - Strategy 1      Assisting students			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b>	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 11 - Strategy 1     Assisting students</b>														
<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>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>n</b>	<b>l</b>
Showcasing various colleges throughout the year on bulletin board & hallways	art teacher													
Teachers display college diplomas in classroom (also faculty)	all teachers & faculty													
Develop a career day with speakers	councilor													
Have a college day - students will wear clothing from their favorite college	staff													

**Goal 12:** Ensure that appropriate services are provided for at-risk students

**Correlates with:**

<b>District Goals</b>			
5) Positive climate / Morale	6) Parent and Community Participation	7) Increase Student Attendance and Morale	8) Implement Special Programs and Services
9) Promote Communication throughout EISD			
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) School Personnel
6) Student Performance	7) School Environment	8) Instructional Techniques	9) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
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	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	5) Professional Staff	6) Parental Involvement
9) Identify and Assist with Student Difficulties			
10) Federal, State, and Local Programs			
<b>E-Rate Goals</b>			
1) Goals and Strategy for Using Technology			



## Strategies

Goal 12 - Strategy 1      At risk students			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b>	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 12 - Strategy 1</b>														<b>At risk students</b>	
<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>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>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>		
Teacher grade reports and reading assessments will be reviewed each 6 weeks	teachers & admin														
Document folders on each student performing below expected levels will be started or updated (contain increasing levels of documents-intervention, vision/hearing screening)															
A support system for at-risk students will be developed															
A personalized intervention plan will be developed for each student who scored below expectation primary reading assessments will be written															
a comprehensive tutoring program will be established for students who are struggling with TEKS/TAKS mastery															

**Goal 13: Provide effective staff development**

**Correlates with:**

<b>District Goals</b>			
1) Improvement in Math	2) Improvement in ELA / Reading	3) Improvement in Science	4) Student Achievement in Social Studies
5) Positive climate / Morale	6) Parent and Community Participation	7) Increase Student Attendance and Morale	8) Implement Special Programs and Services
9) Promote Communication throughout EISD			
<b>State Objectives</b>			
1) Partnering Parents with Educators	3) Dropout Prevention	4) Curriculum	6) Student Performance
7) School Environment	8) Instructional Techniques	9) Technology	
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
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			
<b>Title I - Schoolwide Programs</b>			
3) Instructional	4) Professional Development	5) Professional Staff	6) Parental Involvement
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	
<b>E-Rate Goals</b>			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training		



## Strategies

Goal 13 - Strategy 1      Reading			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> admin & specialists	<b>Brief Description:</b> Low student performance in reading comprehension will be targeted for teacher training on "best practices".	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None	Establish workshop/book study for "best practices".		
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

**Goal 13 - Strategy 1**      Reading

**Timeline**

Goal 13 - Strategy 2 Writing			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> specialists	<b>Brief Description:</b> Lit. specialist will provide staff development, modeling on a regular school basis.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

**Goal 13 - Strategy 2      Writing**

**Timeline**

Goal 13 - Strategy 3      Math			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Training provided on how to modify instruction for special needs students in the area of math.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None	Teacher will receive training on math problem solving. Technology training will be provided on how to use Region IV web site as well as benchmarks.org and other benchmark websites.		
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

**Goal 13 - Strategy 3      Math**

**Timeline**

Goal 13 - Strategy 4 Social Studies			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> None	<b>Brief Description:</b> Teachers will be trained in strategies that assist with the integration of social studies in language arts.	<b>Evaluation Benchmark:</b>	
<b>Leader Progress Report Dates:</b> None	Teachers will integrate social studies in Language arts.		
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

**Goal 13 - Strategy 4      Social Studies**

**Timeline**

**Goal 13 - Strategy 5      Science**

*There are no Indicators/Objectives that support this Strategy*

<b>Leader(s):</b> FOSS consultant & specialists	<b>Brief Description:</b> FOSS kit training (district) FOSS kit implementation training (campus)	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> None		

<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
None	Number of FTE's: None	None	\$0.00
	None		\$0.00
	Cost: None		

**Goal 13 - Strategy 5      Science**

**Timeline**

**Goal 14:**

**Correlates with:**

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## Strategies

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**Goal 15:**

**Correlates with:**

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## Strategies

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## **APPENDIX I**

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

<b>2006-07 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Principal	Kathy Hernandez			
Classroom Teacher	Jason Tharp	4th Grade		
Classroom Teacher	Thereza Glover	5th Grade Bilingual		
Non-Classroom Professional Staff	DeeAnn Hinkle			
Classroom Teacher	Debbie Huang	1st Grade		
Non-Classroom Professional Staff	Debra Mills			
Community Representative	Patsy Neidig			
District Level Professional	Ehrikka Hodge			
Assistant Principal	Giao Phan			
Classroom Teacher	Wendy Smith	5th grade		
Parent	Mr. Tatum			
Classroom Teacher	Lindsey Baer	1st Grade		
Parent / Teacher	Rosa Wright	Special Education		
Business Representative	David Glass			

<b>Campus Improvement Plan Plan Implementation and Development Log</b>	
<b>Date</b>	<b>Purpose</b>
Monday, September 18, 2006	CAAC Meeting
Monday, October 16, 2006	CAAC Meeting
Monday, January 15, 2007	CAAC Meeting
Monday, March 26, 2007	CAAC Meeting
Monday, April 16, 2007	CAAC Meeting
Monday, May 21, 2007	CAAC Meeting

## **Needs Assessment**

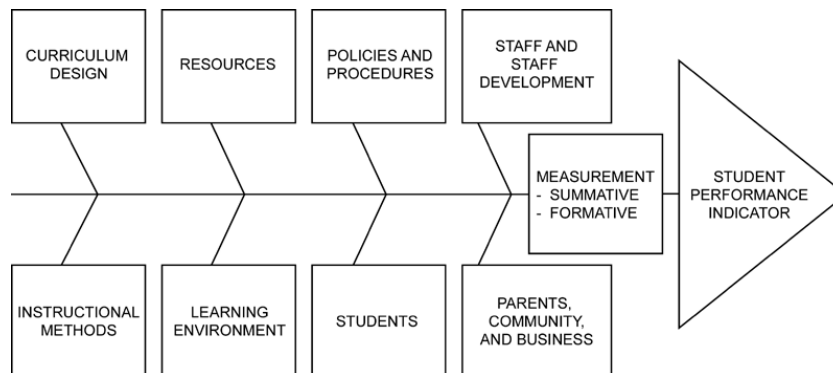
### **Summative Evaluation for 2005-06**

## Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	High	Low
2	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	High	Low
3	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	High	Low
4	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	High	Low
5	Percent of students MASTERING TAAS/TAKS READING	High	Low
6	Percent of students MASTERING TAAS/TAKS MATH	High	Low
7	Annual Student RETENTION RATES	High	Low
8	Percent of students able to validly respond in the world view of another culture given hypothetical situations	High	Low
9	Percent passing REPORT CARD GRADES FOR MATH	High	Low
10	DISCIPLINE REFERRAL RATES	High	Low
11	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	Med	Low
12	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	Med	Low
13	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	Med	Low
14	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	Med	Low
15	Percent of students demonstrating skills for creating and delivering a multi-media presentation	Med	Low
16	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	High	Med
17	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
18	Percent of students demonstrating appropriate SELF-DISCIPLINE	High	Med
19	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	Med	Med

20	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	Med	Med
21	(AEIS) Mean Scores of SAT/ACT	Low	Low
22	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	Low	Low
23	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
24	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
25	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
26	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
27	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
28	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
29	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
30	Percent of students passing ENGLISH II EOC Examination	NR	NR
31	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
32	Percent of students passing BIOLOGY EOC Examination	NR	NR
33	Percent of students passing ALGEBRA I EOC Examination	NR	NR
34	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
35	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
36	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
37	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
38	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
39	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR

## Process Chart



**Curriculum Design:**

Instructional teams K-5 are vertically and horizontally aligned through level meetings to provide TEKS based Instruction.  
Whole campus participation in TAKS Item Analysis.

**Resources:**

- ARI
- AMI
- Local funding
- Guided Reading
- 6+ Traits Writing
- Math Investigations
- Science Enrichment
- Campus library
- Classroom library
- Professional library
- Computer Lab
- Campus technology
- Special Education Early Intervention support

**Policies and Procedures:**

- Texas Reading Initiative
- Optional Extended Year Program
- Accelerated Reading Initiative
- Accelerated Math Initiative
- Bilingual Education / ESL

- Staff and Staff Development:** Technology proficiency training  
Reading Academies  
Math Investigations  
Curriculum Alignment  
Science curriculum development  
FOSS training  
Special Education  
CASE  
SST / GIST  
Classroom Management and Discipline  
Reading Assessments - TPRI / DRA /  
Differentiated Instruction  
TAKS Item Analysis
- Measurement:** Kindergarten students will pass TPRI by the end of the academic year.  
Students will read on grade level as determined by DRA and TAKS.  
90% Students will pass TAKS in Reading and Math.  
95% Fourth grade students will pass TAKS Writing.  
75% Fifth grade students will pass TAKS Science.
- Student Performance Indicator:** Goal: Obtain rating as a Recognized Campus according to TEA.
- Instructional Methods:** Guided Reading  
Shared Reading  
Choral Reading  
Independent Reading  
Math Investigations  
Differentiated Instruction  
Small group instruction  
Content specific centers  
6+ Traits of Writing  
Science Enrichment  
Inclusion  
Early Identification of struggling readers  
Early Interventions for struggling readers  
TAKS Item Analysis  
ESL  
Hands on Science Activities
- Learning Environment:** Print-rich environment  
Whole group instruction

Small group instruction  
Best Practices  
Research based instruction  
Balanced Literacy  
Student-Teacher ratios maintained  
Learner centered  
Learner friendly  
Safe and secure

**Students:**

Reading practice at home  
Writing practice at home  
Student selected reading selections  
Buddy / Peer tutoring  
Goal Setting  
Self-evaluation Assessments

**Parents, Community and Business:**

Parent / teacher conferences  
Guest Readers / Presentations  
Business partnerships  
Family Literacy  
Family TAKS Nights for Reading and Math  
Reading Under the Stars  
Read-Ins  
PTO activities  
Chamber of Commerce Neighborhood Block Party  
Parent communications  
Science Fair  
Career Day  
Parent Surveys

## Summative Evaluation for year 2006-07

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: 3

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##### Analysis Group: All Students

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	83%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: African American

Actual Performance for 2005-06	56%
Projected Annual Objective for 2006-07	63.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06	73%
Projected Annual Objective for 2006-07	77.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2005-06	81%
Projected Annual Objective for 2006-07	82.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**Analysis Group: LEP**

Actual Performance for 2005-06 73%  
 Projected Annual Objective for 2006-07 76.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 83%  
 Projected Annual Objective for 2006-07 84.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 78%  
 Projected Annual Objective for 2006-07 80.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2005-06 87%  
 Projected Annual Objective for 2006-07 88.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 78%  
 Projected Annual Objective for 2006-07 81.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 80%  
 Projected Annual Objective for 2006-07 82%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 86%  
 Projected Annual Objective for 2006-07 86.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 94%  
 Projected Annual Objective for 2006-07 94.1%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 84%  
 Projected Annual Objective for 2006-07 85.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 90%  
 Projected Annual Objective for 2006-07 90.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06 70%  
 Projected Annual Objective for 2006-07 74%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 49%  
 Projected Annual Objective for 2006-07 57.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	60%
Projected Annual Objective for 2006-07	66%
Actual Performance for 2006-07	NA

*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	87%
Projected Annual Objective for 2006-07	87.6%
Actual Performance for 2006-07	NA

*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA

*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	35%
Projected Annual Objective for 2006-07	46%
Actual Performance for 2006-07	NA

*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	51%
Projected Annual Objective for 2006-07	58.8%
Actual Performance for 2006-07	NA

*No Progress Rating Selected*

**Explanation of Performance**

## **APPENDIX II**

**DETAILED GOAL DEFINITIONS**

**OTHER REFERENCE MATERIALS**

## **District Goals**

**Goal 1: Improvement in Math**

Math students will achieve as measured by TAKS and the improvement shall be measured in all subgroups: African American, Hispanic, White, Economically Disadvantaged, Special Education and Limited English Proficient

**Goal 2: Improvement in ELA / Reading**

Reading / ELA students will achieve as measured by TAKS and the improvement shall be measured in all sub-groups:African American, Hispanic, White, Economically Disadvantaged, Special Education, and LEP

**Goal 3: Improvement in Science**

Science achievement will be measured by TAKS and the improvement shall be measured in all sub-groups:African American, Hispanic, White, Economically Disadvantaged, Special Education, and LEP.

**Goal 4: Student Achievement in Social Studies**

Social Studies student achievement will be measured by TAKS and the improvement shall be measured in all sub-groups:African American, Hispanic, White, Economically Disadvantaged, Special Education, and LEP.

**Goal 5: Positive climate / Morale**

Staff will demonstrate positive morale through higher attendance rates and teacher retention percentage.

**Goal 6: Parent and Community Participation**

Parents and community members will participate in school related activities.

**Goal 7: Increase Student Attendance and Morale**

Student attendance and morale will increase and Dropout rates will decrease when compared over two years.

**Goal 8: Implement Special Programs and Services**

Continue to effectively implement Special Programs and Services. District administrators will ensure proper implementation of all special programs.

**Goal 9: Promote Communication throughout EISD**

Promote better communication throughout EISD and community members.

## **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: School Personnel**

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

**Objective 6: Student Performance**

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

**Objective 7: School Environment**

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

**Objective 8: Instructional Techniques**

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

**Objective 9: 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.