# Gateway Elementary

## Campus Improvement Plan

## 2006-07

**The mission of Gateway Elementary is to promote learning in a stimulating environment where teachers, students, and parents work together to develop responsible, goal oriented citizens.**

## Gateway Elementary Belief Statements

| | |
|---|---|
| 1 | Our motto: Teaching ,Learning, Growing to the MaX!<br>Mastering, Achieving, Excelling |
| 2 | Our Philosophy Statement:<br>Each child at Gateway Elementary is gifted in his or her own way, is teachable, and can become a responsible student. |
| 3 | Student achievement is dependent upon a dedicated and highly trained staff of educators working in concert with concerned and involved parents. |
| 4 | Our Philosophy Statement:<br>Each child at Gateway Elementary is gifted in his or her own way, is teachable, and can become a responsible student. |
| 5 | We believe student achievement is dependent upon a dedicated and highly trained staff of educators working in concert with concerned and involved parents. |
| 6 | We believe that school should be a safe, positive and orderly place for teaching and learning. |
| 7 | We believe that decision making is to be shared by all and should be focused on what is best for students. |
| 8 | We believe that an appreciation for different cultures are vital. |
| 9 | We believe that reading is the cornerstone to all education. |
| 10 | We believe that involved parents and communities create a successful learning environment. |
| 11 | We believe that learning is a life long process. |

**Goal 1:** Gateway Elementary will contribute to higher TAKS scores in the areas of Reading and Math at the 3rd grade level.

## Correlates with:

**State Goals**

| | | | |
|---|---|---|---|
| 1) Performance - English | 2) Performance - Mathematics | 3) Performance - Science | 4) Performance - Social Studies |

**State Objectives**

| | | | |
|---|---|---|---|
| 4) Curriculum | 5) Prepare Students | 6) School Personnel | 7) Student Performance |
| 8) School Environment | 9) Instructional Techniques | | |

**NCLB/ESEA Goals and Indicators**

| | | | |
|---|---|---|---|
| 1) Students will Reach High Standards | 2) LEP will become Proficient in English | 3) Highly Qualified Staff | 4) Safe, Drug Free Learning Environments |

**Effective School Correlates**

| | | | |
|---|---|---|---|
| 1) Safe and Orderly Environment | 2) Climate of High Expectations for Success | 3) Instructional Leadership | 4) Clear and Focused Mission |
| 5) Opportunity to Learn and Student Time on Task | | | |

## Indicators, Performance Data, and Performance Objectives

Goal 1: To improve Standardized and Criterion Referenced test scores.

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**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 | 96% | 2006 | ≥ 100% | 2011-12 | ≥ 100% | 2007 |
| Economically Disadvantaged | > 99% | 2006 | ≥ 100% | 2011-12 | ≥ 99.2% | 2007 |
| Hispanic | 93% | 2006 | ≥ 100% | 2011-12 | ≥ 100% | 2007 |
| White | > 99% | 2006 | ≥ 100% | 2011-12 | ≥ 99.2% | 2007 |
| Special Ed. | 96% | 2006 | ≥ 100% | 2011-12 | ≥ 100% | 2007 |
| LEP | > 99% | 2006 | ≥ 100% | 2011-12 | ≥ 99.2% | 2007 |

Goal 1: To improve Standardized and Criterion Referenced test scores.

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**Indicator:** TAKS Math

**Grade:** 3

| Group | Current Performance ACCOUNTABILITY DATA | | Desired Performance LONG TERM STATE OBJECTIVES | | Desired Performance ANNUAL OBJECTIVES | |
|---|---|---|---|---|---|---|
| | Rate | Year | Rate | Year | Rate | Year |
| All Students | 75% | 2006 | ≥ 90% | 2011-12 | ≥ 78% | 2007 |
| African American | 30% | 2006 | ≥ 90% | 2011-12 | ≥ 42% | 2007 |
| Economically Disadvantaged | 70% | 2006 | ≥ 90% | 2011-12 | ≥ 74% | 2007 |
| Hispanic | 69% | 2006 | ≥ 90% | 2011-12 | ≥ 73.2% | 2007 |
| White | 83% | 2006 | ≥ 90% | 2011-12 | ≥ 84.4% | 2007 |
| Special Ed. | 60% | 2006 | ≥ 90% | 2011-12 | ≥ 66% | 2007 |
| LEP | 67% | 2006 | ≥ 90% | 2011-12 | ≥ 71.6% | 2007 |
| Bilingual/ESL | 53% | 2006 | ≥ 90% | 2011-12 | ≥ 60.4% | 2007 |

## Strategies

**Goal 1 - Strategy 1**    Improvement of Test Scores

**Leader(s):**
Rick Say
**Leader Progress Report Dates:**
May 2007

**Brief Description:**
Various tactics will be employed to ensure student success in mandated state testing at the 3rd grade level.

**Evaluation Benchmark:**
1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

Goal 1: To improve Standardized and Criterion Referenced test scores.

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## Goal 1 - Strategy 1     Improvement of Test Scores

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| Staff | Number of FTE's: 42.00 | General Budget | $1,398,157.00 |
| Computers | General Budget | | |
| Audio Visual Equipment | Cost: $1,584,596.00 | | $1,398,157.00 |

# Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Saxon Phonics will be utilized in 1st grade and 2nd grade. | Teachers/Principal | X | X | X | X | X | X | X | X | X | X | | |
| 2. Sentence structure evaluation used daily by 1st and 2nd grade. | Teachers/Principal | X | X | X | X | X | X | X | X | X | | | |
| 3. District adopted Benchmark testing in math will be administered in reading will be administered throughout the school year. The results of such testing will be analyzed and used to direct student instruction. | Teachers/Principal | | X | X | X | X | X | X | X | X | | | |
| 4. Students in 1st and 2nd grade will attend technology classes weekly. | Technology Teacher /Teachers/Principal | X | X | X | X | X | X | X | X | X | | | |
| 5. TAKS Instructional Focuses will be taught daily in grades 1and 2. | Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 6. Curriculum Developer will be utilized in a manner that reflects appropriate scope and sequence. | Teachers | | | | | | | | | | | | |
| 7. Computers on Wheels (COWS) will be utilized weekly in 1st and 2nd grade. | Tech.Teachers and Computer Aide | | X | X | X | X | X | X | X | X | X | | |
| 8. Accelerated Reader will be used in grades 1and 2 to promote reading fluency and comprehension. | Principal/Librarian/ Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 9. Reading Recovery will be available for students in 1st grade who are in need of assistance in beginning to read and write. | Teachers/ Reading Recovery teacher | X | X | X | X | X | X | X | X | X | X | | |
| 10. Literacy groups will be offered to support 1st and 2nd grade | Teachers/ Reading | X | X | X | X | X | X | X | X | X | X | | |

Goal 1: To improve Standardized and Criterion Referenced test scores.

## Goal 1 - Strategy 1    Improvement of Test Scores

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| students. | Recovery | | | | | | | | | | | | |
| 11. The TPRI will be administered with the Palm Pilots in grades 1 and 2 during the year, it will be sync "ed" with mclasshome.com and results will be given to parents and the information gained will be used to increase student performance. | Teachers | | X | X | | | X | X | | X | X | | |
| 12. Guided reading will be utilized to enhance reading fluency and comprehension | Teachers /Reading Recovery | X | X | X | X | X | X | X | X | X | X | | |
| 13. The Learning Lab will be available to students for additional support as needed. | Learning lab aides/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 14. Social studies will be emphasized using current events and curriculum enrichment with beneficial programs and activities. a. Character Counts b. Red Ribbon Week - drug awareness c. Cinco de Mayo celebrations d. National Hispanic Heritage Week e. Eddie Eagle f. Martin Luther King Day/ Black History Month g. Freedom Week h. Bully Free Week i. Bike Safety Program j. Classroom guidance sessions | Teachers/counselor/ Principal | X | X | X | X | X | X | X | X | X | X | | |

## Goal 1 - Strategy 2    Improvement of Test Scores

**Leader(s):**                    **Brief Description:**                    **Evaluation Benchmark:**

Goal 1: To improve Standardized and Criterion Referenced test scores.

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## Goal 1 - Strategy 2    Improvement of Test Scores

Rick Say

**Leader Progress Report Dates:**

May 2007

1st and 2nd grade students will be encouraged to give best efforts in reading and math.

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| Teachers | Number of FTE's:  None | None | $0.00 |
| Computers | Not Specified | | $0.00 |
| | Cost:  None | | |

# Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Student reading of selected compositions to the principal. | Teachers/students/ principal | X | X | X | X | X | X | X | X | X | X | | |
| 2. Display of selected compositions in the hall. | Teachers/Principal | X | X | X | X | X | X | X | X | X | X | | |
| 3.  Continued use of Excel math and supplements to the math program. | Teachers/Principal | X | X | X | X | X | X | X | X | X | X | | |
| 4.  Implement Curriculum Developer | Technology/teachers/ principal | X | X | X | X | X | X | X | X | X | X | | |

## Goal 1 - Strategy 3    Improvement of Test Scores

**Leader(s):**

**Brief Description:**

**Evaluation Benchmark:**

Goal 1:  To improve Standardized and Criterion Referenced test scores.

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## Goal 1 - Strategy 3      Improvement of Test Scores

Rick Say

**Leader Progress Report Dates:**

May 2007

3.  Continue Corrective Action Plans (C.A.P.)  for Special Education PBMAS and Bilingual Programs.

1.  Goal Accomplished-continue next year
2.  Considerable Progress
3.  Some Progress
4.  No Progress
5.  Exit
6.  Goal Continuing

| Resources Required: | FTE's Required: | Source of Funds: | Amount |
|---|---|---|---|
| Teachers | Number of FTE's:  None | None | $0.00 |
| Supplies | Not Specified | | $0.00 |
| Administrative Staff | Cost:  None | | |

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  Maintain C.A.P. action plans in campus improvement plan. | Teachers/Principal | X | X | X | X | X | X | X | X | X | X | | |
| 2. Teaching staff will be trained during the first six weeks of the school year in student support team processes to be employed prior to initiating a Special Education Referral. | Principal | X | X | | | | | | | | | | |
| 3. The staff will be trained in the pre-referral process to be utilized with students prior to making a special education referral. Training will be done annually and will be ongoing. | Principal | X | X | X | X | X | X | X | X | X | X | | |
| 4.  CAP Video will be shown to all new staff members. | Principal | X | X | X | X | | | | | | | | |
| 5.  Provide training to all faculty and staff in confidentially. | Principal | | | | X | | | | | | | | |

## Goal 1 - Strategy 4      Improvement of Test Scores

**Leader(s):**

**Brief Description:**

**Evaluation Benchmark:**

Goal 1:  To improve Standardized and Criterion Referenced test scores.

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## Goal 1 - Strategy 4     Improvement of Test Scores

Rick Say

**Leader Progress Report Dates:**

May 2007

1st and 2nd grade economically disadvantaged students will be expected to achieve the same passing standards as their peers.

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| Administrative Staff | Number of FTE's: None | None | $0.00 |
| | Not Specified | | $0.00 |
| | Cost: None | | |

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Provide training to the professional staff on the needs and perspectives of families and students in poverty, eg. Ruby Payne. | Principal | X | X | | | | | | | | | | |
| 2. Emphasis on areas identified as needing improvement on previous TAKS test. a. Punctuation b. Verb Forms c. Sentence construction d. Capitalization e. Higher Order Thinking Skills | Teachers/Principal | X | X | X | X | X | X | X | X | X | X | | |
| 3. Incorporate instructional focus activities into math and reading | Teachers/Principal | X | X | X | X | X | X | X | X | X | X | | |
| 4. Provide Tutorials during school and after school as needed. | Teachers/Prin./ Parent Inv. Coord. | | X | | | | | | | | | | |
| 5. All teaching staff will participate in parent conference days. | Teachers/Principal/ Parent Involvement Coordinator | | X | | | | | | X | X | X | | |
| 6. Improve Math scores for ALL students. a. Work on story problems | Teachers/Principal | | X | X | X | X | X | X | X | | | | |

Goal 1: To improve Standardized and Criterion Referenced test scores.

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## Goal 1 - Strategy 4          Improvement of Test Scores

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| b.  Drill on basic addition and subtraction facts<br>c.  Drill on appropriate grade level operations<br>d.  Use mistakes as stepping stones to learning | | | | | | | | | | | | | |

## Goal 1 - Strategy 5          Improvement of Test Scores

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Minority students in 1st and 2nd grade will be expected to achieve the same passing standards as their peers.

**Evaluation Benchmark:**

1.  Goal Accomplished-continue next year
2.  Considerable Progress
3.  Some Progress
4.  No Progress
5.  Exit
6.  Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| Teachers | Number of FTE's:   None | None | $0.00 |
| | Not Specified | | $0.00 |
| | Cost:   None | | |

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  Address areas of low achievement identified through TPRI testing, Benchmark testing, Oral Proficiency Test and daily work. | Teachers/ Principal | X | X | X | X | X | X | X | X | X | X | | |
| 2.  Accelerated Reader Program will be continued for grades 1 and 2. | Teachers/Principal/ Librarian | X | X | X | X | X | X | X | X | X | X | | |
| 3.  Bilingual Program provided for LEP students in 1st and 2nd | Bilingual teacher/ Principal | X | X | X | X | X | X | X | X | X | X | | |

Goal 1:  To improve Standardized and Criterion Referenced test scores.

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## Goal 1 - Strategy 5 — Improvement of Test Scores

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| grade. | | | | | | | | | | | | | |
| 4. Provide LEP students with the opportunity to receive instruction from ESL certified teachers. | Computer aides/ teachers | X | X | X | X | X | X | X | X | X | X | | |
| 5. Literacy groups will be available for language enrichment | Reading Recovery teachers/ teachers | X | X | X | X | X | X | X | X | X | X | | |
| 6. Reading Recovery teacher will be available to students who qualify for needed help. | RR Teacher/Teachers/ Principal | X | X | X | X | X | X | X | X | X | X | | |

## Goal 1 - Strategy 6 — Improvement of Test Scores

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Gateway Elementary teachers will be trained in the latest technology advancements to improve time management and instruction.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| Resources Required: | FTE's Required: | Source of Funds: | Amount |
|---|---|---|---|
| Teachers | Number of FTE's: 42.00 | General Budget | $6,000.00 |
| Library | Instructional | | |
| District Staff | Cost: $8,000.00 | | $6,000.00 |
| Computers | | | |
| Central Office | | | |
| Audio Visual Equipment | | | |

## Timeline

Goal 1: To improve Standardized and Criterion Referenced test scores.

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## Goal 1 - Strategy 6     Improvement of Test Scores

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Palm Pilot training of 1st and 2nd grade teachers | Teachers/Principal | | X | | | | | | | | | | |
| 2. Microsoft program training | Teachers/Principal/ Technology | X | | | | | | | | | | | |
| 3. Video Streaming training | Principal/Teachers | X | | | | | | | | | | | |
| 4. ELMO visual presenter training | Teachers/Library | X | | | | | | | | | | | |
| 5. "Clickers" training for engagement of student learning. | LibrarianTeachers | X | | | | | | | | | | | |
| 6. Smart Board training | Librarian/Teachers | X | | | | | | | | | | | |
| 7. Curriculum Developer Training | Principal/ teachers | X | | | | | | | | | | | |

Goal 1: To improve Standardized and Criterion Referenced test scores.

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**Goal 2:** To decrease retention rate to below 2% overall.

## Correlates with:

| **State Goals** | | | |
|---|---|---|---|
| 1) Performance - English | 2) Performance - Mathematics | 3) Performance - Science | 4) Performance - Social Studies |
| **Effective School Correlates** | | | |
| 2) Climate of High Expectations for Success | 3) Instructional Leadership | 4) Clear and Focused Mission | 6) Frequent Monitoring of Student Progress |

## Indicators, Performance Data, and Performance Objectives

## Strategies

| **Goal 2 - Strategy 1** | Retention Rates |
|---|---|

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Retention Rates for the children at Gateway will be broken down into relevant criteria and reviewed for the 05/06 school year.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's: None | None | $0.00 |
| | Not Specified | | $0.00 |
| | Cost: None | | |

## Goal 2 - Strategy 1        Retention Rates

## Timeline

| Activity | Person(s) Responsible | A u g | S e p | O c t | N o v | D e c | J a n | F e b | M a r | A p r | M a y | J u n | J u l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  Categorize by the following criteria:<br>Economically Disadvantaged<br>African American<br>Anglo (White)<br>Asian American<br>Hispanic<br>LEP<br>Migrant<br>Special Education<br>Male<br>Female<br>Parent Request<br>Grade Level | SBDM | | | X | X | | | | | X | X | | |

## Goal 2 - Strategy 2      Retention Rates

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Teachers will document what they have employed to remediate low achieving students.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's:   None | None | $0.00 |
| | Not Specified | | $0.00 |
| | Cost:   None | | |

## Goal 2 - Strategy 2        Retention Rates

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  Tutorials, modifications, reading recovery, volunteer support, and parent conferences, report cards, progress reports will be continued. | Teachers/Reading Recovery/ Principal | X | X | X | X | X | X | X | X | X | X | | |
| 2.  Involve high school students as peer tutors. | Principal/H.S. teacher/Teachers | | X | X | X | X | X | X | X | X | X | X | |
| 3.  VIPS Program will be implemented (Volunteers in Public Schools) | Parent Involvement Coordinator | X | | X | X | | X | X | X | X | X | | |

## Goal 2 - Strategy 3        Retention Rates

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Students who test low in reading in 1st grade will attend Reading Recovery classes to prevent them from failing. Students who are struggling in 1st and 2nd grade will attend Reading Recovery Literacy groups to gain reading independence.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's:  5.00 | Compensatory Ed. Budget | $172,753.00 |
| | Compensatory/accelerated | | |
| | Cost:  $210,838.00 | | $172,753.00 |

## Timeline

| Activity | Person(s) Responsible | Au u | Se e | Oc c | No o | De e | Ja a | Fe e | Ma a | Ap p | Ma a | Ju u | Ju u |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Goal 2:  To improve annual retention rates.

| Goal 2 - Strategy 3 | Retention Rates | | |
|---|---|---|---|
| 1. Reading Recovery | Reading Recovery Teacher/ Teachers/ Principal | X  X  X  X  X  X  X        X  X |
| 2. Literacy Groups for students who are struggling in reading in the 1st and 2nd grades. | Reading Recovery Teacher/  Teachers Principal | X  X  X  X  X  X  X  X  X  X |

**Goal 3:** We will increase our attendance to meet or exceed the state and campus standard of 97% and show a reduction in tardies.

## Correlates with:

| **State Objectives** | | | |
|---|---|---|---|
| 3) Dropout Prevention | 5) Prepare Students | 6) School Personnel | 7) Student Performance |
| **Effective School Correlates** | | | |
| 1) Safe and Orderly Environment | 3) Instructional Leadership | | |

## Indicators, Performance Data, and Performance Objectives

## Strategies

### Goal 3 - Strategy 1    Student/Teacher Attendance

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Gateway Elementary will demonstrate an increase in student attendance to the state and campus standard of 97% and note a reduction in tardies.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's: None | None | $0.00 |
| | Not Specified | | $0.00 |
| | Cost: None | | |

## Goal 3 - Strategy 1     Student/Teacher Attendance

## Timeline

| Activity | Person(s) Responsible | A u g | S e p | O c t | N o v | D e c | J a n | F e b | M a r | A p r | M a y | J u n | J u l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  Pencils will be awarded every six weeks for perfect attendance with no more than 1 tardy or more than 1 early pickup for cause other than doctor's appointment. | Teachers/Principal /Parents |  | X |  | X |  | X | X |  | X | X |  |  |
| 2.  Students who earn perfect attendance for the year will receive a certificate at the end of school at an awards ceremony. | Teachers/Principal/ Parents | X | X | X | X | X | X | X | X | X | X |  |  |

## Goal 3 - Strategy 2     Student/Teacher Attendance

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Gateway staff and parents will communicate as needed regarding attendance issues.

**Evaluation Benchmark:**

1.  Goal Accomplished-continue next year
2.  Considerable Progress
3.  Some Progress
4.  No Progress
5.  Exit
6.  Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's:  None | None | $0.00 |
|  | Not Specified |  | $0.00 |
|  | Cost:  None |  |  |

## Timeline

| Activity | Person(s) Responsible | A u g | S e p | O c t | N o v | D e c | J a n | F e b | M a r | A p r | M a y | J u n | J u l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  Designated staff will contact parents the day their child misses | Teachers/Parent Invol. | X | X | X | X | X | X | X | X | X | X |  |  |

## Goal 3 - Strategy 2 Student/Teacher Attendance

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| if the parent does not notify the school. | Coordinator/ Counselor | | | | | | | | | | | | |
| 2. Teachers will discuss attendance at parent conferences. | Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 3. Gateway's student handbook, which includes attendance policies, will be given to every parent. | Principal/Teachers | X | | | | | | | | | | | |
| 4. We will keep records of when students leave campus and when they arrive late on campus. | Parents/Designated Staff | X | X | X | X | X | X | X | X | X | X | | |

## Goal 3 - Strategy 3 Student/Teacher Attendance

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Given the importance of the teacher as the instructional leader of the classroom, each staff member will make a concerted effort to improve their individual attendance over the previous year.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| Resources Required: | FTE's Required: | Source of Funds: | Amount |
|---|---|---|---|
| None | Number of FTE's: None | Camp. Activity Fund Budget | $300.00 |
| | Principal's discretionary fund | | $300.00 |
| | Cost: $300.00 | | |

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Each 6 weeks teachers with perfect attendance will be eligible | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |

## Goal 3 - Strategy 3        Student/Teacher Attendance

| Activity | Person(s) Responsible | A u g | S e p | O c t | N o v | D e c | J a n | F e b | M a r | A p r | M a y | J u n | J u l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| for a $50 cash award drawing.  School related absences do not count against perfect attendance. | | | | | | | | | | | | | |

## Goal 3 - Strategy 4        Student/Teacher Attendance

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

In order to meet state attendance requirements the Attendance Committee will meet and review possible attendance problems.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's:   None | None | $0.00 |
| | Not Specified | | $0.00 |
| | Cost:   None | | |

## Timeline

| Activity | Person(s) Responsible | A u g | S e p | O c t | N o v | D e c | J a n | F e b | M a r | A p r | M a y | J u n | J u l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Teachers, Parent Involvement Coordinator and Office Personnel will document and track student attendance through the use of computer technology available through the WINSCHOOL PROGRAM. | Teachers/Parent Inv. Co./ Secretary/Principal | X | X | X | X | X | X | X | X | X | X | | |
| 2.  Review, discuss, and make recommendations concerning student absences and tardies during the attendance committee meetings. | Principal/Teachers/ Counselor | | | X | | | | | X | X | | | |

| Goal 3 - Strategy 4 | Student/Teacher Attendance | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Activity** | **Person(s) Responsible** | A u g | S e p | O c t | N o v | D e c | J a n | F e b | M a r | A p r | M a y | J u n | J u l |

**Goal 4:** Appropriate student behavior will increase attentiveness which will result in improved student achievement.

## Correlates with:

**State Objectives**

2) Student Potential
7) Student Performance

**Effective School Correlates**

| | | | |
|---|---|---|---|
| 1) Safe and Orderly Environment | 2) Climate of High Expectations for Success | 3) Instructional Leadership | 4) Clear and Focused Mission |
| 5) Opportunity to Learn and Student Time on Task | 6) Frequent Monitoring of Student Progress | 7) Home-School Relations | |

## Indicators, Performance Data, and Performance Objectives

## Strategies

| **Goal 4 - Strategy 1** | Student Behavior |
|---|---|

**Leader(s):**
Rick Say

**Leader Progress Report Dates:**
May 2007

**Brief Description:**
Continue communication of the discipline management process to parents and students and reinforce social studies requirement of good citizenship.

**Evaluation Benchmark:**
1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | | None | $0.00 |

Goal 4: The staff at Gateway will promote improved student behavior.

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## Goal 4 - Strategy 1     Student Behavior

Number of FTE's: None
Not Specified
Cost: None

$0.00

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Distribute Student Code of Conduct and Student Handbook. | Principal/Teachers | X | | | | | | | | | | | |
| 2. Continue campus-wide rules and consequences. | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 3. Regular staff meetings will be called to keep faculty aware of current developments in discipline management. | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 4. Teach and review Pawprints for Success daily. | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 5. Discipline records will be analyzed annually to determine if an increase or decrease in office referrals is taking place when compared to the same time frame of the previous year. | Principal | | | | | | | | | | | X | |
| 6. Character Counts Program will be continued. | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 7. Freedom Week Activities | Principal/Teachers | | | X | X | | | | | | | | |
| 8. Implement a conflict resolution program. | Principal/Teachers/ Counselor | | X | X | X | X | X | X | X | X | X | X | |

## Goal 4 - Strategy 2     Student Behavior

**Leader(s):**             **Brief Description:**             **Evaluation Benchmark:**

Goal 4: The staff at Gateway will promote improved student behavior.

## Goal 4 - Strategy 2          Student Behavior

Rick Say

**Leader Progress Report Dates:**

May 2007

Improve student responsibility for assigned work.

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's:   None | None | $0.00 |
| | Not Specified | | $0.00 |
| | Cost:   None | | |

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Emphasize Pawprints for Success daily. | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 2.  Encourage students to return daily homework assignments. | Principal/Teachers | | X | X | X | X | X | X | X | X | X | | |

## Goal 4 - Strategy 3          Student Behavior

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Decrease noise level in hall

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | | None | $0.00 |

Goal 4:  The staff at Gateway will promote improved student behavior.

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## Goal 4 - Strategy 3          Student Behavior

Number of FTE's:   None

Not Specified

Cost:   None

$0.00

## Timeline

| Activity | Person(s) Responsible | A u g | S e p | O c t | N o v | D e c | J a n | F e b | M a r | A p r | M a y | J u n | J u l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  Escort students to and pick up students from P.E., Music and Recess. | Principal/Teachers/ Students | X | X | X | X | X | X | X | X | X | X | | |
| 2.  Every teacher will monitor the halls and stop any misbehavior. | Principal/Teachers/ Students | X | X | X | X | X | X | X | X | X | X | | |
| 3.  Assign class seating for assemblies based on ease of traffic flow. | Principal/Teachers | X | X | | | | | | | | | | |

## Goal 4 - Strategy 4          Student Behavior

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

May 2007

**Brief Description:**

Develop and Implement a new Crisis Plan that reflects the needs of Gateway Elementary

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's:   None | None | $0.00 |
| | Not Specified | | |
| | Cost:   None | | $0.00 |

Goal 4:  The staff at Gateway will promote improved student behavior.

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| **Goal 4 - Strategy 4** | Student Behavior | | | | | | | | | | | | |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

**Timeline**

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| :--- | :--- | :-: | :-: | :-: | :-: | :-: | :-: | :-: | :-: | :-: | :-: | :-: | :-: |
| 1. Train staff on Crisis Plan procedures | Crisis Team Members | X | X | X | X | X | X | X | X | X | X | | |
| 2. Train students on emergency procedures | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 3. Document drills and training | Principal | X | X | X | X | X | X | X | X | X | X | | |
| 4. The " Character Counts " curriculum will be taught at all grade levels to promote and maintain behaviors that foster awareness of suicide prevention, drug prevention, violence prevention, and conflict resolution. | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 5. Survey of faculty crisis responses. | Principal/Teachers | | X | X | X | X | X | X | X | X | X | | |

Goal 4: The staff at Gateway will promote improved student behavior.

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## Goal 5:
Gateway Elementary, having experienced favorable results in the past, will encourage the involvement of parents and community members in activities that assist students and improve student performance.

## Correlates with:

**State Objectives**

7)   Student Performance

**Effective School Correlates**

2)   Climate of High Expectations for Success

7)   Home-School Relations

**Title I - Schoolwide Programs**

5)   Professional Staff

## Indicators, Performance Data, and Performance Objectives

## Strategies

| Goal 5 - Strategy 1 | Home/School Partnership |
|---|---|

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

Variable

**Brief Description:**

Gateway Elementary, having experienced favorable results in the past, will encourage the involvement of parents and community members in activities to assist students.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| Resources Required: | FTE's Required: | Source of Funds: | Amount |
|---|---|---|---|

Goal 5:  To improve the partnership between parents, the community at large, and the school in educating our children.

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## Goal 5 - Strategy 1     Home/School Partnership

| None | Number of FTE's:   0.50 | District Budget | $12,370.00 |
| | Title 1 | | |
| | Cost:    $12,345.00 | | $12,370.00 |

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.  Members from the community representing parents will continue to serve on the campus SBDM committee. | SBDM/Teachers/Parents/ Principal | X | X | X | X | X | X | X | X | X | X | | |
| 2.  A member from the business community will continue to serve on the campus SBDM committee. | SBDM/Teachers/Parents/ Principal | X | X | X | X | X | X | X | X | X | X | | |
| 3.  A member representing district level administration will continue to serve on the campus SBDM committee. | SBDM/Teachers/Parents/ Principal | X | X | X | X | X | X | X | X | X | X | | |
| 4.  A member representing the community-at-large will serve on the campus SBDM committee. | SBDM/Teachers/Parents/ Principal | X | X | X | X | X | X | X | X | X | X | | |
| 5.  The parent volunteer program will be continued and expanded. | Teachers/Parents/ Prin./ Parent Involve. Coord. | X | X | X | X | X | X | X | X | X | X | | |
| 6.  Senior citizens will be actively recruited to serve in the volunteer program. | SBDM/Teachers/ Parents/ Principal | X | X | X | X | X | X | X | X | X | X | | |
| 7. The local newspaper,  television school channel, and radio station will continue to be used to advertise activities. | Principal | X | X | X | X | X | X | X | X | X | X | | |
| 8.  A community volunteer will be secured to serve as an advocate for students during ARD meetings if needed. | Principal | X | X | X | X | X | X | X | X | X | X | | |
| 9.  Provide services to any students who are homeless. | Counselor- Lisa Keifer | X | X | X | X | X | X | X | X | X | X | | |

## Goal 5 - Strategy 2     Home/School Partnership

Goal 5:  To improve the partnership between parents, the community at large, and the school in educating our children.

## Goal 5 - Strategy 2    Home/School Partnership

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

Variable

**Brief Description:**

A bridge will be built between home and school.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | Number of FTE's: None | None | $0.00 |
| | Not Specified | | $0.00 |
| | Cost: None | | |

## Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. New Year's Party will be held the week prior to beginning of school to acquaint parents, students and teachers. The timing of the event will be consistent district-wide. | Teachers/Parents/ Students/Parent Invol. Coord. | X | | | | | | | | | | | |
| 2. Each semester a parent-teacher conference will be scheduled to enhance communication between home and school. | Teachers/Parents | X | X | X | X | X | X | X | X | X | X | | |
| 3. Advertise on Channel 8, in the Borger News Herald, and send notes home with students about preschool screenings, Kindergarten Round-Up and other educational opportunities. | Principal/Teachers/ Parent Invol. Coord. | X | X | X | X | X | X | X | X | X | X | X | X |
| 4. Parents will be invited to school programs that involve their children. | Principal/ Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 5. Notes will be sent home in both English and Spanish. | Sylvia Garcia | X | X | X | X | X | X | X | X | X | X | | |
| 6. Parents will be made aware of the resources available on the TEA web site. | Principal/Teachers | | | | X | | | | | | | | |

Goal 5: To improve the partnership between parents, the community at large, and the school in educating our children.

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**Goal 6:** All students can maximize their learning potential and growth when the learning process takes place in a climate of high expectations.

## Correlates with:

**State Objectives**

6) School Personnel

**Effective School Correlates**

| | | | |
|---|---|---|---|
| 1) Safe and Orderly Environment | 2) Climate of High Expectations for Success | 3) Instructional Leadership | 4) Clear and Focused Mission |
| 5) Opportunity to Learn and Student Time on Task | 6) Frequent Monitoring of Student Progress | 7) Home-School Relations | |

## Indicators, Performance Data, and Performance Objectives

## Strategies

**Goal 6 - Strategy 1**     High Expectations

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

Students/teachers
May 2007

**Brief Description:**

Improved student and teacher performance and self-esteem will be evident at Gateway Elementary following the establishment of a climate of high expectations.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| **Resources Required:** | **FTE's Required:** | **Source of Funds:** | **Amount** |
|---|---|---|---|
| None | | None | $0.00 |

Goal 6: To display a school-wide climate of high expectations of all students in which the staff demonstrates its willingness a

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## Goal 6 - Strategy 1     High Expectations

Number of FTE's:  None

State and Local

Cost:  None

$0.00

# Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Continue programs that build individual self-esteem. (ex. Bulldog of the Week and Terrific Kids.) | Students/Teachers | X | X | X | X | X | X | X | X | X | | | |
| 2. Acknowledge achievement in the local and school newspapers. (Borger News Herald/Pawprints) | Students/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 3. Encourage teachers to meet students at their own developmental and ability levels. | Students/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 4. Continue support for beneficial pull-out programs (PEAK, Learning lab, Reading Recovery, and Special Education) | Students/Teachers/ Teacher aides | X | X | X | X | X | X | X | X | X | X | | |
| 5. Where possible, extend interdepartmental and grade level "teaming" opportunities. | Students/Teachers | | X | X | X | X | X | X | X | X | X | | |
| 6. Students will participate in Jump Rope for Heart. | Christy Espino | | | | | | | X | | | | | |
| 7. The results of Jump Rope for Heart will be publicized for the purpose of motivating all students to achieve. | Christy Espino | | | | | | | X | X | | | | |
| 8. Students will be given the opportunity to participate in academic U.I.L. activities in the 2nd grade. | Principal/UIL Coord./ UIL coaches | | X | X | X | | | | | | | | |
| 9. All faculty and staff members meet the "highly qualified" definition. | Principal/Teachers | X | X | X | X | X | X | X | X | X | X | | |
| 10. Continue staff and teacher evaluations. | Principal | X | X | X | X | X | X | | X | X | X | | |
| 11. Provide training to all faculty and staff members in campus protocols and teacher code of ethics. | Principal | | X | X | X | X | X | X | X | X | X | | |

Goal 6: To display a school-wide climate of high expectations of all students in which the staff demonstrates its willingness a     Page 31 of 34

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## Goal 6 - Strategy 2    High Expectations

**Leader(s):**

Rick Say

**Leader Progress Report Dates:**

Variable

**Brief Description:**

Guarantee the implementation of all special needs programs and monitor the performance of special needs students.

**Evaluation Benchmark:**

1. Goal Accomplished-continue next year
2. Considerable Progress
3. Some Progress
4. No Progress
5. Exit
6. Goal Continuing

| Resources Required: | FTE's Required: | Source of Funds: | Amount |
|---|---|---|---|
| None | Number of FTE's: 5.50 | Local Revenue | $99,327.00 |
| | 51807, Fed. 99327, local | Federal funds | $51,807.00 |
| | Cost: $151,134.00 | | $151,134.00 |

# Timeline

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Communication between Special Ed. and Regular Ed. (CAP Committee) | Principal/ Reg. Ed Teachers/ Special Ed. Staff | X | X | X | X | X | X | X | X | X | X | | |
| 2. Communication between P.E.A.K.(Gifted and Talented Program) and regular education teachers to provide stimulating activities for children who qualify. | Principal/Reg.Ed teachers/ GT Coord. | X | X | X | X | X | X | X | X | X | X | | |
| 3. Establish and clearly define the date of the initiation of the referral through communication to all staff. | Principal/ Reg. Ed. Teachers/ Special Ed. Staff | | X | X | X | X | X | X | X | X | X | | |
| 4. Survey and modify ARD documentation to ensure that Least Restrictive Environment (LRE) is in place for each student. | Principal/ Reg. Ed. Teachers/ Special Ed. Staff | X | X | X | X | X | X | X | X | X | X | | |
| 5. Promote consistent communication between school personnel and parents concerning the re-evaluation timeline. | Principal/ Reg. Ed. Teachers/ Special Ed. Staff | X | X | X | X | X | X | X | X | X | X | | |

Goal 6: To display a school-wide climate of high expectations of all students in which the staff demonstrates its willingness a

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## Goal 6 - Strategy 2        High Expectations

| Activity | Person(s) Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6. Continue the process of transition planning to insure the linkage of the ITP to the IEP's:  Maintain the linkage with MOU agencies to ensure appropriate student transition services. | Principal/ Reg. Ed. Teachers/ Special Ed. Staff | X | X | X | X | X | X | X | X | X | X | | |
| 7. Identify students having dyslexic tendencies using appropriate assessments and interventions. | Principal/Reg.Ed. Teachers/Special Ed. Staff | X | X | X | X | X | X | X | X | X | X | | |

# APPENDIX I

## SHARED DECISION MAKING COMMITTEE

## PLAN IMPLEMENTATION AND DEVELOPMENT LOG

## NEEDS ASSESSMENT

## SUMMATIVE EVALUATION

## 2006-07 Shared Decision Making Committee

| Position | Name | Subject/Grade | Contact Information | Signature |
|---|---|---|---|---|
| Classroom Teacher | Tam Blewett | Second Grade | 274-9771 | |
| Paraprofessional | Landy Crittenden | | 282-5310 | |
| Reading Recovery Teacher | Mendy Farmer | First & Second Grades | 274-4425 | |
| Music Teacher | Tambra Goode | First & Second Grades | 878-3213 | |
| Classroom Teacher | Lauren Hays | Second Grade | 273-7098 | |
| Classroom Teacher | Donna Hertel | First Grade | 274-4064 | |
| Parent | Patti Hubertus | | 886-0178 | |
| Business Representative | Steve Hubertus | | 886-0016 | |
| Classroom Teacher | Debbie Maxwell | | 273-7053 | |
| Classroom Teacher | Jana Minyard | First Grade | 273-7712 | |
| District Level Professional | Linda Rotramel | | 273-1006 | |
| Principal | Rick Say | | 273-1044 | |
| Classroom Teacher | Lanetta Werhan | Second Grade | 273-5403 | |

| Campus Improvement Plan<br>Plan Implementation and Development Log | |
| --- | --- |
| **Date** | **Purpose** |
| Tuesday, February 15, 2005 | Rick Say attended workshop in Canadian to update current plan and formulate strategies for development of restructured plan for school yea 2004-2005. |
| Sunday, October 09, 2005 | ,The new site base committee for the year2005-2006 met on the following dates to revise the plan to meet the needs of our reorganized school: 9-26-05, 9-27-05, 10-03-05, 10-04-05, 10-11-05 |
| Wednesday, October 12, 2005 | Rick Say attended workshop in Canadian to update current plan and formulate strategies for development of restructured plan for school yea 2004-2005. |

## Needs Assessment

## Summative Evaluation for 2005-06

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

## Objective Accomplishments

**TAKS Reading - Grade: 3**

**Analysis Group: All Students**                          **Explanation of Performance**

| | |
|---|---|
| Actual Performance for 2004-05 | 95% |
| Projected Annual Objective for 2005-06 | 96% |
| Actual Performance for 2005-06 | 96% |

*No Progress Rating Selected*

**Analysis Group: African American**                      **Explanation of Performance**

| | |
|---|---|
| Actual Performance for 2004-05 | 86% |
| Projected Annual Objective for 2005-06 | 87% |
| Actual Performance for 2005-06 | NA |

*No Progress Rating Selected*

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

| | |
|---|---|
| Actual Performance for 2004-05 | 91% |
| Projected Annual Objective for 2005-06 | 92% |
| Actual Performance for 2005-06 | > 99% |

*No Progress Rating Selected*

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

| | |
|---|---|
| Actual Performance for 2004-05 | 88% |
| Projected Annual Objective for 2005-06 | 89% |
| Actual Performance for 2005-06 | 93% |

*No Progress Rating Selected*

**TAKS Math - Grade: 3**

**Analysis Group:  All Students**                                    **Explanation of Performance**

Actual Performance for 2004-05                              95%
Projected Annual Objective for 2005-06                     96%
Actual Performance for 2005-06                              75%
*No Progress Rating Selected*

**Analysis Group:  African American**                               **Explanation of Performance**

Actual Performance for 2004-05                              86%
Projected Annual Objective for 2005-06                     86.8%
Actual Performance for 2005-06                              30%
*No Progress Rating Selected*

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

Actual Performance for 2004-05                              92%
Projected Annual Objective for 2005-06                     94%
Actual Performance for 2005-06                              70%
*No Progress Rating Selected*

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

Actual Performance for 2004-05                              93%
Projected Annual Objective for 2005-06                     94%
Actual Performance for 2005-06                              69%
*No Progress Rating Selected*

**Attendance - Grade:  1**

**Analysis Group:  All Students**                                   **Explanation of Performance**

Actual Performance for 2004-05                              94%
Projected Annual Objective for 2005-06                     97%
Actual Performance for 2005-06                              NA
*No Progress Rating Selected*

**Attendance - Grade:  2**

**Analysis Group:  All Students**                                    **Explanation of Performance**

Actual Performance for 2004-05                          94%
Projected Annual Objective for 2005-06                 96%
Actual Performance for 2005-06                         NA
*No Progress Rating Selected*

---

**Texas Primary Reading Inventory (TPRI) - Grade:  1**

**Analysis Group:  All Students**                                    **Explanation of Performance**

Actual Performance for 2004-05                          91%
Projected Annual Objective for 2005-06                 93%
Actual Performance for 2005-06                         NA
*No Progress Rating Selected*

---

**Texas Primary Reading Inventory (TPRI) - Grade:  2**

**Analysis Group:  All Students**                                    **Explanation of Performance**

Actual Performance for 2004-05                          85%
Projected Annual Objective for 2005-06                 90%
Actual Performance for 2005-06                         NA
*No Progress Rating Selected*

## Needs Assessment Focus

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

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

Appendix I

# Process Chart
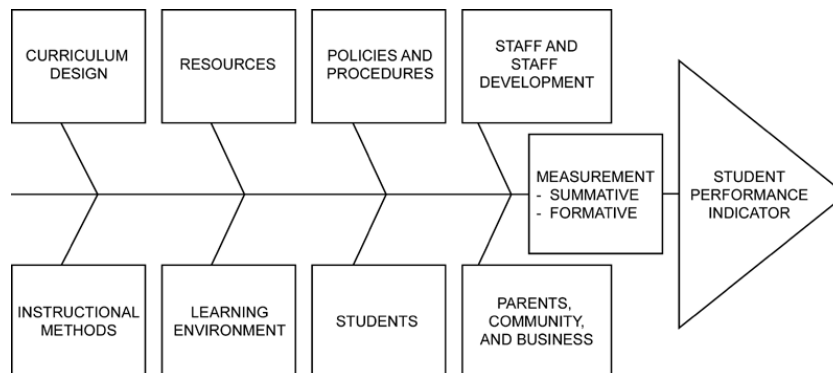


**Curriculum Design:** Gateway has received an Exemplary rating for the fourth consecutive year. This is due to the consistent interpretation of test results. Areas found to be wanting were incorporated into weekly focus activities in the second, third and fourth grades.

**Resources:** Resources utilized include regular tutorials, a well staffed Reading Recovery Program, and access to a state of the art CEI Lab in the 2004-2005 school year. Technology in the form of a new computer lab, clickers, multimedia projectors. and digital projection equipment has also been successfully implemented. Although Title 1 Funding has been lost by this campus for the current year, Borger ISD has sustained funding for our most critical programs, such as Reading Recovery.

**Policies and Procedures:** Shrinking local financial resources have forced the District to concentrate all Reading Recovery efforts on the lowest 20% of all emerging readers. A decision has also been made to convert this k-4 campus into a First and Second Grade campus for the 2005-2006 school year. Consequently, what is emphasized here will change over time to meet the requirements of this specific group of children.

**Staff and Staff Development:** Staff development will continue in the area of technology. Other anticipated areas may include training in the teaching of Science, Reading, and Social Studies.

# 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

**TAKS Reading - Grade:  3**

**Analysis Group:  All Students**                                          **Explanation of Performance**

Actual Performance for 2005-06                              96%
Projected Annual Objective  for 2006-07                 100%
Actual Performance for 2006-07                             NA
*No Progress Rating Selected*

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

Actual Performance for 2005-06                              > 99%
Projected Annual Objective  for 2006-07                 99.2%
Actual Performance for 2006-07                             NA
*No Progress Rating Selected*

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

Actual Performance for 2005-06                              93%
Projected Annual Objective  for 2006-07                 100%
Actual Performance for 2006-07                             NA
*No Progress Rating Selected*

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

Actual Performance for 2005-06                              > 99%
Projected Annual Objective  for 2006-07                 99.2%
Actual Performance for 2006-07                             NA
*No Progress Rating Selected*

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

Actual Performance for 2005-06                              96%
Projected Annual Objective  for 2006-07                 100%
Actual Performance for 2006-07                             NA
*No Progress Rating Selected*

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

Actual Performance for 2005-06                          > 99%
Projected Annual Objective  for 2006-07              99.2%
Actual Performance for 2006-07                          NA
*No Progress Rating Selected*

**TAKS Math - Grade:  3**

**Analysis Group:  All Students**                              **Explanation of Performance**

Actual Performance for 2005-06                          75%
Projected Annual Objective  for 2006-07              78%
Actual Performance for 2006-07                          NA
*No Progress Rating Selected*

**Analysis Group:  African American**                      **Explanation of Performance**

Actual Performance for 2005-06                          30%
Projected Annual Objective  for 2006-07              42%
Actual Performance for 2006-07                          NA
*No Progress Rating Selected*

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

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

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

Actual Performance for 2005-06                          69%
Projected Annual Objective  for 2006-07              73.2%
Actual Performance for 2006-07                          NA
*No Progress Rating Selected*

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

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

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

Actual Performance for 2005-06                    60%
Projected Annual Objective  for 2006-07          66%
Actual Performance for 2006-07                    NA
*No Progress Rating Selected*

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

Actual Performance for 2005-06                    67%
Projected Annual Objective  for 2006-07          71.6%
Actual Performance for 2006-07                    NA
*No Progress Rating Selected*

**Analysis Group:  Bilingual/ESL**                        **Explanation of Performance**

Actual Performance for 2005-06                    53%
Projected Annual Objective  for 2006-07          60.4%
Actual Performance for 2006-07                    NA
*No Progress Rating Selected*

# APPENDIX II


# DETAILED GOAL DEFINITIONS


# OTHER REFERENCE MATERIALS

## <u>State Goals</u>

**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.

## <u>State Objectives</u>

**Objective 1:** **Partnering Parents with Educators**

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

**Objective 2:** **Student Potential**

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

**Objective 3:** **Dropout Prevention**

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

**Objective 4:** **Curriculum**

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

**Objective 5:** **Prepare Students**

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

**Objective 6:** **School Personnel**

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

**Objective 7:** **Student Performance**

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

**Objective 8:** **School Environment**

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

**Objective 9:** **Instructional Techniques**

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

**Objective 10:** **Technology**

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

## NCLB/ESEA Goals and Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All students will graduate from high school.
5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,
   - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
   - calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.
5.2 Performance indicator: The percentage of students who drop out of school,
   - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
   - calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

# Effective School Correlates

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

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

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

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

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

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

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

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

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

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

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

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

**Correlate 3:    Instructional Leadership**

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

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

**Correlate 4:    Clear and Focused Mission**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Correlate 7:**     **Home-School Relations**

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

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

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

# Title I - Targeted Assistance Schools

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

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

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

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

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

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -
   • Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
   • Help provide an accelerated, high-quality curriculum, including applied learning; and
   • Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

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

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

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

Provide instruction by highly qualified teachers.

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

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

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

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

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

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

# Title I - Schoolwide Programs

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

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

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

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

**Goal 3:**        **Instructional**

Instruction by highly qualified teachers.

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

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

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

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

**Goal 6:**        **Parental Involvement**

Strategies to increase parental involvement such as family literary services.

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

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

**Goal 8:**        **Include Teachers in Decisions**

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

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

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

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

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

## E-Rate Goals

**Goal 1:** **Goals and Strategy for Using Technology**

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

**Goal 2:** **Development Strategy for Training**

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

**Goal 3:** **Assessment of Services for Improvement**

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

**Goal 4:** **Sufficient Budget for Implementation**

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

**Goal 5:** **Evaluation Process for Monitoring Progress**

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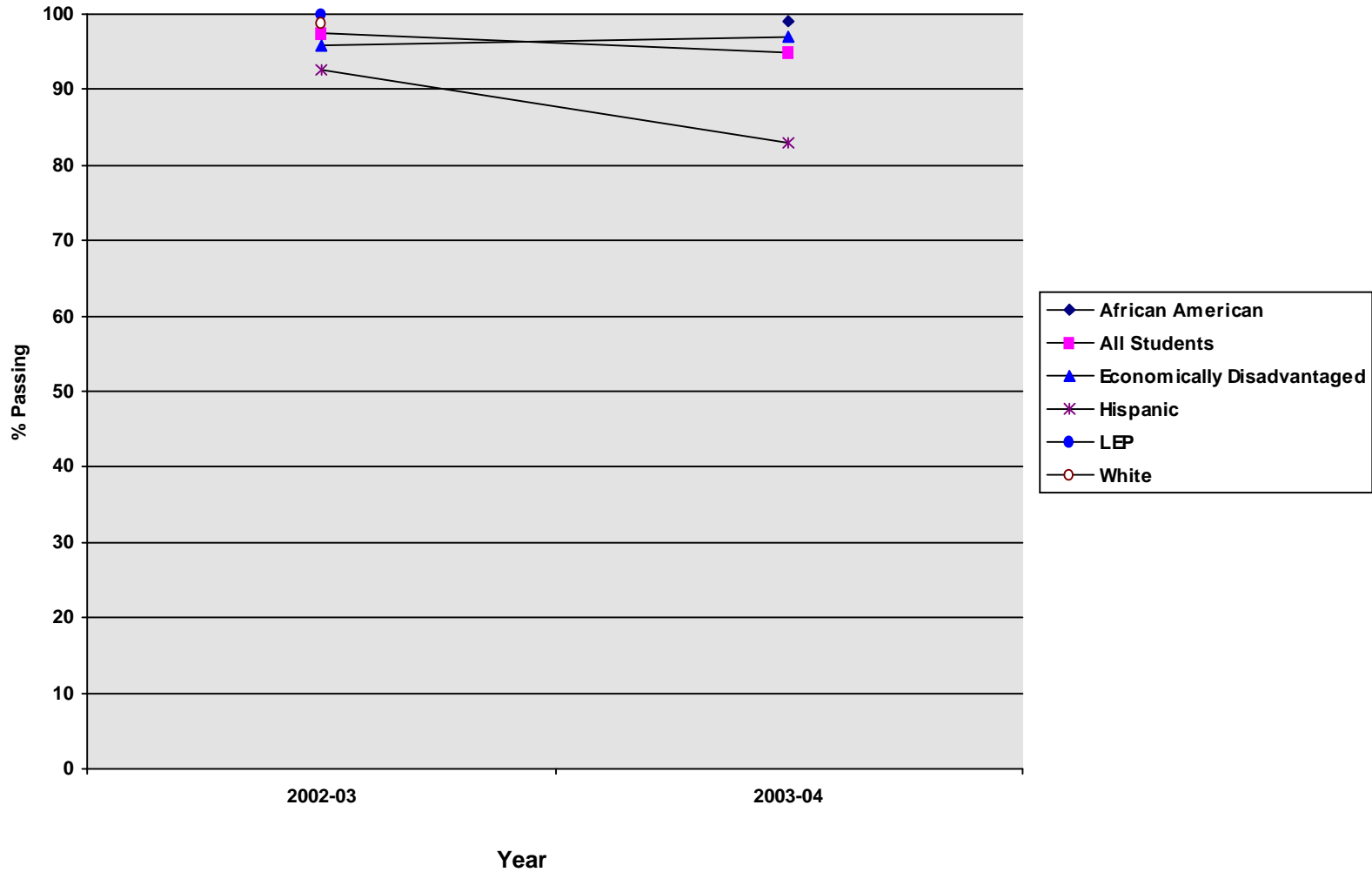
# APPENDIX III


# AEIS GRAPHS

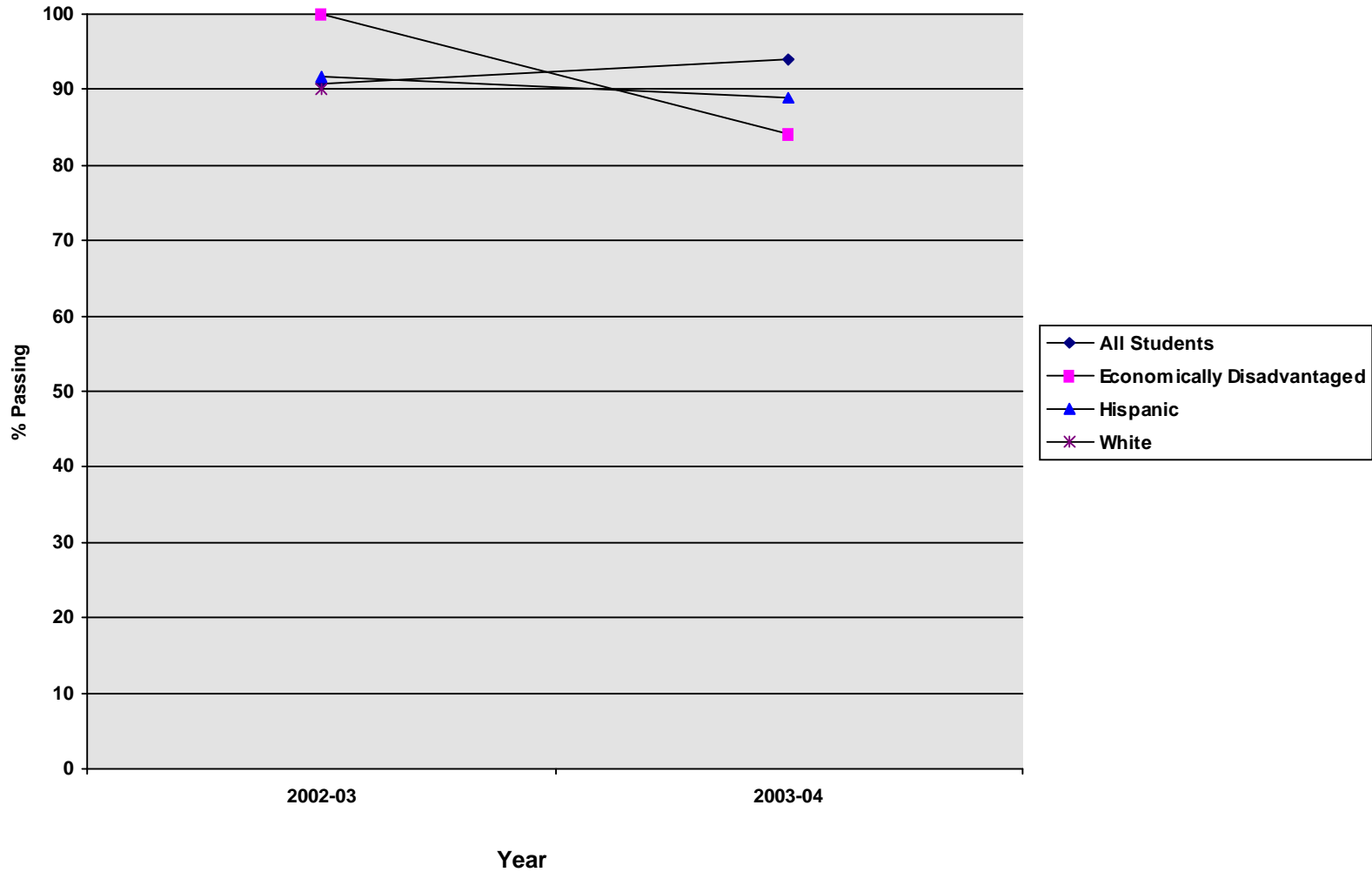# Report of TAKS Reading
## Graph of Current Performance by Analysis Group



**Legend:**
- ◆ African American
- ■ All Students
- ▲ Economically Disadvantaged
- ✳ Hispanic
- ● LEP
- ○ No Data For This Year
- + White

X-axis (Year): 2002-03, 2003-04, 2004-05, 2005-06

Y-axis (% Passing): 0 to 100
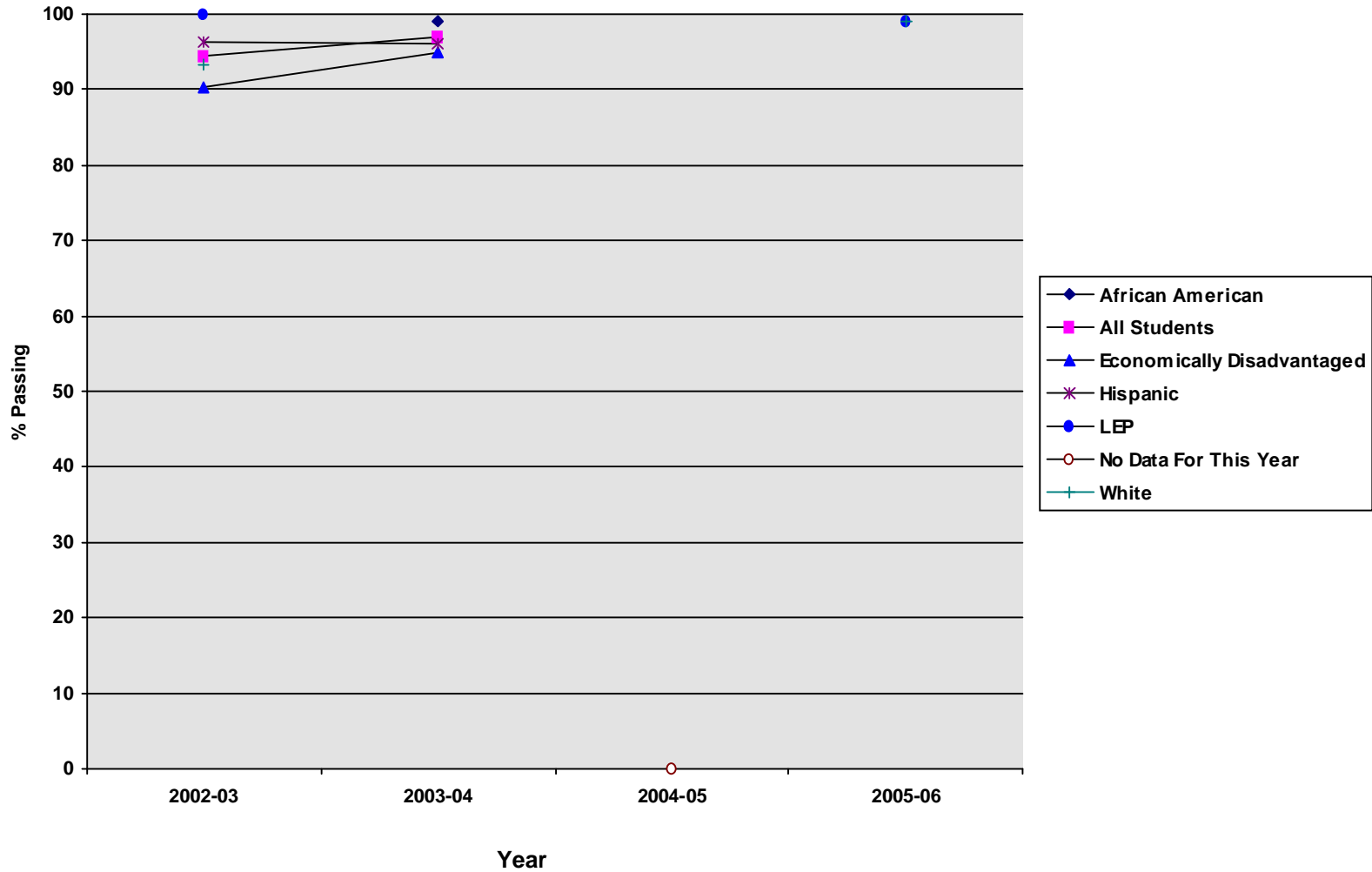
# Report of TAKS Math
## Graph of Current Performance by Analysis Group



**Legend:**
- African American
- All Students
- Economically Disadvantaged
- Hispanic
- LEP
- White

Y-axis: % Passing

X-axis: Year (2002-03, 2003-04)

# Report of TAKS Writing
## Graph of Current Performance by Analysis Group



**Legend:**
- ◆ All Students
- ■ Economically Disadvantaged
- ▲ Hispanic
- ✳ White

X-axis: **Year** (2002-03, 2003-04)

Y-axis: **% Passing** (0 to 100)

# Report of TAKS Overall
## Graph of Current Performance by Analysis Group



**Legend:**
- ◆ African American
- ■ All Students
- ▲ Economically Disadvantaged
- ✳ Hispanic
- ● LEP
- ○ White

X-axis: **Year** (2002-03, 2003-04)
Y-axis: **% Passing**
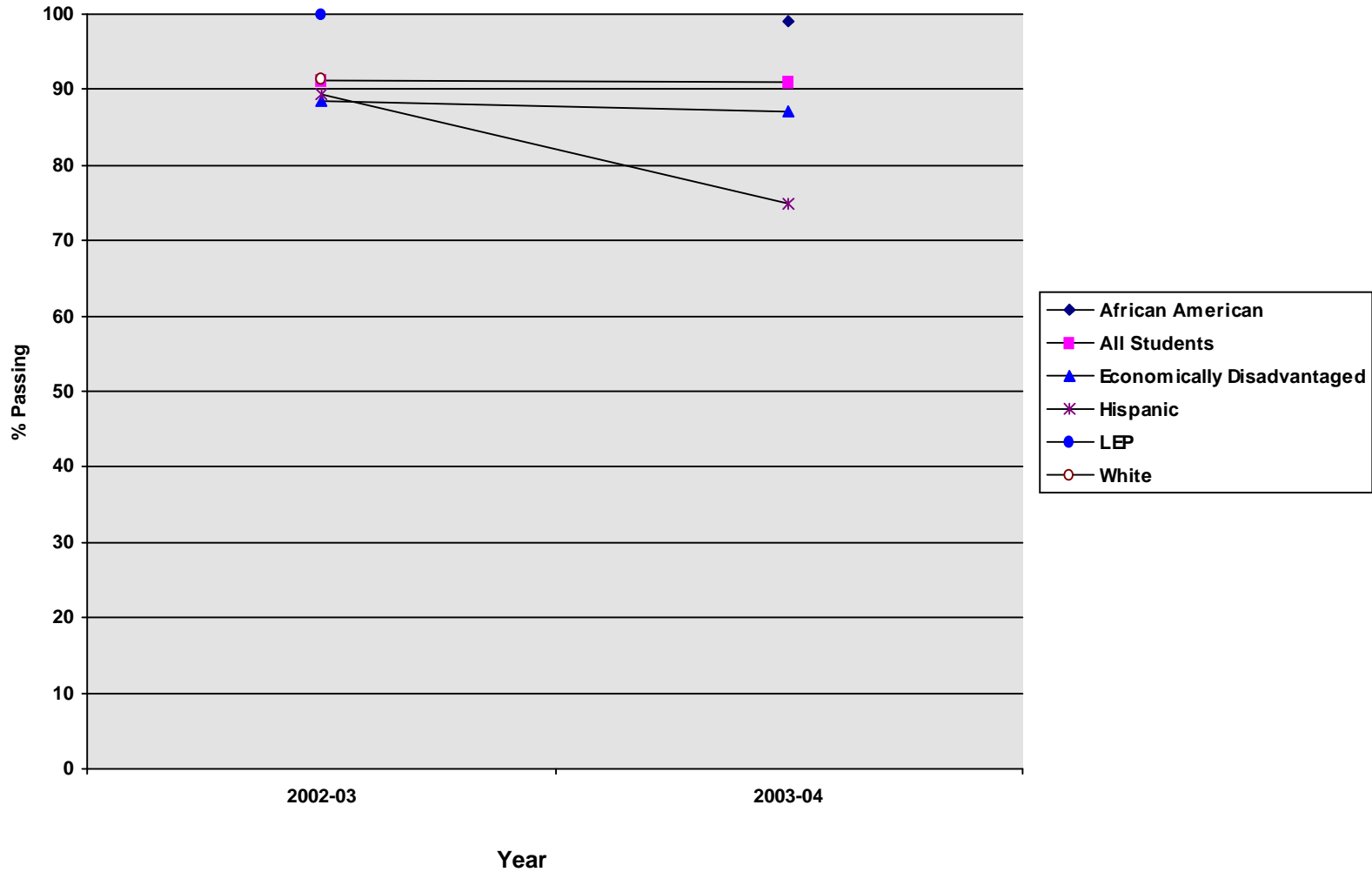
# Report of SDAA II Reading
## Graph of Current Performance by Analysis Group

**% Passing**

Legend:
- ◆ All Students
- ■ Economically Disadvantaged
- ▲ Hispanic

2003-04

**Year**
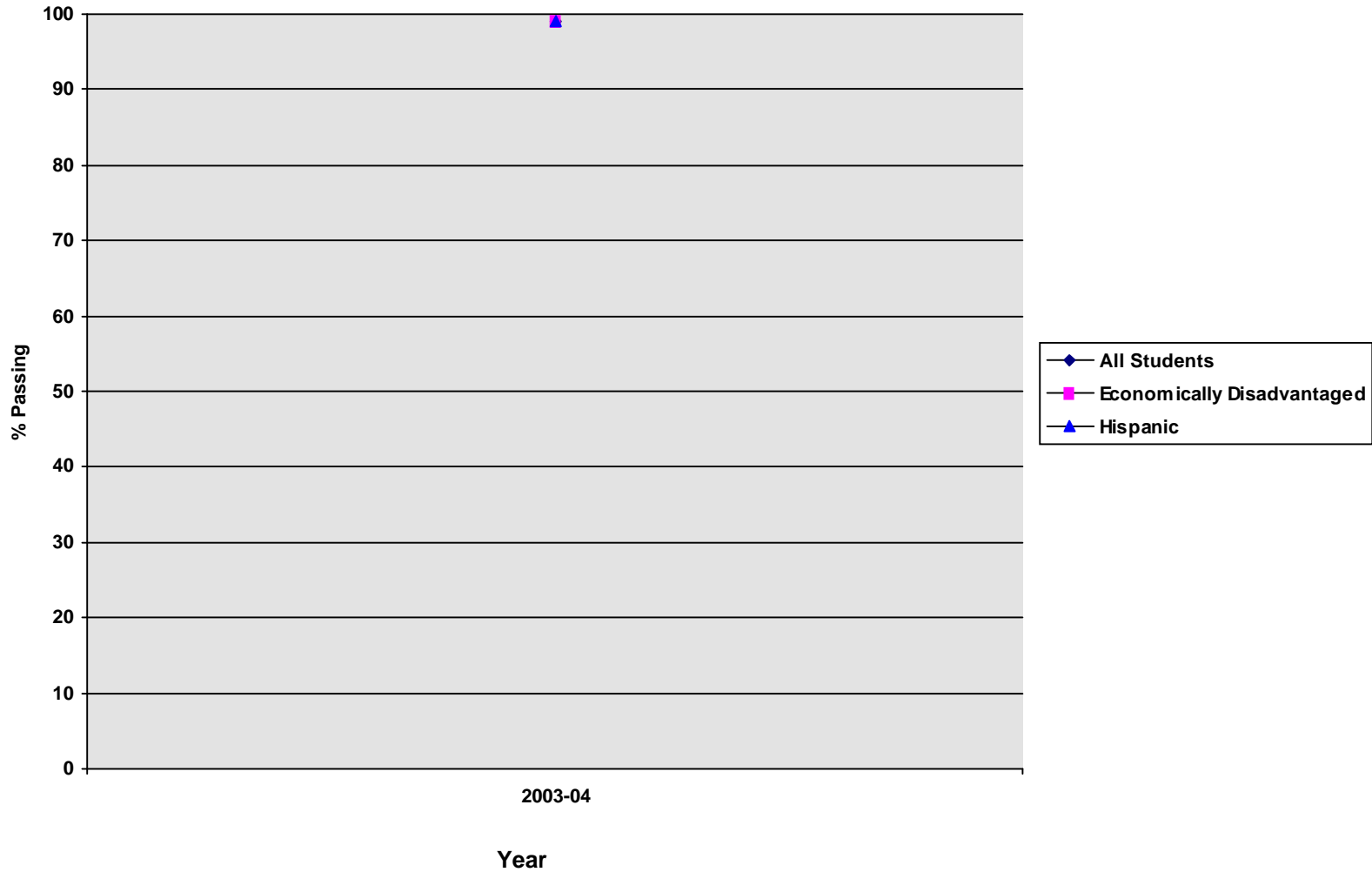
# Report of SDAA II Math
## Graph of Current Performance by Analysis Group
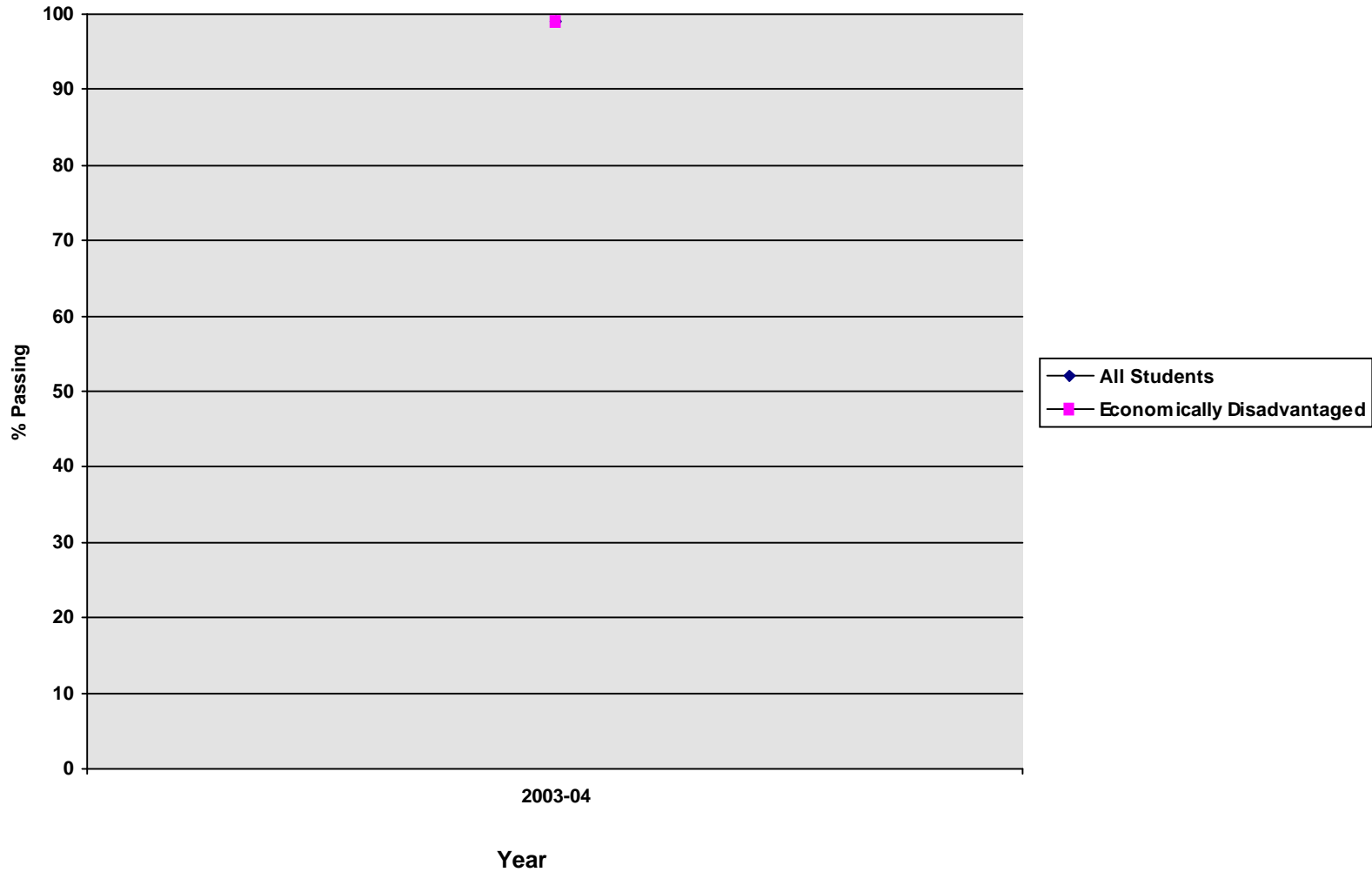
# Report of SDAA II Writing
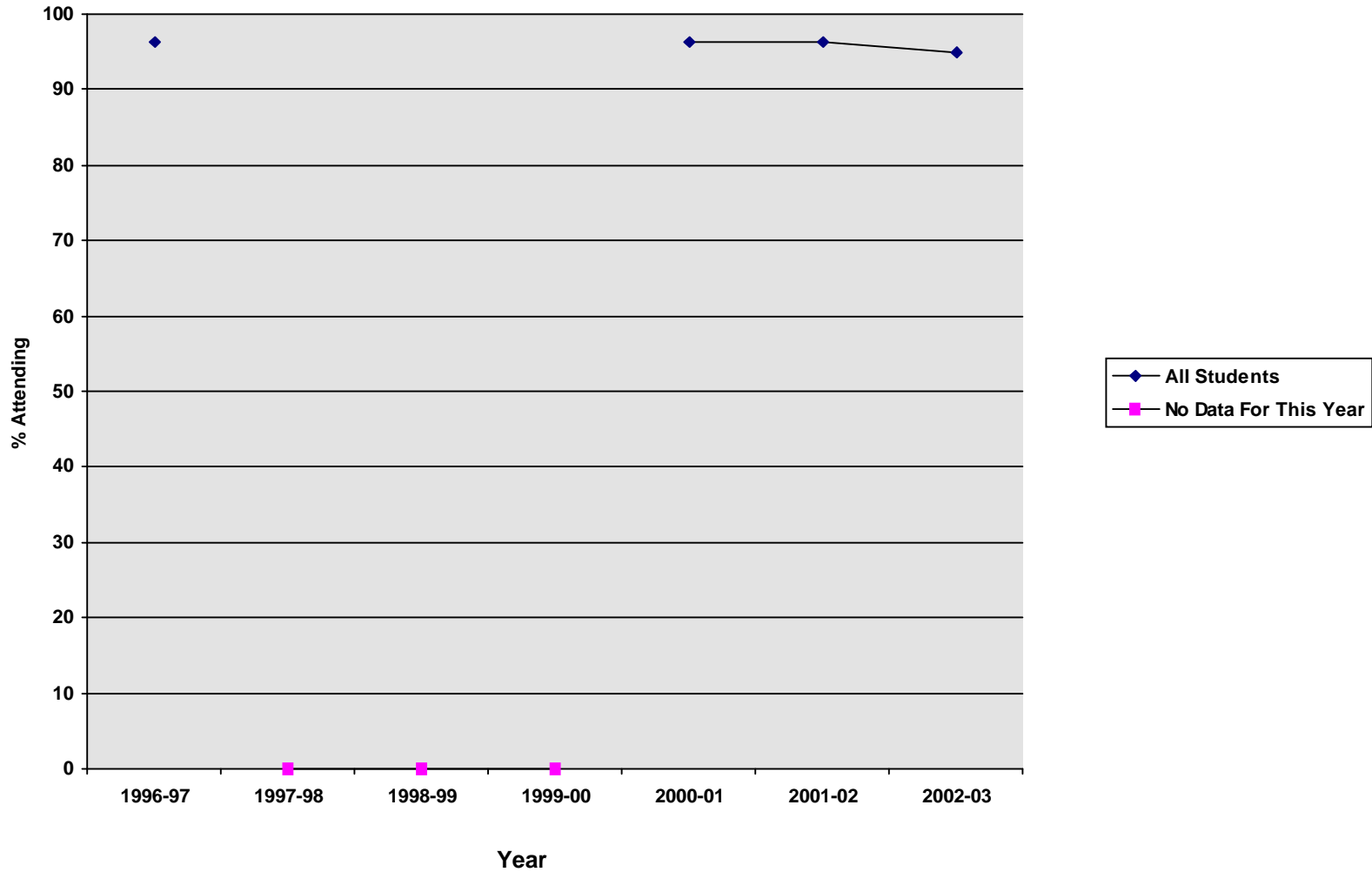## Graph of Current Performance by Analysis Group



**Year**

Legend:
- ◆ All Students
- ■ Economically Disadvantaged
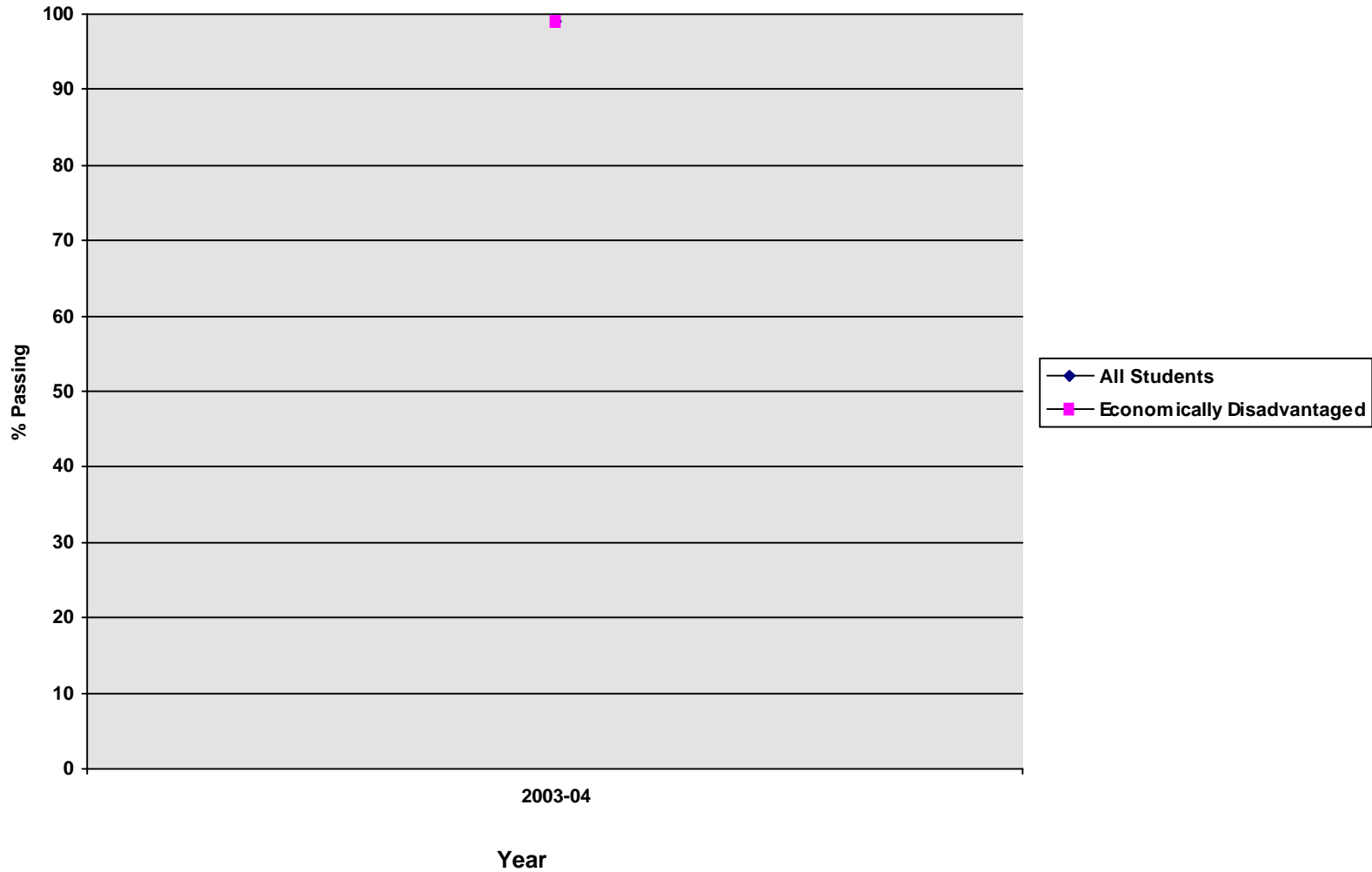
# Report of SDAA II Overall
## Graph of Current Performance by Analysis Group
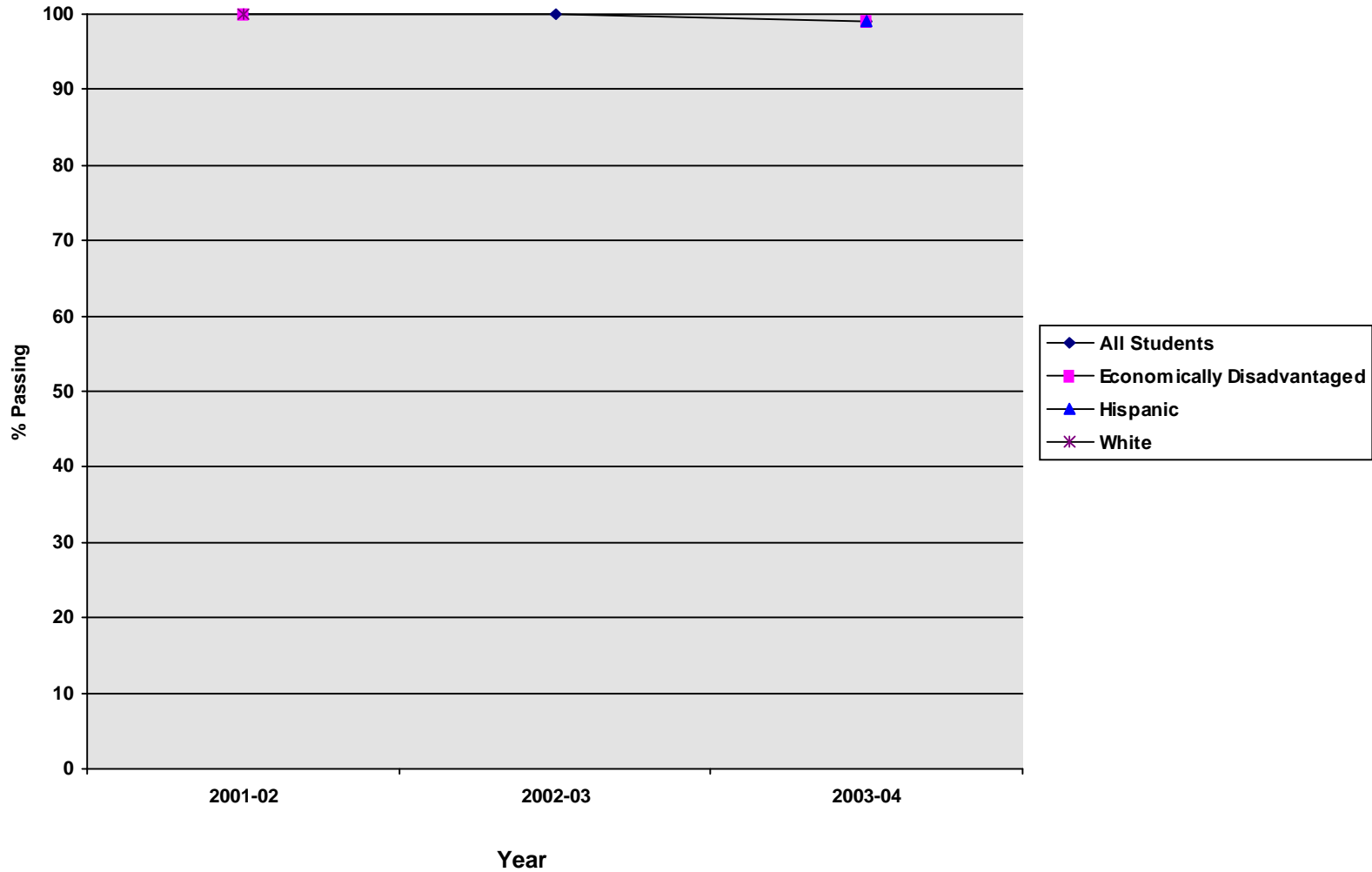
# Report of Attendance
## Graph of Current Performance by Analysis Group

# Report of Completion: Graduated
## Graph of Current Performance by Analysis Group

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

# Report of Completion: Received GED
## Graph of Current Performance by Analysis Group

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

# Report of Completion: Continued HS
## Graph of Current Performance by Analysis Group

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

# Report of Completion: Dropped Out (4-yr)
## Graph of Current Performance by Analysis Group

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

# Report of Graduating Seniors Taking SAT/ACT
## Graph of Current Performance by Analysis Group

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

# Report of Graduating Seniors Scoring At or Above Criterion
## Graph of Current Performance by Analysis Group

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

# Report of Mean SAT Scores
## Graph of Current Performance by Analysis Group

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

# Report of Mean ACT Scores
## Graph of Current Performance by Analysis Group

# There is no information associated with Mean ACT Scores.