

ELEMENTARY/MIDDLE SCHOOL IMPROVEMENT PLAN



Springlake-Earth ISD

Robert Conkin, Principal

2005-2006



Goals and Objectives

Goal 1: Elementary/Middle School will have 90% of the student population, including the target populations; pass all portions of the TAKS in 2006.

Performance Objective 1: 90% of all student populations will pass the TAKS Reading/ELA

Performance Objective 2: 90% of all student populations will pass the TAKS Writing

Performance Objective 3: 90% of all student populations will pass the TAKS Math

Performance Objective 4: 90% of all student populations will pass the TAKS Science

Performance Objective 5: 90% of all student populations will pass the TAKS Social Studies

Goal 2: Elementary/Middle School will provide a curriculum and culture of success for all students.

Performance Objective 1: Special Programs will be offered for eligible students and 90% of all students in the programs will pass the TAKS/SDAA in all subject areas

Performance Objective 2: 100% of high school students will graduate within 4 years from entering high school and the dropout rate will be 0%

Performance Objective 3: The number of students taking AP classes and students graduating with the recommended seal will increase from the previous year

Performance Objective 4: The number of students taking the ACT/SAT will increase; and of those taking the test, 50% or more will make the criterion score or better

Goal 3: Elementary/Middle School will encourage positive student behaviors and create a safe and drug free environment for increased student achievement.

Performance Objective 1: Student attendance will be 96% or higher

Performance Objective 2: Student disciplinary referrals will decrease from the previous year

Goal 4: Elementary/Middle School will promote parent and community involvement in order to provide the best possible education for all students.

Performance Objective 1: Parent involvement will increase from the previous year as documented with parent contacts



Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
Dyslexia

English as a Second Language (ESL)
Gifted and Talented (GT)
Pre-K (PK)
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)
Title I, Part C: Migrant (TIC)
Title II, Teacher and Principal Training and Recruiting (TII: TPTR)
Title II, Technology (TII: Tech)
Title IV, Safe and Drug Free Schools (TIV)
Title V, Innovative Education Program (TV)



Goal 1: Elementary/Middle School will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.

Performance Objective 1: 90% of all students will pass the TAKS Reading.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide extended day/year	Administrator	After school	OEYP	Students served	Students promoted
Provide Pre-K program	Administrator	Daily	PK Grant Local	Students served	TPRI TAKS
Use Accelerated Reader program <ul style="list-style-type: none"> Accumulate quality points at/above STAR level Display goals in cafeteria Recognize student success 	Reading teachers	Daily	Local	AR reports	TPRI TAKS
Provide intensive phonics instruction	Reading teachers	Daily	ARI Local	AR reports	TPRI TAKS
Enhance TEKS with gourmet curriculum and TAKS facts activities	Reading Teachers	Weekly	Local	6 Weeks grades	TPRI TAKS
Implement reading time <ul style="list-style-type: none"> Peer tutoring with multi-age groups 	Reading teachers	Daily	Local	Lesson Plans	Report card grades
Provide staff development in accordance with PDAS <ul style="list-style-type: none"> On AR program On TEKS On technology integration 	Administrator	August – July	Local TII TPTR TII Tech	Staff Development calendar	Training certificates
Incorporate reading into TEKS in all subject areas	Reading teachers	Daily	Local	6 weeks grades	TPRI TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Develop curriculum maps <ul style="list-style-type: none"> • Direct instruction • Integrate AR, novels, TEKS, and Core Knowledge curriculum 	Reading teachers	Fall	Local	6 weeks grades	TPRI TAKS
Purchase library books <ul style="list-style-type: none"> • Encourage student reading • Promote reading on internet • DEAR program 	Librarian	Summer	TV Innovative	PO	Books



Goal 1: Elementary/Middle School will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.

Performance Objective 2: 90% of all students will pass the TAKS Writing.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use direct writing instruction <ul style="list-style-type: none"> Total immersion Across discipline instruction and assignments in writing 	Core subject area teachers	Daily	Local	Lesson Plans	TAKS
Implement writing center during enrichment period	ELA teachers	Daily	Local	Lesson Plans	TAKS
Provide professional development as identified by staff in accordance with PDAS	Administrator	Fall Spring	Local TII TPTR	Staff Development Calendar	Training certificates
Enhance curriculum with TAKS facts and gourmet curriculum activities	ELA teachers	Daily	Local	Lesson Plans	TAKS
Use Shurley language program in early elementary	ELA teachers	Daily	Local	Lesson Plans	TPRI
Develop curriculum maps <ul style="list-style-type: none"> To provide writing direction To integrate Shurley language, textbook, TEKS, and Core Knowledge curriculum 	ELA teachers	Daily	Local	Lesson Plans	TPRI TAKS



Goal 1: Elementary/Middle School will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.

Performance Objective 3: 90% of all students will pass the TAKS Math.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Pre-K program to give students a good foundation	Administrator	Daily	PK grant Local	Students served	TPRI Pre-K grant
Provide extended day/year for students at-risk or failing or failing	Administrator	After school	OEYP	Students served	Students promoted
Integrate math and problem solving skills into TEKS in all content areas	Core subject teachers	Daily	Local	Lesson Plans	TAKS
Use Saxon math at PK-5	Math teachers	Daily	Local	Lesson Plans	TAKS
Provide professional development as identified by staff in accordance with PDAS <ul style="list-style-type: none"> Integration of technology in instruction 	Administrator	Fall Spring	Local TII TPTR TII Tech	Training calendar	Training certificates
Implement problem solving centers <ul style="list-style-type: none"> During enrichment Peer tutoring Multi-age groups 	Math teachers	Daily	Local	Lesson Plans	TAKS
Develop curriculum maps <ul style="list-style-type: none"> To integrate Saxon math, textbooks, TEKS, Cored knowledge curriculum 	Math teachers	Daily	Local	Lesson Plans	TAKS
Give practice tests in TAKS format	Teachers	Weekly	Local	Lesson Plans	TAKS



Goal 1: Elementary/Middle School will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.

Performance Objective 4: 90% of all students will pass the TAKS Science.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Develop curriculum maps to: <ul style="list-style-type: none"> • Provide direction for instruction • To integrate text, TEKS, & Core Knowledge Curriculum 	Science Teachers	Daily	Local	Lesson Plans	TAKS
Provide lab activities and field trips	Science teachers	Daily	Local	Lesson Plans	TAKS
Use guided reading, discussion, writing and articulation for teaching concepts	Science teachers	Daily	Local	Lesson observation	TAKS
Use the scientific method <ul style="list-style-type: none"> • Test hypotheses • Collect data • Analyze data • Report findings • Explain phenomena 	Science teachers	Daily	Local	6 weeks grades	TAKS Final grades
Use brain research techniques for higher order thinking skills	Science teachers	Daily	Local	6 weeks grades	Semester grades



Goal 1: Elementary/Middle School will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.

Performance Objective 5: 90% of all students will pass the TAKS Social Studies.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Develop curriculum maps <ul style="list-style-type: none"> • To provide direction • To integrate teaching resources 	Social Studies teachers	Daily	Local	Curriculum maps	Grades
Provide lab activities and field trips	Social studies teachers	As scheduled	Local	Lesson Plans	Semester grades
Use brain research techniques to engage students in higher order thinking skills	Teachers	Daily	Local	Lesson plans	Semester grades
Provide professional development <ul style="list-style-type: none"> • Critical thinking • Integration of technology/TEKS 	Administrator	Fall Spring Summer	Local TII TPTR TII Tech	Training calendar	Training certificates



Goal 2: Elementary/Middle School will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the TAKS.

Special Program: Dyslexia

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> • Early ID and intervention • Needs assessment • Services at student campus if possible 	Dyslexia staff Administrator	August – Jan	Local	Training scheduled for staff	Students identified & served
Align SBOE and district procedures	Dyslexia staff	August	Local	Draft	Written procedures
Provide services for students under sect. 504	504 Committee	Daily	Local	List ID	Students served
Provide professional development <ul style="list-style-type: none"> • Individualized and intensive • Multi-sensory • Phonetic reading methods • With staff input 	Administrator	Summer	Local	Training calendar	Attendance certificates
Hire and retain teachers with certification/endorsements	Administrators	Summer	Local TII, TPTR	Teachers interviewed	Certificates of teachers
Evaluate program	Dyslexia staff	April-May	Local	Student progress reports	TAKS RPTE TPRI



Goal 2: Elementary/Middle School will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the TAKS.

English as a Second Language (ESL)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comprehension., speaking, reading & composition	ESL staff	Early Aug. Upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • TAKS • TAKS/SDAA Participation • LEP Dropout • Annual Measurable Achievement Objectives (AMAOs) • Adequate Yearly Progress (AYP) for LEP students 	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • Determine if students are over-represented in SPED • Under-represented in GT 	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce percent of LEP	Administrator	Annually	Local	Number exempt	Number exempt



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
exemptions/number of parent denials for program					
Recruit/retain highly qualified teachers	Supt.	Summer	Local	Positions posted	Certified Staff
Send information in home language	Principal	All year	Title I	Communications	Communications
Provide opportunities for parents to participate in school activities	Administrator	During year	Local	Parent Involvement (PI) calendar	Sign in Sheets



Goal 2: Elementary/Middle School will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the TAKS.

Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> • Furloughs • Re-Assessments • Exiting and transfers • Appeals of placement 	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> • Focus on minorities: • ESL • Poverty • SPED • Migrant 	GT Selection committee	August and semester	Local	Training sign in sheets on GT characteristics	Student nominees
Provide advanced curriculum	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program <ul style="list-style-type: none"> • Include native language assessment • Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability &/or specific academic fields	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide 30 hours of GT training for all professional staff	Administrators	Fall – Spring	Local	Prof. Dev. Calendar	Attendance certificates
Revise curriculum framework <ul style="list-style-type: none"> Depth and complexity with 4 core academic areas 	GT Staff	April – August	Local	Minutes of meeting	Curriculum revisions
Determine Professional development needs by staff survey	Administrator	Spring	Local	Survey	Survey results
Provide students opportunities to work <ul style="list-style-type: none"> Together as a group With other students Independently 	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys <ul style="list-style-type: none"> Students Parents Staff 	Administrator	April	Local	Surveys distributed	Summary of surveys
Hire and retain GT certified teachers	Administrator	May – August	Local GT	Interviews	Teacher endorsements
Provide Parent Involvement opportunities for parent participation	Administrator	Aug.- May	Local	PI Calendar	Sign in sheets



Goal 2: Elementary/Middle School will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the TAKS.

State Compensatory Education (SCE): The campus is a Schoolwide Program with 40% or greater poverty rate. \$110,393 and 2.63 FTEs are coordinated with Title I funds to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance, to accelerate progress, and to reduce the drop-out rate	Administrator	Aug. - July	SCE: 2.63 FTEs \$110,393	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students	Supt.	August Semester Entry date	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Cord.	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct comprehensive needs assessment	Principal	Aug.-May	Local	Meeting agenda	CNA
1) Serve PK-3 who failed local readiness test (ARI and AMI—or other local test)	Principal	Daily	SCE Local	ARI, AMI test scores	TPRI Math test
2) Serve 7-8 who failed 2 or more subjects (previous year or current) with tutorials	At-risk coordinator	Grading periods	SCE Local	Semester Progress reports	TAKS grades
3) Serve students who have been retained	At-risk coordinator	Weekly	SCE Local	6 weeks grades	TAKS
4) Accelerate students who failed TAKS or SDAA with tutorials/acceleration class	At-risk coordinator	Weekly	SCE	6 weeks grades	TAKS
5) Serve pregnant/parent students	At-risk	As needed	SCE	6 weeks Grades	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
	coordinator		PEP grant		attendance
6) Serve student placed in AEP preceding or current year	At-risk coordinator	Weekly	SCE Local	6 weeks Grades	TAKS
7) Serve student expelled in preceding or current year	At-risk coordinator	As needed	SCE Local	Discipline records	Discipline records
8) Serve students on parole, probation, deferred prosecution or conditional release	At-risk coordinator	As needed	SCE Local	Student placements	TAKS
9) Serve drop-outs	At-risk coordinator	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
10) Serve LEP students	At-risk coordinator	Upon ID	SCE ESL	6-Week Grades	TAKS RPTE
11) Serve students in care of or referred to DPRS	At-risk coordinator	As needed	SCE Local	Discipline Records	TAKS
12) Serve homeless students on the Schoolwide campus	At-risk coordinator	Upon ID	SCE TIA	6 weeks Grades	TAKS
13) Serve students who reside in residential placement facility or foster group home in preceding or current year	At-risk coordinator	As needed	SCE Local	Progress reports	TAKS
Evaluate SCE program <ul style="list-style-type: none"> TAKS scores for At-Risk in reading, math, and writing compared to All students 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison
Provide staff development <ul style="list-style-type: none"> With input from staff 	Principal	August-July	Local SCE	Training calendar	Certificates for training



Goal 2: Elementary/Middle School will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the TAKS.

Title I, Part A: Schoolwide (TIA)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Incorporate the ten Schoolwide Components	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> • Special populations TAKS • Adequate Yearly Progress (AYP) for Economically Disadvantaged • Annual Measurable Achievement Objectives (AMAOS) for LEP • Performance Based Monitoring (PBM) for NCLB 	Principal	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> • Focus: Economically disadvantaged, & At-Risk • Include extended day/year 	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII	Caps and strategies	TAKS SDAA
3) Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> • Teachers in core subject areas - Deadline: 2006-2006 • Instructional Paraprofessionals (TIA) Deadline : January 2006 • Paraprofessionals hired after 1/8/02 will 	Site-Base Team Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII	CIPs and strategies	TAKS SDAA



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
be qualified before hired					
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> • With staff input • Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA, TIII	Staff Development Calendar	TAKS
5) Attract and retain highly qualified teachers to high needs campus(s)	Administrators	Summer	Local TIA, TII TPTR	Personnel Files	Personnel Files
6) Increase parent involvement <ul style="list-style-type: none"> • Designed to improve academic achievement • Designed for parents to have opportunities to participate in educational decisions 	Principal	Monthly	TIA, Local	PI Events	PI Evaluation
7) Assist pre-school children to local elementary. school with visitation day for kids & parents	Principal	May	TIA	Event planned	Sign-In sheet
8) Get Teachers input on all local academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance <ul style="list-style-type: none"> • Provide timely additional help • Students having difficulties with academic proficiency or advanced levels 	Teachers	Each reporting period	TIA	List of identified students	TAKS
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC, TIIA, TIID, BE/ESL, TIV, TV, GT, SCE, Sp Ed., Local	Meeting agendas	TAKS SDAA
Evaluate Parent Involvement (PI) program	Principal	Spring	TIA	SB	Evaluation



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Involve parents in the evaluation 				Meeting Agenda	results
Review Parent Involvement policy <ul style="list-style-type: none"> Developed and agreed upon by parents Copies distributed 	Administrator	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> Inform parents of TIA program Explain parents' rights to be involved Revise Parent Compact in English & parents home language 	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> Conference with parents Hold flexible number of meetings Use parents' home language Provide information on state assessments & proficiency levels Provide information on school curriculum Provide Notifications under NCLB Send Timely notice if Teacher is not highly qualified Inform Parents of their right to know Teacher qualifications and paraprofessional qualifications Provide reasonable access to staff 	Principal	August-July	TIA	Communications to parents each 6 weeks period	Communications for year PI evaluation



Goal 2: Elementary/Middle School will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the TAKS.

Title I, Part C: Migrant (TIC)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine NCLB program success in PBMAS report: <ul style="list-style-type: none"> • Migrant TAKS • Migrant dropout • Migrant RHSP/DAP 	Administrator	Upon release of AEIS	Local	TAKS release tests	TAKS
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> • Home visits • Visibility in community: churches, stores, etc. 	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services provided
Provide home-based or school-based early childhood program ages 3 – Grade 2	Administrator	Weekly	TIC	Checklists	Annual evaluation
Enhance graduation: <ul style="list-style-type: none"> • Compile data • Monitor progress • Provide help for student needs 	MEP staff	Year round	TIC TIA Local	NGS records	Graduation rates



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Parent Involvement <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities 	Administrator MEP staff	Aug – May	TIC TIA Local	PI Calendar	Sign in sheets
Conduct comprehensive needs assessment to determine needs <ul style="list-style-type: none"> • Include pre-school 	Administrator MEP staff	May-Aug	TIC Local	Meeting agenda	Needs identified
Provide services for students: <ul style="list-style-type: none"> • List priority for services students and needs • Tutorials • Acceleration • CAI • Support services • Summer School (SMART) 	Administrator	Weekly	TIC	Services offered	Log TAKS TPRI
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> • With input from MEP staff • Research-based 	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates



Goal 2: Elementary/Middle School will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the TAKS.

Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct Comprehensive Needs Assessment including bolded data where the campus exceeds state median <ul style="list-style-type: none"> • SPED TAKS • SDAA Gap Closure (grade level testing) • Exemptions • LRE placement rate • SPED Dropout Rate • LEP disproportion • SPED Identification • African American Representation • Hispanic Representation • LEP Representation • Discretionary DAEP Placement • Discretionary Expulsions • Discretionary ISS placement 	Special Ed. Director	Fall	Sp. Ed. Local	Analysis	PBM Risk Levels
Hire and retain teachers and paraprofessionals who are highly qualified	Administrator	June-Aug.	SPED	Teachers interviewed	Personnel files
Provide research-based staff development with staff input	Administrator	As scheduled	SPED Local	Training calendar	Training certificates



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • How to modify curriculum • Other needs identified 					
Provide students with disabilities access to general curriculum	SPED Dr.	Aug.-May	SPED	ARD/IEP	Student schedules
Provide Parent Involvement opportunities for parents to participate in school activities	SPED Dr.	Aug.-May	Sp. Ed Local TIA	PI Calendar	Sign in sheets
Reduce % of exemptions from TAKS and SDAA	SPED Dr.	Fall Spring	SPED	ARD minutes	Exemptions
Train ARD committee	SPED Dr.	August	SPED	Training scheduled	Sign in sheets



Goal 2: Elementary/Middle School will provide a curriculum and culture of success for all students.

Performance Objective 2: 100% of high school seniors will graduate within 4 years of entering high school and the dropout rate will be at or below 1%.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students who may not graduate in 4 years <ul style="list-style-type: none"> • Plan strategies to meet student needs • Provide extended year program 	Counselor	Fall	Local OEYP	Student List	Completion rate
Provide one-on-one tutoring	Teachers	Daily	Local	Schedule	Completion

Performance Objective 3: The number of students taking AP classes and graduating with the recommended seal will increase from the previous year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Counsel students regarding choices <ul style="list-style-type: none"> • Inform parents of curriculum choices 	Counselor	Spring	Local	Courses	Graduation plan

Performance Objective 4: The number of students taking the ACT/SAT will increase; and of those taking the test, 50% or more will make the criterion score or better

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Inform students and parents of importance of tests <ul style="list-style-type: none"> • Beginning in Junior High 	Principals Counselor	Junior high years	Local	Activity planned	Parent survey



Goal 3: Elementary/Middle School will encourage positive student behaviors and create a safe and drug free environment for increased student achievement.

Performance Objective 1 and 2: Maintain an annual ADA at 96% or higher and decrease student disciplinary referrals.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Sexual harassment • Other forms of bullying <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles 	Administrators	Daily	TIV Local	Incidents reported each 6 weeks	PEIMS incidents reports
Provide campus specific attendance incentives	Administrators	6 weeks	Local	Attendance	ADA
Provide counseling and motivational activities to encourage attendance <ul style="list-style-type: none"> • Student Council • Motivational speakers 	Counselor	As needed	Local	Attendance each 6 weeks	ADA
Provide professional development: <ul style="list-style-type: none"> • Student Code of Conduct • Conflict Resolution • Classroom Management • Crisis management 	Administrator	Fall	Local TIV	Training calendar	Sign in sheets
Utilize drug council to plan and promote safe & drug free district <ul style="list-style-type: none"> • D.A.R.E. program 	Drug Council	Spring	TIV Local	Activities planned	Sign in sheets
Discuss Code of Conduct, discipline policy,	Principals	August-	Local	Activity	Referrals



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
sexual harassment, and violence prevention With students using student handbook as guide		May		planned	
Utilize AEP/DAEP when needed	Administrators	As needed	SCE Olton SSA	Referrals	Student placements
Build pride for district <ul style="list-style-type: none"> • “Wolverine Pride” • Character Education • Enlist parents help 	Staff Administrators	Daily	Local	Observation of staff	Survey of climate



Goal 4: Elementary/Middle School will promote parent and community involvement in order to provide the best possible education for all students.

Performance Objective 1: Parent involvement will increase from the past year as documented by contacts.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the Planning and Decision Making Teams <ul style="list-style-type: none"> Parents, community/business & school staff collaboration 	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Inform parents of <ul style="list-style-type: none"> State assessments Proficiency levels required General Curriculum 	Counselor	Meeting scheduled	Spring	Meeting held	Sign-in Sheet
Provide parents with information on : <ul style="list-style-type: none"> Higher education admissions Financial aid opportunities TEXAS grant Teach for Texas grant 	Counselor	Fall/Spring	Local	Meeting scheduled	Parent Surveys
Survey parents to evaluate: <ul style="list-style-type: none"> School climate Special programs Parent involvement 	Administrator	Surveys	Local	Principals	Survey Results TAKS



Comprehensive Needs Assessment

Springlake-Earth Elementary/Middle School is a campus with an enrollment of 307 students. The low-income percentage is 63.82%. The campus received a Recognized rating by TEA. To receive this rating, 70% of all student groups must pass TAKS in all subjects--reading, math, writing, social studies, and science. For special education, 70% passing rate must be met for students taking the SDAA. The district must also show an annual dropout rate of 0.7% or less.

Students Strengths and Needs

The campus met the federal accountability, Adequate Yearly Progress (AYP). AYP is similar to the state accountability but it includes two additional target populations—Special Education and Limited English Proficient-- that must also meet TAKS standards as a group.

Students in Special Education exceeded the state median in two areas—Identification and Hispanic representation. The district will look closely to determine how student needs can be met in this area. Strategies to correct any problems in these areas will be a focus of the District and campus.

See TAKS Charts for student scores for 2005—the first year for the panel recommended or more rigorous TAKS standards to be in place.

Staff

95.7% of the professional teaching staff in core subject areas met the federal requirements under No Child Left Behind (NCLB) to be “highly qualified.” A plan is currently in place to have all required teachers meet the guidelines by 2006-2007.

Parent and Community Involvement

Parents and community are vital to the success of our students! Parents are involved as well as community and business people. Regularly scheduled Planning and Decision Making meetings are held. All stakeholders are informed and involved in positive ways by the district! Teachers and staff know all students. They communicate with students and their families on a regular basis. Parent conferences are held each year at the campuses. Parents are informed of state assessments and required proficiency levels.

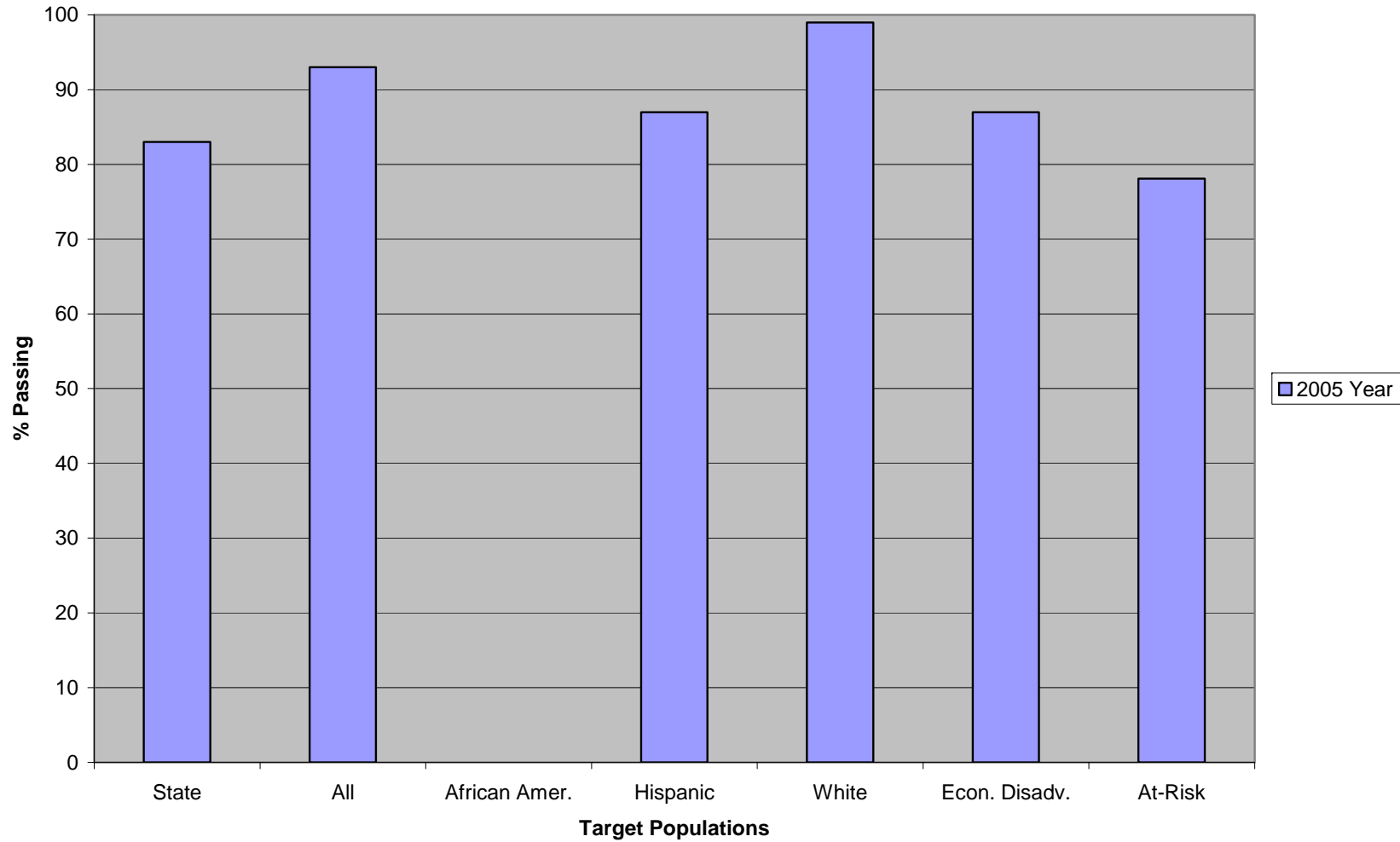


Needs

Additional communications need to be provided in the home language of the parents and efforts are directed toward this goal. Improved communications and partnerships are also a need the district is committed to achieve for the ultimate goal of student success!

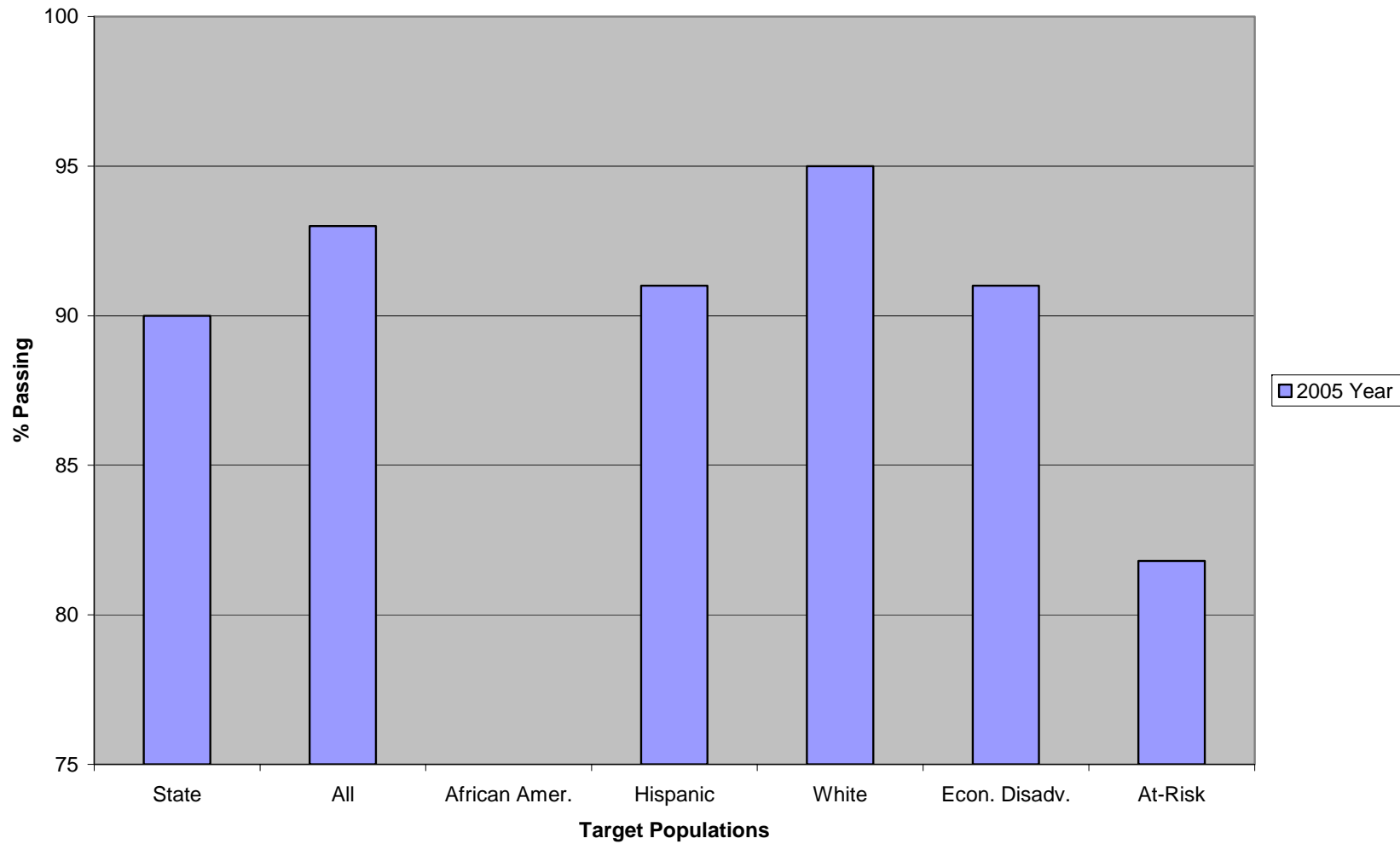


TAKS Reading 2005



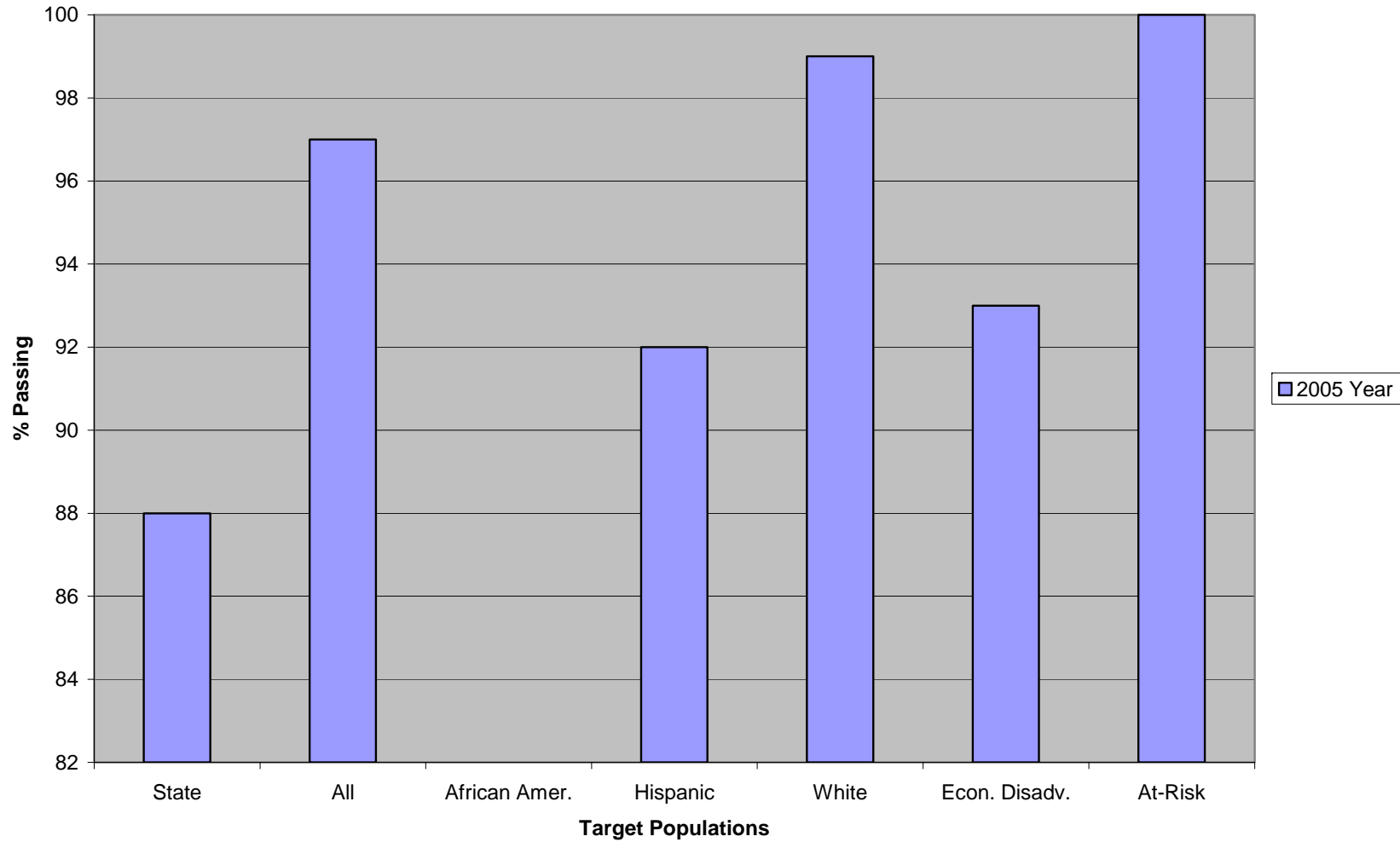


TAKS Writing 2005



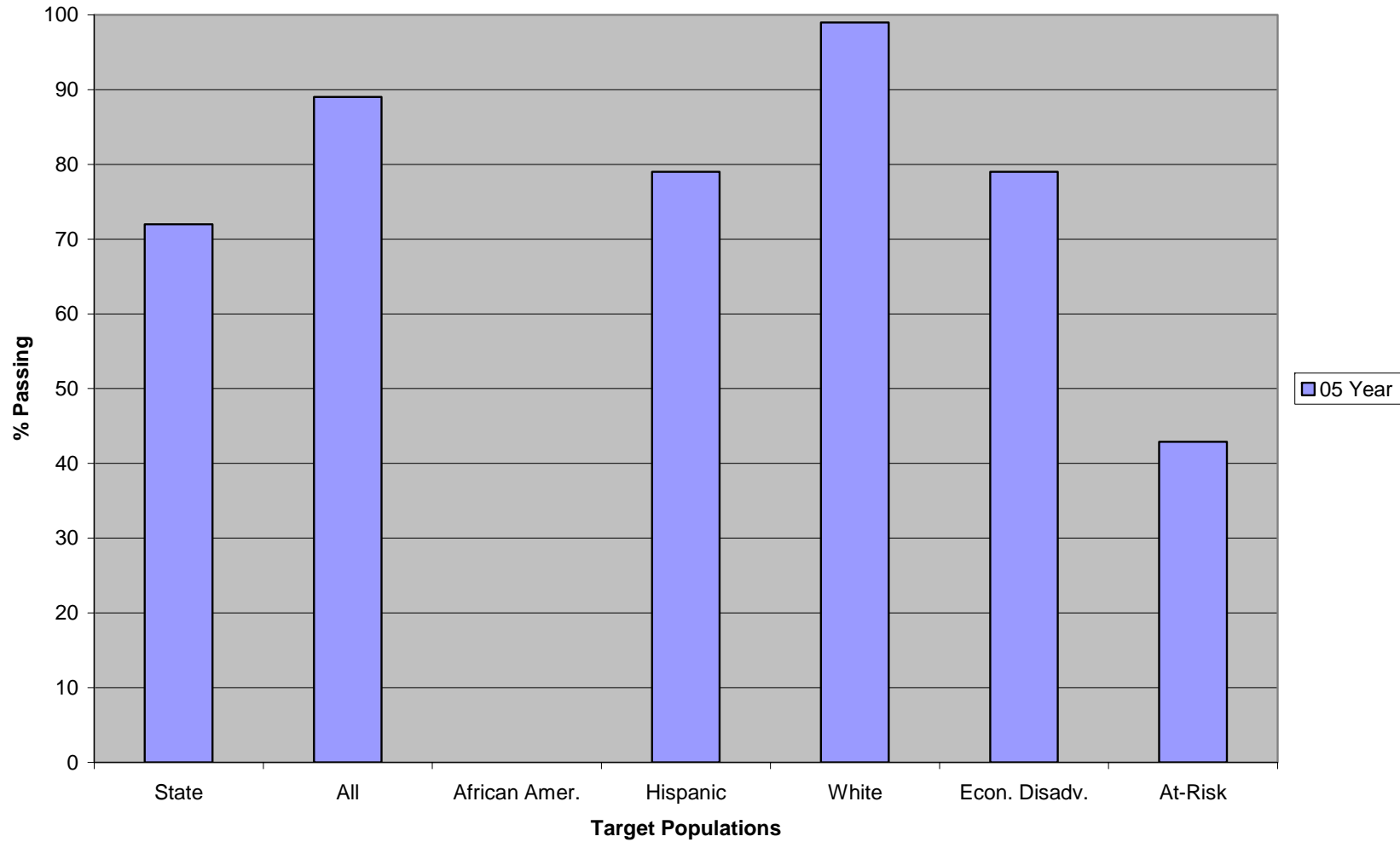


TAKS Social Studies 2005





TAKS Math 2005





TAKS Science 2005

