



Springlake-Earth ISD High School Improvement Plan

Jarod Bellar, Principal

2004-2005

Goals and Objectives

Goal 1: Springlake-Earth ISD will have 90% of the student population, including the target populations, pass all portions of the TAKS in 2005.

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: Springlake Earth ISD 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: Springlake-Earth ISD 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: Springlake-Earth ISD 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

Career and Technology Education (CATE)

Dyslexia

English as a Second Language (ESL)

Gifted and Talented (GT)

Special Education

State Compensatory Education (SCE)

Title I, Part A: Schoolwide (TIA)

Title I, Part C: Migrant

Title II, Teacher and Principal Training and
Recruiting

Title II, Technology

Title IV, Safe and Drug Free Schools

Title V, Innovative Education Program

Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2005

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

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|---------------------------|-----------------|-------------------------------|-----------------------------|-----------------------------|
| Provide extended day/year | Administrator | After school | OEYP | Students served | Students promoted |
| Use Accelerated Reading 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 |
| 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 |
| Develop curriculum maps | Reading teachers | Fall | Local | 6 weeks grades | TPRI TAKS |

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|--------------------|----------|------------------|----------------------|----------------------|
| <ul style="list-style-type: none">• Direct instruction• Integrate AR, novels, TEKS, and Core Knowledge curriculum | | | | | |
| 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: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2005.

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 |
| 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: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2005.

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

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|---------------------------|-----------------|-------------------------------|-----------------------------|-----------------------------|
| 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 |
| 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 |
| Provide calculators for high school | Administrator | Daily | Local | Calculators purchased | TAKS |
| Give practice tests in TAKS format | Math teachers | Weekly | Local | Lesson Plans | TAKS |
| Provide Accelerated Math program | Teachers | Daily | Local | Lesson Plans | TAKS |

Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2005.

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 |
| Provide students with best sequence of science courses in HS | Administrator Counselor | Spring | Local | Student schedules | TAKS |

Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2005.

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 | TAKS 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 students with proper sequence of courses in HS | Counselor | Spring | Local | Student schedules | TAKS |
| Collaborate with ELA teachers <ul style="list-style-type: none"> To reinforce US History and literature | ELA/SS teachers | Each 6 weeks | Local | Lesson Plans | TAKS |
| 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: Springlake-Earth 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: **Career and Technology Education (CATE)**

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|----------------------|----------------------|----------------|----------------------|---------------------------------|
| Conduct comprehensive needs assessment (CNA) to determine strengths/needs | CATE staff | April | Local | Meeting agenda | Needs list |
| Determine risk level in Performance Based Monitoring (PBM) <ul style="list-style-type: none"> Calculate district CATE dropout rate compared to state CATE dropout rate | CATE staff | Upon release of AEIS | Local | Dropout rate | Dropout rate PBM |
| Evaluate program size, scope, quality and effectiveness in developing knowledge, skills, and competencies necessary for a broad range of career opportunities | Administrator | April | Local | Disaggregated data | Annual evaluation CATE programs |
| Review and update objectives for relevance to business/industry with local advisory council | CATE staff & council | Fall Spring | CATE Perkins | Mid-Year review | Program update results |
| Integrate CATE and academic programs | Administrator | On-going | Tech Prep CATE | Meeting agenda | Evaluation |
| Record 4 year plan for all students | Administrator | August Semester | CATE Local | Students plans | Courses completed |
| Provide and encourage coherent sequence of courses | Administrator | August | CATE Local | Choice cards | Scheduled courses |

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|---------------------------|-----------------|------------------------|------------------------------|-------------------------------|
| Offer CATE courses <ul style="list-style-type: none"> • Ag Science & Technology • Family & Consumer Economics • Word Processing Applications | Administrator | Semester | CATE Local | Courses scheduled | Courses completed |
| Recruit and retain highly qualified teachers including minorities | Administrator | Summer | CATE Local | Teachers interviewed | Teachers certificates |
| Provide staff development with staff input | Administrator | During year | Local CATE | Calendar of training | Attendance certificates |
| Increase Parent Involvement <ul style="list-style-type: none"> • Send information in parents' home language • Provide PI activities | CATE staff | August- May | CATE Perkins TIA | Calendar of PI activities | Sign in sheets for parents |
| Offer programs for license/certification | Administrator | Semester | CATE Local | Courses scheduled | Licenses certifications |
| Provide Career Awareness programs <ul style="list-style-type: none"> • Grades 7-8 | Administrator | Semester | Local | Course offered | Course completions |
| Provide transition for work/post-secondary education | CATE staff | Senior year | CATE Local | Lesson plans | Participating students |

Goal 2: Springlake-Earth 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 • Herman Method | 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 | progress reports | TAKS RPTE |

Goal 2: Springlake-Earth 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: 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 |
| Determine risk level in Performance Based Monitoring (PBM): <ul style="list-style-type: none"> District LEP passing rate in Reading/Math/Writing compared to state District LEP dropout rate compared to state | Counselor | Fall | Local | Analysis of data | PBM |
| Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> Determine if students are over-represented in Sp. Ed. Under-represented in GT | Administrator | August | BE/ESL Local | Meeting agenda | Data disaggregated |
| Reduce percent of LEP exemptions/number of parent denials for program | Administrator | Annually | Local | Number exempt | Number exempt |
| Recruit/retain highly qualified teachers | Supt. | Summer | Local | Positions posted | Certified Staff |

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|--------------------|-------------|-----------|----------------------------------|----------------------|
| | | | | | |
| 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: Springlake-Earth 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: 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 Sp. Ed. 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 for 1-12 | 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 |

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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: State Compensatory Education (SCE): High School is a Schoolwide Programs with 40% or greater poverty rate and \$64,789 SCE funds and 1.42 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 | \$64,789 total SCE funds and 1.42.FTEs | Grades Progress reports | TAKS RPTE |
| Use policy to identify, enter, and exit students | Superintendent | 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) NA for HS | Principal | Daily | SCE Local | ARI, AMI test scores | TPRI Math test |
| 2) Serve 7-12 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 | TAKS |

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|---------------------|-------------|--------------|----------------------|---------------------------|
| | coordinator | | PEP grant | Grades | 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: Springlake-Earth 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: **Title I, Part A: Schoolwide (TIA)**

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|-----------------------|---------------------|--|----------------------|----------------------|
| Determine risk level in Performance Based Monitoring <ul style="list-style-type: none"> TAKS 70% passing rate for economically disadvantaged students Dropout rate for economically disadvantaged below state dropout rate in 00-01 Met AYP in reading and math | Administrator | Current year rating | Local | AYP previous year | AYP current year PBM |
| Incorporate the ten Schoolwide Components | Principal | Aug.-May | TIA | CIP | CIP |
| 1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction (Include special populations) | Administrators | | | | |
| 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: 2005-2006 Instructional Paraprofessionals (TIA) Deadline : January 2006 | 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 |
|---|--------------------|-----------------------|---|-----------------------------|----------------------|
| <ul style="list-style-type: none"> Paraprofessionals hired after 1/8/02 will 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 transitions from HS to post secondary | 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, CATE, 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: Springlake-Earth 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 Education Program (MEP)

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|---------------------------|----------------------|---------------------|-----------------------------|-----------------------------|
| Determine risk level using PBM: <ul style="list-style-type: none"> Calculate District Migrant TAKS passing rate in reading, math, and writing compared to state Calculate District Migrant dropout rate compared to state rate for Migrants | Administrator | Upon release of AEIS | Local | TAKS release tests | PBM |
| 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 |
| 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 |
| Provide secondary credit exchange and accrual <ul style="list-style-type: none"> Grades 9-12 Cross reference NGS with transcripts | MEP staff | Semester | TIC | NGS records | Credits |

| 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 |

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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: **Special Education**

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|----------------------|----------|---------------|----------------------|----------------------|
| Determine district Special Education overall risk level based on data elements in Performance Based Monitoring (PBM): <ul style="list-style-type: none"> • % relative to state median (50th percentile) identification both over and under represented in Sp. Ed. • Ethnic disproportion of student populations • LEP disproportion • Economically disadvantaged disproportion • District TAKS passing rates in Reading, Writing, & Math compared to statewide passing rates @ 2 SEM • % of 3-8 exempted from TAKS & SDAA compared to standards (TEC §39.02) (c) • Discretionary disciplinary referrals disproportion (both DAEP & JJAEP) • Dropout disproportion • African American students identified with mental retardation (MR) | Special Ed. Director | Fall | Sp. Ed. Local | Analysis | PBM Risk Levels |

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|--------------------|--------------|-------------------|----------------------|-----------------------|
| disproportion <ul style="list-style-type: none"> • LEP students in Special Ed. identified with Speech or Language Impairment (SLI) | | | | | |
| Hire and retain teachers and paraprofessionals who are highly qualified | Administrator | June-Aug. | Sp. Ed. | Teachers interviewed | Personnel files |
| Provide research-based staff development with staff input <ul style="list-style-type: none"> • How to modify curriculum • Other needs identified | Administrator | As scheduled | Sp. Ed. Local | Training calendar | Training certificates |
| Provide students with disabilities access to general curriculum | Sp. Ed. Dr. | Aug.-May | Sp. Ed. | ARD/IEP | Student schedules |
| Provide Parent Involvement opportunities for parents to participate in school activities | Sp. Ed. Dr. | Aug.-May | Sp. Ed. Local TIA | PI Calendar | Sign in sheets |
| Reduce % of exemptions from TAKS and SDAA | Sp. Ed. Dr. | Fall Spring | Sp. Ed. | ARD minutes | Exemptions |
| Train ARD committee | Sp. Ed. Dr. | August | Sp. Ed. | Training scheduled | Sign in sheets |

Goal 2: Springlake-Earth 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 |
| Utilize alternatives <ul style="list-style-type: none"> Accelerated AEP ITV lab for credit recovery Online courses Dual credit courses | Principal | Daily | Local | Student schedules | Completion rate |
| Provide one-on-one tutoring | Teachers | Daily | Local | Student schedule | Completion / Dropout rate |

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 |

Goal 2: Springlake-Earth will provide a curriculum and a culture of success for all students.

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 Focus at 8th grade parent meetings Newsletters | Principals Counselor | Junior high years | Local | Activity planned | Parent survey |
| Provide PLAN test for 10 th graders | Principal | Fall | Local | Test scheduled | Test participation |
| Encourage participation in PSAT for 10 th graders | Counselor | Fall | Local | Test scheduled | Test participation |
| Make one-to-one contact with 11 th graders on scheduling test dates for SAT/ACT | Counselor | Fall | Local | Test schedules | Test participation |
| Provide test study guides for students | Counselor | Fall | Local | Study guides | Test scores |

Goal 3: Springlake-Earth ISD 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 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, sexual harassment, and violence prevention With students using student handbook as guide | Principals | August-May | Local | Activity planned | Referrals |
| 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: Springlake-Earth ISD 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 |
| Develop pamphlet of Special Programs offered and opportunities for parents to participate <ul style="list-style-type: none"> Special Education ESL CATE Dyslexia Pre-K Title I Schoolwide Title II, Teacher and Principal Training and recruitment Title II: Technology Title IV Safe and Drug Free Title V: Innovative Education Program GT SCE Programs Local programs | Administrators | Draft copies | Local | Pamphlets drafted | Pamphlets distributed |
| Inform parents of | Counselor | Meeting | Spring | Meeting held | Sign-in Sheet |

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|--------------------|-------------|-----------|----------------------|------------------------|
| <ul style="list-style-type: none"> State assessments Proficiency levels required General Curriculum | | scheduled | | | |
| Provide parents with information on : <ul style="list-style-type: none"> Higher education admissions Financial aid opportunities TEXAS grant Teach for Texas grant Curriculum choices for success beyond HS | 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 High School is a 9-12 campus with an enrollment of 92 students. The low-income percentage is 45.28%. 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 high school completion rate must be 85% or an annual dropout rate of 0.7% or less.

Students

Strengths

All four students groups achieved an 86% and above passing rate in Reading/English Language Arts! This is significant compared to the State passing rate of 85%. The White group and All student group both achieved above 90%. All groups also made gains from the previous year..

In Social Studies, all four groups scored a 99% passing rate! All groups made gains from the previous year.

Math scores ranged from 82% to 96%. The White group achieved a 96% passing rate with the lowest rate an 82% passing rate for the Economically Disadvantaged group.

The Completion Rate was 92% and above for all groups. The Economically Disadvantaged group achieved a 92% passing rate. The highest rate was the White group at 100% of students completing high school in four years.

Needs

Science passing rates show the four groups achieved above a 79% passing rate. The lowest passing rate was the Hispanic group at 79%. The All group was at 82%, the Economically Disadvantaged group was at 83% and the White group at 85%.

Staff

95.65% 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.

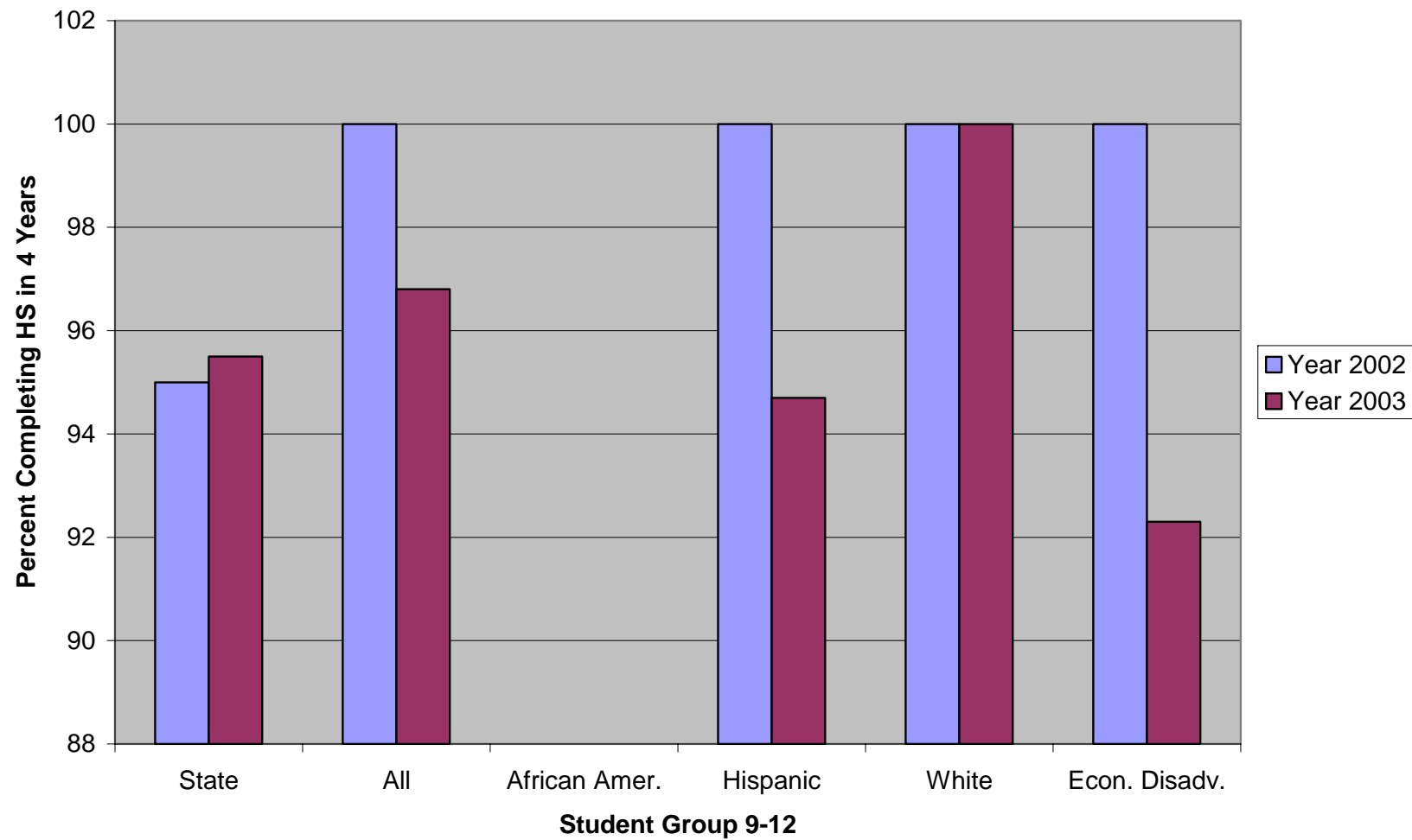
Parent and Community Involvement**Strengths**

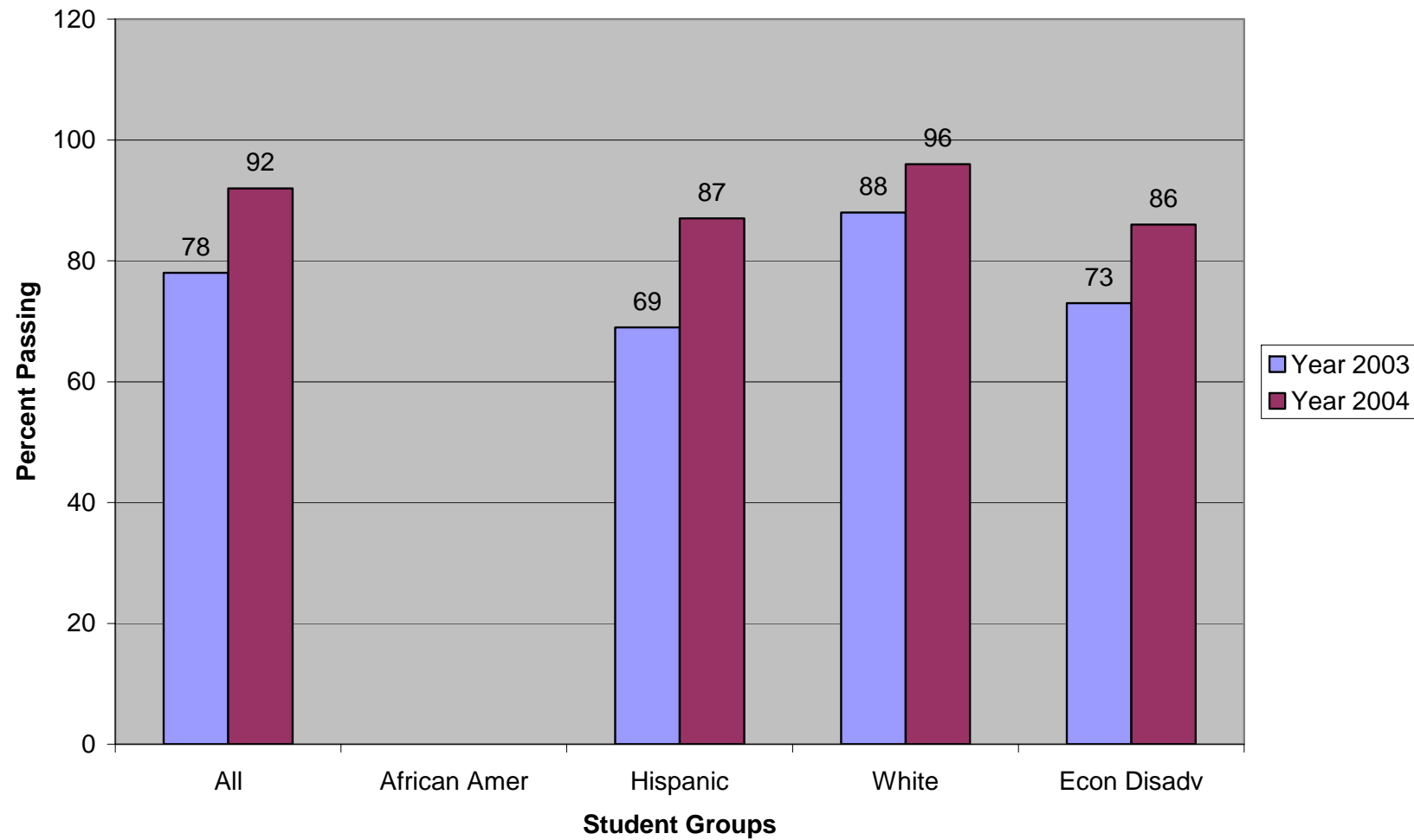
Parents and community are vital to the success of our students! Parents are involved as well as community and business people. Regularly scheduled Planning and Decision Making meetings are held. All stakeholders are informed and involved in positive ways by the district! Teachers and staff know all students. 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.

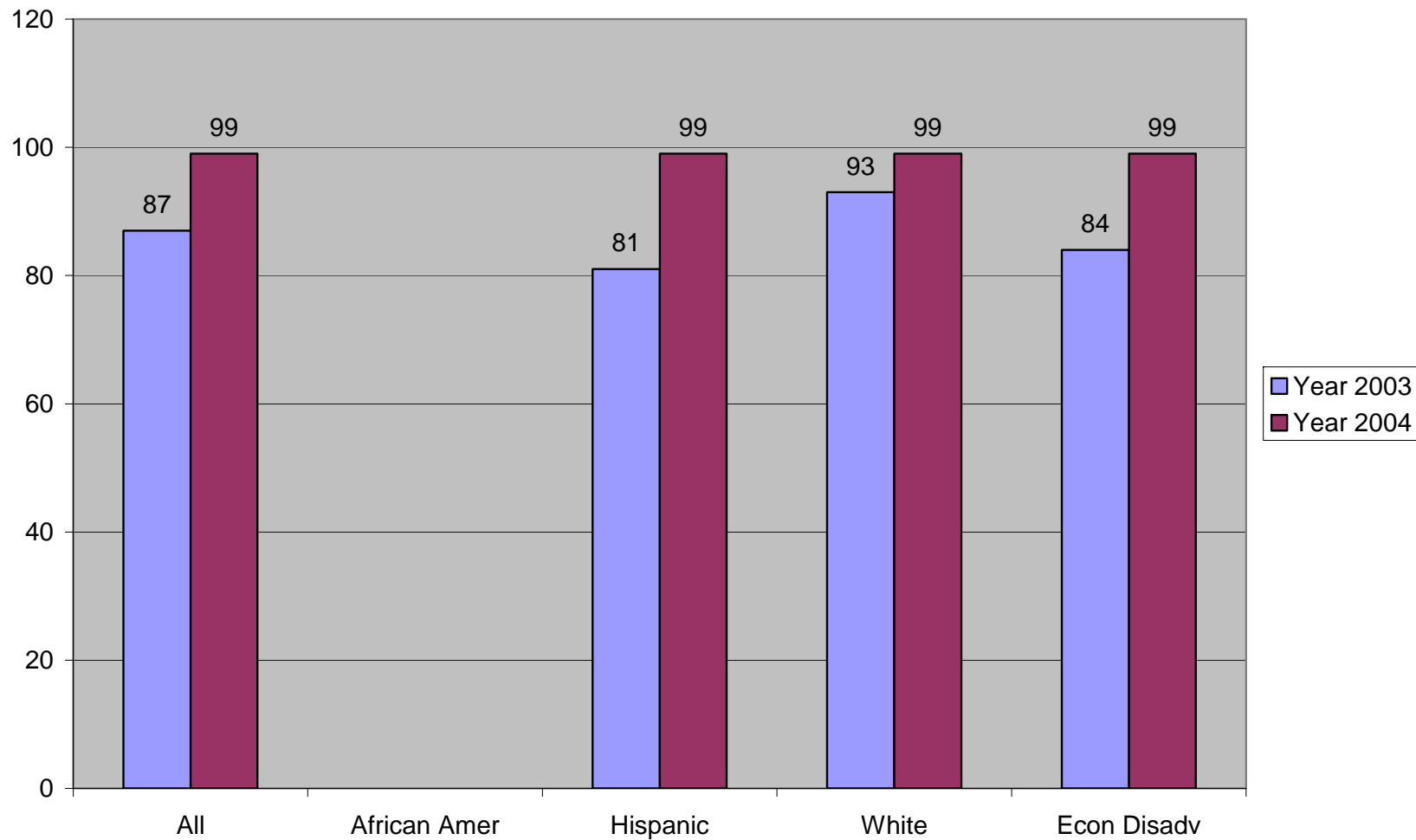
Needs

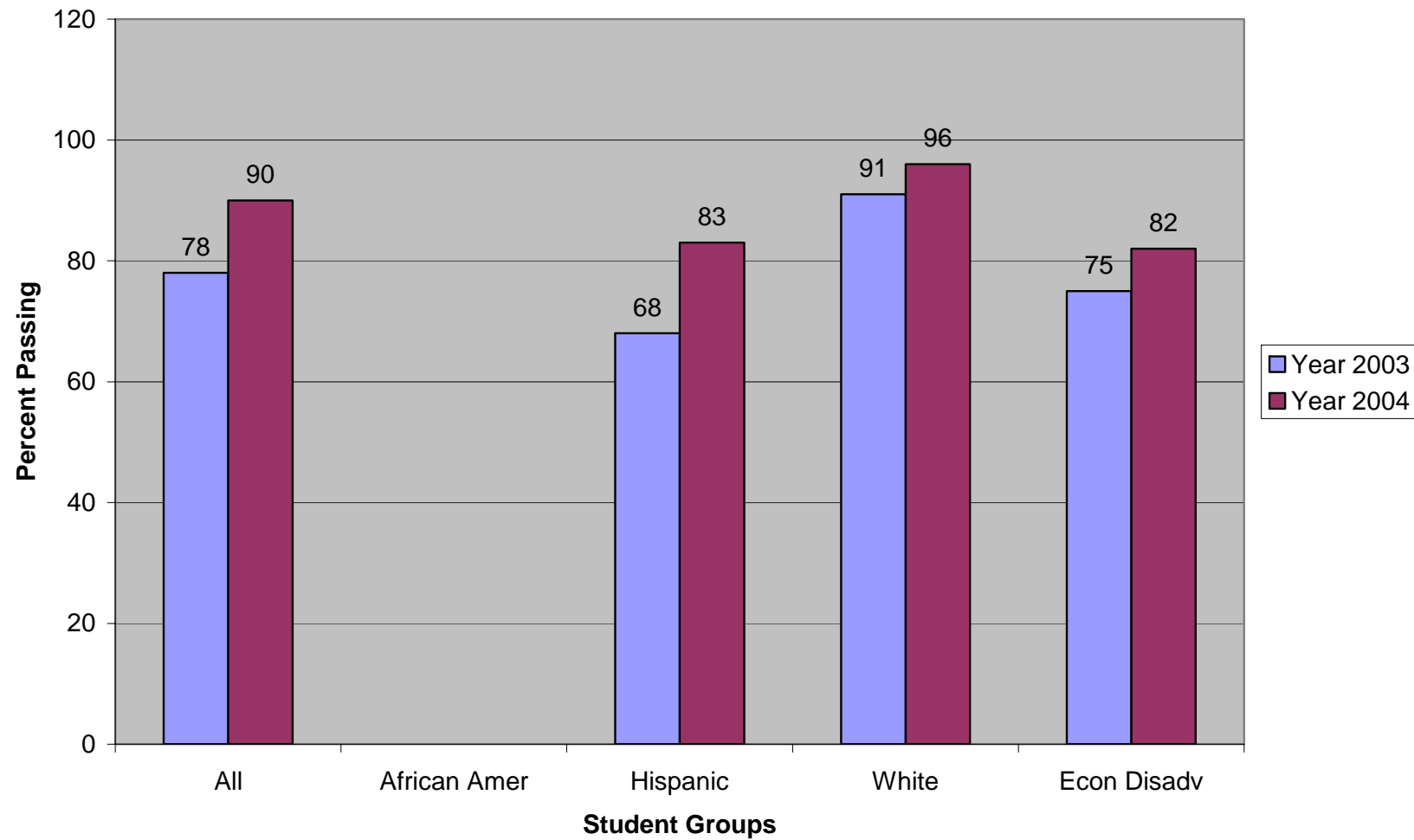
Additional communications need to be provided in the home language of the parents and efforts are directed toward this goal. Improved communications and partnerships are also a need the district is committed to achieve for the ultimate goal of student success!

Completion Rate Springlake-Earth



High School TAKS Reading/ELA

High School TAKS Social Studies

High School TAKS Math

High School TAKS Science

