

Edison Middle School

Campus Improvement Plan

2008-09

Our Mission, as the source of public education in the community, is to meet the unique educational needs of our diverse population by providing a comprehensive quality education for the students of the Port Arthur Independent School District.

There is a better way to do it.....find it!!!

Thomas A. Edison

Administrators: Mrs. Barbara Polk, Principal
Dr. Brenda Coleman, Assistant Principal
Mr. Jamil Abdul-Jabbar, Assistant Principal

Goal 1: Create a positive, safe, orderly, disciplined and drug free school climate by May 2009.

Correlates with:

District Goals			
1) Safe and Drug Free	2) TAKS	3) Attendance	4) Parental involvement
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	6) Student Performance	7) School Environment
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	7) Home-School Relations
Title I - Schoolwide Programs			
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	74%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	73%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	70%	2008	≥ 90%	2009-10	≥ 90%	2009
White	67%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	13%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	88%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	65%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	82%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	63%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	63%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	75%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Reading**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	59%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	58%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	59%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	64%	2008	≥ 90%	2009-10	≥ 90%	2009
White	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	15%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	48%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	51%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	68%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	54%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	49%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	59%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Writing**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	77%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	76%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	81%	2008	≥ 90%	2009-10	≥ 90%	2009
White	50%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	36%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	81%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	89%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	69%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	72%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	78%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Science

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	30%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	22%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	30%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	4%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	26%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	23%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	30%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	37%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	36%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	37%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	37%	2008	≥ 90%	2009-10	≥ 90%	2009
White	0%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	35%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	41%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	33%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	38%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	36%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	38%	2008	≥ 90%	2009-10	≥ 90%	2009
White	14%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	27%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	57%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	42%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	31%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	24%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	36%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Social Studies**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
African American	63 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Economically Disadvantaged	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Hispanic	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Special Ed.	39 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
LEP	57 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Asian	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Male	77 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Female	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Bilingual/ESL	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
At Risk	68 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Title I	72 %	2008	≥ 90 %	2009-10	≥ 90 %	2009

Strategies

Goal 1 - Strategy 1 Decrease Incidents of Violence			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Principal, Teachers, Discipline Committee	Brief Description: By the spring of 2009, decrease student incidents of violence by 5% as measured by PEIMS.	Evaluation Benchmark: Decrease incidents by 5% measurable by PEIMS	
Leader Progress Report Dates: Annual Report, May 2009			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Title IV	Number of FTE's: None	None	\$0.00
Title I	Partially Title Funded		\$0.00
Teachers	Cost: None		
Staff			
SCE			
Parent Support			
Local Bus. Leader			
Local			
Guest Speaker			
District Staff			
District Admin. Staff			
Constable			
Community Speaker			
Community Leader			
Campus Admin. Staff			
Timeline			

Goal 1 - Strategy 1		Decrease Incidents of Violence			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Crisis Intervention Techniques such as CPI will be conducted on all campuses. All campuses will have a crisis intervention team.	Principal, Site Based Team, Safety Comm.	08/25/2008	to	06/03/2009	Sign in sheets, agendas, handouts, Summative Report from At-Risk Supervisor
Improve student behavior and rate of referrals by: CIS, Parent, Teacher, Student Compacts, Student Code of Conduct, (clear backpacks, dress code)	Principal, Assist. Principals, Counselor, Peer Med	08/25/2008	to	06/03/2009	Six weeks report on referrals; comparison to last years referrals
Conduct staff development over Best Practices, Student Code of Conduct, Conflict Resolution, Character Education, Violence Prevention, Classroom Management, and Discipline Management in order to promote a safe school climate	Principal, Site-Based Team, Teachers, Adv. Counsel	08/25/2008	to	06/03/2009	Sign in sheets, agendas, handouts, SDFSC report from At-Risk Supervisor
Review and update district/campus safety plan (Updated second semester)	Superintendent, Principal	08/25/2008	to	06/03/2009	Updated document
Emphasize the importance of following the District's Discipline Management Plan through meetings, bulletins, and posters in the hallway.	Principal, Assist. Princ. Faculty, Staff, Students	08/25/2008	to	06/03/2009	Agendas, copies of bulletins, hallway passes, documented procedures followed by faculty, copies of referrals, and other district management documentation
Surveillance cameras in the cafeteria will monitor all activities during lunch as well as cameras throughout the building.	Principal, Assist. Principals	08/25/2008	to	06/03/2009	Recorded video tapes
Provide services to homeless students who attend Edison.	Principal, Teachers, CIS	08/25/2008	to	06/03/2009	Reports, referrals, PEIMS report
Sixth, seventh, and eighth grade students	Principal, Counselor,	08/25/2008	to	06/03/2009	CIS documentation,

Goal 1 - Strategy 1		Decrease Incidents of Violence				
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
will hold Peer Mediations during the school day through CIS.	CIS staff				completed referrals, total compliance to rules and resolutions from conflicts	
All students will have a clear understanding of how mediation works	Principal, Counselor, Trained Peer Mediation Staff	08/25/2008	to	06/03/2009	Dates and times presentations and videos were shown, class sign-off sheets	
Selected 6th grade students will be trained as Peer Mediators for the next school year.	Principal, Coumselor, Trained Peer Mediation Staff	08/25/2008	to	06/03/2009	Copies of Certificates of Completion, copies of public announcements, list of 6th grade peer mediators	
Participate in activities such as the Leadership Conference, Drug Survey, "The Great American Smoke Out," Character Education, All Well Conference, "Towards No Tobacco" (TNT), and Red Ribbon Week	Principal, At Risk Superv, Counselor, Coordinator	08/25/2008	to	06/03/2009	Campus reports, completed surveys, sign in sheets for Leadership Conference, community efforts & participation in the "Smoke Out", Red Ribbon Week Awards/Recognition	
Diverse cultural activities will be implemented by Mr. Mustafa Abdul-Jabbar.	Principals, Counselors, Mrs. Maryum Abdul-Jabbar	08/25/2008	to	06/03/2009	Activity log; presentation documentation	
Community agencies along with CIS will provide information to educate students on gangs and violence.	Principals, Counselors, CIS, Community Agencies	08/25/2008	to	06/03/2009	Sign- in sheets, incidences of violence	
Implement Robert Marzano's "Middle Schools That Work".	Principal, Assist. Princ., Teachers	08/25/2008	to	06/03/2009	Documentation, training logs, discipline log	

Goal 1 - Strategy 2		Decrease Substance Abuse			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Assist. Princ., Counselors	Brief Description: Decrease substance abuse among students by 5% as measured by the Texas Prevention index.	Evaluation Benchmark: Substance abuse decreased by 5%			
Leader Progress Report Dates: Surveys, annual documentation					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Migrant	Number of FTE's: 1.00	None			\$0.00
Central Office	Fully Title Funded				\$0.00
Community Speaker	Cost: None				
District Admin. Staff					
District Staff					
ESL					
Campus Admin. Staff					
Local					
Volunteer Support					
Parent Support					
SCE					
School Library					
Staff					
Teachers					
Title I					
Guest Speaker					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation

Goal 1 - Strategy 2		Decrease Substance Abuse			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Build awareness among students of the dangers of tobacco, alcohol, and other drugs and resistance to becoming involved.	Principal, Assist.Princ., Teachers,	08/25/2008	to	06/03/2009	Campus Reports; Texas School Survey; Safe and Drug Free School Evaluation; Texas Prevention Index
Participate in activities such as the Leadership Conference, Drug Survey, "The Great American Smoke Out," Character Education, All Well Conference, "Towards No Tobacco" (TNT), and Red Ribbon Week	Principal, At Risk Superv., Counselor, Coordinator	08/25/2008	to	06/03/2009	Campus reports, completed surveys, sign in sheets for Leadership Conference, community efforts & participation in the "Smoke Out", Red Ribbon Week Awards/Recognition
Science and Physical Education classes will provide curriculum related instruction to educate students on substance abuse.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Lesson plans, observation
Community agencies will provide information to educate students on substance abuse, gangs and violence.	Principal, Counselors, Tchrs, Community Volunteers	08/25/2008	to	06/03/2009	Lesson plans, programs, visitor logs
CIS will counsel students on substance abuse and violence.	Principal, Counselors, CIS Staff	08/25/2008	to	06/03/2009	CIS log, teacher referrals to CIS
Provide professional development related to substance abuse, violence and gang activity.	Principals, Counselors, Teachers	08/03/2008	to	08/03/2009	Sign-in sheets, records

Goal 1 - Strategy 3 Orderly, disciplined and drug free schools						
<i>There are no Indicators/Objectives that support this Strategy</i>						
Leader(s): Principal, Administrative Staff,		Brief Description: Utilize law enforcement agencies to ensure orderly, disciplined, and drug-free schools on secondary campuses.		Evaluation Benchmark: Decrease in offenses by May 2009		
Leader Progress Report Dates: Monthly Constable reports, AP Referral logs						
Resources Required:		FTE's Required:		Source of Funds:		Amount
Volunteer Support		Number of FTE's: None		None		\$0.00
Title IV		None				\$0.00
Title I		Cost: None				
Staff						
Local						
District Staff						
Constable						
Community Speaker						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Provide additional supervision on secondary campuses to prevent and intervene in unlawful activities.	Principal, Assist. Princ., Teachers	08/25/2008	to	06/03/2009	Campus PEIMS Report; Texas Prevention Index,	
Provide full-time officer on site.	Principal	08/25/2008	to	06/03/2009	Report of incidences of disruptive, violent behavior. These incidences will decrease.	
Implement arrival and dismissal procedures.	Principal, Assist. Princ.,	08/25/2008	to	06/03/2009	Observation	

Goal 1 - Strategy 3		Orderly, disciplined and drug free schools			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
	Teachers				

Goal 2: By May 2009, all students in each population (African American, Asian, Hispanic, White, and Economically Disadvantaged) taking the TAKS and/or alternate assessments will meet the district goals of 80% in Reading, 90% in Writing, 70% in Math and Science, and 80% in Social Studies (minimum district expectations) and meet AYP standards for all student subgroups of 58% in Math and 67% in Reading.

Correlates with:

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

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	74%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	73%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	70%	2008	≥ 90%	2009-10	≥ 90%	2009
White	67%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	13%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	88%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	65%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	82%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	63%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	63%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	75%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Reading

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	59%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	58%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	59%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	64%	2008	≥ 90%	2009-10	≥ 90%	2009
White	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	15%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	48%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	51%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	68%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	54%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	49%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	59%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	37%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	36%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	37%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	37%	2008	≥ 90%	2009-10	≥ 90%	2009
White	0%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	35%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	41%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	33%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	38%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	36%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	38%	2008	≥ 90%	2009-10	≥ 90%	2009
White	14%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	27%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	57%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	42%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	31%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	24%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	36%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	77%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	76%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	81%	2008	≥ 90%	2009-10	≥ 90%	2009
White	50%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	36%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	81%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	89%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	69%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	72%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	78%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Social Studies

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
African American	63 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Economically Disadvantaged	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Hispanic	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Special Ed.	39 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
LEP	57 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Asian	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Male	77 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Female	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Bilingual/ESL	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
At Risk	68 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Title I	72 %	2008	≥ 90 %	2009-10	≥ 90 %	2009

Indicator: TAKS Science**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	30%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	22%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	30%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	4%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	26%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	23%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	30%	2008	≥ 90%	2009-10	≥ 90%	2009

Strategies

Goal 2 - Strategy 1 TAKS			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Principal, Assist. Princ., Teachers, Counselors	Brief Description: By May 2009, 80% of the students taking the TAKS test will surpass the minimum state and AYP standards on the benchmark tests.	Evaluation Benchmark: 80% will surpass the state standards and for AYP -67% will pass Reading and 58% will pass Math TAKS	
Leader Progress Report Dates: TAKS results			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: 2.00	None	\$0.00
Audio Visual Equipment	Fully Title Funded		\$0.00
Campus Admin. Staff	Cost: None		
Community Speaker			
Computers			
Contract Service			
District Staff			
ESL			
Guest Speaker			
Library			
Local			
AMI/ARI Grant			
Outside Consultant			
Volunteer Support			
PTA			
SCE			

Goal 2 - Strategy 1		TAKS				
School Library						
Special Education						
Staff						
Supplies						
Teachers						
Teaching Aids						
Technology						
Title I						
Title Teachers						
Migrant						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Use Title II, Part A class reduction to lower the class size average to 24 or below in all 6-8 grade classrooms across the district	Principals, Human Resources, Administrators	08/25/2008	to	06/03/2009	Printouts of class enrollments from MIS, improvement in TAKS scores	
Provide individual Agenda Books to all students	Principal, Teachers	08/25/2008	to	06/03/2009	Six weeks test, report cards, checking of agenda books, TAKS	
Offer TAKS parent workshops to provide tools and strategies to parents to assist their children in preparing for TAKS	Principals, Dir. Of Spec. Prog., Title I Counselor	08/25/2008	to	06/03/2009	Receive/review evaluations from TAKS parent workshops, Use I Care Program evaluation tool, and parent surveys. Use sign-in sheets to reflect attendance.	
Schedule students who did not pass TAKS or who passed at a marginal level in special programs: TAKS Math, TAKS Labs, Read	Principals, Counselors, Curr. Specialists	08/25/2008	to	06/03/2009	Review of annual evaluation reports of special programs &	

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
180, AR program, Extended Day, Summer School, and Saturday School as well as class tutorials.					TAKS scores, course selection bulletins, observations by administrators, lesson plans, and course descriptions
Incorporate activities & strategies from the 6th grade interdisciplinary curriculum guide in all classes	Principal, Teachers, Math Dept. Leader	08/25/2008	to	06/03/2009	Lesson Plans, other documentation reflecting completions, student work samples/folders, etc
Teachers will use the first five minutes of class for a TAKS warm-up activity .	Teachers	08/25/2008	to	06/03/2009	Lesson plans, TAKS scores
Administer six weeks test which are designed to meet TAKS objectives.	Principals, Teachers, Counselors, Supervisors	08/25/2008	to	06/03/2009	Six weeks test scores, Cumulative Campus Summary test results, TAKS (Every 6 Weeks)
Participate in research based staff development and in-services that target:TAKS, TEKS, Vertical alignment, TAPS, TAKS software, Teacher Mentor Program, Technology, Multicultural, Cultural Diversity, TMDS, Alternative assessment tools, LEP, Dyslexia, Compass Learning, Math, Science, Social Studies, Language Arts, Study Island, EXCEL, Rainbow Revision, Measuring Up, BrainPop, AR, AM, Read 180, Ignite Learning, I Can Learn, Tech Connect and TRDS	Principal, Dept. Leaders, Teachers, Supervisors	08/25/2008	to	06/03/2009	Review of agendas, sign-in sheets, evaluations, programs, and reports, TAKS scores
Provide professional development on integrating literacy throughout the curriculum	Principal, Supervisors	08/25/2008	to	06/03/2009	Sign-in sheet, certificates of completion
Provide staff development for PAISD staff	Principals, Spec. Ed.	08/25/2008	to	06/03/2009	Receive and review

Goal 2 - Strategy 1		TAKS				
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
on Comprehension Analysis Process (CAP) At risk students including those targeted by the district needs assessment (waiver days)	Supervisor, Teachers				annual evaluation report, course selection bulletins, observations by administrators, lesson plans, course descriptions, and documentation of attendance	
Administer a diagnostic "Practice Test" to all students to determine individual student needs and current level. Utilize STAR Reading and STAR Math for diagnostic testing.	Principals, Supervisors, Counselors, Teachers	08/25/2008	to	06/03/2009	Diagnostic practice test results, analyzed individual student test results	
Administer Benchmark Test, Six Weeks (CBA's) and Semester Exams that target TEKS objectives and assess student progress for each student subgroup (All Students, Econ. Disadv., African American, Hispanic, White, Spec. Ed., and LEP	Principals, Supervisors, Dept. Ldrs., Teachers	08/25/2008	to	06/03/2009	Teacher reports, dated results of the actual test/exams, student's test scores revealing areas of weakness, targeting particular objectives	
Edusoft will be used with newly developed six weeks (CBA's), benchmark test and semester exams that target TEKS	Principals, Supervisors, Teachers, Dept. Ldrs.	08/25/2008	to	06/03/2009	Copies of each teacher's test, actual TAKS formatted six	

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
objectives in a TAKS format					weeks and semester exams
Provide CAI (computer assisted instruction) in the TAKS labs on a scheduled basis to students	Principal, Subject Teachers, Counselors	08/25/2008	to	06/03/2009	Teacher lesson plans, six weeks TAKS lab reports, class lab participation, achievement records
Continue to monitor the implementation of the district's reteaching policy	Teachers, Dept. Ldrs	08/25/2008	to	06/03/2009	Six weeks test, report cards; lesson plans, observations, TAKS (Daily)
Implement the "Power of I" initiative in all classrooms with emphasis on the reteaching policy.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Student folders, report cards, gradebooks
EXCEL expectations will be implemented and monitored to ensure all students are benefiting from high expectations.	Principal, Teachers, Supervisors	08/25/2008	to	06/03/2009	Lesson plans, portfolios, reading logs
Teachers will use the instructional flow design in all classes.	Principals, Supervisors, Teachers, Dept. Leader	08/25/2008	to	06/03/2009	Lesson plans, observations, PDAS
Teachers will use common course syllabi.	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	Lesson plans, observations, PDAS
Each student will write in each class daily.	Principal, Teachers	08/25/2008	to	06/03/2009	Student work, lesson plans, gradebook
Students will build word walls and vocabulary portfolios in all classes.	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	Observations, gradebook
All students are expected to enroll in at least one AP course	Principal, Counselors	08/25/2008	to	06/03/2009	Class Schedules, Report Cards
Provide research based differentiated instructional strategies in all classes dailyt	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	Lesson plans, observations

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Teachers increase rigor by utilizing information from the instructional level rubrics daily	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	Observation, gradebook, student work, TAKS
Plan for the implementation of Block Scheduling and teaming during the 2009-2010 school year. All department leaders with have the same conference period in order to better organize staff development, student projects, cross-curricular projects, etc.	Principal, Counselors	08/25/2008	to	06/03/2009	Class rolls, master schedule, faculty roster
Participate in staff development for vertical teaming targeting grades 6 and 8. Complete vertical alignment projects as assigned by the district supervisors.	Principal, Math Dept. Leader, Teachers	08/25/2008	to	06/03/2009	Completed evaluation forms for vertical teaming staff development, sign in sheets, receipts
Vertically align teams of teachers (grades 6-8) to study TAKS results and prioritize needs for staff development	Principal, Teachers, Math Dept. Leader	08/25/2008	to	06/03/2009	Evaluations of staff development, scheduled staff development and topics
Integrate technology into content areas by providing training by campus technology specialist and continue upgrading of building software and technology equipment in classrooms (Elmos, computers, projectors, Mimimo's etc.) and Technology Application labs.	Principal, Campus Tech. Specialist, Tech. Coord.	08/25/2008	to	06/03/2009	Technology meetings/minutes, surveys, computer inventory, increased TAKS scores
Content areas will be integrated into the Career & Technology curriculum to insure student success. Teachers will be trained and use Tech Connect curriculum for technology integration.	Principals, Counselors, Career/Tech. Dir.	08/25/2008	to	06/03/2009	Teachers will integrate technology into their subject areas and document on their lesson plans. TAKS scores
Develop an Instructional Plan or inclusion of	Principals, Staff, Dir.	08/25/2008	to	06/03/2009	Receive/review annual

Goal 2 - Strategy 1		TAKS				
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
both 504 and Special Ed. students into content mastery and resource	Spec. Ed. Counselors				evaluation report, enrollment record, departmental reports, minutes, and agendas	
Offer modifications & continue to implement access to Content Mastery labs for students with special needs such as Dyslexia, Behavior Management, 504 disabilities, Special Ed., Bilingual/ESL, LEP, G/T, At-Risk, Migrant, and Economically Disadvantaged	Principals, Teachers, Counselors, Supervisors	08/25/2008	to	06/03/2009	Receive and review annual evaluation report, course selection bulletins, observations by administrators, lesson plans, and course descriptions (Daily)	
Provide additional instruction via a Content Mastery Lab to all mainstreamed students	Principal, Sp.Ed. Superv., Teachers, Aids	08/25/2008	to	06/03/2009	Content Mastery reports, teacher reports of students attending/receiving additional instruction via content mastery, documented student modification folder	
Offer instruction to qualifying students in a mainstream classroom or a special education classroom	Principal, Spec.Ed. Supervisor, Teachers	08/25/2008	to	06/03/2009	Student schedules, progress reports, report cards, content mastery reports, teacher class rolls	
Provide Reading & English Instruction with modifications as outlined in student IEP's.	Principal, 504 Coord., Dyslexia Tchr., Counselors	08/25/2008	to	06/03/2009	IEP'S and Student Modification Sheets, Content Mastery documentation	
Ensure that At-Risk students assigned to Time Out/ISS complete and return classwork assigned by their regular teachers	Principal, ISS Monitor, Teachers	08/25/2008	to	06/03/2009	Student's completed/incompleted work, progress reports, report cards, monitor's documented reports	

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Students assigned to the TEMS unit will complete and return classwork given by their regular teachers.	Principals, Counselors, TEMS teacher	08/25/2008	to	06/03/2009	Teacher lesson plans, progress reports, report cards, graded class work, and student records
Provide materials, in-service training on strategies and supplies for ESL, LEP, and sheltered teachers	Principal, Bil/ESL Supervisor, Teachers	08/25/2008	to	06/03/2009	Faculty/staff sign in sheets, materials/supplies, completed in-service evaluations, receipts
Provide tutoring (before/after school, Saturdays) for special populations e.g., LEP, ESL, Hispanic, White, African-American, Asian, Indian, and At-Risk).	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	TAKS, student attendance records
Offer sheltered Math instruction to qualifying ESL students and LEP students.	Principals, Math Teachers, Counselors	08/25/2008	to	06/03/2009	Master schedule, teacher roll books, student progress reports, report cards, student class schedules
LEP students will be paired for peer assistance	Principal, Teachers	08/25/2008	to	06/03/2009	Seating charts, class rolls
Solicit volunteers to work one on one with ESL and LEP students before and after school	Principal, Counselor, Teachers, Dept. Ldrs..	08/25/2008	to	06/03/2009	Sign'in sheets, TAKS
Continue to utilize bilingual aides and hire one bilingual tutor.	Principal	08/25/2008	to	06/03/2009	Staff Roster
Offer staff development in Sheltered Instruction (SI), ESL, and LEP strategies	Principal, Supervisors	08/25/2008	to	06/03/2009	Sign in sheets, certificates
Utilize departmental mobile labs in all subject areas.	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	Check out log, lesson plans, gradebook

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
GT teachers will plan enrichment lessons and instructional tours that incorporate available resources/technology	Principals, Supervisors, Teachers, Dept. Leaders	08/25/2008	to	06/03/2009	Lesson plans, copies of enrichment lessons
Instruction will be differentiated using depth and complexity for G/T students	Principal, G/T Supervisor, Teachers	08/25/2008	to	06/03/2009	Lesson plans, documentation of modified instruction depth/complexity for G/T students
Continue to implement newly developed curriculum, Region IV Prep Guide CBA's, TEXTEAMS, and teacher developed Benchmark Test.	Principal, Supervisor, Dept. Ldrs., Teachers	08/25/2008	to	06/03/2009	Individual item analysis, Curriculum Benchmark Assessment, TAKS scores
Participate in UIL Academic competitions and practice meets	Principal, UIL Sponsors, Dept. Ldrs	01/15/2009	to	06/03/2009	Official entry forms, actual UIL earnings, ratings, placements
Provide manipulatives and TAKS prep materials to TAKS classes to reach all TAKS non-masters	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	TAKS math teachers, lesson plans, signed check-out sheets for TAKS Math teachers
Implementation of Compass Learning Program, BrainPop, and Study Island in Language Arts (Reading/English) Math, Science and Social Studies classes	Principal, Dept. Ldrs., Teachers, Tech. Specialist	08/25/2008	to	06/03/2009	Class reports, six weeks test, report cards, TAKS
Provide Instructional Coaches for Reading, Writing, Math, Science, and Social Studies.	Principal	08/25/2008	to	06/03/2009	Student Rosters
Provide remedial Math, Language Arts, Science and Social Studies through the Extended Year Program for students who are in danger of being retained.	Principal, Summer School Princ., Counselors	08/25/2008	to	06/03/2009	Extended Year reports, summer school enrollment, rolls, records, etc.
Provide remedial Math, Language Arts,	Principal, Extended Day	08/25/2008	to	06/03/2009	Extended Day reports,

Goal 2 - Strategy 1		TAKS				
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Science and Social Studies classes after school through the Extended Day Program.	Coor., Teachers				records, rolls, etc.	
Provide TAKS lab remediation for TAKS non-masters and implement Compass Learning and Study Island.	Principal, Dept. Ldrs., Bldg. Comp. Specialists	08/25/2008	to	06/03/2009	Documentation, individual and class participation, student reports, computer lab schedule/printouts	
Offer Reading and Writing instruction to qualifying students in a mainstream classroom or a special education classroom.	Principal, Spec. Ed. Superv., Teachers	08/25/2008	to	06/03/2009	Class rolls and schedules, class roll books, progress reports, report cards, student schedules, student modification sheet	
Ensure that Dyslexic students receive additional reading instruction from a certified dyslexia teacher.	Principal, Dyslexia Tchr., 504 Coor., Counselors	08/25/2008	to	06/03/2009	Student schedules and documentation, dyslexia student documentation and lesson plans	
Utilize Reading Renaissance techniques to increase the effectiveness of the Accelerated Reader program. Program will be updated every 3 years.	Principal, LA Dept. Ldrs., Teachers, Supervisors	08/25/2008	to	06/03/2009	Reading Renaissance techniques included in lesson plans, AR modifications and revisions in writing every 3 years, AR analyzed results of effectiveness	
Provide remediation sessions for dependent readers	Principal, Title 1 Counselor, Teachers	08/25/2008	to	06/03/2009	Teacher documentation	
Field trips will motivate students to earn AR and Read 180 points	Principal, LA Dept.Ldr., Supervisors, Teachers	08/25/2008	to	06/03/2009	Computer printouts of points earned, tally of points earned by individual students	

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Expand focus of reading program to include shared, interactive reading experiences, guided reading instruction, and instructional tours.	Principal, Supervisors, LA Dept. Ldr., Teachers	08/25/2008	to	06/03/2009	Lesson Plans: (including) journals, compositions, essays, newspapers, puzzles, magazines, virtual tours, a variety of other text, computer lab programs
Test students twice per year using STAR software in the TAKS labs to determine reading levels	Principal, Supervisors, LA Dept. Ldr., Teachers	08/25/2008	to	06/03/2009	Summary documentation from STAR testing, actual Pre-Test and Post-Test results of the STAR test
Enroll students who did not meet the standard level on the TAKS test in TAKS reading classes (Read 180) and regular reading classes.	Principal, Counselors, LA Dept. Ldr., Teachers	08/25/2008	to	06/03/2009	Master schedule, teacher recommendations/place ment reports, class rolls
Librarians will include instruction on "The Big Six" to enable students to do effective research.	Principal, Librarians	08/25/2008	to	06/03/2009	Classroom observation, completed research reports utilizing the "Big Six"
Awards given to Principal of the Day recipients will motivate students to read and earn AR points	Principal, LA Dept Ldr, Teachers, Aides	08/25/2008	to	06/03/2009	Presentation and receipt of awards (Every six weeks)
Train new teachers and require veteran teachers to participate in an AR and Read 180 refresher course	Principal, LA Dept. Ldr., Teachers, Aides	08/25/2008	to	06/03/2009	Training sign-in sheets, completed evaluation forms (Annually)
Monitor, fund and implement AR, Read 180, and Connected Mathematics project curriculum in the classroom	Principal, LA/Math Dept. Ldrs., Teachers	08/25/2008	to	06/03/2009	Lesson plans, classroom observations, student AR reports, classroom display of student's points earned (Daily)

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Reading teachers will complete AR/Read 180 passes on each student to ensure students check out appropriate reading level books	Principal, LA Dept. Ldr., Teachers	08/25/2008	to	06/03/2009	Teacher-oriented passes reflecting appropriate reading levels, confirmed librarian records and documentation
Students will receive instruction on the 13 steps to TAKS Reading and will utilize it in their reading lesson.	Principal, LA Dept. Ldr., Teachers	08/25/2008	to	06/03/2009	Lesson Plans, classroom display of 13 Steps (Daily)
Edison will reinstate their Sustained Silent Reading program to encourage students to read at least 25 books a year across the curriculum.	Principal, Assist. Princ. Teachers, Dept. Leaders	08/25/2008	to	06/03/2009	Reading logs, observations, gradebooks, TAKS
Students will maintain a literacy reading log in their reading classes. Teachers will also keep a log for themselves.	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	Reading logs, gradebook, TAKS
All LA teachers will be trained in the Writing Academy and implement Rainbow Revision	Principal, LA Dept. Ldr., Teachers	08/25/2008	to	06/03/2009	Stuent portfolios, six weeks test, TAKS test (Annually)
All students will complete a research paper in each of their classes	Principal, Dept. Chair, Teachers	08/25/2008	to	06/03/2009	Gradebook, portfolio
Implement Study Island in 8th Grade Social Studies and Science classes	Principal, SS Dept. Ldr., Teachers, Supervisor	08/25/2008	to	06/03/2009	Student printouts and records, six weeks test, TAKS test (Weekly)
Purchase new mobile lab for Social Studies department for better utilization of Study Island.	Principal, Dept. Leader, Site Base	08/25/2008	to	06/03/2009	Check out forms, lesson plans, TAKS
Texas Science (Glencoe) software will be used in all Science classrooms.	Principal, Science Dept. Ldr., Supervisor, Teacher	08/25/2008	to	06/03/2009	Lesson plans, class observations (Weekly)

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All students will keep Science Logs in their science classes	Principal, Dept. Leader, Teachers	08/25/2008	to	06/03/2009	TAKS, student portfolios, gradebook
Provide staff development to teachers on effectively teaching Science,	Principal, Dept. Leaders, Supervisors	08/25/2008	to	06/03/2009	Sign in sheets
Students will participate in a school-wide Science Fair.	Principal, Science Super, Dept. Ldr., Teachers	08/25/2008	to	06/03/2009	Lesson Plans, Gradebook, list of Science Fair participants
Science classes will spend 40% of their class time on lab activities and use the scientific method weekly.	Principal, Science Dept. Ldr., Supervisors, Tchr.	08/25/2008	to	06/03/2009	Lesson plans, completed lab reports, class observations, equipment sign-out sheets (Weekly)
Provide TAKS math classes for students who did not meet the standard on TAKS test for State and Federal AYP standards.	Principal, Counselors, Math Dept. Ldr., Teachers	08/25/2008	to	06/03/2009	Master schedule, class rolls, student placement reports from grade level counselors
All 8th graders will take Algebra I in the 2008-2009 school year.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Master schedule, class rosters
Incorporate Pre-Algebra into all 7th grade math classes.	Principal, Math Super., Teachers	08/25/2008	to	06/03/2009	Lesson Plans, CBA's, TAKS test
Provide mandatory remediation sessions for TAKS Math non-masters	Principal, Title Counselor, Math Dept. Ldr., Tchrs	08/25/2008	to	06/03/2009	Teacher documentation
Administer STAR Mathematics Diagnostic test to all students.	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	Class rolls, Lab schedule, student scores; lesson plans
Include the use of manipulatives, &/or performance based activities; Hands on Math Learning, Hands on Equations, Leap Frog, Connected Math	Curriculum Specialists, Principals, Teachers	08/25/2008	to	06/03/2009	Periodic monitoring of classrooms and lesson plans, TAKS scores, program evaluation

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Use of graphing calculators to document data and provide multimedia instruction via projectors and computers	Principal, Tech. Specialist, Teachers, Dept. Ldr.	08/25/2008	to	06/03/2009	Lesson plans, class observations, equipment sign-out sheets
Provide staff development to teachers on effectively integrating hands-on math and pre-algebra concepts from Pre-K-7, effectively teaching Pre-algebra to 7th graders, and Algebra to 8th graders.	Principal, Supervisors	08/25/2008	to	06/03/2009	Observations, PDAS, TAKS scores, CBA's
Provide additional math instruction to math teachers & students by qualified consultants	Teachers	08/25/2008	to	06/03/2009	Six weeks test, report cards, TAKS
Provide access to the Texas Mathematics Diagnostic System as well as Study Island and BrainPop for all Edison students via school/home computers	Edison Technology Specialist, Teachers	08/25/2008	to	06/03/2009	Lesson plans, six weeks test, report cards, TAKS (Weekly)
Provide a continuous Math tutorial program with the help of grade level instructional tutors, instructional coaches and aides.	Principal, Teachers, Dept. Ldr.	08/25/2008	to	06/03/2009	Six weeks test, sign in sheets, reports, TAKS (Weekly)
Initiate a Math Institute on Saturdays	Principal, Supervisor, Math Dept.	08/25/2008	to	06/03/2009	Six weeks test, sign-in sheets, report cards, TAKS (Bi-monthly)
Provide Instructional Math Booklets to students: Measuring Up, TAKS Coach, TAKS Masters	Principal, Supervisors, Math Dept.	08/25/2008	to	06/03/2009	Six weeks test, report cards, TAKS (Daily)
LEA will provide release time for District Math Supervisor to monitor the math program on our campus	Central Admin., Math Supervisor	08/25/2008	to	06/03/2009	Six weeks test, report cards, TAKS
Implement the Accelerated Reading Instruction & Accelerated Math Instruction Programs during an after school program for low TAKS performers	Principals, Math/Language Arts Teachers	08/25/2008	to	06/03/2009	Six weeks test, report cards, TAKS scores

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Implement the "I Can Learn" program, which is a self paced instructional environment, in all Math classes	Principal, Dept. Leader, Teachers	08/25/2008	to	06/03/2009	Gradebook, lesson plans, six weeks test, CBA's, TAKS
Continue to utilize a "mini lab" for math instruction.	Principal, Dept. Leader, Teachers	08/25/2008	to	06/03/2009	Lesson plans, gradebooks
TAKS tutorials will be offered to all student populations and remediation and academic support will be available during the school day.	Principal, Dept. Leaders, Teachers	08/25/2008	to	06/03/2009	Tutorial reports, lesson plans, lab schedules
Students will be provided the opportunity to learn in the Least Restrictive Environment (LRE)	Principal, Assist. Princ., Counselor, Teachers	08/25/2008	to	06/03/2009	Class rolls, classroom observations
Prepare for the implementation of "Middle Schools That Work".	Principal, Site Base Team	08/25/2008	to	06/03/2009	Site Base minutes
Provide "Zap Day" activities for all eligible students who have no 'I's".	Principal, Teachers	08/11/2008	to	06/03/2009	Teacher Gradebooks, ZAP forms signed by all teachers
Implement Rosetta Stone program for students and teachers	Principal, Teachers	08/25/2008	to	06/03/2009	Teacher Lesson Plans, Lab Logs
Implementation of Education City and Destination Success in all classes.	Principal, Teachers	08/25/2008	to	06/03/2009	Log-in Log; Teacher Lesson Plans
Disaggregate student performance data for each subgroup including special education, economically disadvantaged and LEP to identify areas of strengths and deficits and develop a plan to target student academic improvements so that all subgroups will be proficient on TAKS by 2014 and meet AYP requirements.	Principals, Counselors, Teachers	08/25/2008	to	06/03/2009	TAKS, AYP, AEIS
Campus will seek district technical	Principals, District	08/25/2008	to	06/03/2009	State and Federal

Goal 2 - Strategy 1		TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
assistance outlined in Section 1120A in order to insure all students and subgroups meet both state and federal NCLP performance standards	Admin.				Reports

Goal 2 - Strategy 2 Bilingual Program						
<i>There are no Indicators/Objectives that support this Strategy</i>						
Leader(s): Principal, Administrators, Teachers		Brief Description: By May 2009, decrease the number of denials in the bilingual program by 10%.		Evaluation Benchmark: Decrease of 10% in the program		
Leader Progress Report Dates: Bilingual/ESL population report, student schedules						
Resources Required:		FTE's Required:		Source of Funds:		Amount
Volunteer Support		Number of FTE's: None		None		\$0.00
Title I		None				\$0.00
Technology		Cost: None				
Teachers						
Staff						
PTA						
Parent Support						
Migrant						
ESL						
Computers						
Central Office						
Audio Visual Equipment						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Offer sheltered Math instruction to qualifying ESL and LEP students	Principals, Math Teachers, Counselors	08/25/2008	to	06/03/2009	Master schedule, teacher rollbooks, student progress reports, report cards, student class schedules	

Goal 2 - Strategy 2		Bilingual Program			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Provide materials, in-service training and supplies for bilingual teachers.	Principal, ESL Supervisors, Teachers	08/25/2008	to	06/03/2009	Faculty sign-in sheets, material/supplies list, completed in-service evaluations, receipts
Provide academic counseling for LEP students.	Counselors, Teachers, Supervisor	08/25/2008	to	06/03/2009	Reports
Provide staff development for all teachers on teaching LEP, ESL, and SI (Sheltered Instruction)	Principal, Counselor, Teachers	08/25/2008	to	06/03/2009	AEIS report, teacher sign-in sheets, certificates of completion
Purchase and use supplemental materials for sheltered instruction, including textbooks for sheltered English and Math.	Principal, Teachers, Supervisor	08/25/2008	to	06/03/2009	Lesson plans, AEIS report
Encourage screening for ESL students	Principal, Counselors, Supervisors	08/25/2008	to	06/03/2009	ESL enrollment records
Offer assisted instruction in ESL classrooms utilizing bilingual aides, tutors, and mentors.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Staff list
Maintain contact with ESL parents through newsletters, announcements, etc. in Spanish.	Principal, Teachers	08/25/2008	to	06/03/2009	Records or mail-outs, parent meeting logs
Encourage participation of LEP students in athletics, school clubs and organizations through bilingual announcements.	Principal, Teachers, Sponsors	08/25/2008	to	06/03/2009	Athletic and club rosters
All ESL students will participate in the Accelerated Reading program.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Library checkout, AR log
Summer Enrichment programs will be offered through the Bilingual and Migrant Department	Principal, Supervisors	08/25/2008	to	07/06/2009	Rosters, Attendance Logs, documentation
Teachers will document intervention used	Principal, Counselor,	08/25/2008	to	06/03/2009	Student folders,

Goal 2 - Strategy 2		Bilingual Program			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
for each LEP students earning 75 or less on the progress report.	Teachers				Intervention forms
Identify LEP students and cluster them for instruction and support.	Principal, Counselors, Supervisor	08/25/2008	to	06/03/2009	Class Schedules, Student Logs
Teachers will maintain folders for each LEP student with intervention documentation	Principal, Supervisors, Teachers	08/25/2008	to	06/03/2009	Student folders, intervention forms

Goal 2 - Strategy 3		Decrease students in Special Education			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Counselors, Teachers	Brief Description: Decrease the number of students in Special Education classes by 10%.	Evaluation Benchmark: Decrease of 10% in the program			
Leader Progress Report Dates: Special Education rosters, class schedules					
NEW INITIATIVE					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Volunteer Support	Number of FTE's: None	None		\$0.00	
Title I	None			\$0.00	
Teaching Aids	Cost: None				
Teachers					
Supplies					
Staff					
Special Education					
PTA					
Parent Support					
Guest Speaker					
District Staff					
Computers					
Central Office					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Modify instruction in math and language arts classes to address the needs of special	Principal, Teachers	08/25/2008	to	06/03/2009	Lesson plans,

Goal 2 - Strategy 3		Decrease students in Special Education				
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
education and mainstreamed students.						
Mainstream students into Content Mastery to facilitate exit from the Special Education program.	Principal, Counselors, Sp. Ed. Supervisor, Teachers	08/25/2008	to	06/03/2009	ARD reports, class schedules	
Develop and implement an Instructional Plan or inclusion of both 504 and Special Ed. students into content mastery and resource.	Principal, Counselor, Teachers	08/25/2008	to	06/03/2009	Annual evaluations, course selection bulletins, observations, lesson plans	
Administer alternative assessment at the same time the TAKS test is given.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Summative evaluation, AEIS report	
Use technology (computers, mobile labs, projectors, etc.) as a vehicle for delivering instruction to special education students.	Principal, Teachers	08/25/2008	to	06/03/2009	Lesson plans, AEIS report	
Provide additional training to teachers of mainstreamed students.	Principal, Counselors, Supervisor	08/25/2008	to	06/03/2009	Certificates of completion, sign-in sheets	
Teachers will utilize TCEPT software to identify and document student modifications required during instruction.	Principal, Sp. Ed. Superv. Dept. Heads	08/25/2008	to	06/03/2009	Lesson plans, modification folders	

Goal 3: Improve student attendance from 94.4% to exceed the district goal of 96%.

Correlates with:

District Goals			
3) Attendance	4) Parental involvement	5) Staff	
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	6) Student Performance
8) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	3) Use Effective Methods	7) Strategies for Parental Involvement	
Title I - Schoolwide Programs			
2) Student Opportunities	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	74%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	73%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	70%	2008	≥ 90%	2009-10	≥ 90%	2009
White	67%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	13%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	88%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	65%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	82%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	63%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	63%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	75%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Reading**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	59%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	58%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	59%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	64%	2008	≥ 90%	2009-10	≥ 90%	2009
White	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	15%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	48%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	51%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	68%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	54%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	49%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	59%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	37%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	36%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	37%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	37%	2008	≥ 90%	2009-10	≥ 90%	2009
White	0%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	35%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	41%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	33%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	38%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	36%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	38%	2008	≥ 90%	2009-10	≥ 90%	2009
White	14%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	27%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	57%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	42%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	31%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	24%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	36%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	77%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	76%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	81%	2008	≥ 90%	2009-10	≥ 90%	2009
White	50%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	36%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	81%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	89%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	69%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	72%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	78%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Social Studies

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
African American	63 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Economically Disadvantaged	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Hispanic	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Special Ed.	39 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
LEP	57 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Asian	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Male	77 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Female	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Bilingual/ESL	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
At Risk	68 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Title I	72 %	2008	≥ 90 %	2009-10	≥ 90 %	2009

Indicator: TAKS Science**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	30%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	22%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	30%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	4%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	26%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	23%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	30%	2008	≥ 90%	2009-10	≥ 90%	2009

Strategies

Goal 3 - Strategy 1 Attendance Special Populations					
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Constable, Attendance Clerk, Teach	Brief Description: Improve the attendance of special populations (Bilingual/ESL, G/T, At-Risk, Special Education, African-American, White, and Hispanic) to exceed 96% in order to enhance academic performance and progress.	Evaluation Benchmark: Attendance will exceed the district goal of 96%			
Leader Progress Report Dates: End of year attendance reports (Annually)					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Volunteer Support	Number of FTE's: None	None		\$0.00	
Title I	None			\$0.00	
Technology	Cost: None				
Teachers					
Staff					
SCE					
PTA					
Parent Support					
Migrant					
Local					
ESL					
Contract Service					
Constable					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation

Goal 3 - Strategy 1		Attendance Special Populations			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Notify parents of excessive school absences and implement ClassXP/SASI attendance system.	Counselors, Attend. Clerks, Constable	08/25/2008	to	06/03/2009	Six weeks reports, AEIS Report, daily attendance
Offer special events and awards to students with perfect attendance	Principals, Attend. Clerks, Teachers	08/25/2008	to	06/03/2009	Annual reports, lists of student recipients for Perfect Attendance Awards/Incentives (Every Six Weeks)
Monitor attendance records carefully and track students with single period absences.	Principals, Attendance Clerks, Teachers	08/25/2008	to	06/03/2009	Attendance records (Daily)
Identify potential leavers by examining TAKS and attendance reports of truant students	Principals, Attendance Clerks, Counselors	08/25/2008	to	06/03/2009	End of year attendance reports, TAKS scores and attendance records (Annually)
Utilize our community liaisons (preachers, Hispanic and Asian volunteers) to contact and speak to parents on the importance of their child attending school.	Principal, Counselors, Community Volunteers	08/25/2008	to	06/03/2009	Logs, attendance records

Goal 3 - Strategy 2 General Population Attendance						
<i>There are no Indicators/Objectives that support this Strategy</i>						
Leader(s): Principal, Attendance Clerk		Brief Description: Maintain or improve the attendance of the general population in order to continue to exceed the 96% average daily attendance (ADA)		Evaluation Benchmark: Improve/exceed 96% attendance		
Leader Progress Report Dates: Attendance Reports, Report from Constable						
Resources Required:		FTE's Required:		Source of Funds:		Amount
Title I		Number of FTE's: None		None		\$0.00
Teachers		None				\$0.00
Supplies		Cost: None				
PTA						
Parent Support						
Guest Speaker						
District Staff						
Constable						
Campus Admin. Staff						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Continuation of the ASAP (Absent Student Assistance Program) to target significant student absences.	Principal, Dep. Constable, JP, Atten. Clerks, SW	08/25/2008	to	06/03/2009	Attendance clerks will monitor the semester statistical summary report for constables, student rolls, weekly constable reports	
Educate students, parents, and staff on the necessity of good attendance.	Principal, CIS, Teachers, Par. Involv., Parents	08/25/2008	to	06/03/2009	Monthly reports from principal, school newsletters, DPC	

Goal 3 - Strategy 2		General Population Attendance			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					minutes, Public Service Announcements in the media (Annually)
Notify parents of excessive student absences. Use court system to enforce attendance including parent accountability	Principal, Dir. Student Serv., Dep. Constables, JP	08/25/2008	to	06/03/2009	Attendance reports reviewed each six weeks, computer generated reports
Increase participation in extra-curricular activities	Principals, Teachers, Counselors	08/25/2008	to	06/03/2009	Attendance reports, sign-up sheets, PEIMS, AEIS, extra-curricular rosters (Daily)
Increase clerical staff to assist maintaining accurate records and parent notification	Principal	08/25/2008	to	06/03/2009	Attendance reports, PEIMS data (Daily)
Utilize our community liaisons (preachers, Hispanic volunteers) to contact and speak to parents on the importance of their child attending school.	Principal, Counselors, Teachers, Attend. Clerk	08/25/2008	to	06/03/2009	Parent contact log, reports
Provide Spanish and Asian translators to help communicate with parents of students not attending school.	Principal, Counselors, Teachers, Clerks	08/25/2008	to	06/03/2009	Parent contact log, attendance logs
Reward students with a perfect attendance party each semester.	Principal, Counselor	08/25/2008	to	06/03/2009	Attendance records

Goal 3 - Strategy 3		Attendance Incentives			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Teachers	Brief Description: Provide incentives for improved student attendance.	Evaluation Benchmark: Increase attendance to exceed 96%			
Leader Progress Report Dates: Monthly PEIMS, Attendance Report					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Volunteer Support	Number of FTE's: 1.00	None		\$0.00	
Title I	Fully Title Funded			\$0.00	
Teachers	Cost: None				
Supplies					
Staff					
PTA					
Parent Support					
Local					
District Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Maintenance of attendance rates depends upon incentives that range from climate/culture to district-wide and building programs to recognition for accomplishments to individual sanctions	Principal, Teachers	08/25/2008	to	06/03/2009	Attendance Reports, PEIMS data
Solicit incentives from the African-American, Hispanic and Asian communities.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Log of presented incentives, community involvement

Goal 3 - Strategy 3		Attendance Incentives			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Provide banners, small incentives, announce student names during morning announcements, and hold parties for those with perfect attendance.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Attendance records

Goal 4: Strengthen parental and community involvement.

Correlates with:

District Goals			
2) TAKS	3) Attendance	4) Parental involvement	
State Objectives			
2) Student Potential	3) Dropout Prevention	6) Student Performance	7) School Environment
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
Title I - Targeted Assistance Schools			
3) Use Effective Methods	4) Support Regular Education Program	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs
Title I - Schoolwide Programs			
2) Student Opportunities	6) Parental Involvement	9) Identify and Assist with Student Difficulties	

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	74%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	73%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	70%	2008	≥ 90%	2009-10	≥ 90%	2009
White	67%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	13%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	88%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	65%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	82%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	63%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	63%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	75%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Reading**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	59%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	58%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	59%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	64%	2008	≥ 90%	2009-10	≥ 90%	2009
White	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	15%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	48%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	51%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	68%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	54%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	49%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	59%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	37%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	36%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	37%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	37%	2008	≥ 90%	2009-10	≥ 90%	2009
White	0%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	35%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	41%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	33%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	38%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	36%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	38%	2008	≥ 90%	2009-10	≥ 90%	2009
White	14%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	27%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	57%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	42%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	31%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	24%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	36%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	77%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	76%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	81%	2008	≥ 90%	2009-10	≥ 90%	2009
White	50%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	36%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	81%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	89%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	69%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	72%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	78%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Social Studies**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
African American	63 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Economically Disadvantaged	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Hispanic	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Special Ed.	39 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
LEP	57 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Asian	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Male	77 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Female	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Bilingual/ESL	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
At Risk	68 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Title I	72 %	2008	≥ 90 %	2009-10	≥ 90 %	2009

Indicator: TAKS Science**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	30%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	22%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	30%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	4%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	26%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	23%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	30%	2008	≥ 90%	2009-10	≥ 90%	2009

Strategies

Goal 4 - Strategy 1		Edison Volunteers			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Counselors, Parent Involv. Coord., Par	Brief Description: Edison will design a volunteer program to suit the needs of its campus.	Evaluation Benchmark: Number of volunteers will increase by 10%			
Leader Progress Report Dates: Yearly evaluations					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Volunteer Support	Number of FTE's: 1.00	None			\$0.00
Title I	Fully Title Funded				\$0.00
Staff	Cost: None				
PTA					
Parent Support					
Local Bus. Leader					
Local					
Community Leader					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
PAC, active PTA, Booster clubs, and volunteers when needed, yearly updated Parent/Student Title I Compacts	Par. Involv. Coord., Principal, Counselors, Parents	08/25/2008	to	06/03/2009	Minutes of meetings, sign-in sheets, reports of completion/evaluations, volunteer awards ceremony (Throughout the year)

Goal 4 - Strategy 1		Edison Volunteers			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Utilize our community liaison, Mr. Rameriz to help provide school information to the Hispanic community.	Principal, Counselors, Liaison	08/25/2008	to	06/03/2009	Parent contact logs, records
Solicit volunteers to tutor students individually.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Volunteer sign in sheets

Goal 4 - Strategy 2		Parent Communication			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Teachers, PAC, Counselors	Brief Description: Establish a system of communication with parents and community.	Evaluation Benchmark: Increase of 20% in parent contact			
Leader Progress Report Dates: Counselor, teacher and principal contact logs					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Volunteer Support	Number of FTE's: 1.00	None			\$0.00
Title I	Fully Title Funded				\$0.00
Teachers	Cost: None				
Staff					
PTA					
Parent Support					
District Staff					
District Coordinator					
Computers					
Central Office					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Provide telecommunications to all parents; PAISD Alive, Parent Newsletters, Web-Site, and Back to School Expo	Principals, Counselors, Dir. Comm. Relations	08/25/2008	to	06/03/2009	Monthly reports, system evaluation and reports of usage provide data on effectiveness of system
Provide public forums for parent and	Dir. Com.Relations,	08/25/2008	to	06/03/2009	Flyers, media

Goal 4 - Strategy 2		Parent Communication			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
community input.	Principals, Par. Involv. Coord.				publications, minutes and sign-in sheets (Monthly)
Educate Bilingual/ESL and Migrant parents about rules and regulations of INS Department by disseminating a brochure to parents upon annual enrollment in the district	Dir. Of ESL, Supervisors, Principals, Registrar	08/25/2008	to	06/03/2009	Edison will analyze the biannual report of the Bilingual/ESL program, AEIS reports (Bi-annually)
Seek corporate sponsors to the Adopt-A-School Program.	Principal, Title I Counselor	08/25/2008	to	06/03/2009	List/report of community sponsors and business leaders working with various programs on the Edison campus (Daily)
Work cooperatively with community businesses to provide incentives for students.	Principals, Title I Counselor, Teachers	08/25/2008	to	06/03/2009	Attendance reports, report cards, referrals (Daily)
Conduct PTA membership drive.	Principal, PTA President	08/25/2008	to	06/03/2009	PTA enrollment records (Annually)
Communicate with parents by individual and classroom meetings, district/school web-site, newsletters, and telephone conferences. (All written communication in Spanish & English)	Principals, Teachers	08/25/2008	to	06/03/2009	Monthly reports, grade level meetings, parent conference reports, parent signature form, teacher/parent contact forms, (Daily)
Conduct Open House and Grade Level TAKS meetings to issue present TAKS results.	Principals, Counselors, Teachers	08/25/2008	to	06/03/2009	Sign-in sheets, student/parent sign-in sheets, teacher sign-in sheets
Title I will conduct monthly PAC (Parent Assistance Committee) meetings on topics relevant to parents and school (i.e. Math	Principal, Title I Counselor, Social Worker	08/25/2008	to	06/03/2009	Copies of PAC Committee agendas, dates and times of

Goal 4 - Strategy 2		Parent Communication			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
emphasis)					meetings, PAC minutes (Monthly)
Parents will complete EXCEL Parent Observation Monitoring Feedback Form.	Principal, Counselors	08/25/2008	to	06/03/2009	Logs, Parent Feedback Forms
Continue to conduct parent-teacher conferences in order to keep parents informed.	Principal, Counselors, Teachers	08/25/2008	to	06/03/2009	Principal, counselor and teacher conference logs
Provide written notice to parents about Edison's "identified for improvement" status and procedure for school choice	Principal	08/25/2008	to	06/03/2009	Notification letter, documentation

Goal 4 - Strategy 3		Business Partnership				
<i>There are no Indicators/Objectives that support this Strategy</i>						
Leader(s): Principal, Dir. of Community Relations	Brief Description: Involve the business community in partnerships with schools and participation in Edison's Career Day.	Evaluation Benchmark: Increase in business participants by 20%				
Leader Progress Report Dates: Throughout the year; School to work reports; Career Day Sign In						
Resources Required:	FTE's Required:	Source of Funds:			Amount	
Volunteer Support	Number of FTE's: None	None			\$0.00	
SIP	None				\$0.00	
Local Bus. Leader	Cost: None					
District Staff						
District Coordinator						
District Admin. Staff						
Community Leader						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Edison will encourage local businesses to become partners in ways to enhance student achievement.	Principal, CIS, Community Relations	08/25/2008	to	06/03/2009	Meetings with local businesses, School to Work reports through Region V, list to participating businesses	
Invite members of the community to assist tutoring: Foster Grandparents, Experience Corp., and Communities in Schools.	Principals, Suupervisors, Teachers, Administration	08/25/2008	to	06/03/2009	Reports on number of volunteers, improvement on AEIS report (On-going)	
Seek corporate sponsors to the Adopt-A-	Principal, Title I	08/25/2008	to	06/03/2009	Records/sign-in sheets	

Goal 4 - Strategy 3		Business Partnership			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
School Program.	Counselor				of community sponsors and business leaders working with various programs on the Edison campus (Throughout the year)

Goal 4 - Strategy 4		Career Day			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Career Technology Teachers, Principals, Teac	Brief Description: A Career Week will be implemented every spring for all Edison students. Business and community leaders will make presentations to students as students investigate numerous career choices.	Evaluation Benchmark: Business participation will increase 20%			
Leader Progress Report Dates: Career & Technology Teachers; Principals; Teachers; Sign in Sheets; program					
NEW INITIATIVE					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Volunteer Support	Number of FTE's: None	None		\$0.00	
Teachers	None			\$0.00	
Staff	Cost: None				
PTA					
Parent Support					
Local Bus. Leader					
Guest Speaker					
District Staff					
Community Speaker					
Community Leader					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Career Week will be implemented in the Spring of each year.	Career/Tech. Teacher, Teachers, Administrators	08/25/2008	to	06/03/2009	Presenter sign in sheets, presenter and student evaluation of Career Day.
Parents, local businesses and community leaders will be invited to participate in	Career/Tech. Teacher, Teachers,	08/25/2008	to	06/03/2009	Presenter sign in sheets

Goal 4 - Strategy 4		Career Day			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Edison's Career Day.	Administrators				

Goal 4 - Strategy 5 Programs			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Teachers, Community Members; Principals	Brief Description: Parents and community members will be invited to attend Edison's annual Cinco de Mayo Tet, and Black History programs presented by our students as well as members of the community	Evaluation Benchmark: Participation will increase by 20%	
Leader Progress Report Dates: Sign in sheets; Evaluations			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			

Goal 5: Strengthen staff morale.

Correlates with:

District Goals			
5) Staff			
State Objectives			
5) School Personnel	7) School Environment	9) Technology	
NCLB/ESEA Goals and Indicators			
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
Title I - Targeted Assistance Schools			
5) Highly Qualified Teachers	6) Opportunities for Professional Development		
Title I - Schoolwide Programs			
3) Instructional	4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties			
E-Rate Goals			
2) Development Strategy for Training			

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	74%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	73%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	70%	2008	≥ 90%	2009-10	≥ 90%	2009
White	67%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	13%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	88%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	65%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	82%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	63%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	63%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	75%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Reading

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	59%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	58%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	59%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	64%	2008	≥ 90%	2009-10	≥ 90%	2009
White	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	15%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	48%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	51%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	68%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	54%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	49%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	59%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	37%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	36%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	37%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	37%	2008	≥ 90%	2009-10	≥ 90%	2009
White	0%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	35%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	41%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	33%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	38%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	36%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	38%	2008	≥ 90%	2009-10	≥ 90%	2009
White	14%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	27%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	57%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	42%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	31%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	24%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	36%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	77%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	76%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	81%	2008	≥ 90%	2009-10	≥ 90%	2009
White	50%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	36%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	81%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	89%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	69%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	72%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	78%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Social Studies**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
African American	63 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Economically Disadvantaged	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Hispanic	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Special Ed.	39 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
LEP	57 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Asian	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Male	77 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Female	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Bilingual/ESL	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
At Risk	68 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Title I	72 %	2008	≥ 90 %	2009-10	≥ 90 %	2009

Indicator: TAKS Science

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	30%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	22%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	30%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	4%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	26%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	23%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	30%	2008	≥ 90%	2009-10	≥ 90%	2009

Strategies

Goal 5 - Strategy 1		Staff attendance			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principals, Secretary	Brief Description: Provide incentives for perfect attendance.	Evaluation Benchmark: Increase in staff attendance to 96%			
Leader Progress Report Dates: Every 6 Weeks Absentee list					
Resources Required: Volunteer Support Title I Teachers Supplies Staff Local Computers AMI/ARI Grant	FTE's Required: Number of FTE's: 1.00 Fully Title Funded Cost: None	Source of Funds: None		Amount \$0.00 <hr/> \$0.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Provide six weeks certificates to those teachers with perfect attendance.	Principals, secretaries	08/25/2008	to	06/03/2009	Kronas System records/printouts (Every six weeks)
All employees who are absent three days or less will be compensated for perfect or near perfect attendance.	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	Attendance records

Goal 5 - Strategy 1		Staff attendance			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Teachers missing (0) days with receive \$300 annually or \$150 a semester	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	Kronos, Attendance records
Teachers missing (1) day will receive \$200 annually or \$100 a semester	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	Kronos, Attendance records
Teachers missing (2) days will receive \$150 annually or \$75 a semester.	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	Kronos, Attendance records
Teachers missing (3) days will receive \$100 annually or \$50 per semester	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	Attendance records

Goal 5 - Strategy 2		Job performance			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Dept. Leaders	Brief Description: Recognize outstanding job performance.	Evaluation Benchmark: Teachers recognized for job performance will increase by 25%.			
Leader Progress Report Dates: Certificates, announcements					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Local Budget	Amount \$1,000.00 <hr/> \$1,000.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Recognize all teachers who exceed TAKS at the end of the year Recognition Banquet	Principals, Secretary	08/25/2008	to	06/03/2009	TAKS scores
Recognize teachers for special achievements over our campus PA system and Edison's News and Reminders	Principal, Assist. Principal, Secretary	08/25/2008	to	06/03/2009	Observations, special project evaluations
Recognize our "Teacher of the Year" with a reception in their honor.	Previous Year's Teacher of the Year, Principal	08/25/2008	to	06/03/2009	Teacher recommendations, teacher evaluations
Recognize teachers for student performance on the Six Weeks Test.	Principal, Dept. Leaders	08/25/2008	to	06/03/2009	Six weeks test scores, teacher reports (Every Six Weeks)
Organize after school socials/favorite dish lunches for faculty.	Principal, Social Committee	08/25/2008	to	06/03/2009	Sign-in sheets

Goal 6: Integrate technology into TEKS curriculum and instructions. (i.e. software and electronic material, hardware)

Correlates with:

District Goals			
2) TAKS	6) Technology		
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	4) Curriculum	6) Student Performance	8) Instructional Techniques
9) Technology			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
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			
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	3) Use Effective Methods	6) Opportunities for Professional Development	
Title I - Schoolwide Programs			
3) Instructional	4) Professional Development	8) Include Teachers in Decisions	
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training	4) Sufficient Budget for Implementation	

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	74%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	73%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	70%	2008	≥ 90%	2009-10	≥ 90%	2009
White	67%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	13%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	88%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	65%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	82%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	63%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	63%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	75%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Reading

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	59%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	58%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	59%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	64%	2008	≥ 90%	2009-10	≥ 90%	2009
White	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	15%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	48%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	51%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	68%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	54%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	49%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	59%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	37%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	36%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	37%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	37%	2008	≥ 90%	2009-10	≥ 90%	2009
White	0%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	35%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	41%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	33%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	38%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	36%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	38%	2008	≥ 90%	2009-10	≥ 90%	2009
White	14%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	27%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	57%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	42%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	31%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	24%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	36%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Writing**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	77%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	76%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	81%	2008	≥ 90%	2009-10	≥ 90%	2009
White	50%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	36%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	81%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	89%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	69%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	72%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	78%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Social Studies

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
African American	63 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Economically Disadvantaged	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Hispanic	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Special Ed.	39 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
LEP	57 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Asian	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Male	77 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Female	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Bilingual/ESL	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
At Risk	68 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Title I	72 %	2008	≥ 90 %	2009-10	≥ 90 %	2009

Indicator: TAKS Science

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	30%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	22%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	30%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	4%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	26%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	23%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	30%	2008	≥ 90%	2009-10	≥ 90%	2009

Strategies

Goal 6 - Strategy 1		Technology in teaching			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Building Tech. Specialist, Teachers	Brief Description: To address new technology issues in teaching.	Evaluation Benchmark: 100% of teachers will use new technology in their classroom			
Leader Progress Report Dates: Certificates of Completion and sign-in sheets					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Title I	Number of FTE's: None	None		\$0.00	
Technology	None			\$0.00	
Teachers	Cost: None				
Staff					
Local					
District Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Purchase wireless mobile labs and train teachers on their use.. (Purchase an additional mobile lab to reach our building goal of one lab per department.) Social Studies and Special Ed. departments	Building Tech. Specialist, Principal	08/25/2008	to	06/03/2009	Observation, check out records, teacher evaluations, lesson plans, student records (Annually)
Wireless labs will contain courseware software, Internet, Compass Learning, and Microsoft Office. Students will also be able to access AR, Study Island, AM, and	Principal, Building Tech. Specialist, Teachers	08/25/2008	to	06/03/2009	Observation, check out records, teacher evaluations, lesson plans, student records

Goal 6 - Strategy 1		Technology in teaching			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BrainPop which are web-based.					
Maintain a "mini lab" in the math department for TAKS remediation.	Principal, Building Tech. Specialist, Teachers	08/25/2008	to	06/03/2009	Check out record,; observation, teacher evaluations, lesson plans, student records (Daily)
Continue to upgrade, replenish and purchase computers, printers, cameras, Smart Boards, Elmo's and Infocus projectors in order to meet the standards of the state/district long range technology plan.	Principal, Building Tech. Specialist, Teachers	08/25/2008	to	06/03/2009	Inventory records, purchase orders, lesson plans
Continue to train teachers on Class XP (attendance), Intergrated Pro (grade book) and TCEPT (lesson plan program).	Principal, Building Tech. Specialist, Teachers	08/25/2008	to	06/03/2009	Gradebook printouts, progress reports, six weeks grades, lesson plans
Train teachers on the use of new Elmo's, Infocus machines and mobile labs as well as Compass, BrainPop, Study Island, AR and AM.	Principal, Tech. Specialist	08/25/2008	to	06/03/2009	Inventory records, purchase orders, lesson plans, sign in sheets

Goal 6 - Strategy 2 Professional Development					
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Teachers, Supervisors	Brief Description: To provide technology professional development for staff and parents.	Evaluation Benchmark: Participation in staff development will increase by 20%			
Leader Progress Report Dates: Annually, sign in sheets					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Volunteer Support	Number of FTE's: 1.00	None		\$0.00	
Title I	Fully Title Funded			\$0.00	
Technology	Cost: None				
Teaching Aids					
Teachers					
Supplies					
Staff					
Local					
Computers					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Continue to conduct staff development for Edison teachers on: Compass Learning, Internet, E-mail, Study Island, SIRS Discoverer, Course Software, AR, AM, STAR, Read 180, BrainPOP, School Web Lockers, "I Can Learn", Microsoft Office, MacOS/Windows, CBA's, EduSoft, ClassXP, Intergrated Pro, TCEPT, EXCEL, Elmos, and Computer Troubleshooting	Principal, Building Tech. Specialist	08/25/2008	to	06/03/2009	Observations, sign-in sheets, lesson plans

Goal 6 - Strategy 2		Professional Development			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Continue to conduct PAC meetings to give training to parents on the Internet, web-based software, and basic computer skills.	Principal, Building Tech. Specialist	08/25/2008	to	06/03/2009	Observation, sign-in sheets, evaluations

Goal 6 - Strategy 3		Support Resources			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Edison Tech. Specialist	Brief Description: To provide support resources.	Evaluation Benchmark: Reduction of computer down time by 50%			
Leader Progress Report Dates: Workorder list, repair list					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Technology	Number of FTE's: None	Title Budget		\$2,000.00	
Teachers	None			\$2,000.00	
Staff	Cost: None				
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Campus Technology Specialist will use release time to: aid teachers and students in the classroom, troubleshoot all equipment, order/set up equipment, install software, train staff, monitor and provide technical support to classrooms, 5 computer labs, 6 mobile labs, mini labs, Read 180 lab, and I Can Learn lab.	Principal, Campus Technology Specialist	08/25/2008	to	08/25/2009	Specialist log, records of inventory, workorders, building down time, specialist work log (Daily)

Goal 7: To strengthen our recruitment and retention strategies to insure that the district has highly qualified teachers and aides.

Correlates with:

District Goals		
5) Staff	7) Recruitment/Teachers	
State Objectives		
5) School Personnel	7) School Environment	
NCLB/ESEA Goals and Indicators		
3) Highly Qualified Staff		
Effective School Correlates		
3) Instructional Leadership		
Title I - Targeted Assistance Schools		
5) Highly Qualified Teachers	6) Opportunities for Professional Development	
Title I - Schoolwide Programs		
3) Instructional	5) Professional Staff	8) Include Teachers in Decisions

Indicator: TAKS Reading**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	74%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	73%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	70%	2008	≥ 90%	2009-10	≥ 90%	2009
White	67%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	13%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	88%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	65%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	82%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	63%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	63%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	75%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Reading**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	59%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	58%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	59%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	64%	2008	≥ 90%	2009-10	≥ 90%	2009
White	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	15%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	48%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	51%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	68%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	54%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	49%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	59%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	37%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	36%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	37%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	37%	2008	≥ 90%	2009-10	≥ 90%	2009
White	0%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	35%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	41%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	33%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	29%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	38%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Math**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	36%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	33%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	38%	2008	≥ 90%	2009-10	≥ 90%	2009
White	14%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	0%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	27%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	57%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	31%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	42%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	31%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	24%	2008	≥ 90%	2009-10	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2009-10	≥ TBD%	2009
Title I	36%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	77%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	76%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	81%	2008	≥ 90%	2009-10	≥ 90%	2009
White	50%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	36%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	63%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	81%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	69%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	89%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	69%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	72%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	78%	2008	≥ 90%	2009-10	≥ 90%	2009

Indicator: TAKS Social Studies

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
African American	63 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Economically Disadvantaged	71 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Hispanic	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Special Ed.	39 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
LEP	57 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Asian	75 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Male	77 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Female	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Bilingual/ESL	65 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
At Risk	68 %	2008	≥ 90 %	2009-10	≥ 90 %	2009
Title I	72 %	2008	≥ 90 %	2009-10	≥ 90 %	2009

Indicator: TAKS Science**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	30%	2008	≥ 90%	2009-10	≥ 90%	2009
African American	22%	2008	≥ 90%	2009-10	≥ 90%	2009
Economically Disadvantaged	30%	2008	≥ 90%	2009-10	≥ 90%	2009
Hispanic	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Special Ed.	4%	2008	≥ 90%	2009-10	≥ 90%	2009
LEP	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Asian	47%	2008	≥ 90%	2009-10	≥ 90%	2009
Male	34%	2008	≥ 90%	2009-10	≥ 90%	2009
Female	26%	2008	≥ 90%	2009-10	≥ 90%	2009
Bilingual/ESL	23%	2008	≥ 90%	2009-10	≥ 90%	2009
At Risk	20%	2008	≥ 90%	2009-10	≥ 90%	2009
Title I	30%	2008	≥ 90%	2009-10	≥ 90%	2009

Strategies

Goal 7 - Strategy 1		Highly Qualified Teachers			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal, Site Base Team, Supervisors	Brief Description: All core academic subject area teachers will be highly qualified by 2007-2008.	Evaluation Benchmark: 100% of teachers will be highly qualified			
Leader Progress Report Dates: Certificates					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Title I	Number of FTE's: None	None		\$0.00	
Teachers	None			\$0.00	
Local	Cost: None				
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Provide new teachers with an assigned mentor with expertise in their subject field in order to retain highly qualified teachers	Principal, Teachers, Supervisors	08/25/2008	to	06/03/2009	Six weeks test, report cards, observations, evaluations, TAKS (Daily)
Provide all (100%) teachers with on-going high quality professional development. (In-services)	Principal, Teachers, Supervisors	08/25/2008	to	06/03/2009	Sign in sheets, certificates of completion, request to attend forms
Principal, administrators and teachers will be involved in the recruitment and retainment of highly qualified teachers for our building	Principal, Administrators, Teachers	08/25/2008	to	06/03/2009	Faculty and staff documentation, certificates, Job Fairs, posting vacancies

Goal 7 - Strategy 1		Highly Qualified Teachers			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner	Prinicipal, Administrator	08/25/2008	to	06/03/2009	Certificates, professional development documentation
Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by end of 2008-2009	Principal, Administrators	08/25/2008	to	06/03/2009	Certificates, teacher personnel files, documentation, professional development documentation, certification
Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers	Principal, Administrators	08/25/2008	to	06/03/2009	Personnel files, student schedules
Teachers will participate in professional learning communities and provide documentation.	Principal, Dept. Chair, Teachers	08/25/2008	to	06/03/2009	Teacher portfolios
Increase beginning teachers' salaries in order to be more competitive with surrounding districts.	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	Comparative salary study, total number of highly qualified teachers employed in the district
Expand recruitment of highly qualified teachers to include Mexico.	Superintendent, Asst. Super., Coord. Dual Language	08/25/2008	to	06/03/2009	Number of qualified teachers employed by our district
Offer a \$3,000 signing bonus for critical teaching assignments.	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	\$3,000 stipend approved by the Board of Trustees
To offer a \$750.00 relocation allowance.	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	Allowance approved by the Board of Trustees

Goal 7 - Strategy 1		Highly Qualified Teachers			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
To provide a 3% minimum annual salary increase for all employees.	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	3% minimum increase for all employees
To offer a yearly stipend of \$1500.00 to teachers in critical shortage areas(e.g., science, math, bilingual/ESL, special ed., foreign language, technology applications).	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	\$1,500 yearly stipend to teachers in critical shortage areas approved by the Board of Trustees
Offer a \$500.00 yearly stipend for mentor teachers to work with novice teachers	Superintendent, Board of Trustees	08/25/2008	to	06/03/2009	Number of teachers volunteering to be mentor teachers.

Goal 7 - Strategy 2		Highly Qualified Aides			
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Principal	Brief Description: All aides will be highly qualified by 2007-2008.	Evaluation Benchmark: 100% of all aides will be qualified			
Leader Progress Report Dates: Certification, Professional Development Records					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Staff	Number of FTE's: None	Title Budget		\$1,000.00	
Local	None	Local Budget		\$500.00	
Guest Speaker	Cost: None			<hr/>	
District Staff				\$1,500.00	
District Admin. Staff					
Central Office					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Provide aides with on-going professional development in order to assure that all are highly qualified	Principals, Teachers, Supervisors	08/25/2008	to	06/03/2009	Professional development documentation, certificates