

# Springlake-Earth ISD

## District Improvement Plan



DR. GARY BIGHAM, SUPERINTENDENT

**2006-2007**



## Goals and Objectives

**Goal 1: Springlake-Earth ISD will have 90% of the student population, including the target populations; pass all portions of the TAKS in 2007.**

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

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

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

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

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

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

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

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

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

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

**Goal 3: Springlake-Earth ISD will encourage positive student behaviors and create a safe and drug free environment for increased student achievement.**

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

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

**Goal 4: Springlake-Earth ISD will promote parent and community involvement in order to provide the best possible education for all students.**

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



## Target Populations and Special Programs

Economically Disadvantaged  
African-American  
Hispanic  
White  
Migrant  
Male  
Female  
Homeless  
At-Risk  
Limited English Proficient

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



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.**

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

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Provide extended day program for students at-risk of passing	Administrator	After school	OEYP	Students served	Students promoted
Provide Pre-K program <ul style="list-style-type: none"> <li>Available to all students in the district</li> </ul>	Administrator	Daily	PK Grant Local	Students served	TPRI TAKS
Obtain a waiver from TEA for Kindergarten program student-teacher ratio requirement <ul style="list-style-type: none"> <li>Decrease in student population over-all</li> <li>Look at need for staff re-structuring</li> </ul>	Superintendent	2006-07 year	Local	Waiver request	Waiver approved  K TPRI scores TAKS
Use Accelerated Reader program <ul style="list-style-type: none"> <li>Accumulate quality points at/above STAR level</li> <li>Recognize student success</li> </ul>	Reading teachers	Daily	Local	AR reports	TPRI TAKS
Provide intensive phonics instruction	Reading teachers	Daily	ARI Local	AR reports	TPRI TAKS
Provide Study Island <ul style="list-style-type: none"> <li>HS TAKS preparation for core subject areas</li> </ul>	Core subject teachers	Weekly	Local	6 Weeks grades	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Implement reading time <ul style="list-style-type: none"> <li>• Peer tutoring with multi-age groups</li> </ul>	Reading teachers	Daily	Local	Lesson Plans	Report card grades
Provide staff development in accordance with PDAS <ul style="list-style-type: none"> <li>• On AR program</li> <li>• On TEKS</li> <li>• On technology integration</li> </ul>	Administrator	August – July	Local TII TPTR TII Tech	Staff Development calendar	Training certificates
Incorporate reading into TEKS in all subject areas	Reading teachers	Daily	Local	6 weeks grades	TPRI TAKS
Purchase library books <ul style="list-style-type: none"> <li>• Encourage student reading</li> <li>• Promote reading on internet</li> </ul>	Librarian	Summer	TV Innovative	PO	Books



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.**

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

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Use direct writing instruction <ul style="list-style-type: none"> <li>• Total immersion</li> <li>• Across discipline instruction and assignments in writing</li> </ul>	Core subject area teachers	Daily	Local	Lesson Plans	TAKS
Provide professional development as identified by staff in accordance with PDAS	Administrator	Fall Spring	Local TII TPTR	Staff Development Calendar	Training certificates
Enhance curriculum with TAKS facts and activities	ELA teachers	Daily	Local	Lesson Plans	TAKS
Provide Study Island <ul style="list-style-type: none"> <li>• HS TAKS preparation for core subject areas</li> </ul>	Core subject teachers	Weekly	Local	6 Weeks grades	TAKS



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.**

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

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



**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.**

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

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Provide lab activities and field trips	Science teachers	Daily	Local	Lesson Plans	TAKS
Use guided reading, discussion, writing and articulation for teaching concepts	Science teachers	Daily	Local	Lesson observation	TAKS
Use the scientific method <ul style="list-style-type: none"> <li>• Test hypotheses</li> <li>• Collect data</li> <li>• Analyze data</li> <li>• Report findings</li> <li>• Explain phenomena</li> </ul>	Science teachers	Daily	Local	6 weeks grades	TAKS Final grades
Use brain research techniques for higher order thinking skills	Science teachers	Daily	Local	6 weeks grades	Semester grades
Provide students with best sequence of science courses in HS	Administrator Counselor	Spring	Local	Student schedules	TAKS
Provide Study Island <ul style="list-style-type: none"> <li>• HS TAKS preparation for core subject areas</li> </ul>	Core subject teachers	Weekly	Local	6 Weeks grades	TAKS





**Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2006.**

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

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Provide lab activities and field trips	Social studies teachers	As scheduled	Local	Lesson Plans	Semester grades
Use brain research techniques to engage students in higher order thinking skills	Teachers	Daily	Local	Lesson plans	Semester grades
Provide students with proper sequence of courses in HS	Counselor	Spring	Local	Student schedules	TAKS
Collaborate with ELA teachers <ul style="list-style-type: none"> <li>• To reinforce US History and literature</li> </ul>	ELA/SS teachers	Each 6 weeks	Local	Lesson Plans	TAKS
Provide professional development <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Integration of technology/TEKS</li> </ul>	Administrator	Fall Spring Summer	Local TII TPTR TII Tech	Training calendar	Training certificates



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

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

**Career and Technology Education (CTE)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment (CNA) to determine strengths/needs <ul style="list-style-type: none"> <li>• TAKS</li> <li>• TAKS for target pops: LEP/SPED/Low Income./Tech Prep/</li> <li>• Dropout Rate</li> <li>• RHSP/DAP Graduation Rate</li> <li>• Non-Traditional Courses participation</li> <li>• Performance Based Monitoring (PBM) report</li> </ul>	CTE staff Principal	Upon release of AEIS and PBMAS	Local	Grades Progress reports	Dropout rate PBM TAKS
Evaluate program size, scope, quality and effectiveness in developing knowledge, skills, and competencies necessary for a broad range of career opportunities	Administrator	April	Local	Disaggregated data	Annual evaluation CTE programs
Review and update objectives for relevance to business/industry with local advisory council	CTE staff & council	Fall Spring	CTE Perkins	Mid-Year review	Program update results



<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Integrate CTE and academic programs	Administrator	On-going	Tech Prep CTE	Meeting agenda	Evaluation
Record 4 year plan for all students	Administrator	August Semester	CTE Local	Students plans	Courses completed
Provide and encourage coherent sequence of courses	Administrator	August	CTE Local	Choice cards	Scheduled courses
Offer CTE courses <ul style="list-style-type: none"> <li>• Ag Science &amp; Technology</li> <li>• Family &amp; Consumer Economics</li> <li>• Word Processing Applications</li> </ul>	Administrator	Semester	CTE Local	Courses scheduled	Courses completed
Recruit and retain highly qualified teachers including minorities	Administrator	Summer	CTE Local	Teachers interviewed	Teachers certificates
Provide staff development with staff input	Administrator	During year	Local CTE	Calendar of training	Attendance certificates
Increase Parent Involvement <ul style="list-style-type: none"> <li>• Send information in parents' home language</li> <li>• Provide PI activities</li> </ul>	CTE staff	August-May	CTE Perkins TIA	Calendar of PI activities	Sign in sheets for parents
Offer programs for license/certification	Administrator	Semester	CTE Local	Courses scheduled	Licenses certifications
Provide Career Awareness programs <ul style="list-style-type: none"> <li>• Grades 7-8</li> </ul>	Administrator	Semester	Local	Course offered	Course completions
Provide transition for work/post-secondary education	CTE staff	Senior year	CTE Local	Lesson plans	Participating students



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

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

**Dyslexia**

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



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

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

**English as a Second Language (ESL)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comprehension., speaking, reading & composition	ESL coordinator	Early Aug. Upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment including underlined indicators that exceeded the state median in the PBMAS <ul style="list-style-type: none"> <li>• ESL TAKS Passing Rate</li> <li>• LEP Year-After-Exit TAKS Passing Rate</li> <li>• <u>LEP TAKS/TAKS I/SDAA II Participation Rate</u></li> <li>• LEP Dropout Rate</li> <li>• LEP RHSP/DAP Graduation Rate</li> <li>• RPTE Multi-Year Beginning Proficiency Rate</li> <li>• <u>Annual Measurable Achievement Objectives LEP</u></li> </ul>	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<u>Progress (3-12)</u> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress (AYP) for LEP students</li> </ul>					
Reduce percent of LEP exemptions/number of parent denials for program	Administrator	Annually	Local	Number exempt	Number exempt



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

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

**Gifted and Talented (GT)**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Update policies <ul style="list-style-type: none"> <li>• Furloughs</li> <li>• Re-Assessments</li> <li>• Exiting and transfers</li> <li>• Appeals of placement</li> </ul>	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination with focus on minorities	GT Selection committee	August semester	Local	sign in sheets	Student nominees
Provide advanced curriculum	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program <ul style="list-style-type: none"> <li>• Include native language assessment</li> <li>• Include non-verbal assessment</li> </ul>	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Provide 30 hours of GT training for all professional staff	Administrators	Fall – Spring	Local	Prof. Dev. Calendar	Attendance certificates
Revise curriculum framework <ul style="list-style-type: none"> <li>• Depth and complexity with 4 core academic areas</li> </ul>	GT Staff	April – August	Local	Minutes of meeting	Curriculum revisions



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide students opportunities to work <ul style="list-style-type: none"> <li>• Together as a group</li> <li>• With other students</li> <li>• Independently</li> </ul>	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys <ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Staff</li> </ul>	Administrator	April	Local	Surveys distributed	Summary of surveys
Hire and retain GT certified teachers	Administrator	May – August	Local GT	Interviews	Teacher endorsements
Provide Parent Involvement opportunities for parent participation	Administrator	Aug.- May	Local	PI Calendar	Sign in sheets





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

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

**State Compensatory Education (SCE):** Springlake-Earth has two Schoolwide Programs with 40% or greater poverty rate. \$435,903 and 6.9 FTEs are coordinated with Title I funds on the campuses to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance, to accelerate progress, and to reduce the drop-out rate	Administrator	Aug. - July	\$435,903 SCE and 6.9 FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students	Supt.	August Semester Entry date	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Cord.	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct comprehensive needs assessment	Principal	Aug.-May	Local	Meeting agenda	CNA
1) Serve PK-3 who failed local readiness test (ARI and AMI—or other local test)	Principal	Daily	SCE Local	ARI, AMI test scores	TPRI Math test
2) Serve 7-12 who failed 2 or more subjects (previous year or current) with tutorials	At-risk coordinator	Grading periods	SCE Local	Semester Progress reports	TAKS grades
3) Serve students who have been retained	At-risk coordinator	Weekly	SCE Local	6 weeks grades	TAKS
4) Accelerate students who failed TAKS or SDAA with tutorials/acceleration class	At-risk coordinator	Weekly	SCE	6 weeks grades	TAKS
5) Serve pregnant/parent students	At-risk	As needed	SCE	6 weeks Grades	TAKS



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



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

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

**Title I, Part A: Schoolwide (TIA)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Incorporate the ten Schoolwide Components	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction including the indicators underlined that exceed the state median in Performance Based Monitoring <ul style="list-style-type: none"> <li>• Adequate Yearly Progress (AYP) (Economically Disadvantaged)</li> <li>• Migrant TAKS Passing Rate</li> <li>• Migrant Annual Dropout Rate</li> <li>• Migrant RSHP/DAP Graduation Rate</li> <li>• <u>Highly Qualified Teachers</u></li> <li>• AMAO LEP Progress (Grades K-2)</li> <li>• <u>AMAO LEP Progress (Grades 3-12)</u></li> <li>• AMAO LEP Attainment (Grades K-2)</li> <li>• AMAO LEP Attainment (Grades 3-12)</li> <li>• AMAO LEP AYP</li> </ul>	Principal	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> <li>• Focus: Economically disadvantaged, &amp; At-Risk</li> <li>• Include extended day/year</li> </ul>	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII	Caps and strategies	TAKS SDAA



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
3) Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> <li>• Teachers in core subject areas - Deadline: 2006-2007</li> <li>• Instructional Paraprofessionals (TIA) Deadline : May 2006</li> <li>• Paraprofessionals hired after 1/8/02 will be qualified when hired</li> </ul>	Site-Base Team Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII	CIPs and strategies	TAKS SDAA
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> <li>• With staff input</li> <li>• Intensive, sustained, research-based</li> </ul>	Principal	March-May	TIA, local, TIID, TIIA TIII	Staff Development Calendar	TAKS
5) Attract and retain highly qualified teachers to high needs campus(s)	Administrators	Summer	Local TIA, TII TPTR	Personnel Files	Personnel Files
6) Increase parent involvement <ul style="list-style-type: none"> <li>• Designed to improve academic achievement</li> <li>• Designed for parents to have opportunities to participate in educational decisions</li> </ul>	Principals	Monthly	TIA, Local	PI Events	PI Evaluation
7) Assist pre-school children to local elementary. school with visitation day for kids & parents	Principal	May	TIA	Event planned	Sign-In sheet
8) Get Teachers input on all alternative academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance <ul style="list-style-type: none"> <li>• Provide timely additional help</li> <li>• Students having difficulties with</li> </ul>	Teachers	Each reporting period	TIA	List of identified students	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
academic proficiency or advanced levels					
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC, TIIA, TIID, BE/ESL, CTE, TIV, TV, GT, SCE, Sp Ed., Local	Meeting agendas	TAKS SDAA
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> <li>Involve parents in the evaluation</li> </ul>	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy <ul style="list-style-type: none"> <li>Developed and agreed upon by parents</li> <li>Copies distributed</li> </ul>	Administrator	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> <li>Inform parents of TIA program</li> <li>Explain parents' rights to be involved</li> <li>Revise Parent Compact in English &amp; parents home language</li> </ul>	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> <li>Conference with parents</li> <li>Hold flexible number of meetings</li> <li>Use parents' home language</li> <li>Provide information on state assessments &amp; proficiency levels</li> <li>Provide information on school curriculum</li> <li>Provide Notifications under NCLB</li> <li>Send Timely notice if Teacher is not highly qualified</li> <li>Inform Parents of their right to know</li> </ul>	Principal	August-July	TIA	Communications to parents each 6 weeks period	Communications for year PI evaluation



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Teacher qualifications and paraprofessional qualifications <ul style="list-style-type: none"> <li>• Provide reasonable access to staff</li> </ul>					



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

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

**Title I, Part C: Migrant (TIC)**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Determine NCLB program needs: <ul style="list-style-type: none"> <li>• Migrant TAKS</li> <li>• Migrant dropout</li> <li>• Migrant RHSP/DAP</li> </ul>	Administrator	Upon release of AEIS	Local	TAKS release tests	TAKS
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Visibility in community: churches, stores,</li> </ul>	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services provided
Provide home-based or school-based early childhood program ages 3 – Grade 2	Administrator	Weekly	TIC	Checklists	Annual evaluation
Enhance graduation: <ul style="list-style-type: none"> <li>• Compile data</li> <li>• Monitor progress</li> <li>• Provide help for student needs</li> </ul>	MEP staff	Year round	TIC TIA Local	NGS records	Graduation rates
Provide secondary credit exchange and accrual <ul style="list-style-type: none"> <li>• Grades 9-12</li> </ul>	MEP staff	Semester	TIC	NGS records	Credits



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





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

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

**Special Education (SPED)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>Conduct Comprehensive Needs Assessment including <u>underlined</u> indicators that exceed the state median:</p> <ul style="list-style-type: none"> <li>• SPED TAKS Passing Rates</li> <li>• SPED Year-After-Exit TAKS</li> <li>• SDAA II Gap Closure                             <ul style="list-style-type: none"> <li>○ 3-8</li> <li>○ 3-10</li> </ul> </li> <li>• TAKS Only Participation Rate</li> <li>• TAKS/TAKS-I Only Participation Rate</li> <li>• SDAA II Only Participation Rate</li> <li>• Statewide Assessment Exemption Rate</li> <li>• LRE placement rate                             <ul style="list-style-type: none"> <li>○ Ages 3-5</li> <li>○ Ages 3-11</li> <li>○ Ages 12-21</li> </ul> </li> <li>• SPED Dropout Rate</li> <li>• SPED RHSP/DAP Graduation Rate</li> <li>• <u>SPED Identification</u></li> <li>• SPED African American Representation</li> </ul>	<p>Special Ed. Director</p>	<p>Fall</p>	<p>Sp. Ed. Local</p>	<p>Analysis</p>	<p>PBM Risk Levels</p>



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



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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students who may not graduate in 4 years <ul style="list-style-type: none"> <li>• Plan strategies to meet student needs</li> <li>• Provide extended year program</li> </ul>	Counselor	Fall	Local OEYP	Student List	Completion rate
Utilize alternatives <ul style="list-style-type: none"> <li>• Accelerated AEP</li> <li>• ITV lab for credit recovery</li> <li>• Online courses</li> <li>• Dual credit courses</li> </ul>	Principal	Daily	Local	Student schedules	Completion rate
Provide one-on-one tutoring	Teachers	Daily	Local	Student schedule	Completion / Dropout rate

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

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



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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Inform students and parents of importance of tests <ul style="list-style-type: none"> <li>• Beginning in Junior High</li> <li>• Focus at 8<sup>th</sup> grade parent meetings</li> <li>• Newsletters</li> </ul>	Principals Counselor	Junior high years	Local	Activity planned	Parent survey
Provide PLAN test for 10 <sup>th</sup> graders	Principal	Fall	Local	Test scheduled	Test participation
Encourage participation in PSAT for 10 <sup>th</sup> graders	Counselor	Fall	Local	Test scheduled	Test participation
Make one-to-one contact with 11 <sup>th</sup> graders on scheduling test dates for SAT/ACT	Counselor	Fall	Local	Test schedules	Test participation
Provide test study guides for students	Counselor	Fall	Local	Study guides	Test scores



**Goal 3: Springlake-Earth ISD will encourage positive student behaviors and create a safe and drug free environment for increased student achievement**

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

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



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
sexual harassment, and violence prevention With students using student handbook as guide		May		planned	
Utilize AEP/DAEP when needed	Administrators	As needed	SCE Local	Referrals	Student placements



**Goal 4: Springlake-Earth ISD will promote parent and community involvement in order to provide the best possible education for all students.**

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

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



## Comprehensive Needs Assessment

Springlake-Earth is a district with two campuses and an enrollment of 356 students. The low-income percentage is 75.85%. The District received an Academically Acceptable rating. To make this rating, a district must have a passing rate of at least 60% on reading/English Language Arts, writing, and social studies TAKS for all students and all student groups. The math passing rate must be at least 40% and the science must be at least 35%. The Completion Rate must be at least 75% or an annual dropout rate of 1.0% or less.

### **Student Strengths and Needs**

#### **Federal Accountability: Adequate Yearly Progress**

The District and both campuses met the Federal accountability, Adequate Yearly Progress (AYP). AYP is similar to the state accountability system, except that it includes two additional target populations—Special Education and Limited English Proficient-- that must also meet TAKS & TAKS I standards as a group.

#### **State Monitoring System: Performance Based Monitoring (PBM)**

The identification of students in Special Education exceeded the state median as did Hispanic and LEP representation. Strategies to correct any problems and meet the needs of our students in these areas will be a focus of the District.

#### **State Accountability: TAKS**

See TAKS Charts for student scores for 2005 and 2006—the first years for the panel recommended or more rigorous TAKS standards to be in place.

### **Staff Strengths and Needs**

#### **Highly Qualified Teachers**

In 2005, 91.2% of the professional teaching staff in core subject areas met the federal No Child Left Behind (NCLB) requirement to be “highly qualified.” In 2006, High School had 100% highly qualified, and Elementary/Middle School had 80% highly qualified. A plan is in place to have all required teachers meet the guidelines by 2006-2007.

### **Parent and Community Involvement Strengths and Needs:**

Parents and community are vital to the success of students! Parents are involved as well as community and business people. Regularly scheduled Planning and Decision Making meetings are held. Stakeholders are informed and involved

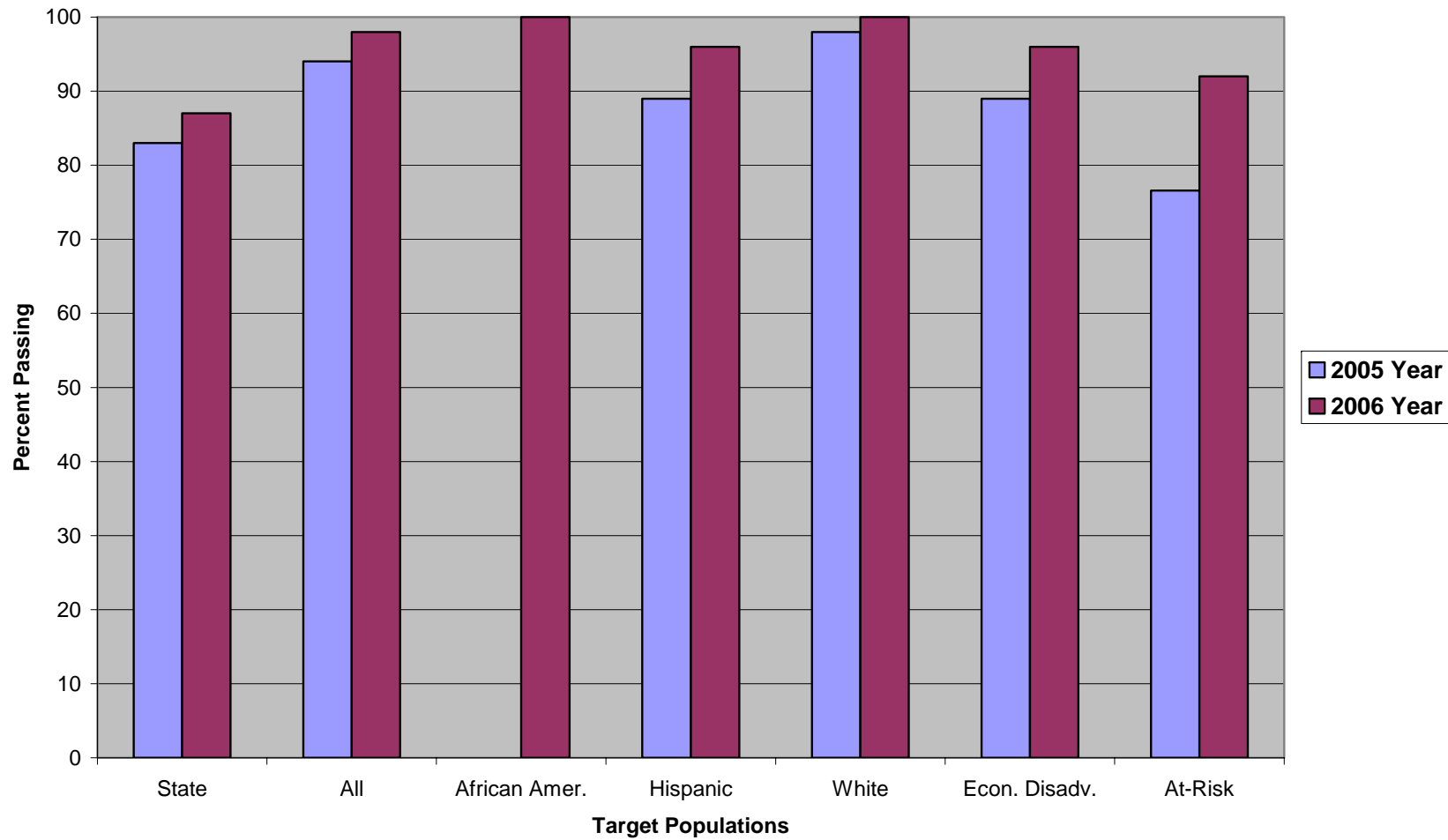




in positive ways! Teachers and staff know all students and communicate on a regular basis. Parent conferences are held each year at both campuses. Parents are informed of state assessments and required proficiency levels.

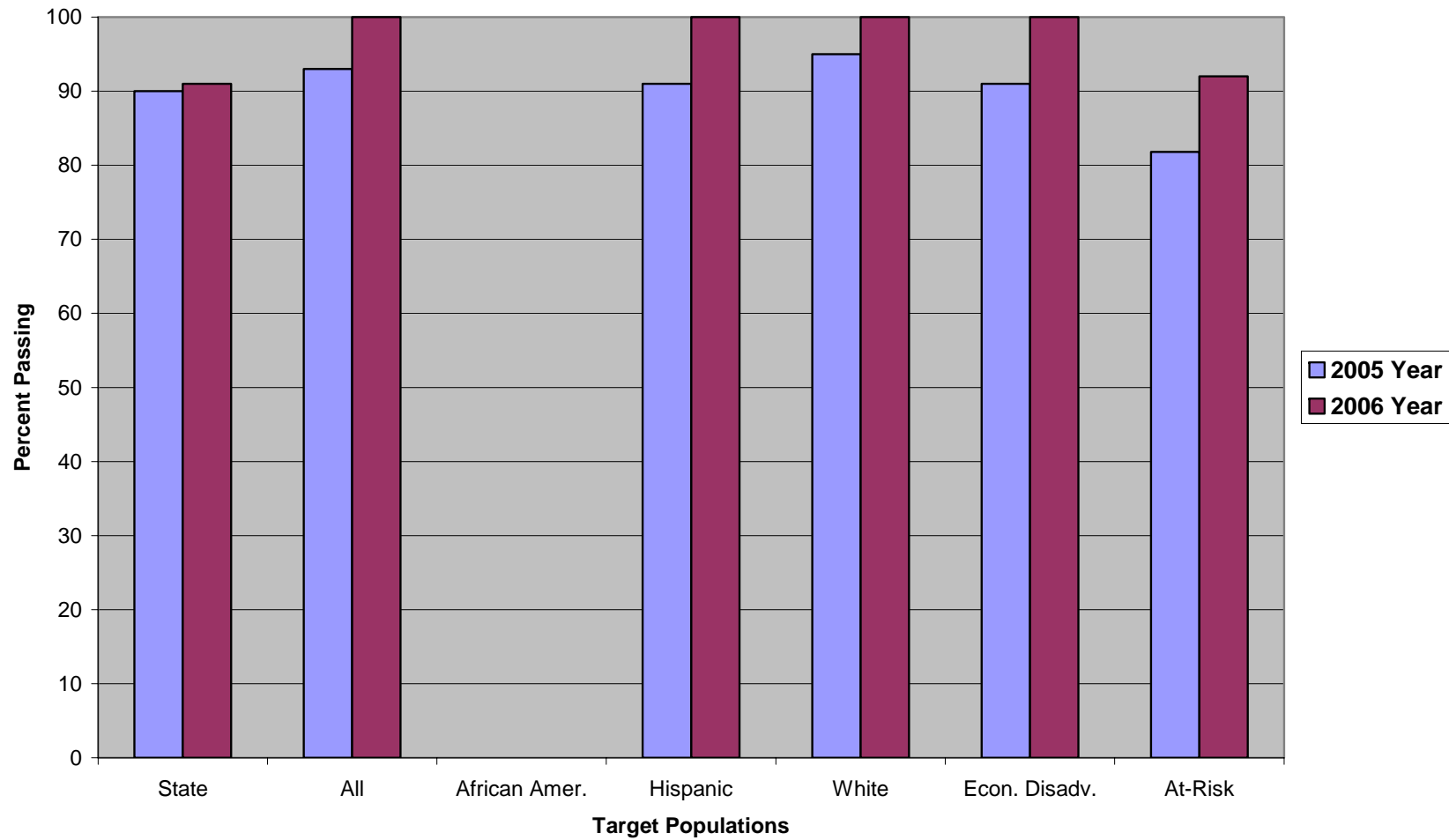


**TAKS Reading/ELA  
Springlake-Earth ISD**



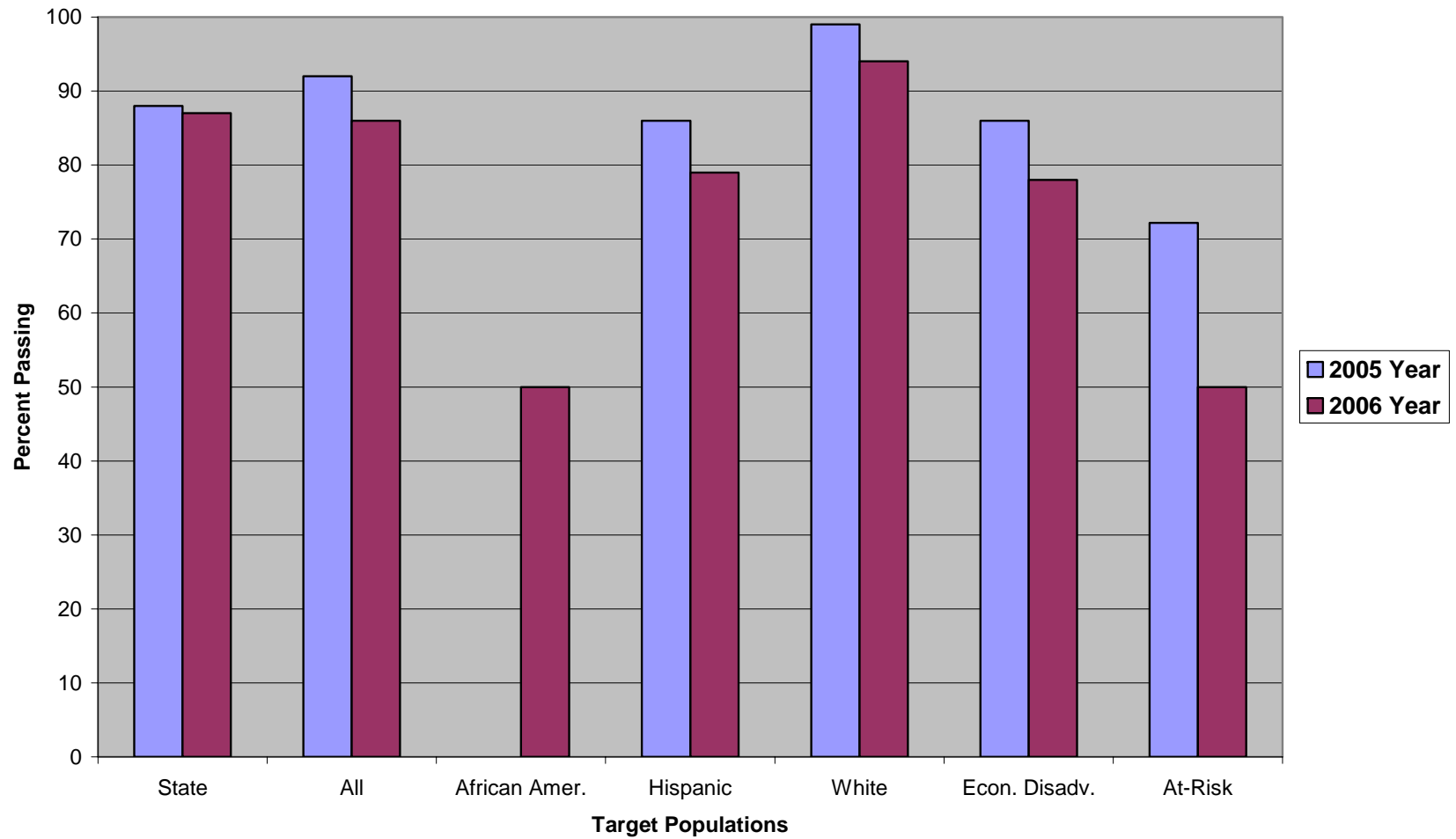


**TAKS Writing  
Springlake-Earth ISD**



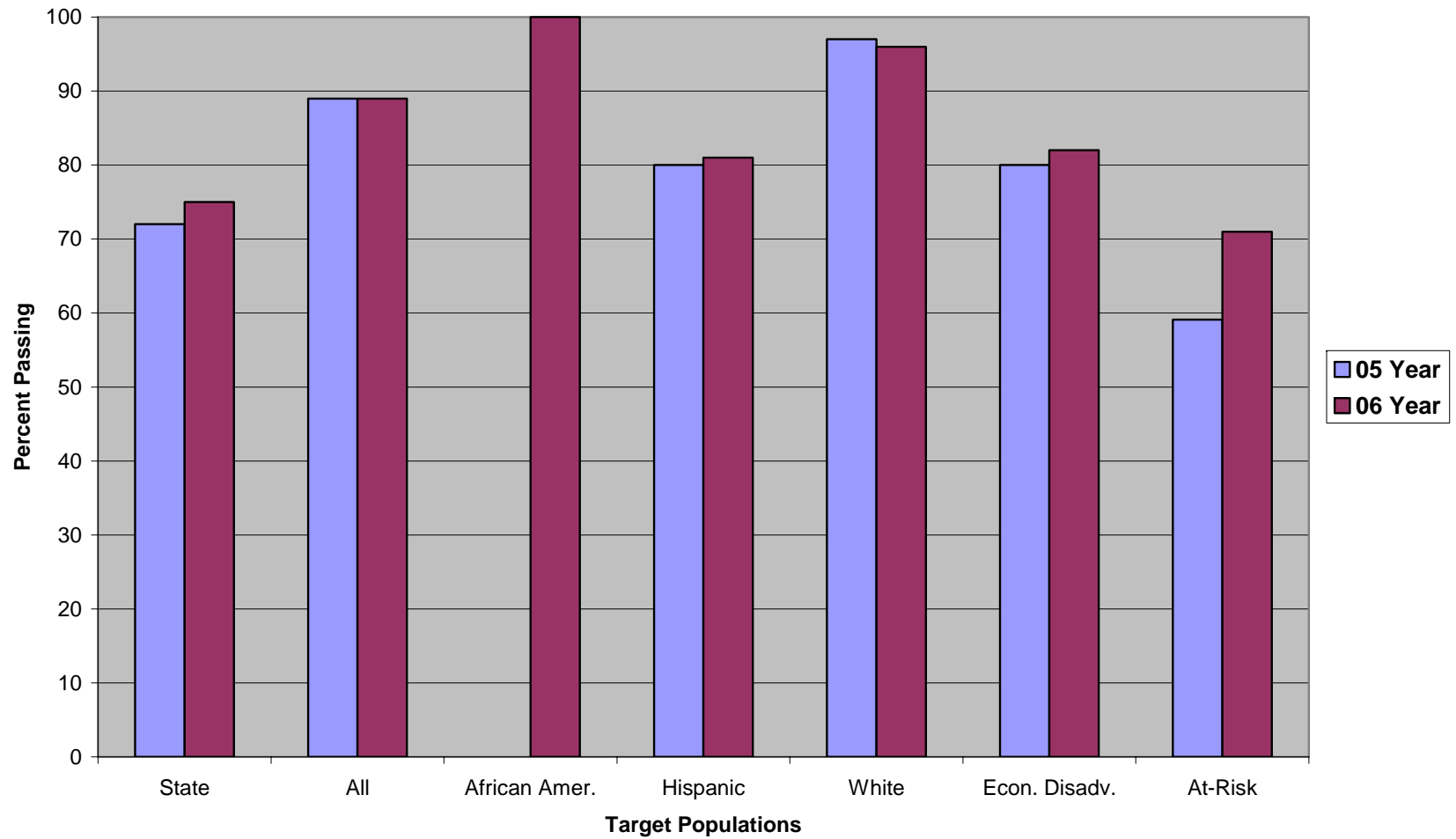


**TAKS Social Studies  
Springlake-Earth ISD**



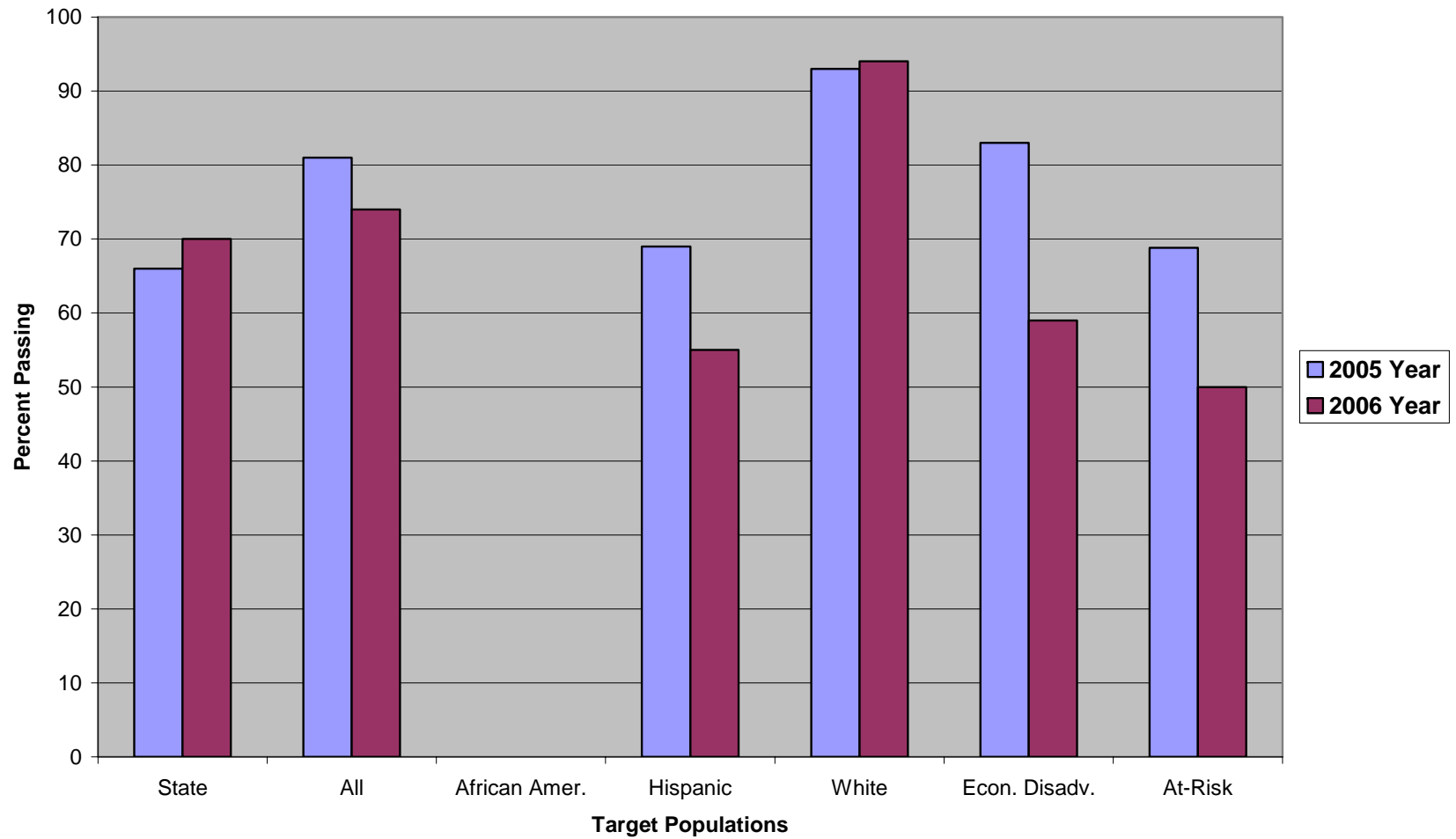


**TAKS Math  
Springlake-Earth ISD**



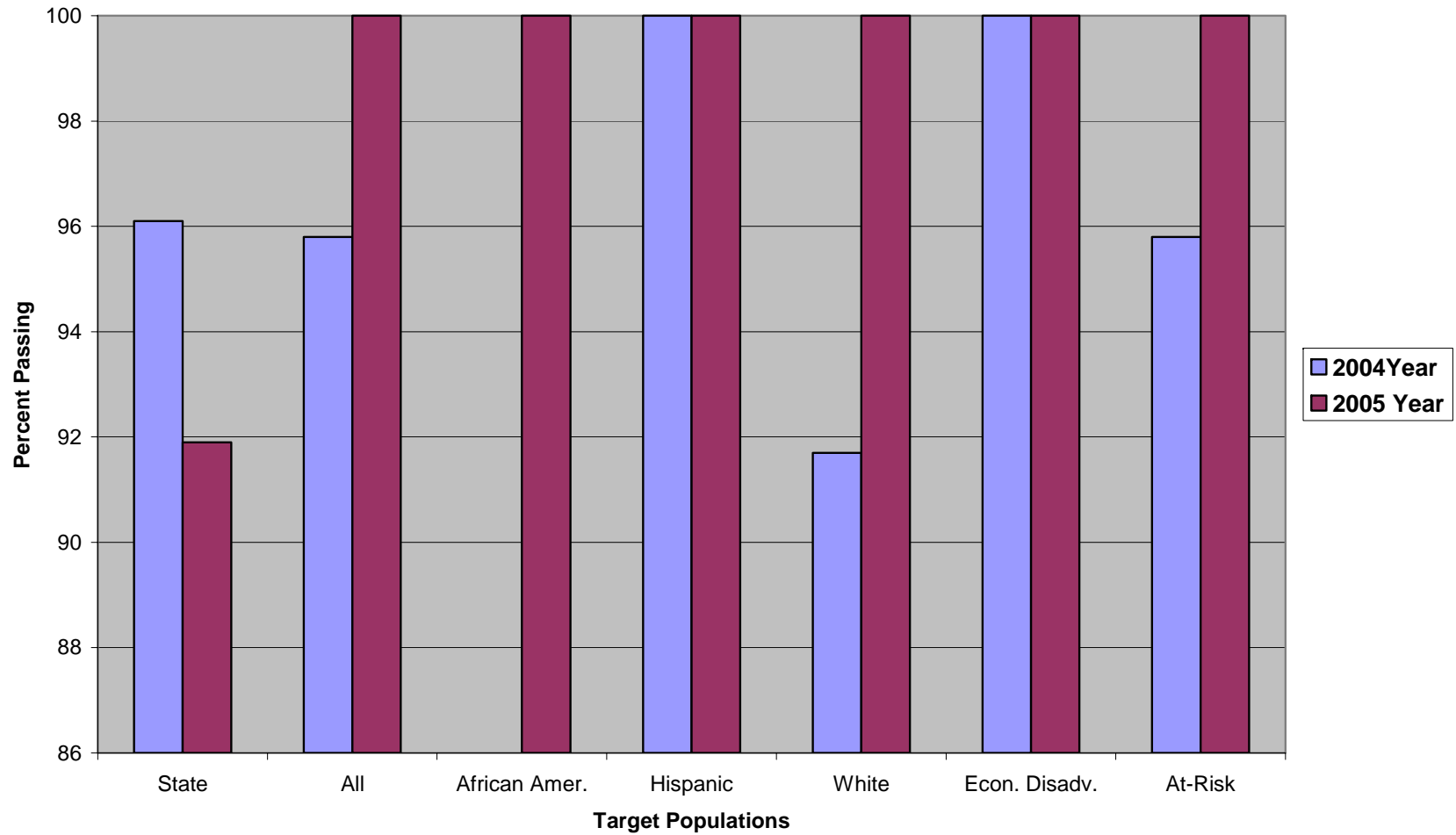


**TAKS Science  
Springlake-Earth ISD**





### Completion Rates Springlake-Earth ISD





**Springlake-Earth Multi-Year Progress for NCLB Highly Qualified Teachers Objectives**

<b>STATE OBJECTIVES</b>	<b>STATE TARGETS</b>	<b>SPRINGLAKE-EARTH ISD</b>	<b>SPRINGLAKE-EARTH HIGH SCHOOL</b>	<b>ELEMENTARY/MIDDLE SCHOOL</b>
<b>1. Percentage of Classes Taught by Highly Qualified Teachers</b>				
<b>2005-06</b>	100%	95.65	100%	85.71%
<b>2004-05</b>	90%	86.27%	92.86%	84.78%
<b>2003-04</b>	80%	86%	88.68%	83.33%
<b>2. Percentage of Highly Qualified Teachers (State Aggregate)</b>				
<b>2005-06</b>	100%	100%	100%	100%
<b>2004-05</b>	90%	91.18%	81.82%	95.65%
<b>2003-04</b>	80%	91.43%	83.33%	95.65%
<b>3. Percentage of Teachers Receiving High-Quality Professional Development</b>				
<b>2005-06</b>	100%	100%	100%	100%
<b>2004-05</b>	97%	100%	100%	100%
<b>2003-04</b>	94%	100%	100%	100%