

Springlake-Earth ISD

District Improvement Plan



Denver Crum, Superintendent
2009-2010



Philosophy of the Springlake-Earth ISD

We believe that a strong work ethic is foundational to the success of any endeavor within which we engage. While we fully recognize the crucial importance of planning and strategy, worth-while endeavors do not happen with precise planning alone--hard work is a must. Life is a series of choices for every individual, and we believe that every student should be instilled with a strong work ethic so that (s) he may choose to employ it throughout a lifetime.

We believe in high expectations for success. We will strive to encourage a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential knowledge and skills (and make the conscious choice to work to do so) to accomplish the task at hand. For this to be most effective, first, teachers must recognize that high expectations for student success can happen effectively only when teachers have high expectations for self. Second, the school organization must assure that teachers have access to the necessary “tools” to help them achieve successful learning for all students. Third, the school, as a cultural organization, must recognize that it must be transformed from an institution designed for “instruction” to an institution designed to assure “learning!” (Lezotte, 1991)

We believe that to optimize the total school experience, everybody associated with the school must have pride in self, school, family, and community. As a human race, we take pride in our accomplishments and successes. We tend to work harder for the things that are important to us. Thus, the greater the pride that we collectively take in the school as an organization, the greater the levels of success we will all enjoy.

We believe strongly in the importance of character. We are strongly of the opinion that an organization with a safe and orderly environment filled with disciplined people who exhibit the highest levels of character is one that develops a culture of success. This is a move beyond the elimination of undesirable behavior to a cooperative and collaborative environment where character is exhibited, voices are heard, and good choices and decisions are made.

We value the importance of goal-driven activities where success resulting from hard work, guided by high expectations, can be measured and celebrated by the disciplined individuals on the team that made it happen. Goals by their very nature build in a level of accountability that goes hand in hand with high expectations.



Lezotte, L.W. (1991). Correlates of effective schools: The first and second generation. Effective Schools Products, Ltd., Okemos, MI

Springlake-Earth ISD Vision

Our vision at Springlake-Earth ISD is three-fold:

First, we want everybody who is or has been associated with the school in any way to join us with great pride in claiming the school as **OUR SCHOOL**.

Second, we want that pride to come as a result of the good things that are happening because of **OUR CHOICES** that are driven by high expectations, coupled with disciplined, hard work.

Third, we want everybody to understand that the goal-driven choices made by disciplined people who exhibit high levels of character make a direct impact on **OUR FUTURE**

Thus, the Springlake-Earth ISD vision can be summarized as:

OUR SCHOOL

OUR CHOICES

OUR FUTURE



Springlake-Earth ISD Mission

Patterned behind Jim Collins' #1 bestseller with over two million copies sold,

Our mission is to transform our school from

**GOOD
TO
GREAT**



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.

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 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 (Migrant)
Title II, Teacher and Principal Training and Recruiting (TII: TPTR)
Title II, Technology (TII: Tech)
Title IV, Safe and Drug Free Schools (TIV)

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Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2008.

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: <ul style="list-style-type: none"> • Contains the TEKS • Identifies concepts and content skills • Aligns with TAKS, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal connectivity • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary 	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans TAKS
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the	Teachers	Daily	Local	6 weeks grades	End of year grades/TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
retention of information and improve problem- solving and higher-order Thinking skills.					
Maximize instructional time by keeping all students actively engaged in learning during the entire amount of time allotted To each instructional period.	Teachers	Daily	Local	Lesson Plans	Discipline records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with PDAS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaborative efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey
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"> Available to all students in the district 	Administrator	Daily	PK Grant Local	Students served	TPRI TAKS
Use Accelerated Reader program	Reading teachers	Daily	Local	AR reports	TPRI TAKS
Provide intensive phonics instruction	Reading teachers	Daily	ARI Local	AR reports	TPRI TAKS
Provide Study Island	Core subject teachers	Weekly	Local	6 Weeks grades	TAKS
Implement reading time	Reading	Daily	Local	Lesson Plans	Report card



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Peer tutoring with multi-age groups 	teachers				grades
Provide 3 Tier Reading program	Principals	Daily	Local	Local assessments	TAKS
Incorporate reading into TEKS in all subject areas	Reading teachers	Daily	Local	6 weeks grades	TPRI TAKS



Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2008.

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: <ul style="list-style-type: none"> • Contains the TEKS • Identifies concepts and content skills • Aligns with TAKS, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal connectivity • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary 	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans TAKS
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve	Teachers	Daily	Local	6 weeks grades	End of year grades/TAKS



problem- solving and higher-order Thinking skills.					
Maximize instructional time by keeping all students actively engaged in learning during the entire amount of time allotted To each instructional period.	Teachers	Daily	Local	Lesson Plans	Discipline records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with PDAS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaborative efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey
Use direct writing instruction <ul style="list-style-type: none"> • Total immersion Across discipline instruction and assignments in writing	Core subject area teachers	Daily	Local	Lesson Plans	TAKS
Provide Study Island	Core subject teachers	Weekly	Local	6 Weeks grades	TAKS
Provide extended day program for students at-risk of passing	Administrator	After school	OEYP	Students served	Students promoted



Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2008.

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: <ul style="list-style-type: none"> • Contains the TEKS • Identifies concepts and content skills • Aligns with TAKS, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal connectivity • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary 	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans TAKS
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve	Teachers	Daily	Local	6 weeks grades	End of year grades/TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
problem- solving and higher-order Thinking skills.					
Maximize instructional time by keeping all students actively engaged in learning during the entire amount of time allotted To each instructional period.	Teachers	Daily	Local	Lesson Plans	Discipline records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with PDAS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaborative efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey
Provide Pre-K	Administrator	Daily	PK grant	Students served	TPRI
Provide extended day/year 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
Supplement Saxon math at PK-5 with TAKS appropriate higher order problem solving materials	Math teachers	Daily	Local	Lesson Plans	TAKS
Implement problem solving centers <ul style="list-style-type: none"> • During enrichment • Peer tutoring • Multi-age groups 	Math teachers	Daily	Local	Lesson Plans	TAKS



Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2008.

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: <ul style="list-style-type: none"> • Contains the TEKS • Identifies concepts and content skills • Aligns with TAKS, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal connectivity • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary 	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans TAKS
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve	Teachers	Daily	Local	6 weeks grades	End of year grades/TAKS



problem- solving and higher-order Thinking skills.					
Maximize instructional time by keeping all students actively engaged in learning during the entire amount of time allotted To each instructional period.	Teachers	Daily	Local	Lesson Plans	Discipline records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with PDAS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaborative efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey
Provide Study Island	Core subject teachers	Weekly	Local	6 Weeks grades	TAKS
Provide extended day program for students at-risk of passing	Administrator	After school	OEYP	Students served	Students promoted



Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the TAKS in 2008.

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: <ul style="list-style-type: none"> • Contains the TEKS • Identifies concepts and content skills • Aligns with TAKS, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal connectivity • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary 	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans TAKS
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve	Teachers	Daily	Local	6 weeks grades	End of year grades/TAKS



problem- solving and higher-order Thinking skills.					
Maximize instructional time by keeping all students actively engaged in learning during the entire amount of time allotted To each instructional period.	Teachers	Daily	Local	Lesson Plans	Discipline records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with PDAS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaborative efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey



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 including PBMAS report	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
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"> • Ag Science & Technology • Family & Consumer Economics 	Administrator	Semester	CTE Local	Courses scheduled	Courses completed



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Word Processing Applications 					
Recruit and retain highly qualified teachers including target populations	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	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"> Grades 7-8 	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	Dyslexia staff Administrator	August – Jan	Local	Training scheduled for staff	<i>Students identified & served</i>
Align SBOE and district procedures	Dyslexia staff	August	Local	Draft	<i>Written procedures</i>
Provide services for students under sect. 504	504 Committee	Daily	Local	List ID	<i>Students served</i>
<i>Evaluate program</i>	<i>Dyslexia staff</i>	<i>April-May</i>	<i>Local</i>	<i>Student progress reports</i>	<i>TAKS RPTE TPRI</i>



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, (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment including PBMAS report	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce percent of LEP exemptions/number of parent denials for program	Administrator	Annually	Local	Number exempt	Number exempt
Increase the LEP percentage of students participation in TAKS/TAKS I I/SDAA II	Principals Counselor	TAKS testing	Local	Test documents	Tests documents PBMAS



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)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold annual nomination with focus on target populations	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"> • Include native language assessment • Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability	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"> • Depth and complexity with 4 core academic areas 	GT Staff	April – August	Local	Minutes of meeting	Curriculum revisions
Provide students opportunities to work <ul style="list-style-type: none"> • Together as a group • With other students • Independently 	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys	Administrator	April	Local	Surveys	Summary of



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Students • Parents • Staff 				distributed	surveys
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. \$211,929 and 10.53 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	\$211,929 SCE and 10.53 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 Coordinator.	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct comprehensive needs assessment	Principal	Aug.-May	Local	Meeting agenda	CNA
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
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
Serve students who have been retained	At-risk coordinator	Weekly	SCE Local	6 weeks grades	TAKS
Accelerate students who failed TAKS or with tutorials/acceleration class	At-risk coordinator	Weekly	SCE	6 weeks grades	TAKS
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
Serve student placed in AEP preceding or current year	At-risk coordinator	Weekly	SCE Local	6 weeks Grades	TAKS
Serve student expelled in preceding or current year	At-risk coordinator	As needed	SCE Local	Discipline records	Discipline records
Serve students on parole, probation, deferred prosecution or conditional release	At-risk coordinator	As needed	SCE Local	Student placements	TAKS
Serve drop-outs	At-risk coordinator	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
Serve LEP students with highly qualified teachers	At-risk coordinator	Upon ID	SCE ESL	6-Week Grades	TAKS RPTE
Serve students in care of or referred to Dept. Protective and Regulatory Services	At-risk coordinator	As needed	SCE Local	Discipline Records	TAKS
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"> TAKS scores for At-Risk in reading, math, and writing compared to All students 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison
Provide staff development <ul style="list-style-type: none"> With input from staff 	Principal	August-July	Local SCE	Training calendar	Certificates for training



Goal 2: Springlake-Earth 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 School wide Components at the two schoolwide campuses	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction	Principal	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> • Focus: Economically disadvantaged, & At-Risk • Include extended day/year 	Site-Base Team, Chair	Quarterly	TIA, TIIA, TIID, , Migrant, ESL, SCE,	Caps and strategies	TAKS
3) Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> • Teachers in core subject areas - Deadline: 2008-2007 • Instructional Paraprofessionals (TIA) Deadline : May 2008 • Paraprofessionals hired after 1/8/02 will be qualified when hired 	Site-Base Team Chair	Quarterly	TIA, TIIA, TIID, , Migrant, ESL, SCE,	CIPs and strategies	TAKS
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> • With staff input • Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA	Staff Development Calendar	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
5) Attract and retain highly qualified teachers to high needs campus(s)	Administrators	Summer	Local TIA, TII TPTR	Personnel Files	Personnel Files
6) Increase parent involvement <ul style="list-style-type: none"> • Designed to improve academic achievement • Designed for parents to have opportunities to participate in educational decisions 	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"> • Provide timely additional help • Students having difficulties with academic proficiency or advanced levels 	Teachers	Each reporting period	TIA	List of identified students	TAKS
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, Migrant, TIIA, TIID, BE/ESL, CTE, TIV, , GT, SCE, Sp Ed., Local	Meeting agendas	TAKS
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> • Involve parents in the evaluation 	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy <ul style="list-style-type: none"> • Developed and agreed upon by parents • Copies distributed 	Administrator	Summer	Local	Meeting agenda	Policy



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



Goal 2: Springlake-Earth 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

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



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Cross reference NGS with transcripts 					
Provide Parent Involvement <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities 	Administrator MEP staff	Aug – May	Migrant TIA Local	PI Calendar	Sign in sheets
Conduct comprehensive needs assessment to determine needs <ul style="list-style-type: none"> • Include pre-school 	Administrator MEP staff	May-Aug	Migrant Local	Meeting agenda	Needs identified
Provide services for students: <ul style="list-style-type: none"> • List priority for services students and needs • Tutorials • Acceleration • CAI • Support services 	Administrator	Weekly	Migrant	Services offered	Log TAKS TPRI
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> • With input from MEP staff • Research-based 	Administrator	As scheduled	Migrant 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
Conduct Comprehensive Needs Assessment including Performance Based Monitoring Report	Special Ed. Director	Fall	Sp. Ed. Local	Analysis	PBM Risk Levels
Reduce district SPED identification <ul style="list-style-type: none"> • Provide staff development • Utilize Student Assistance & Intervention teams • Utilize Content Mastery 	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Reduce % of Hispanic students identified for SPED <ul style="list-style-type: none"> • Provide staff development • Utilize Student Assistance & Intervention teams • Utilize Content Mastery 	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Reduce % of LEP students identified for SPED <ul style="list-style-type: none"> • Provide staff development • Utilize Student Assistance & Intervention teams Utilize Content Mastery	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Hire and retain teachers and	Administrator	June-Aug.	SPED	Teachers	Personnel



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
paraprofessionals who are highly qualified				interviewed	files
Provide research-based staff development with staff input <ul style="list-style-type: none"> • How to modify curriculum • Other needs identified 	Administrator	As scheduled	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	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"> • Plan strategies to meet student needs • Provide extended year program 	Counselor	Fall	Local OEYP	Student List	Completion rate
Utilize alternatives <ul style="list-style-type: none"> • Accelerated AEP • I lab for credit recovery • Online courses • Dual credit courses 	Principal	Daily	Local	Student schedules	Completion rate
Provide one-on-one tutoring	Teachers	Daily	Local	Student schedule	Completion / Dropout rate

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

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



Goal 2: Springlake-Earth 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"> • Beginning in Junior High • Focus at 8th grade parent meetings • Newsletters 	Principals Counselor	Junior high years	Local	Activity planned	Parent survey
Provide PLAN test for 10 th graders	Principal	Fall	Local	Test scheduled	Test participation
Encourage participation in PSAT for 10 th graders	Counselor	Fall	Local	Test scheduled	Test participation
Make one-to-one contact with 11 th graders on scheduling test dates for SAT/ACT	Counselor	Fall	Local	Test schedules	Test participation
Provide test study guides for students	Counselor	Fall	Local	Study guides	Test scores



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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Sexual harassment • Other forms of bullying <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles 	Administrators	Daily	TIV Local	Incidents reported each 6 weeks	PEIMS incidents reports
Adopt dating violence policy & procedures <ul style="list-style-type: none"> • Counseling needs • Awareness education • Training for students/staff/parents 	Superintendent	Fall	Local	Policy & procedures	Training certificates Counseling Log Policy
Provide campus specific attendance incentives	Administrators	6 weeks	Local	Attendance	ADA
Provide counseling and motivational activities to encourage attendance <ul style="list-style-type: none"> • Student Council • Motivational speakers 	Counselor	As needed	Local	Attendance each 6 weeks	ADA
Provide professional development: <ul style="list-style-type: none"> • Student Code of Conduct • Conflict Resolution • Classroom Management 	Administrator	Fall	Local TIV	Training calendar	Sign in sheets



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Crisis management 					
Utilize drug council to plan and promote safe & drug free district <ul style="list-style-type: none"> • D.A.R.E. program 	Drug Council	Spring	TIV Local	Activities planned	Sign in sheets
Discuss Code of Conduct, discipline policy, sexual harassment, and violence prevention With students using student handbook as guide	Principals	August-May	Local	Activity planned	Referrals
Utilize AEP/DAEP when needed	Administrators	As needed	SCE 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.

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



Comprehensive Needs Assessment

Springlake-Earth is a district with two campuses and an enrollment of 407 students. The low-income percentage is 68.48%. The District received an Academically Acceptable rating. **To make this rating, a district must have a passing rate of $\geq 70\%$ on reading/English Language Arts, writing, and Social Studies; $\geq 55\%$ on math; and $\geq 50\%$ passing on science.**

Student Academic Achievement

Needs:

- To improve students achievement in reading/ELA and math
- To improve results for at-risk students including English Language Learners, students with disabilities, students in poverty, and migrant students
- To provide a quality Early Childhood Education for at-risk students including ELL

State Accountability: TAKS

See TAKS Charts for student scores

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 standards as a group.

State Monitoring System: Performance Based Monitoring (PBM)

See PBMAS Review for indicators and state standards. The district will focus efforts to correct any problems in areas indicated as needing program reviews.

Staff Quality, Recruitment and Retention

Needs:

- To provide high quality professional developments for teachers and staff
- To make improvement in teacher effectiveness
- To recruit and retain HQ teachers



See Highly Qualified Teachers Chart

Technology

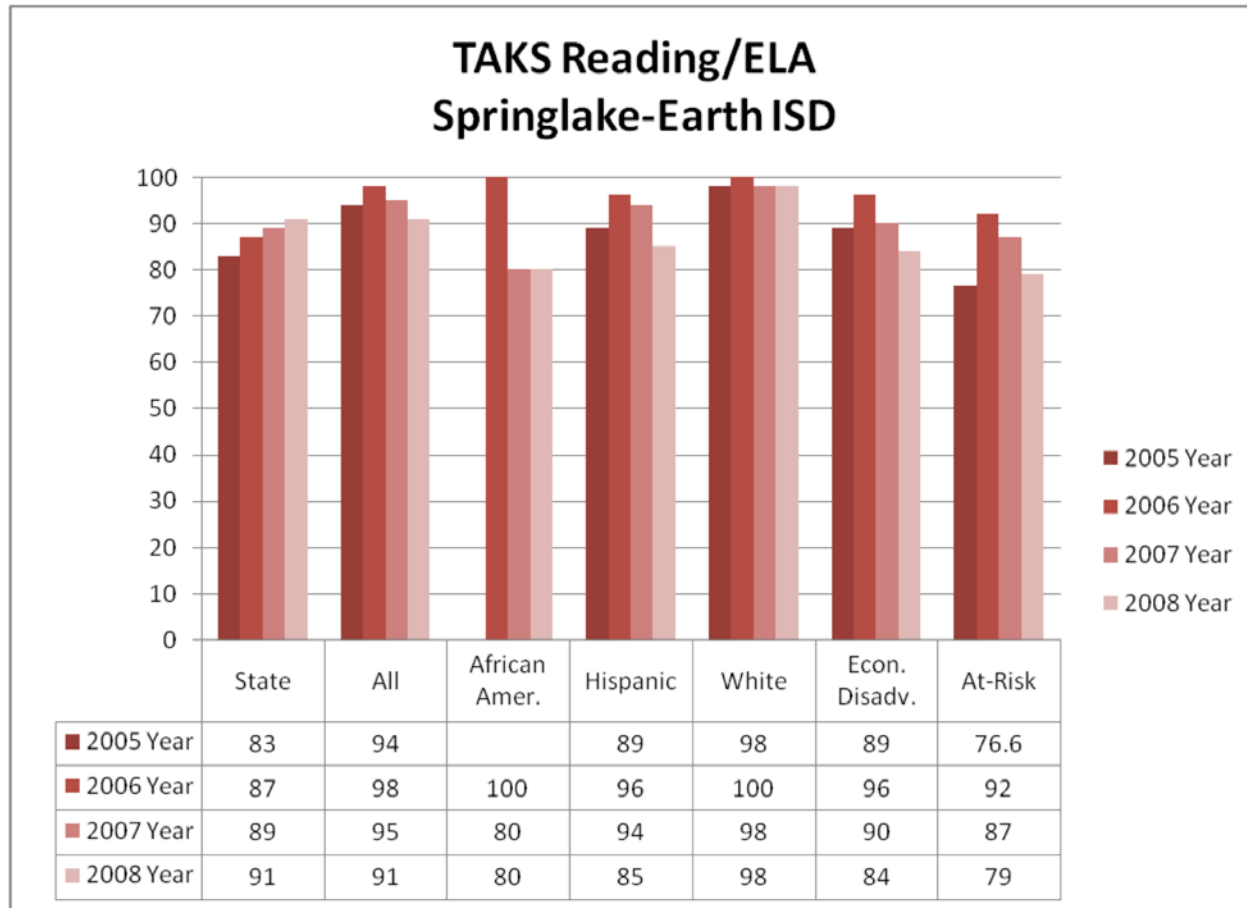
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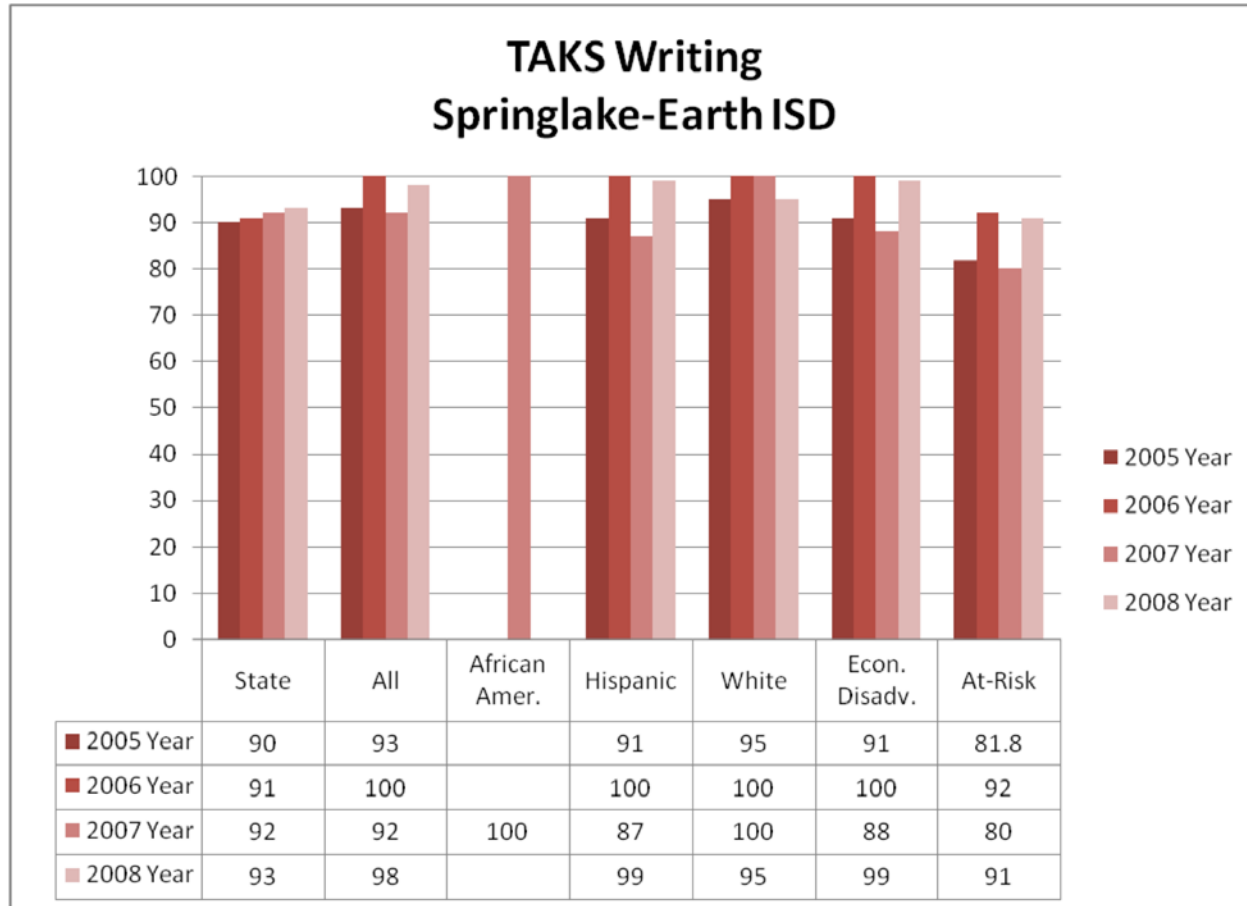
- To improve instruction through the use of technology

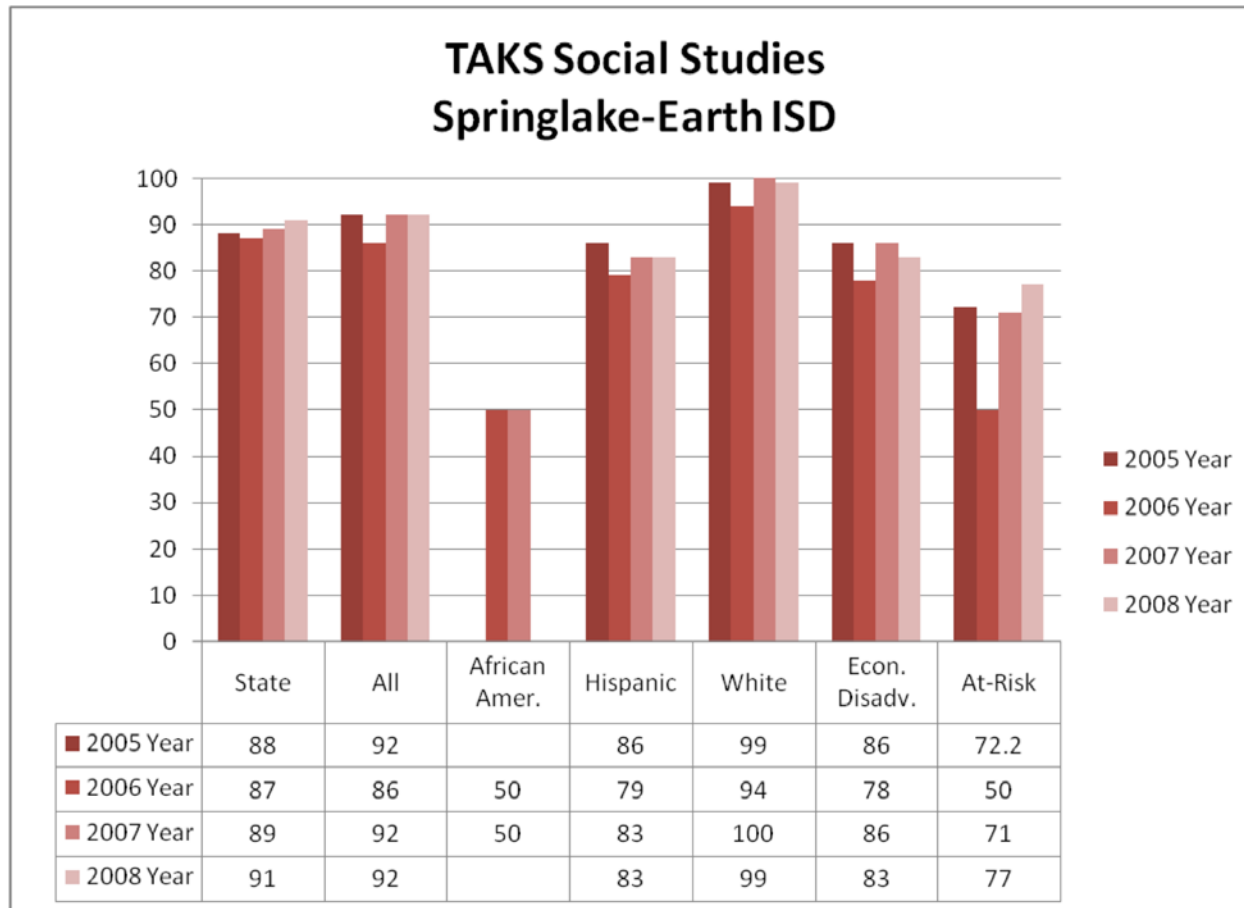
Family and Community Involvement

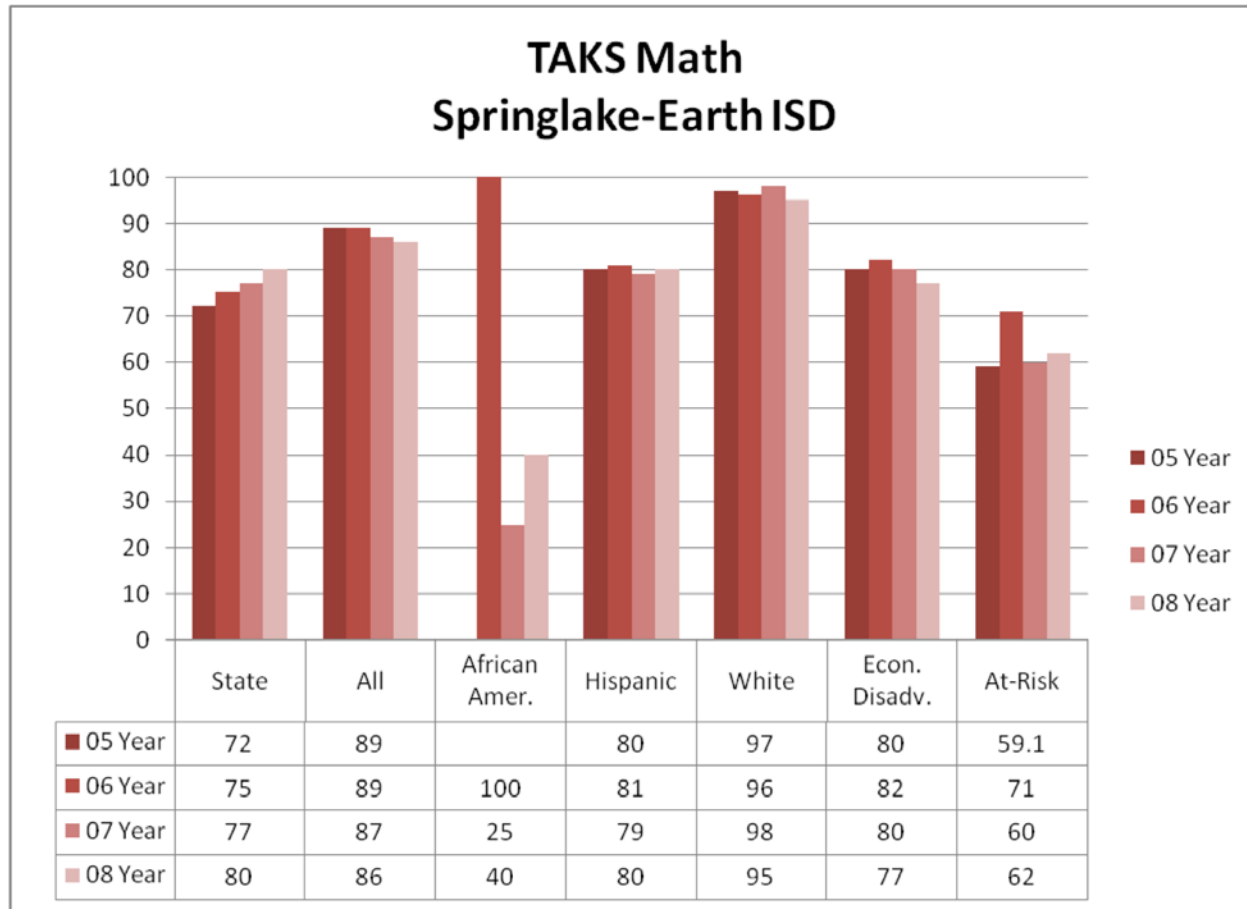
Needs:

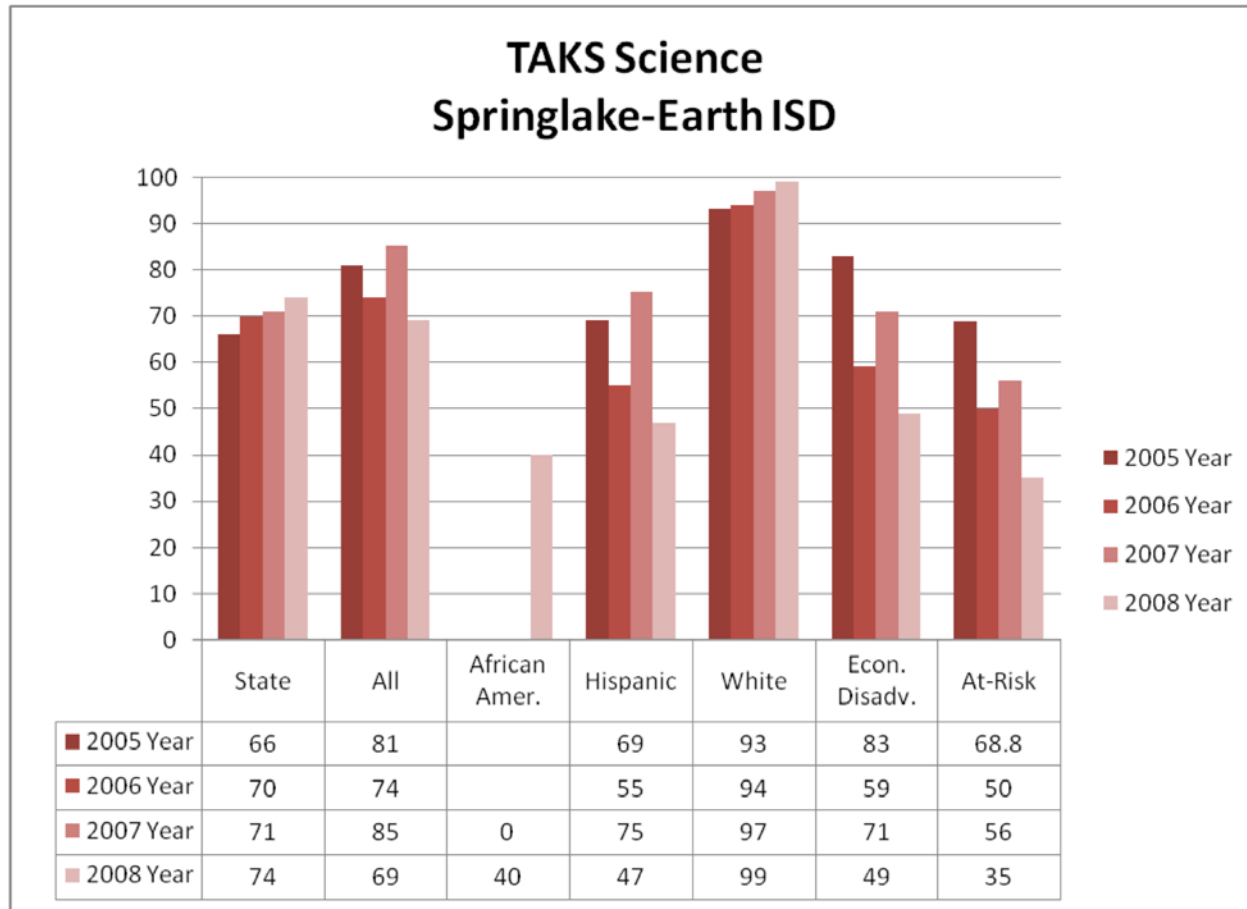
- To continue to build capacity and outreach to all parents
- To provide information to parents so that they can make informed decisions regarding their children's education

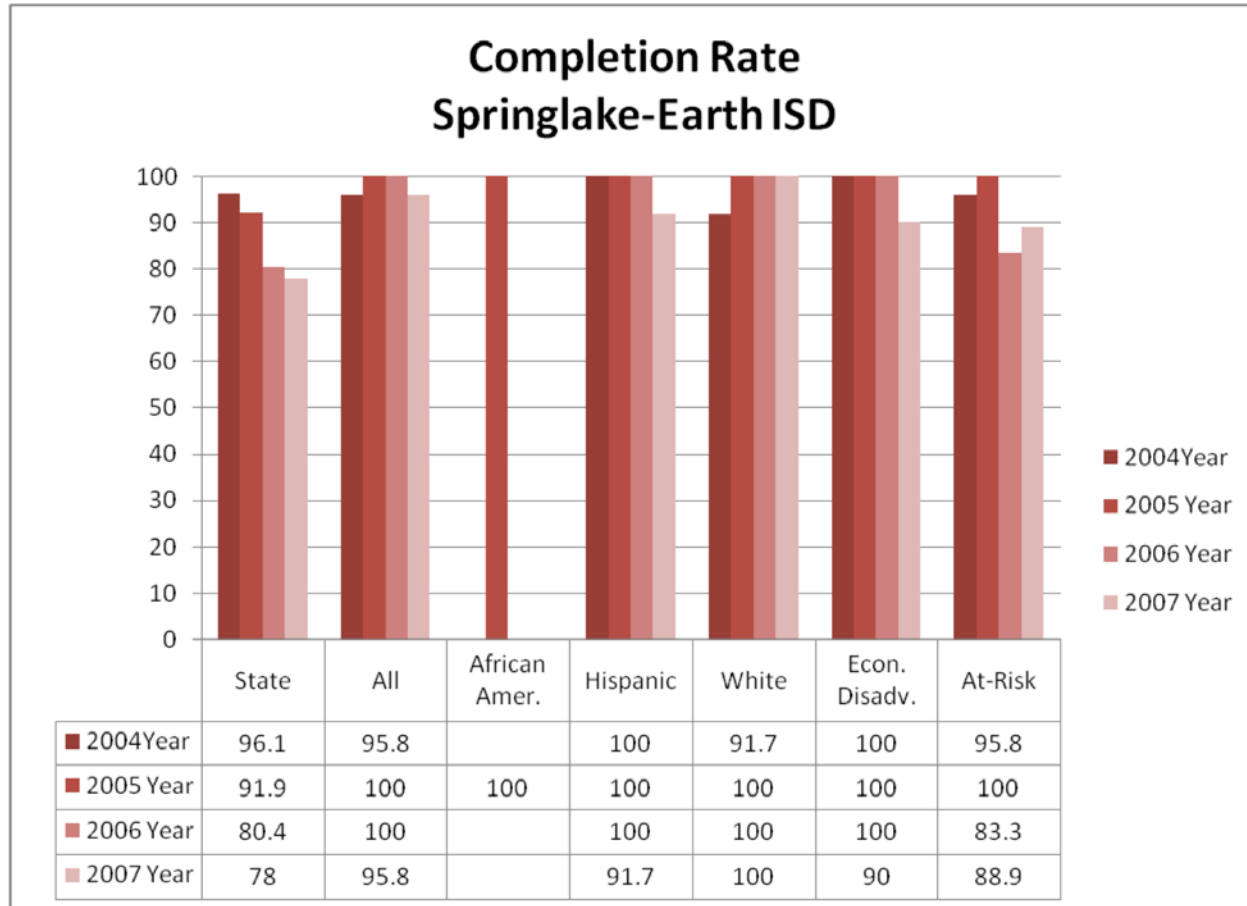














Highly Qualified Teachers

STATE OBJECTIVES	STATE TARGETS	SPRINGLAKE-EARTH ISD	HIGH SCHOOL	ELEMENTARY-MIDDLE SCHOOL
1. Percentage of Classes Taught by Highly Qualified Teachers				
2009-10	100%	90.91%	85.42%	97.5%
2008-09	100%	93.26%	88.24%	100%
2. Percentage of Teachers Highly Qualified				
2009-10	100%	90.32%	81.82%	95%
2008-09	100%	93.55%	83.33%	100%
3. Percentage of Teachers Receiving High-Quality Professional Development				
2009-10	100%	100%	100%	100%
2008-09	100%	100%	100%	100%
4. Percentage of Classes Taught by Highly Qualified Teachers (High Poverty Schools)	100%	NA to District	NA to District	NA to District

Reports are available for viewing on the TEA website: <http://www.tea.state.tx.us/nclb/hqreport.html>



Performance Based Monitoring Multi-Year Summary

Programs	Indicators	Performance	Performance	Performance
	Below Standards	2007	2008	2009
Bilingual/English as a Second Language (ESL)				
	LEP TAKS/TAKS I-SDAA II Participation Rate	3	Indicator Deleted	
	LEP Participation Rate			2
Career and Technology Education(CTE)				
		All Indicators Met Standard	All Indicators Met Standard	
	CTE Econ. Disadv. TAKS Passing Rate/Math			1
	CTE Nontraditional Course Completion Rate/Females			1
No Child Left Behind (NCLB)				
		All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard
Special Education (SPED)				
	SPED TAKS Passing Rate/Social Studies			1 SA
	SDAA II Only Participation Rate	1	Indicator Deleted	



Programs	Indicators Below Standards	Performance 2007	Performance 2008	Performance 2009
	SPED Identification	3	2	Indicator deleted
	SPED Less Restrictive Environment Ages 6-11			1
	SPED Hispanic Representation	3	3	3
	SPED LEP Representation	3	3	1 PJSA
	SPED DAEP Placement	0	1	0