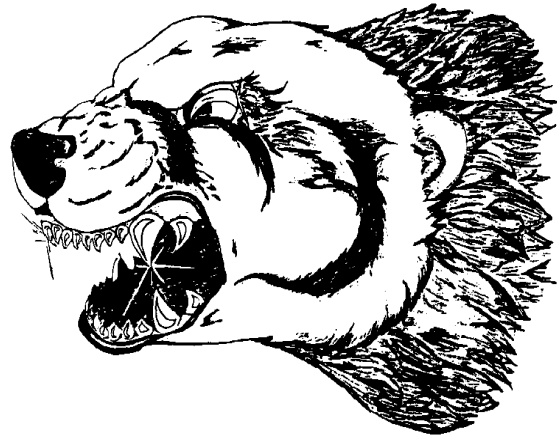


Elementary/Middle School Improvement Plan



Springlake-Earth ISD

Cindy Furr, Principal

2011-12



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 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 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 STAAR.

- Performance Objective 1: 90% of all student populations will pass the STAAR Reading/ELA
- Performance Objective 2: 90% of all student populations will pass the STAAR Writing
- Performance Objective 3: 90% of all student populations will pass the STAAR Math
- Performance Objective 4: 90% of all student populations will pass the STAAR Science
- Performance Objective 5: 90% of all student populations will pass the STAAR 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 STAAR/ 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

Target Populations

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
Homeless

Special Programs

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)



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

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

Strategy	Person Responsible	Timeline	Resources	Formative/ Implementation Evidence	Summative/ Impact
Provide extended day/year	Administrator	After school		Students served	Students promoted
Provide Pre-K program	Administrator	Daily	PK Grant Local	Students served	TPRI STAAR
Provide required Kindergarten program <ul style="list-style-type: none"> Use waiver to exceed the 22:1 student-teacher ratio Monitor over-all decline in student population (33 students) Assess student progress to determine need for additional teacher/restructuring K-5 staff 	Superintendent Principal	6 weeks	Local State	Checklist T observation	STAAR for 3 rd grade TPRI
Use Accelerated Reader program <ul style="list-style-type: none"> Accumulate quality points at/above reading level Recognize student success 	Reading teachers	Daily	Local	AR reports	TPRI STAAR
Provide intensive phonics instruction	Reading teachers	Daily	Local	AR reports	TPRI STAAR
Enhance TEKS with Discovery Education and CSCOPE	Reading Teachers	Weekly	Local	6 Weeks grades	TPRI STAAR
Implement reading time <ul style="list-style-type: none"> Peer tutoring pairs and groups 	Reading teachers	Daily	Local	Lesson Plans	Report card grades



Strategy	Person Responsible	Timeline	Resources	Formative/ Implementation Evidence	Summative/ Impact
Provide staff development in accordance with PDAS <ul style="list-style-type: none"> • On CSCOPE • On TEKS • On technology integration 	Administrator	August – July	Local TII TPTR	Staff Development calendar	Training certificates
Incorporate reading into TEKS in all subject areas	teachers	Daily	Local	6 weeks grades	TPRI STAAR
Follow CSCOPE Scope and Sequence <ul style="list-style-type: none"> • Direct instruction • Integrate AR, novels, TEKS, and Discovery Education, Nonfiction Resources 	Reading teachers	Fall	Local	6 weeks grades	TPRI STAAR
Purchase library books <ul style="list-style-type: none"> • Encourage student reading • AR program 	Librarian Teachers Principal	Yearly	Innovative	PO	Books



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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use direct writing instruction <ul style="list-style-type: none"> Total immersion Across discipline instruction and assignments in writing 	Core subject area teachers	Daily	Local	Lesson Plans	STAAR
Implement writing instruction in all core areas	All Teachers	Daily	Local	Lesson Plans	STAAR
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 CSCOPE activities and Discover Education	ELA teachers	Daily	Local	Lesson Plans	STAAR
Use Write Source language to supplement instruction	ELA teachers	Daily	Local	Lesson Plans	TPRI
Follow CSCOPE Scope and Sequence <ul style="list-style-type: none"> To provide writing direction To integrate textbook, TEKS, and CRRS, and ELPS 	ELA teachers	Daily	Local	Lesson Plans	TPRI STAAR



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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Pre-K program to give students a good foundation	Administrator	Daily	Local	Students served	TPRI
Provide extended day/year for students at-risk or failing or failing	Administrator	After school		Students served	Students promoted
Integrate math and problem solving skills into TEKS in all content areas	Core subject teachers	Daily	Local	Lesson Plans	STAAR
Use CSCOPE Scope and Sequence K-8	Math teachers	Daily	Local	Lesson Plans	STAAR
Provide professional development as identified by staff in accordance with PDAS <ul style="list-style-type: none"> Integration of technology in instruction CSCOPE 	Administrator	Fall Spring	Local TII TPTR	Training calendar	Training certificates
Implement problem solving <ul style="list-style-type: none"> During enrichment Peer tutoring Multi-age groups 	Math teachers	Daily	Local	Lesson Plans	STAAR
Follow CSCOPE Scope and Sequence <ul style="list-style-type: none"> To integrate textbooks, TEKS, CSCOPE, CCRS, ELPS 	Math teachers	Daily	Local	Lesson Plans	STAAR
Give practice tests in STAAR format	Teachers	Weekly	Local	Lesson Plans	STAAR



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

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

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



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

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

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



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

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

English as a Second Language (ESL)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comprehension, speaking, reading & composition	ESL staff	Early Aug. Upon enrollment	ESL, (SSA)	Home Lang. Survey List	RPTE STAAR
Follow CSCOPE Scope and Sequence to integrate ELPS	Teachers	Daily	CSCOPE Curriculum	6 Weeks grades	STAAR
Provide professional development in ELPS	ESL Staff	August	Curriculum	6 Weeks Grades	STAAR



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

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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance, to accelerate progress, and to reduce the drop-out rate on the School wide campus	Administrator	Aug. - July	\$SCE funds and 8.07 FTEs	Grades Progress reports	STAAR RPTE
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
Serve 7-8 who failed 2 or more subjects (previous year or current) with tutorials	At-risk coordinator	Grading periods	SCE Local	Semester Progress reports	STAAR grades
Accelerate students who failed STAAR or with tutorials/acceleration class	At-risk coordinator	Weekly	SCE	6 weeks grades	STAAR
Serve LEP students as needed with acceleration in small groups	At-risk coordinator	Upon ID	SCE ESL	6-Week Grades	STAAR RPTE
Serve homeless students on the Schoolwide campus	At-risk coordinator	Upon ID	SCE TIA	6 weeks Grades	STAAR



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

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

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	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 TIC, ESL, SCE,	Caps and strategies	STAAR
3) Provide instruction by highly qualified (HQ) staff:	Site-Base Team Chair	Quarterly	TIA, TIIA TIC, ESL, SCE,	CIPs and strategies	STAAR
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, TIIA	Staff Dev. Calendar	STAAR
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 	Principal	Monthly	TIA, Local	PI Events	PI Evaluation



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
opportunities to participate in educational decisions					
7) Assist pre-school children to local elementary. school with visitation day for kids & parents	Principal	May	TIA	Event planned	Sign-In sheet
8) Get Teachers input on all local academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance <ul style="list-style-type: none"> • Provide timely additional help • Students having difficulties with academic proficiency or advanced levels 	Teachers	Each reporting period	TIA	List of identified students	STAAR
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC, TIIA, BE/ESL, GT, SCE, SPED, Local	Meeting agendas	STAAR



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

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

Title I, Part C: Migrant (TIC)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine NCLB program success in PBMAS report:	Administrator	Upon release of AEIS	Local	STAAR release tests	STAAR
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> • Home visits • Visibility in community: churches, stores, 	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
Provide Parent Involvement <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities 	Administrator MEP staff	Aug – May	TIC TIA Local	PI Calendar	Sign in sheets
Provide services for students:	Administrator	Weekly	TIC	Services	Log



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • List priority for services students and needs • Tutorials • Acceleration • CAI • Support services • Summer School (SMART) 				offered	STAAR TPRI
<p>Provide professional development for Teachers and paraprofessionals</p> <ul style="list-style-type: none"> • With input from MEP staff • Research-based 	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates



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

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

Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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 • Develop new referral packet to gather additional RTI data and input from parents • Rule out cultural/environmental factors • 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 • Develop new referral packet to gather 	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
additional RTI data and input from parents • Rule out cultural/environmental factors Utilize Content Mastery					
Implement specialized STAAR classes and tutorials focusing on individual needs to allow acceleration	Principals	Daily	SPED Local	Schedule List of students in classes	STAAR EOC



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

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

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



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

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



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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Inform students and parents of importance of tests	Principals Counselor	Junior high years	Local	Activity planned	Parent survey



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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide 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	Local	Incidents reported each 6 weeks	PEIMS incidents reports
Provide campus specific attendance incentives	Administrators	6 weeks	Local	Attendance	ADA
Provide counseling and motivational activities to encourage attendance <ul style="list-style-type: none"> • Student Council • Motivational speakers 	Counselor	As needed	Local	Attendance each 6 weeks	ADA
Provide professional development: <ul style="list-style-type: none"> • Student Code of Conduct • Conflict Resolution • Classroom Management • Crisis management 	Administrator	Fall	Local	Training calendar	Sign in sheets
Utilize drug council to plan and promote safe & drug free district <ul style="list-style-type: none"> • D.A.R.E. program 	Drug Council	Spring	Local	Activities planned	Sign in sheets
Discuss Code of Conduct, discipline policy,	Principals	August-	Local	Activity	Referrals



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



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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the Planning and Decision Making Teams <ul style="list-style-type: none"> Parents, community/business & school staff collaboration 	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Develop pamphlet of Special Programs offered and opportunities for parents to participate <ul style="list-style-type: none"> Special Education ESL Dyslexia Pre-K Title I Schoolwide Title II, Teacher and Principal Training and recruitment GT SCE Programs Local programs 	Administrators	Draft copies	Local	Pamphlets drafted	Pamphlets distributed
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 :	Counselor	Fall/Spring	Local	Meeting	Parent



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Higher education admissions • Financial aid opportunities • TEXAS grant • Teach for Texas grant • Curriculum choices for success beyond HS 				scheduled	Surveys
Survey parents to evaluate: <ul style="list-style-type: none"> • School climate • Special programs • Parent involvement 	Administrator	Surveys	Local	Principals	Survey Results STAAR



Comprehensive Needs Assessment

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities of the Campus & How Federal/State Funds Will be used
Demographics & Academic Achievement	Diversity, academic rigor and expectations and unity.	Additional supplemental tutorials and resources. Technology and instructional supplies To meet needs of transfer students	Staff development, technology, instructional materials. Tutorials.
Title I Schoolwide	Academic rigor, expectations, teamwork and unity.	Additional supplemental tutorials and instructional materials.	Summer school, tutorials, staff development, technology.
Title I, Part C: Migrant	Identification and monitoring of PSF students. Coordination of services.	Pass academic and STAAR tests, improve attendance, school supplies for PFS	School supplies, instructional resources, staff to monitor Migrant staff and needs.
Title II, Part A: TPTR	Under REAP, Continue to provide software and other technology updates.	Technology upgrades-software.	Technology and Instructional service
ESL/ Title III LEP SSA English Language Learners	Identified and monitoring staff training and updates, % of staff w/ESL endorsements	Continued training and development, ELPS training, SIOP training.	Staff development, Instructional materials, technology.
State Compensatory Education/ At Risk Students	Monitoring and identification of AT-risk students.	Improve attendance, passing of STAAR and academic classes, Enrichment curriculum and accelerated credit recovery.	Tutorials, instructional materials, technology, summer school, transportation, staff development for at-risk



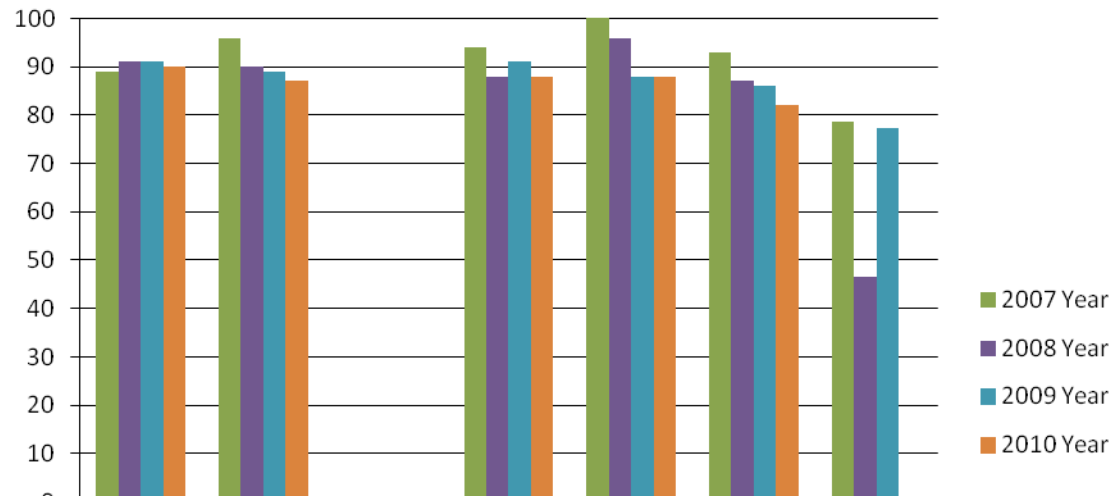
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities of the Campus & How Federal/State Funds Will be used
Special Education	Staff and collaborative meetings to accelerate learning	To reduce SPED Hispanic Representation and SPED identification to meet state standards To provide classes to meet state standards in all state assessments	Specialized classes and tutorials
Curriculum	CSCOPE implementation, PLCs A+ curriculum, Accelerated reading and math	Continue development and implementation of CSCOPE and use of PLC credit recovery and academic acceleration.	Technology staff training substitute teachers, peer mentoring
Instruction & Assessment	PLCs, peer mentoring, indentifying student needs, joint staff meeting.	Staff training, on functions, and resources, on CSCOPE, and Eduphoria and WebCATT	Staff development and instructional materials, and technology.
Staff Quality, Recruitment, Retention	100% HQ high retention, rate of staff.	Mentoring new staff	Mentoring program Attend job fairs as needed.
Professional Development	Use SBDM to determine professional development needs; Use staff feedback to focus on needs.	Additional CSCOPE, Eudphoria, and PDAS training.	Professional Development.
Family and Community Development	LPAC, Title One, SBDM, PAC meeting and involvement and solid attendance.	Greater parental involvement, increase internet access throughout community.	Technology, professional development.



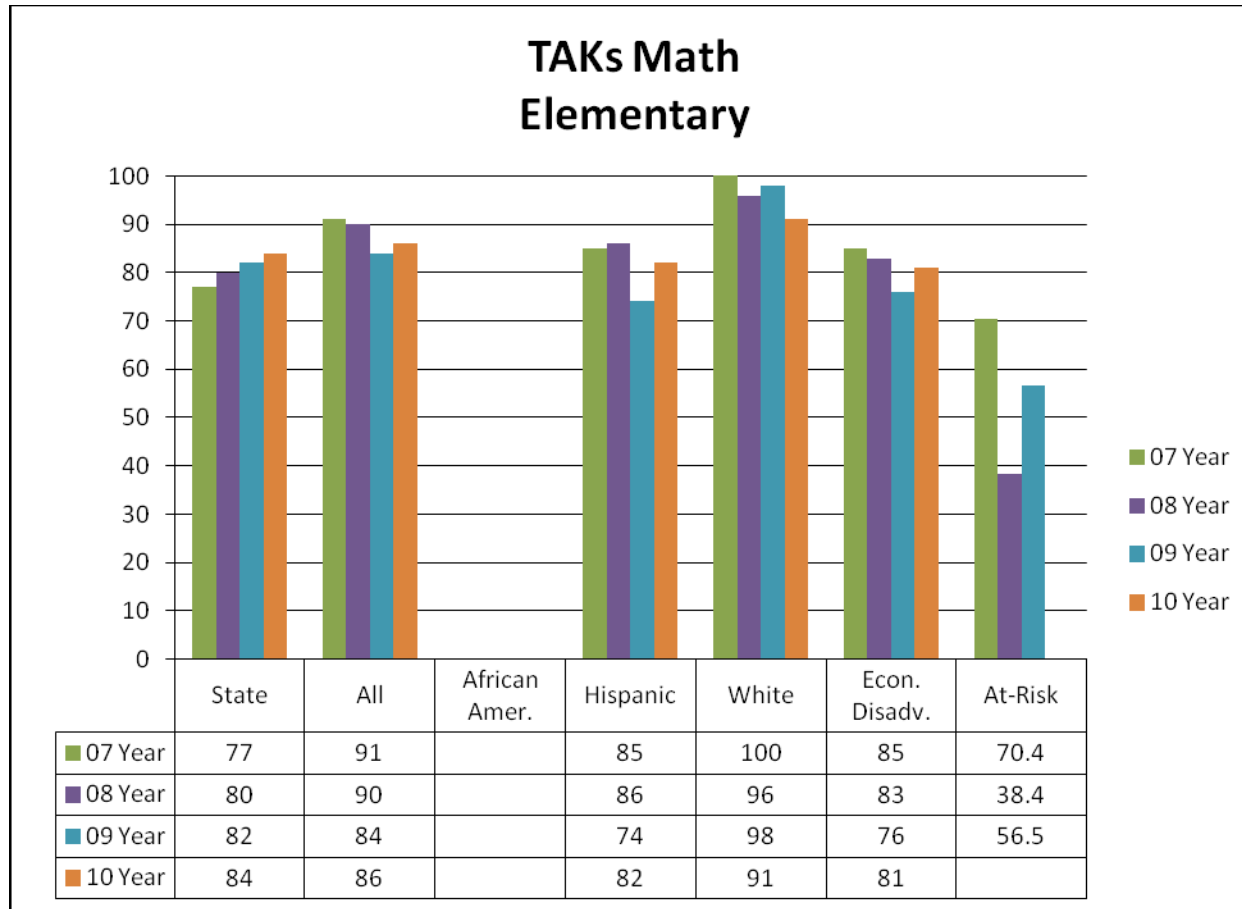
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities of the Campus & How Federal/State Funds Will be used
School Culture, Climate and Organization	High standards of expectations, strong parental and community support.	Scheduling time to meet, Improved understanding among, staff of student demographics.	Technology professional development.
Technology	Wireless access smart board more computers on wheels.	Training and implementation. Support of new technology	Technology resources and professional support of new technology.
<p>Data Sources Reviewed: Comprehensive needs assessment from previous year, PEIMS, data, AYP, PBMAS data, AEIS-it, Eduphoria, CSCOPE, ACT scores, Staff input, ARDS.</p>			

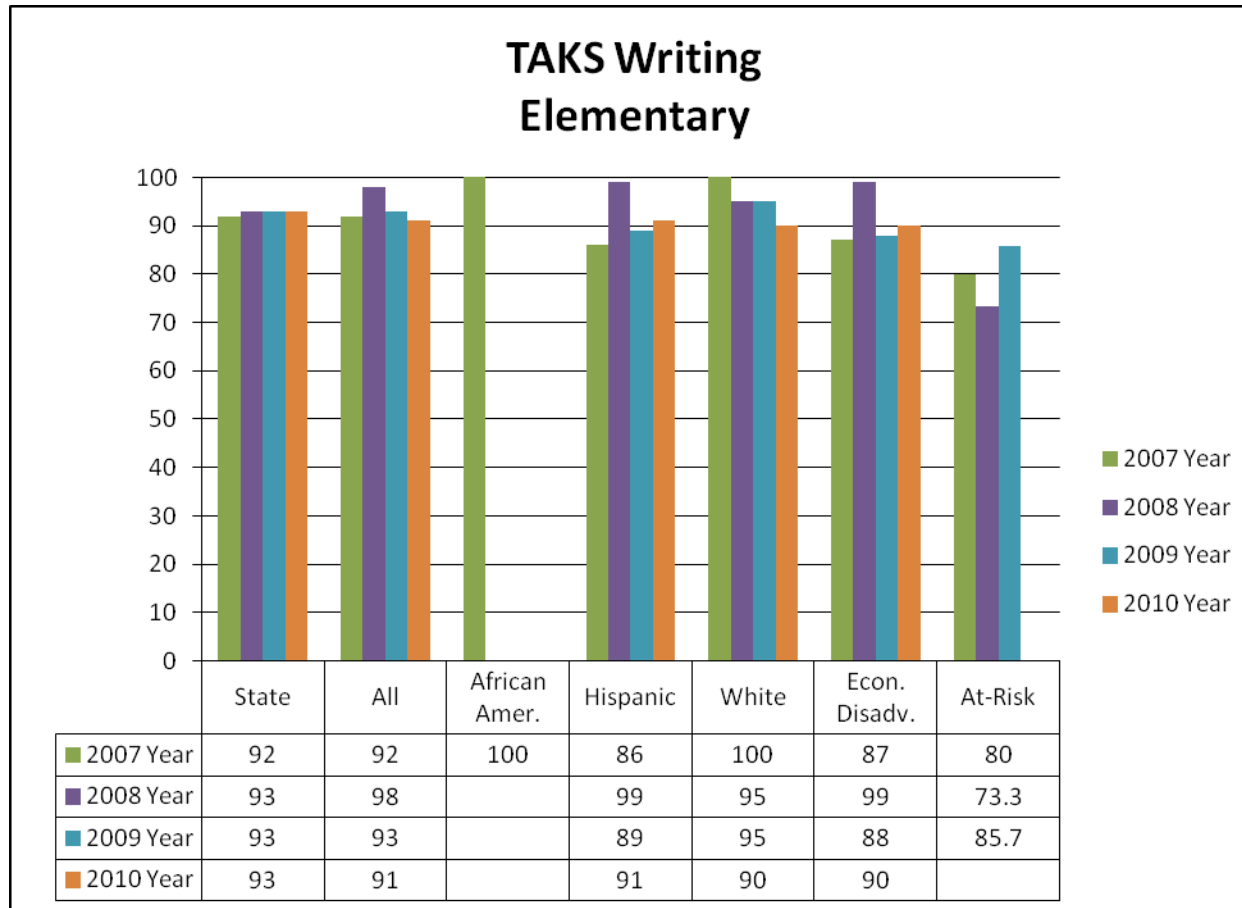


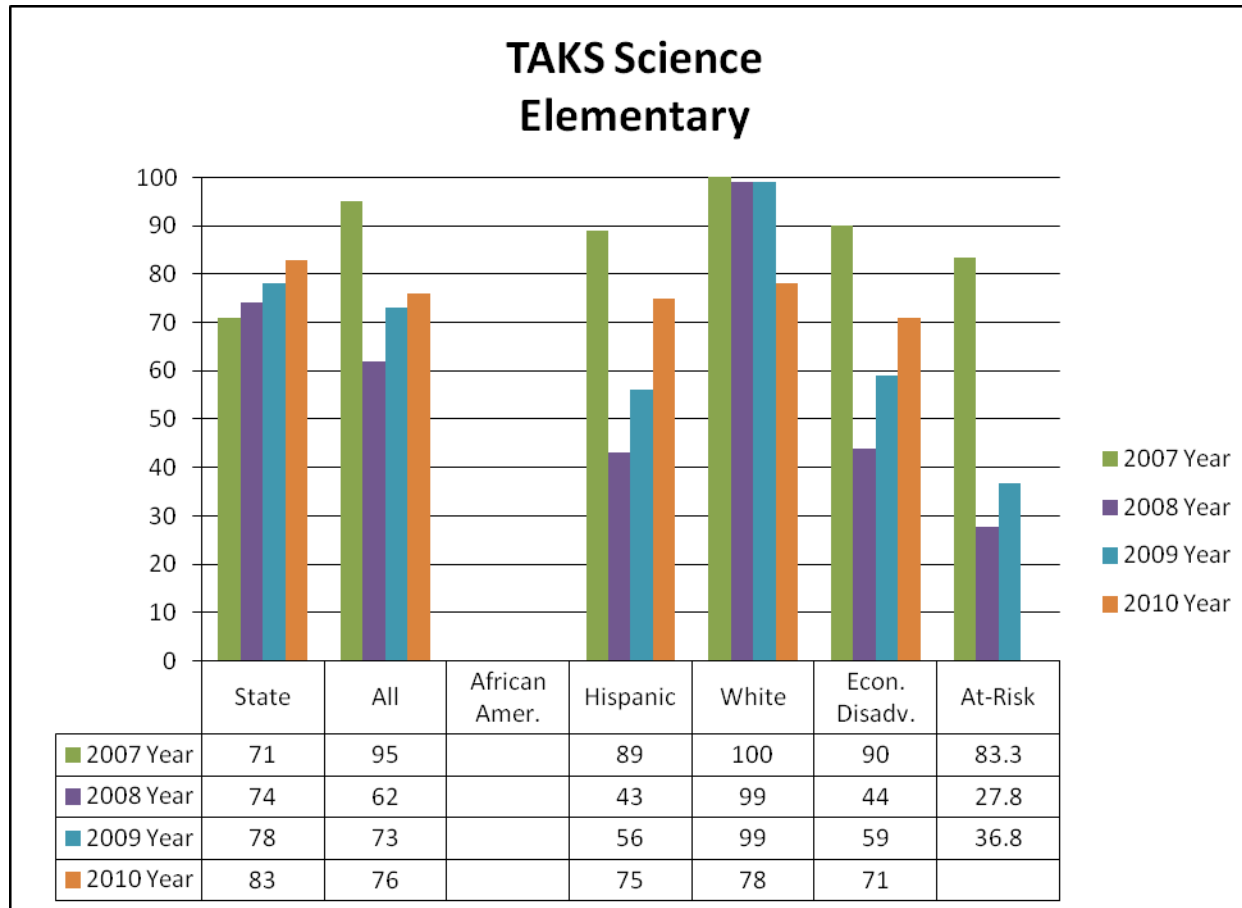
TAKS Reading Elementary

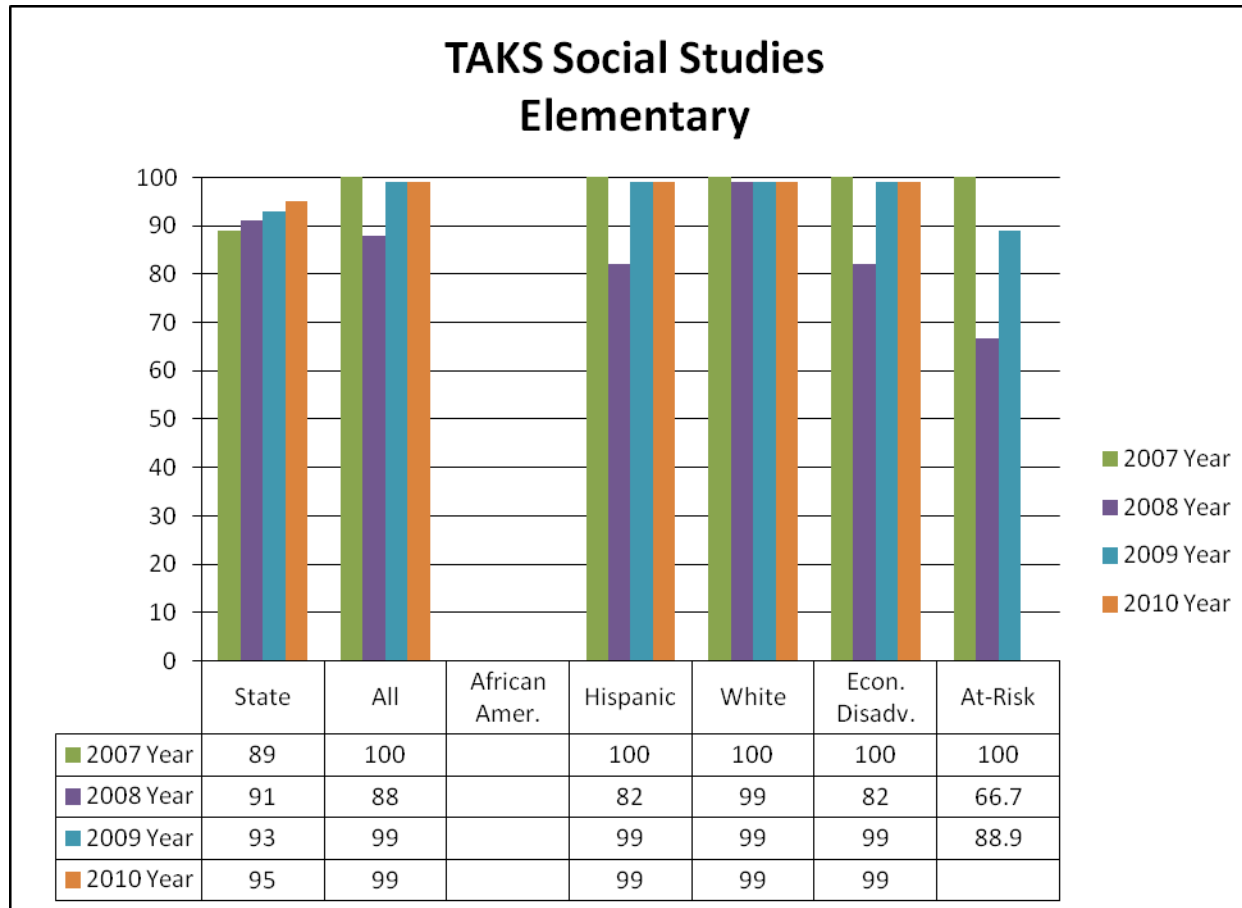


	State	All	African Amer.	Hispanic	White	Econ. Disadv.	At-Risk
■ 2007 Year	89	96	0	94	100	93	78.6
■ 2008 Year	91	90		88	96	87	46.5
■ 2009 Year	91	89		91	88	86	77.3
■ 2010 Year	90	87		88	88	82	











Performance Based Monitoring: Multi Year Report						
"0" Meets Standard; "1-3" Falls Below Standard						
Program	Indicator	2007	2008	2009	2010	2011
Bilingual/English as a Second Language (ESL)	ESL English STAAR/STAAR Accommodated Passing Rate/Math				2 PJA	All Indicators Met Standard
	LEP STAAR/STAAR I-SDAA II Participation Rate	3	Indicator Deleted			
	LEP Participation Rate			2	2 SA	0
Career and Technology Education(CTE)		All Indicators Met Standard	All Indicators Met Standard			
	CTE Econ. Disadv. STAAR Passing Rate/Math			1	0	0
	CTE Nontraditional Course Completion Rate/Females			1	1	0
	CTE Nontraditional Course Completion Rate/Males				1	1
No Child Left Behind (NCLB)		All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard



Performance Based Monitoring: Multi Year Report						
"0" Meets Standard; "1-3" Falls Below Standard						
<i>Program</i>	<i>Indicator</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>
Special Education (SPED)	SPED TAKS Accom Passing Rate/Math				2	2
	SPED TAKS Accom Passing Rate/Reading/ELA				3	0
	SPED TAKS Accom Passing Rate/Social Studies			1 SA	0	0
	SPED TAKS M Participation Rate				1	2
	SDAA II Only Participation Rate	1	Indicator Deleted			
	SPED Identification	3	2	Indicator renamed		
	SPED Less Restrictive Environment Ages 6-11			1	1	2
	SPED Representation				1	2
	Hispanic Representation	3	3	3	3	3
	LEP Representation	3	3	1 PJSA	NA PJSA	0
	SPED Discretionary DAEP Placemen	0	1	0	0	0



STATE OBJECTIVES	STATE TARGETS	SPRINGLAKE-EARTH ISD	HIGH SCHOOL	ELEMENTARY-MIDDLE SCHOOL
Percentage of Classes Taught by Highly Qualified Teachers				
2011-12	100%	100%	100%	100%
2010-11	100%	88.76	79.17%	100%
2009-10	100%	90.91%	85.42%	97.5%
Percentage of Teachers Highly Qualified				
2011-12	100%	100%	100%	100%
2010-11	100%	90.9%	78.6%	100%
2009-10	100%	94%	84%	100%
Percentage of Teachers Receiving High-Quality Professional Development				
2011-12	100%	100%	100%	100%
2010-11	100%	100%	100%	100%
2009-10	100%	100%	100%	100%
Percentage of Classes Taught by Highly Qualified Teachers (High Poverty/High Minority)	100%	NA to District District did not receive an equity report from TEA	NA	NA