

Springlake-Earth ISD

District Improvement Plan



Denver Crum, Superintendent
2012-13



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 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 collaborate 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



COMPREHENSIVE NEEDS ASSESSMENT FOR THE DISTRICT			
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 bring elementary campus reading scores up to meet AYP	Staff development, technology, instructional materials, Tutorials.; SIP funds for reading at elementary
Title I Schoolwide	Academic rigor, expectations, teamwork and unity.	Additional supplemental tutorials and instructional materials for struggling students in reading	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.



COMPREHENSIVE NEEDS ASSESSMENT FOR THE DISTRICT			
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities of the Campus & How Federal/State Funds Will be used
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
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 Professional Development CSCOPE
CTE	High % of students enrolled in CTE classes. Continue to add more CTE opportunities.	Additional CTE classes	Instructional materials, travel for students, technology.
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, identifying student needs, joint staff meeting.	Staff training, on functions, and resources, on CSCOPE, and Eduphoria and WebCATT	Staff development and instructional materials, and technology.



COMPREHENSIVE NEEDS ASSESSMENT FOR THE DISTRICT			
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities of the Campus & How Federal/State Funds Will be used
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, Eduphoria, PDAS training; Training for data disaggregation and targeted instructions for struggling students	SIP funds and Title I
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.
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.
Data Sources Reviewed: Comprehensive needs assessment from previous year, PEIMS, data, AYP, PBMAS data, AEIS-it, Eduphoria, CSCOPE, ACT scores, Staff input, ARDS.			



Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
Homeless
At-Risk
English Language Learners

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)
School Improvement Program (SIP)
Title I, Part C: Migrant (Migrant)
Title II, Teacher and Principal Training and Recruiting (TII: TPTR)

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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SIP and Title I funds to provide teacher training in data disaggregation and data driven instruction in reading and other core subjects	Supt. And principals	Sept thru STAAR testing	Title I and SIP	Benchmarks	STAAR
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 STAAR, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • 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 STAAR
Provide quality instruction by appropriately certified and highly	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
qualified faculty and staff					
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve problem- solving and higher-order Thinking skills.	Teachers	Daily	Local	6 weeks grades	End of year grades/STAAR
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 professional 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	SCE	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 STAAR
Use Accelerated Reader program	Reading teachers	Daily	Local	AR reports	TPRI STAAR
Provide intensive phonics instruction	Reading	Daily	ARI	AR reports	TPRI STAAR



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
	teachers		Local		
Provide Study Island	Core subject teachers	Weekly	Local	6 Weeks grades	STAAR
Implement reading time <ul style="list-style-type: none"> • Peer tutoring with multi-age groups 	Reading teachers	Daily	Local	Lesson Plans	Report card grades
Provide 3 Tier Reading program	Principals	Daily	Local	Local assessments	STAAR
Incorporate reading into TEKS in all subject areas	Reading teachers	Daily	Local	6 weeks grades	TPRI STAAR



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

Performance Objective 2: 90% of all students will pass the STAAR 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 STAAR, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • 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 STAAR
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve problem- solving and higher-order Thinking skills.	Teachers	Daily	Local	6 weeks grades	End of year grades/STAAR
Maximize instructional time by keeping	Teachers	Daily	Local	Lesson Plans	Discipline



all students actively engaged in learning during the entire amount of time allotted To each instructional period.					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 collaboration 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	STAAR
Provide Study Island	Core subject teachers	Weekly	Local	6 Weeks grades	STAAR
Provide extended day program for students at-risk of passing	Administrator	After school	SCE	Students served	Students promoted



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

Performance Objective 3: 90% of all students will pass the STAAR 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 STAAR, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • 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 STAAR
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/STAAR



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 collaboration 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	SCE	Students served	Students promoted
Integrate math and problem solving skills into TEKS in all content areas	Core subject teachers	Daily	Local	Lesson Plans	STAAR
Supplement Saxon math at PK-5 with STAAR appropriate higher order problem solving materials	Math teachers	Daily	Local	Lesson Plans	STAAR
Implement problem solving centers <ul style="list-style-type: none"> • During enrichment • Peer tutoring • Multi-age groups 	Math teachers	Daily	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 in 2008.

Performance Objective 4: 90% of all students will pass the STAAR 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 STAAR, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • 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 STAAR
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/STAAR



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 collaboration 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	STAAR
Provide extended day program for students at-risk of passing	Administrator	After school	SCE Local	Students served	Students promoted



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

Performance Objective 5: 90% of all students will pass the STAAR 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 STAAR, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • 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 STAAR
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/STAAR



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 collaboration 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 STAAR.

Career and Technology Education (CTE)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Offer CTE courses <ul style="list-style-type: none"> • Ag Science & Technology • Family & Consumer Economics • Word Processing Applications 	Administrator	Semester	CTE Local	Courses scheduled	Courses completed
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 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 coordinator	Early Aug. Upon enrollment	ESL, (SSA)	Home Lang. Survey List	RPTE STAAR



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 STAAR.

State Compensatory Education (SCE): Springlake-Earth has two Schoolwide Programs with 40% or greater poverty rate. \$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	SCE and FTEs	Grades Progress reports	STAAR RPTE
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



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 STAAR

Title I, Part A: Schoolwide (TIA)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SIP and Title I funds to provide teacher training in data disaggregation and data driven instruction in reading and other core subjects	Supt. And principals	Sept thru STAAR testing	Title I and SIP	Benchmarks	STAAR
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 Migrant, ESL, SCE,	Caps and strategies	STAAR
3) Provide instruction by highly qualified (HQ) staff:	Site-Base Team Chair	Quarterly	TIA, TIIA Migrant, 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 Development Calendar	STAAR
5) Attract and retain highly qualified teachers to	Administrators	Summer	Local	Personnel	Personnel



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
high needs campus(s)			TIA, TII TPTR	Files	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	STAAR
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, Migrant, TIIA, BE/ESL, CTE, GT, SCE, SPED/Local	Meeting agendas	STAAR



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 STAAR.

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 STAAR • Migrant dropout • Migrant RHSP/DAP 	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	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 coordinated with Head Start	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 STAAR 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 STAAR.

Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Focus on strategies to bring PBMAS indicator					
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 	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Develop new referral packet to gather 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
Implement CSCOPE district-wide and provide on-going staff development regarding implementation	Principals SPED staff	Regular year	SPED Local	CSCOPE monitoring	STAAR/EOC Completion Rates



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 P	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 and education/awareness for parents, students, and teachers in these areas: <ul style="list-style-type: none"> • Child abuse and neglect • Dating Violence • Unwanted physical or verbal aggression • Sexual harassment include sexting • Other forms of bullying <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles 	Administrators Counselors	Daily	Local	Incidents reported each 6 weeks Brochure with information provided /online	PEIMS incidents reports Toll Free abuse hotline 1-800-252-5400
Child Abuse Plan: Any staff member who suspects that a child has been or may be abused or neglected will report the suspected abuse to law enforcement or to Child Protective Services	All ISD staff	Year Round	Local	Reported abuse	Reported incidents and activities initiated
Provide training for staff in the 5 areas above <ul style="list-style-type: none"> • How to recognize signs • Prevention strategies • Resources • Counseling 	Counselor	In-service days	Local	Sign in Handouts	Counseling Log; Training certificates
Review policy and procedures for 5 areas	Superintendent	Yearly	Local	Policy and	Incidents



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
	and principals			procedure	
Form partnership with the local policy to eliminate problems <ul style="list-style-type: none"> • Include local police in SBDM meetings regarding the areas • Invite them to school for assistance with training/prevention techniques 	Principals	During Year	Local	Sign In	Meetings with local 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 • 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 <ul style="list-style-type: none"> • Code of Conduct, discipline policy, sexual harassment, and violence prevention with students using handbook as a guide • With SBDM committee and distribute information to stakeholders • Include local police dept. as part of 	Administrators SBDM Team Chair	August-May	Local	Activity planned Agenda for SBDM	Referrals Handbook Website



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
SBDM team when areas of concern are on the agenda					
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 STAAR



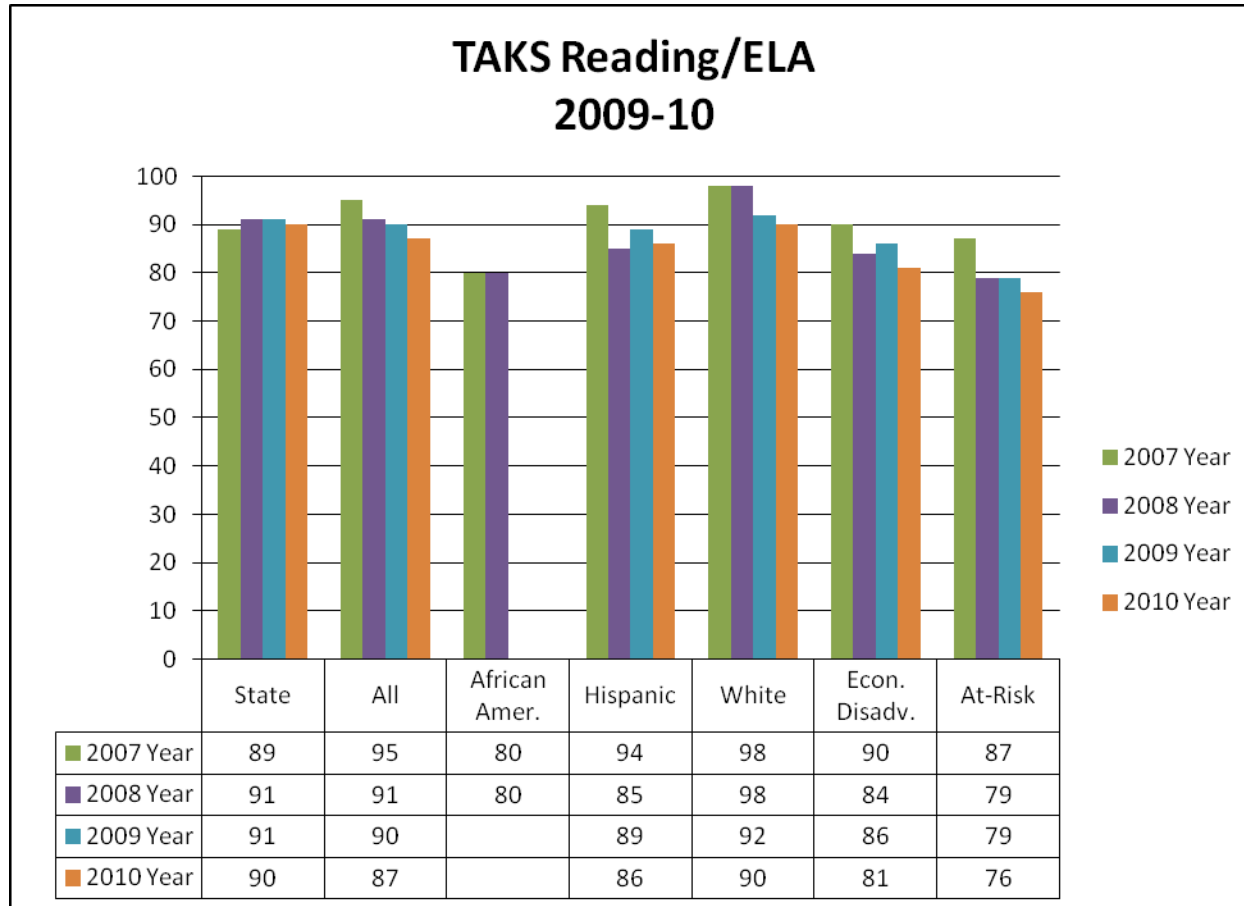
Longitudinal Chart of Performance Based Monitoring Analysis Reports for Springlake-Earth							
Program 0 Score Meets Standard	Indicators Below State Standards Score of 1-3 Does Not Meet Standard	2007	2008	2009	2010	2011	2012
Bilingual/English as a Second Language (ESL)	ESL English TAKS/TAKS Accom Passing Rate/Math				2 PISA	All Indicators Met Standard	All Indicators Met Standard
	LEP TAKS/TAKS I-SDAA II Participation Rate	3	Indicator Deleted				
	LEP Participation Rate			2	2 SA	0	Indicator Deleted
Career and Technology Education(CTE)		All Indicators Met Standard	All Indicators Met Standard				All Indicators Met Standard
	CTE Econ. Disadv. TAKS Passing Rate/Math			1	0	0	0
	CTE Nontraditional Course Completion Rate/Females			1	1	0	Report Only
	CTE Nontraditional Course Completion Rate/Males				1	1	Report Only
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	All Indicators Met Standard

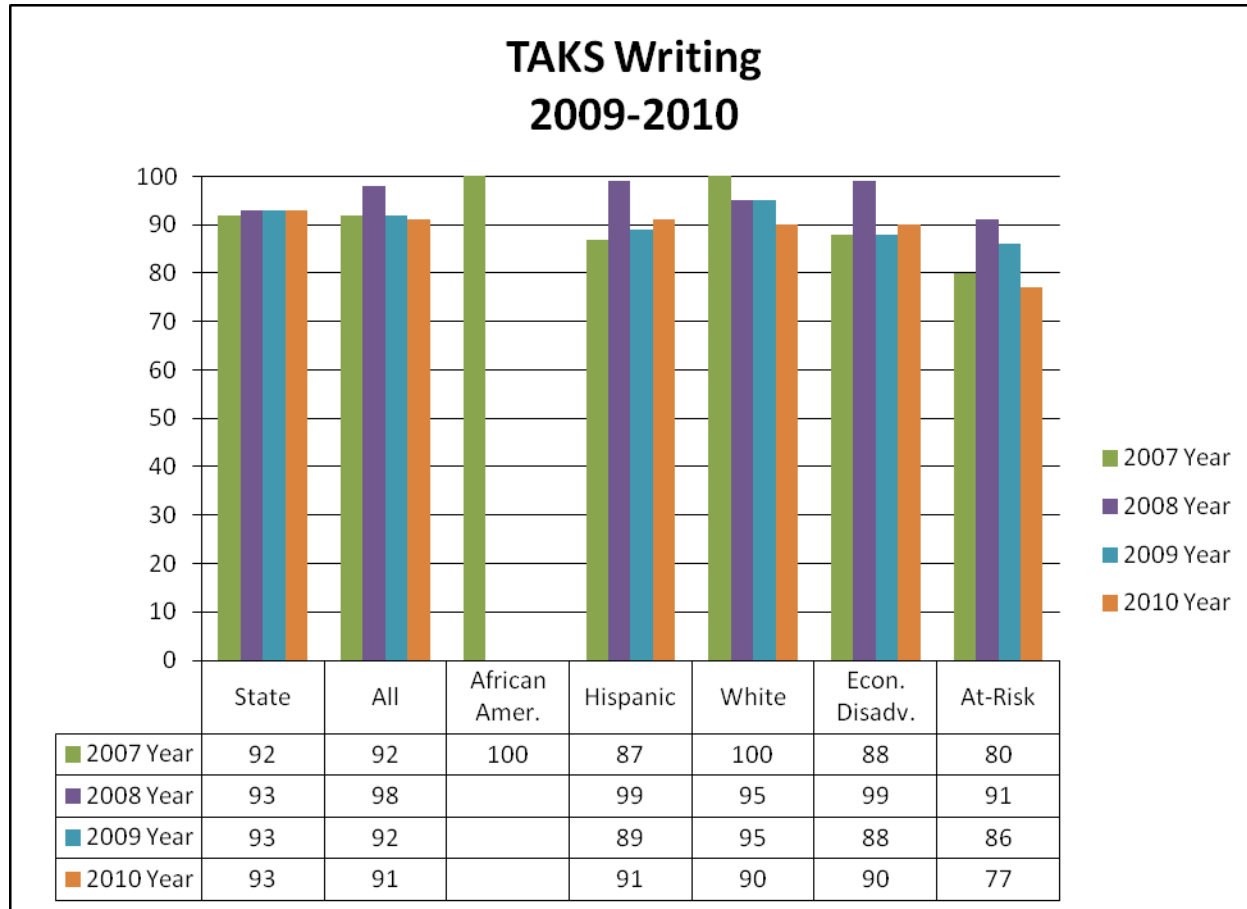


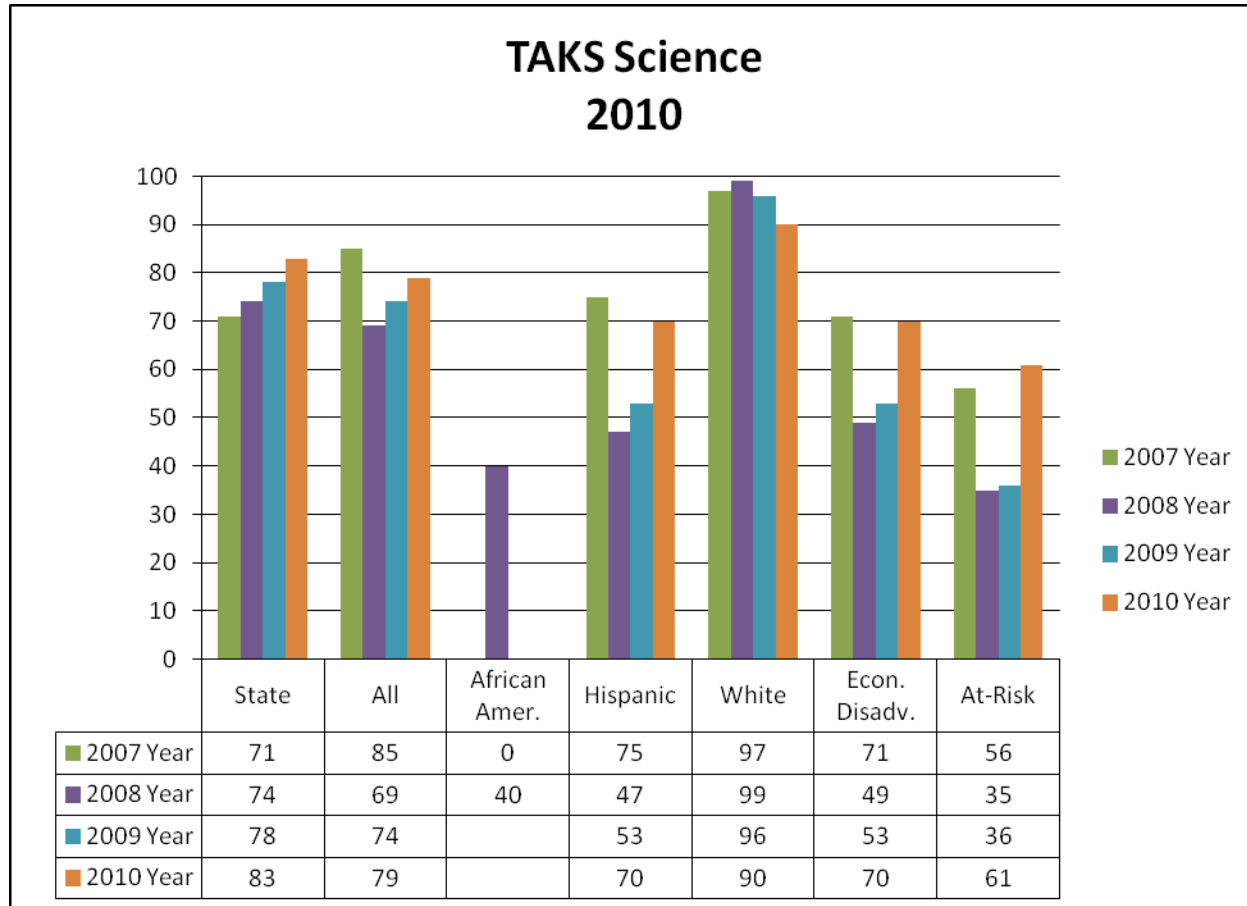
Longitudinal Chart of Performance Based Monitoring Analysis Reports for Springlake-Earth							
Program 0 Score Meets Standard	Indicators Below State Standards Score of 1-3 Does Not Meet Standard	2007	2008	2009	2010	2011	2012
Special Education (SPED)	SPED TAKS/TAKS Accom Passing Rate/Math				2	2	Indicator Deleted
	SPED TAKS/TAKS Accom Passing Rate/Reading/ELA				3	0	Indicator Deleted
	SPED TAKS/TAKS Accom Passing Rate/Social Studies			1 SA	0	0	Indicator Deleted
	SPED STAAR Passing Rate @ TAKS Equivalence Math						1
	SPED STAAR Passing Rate @ TAKS Equivalence Reading						1
	SPED TAKS M Participation Rate				1	2	Indicator Deleted
	SDAA II Only Participation Rate	1	Indicator Deleted				
	SPED Identification	3	2	Indicator renamed			

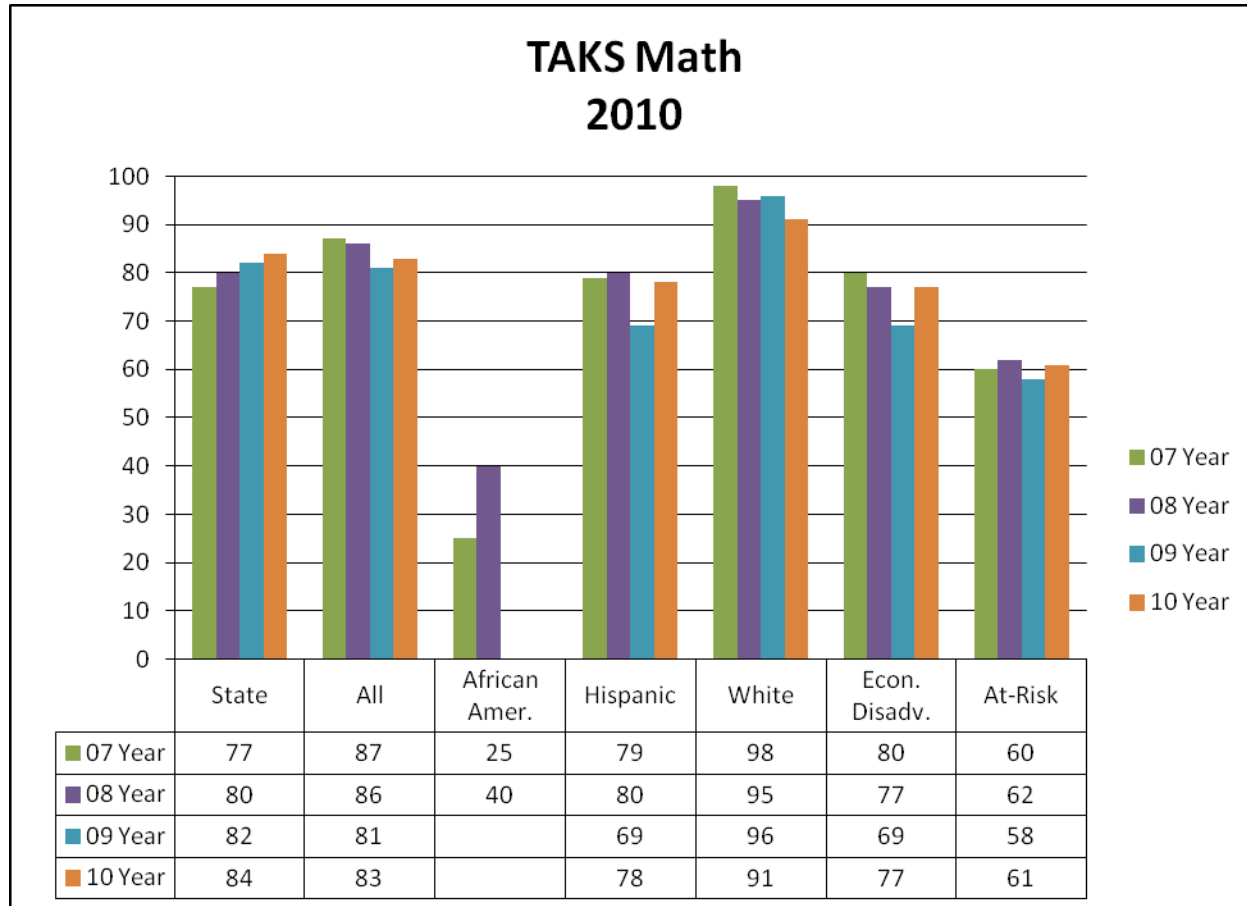


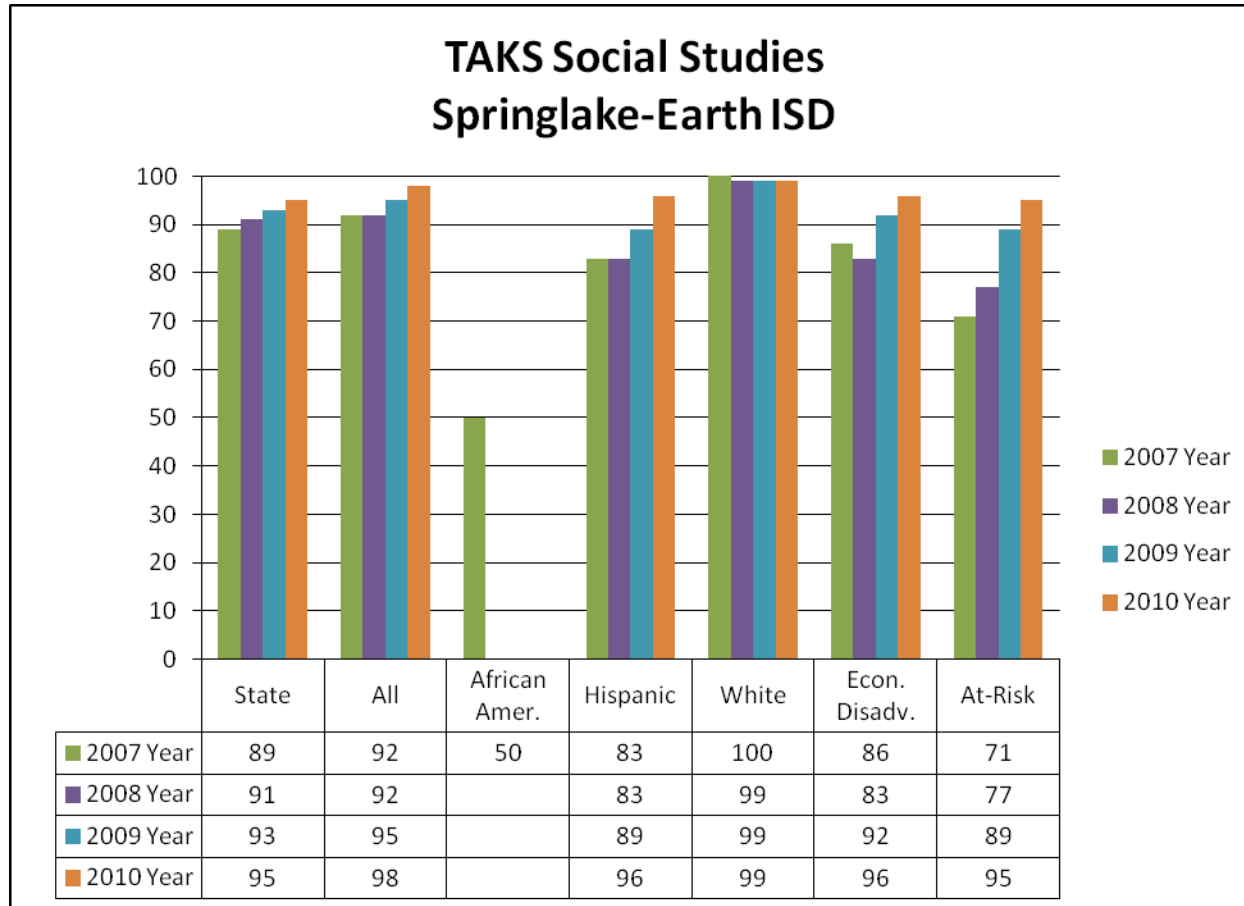
Longitudinal Chart of Performance Based Monitoring Analysis Reports for Springlake-Earth							
Program 0 Score Meets Standard	Indicators Below State Standards Score of 1-3 Does Not Meet Standard	2007	2008	2009	2010	2011	2012
Special Education (SPED)	SPED Less Restrictive Environment Ages 6-11			1	1	2	2
	SPED Less Restrictive Environment Ages 12-21						1
	SPED Representation				1	2	2
	Hispanic Representation	3	3	3	3	3	0 RI
	LEP Representation	3	3	1 PJSA	NA PJSA	0	0
	SPED Discretionary DAEP Placement	0	1	0	0	0	0

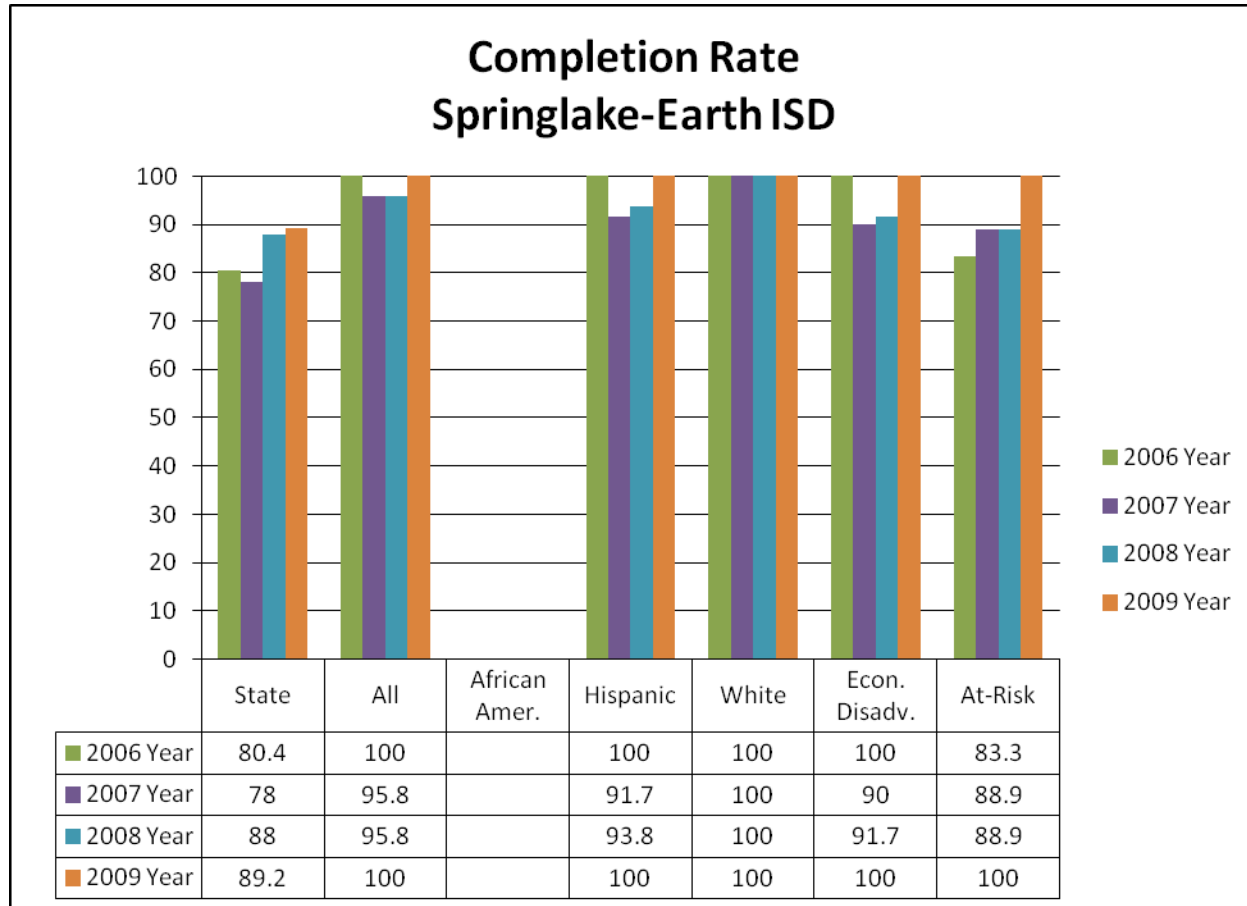














Performance Based Monitoring: Multi Year Report							Scores of "0" Meet Standard; Scores of "1-3" Fall Below Standard						
Program	Indicator	2007	2008	2009	2010	2011							
Bilingual/English as a Second Language (ESL)	ESL English TAKS/TAKS Accom Passing Rate/Math				2 PJSA	All Indicators Met Standard							
	LEP TAKS/TAKS 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. TAKS 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							Scores of "0" Meet Standard; Scores of "1-3" Fall Below Standard				
Program	Indicator	2007	2008	2009	2010	2011					
Special Education (SPED)	SPED TAKS/TAKS Accom Passing Rate/Math				2	2					
	SPED TAKS/TAKS Accom Passing Rate/Reading/ELA				3	0					
	SPED TAKS/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