

Tom Bean High School

Campus Improvement Plan

2009-10

**The Mission of Tom Bean Independent School District through its
commitment to “Achieving Excellence” is to
promote individual student success within a cooperative, supportive, and
safe environment.**

Goal 1: At Tom Bean High School all students TAKS scores will increase to 100 percent passing.

Correlates with:

District Goals

- 3) Highly qualified employees

State Goals

- 1) Performance - English
- 2) Performance - Mathematics
- 3) Performance - Science
- 4) Performance - Social Studies

State Objectives

- 1) Partnering Parents with Educators
- 4) Curriculum
- 5) Prepare Students
- 7) Student Performance
- 8) School Environment
- 9) Instructional Techniques
- 10) Technology

NCLB/ESEA Goals and Indicators

- 1) Students will Reach High Standards

Effective School Correlates

- 3) Instructional Leadership
- 4) Clear and Focused Mission

Indicator: TAKS English/Lang. Arts

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	97 %	2009	≥ 100 %	2014-15	≥ 99 %	2010	
Economically Disadvantaged	98 %	2009	≥ 100 %	2014-15	≥ 99 %	2010	
Hispanic	> 99 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	
White	97 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	
Male	91 %	2009	≥ 100 %	2014-15	≥ 92.8 %	2010	
Female	96 %	2009	≥ 100 %	2014-15	≥ 96.8 %	2010	

Indicator: TAKS Math

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	92 %	2009	≥ 100 %	2014-15	≥ 99 %	2010	
Economically Disadvantaged	91 %	2009	≥ 100 %	2014-15	≥ 95 %	2010	
Hispanic	99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010	
White	91 %	2009	≥ 100 %	2014-15	≥ 99 %	2010	
Male	88 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	
Female	82 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	

Indicator: TAKS Science

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	86 %	2009	≥ 100 %	2014-15	≥ 88.8 %	2010	
Economically Disadvantaged	86 %	2009	≥ 100 %	2014-15	≥ 95 %	2010	
Hispanic	67 %	2009	≥ 100 %	2014-15	≥ 75 %	2010	
White	87 %	2009	≥ 100 %	2014-15	≥ 95 %	2010	
Male	82 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	
Female	68 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	

Indicator: TAKS Social Studies

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	> 99 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	
Economically Disadvantaged	> 99 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	
Hispanic	99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010	
White	> 99 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	
Special Ed.	TBD %	2009	≥ 100 %	2014-15	≥ 99 %	2010	
Male	90 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	
Female	95 %	2009	≥ 100 %	2014-15	≥ 100 %	2010	

Strategies

Goal 1 - Strategy 1		Benchmarking			
<p><i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i></p>					
Leader(s):		Brief Description:		Evaluation Benchmark:	
Principal, Teachers		Benchmark testing to Identify students at risk in failing the TAKS test.		August 2009 - April 2010	
Leader Progress Report Dates:					
Oct 09 Jan 10					
Resources Required:		FTE's Required:		Source of Funds:	
Time		Number of FTE's: 0.10		Special Grant	
Teaching Aids		Partially Comp. Ed Funded		District Budget	
Teachers		Cost: \$3,500.00			
Supplies					
Staff					
District Staff					
Computers					
Campus Admin. Staff					
				\$5,500.00	
Timeline					
Activity		Person(s) Responsible		Start Date to End Date	
Testing of individual students to obtain gaps in learning		Teachers		09/07/2009 to 04/29/2010	
Placing students into classes that best fit their knowledge base of TAKS for future testing.		Counselor		08/04/2008 to 06/12/2009	
Goal 1 - Strategy 2		Communicate instructional objectives			

Goal 1 - Strategy 2		Communicate instructional objectives			
Leader(s): Principal and staff, Curriculum director		Brief Description: Communicate instructional objectives through vertical teaming and a vertical curriculum		Evaluation Benchmark:	
Leader Progress Report Dates: August 2009 January 2020 May2010					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Time	Number of FTE's: 1.00	Technology Budget	\$1,500.00		
Teachers	None	General Budget	\$3,500.00		
Supplies	Cost: None	District Budget	\$3,500.00		
Staff		Compensatory Ed. Budget	\$1,000.00		
Public Library			<hr/> \$9,500.00		
Outside Consultant					
District Staff					
District Coordinator					
District Admin. Staff					
Contract Service					
Central Office					
Campus Admin. Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Teachers will become knowledgeable and informed on District curriculum.	Principal	08/10/2009	to	05/03/2010	

Goal 1 - Strategy 2 Communicate instructional objectives				
Activity	Person(s) Responsible	Start Date	to	End Date
Activities will be put into place to allow teacher to become more knowledgeable in the district curriculum	Principal	12/04/2008	to	12/04/2008
Goal 1 - Strategy 3 TAKS Remediation				
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>				
Leader(s): Principal/staff	Brief Description: TAKS remediation/tutorial classes will be provided to address needs of at-risk students in Math, E/LA, Science and Social Studies as needed	Evaluation Benchmark: Attendance of tutorials		
Leader Progress Report Dates: Every six weeks				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: None	Technology Budget	\$3,500.00	
Teaching Aids	None	General Budget	\$3,500.00	
Teachers	Cost: None		<hr/>	
Supplies			\$7,000.00	
Staff				
Library				
District Admin. Staff				
Computers				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date

Goal 1 - Strategy 3 TAKS Remediation				
Activity	Person(s) Responsible	Start Date	to	End Date
Student that failed TAKS will be placed into a TAKS remediation class or receive instruction via the internet	Teaching staff	06/08/2009	to	06/03/2010
Tutorial will be provided for at-risk students	Teachers	08/25/2008	to	04/30/2009
Goal 1 - Strategy 4 Staff Development				
Leader(s): Principal	Brief Description: Staff development, TAKS workshops, C- Scope workshops in the area of Math, Science, Social Studies and Language Arts to enhance all student learning. Teachers will share ideas, new learning and techniques.	Evaluation Benchmark: October 2009 May 2010		
Leader Progress Report Dates: May 2010				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: None	Technology Budget	\$1,500.00	
Teachers	None	General Budget	\$3,500.00	
Supplies	Cost: None	District Budget	\$2,000.00	
Staff		Compensatory Ed. Budget	\$1,000.00	
School Library			<hr/>	
School Commons Area			\$8,000.00	
Parent Support				
District Coordinator				
Computers				
Central Office				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date

Goal 1 - Strategy 4		Staff Development		
Activity	Person(s) Responsible	Start Date	to	End Date
Staff development will foster growth within the school and district to facilitate student improvement.	principal	08/10/2009	to	06/04/2010
Staff Development for District curriculum will be available to core teachers.	Principal	11/11/2008	to	05/29/2009

Goal 2: Tom Bean High School will foster parental and community involvement

Correlates with:

District Goals			
1) Tom Bean ISD will promote academic excellence	2) Tom Bean ISD will Communicate with shareholders	4) Safe and disciplined working environment	
State Objectives			
1) Partnering Parents with Educators	6) School Personnel	8) School Environment	10) Technology
Effective School Correlates			
7) Home-School Relations			
Title I - Targeted Assistance Schools			
7) Strategies for Parental Involvement			

Indicator: Parent Survey

Group: None Parent Survey
9-12

Strategies

Goal 2 - Strategy 1 Promote/Increase parent/community involvement			
Leader(s): Principal/staff	Brief Description: To involve parents and community in overall campus improvement by obtaining Parental Involvement and Guest speakers/presentations	Evaluation Benchmark: December 2009 May 2010	
Leader Progress Report Dates: September 2009 January 2010 May 2010			
Resources Required: Volunteer Support Time Teachers Supplies Staff School Library	FTE's Required: Number of FTE's: 0.10 None Cost: \$4,000.00	Source of Funds: Technology Budget General Budget	Amount \$1,000.00 \$600.00 <hr/> \$1,600.00

Goal 2 - Strategy 1 Promote/Increase parent/community involvement				
School Commons Area Parent Support Library Guest Speaker District Staff Computers Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Promote /increase professionalism and maintain confidentiality when dealing with parents and/or community members	HS Staff	08/10/2009	to	06/04/2010
Promote/Advertise school activities through memos, announcements, Monthly Newsletter and the Marquee	Front office staff	12/04/2008	to	12/04/2008
Promote Career Day at the High School	Counselor	10/16/2008	to	11/21/2008
Goal 2 - Strategy 2 Promote School				
Leader(s): Principal	Brief Description: Promote/Advertise school activities through memos, announcements , newsletters and Marquee postings.	Evaluation Benchmark: Every Six weeks		
Leader Progress Report Dates: September 2009 December 2009 February 2010 April 2010				
Resources Required:	FTE's Required:	Source of Funds:	Amount	

Goal 2 - Strategy 2		Promote School		
None	Number of FTE's: None	None		\$0.00
	None			\$0.00
	Cost: None			
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
The school will be promoted through newspaper article and newsletters generated by the school.	Principal	09/16/2009	to	05/31/2010
Goal 2 - Strategy 3		Parent access to grades and activities		
Leader(s): staff	Brief Description: Parent access to grades and announcements via the internet using RSCCC	Evaluation Benchmark: September 2009 November 2009 January 20010 March 2010 May 2010		
Leader Progress Report Dates: May 2010				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Volunteer Support	Number of FTE's: None	Special Grant		\$2,500.00
Time	None	Technology Budget		\$2,500.00
Teachers	Cost: None			\$5,000.00
Staff				
Parent Support				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				

Goal 2 - Strategy 3		Parent access to grades and activities		
Activity	Person(s) Responsible	Start Date	to	End Date
Parent access to grades and announcements via the internet using RSCCC	Principal	09/16/2009	to	06/09/2010

Goal 3: Initiatives will be put in place to increase attendance.

Correlates with:

District Goals			
2) Tom Bean ISD will Communicate with shareholders	5) Drop Out Prevention		
State Objectives			
3) Dropout Prevention	8) School Environment		
NCLB/ESEA Goals and Indicators			
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
7) Home-School Relations			

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2008-09	TBD %	≥ 96.5 %	2014-15	≥ 96 %	2010

Strategies

Goal 3 - Strategy 1 Attendance			
<i>Supports Attendance - Grade: All Grades</i>			
Leader(s): Principal	Brief Description: Attendance reports monitored daily and periodically.	Evaluation Benchmark: September 2010 October 2009 November 2009 December 2009 January 2010 February 2010 March 2010 April 2010 My 2010	
Leader Progress Report Dates: May 2010			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: 0.50	General Budget	\$3,000.00
Staff	Not Specified		\$3,000.00
Parent Support	Cost: \$7,500.00		

Goal 3 - Strategy 1 Attendance				
Campus Admin. Staff				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Provide incentives for high attendance	Attendance Clerk	08/24/2009	to	06/03/2010
Make parent contact when students are absent for more than one day.	Fron Office	08/25/2008	to	06/04/2009
Hold Saturday school and after school make-up if students have gone past permitted attendance misses.	Principal	08/25/2008	to	06/04/2009

Goal 4: TBHS will employ methods to help decrease the drop out rate of students

Correlates with:

District Goals			
3) Highly qualified employees	5) Drop Out Prevention		
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School	
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
7) Home-School Relations			

Indicator: Completion: Graduated

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91.8%	2009	≥ 95 %	2014-15	≥ 92.4 %	2010
Economically Disadvantaged	72.2%	2009	≥ 90 %	2014-15	≥ 80 %	2010
White	91.5%	2009	≥ 95 %	2014-15	≥ 92.2 %	2010
Special Ed.	77.8%	2009	≥ 95 %	2014-15	≥ 81.2 %	2010
Male	97.2%	2009	≥ 98 %	2014-15	≥ 97.4 %	2010
Female	86.5%	2009	≥ 95 %	2014-15	≥ 88.2 %	2010

Indicator: Completion: Received GED

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	2.7%	2009	≤ 2 %	2014-15	≤ 2.6 %	2010
Economically Disadvantaged	18.2%	2009	≤ 2 %	2014-15	≤ 15 %	2010
White	2.8%	2009	≤ 2 %	2014-15	≤ 2.6 %	2010
Special Ed.	18.2%	2009	≤ 2 %	2014-15	≤ 15 %	2010
Male	0%	2009	≤ 0 %	2014-15	≤ 0 %	2010
Female	5.4%	2009	≤ 2 %	2014-15	≤ 4.7 %	2010

Indicator: Completion: Continued HS

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	2.7%	2009	≤ 2%	2014-15	≤ 2.6%	2010
Economically Disadvantaged	0%	2009	≤ 0%	2014-15	≤ 0%	2010
White	2.8%	2009	≤ 2%	2014-15	≤ 2.6%	2010
Special Ed.	11.1%	2009	≤ 2%	2014-15	≤ 9.3%	2010
Male	2.8%	2009	≤ 2%	2014-15	≤ 2.6%	2010
Female	2.7%	2009	≤ 2%	2014-15	≤ 2.6%	2010

Indicator: Completion: Dropped Out (4-yr)

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	4.8%	2009	≤ 2%	2014-15	≤ 4.2%	2010
Economically Disadvantaged	10%	2009	≤ 2%	2014-15	≤ 8.4%	2010
Hispanic	40%	2009	≤ 2%	2014-15	≤ 32.4%	2010
White	2.6%	2009	≤ 2%	2014-15	≤ 2.5%	2010
Special Ed.	7.1%	2009	≤ 2%	2014-15	≤ 6.1%	2010
Male	0%	2009	≤ 0%	2014-15	≤ 0%	2010
Female	5.4%	2009	≤ 2%	2014-15	≤ 4.7%	2010

Strategies

Goal 4 - Strategy 1		The drop out rate will become less than 5%		
<i>Supports Completion: Graduated - Grade: All Grades, Completion: Received GED - Grade: All Grades, Completion: Continued HS - Grade: All Grades, Completion: Dropped Out (4-yr) - Grade: All Grades</i>				
Leader(s): Principal	Brief Description: The drop out rate will become less than one percent per year.	Evaluation Benchmark: May 2010		
Leader Progress Report Dates: May 2010				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: 1.20	Technology Budget	\$6,000.00	
Teaching Aids	None	General Budget	\$3,500.00	
Teachers	Cost: \$50,000.00		\$9,500.00	
Supplies				
Staff				
Parent Support				
District Admin. Staff				
Computers				
Central Office				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Student involvement in extra-curricula activities will increase	Athletic director Ag Teachers and FCCLA Teacher	08/24/2009	to	04/30/2010
The number of class offerings will continue to increase	Couonselor/Principal	12/04/2008	to	12/04/2008

Goal 4 - Strategy 1 The drop out rate will become less than 5%				
Activity	Person(s) Responsible	Start Date	to	End Date
The school will continue to offer programs to keep students from dropping out of school.	Staff	08/25/2008	to	06/04/2009

Goal 5: Motivational initiatives will be in place which will insure that a greater percentage of TBHS students pursue higher educational/career goals

Correlates with:

District Goals			
1) Tom Bean ISD will promote academic excellence	2) Tom Bean ISD will Communicate with shareholders	3) Highly qualified employees	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	6) Frequent Monitoring of Student Progress	7) Home-School Relations

Indicator: Mean SAT Scores

Grade: All	Current Performance	Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Class of	Rate	Rate	Class of	Rate	Class of
2009	TBD	≥1100	2015	≥1065	2011

Indicator: Mean ACT Scores

Grade: All	Current Performance	Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Class of	Rate	Rate	Class of	Rate	Class of
2009	TBD	≥ 24	2015	≥ 22.7	2011

Indicator: Graduating Seniors Scoring At or Above Criterion

Grade: All	Current Performance	Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Class of	Rate	Rate	Class of	Rate	Class of
2009	TBD %	≥ 30 %	2015	≥ 28 %	2011

Indicator: Graduating Seniors Taking SAT/ACT

Grade: All	Current Performance	Desired Performance		Desired Performance	
		LONG TERM OBJECTIVES		ANNUAL OBJECTIVES	
Class of	Rate	Rate	Class of	Rate	Class of
2009	TBD %	≥ 70 %	2015	≥ 60 %	2011

Indicator: RHSP/DAP

Grade: All	Current Performance	Desired Performance		Desired Performance	
		LONG TERM OBJECTIVES		ANNUAL OBJECTIVES	
Year	Rate	Rate	Year	Rate	Year
2008-09	TBD %	≥ 75 %	2014-15	≥ 70 %	2010

Indicator: % Advanced Course/Dual Enrollment Completion

Grade: All	Current Performance	Desired Performance		Desired Performance	
		LONG TERM OBJECTIVES		ANNUAL OBJECTIVES	
Year	Rate	Rate	Year	Rate	Year
2008-09	TBD %	≥ 25 %	2014-15	≥ 20 %	2010

Strategies

Goal 5 - Strategy 1 Higher Education
<i>Supports % Advanced Course/Dual Enrollment Completion - Grade: All Grades, RHSP/DAP - Grade: All Grades, Graduating Seniors Taking SAT/ACT - Grade: All Grades, Graduating Seniors Scoring At or Above Criterion - Grade: All Grades, Mean SAT Scores - Grade: All Grades,</i>

Goal 5 - Strategy 1 Higher Education				
<i>Mean ACT Scores - Grade: All Grades</i>				
Leader(s): Principal/Counselor	Brief Description: Motivational initiatives will be in place which will insure that a greater number of TBHS students pursue higher education career goals	Evaluation Benchmark: May 2010		
Leader Progress Report Dates: December 2009 May 210				
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Technology Budget Special Grant General Budget	Amount \$2,000.00 \$1,500.00 \$2,000.00 <hr/> \$5,500.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Colleges visits will be allowed for students to attend college days at schools. TBHS will provide outings for students to visit college days at local schools/colleges.	Counselor	08/24/2009	to	05/17/2010
Career days and college days will be presented at school	Counselor	08/25/2008	to	06/04/2009
Students will receive information allowing them to make decisions to enroll in dual credit classes	Counselor	08/25/2008	to	06/04/2009
Goal 5 - Strategy 2 Scholarship/grant information for students				
Leader(s):	Brief Description:	Evaluation Benchmark:		

Goal 5 - Strategy 2		Scholarship/grant information for students		
Counselor	Students will have access to scholarship and grant information for colleges.	May 2010		
Leader Progress Report Dates:				
December 2009				
May 2010				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
None	Number of FTE's: None	None	\$0.00	
	None		\$0.00	
	Cost: None			
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Students will be provided with scholarship and grant information through meetings with the counselor and outside school representatives that are brought into speak to the students	Counselor	08/17/2009	to	06/11/2010
Students will be counseled on what courses to take to give them the opportunity to obtain the college career they desired.	Counselor	08/25/2008	to	06/04/2009
Students will be given the opportunity to participate in Club, organizational activities and Leadership activities through the school.	Staff	12/04/2008	to	12/04/2008

Goal 6: Curriculum and staffing needs will be monitored and increase as necessary

Correlates with:

District Goals			
1) Tom Bean ISD will promote academic excellence	2) Tom Bean ISD will Communicate with shareholders	3) Highly qualified employees	4) Safe and disciplined working environment
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		

Indicator: TAKS English/Lang. Arts

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	97 %	2009	≥ 100 %	2014-15	≥ 99 %	2010
Economically Disadvantaged	98 %	2009	≥ 100 %	2014-15	≥ 99 %	2010
Hispanic	> 99 %	2009	≥ 100 %	2014-15	≥ 100 %	2010
White	97 %	2009	≥ 100 %	2014-15	≥ 100 %	2010
Male	91 %	2009	≥ 100 %	2014-15	≥ 92.8 %	2010
Female	96 %	2009	≥ 100 %	2014-15	≥ 96.8 %	2010

Indicator: TAKS Math

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2009	≥ 100 %	2014-15	≥ 99 %	2010
Economically Disadvantaged	91 %	2009	≥ 100 %	2014-15	≥ 95 %	2010
Hispanic	99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
White	91 %	2009	≥ 100 %	2014-15	≥ 99 %	2010
Male	88 %	2009	≥ 100 %	2014-15	≥ 100 %	2010
Female	82 %	2009	≥ 100 %	2014-15	≥ 100 %	2010

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86 %	2009	≥ 100 %	2014-15	≥ 88.8 %	2010
Economically Disadvantaged	86 %	2009	≥ 100 %	2014-15	≥ 95 %	2010
Hispanic	67 %	2009	≥ 100 %	2014-15	≥ 75 %	2010
White	87 %	2009	≥ 100 %	2014-15	≥ 95 %	2010
Male	82 %	2009	≥ 100 %	2014-15	≥ 100 %	2010
Female	68 %	2009	≥ 100 %	2014-15	≥ 100 %	2010

Indicator: TAKS Social Studies

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	> 99 %	2009	≥ 100 %	2014-15	≥ 100 %	2010
Economically Disadvantaged	> 99 %	2009	≥ 100 %	2014-15	≥ 100 %	2010
Hispanic	99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
White	> 99 %	2009	≥ 100 %	2014-15	≥ 100 %	2010
Special Ed.	TBD %	2009	≥ 100 %	2014-15	≥ 99 %	2010
Male	90 %	2009	≥ 100 %	2014-15	≥ 100 %	2010
Female	95 %	2009	≥ 100 %	2014-15	≥ 100 %	2010

Strategies

Goal 6 - Strategy 1		Curriculum and staffing needs			
Leader(s): Principal		Brief Description: All staff members will be considered Highly Qualified in accordance with No Child Left Behind		Evaluation Benchmark: May 2010	
Leader Progress Report Dates: October 2010					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
Outside Consultant	Number of FTE's: 0.30	Technology Budget	\$2,000.00		
District Coordinator	None	Special Grant	\$7,000.00		
District Admin. Staff	Cost: \$15,000.00	GT Budget	\$200.00		
		General Budget	\$1,500.00		
			\$10,700.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Tom Bean High School will make every effort to maintain a Highly Qualified staff.	Principal	03/16/2009	to	06/04/2010	
Professional Development will be provided to facilitate AP courses at the high school.	Principal	08/18/2008	to	06/04/2009	
Students will be encouraged to take AP , SATand ACT test by providing reimbursement for testing.	Counselor/Principal	08/25/2008	to	06/04/2009	

Goal 7: Staff and administrators will develop ways to keep TBHS a safe environment

Correlates with:

District Goals			
4) Safe and disciplined working environment			
State Objectives			
2) Student Potential	3) Dropout Prevention	5) Prepare Students	6) School Personnel
8) School Environment			
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	

Indicator: Parent Survey

Group: None Parent Survey
9-12

Strategies

Goal 7 - Strategy 1 Violence Prevention			
Leader(s): Staff	Brief Description: Steps will be taken to ensure a safe and drug free environment for all students and staff.	Evaluation Benchmark: May 2010	
Leader Progress Report Dates: Monthly			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	District Budget	\$6,000.00
Staff	None		\$6,000.00
Parent Support	Cost: None		
District Staff			
Central Office			
Campus Admin. Staff			

Goal 7 - Strategy 1		Violence Prevention			
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
TBISD will provide a drug testing program available to all students to help decrease students use of illegal drugs.	Principal	08/31/2009	to	06/04/2010	
Drug dogs will be used to police the classrooms, lockers and parking lots	Principal	08/25/2008	to	06/04/2009	
Goal 7 - Strategy 2		Provide Crisis Intervention Training			
Leader(s): Principal	Brief Description: Provide Crisis Prevention and Intervention Training to teachers and staff.	Evaluation Benchmark: May 2010			
Leader Progress Report Dates: December 2009 May 2010					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None		Amount \$0.00 \$0.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Teachers will be provided with CPI training when needed	Principal	08/25/2008	to	06/04/2009	
Goal 7 - Strategy 3		CPR and AED Training			

Goal 7 - Strategy 3 CPR and AED Training				
Leader(s): Nurse	Brief Description: Staff will be trained in the use of AED and CPR	Evaluation Benchmark: May 2010		
Leader Progress Report Dates: December 2009 May 2010				
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Staff will be trained in AED and CPR instruction	Nurse	09/01/2008	to	04/29/2009
Goal 7 - Strategy 4 Fire and Safety Drills				
Leader(s): Princip[al]	Brief Description: Fire and safety drill will be conducted to ensure the safety of the school and the school environment	Evaluation Benchmark: May 2010		
Leader Progress Report Dates: Monthly				
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00	

Goal 7 - Strategy 4 Fire and Safety Drills					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Fire Drills will be conducted monthly	Principal	08/25/2008	to	06/04/2009	
Safety evacuations will be conducted throughout the year.	Principal	08/25/2008	to	06/04/2009	

Goal 8: To involve Parents and Community in overall campus Improvement and school climate

Correlates with:

District Goals			
1) Tom Bean ISD will promote academic excellence	2) Tom Bean ISD will Communicate with shareholders	3) Highly qualified employees	4) Safe and disciplined working environment
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
7) Home-School Relations			
E-Rate Goals			
2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation	

Indicator: Parent Survey

Group: None Parent Survey
9-12

Strategies

Goal 8 - Strategy 1 Parent and Community involvement in the school			
Leader(s): Principal	Brief Description: To involve Parents and community members in overall campus improvement and school climate.	Evaluation Benchmark: May 2010	
Leader Progress Report Dates: Monthly			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Volunteer Support	Number of FTE's: None	None	\$0.00
Time	None		\$0.00
Teachers	Cost: None		
Staff			
Parent Support			
Library			

Goal 8 - Strategy 1		Parent and Community involvement in the school																						
Guest Speaker District Staff District Coordinator District Admin. Staff Community Leader Central Office																								
Timeline																								
Activity	Person(s) Responsible	Start Date	to	End Date																				
The school will provide orientation for incoming freshman	Counselor	02/18/2010	to	06/04/2010																				
The School will provide newsletters and memos for the community to help facilitate goodwill.	Principal/staff	08/25/2008	to	06/04/2009																				
Goal 8 - Strategy 2		Discipline																						
<table border="0"> <tr> <td>Leader(s): Principal</td> <td>Brief Description: Enhance appropriate discipline on campus</td> <td colspan="3">Evaluation Benchmark: May 2010</td> </tr> <tr> <td>Leader Progress Report Dates: Monthly</td> <td colspan="4"></td> </tr> </table>					Leader(s): Principal	Brief Description: Enhance appropriate discipline on campus	Evaluation Benchmark: May 2010			Leader Progress Report Dates: Monthly														
Leader(s): Principal	Brief Description: Enhance appropriate discipline on campus	Evaluation Benchmark: May 2010																						
Leader Progress Report Dates: Monthly																								
<table border="0"> <tr> <td>Resources Required:</td> <td>FTE's Required:</td> <td>Source of Funds:</td> <td colspan="2">Amount</td> </tr> <tr> <td>None</td> <td>Number of FTE's: None</td> <td>None</td> <td colspan="2" style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td>None</td> <td></td> <td colspan="2" style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td>Cost: None</td> <td></td> <td colspan="2"></td> </tr> </table>					Resources Required:	FTE's Required:	Source of Funds:	Amount		None	Number of FTE's: None	None	\$0.00			None		\$0.00			Cost: None			
Resources Required:	FTE's Required:	Source of Funds:	Amount																					
None	Number of FTE's: None	None	\$0.00																					
	None		\$0.00																					
	Cost: None																							
Timeline																								

Goal 8 - Strategy 2		Discipline		
Activity	Person(s) Responsible	Start Date	to	End Date
Appropriate discipline management procedures will be utilized using the student handbook and the student code of conduct.	Staff	08/24/2009	to	06/03/2010

Goal 9: TBHS will strive to integrate technology into the curriculum and instruction.

Correlates with:

District Goals				
1) Tom Bean ISD will promote academic excellence	3) Highly qualified employees			
State Goals				
1) Performance - English	2) Performance - Mathematics	3) Performance - Science		
State Objectives				
4) Curriculum	9) Instructional Techniques	10) Technology		
Effective School Correlates				
2) Climate of High Expectations for Success				
E-Rate Goals				
2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation	5) Evaluation Process for Monitoring Progress	

Strategies

Goal 9 - Strategy 1		Integration of Technology		
Leader(s): Principal Leader Progress Report Dates: Dec Jan Feb March April		Brief Description: To improve the capacity of all Administrative staff, teachers, and aides to integrate technology effectively into curriculum and instruction.		Evaluation Benchmark: May 2010
Resources Required: Teachers Supplies Staff Library District Coordinator District Admin. Staff Computers Central Office Campus Admin. Staff		FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Special Grant General Budget	Amount \$6,000.00 \$15,000.00 <hr/> \$21,000.00
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date

Goal 9 - Strategy 1 Integration of Technology				
Activity	Person(s) Responsible	Start Date	to	End Date
Teacher will meet the technology applications standards using the STAR chart set at a continual improvement from year to year.	Principal/Technology Director	08/25/2008	to	06/04/2009
Develop and implement technology training areas of instructional need as indicated in the district STAR chart assessment, emphasizing the correlation of curriculum areas with TEKS.	Principal	12/04/2008	to	12/04/2008
Goal 9 - Strategy 2 Technology Training				
Leader(s): Principal	Brief Description: Tom Bean High School will offer high quality, sustained and intensive training for classroom integration of instructional Technology.	Evaluation Benchmark: May 2010		
Leader Progress Report Dates: January 2010 May 2010				
Resources Required:	FTE's Required:	Source of Funds:		Amount
Supplies	Number of FTE's: None	None		\$0.00
Outside Consultant	None			\$0.00
District Staff	Cost: None			
Computers				
Central Office				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Train 100% of the instructional staff in the internet use fir the classroom including lesson development, research and	Principal	12/04/2008	to	12/04/2008

Goal 9 - Strategy 2		Technology Training			
Activity	Person(s) Responsible	Start Date	to	End Date	
differentiated instruction					
Train instructional staff in the use of SmartBoards.	Principal	11/04/2008	to	03/27/2009	
Goal 9 - Strategy 3		Technology Purchases			
Leader(s): Principal		Brief Description: Tom Bean High school will stay on the cutting edge of technology in the classroom and media center.		Evaluation Benchmark: May 2010	
Leader Progress Report Dates: May 2010					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Teachers	Number of FTE's: 0.10	Technology Budget		\$15,000.00	
Supplies	None	Special Grant		\$5,000.00	
Staff	Cost: \$3,000.00			<hr/>	
Parent Support				\$20,000.00	
Library					
District Staff					
Computers					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Technology purchases will reflect the needs of the campus	Technology Director/Principal	08/25/2008	to	06/04/2009	

2009-10 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Roger Ellis			
Classroom Teacher	Cathy Harris	Science 9-12		
Classroom Teacher	Sharon Stephens	FCS 9-12		
Classroom Teacher	Jan Jackson	English 9th		
Classroom Teacher	Shauna Finney	Spanish 9-12		
Community Representative	Mike Johnson			
Paraprofessional	Debra Jones			
Paraprofessional	Lindsey Cripe			

Campus Improvement Plan Plan Implementation and Development Log	
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Date	Purpose
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Needs Assessment

Summative Evaluation for 2008-09

This section should be completed after you have finished your plan for the current year. This should be the last step before creating your plan for next year.

Objective Accomplishments

TAKS English/Lang. Arts - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	100%
Actual Performance for 2008-09	97%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	97%
Projected Annual Objective for 2008-09	100%
Actual Performance for 2008-09	98%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99.2%
Actual Performance for 2008-09	> 99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	94.4%
Actual Performance for 2008-09	97%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	92.8%
Actual Performance for 2008-09	91%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	96%
Projected Annual Objective for 2008-09	96.8%
Actual Performance for 2008-09	96%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	100%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	77%
Projected Annual Objective for 2008-09	81.6%
Actual Performance for 2008-09	91%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	84%
Actual Performance for 2008-09	99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	85%
Projected Annual Objective for 2008-09	88%
Actual Performance for 2008-09	91%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 88%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 88%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 82%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 82%
 No Progress Rating Selected

Explanation of Performance

TAKS Science - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08 75%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 86%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 60%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 86%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 76%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 87%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 23%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 82%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 82%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 68%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 68%
No Progress Rating Selected

Explanation of Performance

TAKS Social Studies - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08 93%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 88%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 93%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 46%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 TBD
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	100%
Actual Performance for 2008-09	90%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	95%
Projected Annual Objective for 2008-09	100%
Actual Performance for 2008-09	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Progress of Prior Yr. TAKS Failers, Reading/ELA - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	83%
Actual Performance for 2008-09	80%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Progress of Prior Yr. TAKS Failers, Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	49%
Projected Annual Objective for 2008-09	54.2%
Actual Performance for 2008-09	49%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	54%
Projected Annual Objective for 2008-09	58.2%
Actual Performance for 2008-09	54%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	48%
Projected Annual Objective for 2008-09	53.4%
Actual Performance for 2008-09	48%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	55%
Projected Annual Objective for 2008-09	59%
Actual Performance for 2008-09	55%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	40%
Projected Annual Objective for 2008-09	47%
Actual Performance for 2008-09	40%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Attendance - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	96%
Actual Performance for 2008-09	TBD
<i>No Progress Rating Selected</i>	

Explanation of Performance

Completion: Graduated - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	91.8%
Projected Annual Objective for 2008-09	92.4%
Actual Performance for 2008-09	91.8%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 72.2%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 72.2%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 91.5%
 Projected Annual Objective for 2008-09 92.2%
 Actual Performance for 2008-09 91.5%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 77.8%
 Projected Annual Objective for 2008-09 81.2%
 Actual Performance for 2008-09 77.8%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 97.2%
 Projected Annual Objective for 2008-09 97.4%
 Actual Performance for 2008-09 97.2%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 86.5%
 Projected Annual Objective for 2008-09 88.2%
 Actual Performance for 2008-09 86.5%
No Progress Rating Selected

Explanation of Performance

Completion: Received GED - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08 2.7%
 Projected Annual Objective for 2008-09 2.6%
 Actual Performance for 2008-09 2.7%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 18.2%
 Projected Annual Objective for 2008-09 15%
 Actual Performance for 2008-09 18.2%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 2.8%
 Projected Annual Objective for 2008-09 2.6%
 Actual Performance for 2008-09 2.8%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 18.2%
 Projected Annual Objective for 2008-09 15%
 Actual Performance for 2008-09 18.2%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 0%
 Projected Annual Objective for 2008-09 0%
 Actual Performance for 2008-09 0%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 5.4%
 Projected Annual Objective for 2008-09 4.7%
 Actual Performance for 2008-09 5.4%
No Progress Rating Selected

Explanation of Performance

Completion: Continued HS - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08 2.7%
 Projected Annual Objective for 2008-09 2.6%
 Actual Performance for 2008-09 2.7%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 0%
 Projected Annual Objective for 2008-09 0%
 Actual Performance for 2008-09 0%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 2.8%
 Projected Annual Objective for 2008-09 2.6%
 Actual Performance for 2008-09 2.8%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 11.1%
 Projected Annual Objective for 2008-09 9.3%
 Actual Performance for 2008-09 11.1%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 2.8%
 Projected Annual Objective for 2008-09 2.6%
 Actual Performance for 2008-09 2.8%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 2.7%
 Projected Annual Objective for 2008-09 2.6%
 Actual Performance for 2008-09 2.7%
No Progress Rating Selected

Explanation of Performance

Completion: Dropped Out (4-yr) - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08 4.8%
 Projected Annual Objective for 2008-09 4.2%
 Actual Performance for 2008-09 4.8%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 10%
 Projected Annual Objective for 2008-09 8.4%
 Actual Performance for 2008-09 10%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08 40%
 Projected Annual Objective for 2008-09 32.4%
 Actual Performance for 2008-09 40%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 2.6%
 Projected Annual Objective for 2008-09 2.5%
 Actual Performance for 2008-09 2.6%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 7.1%
 Projected Annual Objective for 2008-09 6.1%
 Actual Performance for 2008-09 7.1%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 0%
 Projected Annual Objective for 2008-09 0%
 Actual Performance for 2008-09 0%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 5.4%
 Projected Annual Objective for 2008-09 4.7%
 Actual Performance for 2008-09 5.4%
No Progress Rating Selected

Explanation of Performance

% Advanced Course/Dual Enrollment Completion - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	20%
Actual Performance for 2008-09	TBD
<i>No Progress Rating Selected</i>	

Explanation of Performance

RHSP/DAP - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	70%
Actual Performance for 2008-09	TBD
<i>No Progress Rating Selected</i>	

Explanation of Performance

AP/IB: % Students Tested - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	10.2%
Projected Annual Objective for 2008-09	12.2%
Actual Performance for 2008-09	10.2%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	10.5%
Projected Annual Objective for 2008-09	14.4%
Actual Performance for 2008-09	10.5%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	3.6%
Projected Annual Objective for 2008-09	8.9%
Actual Performance for 2008-09	3.6%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	7.5%
Projected Annual Objective for 2008-09	12%
Actual Performance for 2008-09	7.5%
<i>No Progress Rating Selected</i>	

Explanation of Performance

AP/IB: % Examinees At or Above Criterion - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	41.7%
Projected Annual Objective for 2008-09	45.4%
Actual Performance for 2008-09	41.7%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	41.7%
Projected Annual Objective for 2008-09	45.4%
Actual Performance for 2008-09	41.7%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	40%
Projected Annual Objective for 2008-09	44%
Actual Performance for 2008-09	40%
<i>No Progress Rating Selected</i>	

Explanation of Performance

AP/IB: % Scores At or Above Criterion - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	33.3%
Projected Annual Objective for 2008-09	36.6%
Actual Performance for 2008-09	33.3%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	33.3%
Projected Annual Objective for 2008-09	35.6%
Actual Performance for 2008-09	33.3%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	35%
Actual Performance for 2008-09	TBD
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	30.8%
Projected Annual Objective for 2008-09	33.6%
Actual Performance for 2008-09	30.8%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Graduating Seniors Taking SAT/ACT - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	60%
Actual Performance for 2008-09	TBD
<i>No Progress Rating Selected</i>	

Explanation of Performance

Graduating Seniors Scoring At or Above Criterion - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	28%
Actual Performance for 2008-09	TBD
<i>No Progress Rating Selected</i>	

Explanation of Performance

Mean SAT Scores - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	1065%
Actual Performance for 2008-09	TBD
<i>No Progress Rating Selected</i>	

Mean ACT Scores - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	22.7%
Actual Performance for 2008-09	TBD
<i>No Progress Rating Selected</i>	

Parent Survey - Grade: 9-12

Analysis Group: 9-12

Explanation of Performance

Actual Performance for 2007-08	JA NA
Projected Annual Objective for 2008-09	NA
Actual Performance for 2008-09	JA NA
<i>No Progress Rating Selected</i>	

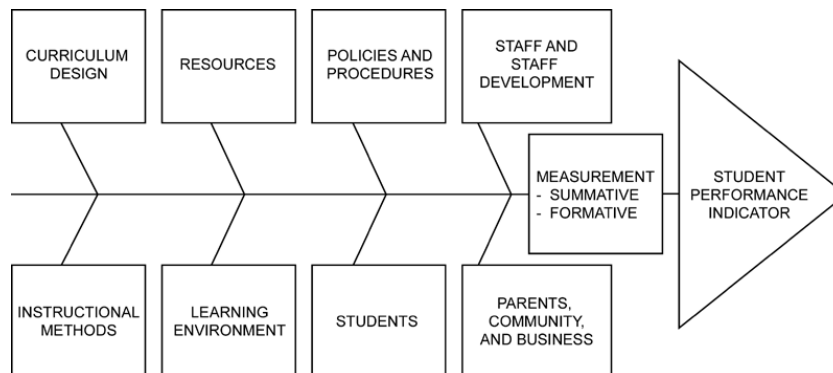
Needs Assessment Focus

Indicators Not Rated

		Priority Rating	Satisfaction Rating
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
5	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
6	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
7	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
8	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
9	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
12	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
13	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
14	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
15	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
16	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
17	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
18	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
19	Percent of students passing ENGLISH II EOC Examination	NR	NR

20	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
21	Percent of students passing BIOLOGY EOC Examination	NR	NR
22	Percent of students passing ALGEBRA I EOC Examination	NR	NR
23	Percent of students MASTERING TAAS/TAKS READING	NR	NR
24	Percent of students MASTERING TAAS/TAKS MATH	NR	NR
25	Percent of students MASTERING TAAS/TAKS WRITING	NR	NR
26	Annual Student RETENTION RATES	NR	NR
27	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
28	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
29	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
30	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
31	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
32	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
33	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
34	DISCIPLINE REFERRAL RATES	NR	NR
35	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
36	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
37	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
38	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
39	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	NR	NR

Process Chart



Summative Evaluation for year 2009-10

This section should be completed after you have finished your plan for the current year. This should be the last step before creating your plan for next year.

Objective Accomplishments

TAKS English/Lang. Arts - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09	97%
Projected Annual Objective for 2009-10	99%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	98%
Projected Annual Objective for 2009-10	99%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	> 99%
Projected Annual Objective for 2009-10	100%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09	97%
Projected Annual Objective for 2009-10	100%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09	91%
Projected Annual Objective for 2009-10	92.8%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 96%
 Projected Annual Objective for 2009-10 96.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 92%
 Projected Annual Objective for 2009-10 99%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 91%
 Projected Annual Objective for 2009-10 95%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 91%
 Projected Annual Objective for 2009-10 99%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 88%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 82%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Science - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 86%
 Projected Annual Objective for 2009-10 88.8%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 86%
 Projected Annual Objective for 2009-10 95%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 67%
 Projected Annual Objective for 2009-10 75%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 87%
 Projected Annual Objective for 2009-10 95%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 82%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 68%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Social Studies - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 TBD
 Projected Annual Objective for 2009-10 99%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 90%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 95%
 Projected Annual Objective for 2009-10 100%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Attendance - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 TBD
 Projected Annual Objective for 2009-10 96%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Completion: Graduated - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 91.8%
 Projected Annual Objective for 2009-10 92.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 72.2%
 Projected Annual Objective for 2009-10 80%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 91.5%
 Projected Annual Objective for 2009-10 92.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 77.8%
 Projected Annual Objective for 2009-10 81.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 97.2%
 Projected Annual Objective for 2009-10 97.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 86.5%
 Projected Annual Objective for 2009-10 88.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Completion: Received GED - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 2.7%
 Projected Annual Objective for 2009-10 2.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 18.2%
 Projected Annual Objective for 2009-10 15%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 2.8%
 Projected Annual Objective for 2009-10 2.6%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 18.2%
 Projected Annual Objective for 2009-10 15%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 0%
 Projected Annual Objective for 2009-10 0%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 5.4%
 Projected Annual Objective for 2009-10 4.7%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Completion: Continued HS - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 2.7%
 Projected Annual Objective for 2009-10 2.6%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 0%
 Projected Annual Objective for 2009-10 0%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 2.8%
 Projected Annual Objective for 2009-10 2.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 11.1%
 Projected Annual Objective for 2009-10 9.3%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 2.8%
 Projected Annual Objective for 2009-10 2.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 2.7%
 Projected Annual Objective for 2009-10 2.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Completion: Dropped Out (4-yr) - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 4.8%
 Projected Annual Objective for 2009-10 4.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 10%
 Projected Annual Objective for 2009-10 8.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 40%
 Projected Annual Objective for 2009-10 32.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 2.6%
 Projected Annual Objective for 2009-10 2.5%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 7.1%
 Projected Annual Objective for 2009-10 6.1%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 0%
 Projected Annual Objective for 2009-10 0%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 5.4%
 Projected Annual Objective for 2009-10 4.7%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

% Advanced Course/Dual Enrollment Completion - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2008-09 TBD
 Projected Annual Objective for 2009-10 20%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

RHSP/DAP - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2008-09	TBD
Projected Annual Objective for 2009-10	70%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Graduating Seniors Taking SAT/ACT - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2008-09	TBD
Projected Annual Objective for 2009-10	60%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Graduating Seniors Scoring At or Above Criterion - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2008-09	TBD
Projected Annual Objective for 2009-10	28%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Mean SAT Scores - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2008-09	TBD
Projected Annual Objective for 2009-10	1065%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Mean ACT Scores - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2008-09	TBD
Projected Annual Objective for 2009-10	22.7%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Parent Survey - Grade: 9-12

Analysis Group: 9-12

Explanation of Performance

Actual Performance for 2008-09	JA NA
Projected Annual Objective for 2009-10	NA
Actual Performance for 2009-10	JA NA
<i>No Progress Rating Selected</i>	

District Goals

Goal 1: Tom Bean ISD will promote academic excellence

Tom Bean ISD will promote academic excellence through a balanced and rigorous curriculum and instruction for all students

Goal 2: Tom Bean ISD will Communicate with shareholders

Tom Bean ISD will Communicate with all shareholders on a regular basis to provide parental involvement and community support.

Goal 3: Highly qualified employees

Tom Bean ISD will commit resources to attract and retain highly qualified employees for all positions in the district.

Goal 4: Safe and disciplined working environment

Tom Bean ISD will support a safe and disciplined working environment for all Tom Bean ISD employees and students

Goal 5: Drop Out Prevention

Tom Bean ISD will develop and continue drop out prevention efforts so that all students will earn their high school diploma

State Goals

Goal 1: Performance - English

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: Performance - Mathematics

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: Performance - Science

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: Performance - Social Studies

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

State Objectives

Objective 1: Partnering Parents with Educators

Parents will be full partners with educators in the education of their children.

Objective 2: Student Potential

Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Dropout Prevention

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4: Curriculum

A well balanced and appropriate curriculum will be provided to all students.

Objective 5: Prepare Students

Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: School Personnel

Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Student Performance

The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Instructional Techniques

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Goal 2: LEP will become Proficient in English

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Goal 3: Highly Qualified Staff

By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

Goal 4: Safe, Drug Free Learning Environments

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

Effective School Correlates

Correlate 1: Safe and Orderly Environment

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

Correlate 2: Climate of High Expectations for Success

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."

Correlate 3: Instructional Leadership

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about. The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

Correlate 4: Clear and Focused Mission

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?" When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced. It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

Correlate 5: Opportunity to Learn and Student Time on Task

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

Correlate 6: Frequent Monitoring of Student Progress

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

Correlate 7: Home-School Relations

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

Goal 2: Ensure Planning is Incorporated

Ensure that planning for students served under this part is incorporated into existing school planning.

Goal 3: Use Effective Methods

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -

- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

Goal 4: Support Regular Education Program

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

Goal 7: Strategies for Parental Involvement

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Goal 8: Coordinate and Integrate Services and Programs

Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

E-Rate Goals

Goal 2: Development Strategy for Training

The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

Goal 3: Assessment of Services for Improvement

The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

Goal 4: Sufficient Budget for Implementation

The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.

Goal 5: Evaluation Process for Monitoring Progress

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.