

Schleicher County ISD District Improvement Plan

2009-2010

March 8, 2010

Date of School Board Approval

This plan will be available to the district, parents, and the public in the superintendent's office, each principal's office as well as online at <http://www.scisd.net/education/school/school/php?sectionid=3>

Mission Statement

The purpose of education in the District is to provide equally for each student the opportunity to develop mentally, morally, socially, and physically. This philosophy is manifest in the following educational goals. The District shall strive to:

1. Stimulate students to become creative and responsible individuals who can fulfill the present and future needs of our society.
2. Use the curriculum to motivate student participation in the definition and development of their goals.
3. Motivate students to develop positive attitudes toward our democratic heritage and to be tolerant of the views and ideas of others.
4. Fulfill the community's responsibility by providing opportunities for all students to acquire those skills, values, knowledge, and attitudes necessary for the attainment of their goals and to function effectively in the free enterprise system.
5. Provide extracurricular activities that will aid students in reaching their potential and provide experiences valuable for future use.

Planning and Decision Making Committee

Geralyn Beach	Teacher	Geralyn Beach
Lyndi Harris	Teacher	Lyndi Harris
Katrina Gonzales	Teacher	Katrina Gonzales
Debby Griffin	Teacher	Debby Griffin
Tammy Dombroski	Teacher	Tammy Dombroski
Karen Trent	Teacher	Karen Trent
Danny Wilhelm	Teacher	Danny Wilhelm
Kathy Newman	Counselor	Kathy Newman
Paige Ragsdale	Counselor	Paige Ragsdale
Joe McGee	Parent	Joe McGee
Lucy Muniz	Parent	Lucy Muniz
Amye Cobb	Parent	Amye Cobb
Nora Perez	Parent	Nora Perez
Holly Griffin	Parent	Holly Griffin
Jani Mitchell	Parent	Jani V. Mitchell
Delia Herrera	Community	Delia Herrera
Trish Rowe	Community	Trish Rowe
Sylas Politte	Community	Sylas Politte
Kim-et Nelson	Business	Kim-et Nelson
Gloria Kent	Business	Gloria Kent
Mason Vaughn	Business	Mason Vaughn
Chad Wright	Principal	Chad Wright
Kara Sue Garlitz	Principal, Chairperson	Kara Sue Garlitz
Robert Gibson	Principal	Robert Gibson
Billy Collins	Supt./Board Designee	Billy Collins

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Site-Based Committee on February 18, 2010.

<i>Participants in Attendance:</i>		<i>Data Sources:</i>
<i>Geralyn Beach</i>	<i>Lucy Muniz</i>	<i>AEIS (Appendix A)</i>
<i>Lyndi Harris</i>	<i>Holly Griffin</i>	<i>Federal Accountability Data for AYP</i>
<i>Debby Griffin</i>	<i>Trish Rowe</i>	<i>Performance-Based Monitoring Analysis System</i>
<i>Tammy Dombroski</i>	<i>Gloria Kent</i>	<i>District discipline referral data</i>
<i>Karen Trent</i>	<i>Chad Wright</i>	<i>Student attendance data</i>
<i>Joe McGee</i>	<i>Kara Sue Garlitz</i>	<i>Campus parent participation records</i>
	<i>Robert Gibson</i>	<i>Texas School Technology and Readiness Chart</i>
<p>Agenda/Minutes: Call the meeting to order Introductions</p> <p>Review role of SBDM Committee</p> <p>Discuss and Evaluate Parent Involvement Policy/School-Parent Compact (NCLB & Title I, Part A requirement) <i>It will be left to each of the campus SBDM to update their policies and compacts as needed</i></p> <p>Evaluate District Improvement Plan from 2008-2009, study relevant data and conduct Comprehensive Needs Assessment to establish priorities for 2009-2010 <i>In looking through the last year's plan and the data, SCISD made significant progress in certain areas. Concerns were expressed about needing more deliberate vertical alignment planning meetings. Concerns were expressed about college readiness.</i></p> <p>Discuss Goals for DIP <i>Maintain the five goals as presented</i></p> <p>Set deadline for DIP and date for next meeting— <i>The principals will pull together strategies from each of the campus goals that address the district goals and the DIP will be mailed with ballot approval.</i></p> <p>Adjournment</p>		

Federal Accountability Information for Adequate Yearly Progress (AYP)

	Performance: Reading/ELA	Performance: Math	Participation: Reading/ELA	Participation: Math	Graduation Rate	Attendance Rate
Schleicher ISD 2007-2008	92% Met AYP	85% Met AYP	100% Met AYP	100% Met AYP	100% Met AYP	N/A
Schleicher ISD 2008-2009	92% Met AYP	89% Met AYP	100% Met AYP	100% Met AYP	83.7% Met AYP	N/A
Schleicher ISD 2009-2010						
High school 2007-2008	85% Met AYP	50% Met AYP	100% Met AYP	100% Met AYP	100% Met AYP	N/A
High School 2008-2009	91% Met AYP	65% Met AYP	98% Met AYP	100% Met AYP	83.7% Met AYP	N/A
High School 2009-2010						
Middle School 2007-2008	92% Met AYP	96% Met AYP	100% Met AYP	100% Met AYP	N/A	97.1% Met AYP
Middle School 2008-2009	90% Met AYP	94% Met AYP	100% Met AYP	100% Met AYP	N/A	96.8% Met AYP
Middle School 2009-2010						
Elementary 2007-2008	95% Met AYP	83% Met AYP	100% Met AYP	100% Met AYP	N/A	96.4% Met AYP
Elementary 2008-2009	95% Met AYP	94% Met AYP	100% Met AYP	100% Met AYP	N/A	96.3% Met AYP
Elementary 2009-2010						

Disciplinary Action PEIMS Data
 Schleicher County ISD
 Discipline Referrals for ISS/DAEP/Expulsion

Elementary	2007-2008	2008-2009	2009-2010
1-3 Days	23	11	
4-9 Days	1	1	
10 + Days	1	0	
Total Referrals/ # Students	25 Referrals/ 18 Students	12 Referrals/ 9 Students	

Middle School	2007-2008	2008-2009	2009-2010
1-3 Days	21	6	
4-9 Days	8	3	
10 + Days	7	16	
Total Referrals/ # Students	35 Referrals/ 15 Students	25 Referrals/ 22 Students	

High School	2007-2008	2008-2009	2009-2010
1-3 Days	43	20	
4-9 Days	19	9	
10 + Days	12 + 2 Expulsions	2	
Total Referrals/ # Students	76 Referrals/ 46 Students	31 Referrals/ 20 Students	

District wide	2007-2008	2008-2009	2009-2010
1-3 Days	87	37	
4-9 Days	28	13	
10 + Days	20 + 2 Expulsions	18	
Total Referrals/ # Students	136 Referrals/ 79 Students	68 Referrals/ 51 Students	

Average Daily Attendance Report

08/27/2007—05/29/2008

	EE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
A	Number of Days Taught Total Days															178
B	0.0	3815.0	11634.00	7291.00	7895.00	9808.00	7715.00	7396.00	6766.00	8352.00	6947.00	10198.00	7112.00	8157.00	7130.00	110216.0
C	Total Days Absent-All Students															4499.50
D	0.0	3600.5	11039.00	6992.00	7597.00	9433.00	7491.00	7102.00	6561.00	8115.00	6733.00	9814.00	6794.00	7678.00	6767.00	105716.5
E	Total Days Present-All Students (B-C)															105716.5
E	0.0	2133.5	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	2133.5
F	Ineligible Days Present															2133.5
F	0.0	1467.0	11039.00	6992.00	7597.00	9433.00	7491.00	7102.00	6561.00	8115.00	6733.00	9814.00	6794.00	7678.00	6767.00	103583.0
G	Total Eligible Days Present (D-E)															103583.0
G	0.0	8.24	62.02	39.28	42.68	52.99	42.08	39.90	36.86	45.59	37.83	55.13	38.17	43.13	38.02	581.93
H	Refined ADA (F/A)															581.93
H	0.0	94.38	94.89	95.90	96.23	96.18	97.10	96.02	96.97	97.16	96.92	96.23	95.53	94.13	94.91	95.92
	Percent Attendance (%)															95.92

08/25/2008—05/28/2009

	EE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
A	Number of Days Taught Total Days															178
B	0.0	2409.5	9971.0	10595.00	7600.00	6644.00	9567.00	8581.00	6526.00	6492.00	8411.00	7614.00	9100.00	6240.00	7253.50	107004.0
C	Total Days Absent-All Students															3636.50
D	0.0	125.5	399.00	409.00	222.00	145.00	294.00	252.00	172.00	177.00	232.00	299.00	328.00	174.00	408.00	3636.50
E	Total Days Present-All Students (B-C)															103367.5
E	0.0	2284.0	9572.00	10186.0	7378.00	6499.00	9273.00	8329.00	6354.00	6315.00	8179.00	7315.00	8772.00	6066.00	6845.50	103367.5
F	Ineligible Days Present															1492.50
F	0.0	1492.5	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	1492.50
G	Total Eligible Days Present (D-E)															101875.0
G	0.0	791.5	9572.00	10186.00	7378.00	6499.00	9273.00	8329.00	6354.00	6315.00	8179.00	7315.00	8772.00	6066.00	6845.50	101875.0
H	Refined ADA (F/A)															572.33
H	0.0	4.45	53.78	57.22	41.45	36.51	52.10	46.79	35.70	35.48	45.95	41.10	49.28	34.08	38.46	572.33
	Percent Attendance (%)															96.60
H	0.0	94.79	96.00	96.14	97.08	97.82	96.93	97.06	97.36	97.27	97.24	96.07	96.40	97.21	94.38	96.60

**Performance-Based Monitoring Analysis System (PBMAS)
2009-2010 Summary Report**

District: 207901 Schleicher ISD

**Special Education
PBM Elements and Indicator Performance Levels**

Elements	Indicator Performance Level
1 (iii). SpEd TAKS Passing Rate—Science	3
7. SpEd LRE (ages 6-11)	1
8. SpEd LRE (ages 12-21)	2
14. SpEd Hispanic Representation	3
15. SpEd LEP Representation	3SA
17. SpEd Discretionary ISS	2

All other areas for Special Education were labeled as:
0; ND; NE; or RO

Intervention Level: 3

**No Child Left Behind Special Education
PBM Elements and Indicator Performance Levels**

Elements	Indicator Performance Level
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All areas for NCLB were labeled as:
0; ND; NE; AMAO Met; or RO

Intervention Level: N/A

**Bilingual Ed/English as a Second Language
PBM Elements and Indicator Performance Levels**

Elements	Indicator Performance Level
2 (i). ESL TAKS Passing Rate Mathematics	2
2 (ii). ESL TAKS Passing Rate Reading/ELA	2
2(iii). ESL TAKS Passing Rate Science	3SA
7. LEP Participation Rate	1

All other areas ESL were labeled as:
0; ND; NE; or RO

Intervention Level: 1B

**Career and Technology Education
PBM Elements and Indicator Performance Levels**

Elements	Indicator Performance Level
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10. CTE Nontrad course completion Females 2

All areas for Career and Technology were labeled as:
0; NE; or RO

Intervention Level: N/A

SCISD Parent Involvement

Parent/Teacher Conferences

October 5 & October 12, 2009

Eldorado Elementary:

Pre-K	26/28	=	93%
Kinder	43/51	=	84%
1 st grade	49/53	=	92%
2 nd grade	52/55	=	95%
3 rd grade	41/49	=	84%
4 th grade	41/43	=	95%
Overall	252/279	=	90%

Eldorado Middle School:

5 th grade	53/54	=	98%
6 th grade	46/51	=	90%
7 th grade	36/38	=	95%
8 th grade	35/36	=	97%
Overall	170/179	=	95%

Eldorado High School:

9 th grade	34/49	=	69%
10 th grade	30/41	=	73%
11 th grade	30/50	=	60%
12 th grade	28/36	=	78%
Overall	122/176	=	69%

District:

Overall	544/634	=	86%
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Summary of Findings

The following were identified as the areas of concern for Schleicher County ISD

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Closing the achievement gap between white and Hispanic students</i>	<i>AEIS, TAKS Data, TELPAS Data, CIPs, PBMAS</i>
<i>Increase percentage of ALL students passing ALL parts of the State-Mandated Assessments</i>	<i>AEIS, AYP, TAKS Data, TELPAS Data, CIPs, PBMAS,</i>
<i>Vertical alignment of curriculum/ instruction in core subject areas, especially Science, with meaningful and fully administration-supported vertical team planning meetings</i>	<i>AEIS, TAKS Data, Concerns of District SBDM Committees</i>
<i>Closing the achievement gap between Economically Disadvantaged students and Non-Economically Disadvantaged students</i>	<i>AEIS, TAKS Data</i>
<i>Increase the integration of technology into core curriculum instruction and learning</i>	<i>STaR Chart, 8th Grade Tech Apps TEKS Test</i>
<i>Increase parent involvement in the academic process</i>	<i>Campus parent participation records</i>
<i>Improve quality of college readiness/workforce readiness of our students</i>	<i>AEIS, TAKS Data, Concerns of District SBDM Committee</i>

Title I and State Compensatory Education

The comprehensive, intensive, accelerated instruction program at Schleicher County ISD, where every campus is a Title I Schoolwide Campus, consists of the following targets: providing instructional assistance to students at risk of failure; aggressive support structures to address attendance issues; providing counseling services; and maintaining programs to prevent and/or recover dropouts. In the area of instructional assistance, tutorials are held during school for students at risk, and paraprofessionals and teachers are assigned to classrooms to work with the teachers in assisting students. The support structures include teachers and attendance clerks closely monitoring first period attendance and recovering student absences. The District has hired a Title I counselor whose time is shared between the Elementary and Middle School Campuses. SCISD also maintains a District Alternative Education Placement Center for students at-risk of not graduating and for dropout recovery. All of these are done with the dedicated effort of increasing our students' success rate, keeping students in school, and increasing the graduation rates.

<i>Total Title I funds allotted for SCISD is approximately</i>	<i>\$190,783</i>
<i>Total SCE funds allotted for SCISD is approximately</i>	<i><u>\$422,082</u></i>
<i>Total Title I & SCE funds allotted for SCISD is approximately</i>	<i><u>\$612,865</u></i>
<i>Total FTEs funded through Title I & SCE is approximately</i>	<i>18.4157</i>

Students' placement as "At-Risk" to be served with SCE funds is based on state eligibility criteria and is organized by the district's PEIMS coordinator.

Student status as At-Risk is then monitored by the PEIMS coordinator, campus counselor, and campus principal every six weeks.

TITLE I and STATE COMP ED Salaries/FTEs

Last Name	First	Assignment	Campus	Title I/SCE \$	FTEs
Baker-Shirley	Teresa	Teacher	High School	3,418.16	.0635
Candela	Sara	Teacher	High School	8,891.20	.2012
Case	Angela	Teacher	High School	6,562.16	.1305
Cherry	Allen	Teacher	High School	36,722.00	.5693
Dombroski	Tammy	Teacher	High School	4,814.40	.1130
Gray	Tom	Teacher	High School	12,462.21	.2501
Lilly	Jennifer	Teacher	High School	2660.00	0.0672
Martinez	Nicole	Teacher	High School	6547.00	.2012
McCollum	Brian	Teacher	High School	8250.00	0.2321
McWhorter	Paul	Teacher	High School	3973.00	0.1136
Medrano	Martha	Paraprofessional	High School	12013.00	1.0000
Parker	Lindsey	Teacher	High School	8760.00	0.2500
Pineda	Jorge	Teacher	High School	6311.02	0.2012
Ramirez	Adela	Teacher	High School	2853.00	0.0679
Richters	Don	Teacher	High School	32444.00	0.5776
San Miguel	Manuel	Teacher	High School	15173.45	0.2727
Trent	Karen	Teacher	High School	3287.18	0.0569
Vasquez	Teresa	Teacher	High School	3103.59	0.0642
Wilhelm	Danny	Teacher	High School	12080.00	0.2171
Chancellor	Bridget	Teacher	Middle School	12,098.00	0.3015
Creek	Kay	Teacher	Middle School	10,811.71	0.2331
Crumbley	Tomasyne	Paraprofessional	Middle School	13,105.00	1.0000
Espinosa	Lavonne	Teacher	Middle School	11,156.00	0.2987
Gonzales	Katrina	Teacher	Middle School	8,784.00	0.1818
Griffin	Debby	Teacher	Middle School	12,199.00	0.2436
Hariman	Cyndi	Paraprofessional	Middle School	13,479.00	1.0000

Johnson	Suzanne	Teacher	Middle School	7,470.00	0.1818
Johnston	Christopher	Teacher	Middle School	16,703.00	0.4759
King	Thomas	Teacher	Middle School	5,810.00	0.1453
Meador	Christy	Teacher	Middle School	12,179.54	0.2521
Norman	Jhett	Teacher	Middle School	8,351.44	0.2079
Pina	Sandra	Paraprofessional	Middle School	12,731.00	1.0000
Rubio	Jesse	Teacher	Middle School	12,852.00	0.2624
Stevens	Gail	Teacher	Middle School	11,676.00	0.2987
Teaff	Traci	Teacher	Middle School	12,811.00	0.2987
Whitten	Dawn	Teacher	Middle School	13,053.00	0.2953
Williams	Danny	Teacher	Middle School	12,180.00	0.1996
Newman	Kathy	Counselor	Elementary/Middle	49,550.00	1.0000
Collins	Christi	Teacher	Elementary	44,480.00	0.8900
Droll	Claudia	Teacher	Elementary	44,480.00	1.0000
Gutierrez	Margaret	Paraprofessional	Elementary	24,834.00	1.0000
Rojas	Soila	Paraprofessional	Elementary	18,565.00	1.0000
Rubio	Shelly	Paraprofessional	Elementary	15,154.00	1.0000
Samaniego	Judith	Paraprofessional	Elementary	18,027.00	1.0000
2009-2010			TOTAL	\$612,865.06	18.4200

State Compensatory Education Program Evaluation

Program Evaluation/Needs Assessment

Grades 3-11

	<u>Math</u> <u>% Met Standard</u>			<u>Reading/ELA</u> <u>% Met Standard</u>			<u>Writing</u> <u>% Met Standard</u>			<u>Science</u> <u>% Met Standard</u>			<u>Social Studies</u> <u>% Met Standard</u>		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Students At-Risk	61%	74%		84%	85%		90%	85%		49%	52%		95%	82%	
Students Not At-Risk	94%	98%		92%	98%		96%	96%		79%	92%		98%	96%	

	Drop-Out Data		
	2008 From 2006-2007 Snapshot	2009 From 2007-2008 Snapshot	2010 From 2008-2009 Snapshot
Students At-Risk	0.28%	2.1%	
Students Not At-Risk	0%	0%	

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

(Title I Funded Campuses)

Every campus in Schleicher County ISD is a Title I Schoolwide Campus. Below are the federal sources that will be integrated and coordinated with State and Local funds to meet the needs of the students at Schleicher Co ISD.

<i>Federal Programs/Funding Source</i>
<i>Title I, Part A</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A</i>
<i>Title VI, Part B Rural/Low Income</i>
<i>Carl Perkins</i>
<i>ARRA Stimulus Funds</i>
<i>State Programs/Funding Source</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>ESL Program</i>
<i>ADA Allotments</i>
<i>High School Allotments</i>
<i>Learn & Serve Texas Grant Funds</i>
<i>Local Programs/Funding Source</i>
<i>Property Tax Allotment</i>

Goal 1: Schleicher County ISD will maintain a Recognized Rating for 2010 and will achieve an Exemplary rating by 2012

Objective: By May 2010, 70% or higher of all students and each student group will pass all portions of the state assessment. The District will meet AYP (Adequate Yearly Progress) in every area measured.

Summative: At least 70% of all students pass all portions of the state tests, meet ARD expectations, and the district will meet AYP.

(ESEA/NCLB Goals 1 and 2)

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, G/T

Data	All Students	W	H	AA	A/PI	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
2007-08 % Met Standard	66%	80%	59%	0%	100%	60%	----	20%	8%	100%	68%	64%
2008-09 % Met Standard	76%	88%	69%	----	100%	68%	----	8%	25%	100%	74%	77%
2009-10 % Met Standard												

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide Accelerated Instruction Tutorials and Summer School Sessions for students who are determined to be at risk of not meeting standards on State Reading and Math Tests in 5 th & 8 th Grade (SSI)	MS Principal Elem Principal Teachers	Mar 10- July 10	Jan 10- July 10	ARI/AMI Grant	Students passing State Reading and Math Tests in first 1-2 attempts
Utilize paraprofessionals and teachers for extra classroom assistance for At-Risk, LEP, and SpEd to ensure success of students	Principals All Teachers Paraprofessionals 504 Coordinator ESL Coordinators	Every Six Weeks	Aug 09- May 10	SCE Funds Title I Funds \$164,591	Improved grades every six weeks and reduction in failure rates
Continue the use of Margaret Kilgo Scope and Sequence software to ensure that all of the grade level/core subject TEKS will be taught	Principals Teachers	Every Six Weeks	Aug 09- May 10	TEA ESC	Improved performance on State Assessments

Utilize ACCES and WebCCAT Database software to create TEKS based assessments in TAKS format	Principals Teachers Tech Director Dir of Media Services	Every Six Weeks	Aug 09- May 10	State Funds Local Funds	Improved performance of State Assessments
Provide tutorial time during the school day for At-Risk students, students failing core subject areas and for students experiencing difficulty mastering any of the state's standards. This includes B.E.S.T. at high school	Teachers	Every Three Weeks	Aug 09- May 10	Title I Funds SCE Funds \$97,704	Reduction in failure rate. Improved performance on State Assessments
Provide TAKS Remediation Classes for high school students who did not meet State Standards on the previous year's TAKS Test	HS Principal HS Teachers	Every Three Weeks	Aug 09- May 10	Title I Funds SCE Funds \$27,172	Reduction in failure rate and improved performance on State Assessments
Provide supplies to classroom teachers to enhance their curriculum and address the needs of differentiated learners	Principals Teachers	June 09	Sept 09- June 10	Local Funds USDE Funds	Reduction in failure rate and improved performance on State Assessments
Use benchmark testing with released TAKS tests to determine test readiness and areas requiring additional instructional attention	Principals Teachers	When results are determined	Nov 09- Mar 10	Local Funds	Improved performance on State Assessments
Utilize ESC Services to enhance student learning through staff training	Principals ESC Staff	End of each semester	Aug 09- May 10	Title II & Title III funds through SSA with ESC	Reduction in failure rate and improved performance on State Assessments
Integration of technology based instruction and software (including Lexia, Odysseyware, Reading and Math Academy and Kurzweil) to address the needs of differentiated learners	Principals Teachers Tech Director Dir of Media Services	End of each semester	Aug 09- May 10	CAT-D Grant Local Funds	Improved performance on State Assessments
Utilize all pre-referral strategies to determine educational needs of students struggling in classrooms	Principals Teachers 504 Coordinator SpEd Diagnostician ESL Coordinators	End of each semester	Aug 09- May 10	Local Funds	Decrease in number of referrals

When appropriate, place students identified to receive services through Special Education in mainstream educational classrooms.	Principals MSEC Diagnostician ARD Committees	Annual ARD Meetings	Aug 09- May 10	Local Funds	Measurable & improved academic growth of Sp Ed students
Provide research-based Dyslexia pull-out program utilizing Scottish Rite curriculum to provide additional instruction in reading for students identified with dyslexia or with dyslexic tendencies.	EES Principal	End of each six weeks	Aug 09- May 10	Local Funds	Improved reading comprehension. Improved performance on State Assessments
Provide opportunity for PALs class to go into elementary classrooms and work with students who are struggling with basic reading and math skills	EHS Principal EES Principal PAL Teacher	Every six weeks	Aug 09- May 10	Local Funds	Improved six weeks averages. Reduction in failure rate. Improved performance on State Assessments
Provide middle school students with opportunities for Sustained Silent Reading each day to improve literacy skills	EMS Principal EMS Teachers	Every six weeks	Aug 09- May 10	SCE Funds Title I Funds \$42,300	Improved reading comprehension. Improved performance on State Assessments
Provide elementary students struggling with reading and/or math opportunities for interventions to plug gaps in learning	EES Principal EES Reading/Math Interventionist	Every six weeks	Aug 09- May 10	SCE Funds Title I Funds \$42,650	Improved reading and mathematical comprehension. Improved performance on State Assessments

Goal 2: At Schleicher County ISD all students* will be taught by highly qualified teachers.

Objective: By May 2010, highly qualified teachers will teach more than 100% of all classes, and the level of highly qualified paraprofessionals assisting with student instruction will be maintained at 100%, and 100% of teachers and paraprofessionals will receive high quality professional development. *(ESEA/NCLB Goal 3)*

Summative: One hundred percent of the classes will be taught by Highly Qualified teachers and 100% of the paraprofessionals at Schleicher County ISD will be highly qualified, and 100% of teachers and paraprofessionals will receive high quality professional development.

	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
Data 2007-08	100%	100%	100%
Data 2008-09	98%	98%	100%
Data 2009-10	100%	100%	100%

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide opportunities for staff to attend content specific professional development workshops and/or conferences. Invite content specialists to come to LEA to present specific professional development for teachers	Campus Principals ESC Region XV Teachers	May 10	June 09- July 10	Title II & Title III Funds through SSA with ESC XV Local Funds Texas K-12 School/Comm Partnership Grant	Teachers are implementing instructional strategies learned from the high-quality professional development in improving the learning of the students in their classrooms
When scheduling permits, teachers of same content areas assist/observe one another	Campus Principals Teachers	May 10	Aug 09- May 10	Title I Funds State Comp Ed Funds Local Funds	Improved collegiality among the teachers and vertical alignment between the grade levels
Review current staff HQ certifications and discuss staff changes if needed to best address the needs of our students.	Superintendent Principal Teachers	June 10	April 10- Aug 10	Local Funds	As teachers retire or resign we are able to utilize our current staff as much as possible and recruit/hire HQ teachers
Send teachers needing to take certification exams to ESC Region XV tutorial workshops when offered.	Campus Principals Teachers ESC Region XV	May 10	Sept 09- May 10	Title II & Title III Funds through SSA with ESC XV	Increased number of teachers taking and passing certification exams in fewer attempts to either become HQ or to add certifications to become HQ in multiple areas
Actively recruit quality teachers who	Superintendent	June 10	Mar 10-	Local Funds	New hires are highly qualified,

already meet HQ standards when positions become available.	Principal		July 10		certified, top-notch teachers
Middle School Language Arts Teachers will serve as mentor teachers for 4 th grade Writing teacher	Campus Principals Teachers	May 10	Sept 09- May 10	Local Funds	Improved vertical alignment between the campuses
Assemble a Rtl Team to research, develop and implement a Response to Intervention Model and provide the necessary training for staff	Campus Principals Counselors Teachers ESC Personnel MSEC Personnel	Aug 09	Nov 09- Aug 10	Local Funds Title II & Title III Funds through SSA with ESC XV SSA funds with MSEC	Staff will be ready to implement Rtl model at the start of the new school year
Fourth grade language arts teachers will work collaboratively with middle school language arts teachers to bridge learning.	Principal 4 th grade teachers	May 09	Aug 09-May 10	Local funds	Improved vertical alignment between language arts departments

Goal 3: All students at Schleicher County ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective: By May 2010 the number of violent incidents will be maintained at 0% as measured by PEIMS and discipline referrals will be reduced by 15%.
(ESEA/NCLB Goal 4)

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed., G/T

	All Students	W	H	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
2007-08 Referrals/Students	136 Referrals/79 Students	29 Referrals/21 Students	107 Referrals/58 Students	0	68 Referrals/40 Students	0	13 Referrals/8 Students	26 Referrals/11 Students	4 Referrals/4 Students	98 Referrals/52 Students	38 Referrals/27 Students
2008-09 Referrals/Students	68 Referrals/50 Students	17 Referrals/15 Students	50 Referrals/34 Students	1 Referral/1 Student	49 Referrals/34 Students	0	9 Referrals/6 Students	16 Referrals/11 Students	1 Referral/1 Student	42 Referrals/32 Students	26 Referrals/18 Students
2009-10 Referrals/Students											

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implement-ation Timeline	Resources	Formative Evaluation
Participate in the Drug Free School Co-op	P. Ragsdale	May 09	Oct 08-May 09	ESC Local Funds	Student knowledge of drug awareness in class discussion
Participate in Right Choices for Youth Abstinence Education Curriculum and implement components of Dating Violence Education	MS Principal MS Counselor RCY Teachers	May 09	Jan 09-May 09	Grant through Shannon Hospital Local Funds	Grant Participant Evaluation
Participate in the DARE program	5 th Grade Teachers, Sergeant Fred Dietz	Dec 08 DARE graduation	Oct 08-Dec 08	Concho Valley COG & Schleicher Co. Sheriff	Student knowledge of drug awareness in class discussion
Present programs dealing with bullying, dating violence, violence and suicide prevention, conflict resolution, self esteem, sexual harassment and positive choices as appropriate per grade level	Title I Counselor (shared by MS & Elem) HS Counselor	End of each semester	Aug 08-May 09	ESC Title I Funds \$48,500 Local Funds	Reduction in number of discipline referrals
Provide copies of the SCISD Pregnancy Plan in the office	HS Principal MS Principal HS Counselor	May 07	Aug. 08-May 09	Local Funds	Percent of parent/students that graduate

Incorporate Service Learning projects into the curriculum	S-L Coordinators PK-12 Teachers	Beginning and end of each semester	Aug 08- May 09	STARS of Texas Service-Learning Grant	Increased involvement of students in addressing community, school, and personal needs
High School and Middle School will share an off-campus DAEP center and Elementary will house on on-campus DAEP center with instructional staff assigned each period	Principals D. Richters Assigned Teachers	End of each discipline assignment	Aug 08- May 09	Title I Funds SCE Funds \$69,938	Improved academic performance of students assigned to DAEP

Summative: Violent incidents will be maintained at 0% and there is a reduction of discipline referrals by 15%.

Goal 4: All students* in Schleicher County ISD will graduate from high school.

Objective: By May 2010, a drop out rate of less than 1% for all students* and all student groups will be maintained at Schleicher County ISD as well as achieving a completion rate of at least 91% or higher. (ESEA/NCLB Goal 5)

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed., G/T

Data	All Students	H	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
2006-07 Drop-out Report	0.28%	0.21%	0%	0.31%	0%	0%	0%	0%	0.27%	0.29%
2007-08 Drop-out Report	1.7%	1.5%	0%	0%	0%	0%	0%	0%	1.3%	2.3%
2008-09 Drop-out Report										

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Operate an Accelerated Alternative Placement Center for students At-Risk of not graduating	Superintendent HS Principal HS Counselor District Librarian	End of each semester	Aug 08- May 09	State Funds Local Funds	Number of students graduating at the AEP
Offer pregnancy-related services	HS Principal MS Principal Counselor Nurse	May 08	Aug 08- May 09	Local Funds SCE Funds	Percent of parent/students that graduate
Identify and inform homeless students of services offered by the district	Campus Homeless Liaisons and Counselors	Beginning of each semester	Aug 08- May 09	Title Funds State Funds Local Funds	Number of homeless students identified and served
Prepare for transition to high school in 8 th grade	HS Counselor MS Principal	May 08	Jan 09- May 09	Local Funds	Completed 4-year plans
Presentations, activities and projects involving Career Education are integrated into core subject and vocational classes beginning in the 8 th grade	HS Principal MS Principal HS Counselor MS Counselor Teachers	End of each semester	Aug 08- May 09	Local Funds	Increase in awareness of career opportunities
Actively contact parents concerning student absences	Principals Attendance Clerks	Daily	Aug 08- May 09	Local Funds SCE Funds \$14,844	Increase in attendance rates
Re-evaluation guidelines for Sp Ed will be followed	Sp Ed Teachers Diagnostician	Every three years per students' entry date	Aug 08- May 09	Local Funds	Yearly ARD evaluations will show educational growth

Incorporate Service Learning projects into the curriculum	S-L Coordinators All Teachers	Beginning and end of each semester	Aug 08- May 09	STARS of Texas Service-Learning Grant	Increased involvement of students in addressing community, school, and personal needs
Provide students opportunities to take distance learning and online courses for dual credit	HS Principal	Every semester	Aug 08- May 09	Title 1 Funds SCE Funds \$7,4222	Students will be able to graduate with college credits
Provide open enrollment for Pre-K where students will be ready for kindergarten	EES Principal Superintendent	Each six weeks	Aug 08- May 09	Title I Funds SCE Funds \$60,677	Students will be ready for kindergarten
High School Students will go into the Head Start and Pre-K classes and read to students	EHS Principal TAFE Sponsor PAL Teacher	Every semester	Aug 08- May 09	Local Funds	Students will be ready for kindergarten

Summative: Dropout rate of less than 1% and a completion rate of at least 91% or higher.

Goal 5: Parents and Community will be partners in the education of students at Schleicher County ISD

Objective: By May 2010, 90% or more of all students'* parents and/or family members will participate in at least one academic activity for/with their child(ren).

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, G/T

Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Schedule individual parent/teacher conferences during waiver of instructional days	All Teachers	End of 1 st six weeks	Sept 08- Oct 08	Local Funds	90-100% of parents attending
Continue use of digital marquee to promote school activities	Superintendent Principals Sandra Robledo	Each week	Aug 08- May 09	Local Funds	Increase in parental awareness and participation in school activities
Send home a calendar of events for each month	Secretaries All teachers	Once a month	Aug 08- May 09	Local Funds	Increase in parental awareness and participation in school activities
Issue progress reports at three-weeks and six-weeks grading periods	Principals Secretaries Teachers	Every three weeks	Aug. 08- May 09	Local Funds	Increase of parental awareness in academic progress
Provide parents test results, AEIS Campus Report Cards, newsletters, etc. in both English and Spanish, and encourage parents to contact Principals/Parent Liaisons to receive assistance with interpreting results	Principals Parent Liaisons	May 08	Aug 08- May 09	Local Funds	Increase of parental awareness in academic progress
Utilize community members and parents in Service-Learning projects	S-L Coordinators All Teachers	End of each project	Aug. 08- May 09	STARS of Texas Service-Learning Grant	Increased awareness and involvement of community with projects
Continue development and growth of the PTCP—Parent Teacher Community Partnership	MS Principal Elem Principal Parents All Teachers	End of each semester	Aug. 08- May 09	Local Funds	Increased volunteerism and parental involvement
Encourage parents to register to view their child's grades through the district's online Gradespeed program	Principals Tech Director	May 09	Aug. 08- May 09	Local Funds	Increase of parental awareness in academic progress and in academic performance of students

Distribute School-Parent Compact outlining how parents, staff, and students will share responsibility for improved academic achievement for each campus	Principals Parent Liaisons District SBDM Parents	Oct 08	Aug 08- Oct 09	Local Funds	Increase of parental awareness in academic progress and in academic performance of students
Hold parent meetings to discuss higher education opportunities including, admission and financial aid information, and the need for making informed curriculum choices	HS Principal MS Principal HS Counselor MS Counselor	May 09	Nov 08- May 09	Local Funds	Increase of parental awareness of educational opportunities available for their child(ren)
Hold Kindergarten Round-Up to register students for the next year and to give the parents ideas and tips to help prepare their child for Kindergarten	EES Principal Head Start Teacher Pre-K Teacher	May 09	May 09	Local Funds Title 1 Funds	Increased parental involvement in preparing students for kindergarten

Summative: School records indicate that more than 90% of students' parents/family members participated in partnership in education opportunities.

APPENDIX A—SCISD Academic Excellence Indicator System

District Name: SCHLEICHER ISD
 District #: 207901

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2008-09 District Performance
 2009 Accountability Rating: Recognized

Section I

PBM Special Education Monitoring Results Status:
 Completed: Noncompliance Follow-up

Indicator:	State	Region 15	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	92%	94%	*	90%	> 99%	*	*	87%	> 99%	*	94%	*	91%
	2008	89%	92%	96%	*	93%	> 99%	*	*	96%	> 99%	*	> 99%	*	91%
Mathematics	2009	86%	87%	94%	*	90%	> 99%	*	*	93%	95%	*	94%	*	90%
	2008	85%	86%	72%	*	69%	76%	*	*	78%	67%	*	62%	*	50%
All Tests	2009	82%	83%	91%	*	85%	> 99%	*	*	87%	95%	*	94%	*	82%
	2008	80%	83%	71%	*	67%	77%	*	*	75%	68%	*	62%	*	50%
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	86%	98%	*	96%	> 99%	*	*	> 99%	96%	*	> 99%	*	96%
	2008	85%	86%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
Mathematics	2009	88%	87%	96%	*	93%	> 99%	*	*	95%	96%	*	95%	*	91%
	2008	87%	88%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
Writing	2009	92%	93%	88%	*	85%	94%	*	*	86%	91%	*	80%	*	82%
	2008	93%	94%	98%	*	96%	> 99%	*	*	> 99%	93%	*	> 99%	*	90%
All Tests	2009	78%	78%	87%	*	81%	94%	*	*	86%	88%	*	81%	*	78%
	2008	77%	79%	98%	*	96%	> 99%	*	*	> 99%	93%	*	> 99%	*	90%
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	87%	89%	*	83%	95%	*	*	86%	94%	*	84%	*	78%
	2008	85%	86%	95%	*	95%	95%	*	*	> 99%	91%	*	92%	*	*
Mathematics	2009	86%	87%	95%	*	96%	95%	*	*	96%	93%	*	> 99%	*	88%
	2008	86%	87%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	*
@ Science	2009	85%	85%	84%	*	71%	> 99%	*	*	86%	80%	*	79%	*	44%
	2008	82%	81%	77%	*	68%	88%	*	*	76%	77%	*	73%	*	60%
@ All Tests	2009	73%	74%	79%	*	68%	90%	*	*	77%	82%	*	74%	*	50%
	2008	72%	72%	78%	*	68%	89%	*	*	78%	78%	*	73%	*	60%
TAKS Met 2009 Standard															
Grade 6 (English)															
Reading	2009	93%	94%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
	2008	94%	93%	91%	*	86%	> 99%	*	*	86%	94%	*	89%	*	79%
Mathematics	2009	82%	80%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
	2008	83%	81%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
All Tests	2009	80%	78%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
	2008	81%	78%	91%	*	86%	> 99%	*	*	86%	94%	*	89%	*	79%

**TAKS Met 2009 Standard
Grade 7**

Reading	2009	87%	88%	71%	*	62%	90%	*	*	54%	83%	*	60%	*	45%
	2008	88%	88%	90%	*	86%	> 99%	*	*	96%	81%	*	80%	*	80%
Mathematics	2009	82%	81%	90%	*	86%	> 99%	*	*	85%	94%	*	85%	*	73%
	2008	80%	77%	97%	*	97%	> 99%	*	*	> 99%	94%	*	95%	*	90%
Writing	2009	94%	96%	90%	*	86%	> 99%	*	*	77%	> 99%	*	85%	*	91%
	2008	93%	95%	95%	*	93%	> 99%	*	*	91%	> 99%	*	90%	*	90%
All Tests	2009	76%	75%	65%	*	52%	90%	*	*	38%	83%	*	50%	*	36%
	2008	74%	72%	85%	*	79%	> 99%	*	*	87%	81%	*	70%	*	70%

**TAKS Met 2009 Standard
Grade 8 First Administration Only**

Reading	2009	95%	94%	95%	*	93%	> 99%	*	*	96%	93%	*	89%	*	92%
	2008	95%	94%	95%	*	93%	> 99%	*	*	88%	> 99%	*	88%	*	90%
Mathematics	2009	82%	80%	98%	*	97%	> 99%	*	*	> 99%	93%	*	95%	*	92%
	2008	79%	78%	89%	*	89%	91%	*	*	75%	> 99%	*	94%	*	80%
@ Science	2009	73%	72%	66%	*	61%	80%	*	*	77%	47%	*	45%	*	36%
	2008	69%	67%	47%	*	41%	64%	*	*	38%	55%	*	47%	*	25%
@ Soc Studies	2009	92%	91%	88%	*	87%	90%	*	*	96%	73%	*	85%	*	79%
	2008	91%	91%	95%	*	93%	> 99%	*	*	88%	> 99%	*	94%	*	90%
@ All Tests	2009	67%	64%	67%	*	63%	80%	*	*	78%	47%	*	48%	*	36%
	2008	64%	61%	47%	*	41%	64%	*	*	38%	55%	*	47%	*	25%

**TAKS Met 2009 Standard
Grade 9**

Reading	2009	91%	92%	83%	*	76%	> 99%	*	*	69%	92%	*	75%	*	75%
	2008	87%	90%	87%	*	81%	95%	*	*	85%	88%	*	77%	33%	77%
Mathematics	2009	71%	73%	71%	*	72%	69%	*	*	50%	85%	*	75%	*	61%
	2008	64%	66%	42%	*	26%	67%	*	*	54%	30%	*	19%	17%	10%
All Tests	2009	70%	71%	60%	*	55%	69%	*	*	31%	77%	*	55%	*	43%
	2008	63%	65%	43%	*	28%	67%	*	*	56%	30%	*	23%	17%	13%

**TAKS Met 2009 Standard
Grade 10**

Eng Lang Arts	2009	90%	92%	91%	*	89%	94%	*	*	83%	> 99%	*	89%	*	86%
	2008	89%	91%	89%	*	85%	> 99%	*	*	88%	89%	*	79%	*	81%
Mathematics	2009	69%	65%	66%	*	59%	79%	*	*	64%	68%	*	47%	*	48%
	2008	66%	66%	53%	*	48%	75%	*	*	59%	47%	*	31%	*	33%
@ Science	2009	67%	66%	66%	*	52%	84%	*	*	76%	55%	*	53%	*	45%
	2008	65%	65%	59%	*	52%	78%	*	*	63%	56%	*	54%	*	39%
@ Soc Studies	2009	91%	90%	87%	*	81%	95%	*	*	84%	91%	*	79%	*	79%
	2008	89%	89%	97%	*	> 99%	89%	*	*	95%	> 99%	*	> 99%	*	94%
@ All Tests	2009	57%	54%	53%	*	41%	74%	*	*	64%	41%	*	32%	*	28%
	2008	55%	54%	41%	*	34%	67%	*	*	47%	35%	*	20%	< 1%	20%

**TAKS Met 2009 Standard (TAKS(Accommodated) INCLUDED for All Subjects)
^ Grade 11**

Eng Lang Arts	2009	93%	93%	91%	*	92%	88%	*	*	94%	87%	*	> 99%	*	87%
	2008	91%	91%	75%	*	69%	87%	*	*	67%	88%	20%	68%	50%	71%

Mathematics	2009	82%	79%	79%	*	79%	75%	*	*	83%	73%	*	> 99%	*	70%
	2008	80%	78%	69%	*	61%	86%	*	*	56%	88%	*	59%	60%	62%
Science	2009	86%	84%	82%	*	83%	75%	*	*	89%	73%	*	> 99%	*	74%
	2008	81%	79%	79%	*	71%	93%	*	*	80%	76%	*	71%	40%	73%
Soc Studies	2009	97%	97%	91%	*	92%	88%	*	*	89%	93%	*	> 99%	*	87%
	2008	95%	96%	98%	*	96%	> 99%	*	*	> 99%	94%	*	> 99%	> 99%	> 99%
All Tests	2009	76%	73%	79%	*	79%	75%	*	*	83%	73%	*	> 99%	*	70%
	2008	72%	69%	57%	*	52%	67%	*	*	44%	76%	< 1%	47%	33%	43%

**TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))
(Standard Accountability Indicator)**

Reading/ELA	2009	91%	92%	92%	*	89%	98%	*	*	89%	95%	78%	90%	50%	85%
	2008	91%	91%	92%	*	88%	98%	*	*	90%	93%	43%	88%	52%	84%
Mathematics	2009	82%	81%	87%	*	85%	92%	*	*	86%	89%	30%	87%	25%	74%
	2008	80%	80%	79%	*	75%	88%	*	*	80%	78%	< 1%	74%	53%	61%
Writing	2009	93%	95%	89%	*	85%	96%	*	*	82%	95%	*	83%	*	85%
	2008	93%	94%	96%	*	94%	> 99%	*	*	96%	97%	*	95%	*	90%
Science	2009	78%	77%	74%	*	66%	88%	*	*	82%	63%	22%	66%	13%	52%
	2008	74%	73%	66%	*	58%	82%	*	*	66%	66%	20%	61%	23%	49%
Soc Studies	2009	93%	92%	88%	*	87%	92%	*	*	90%	87%	43%	86%	33%	82%
	2008	91%	92%	97%	*	96%	97%	*	*	95%	98%	71%	98%	92%	95%
All Tests	2009	74%	73%	76%	*	69%	88%	*	*	74%	77%	25%	68%	8%	56%
	2008	72%	71%	66%	*	59%	80%	*	*	68%	64%	8%	60%	20%	41%

TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))

Reading/ELA	2009	96%	97%	98%	*	97%	99%	*	*	97%	98%	78%	98%	75%	96%
Mathematics	2009	89%	88%	92%	*	89%	96%	*	*	90%	93%	40%	92%	33%	82%
Writing	2009	97%	98%	96%	*	94%	> 99%	*	*	91%	> 99%	*	93%	*	97%
Science	2009	83%	82%	82%	*	76%	93%	*	*	87%	76%	22%	77%	25%	68%
Soc Studies	2009	98%	98%	98%	*	98%	97%	*	*	97%	98%	57%	> 99%	83%	95%
All Tests	2009	84%	83%	86%	*	82%	94%	*	*	85%	88%	33%	83%	23%	75%

TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))

Reading/ELA	2009	34%	33%	34%	*	28%	46%	*	*	36%	33%	< 1%	29%	< 1%	18%
	2008	34%	34%	33%	*	23%	50%	*	*	29%	36%	< 1%	23%	< 1%	14%
Mathematics	2009	31%	29%	39%	*	29%	56%	*	*	41%	36%	< 1%	32%	< 1%	17%
	2008	28%	26%	26%	*	18%	41%	*	*	30%	22%	< 1%	21%	< 1%	9%
Writing	2009	34%	36%	32%	*	23%	50%	*	*	21%	43%	*	28%	*	21%
	2008	33%	34%	34%	*	29%	42%	*	*	16%	63%	*	29%	*	20%
Science	2009	26%	25%	23%	*	15%	39%	*	*	27%	18%	< 1%	18%	< 1%	5%
	2008	22%	20%	12%	*	9%	20%	*	*	18%	6%	< 1%	8%	< 1%	3%
Soc Studies	2009	44%	42%	34%	*	29%	46%	*	*	45%	19%	< 1%	27%	< 1%	15%
	2008	36%	34%	21%	*	17%	29%	*	*	23%	18%	< 1%	13%	< 1%	5%
All Tests	2009	16%	15%	16%	*	8%	29%	*	*	16%	15%	< 1%	12%	< 1%	4%
	2008	15%	14%	11%	*	6%	22%	*	*	12%	10%	< 1%	8%	< 1%	1%

TAKS-M Met 2009 Standard (Sum of All Grades Tested)

Reading/ELA	2009	82%	77%	> 99%	*	> 99%	*	*	*	> 99%	*	> 99%	*	*	> 99%
Mathematics	2009	69%	65%	56%	*	50%	*	*	*	40%	*	56%	*	*	71%
Writing	2009	72%	78%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	48%	20%	*	20%	*	*	*	*	*	20%	*	*	*
Soc Studies	2009	64%	63%	60%	*	60%	*	*	*	*	*	60%	*	*	*
All Tests	2009	57%	55%	44%	*	38%	*	*	*	20%	*	44%	*	*	57%

**TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated))
(2010 Preview)**

Reading/ELA	2009	87%	87%	89%	*	84%	97%	*	*	85%	92%	60%	84%	46%	79%
	2008	86%	86%	87%	*	82%	95%	*	*	84%	90%	33%	80%	39%	74%
Mathematics	2009	80%	79%	87%	*	85%	92%	*	*	86%	89%	53%	87%	31%	74%
	2008	78%	77%	78%	*	74%	87%	*	*	78%	77%	33%	73%	50%	59%
Writing	2009	92%	93%	88%	*	86%	93%	*	*	80%	95%	*	83%	*	83%
	2008	91%	92%	95%	*	93%	> 99%	*	*	94%	97%	*	93%	*	88%
Science	2009	78%	77%	74%	*	66%	88%	*	*	82%	63%	22%	66%	13%	52%
	2008	74%	73%	66%	*	58%	82%	*	*	66%	66%	20%	61%	23%	49%
Soc Studies	2009	93%	92%	88%	*	87%	92%	*	*	90%	87%	43%	86%	33%	82%
	2008	91%	92%	97%	*	96%	97%	*	*	95%	98%	71%	98%	92%	95%
All Tests	2009	72%	70%	75%	*	68%	87%	*	*	73%	76%	27%	67%	8%	54%
	2008	69%	68%	64%	*	57%	80%	*	*	65%	63%	5%	56%	17%	39%

**TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified)
(2011 Preview)**

Reading/ELA	2009	87%	87%	89%	*	84%	97%	*	*	86%	92%	75%	84%	53%	80%
Mathematics	2009	80%	78%	87%	*	84%	92%	*	*	85%	88%	54%	86%	40%	74%
Writing	2009	91%	92%	89%	*	86%	93%	*	*	81%	95%	80%	83%	*	84%
Science	2009	76%	75%	72%	*	64%	88%	*	*	78%	63%	21%	63%	13%	51%
Soc Studies	2009	92%	91%	87%	*	85%	92%	*	*	88%	87%	50%	83%	33%	83%
All Tests	2009	71%	69%	74%	*	67%	87%	*	*	72%	76%	33%	66%	20%	54%

**TAKS-Alt Met 2009 Standard (Sum of All Grades Tested)
(2011 Preview)**

All Tests	2009	84%	77%	*	*	*	*	*	*	*	*	*	*	*	*
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2009 TAKS Participation (Grades 3-11)

Tested		98.5%	99.0%	98.0%	*	97.2%	99.3%	-	*	97.4%	98.5%	100.0%	95.8%	69.6%	96.2%
By Test Version															
TAKS (1 or more)		90.8%	90.2%	93.9%	*	91.7%	97.8%	-	*	91.8%	95.9%	38.5%	91.6%	52.2%	89.1%
Not on TAKS		7.7%	8.8%	4.1%	*	5.6%	1.5%	-	*	5.6%	2.6%	61.5%	4.2%	17.4%	7.1%
TAKS(Acc) Only		2.3%	3.4%	1.3%	*	1.6%	0.7%	-	*	2.0%	0.5%	19.2%	1.6%	4.3%	2.7%
TAKS-M Only		3.3%	3.2%	2.6%	*	3.6%	0.7%	-	*	3.1%	2.1%	38.5%	2.1%	8.7%	4.4%
TAKS-Alt Only		0.8%	0.7%	0.3%	*	0.4%	0.0%	-	*	0.5%	0.0%	3.8%	0.5%	4.3%	0.0%
Combination		1.3%	1.5%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status															
Acct System		87.3%	87.1%	90.0%	*	88.5%	92.6%	-	*	89.8%	90.3%	46.2%	87.4%	56.5%	88.0%
Non-Acct System		11.2%	11.9%	7.9%	*	8.7%	6.6%	-	*	7.7%	8.2%	53.8%	8.4%	13.0%	8.2%
Mobile		4.7%	4.9%	4.3%	*	4.0%	5.1%	-	*	3.1%	5.6%	0.0%	5.3%	0.0%	2.2%
Non-Acct Test		6.4%	6.9%	3.6%	*	4.8%	1.5%	-	*	4.6%	2.6%	53.8%	3.2%	13.0%	6.0%
Hurricane Ike		0.1%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested		1.5%	1.0%	2.0%	*	2.8%	0.7%	-	*	2.6%	1.5%	0.0%	4.2%	30.4%	3.8%
Absent		0.1%	0.1%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.6%	1.3%	*	2.0%	0.0%	-	*	2.0%	0.5%	0.0%	2.6%	21.7%	2.7%
Other		0.4%	0.3%	0.8%	*	0.8%	0.7%	-	*	0.5%	1.0%	0.0%	1.6%	8.7%	1.1%
Hurricane Ike		0.0%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count		3,132,150	31,232	391	2	252	136	0	1	196	195	26	190	23	183

2008 TAKS Participation (Grades 3-11)

Tested		98.4%	99.2%	99.0%	*	98.5%	100.0%	-	*	99.1%	99.5%	100.0%	99.0%	88.6%	97.7%
By Program															
TAKS (1 or more)		90.9%	90.5%	93.0%	*	91.0%	96.6%	-	*	90.4%	96.4%	13.8%	90.2%	60.0%	88.1%
Not on TAKS		7.5%	8.7%	6.0%	*	7.5%	3.4%	-	*	8.7%	3.1%	86.2%	8.8%	28.6%	9.6%
TAKS(Acc)		2.7%	3.4%	3.8%	*	5.2%	1.4%	-	*	6.0%	1.5%	55.2%	5.7%	22.9%	6.8%

TAKS-M Only	2.9%	2.8%	1.4%	*	1.5%	1.4%	-	*	2.3%	0.5%	20.7%	2.1%	2.9%	2.3%
TAKS-Alt Only	0.7%	0.6%	0.5%	*	0.4%	0.7%	-	*	0.5%	0.5%	6.9%	1.0%	2.9%	0.0%
Combination	1.2%	1.8%	0.2%	*	0.4%	0.0%	-	*	0.0%	0.5%	3.4%	0.0%	0.0%	0.6%
By Acct Status														
Acct System	87.1%	87.4%	90.1%	*	90.3%	89.7%	-	*	88.5%	92.9%	44.8%	87.0%	68.6%	89.8%
Non-Acct System	11.3%	11.8%	8.9%	*	8.2%	10.3%	-	*	10.6%	6.6%	55.2%	11.9%	20.0%	7.9%
Mobile	5.1%	4.7%	5.0%	*	3.7%	7.6%	-	*	5.0%	4.6%	0.0%	5.2%	2.9%	1.1%
Non-Acct Test	6.2%	7.1%	3.8%	*	4.5%	2.8%	-	*	5.5%	2.0%	55.2%	6.7%	17.1%	6.8%
Not Tested	1.6%	0.8%	1.0%	*	1.5%	0.0%	-	*	0.9%	0.5%	0.0%	1.0%	11.4%	2.3%
Absent	0.2%	0.1%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.7%	*	1.1%	0.0%	-	*	0.9%	0.5%	0.0%	1.0%	8.6%	1.7%
Other	0.5%	0.3%	0.2%	*	0.4%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	2.9%	0.6%
Total Count	3,075,682	31,394	416	2	268	145	0	1	218	196	29	193	35	177
TAKS Exit-Level Cumulative Pass Rate														
Class of 2009	86%	85%	83%	*	79%	93%	*	*	81%	87%	0%	67%	83%	81%
Class of 2008	86%	86%	83%	*	91%	69%	*	*	80%	88%	*	84%	*	67%

Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)

Percent of Failers Passing TAKS

Reading/ELA	2009	49%	50%	47%	*	47%	*	*	36%	63%	*	62%	40%	41%
	2008	53%	53%	50%	*	48%	*	*	50%	50%	*	41%	17%	48%
Mathematics	2009	37%	35%	55%	*	56%	54%	*	43%	63%	< 1%	59%	14%	55%
	2008	36%	33%	35%	*	38%	30%	*	38%	31%	*	23%	33%	34%

Average TGI Growth

Reading/ELA	2009	0.52	0.49	0.36	*	0.23	0.83	*	-0.12	0.91	*	0.40	-0.14	0.24
	2008	0.58	0.53	0.50	*	0.48	0.65	*	0.68	0.31	*	0.46	0.47	0.46
Mathematics	2009	0.38	0.31	0.95	*	0.94	0.96	*	0.62	1.20	0.06	1.18	0.36	0.93
	2008	0.34	0.25	0.11	*	0.18	-0.12	*	0.23	-0.05	*	-0.22	0.26	0.11

[Link to: Progress of Prior Year TAKS Failers, by Grade Level](#)

Student Success Initiative

Grade 3 Reading (English and Spanish)

Students Requiring Accelerated Instruction														
	2009	10%	9%	8%	*	10%	6%	*	13%	5%	*	6%	*	17%
	2008	12%	9%	4%	*	7%	< 1%	*	4%	4%	*	< 1%	*	9%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	94%	95%	97%	*	95%	> 99%	*	93%	> 99%	*	94%	*	> 99%
	2008	94%	96%	96%	*	93%	> 99%	*	96%	96%	*	> 99%	*	91%
TAKS Failers Promoted by Grade Placement Committee														
	2008	65.2%	65.5%	*	-	-	*	-	-	*	-	-	-	-
	2007	53.6%	31.7%	*	-	*	-	-	-	*	-	-	-	-

Grade 5 Reading (English and Spanish)

Students Requiring Accelerated Instruction														
	2009	16%	14%	11%	*	17%	5%	*	14%	6%	*	16%	*	22%
	2008	15%	14%	5%	*	5%	5%	*	< 1%	9%	*	8%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	91%	92%	95%	*	91%	> 99%	*	96%	93%	*	96%	*	75%
	2008	92%	93%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	*	*
TAKS Failers Promoted by Grade Placement Committee														
	2008	84.0%	84.9%	*	-	*	-	-	*	-	*	*	-	-

2007	78.0%	57.0%	*	-	*	*	-	-	*	*	-	*	-	*
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2009	15%	15%	5%	*	4%	5%	*	*	4%	7%	*	< 1%	*	13%
2008	15%	14%	< 1%	*	< 1%	< 1%	*	*	< 1%	< 1%	*	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	92%	92%	98%	*	96%	> 99%	*	*	> 99%	93%	*	> 99%	*	88%
2008	91%	92%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	*
Grade 8 Reading														
Students Requiring Accelerated Instruction														
2009	6%	6%	5%	*	7%	< 1%	*	*	4%	7%	*	11%	*	8%
2008	6%	6%	5%	*	7%	< 1%	*	*	13%	< 1%	*	12%	*	10%
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	97%	97%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
2008	97%	97%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2009	18%	21%	3%	*	3%	< 1%	*	*	< 1%	7%	*	5%	*	8%
2008	21%	22%	11%	*	11%	9%	*	*	25%	< 1%	*	6%	*	20%
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	87%	85%	95%	*	94%	> 99%	*	*	96%	93%	*	90%	*	85%
2008	86%	85%	97%	*	96%	> 99%	*	*	94%	> 99%	*	> 99%	*	95%
TAKS Failers Promoted by Grade Placement Committee														
2008	90.5%	94.3%	*	-	*	-	-	-	-	*	-	-	-	-
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2009	15%	17%	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure (2011 Preview)														
2008-09	76%	73%	53%	*	53%	*	*	*	39%	67%	43%	48%	50%	45%
Attendance Rate														
2007-08	95.5%	95.8%	96.1%	*	95.9%	96.4%	-	*	96.4%	95.9%	95.3%	96.1%	95.9%	95.5%
2006-07	95.5%	95.9%	96.5%	*	96.2%	96.8%	-	*	96.7%	96.2%	95.4%	96.3%	95.7%	96.1%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2007-08	0.3%	0.3%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2006-07	0.4%	0.3%	1.1%	*	1.8%	0.0%	-	-	2.3%	0.0%	*	2.1%	0.0%	2.5%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)														
2007-08	2.2%	2.0%	1.7%	*	1.5%	2.3%	-	-	1.3%	2.3%	0.0%	0.0%	0.0%	2.1%
2006-07	2.7%	2.4%	0.7%	*	0.6%	1.0%	-	-	0.7%	0.7%	0.0%	0.8%	0.0%	1.4%
Annual Dropout Rate (Gr 9-12)														
2007-08	3.2%	2.7%	2.5%	*	2.2%	3.1%	-	-	1.8%	3.2%	0.0%	0.0%	0.0%	2.7%
2006-07	3.9%	3.5%	0.5%	*	0.0%	1.6%	-	-	0.0%	1.2%	0.0%	0.0%	0.0%	1.0%
Completion/Student Status Rate (Gr 9-12)														
Class of 2008														
Graduated	79.1%	80.1%	83.7%	*	90.3%	70.6%	-	-	82.6%	84.6%	100.0%	94.4%	*	69.2%
Received GED	1.5%	2.3%	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
Continued HS	8.9%	7.6%	8.2%	*	6.5%	11.8%	-	-	8.7%	7.7%	0.0%	5.6%	*	15.4%
Dropped Out (4-yr)	10.5%	9.9%	8.2%	*	3.2%	17.6%	-	-	8.7%	7.7%	0.0%	0.0%	*	15.4%

Class of 2007															
Graduated	78.0%	78.2%	100.0%	-	100.0%	100.0%	-	-	100.0%	100.0%	*	100.0%	*	100.0%	
Received GED	2.0%	3.7%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	*	0.0%	*	0.0%	
Continued HS	8.7%	6.4%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	*	0.0%	*	0.0%	
Dropped Out (4-yr)	11.4%	11.8%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	*	0.0%	*	0.0%	
Completion Rate II (w/GED)															
(AEA Indicator)															
Class of 2008	89.5%	90.1%	91.8%	*	96.8%	82.4%	-	-	91.3%	92.3%	100.0%	100.0%	*	84.6%	
Class of 2007	88.6%	88.2%	100.0%	-	100.0%	100.0%	-	-	100.0%	100.0%	*	100.0%	*	100.0%	
Completion Rate I (w/o GED)															
(Standard Accountability Indicator)															
Class of 2008	88.0%	87.7%	91.8%	*	96.8%	82.4%	-	-	91.3%	92.3%	100.0%	100.0%	*	84.6%	
Class of 2007	86.7%	84.5%	100.0%	-	100.0%	100.0%	-	-	100.0%	100.0%	*	100.0%	*	100.0%	
COLLEGE READINESS INDICATORS															
Advanced Course/Dual Enrollment Completion															
2007-08	23.1%	19.4%	16.7%	*	13.8%	21.7%	-	-	13.4%	20.2%	0.0%	11.6%	9.1%	12.5%	
2006-07	22.1%	17.7%	18.1%	*	14.3%	24.6%	-	-	18.0%	18.3%	5.0%	11.5%	0.0%	6.5%	
RHSP/DAP Graduates															
Class of 2008	81.4%	76.2%	78.4%	*	79.2%	75.0%	-	-	77.8%	78.9%	0.0%	84.6%	*	61.1%	
Class of 2007	77.9%	72.6%	82.6%	-	82.8%	82.4%	-	-	87.5%	77.3%	40.0%	70.6%	*	77.3%	
AP/IB Results															
Tested															
2008	20.9%	11.2%	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	n/a	n/a	n/a	n/a	
2007	20.0%	13.4%	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	n/a	n/a	n/a	n/a	
Examinees >= Criterion															
2008	50.1%	34.2%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a	
2007	50.5%	34.2%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a	
Scores >= Criterion															
2008	46.0%	30.0%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a	
2007	46.8%	29.4%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a	
Texas Success Initiative (TSI) - Higher Education Readiness Component (INCLUDES TAKS (Accommodated))															
Eng Lang Arts 2009	63%	61%	48%	*	50%	38%	*	*	39%	60%	*	60%	*	43%	
2008	57%	55%	36%	*	31%	47%	*	*	11%	76%	< 1%	26%	17%	21%	
Mathematics 2009	62%	59%	52%	*	50%	63%	*	*	50%	53%	*	50%	*	35%	
2008	56%	54%	31%	*	29%	36%	*	*	24%	41%	*	35%	20%	27%	
SAT/ACT Results															
Tested															
Class of 2008	65.0%	63.6%	71.9%	*	70.0%	72.7%	-	-	66.7%	76.5%	n/a	n/a	n/a	n/a	
Class of 2007	68.2%	67.8%	68.3%	-	65.4%	73.3%	-	-	80.0%	57.1%	n/a	n/a	n/a	n/a	
At/Above Criterion															
Class of 2008	27.2%	20.6%	13.0%	*	7.1%	25.0%	-	-	20.0%	7.7%	n/a	n/a	n/a	n/a	
Class of 2007	27.0%	21.7%	7.1%	-	5.9%	9.1%	-	-	6.3%	8.3%	n/a	n/a	n/a	n/a	
Average SAT Score															
Class of 2008	987	976	*	-	*	-	-	-	-	*	n/a	n/a	n/a	n/a	
Class of 2007	992	981	*	-	*	*	-	-	-	*	n/a	n/a	n/a	n/a	
Average ACT Score															
Class of 2008	20.5	20.0	18.4	*	16.9	20.5	-	-	18.4	18.3	n/a	n/a	n/a	n/a	
Class of 2007	20.2	20.1	18.6	-	18.1	19.8	-	-	18.1	19.3	n/a	n/a	n/a	n/a	
College-Ready Graduates															
Eng Lang Arts															
Class of 2008	59%	54%	50%	*	52%	40%	*	*	50%	50%	*	45%	*	50%	
Class of 2007	49%	44%	50%	*	46%	57%	*	*	43%	59%	*	38%	*	39%	

Mathematics														
Class of 2008	58%	58%	35%	*	19%	78%	*	*	40%	31%	*	36%	*	8%
Class of 2007	56%	55%	26%	*	25%	29%	*	*	24%	29%	*	23%	*	6%
Both Subjects														
Class of 2008	44%	41%	23%	*	14%	44%	*	*	27%	19%	*	18%	*	< 1%
Class of 2007	37%	33%	21%	*	17%	29%	*	*	19%	24%	*	15%	*	< 1%

TEXAS EDUCATION AGENCY

Section II

District Name: SCHLEICHER ISD
 County Name: SCHLEICHER
 District #: 207901

Academic Excellence Indicator System
 2008-09 District Profile

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	618	100.0%	4,728,204	100.0%
Students By Grade:				
Early Childhood Education	0	0.0%	12,356	0.3%
Pre-Kindergarten	25	4.0%	199,371	4.2%
Kindergarten	55	8.9%	361,929	7.7%
Grade 1	58	9.4%	379,066	8.0%
Grade 2	43	7.0%	371,402	7.9%
Grade 3	37	6.0%	368,131	7.8%
Grade 4	55	8.9%	355,435	7.5%
Grade 5	48	7.8%	352,252	7.5%
Grade 6	37	6.0%	345,576	7.3%
Grade 7	38	6.1%	342,912	7.3%
Grade 8	47	7.6%	343,389	7.3%
Grade 9	44	7.1%	387,777	8.2%
Grade 10	53	8.6%	331,936	7.0%
Grade 11	35	5.7%	302,959	6.4%
Grade 12	43	7.0%	273,713	5.8%
Ethnic Distribution:				
African American	5	0.8%	669,371	14.2%
Hispanic	389	62.9%	2,264,367	47.9%
White	221	35.8%	1,608,515	34.0%
Native American	0	0.0%	16,649	0.4%
Asian/Pacific Islander	3	0.5%	169,302	3.6%
Economically Disadvantaged	313	50.6%	2,681,474	56.7%
Limited English Proficient (LEP)	50	8.1%	799,801	16.9%
Students w/Disciplinary Placements (2007-08)	11	1.5%	103,727	2.1%
At-Risk	319	51.6%	2,285,954	48.3%
Graduates (Class of 2008):				
Total Graduates	37	100.0%	252,121	100.0%
By Ethnicity (incl. Special Ed.):				
African American	1	2.7%	33,873	13.4%
Hispanic	24	64.9%	94,571	37.5%
White	12	32.4%	112,983	44.8%
Native American	0	0.0%	944	0.4%
Asian/Pacific Islander	0	0.0%	9,750	3.9%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	8	21.6%	46,999	18.6%
Recommended H.S. Pgm./DAP	29	78.4%	205,122	81.4%
Special Education Graduates	5	13.5%	26,091	10.3%
	---Non-Special Education Rates---		---Special Education Rates---	
Retention Rates By Grade: Kindergarten	District	State	District	State
	12.9%	2.6%	20.0%	11.7%

Grade 1	5.6%	5.5%	0.0%	10.5%
Grade 2	16.7%	3.2%	25.0%	4.7%
Grade 3	3.7%	2.5%	0.0%	3.0%
Grade 4	2.3%	1.3%	0.0%	1.3%
Grade 5	2.6%	1.9%	0.0%	2.4%
Grade 6	0.0%	0.9%	0.0%	1.6%
Grade 7	0.0%	1.4%	0.0%	2.2%
Grade 8	0.0%	1.7%	0.0%	3.3%

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Data Quality: PID Errors (student)	0	0.0%	7,343	0.1%
Underreported Students	0	0.0%	12,668	0.6%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	13.7	19.0
Grade 1	14.5	19.0
Grade 2	14.3	19.3
Grade 3	20.6	19.3
Grade 4	17.4	19.7
Grade 5	16.0	22.1
Grade 6	12.3	21.5
Mixed Grades	-	21.8
Secondary: English/Language Arts	12.0	19.8
Foreign Languages	9.6	21.1
Mathematics	11.5	19.6
Science	11.2	20.5
Social Studies	13.2	21.7

STAFF INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	107.9	100.0%	646,815.1	100.0%
Professional Staff:	70.8	65.7%	407,135.1	62.9%
Teachers	61.8	57.3%	327,662.9	50.7%
Professional Support	3.8	3.5%	54,475.5	8.4%
Campus Administration (School Leadership)	3.0	2.8%	18,324.9	2.8%
Central Administration	2.3	2.1%	6,671.7	1.0%
Educational Aides:	11.6	10.8%	62,459.5	9.7%
Auxiliary Staff:	25.4	23.6%	177,220.5	27.4%
Total Minority Staff:	26.0	24.1%	283,075.3	43.8%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	31,745.6	9.7%
Hispanic	5.0	8.1%	72,451.6	22.1%
White	56.8	91.9%	218,477.4	66.7%
Native American	0.0	0.0%	860.1	0.3%
Asian/Pacific Islander	0.0	0.0%	4,128.3	1.3%
Males	15.6	25.3%	74,947.7	22.9%
Females	46.1	74.7%	252,715.2	77.1%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,773.0	0.8%
Bachelors	52.8	85.4%	254,661.6	77.7%
Masters	9.0	14.6%	68,433.3	20.9%
Doctorate	0.0	0.0%	1,795.0	0.5%

Teachers by Years of Experience:				
Beginning Teachers	4.0	6.5%	23,779.1	7.3%
1-5 Years Experience	6.0	9.7%	99,863.0	30.5%
6-10 Years Experience	10.0	16.2%	65,434.1	20.0%
11-20 Years Experience	20.9	33.8%	77,622.5	23.7%
Over 20 Years Experience	20.9	33.8%	60,964.2	18.6%

Number of Students per Teacher:	10.0	n/a	14.4	n/a
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STAFF INFORMATION (Continued)

	-----District-----	-----State-----
Average Years Experience of Teachers:	16.1 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:	9.6 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$31,967	\$40,372
1-5 Years Experience	\$32,962	\$42,463
6-10 Years Experience	\$38,866	\$45,035
11-20 Years Experience	\$44,960	\$49,083
Over 20 Years Experience	\$45,745	\$57,325
Average Actual Salaries (regular duties only):		
Teachers	\$42,231	\$47,159
Professional Support	\$53,186	\$55,819
Campus Administration (School Leadership)	\$62,771	\$68,891
Central Administration	\$70,378	\$85,305
Turnover Rate for Teachers:	15.6%	14.7%
Instructional Staff Percent***:	63.5%	63.9%

EXCLUSIONS:

Shared Services Arrangement Staff:		
Professional Staff	0.0	1,294.2
Educational Aides	0.0	228.1
Auxiliary Staff	0.0	670.7
Contracted Instructional Staff:	0.0	2,034.5

TAX INFORMATION (CALENDAR YEAR 2008)

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$1.170	n/a	\$1.052
Interest and Sinking Fund #	n/a	\$0.000	n/a	\$0.157

Total Rate (sum of above)	n/a	\$1.170	n/a	\$1.209
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$461,388,782	n/a	\$1,679,467,429,033	n/a
Value Per Pupil @@	\$746,584	n/a	\$363,600	n/a
Value by Category				
Business	\$88,515,670	18.6%	\$639,448,221,965	33.6%
Residential	\$35,182,300	7.4%	\$1,013,878,237,447	53.3%
Land	\$45,317,685	9.5%	\$119,006,587,048	6.3%
Oil and Gas	\$305,449,260	64.3%	\$121,117,948,450	6.4%
Other	\$287,460	0.1%	\$10,519,720,405	0.6%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2007-08 audited)	\$2,223,056	n/a	\$7,066,606,345	n/a
Percent of Total Budgeted Expenditures (2008-09)	n/a	32.8%	n/a	18.8%

ACTUAL REVENUE INFORMATION (2007-08)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$7,040,219	100.0%	\$10,949	\$7,615,428	100.0%	\$11,844	\$45,294,860,186	100.0%	\$9,739
Local Tax	\$4,143,364	58.9%	\$6,444	\$4,143,364	54.4%	\$6,444	\$17,930,957,304	39.6%	\$3,855
Other Local & Intermediate	\$212,349	3.0%	\$330	\$269,643	3.5%	\$419	\$2,762,287,931	6.1%	\$594
State	\$2,684,506	38.1%	\$4,175	\$2,756,574	36.2%	\$4,287	\$20,309,900,694	44.8%	\$4,367
Federal	\$0	0.0%	\$0	\$445,847	5.9%	\$693	\$4,291,714,257	9.5%	\$923
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,139,480,329	n/a	\$245

ACTUAL EXPENDITURE INFORMATION (2007-08)

By Object:

Total Expenditures	\$5,875,355	100.0%	\$9,137	\$6,491,965	100.0%	\$10,096	\$51,273,532,249	100.0%	\$11,024
Payroll Costs	\$4,315,707	73.5%	\$6,712	\$4,693,523	72.3%	\$7,299	\$31,013,675,795	60.5%	\$6,668
Other Operating Costs	\$1,134,708	19.3%	\$1,765	\$1,373,502	21.2%	\$2,136	\$8,348,454,795	16.3%	\$1,795
Debt Service	\$0	0.0%	\$0	\$0	0.0%	\$0	\$4,354,710,385	8.5%	\$936
Capital Outlay	\$424,940	7.2%	\$661	\$424,940	6.5%	\$661	\$7,556,691,274	14.7%	\$1,625

**ACTUAL EXPENDITURE INFORMATION
(continued)**

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$5,364,744	100.0%	\$8,343	\$5,981,354	100.0%	\$9,302	\$38,800,772,656	100.0%	\$8,342
Instruction (11,95)	\$3,218,725	60.0%	\$5,006	\$3,464,974	57.9%	\$5,389	\$22,412,730,229	57.8%	\$4,819
Instructional-Related Services (12,13)	\$102,606	1.9%	\$160	\$161,642	2.7%	\$251	\$1,362,093,753	3.5%	\$293
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$580,207,436	1.5%	\$125
School Leadership (23)	\$251,392	4.7%	\$391	\$251,392	4.2%	\$391	\$2,169,614,250	5.6%	\$466
Support Services-Student (31,32,33)	\$105,576	2.0%	\$164	\$160,931	2.7%	\$250	\$1,856,553,573	4.8%	\$399
Student Transportation (34)	\$202,714	3.8%	\$315	\$202,714	3.4%	\$315	\$1,119,008,142	2.9%	\$241
Food Services (35)	\$5,622	0.1%	\$9	\$261,592	4.4%	\$407	\$2,028,802,850	5.2%	\$436
Cocurricular Activities (36)	\$307,943	5.7%	\$479	\$307,943	5.1%	\$479	\$1,009,690,375	2.6%	\$217
Central Administration (41,92)	\$236,798	4.4%	\$368	\$236,798	4.0%	\$368	\$1,262,251,460	3.3%	\$271
Plant Maintenance and Operations (51)	\$668,158	12.5%	\$1,039	\$668,158	11.2%	\$1,039	\$4,187,268,340	10.8%	\$900
Security and Monitoring Services (52)	\$559	0.0%	\$1	\$559	0.0%	\$1	\$293,809,180	0.8%	\$63
Data Processing Services (53)	\$264,651	4.9%	\$412	\$264,651	4.4%	\$412	\$518,743,068	1.3%	\$112
Community Services (61)	\$0	n/a	\$0	\$0	n/a	\$0	\$196,446,415	n/a	\$42
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,139,480,329	n/a	\$245
Instructional Expenditure Ratio*** (11,12,13,31)		62.6%						64.4%	

ACTUAL PROGRAM EXPENDITURE INFORMATION (2007-08)

By Program:

Total Operating Expenditures	\$3,920,534	100.0%	\$6,097	\$4,257,507	100.0%	\$6,621	\$29,122,857,968	100.0%	\$6,262
Bilingual/ESL Education (25)	\$47,379	1.2%	\$74	\$47,379	1.1%	\$74	\$1,234,002,476	4.2%	\$265
Career & Technical Education (22)	\$165,231	4.2%	\$257	\$167,571	3.9%	\$261	\$959,193,633	3.3%	\$206
Accelerated Education (24,30)	\$520,966	13.3%	\$810	\$772,310	18.1%	\$1,201	\$3,402,326,008	11.7%	\$732
Gifted & Talented Education (21)	\$40,150	1.0%	\$62	\$40,150	0.9%	\$62	\$416,924,270	1.4%	\$90
Regular Education (11)	\$2,752,420	70.2%	\$4,281	\$2,823,869	66.3%	\$4,392	\$17,459,661,507	60.0%	\$3,754

Special Education (23)	\$216,859	5.5%	\$337	\$228,699	5.4%	\$356	\$4,625,650,805	15.9%	\$995
Athletics/Related Activities (91)	\$177,529	4.5%	\$276	\$177,529	4.2%	\$276	\$700,538,480	2.4%	\$151
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$324,560,789	1.1%	\$70

PROGRAM INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	46	7.4%	757,146	16.0%
Career & Technical Education	156	25.2%	1,011,507	21.4%
Gifted & Talented Education	20	3.2%	355,801	7.5%
Special Education	39	6.3%	444,026	9.4%
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	1.8%	24,508.0	7.5%
Career & Technical Education	3.3	5.3%	12,776.4	3.9%
Compensatory Education	7.6	12.3%	11,885.9	3.6%
Gifted & Talented Education	0.2	0.3%	6,514.8	2.0%
Regular Education	45.5	73.7%	230,600.5	70.4%
Special Education	3.6	5.9%	31,805.5	9.7%
Other	0.5	0.7%	9,571.8	2.9%

- '^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
- '@' Includes TAKS(Accommodated).
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '#' The \$0.157 includes 229 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.203.
- '@@' Not Used for School Funding calculations.
- '***' For more details on this Chapter 44 measure, please go to [this link](#).

T E X A S E D U C A T I O N A G E N C Y

Section III - Page 1

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report

District Name: SCHLEICHER ISD

2008-09 District Performance Report

District #: 207901

For Current Year LEP Students

Indicator:	State	Region 15	District	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))													
(Standard Accountability Indicator)													
Reading/ELA 2009	91%	92%	92%	*	*	*	*	*	55%	*	55%	*	50%
Mathematics 2009	82%	81%	87%	*	*	*	*	*	27%	*	27%	*	25%
Writing 2009	93%	95%	89%	*	*	*	*	*	*	*	*	*	*
Science 2009	78%	77%	74%	*	*	*	*	*	13%	*	13%	*	13%
Soc Studies 2009	93%	92%	88%	*	*	*	*	*	33%	*	33%	*	33%
All Tests 2009	74%	73%	76%	*	*	*	*	*	8%	*	8%	*	8%

Student Success Initiative

Grade 3 Reading (English and Spanish)

Students Requiring Accelerated Instruction													
2009	10%	9%	8%	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)													
2009	94%	95%	97%	*	*	*	*	*	*	*	*	*	*

Grade 5 Reading (English and Spanish)

Students Requiring Accelerated Instruction

	2009	16%	14%	11%	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	91%	92%	95%	*	*	*	*	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	15%	15%	5%	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	92%	92%	98%	*	*	*	*	*	*	*	*	*	*
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2009	6%	6%	5%	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	97%	97%	> 99%	*	*	*	*	*	*	*	*	*	*
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2009	18%	21%	3%	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	87%	85%	95%	*	*	*	*	*	*	*	*	*	*
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	50%	47%	*	*	*	*	*	40%	*	40%	*	40%
Mathematics	2009	37%	35%	55%	*	*	*	*	*	17%	*	17%	*	14%

APPENDIX B—SCISD PBMAS Continuous Improvement Plan for Special Education

ESC Region #:	15	Special Education Monitoring System 2009-2010	Stage of Intervention:	3
LEA:	Schleicher ISD		Submittal Date:	February 5, 2010
Co/District #:	207-901		Amended and Resubmitted April 16, 2010	
Continuous Improvement Plan				

Desired results/goals identified in the special education monitoring continuous improvement plan should be integrated, as appropriate, into LEA and campus improvement planning processes. The LEA must ensure that staff members on each campus have a clear understanding of the LEA’s CIP activities. Campus principals must disseminate the CIP to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA must also conduct monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance. The LEA must provide the TEA with updates regarding implementation, monitoring, and evaluation activities upon request.

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
Students identified to receive services through Special Ed will meet or exceed the statewide passing rate for Science	<p>TAKS Science Pass rate will increase from 22.2% to within 20 percentage points of the state rate in the current school year’s statewide assessment</p> <p>2008-2009 Science PBMAS Rate = 50%</p> <p>SCISD = 22.2%</p>	<p>Provide meaningful staff development in delivering instruction for diversified learners including, but not limited to modifications, accommodations, and support structures to sustain and promote educational success and learning for each student:</p> <p>CSCOPE Science Curriculum training: 11 teachers / 207.5 hours 2 principals/15 hours</p> <p>5E Model, Diversity in Learning, and use of Manipulatives training: 5 teachers/42 hours</p> <p>Region XV Science Collaborative: 2 mentor teachers (attended state science teachers conference as part of Collaborative)</p> <p>Region XV Beginning Science Teacher Mentoring Program: 1 mentor/1 mentee /24 hours</p> <p>Odysseyware Training: 1 teacher/1 aide/16 hours</p> <p>Sheltered Instruction: 2 aides/12 hours</p> <p>Diversified Learning training:</p>	<p>Campus Principals</p> <p>Reg Ed Teachers</p> <p>Spec Ed Teachers</p> <p>Paraprofessionals</p> <p>Technology Director</p> <p>ARD Committees</p> <p>Service-Learning Coordinators</p> <p>CSCOPE Coordinator</p> <p>Learn and Serve Texas Grant Funds</p> <p>CScope Curriculum</p> <p>5E Lesson Model</p> <p>ESC Region XV Staff Development</p>	<p>Initial Awareness:</p> <p>January 2010</p> <p>FDA Meeting/Begin CIP</p> <p>Interim:</p> <p>March 2010</p> <p>What inservice will the teachers have available this summer?</p> <p>What will we need to supply at the start of school</p> <p>Final:</p> <p>October 2010</p> <p>Are our SpEd students successful in mainstream settings?</p> <p>Has there been an impact on learning?</p>

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
		<p>Provide instruction for diversified learners through rigorous curriculum, enrichment activities and support structures to sustain and promote educational success and learning for each student.</p> <p>New CSCOPE Curriculum implemented districtwide—researched based 5E Model of Instruction Delivery: 11 teachers/207.5 hours 2 principals/15 hours</p> <p>5E Model, Diversity in Learning, and use of Manipulatives training: 5 teachers/42 hours</p> <p>Region XV Science Collaborative: 2 mentor teachers (attended state science teachers conference as part of Collaborative)</p> <p>Region XV Beginning Science Teacher Mentoring Program: 1 mentor/2 mentees /30 hours</p> <p>Odysseyware Training: 1 teacher/1 aide/16 hours</p> <p>Sheltered Instruction: 2 aides/12 hours</p> <p>Teachers or aides assigned to science classrooms with SpEd students for support, accommodations, etc.</p>	<p>Campus Principals Science Teachers/SpEd Teachers ARD Committees Paraprofessionals S-L Coordinators & Learn and Serve Texas Grant Funds Daily Tutorials, TAKS Enrichment, TAKS Remediation classes CScope Curriculum 5E Science Lessons AIMS Science Benchmark Testing ESC Region XV Staff Development</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: May 2010 How did each identified student do on the Science TAKS? July 2010 What students will need more support for the new year?</p> <p>Final: October 2010 Has there been an impact on learning?</p>
<p>Students identified to receive services through Special Education will be served in the least restrictive environment</p>	<p>PEIMS and PBMAS reports will show that the number of students served in a 40/41 educational setting will increase to within 5 percentage points of the state rate</p> <p>LRE (ages 12-21) PBMAS Rate = 60% SCISD = 44.7%</p>	<p>Provide meaningful staff development in delivering instruction for diversified learners including, but not limited to modifications, accommodations, support structures, and rigor to sustain and promote educational success and learning for each student</p> <p>SpEd LRE training: 5 teachers/54 hours; 4 Admin/24 hours; 3 MSEC/ 54 hours</p>	<p>Campus Principals Reg Ed Teachers Spec Ed Teachers Paraprofessionals Technology Director ARD Committees Service-Learning Coordinators CSCOPE Coordinator Learn and Serve Texas Grant Funds CScope Curriculum 5E Lesson Model ESC Region XV Staff Development</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: March 2010 What inservice will the teachers have available this summer? What will we need to supply at the start of school</p> <p>Final: October 2010 Are our SpEd students successful in mainstream settings? Has there been an impact on learning?</p>

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
		<p>Provide instruction for diversified learners through rigorous curriculum, enrichment activities and support structures to sustain and promote educational success and learning for each student.</p> <p>Literacy & TALA training: 8 teachers/ 88 hours Service-Learning training: 7 teachers/72 hours Odysseyware training: 1 teacher/1 aide/16 hours Core academics training: 33 teachers/865 hours CTE training: 5 teachers/87 hours Paraprofessional training: 5 aides/60 hours</p> <p>Assign aides and/or teachers into classes with SpEd students for support structures Struggling students assigned to tutorials for extra help and support</p>	<p>Campus Principals Teachers/SpEd Teachers ARD Committees Paraprofessionals Learn & Serve TX Grant Funds Title I/SCE Funds Daily Tutorials, TAKS Enrichment, TAKS Remediation classes CScope Curriculum w/ 5E lessons ARRA Stimulus Funds Benchmark Testing Technology Based Programs: Odysseyware, ACCES, WebCCAT ESC Region XV Staff Development</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: May 2010 How did each identified student do on the Science TAKS? July 2010 What students will need more support for the new year?</p> <p>Final: October 2010 Has there been an impact on learning?</p>
<p>The ratio of Hispanic students with disabilities served in special education will be closely aligned with the ratio of Hispanic students served in the district</p>	<p>PEIMS records will show the percentage of Hispanic students with disabilities served in special education will be below 80%</p> <p>Hispanic representation: 2004-2005: SpEd Hisp 46 / 54 = 85.2% Dist Hisp 381/584 = 65.2%</p>	<p>Pre-referral/RtI activities, including but not limited to enrichment, modifications, strategies, reading interventions, accelerated instruction, compensatory, and tutorial, will be carried out in their entirety before the referral stage.</p> <p>Training: 5 teacher/1 aide/ 65 hours EES has dedicated RtI teacher/ ½ day aide EMS has 10 teachers/2 aides assigned to work RtI activities with struggling students EHS utilizes tutorials and computer programs for RtI Evaluation and placement in other programs such as Section 504 is considered before evaluation for SpEd</p>	<p>Campus Principals SAP Committee ESL Teachers LPAC Committee Regular Ed Teachers Counselors Section 504 Coordinators Paraprofessionals ESC Region XV Staff Title I/SCE Funds Lexia Daily Tutorials</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: Jan-May, 2010 Monitor pre-referral packets and referral logs</p> <p>Final: May 29, 2010 Have RtI activities impacted individual student performance to negate the need for referral?</p>

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
	<p>Ratio Difference = 20</p> <p>2005-2006: SpEd Hisp 44/57 = 77.2% Dist Hisp 384/599 = 64.1% Ratio Difference = 13.1</p> <p>2006-2007: SpEd Hisp 35/44 = 79.5% Dist Hisp 399/632 = 63.1% Ratio Difference = 16.4</p> <p>2007-2008: SpEd Hisp 40/51 =</p>	<p>Initial evaluations and reevaluations will be done in the dominant language of the student as appropriate, with consideration of non-verbal testing.</p> <p>GFTA2; CELF-P; CELF-4; CASL; TNL; SSI; PLS3; PLS-SPAN; Structured Photographic Expressive Language Test PK-2 & Inter; Bayley Scales of Infant and Toddler Development; OWLS; Play Based Assessment; TOLD-P; TOLD-I; Functional Communication Profile Informal Obs; Parent Interview; Percentage of Consonants Correct; Consistency Index; Communication Matrix</p> <p>BASC-2; Conners 3rd Ed; RADS-2; RCMAS; House-Tree-Person; GADS; GARS-2; ADOS; EDDT; Poolittle Sentence Completion; RISB; Piers-Harris Children's Self-Concept Scale 2nd Ed.; NEPSY-II; Vineland-II; ABAS; Developmental Profile III; WJ-III; WASI; TTR; Woodcock-Johnson III Tests of Cognitive Abilities NU; Woodcock-Johnson III Tests of Achievement; Woodcock-Johnson III Diagnostic Supplement; Wechsler Intelligent Scale for Children-IV; Vineland II Adaptive Behavior Scale; Adaptive Behavior Assessment System II</p>	<p>MSEC Diagnostician & SLP MSEC Library of Evaluation Instruments in English, Spanish, and non-verbal. Special Education Teachers ARD Committees ESC Region XV Staff Development</p>	<p>Initial Awareness: January 2010 FDA Meeting Begin CIP</p> <p>Interim: May 29, 2010 Monitor referral logs and FIE reports, the instruments used, and the results of evaluations.</p> <p>Final: October 31, 2010 Compare 10-11 Snapshot information to 09-10, 08-09 & 07-08</p>

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
	<p>78.4% Dist Hisp 413/645 = 64.5% Ratio Difference = 13.9</p> <p>2008-2009: SpEd Hisp 32/43 = 74.4% Dist Hisp 393/625 = 62.9% Ratio Difference = 11.5</p>	<p>Provide instruction for diversified learners, enrichment activities and support structures to sustain and promote educational success and learning for each student.</p> <p>Through the ARD and LPAC process, ESL exit criteria will be established for LEP students also identified to receive services through Special Education.</p> <p>LPAC training: 4 teachers/2 aides/184 hours TELPA training: 20 teachers/60 hours Decision is based on passing the appropriate TAKS, and meeting ARD/LPAC determined levels of achievement on other language acquisition measures such as TELPAS, Woodcock-Munoz, etc. Determined on a student-by-student basis and dependent upon true language acquisition issues as opposed to the student's disability(ies)</p>	<p>Campus Principals Regular Ed Teachers/SpEd Teachers Paraprofessionals Service-Learning Coordinators/ Learn & Serve Texas Grant Funds EHS PALS/Tutors Title I/SCE Funds CSCOPE Curriculum ARRA Stimulus funds Daily Tutorials Technology Based Programs: Kurzweil, Rosetta Stone, Odysseyware, Lexia, Accelerated Reader ESC Region XV Staff Development</p> <p>Campus Principals ESL Teachers LPAC Committee ARD Committee MSEC Personnel TELPAS Raters Woodcock-Munoz Testing ESC Region XV Staff</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: July 2010 What students need more support for the new year?</p> <p>Final: October 2010 Has there been an impact on learning?</p> <p>Initial Awareness: Jan-Feb, 2010 FDA Meeting/Begin CIP ARD/LPAC meetings to set exit criteria</p> <p>Interim: May 29, 2010 Review State Assessment Results: TELPAS & TAKS</p> <p>Final: August 2010 Does an individual student meet exit criteria as established by his/her ARD & LPAC Committees?</p>

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
<p>The ratio of LEP students with disabilities served in special education will be closely aligned with the ratio of LEP students served in the district.**</p> <p><i>**For SCISD, this goal and all its activities are closely tied to the previous one as both refer to many of the same students who were first identified LEP</i></p>	<p>PEIMS records, ARD documentation, AEIS Indicators will show the percentage of LEP students with disabilities served in special education to be below 15%, thus reducing the ratio difference to within 7 points of the district's total LEP student population as opposed to the 16points from this past year.</p>	<p>Pre-referral/RtI activities, including but not limited to enrichment, modifications, strategies, reading interventions, accelerated instruction, compensatory, and tutorial, will be carried out in their entirety before the referral stage.</p> <p>Training: 5 teacher/1 aide/ 65 hours EES has dedicated RtI teacher/ ½ day aide EMS has 10 teachers/2 aides assigned to work RtI activities with struggling students EHS utilizes tutorials and computer programs for RtI Evaluation and placement in other programs such as Section 504 is considered before evaluation for SpEd</p>	<p>Campus Principals SAP Committee ESL Teacher LPAC Committee Regular Ed Teachers Counselors Section 504 Coordinators Paraprofessionals ESC Region XV Staff Title I/SCE Funds Lexia Daily Tutorials Computer Labs</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: Jan-May, 2010 Monitor pre-referral packets and referral logs</p> <p>Final: May 29, 2010 Have pre-referral activities impacted individual student performance to negate the need for referral?</p>

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
<i>and later identified to receive services through special education.</i>	Percentage of LEP students identified special education: 2004-2005: SpEd LEP 22/54 = 41% SCISD LEP 62/584 = 11% Ratio Difference = 30 2005-2006: SpEd LEP 19/57 = 33% SCISD LEP 60/599 = 10% Ratio Difference = 23 2006-2007: SpEd LEP 16/44 = 37% SCISD LEP 52/632 = 10% Ratio Difference = 27 2007-2008: SpEd LEP 19/51 = 35.5% SCISD LEP 60/645 = 9.2% Ratio Difference = 26.3	<p>Initial evaluations and reevaluations will be done in the dominant language of the student as appropriate, with consideration of non-verbal testing.</p> <p>GFTA2; CELF-P; CELF-4; CASL; TNL; SSI; PLS3; PLS-SPAN; Structured Photographic Expressive Language Test PK-2 & Inter; Bayley Scales of Infant and Toddler Development; OWLS; Play Based Assessment; TOLD-P; TOLD-I; Functional Communication Profile Informal Obs; Parent Interview; Percentage of Consonants Correct; Consistency Index; Communication Matrix</p> <p>BASC-2; Conners 3rd Ed; RADS-2; RCMAS; House-Tree-Person; GADS; GARS-2; ADOS; EDDT; Poolittle Sentence Completion; RISB; Piers-Harris Children's Self-Concept Scale 2nd Ed.; NEPSY-II; Vineland-II; ABAS; Developmental Profile III; WJ-III; WASI; TTR; Woodcock-Johnson III Tests of Cognitive Abilities NU; Woodcock-Johnson III Tests of Achievement; Woodcock-Johnson III Diagnostic Supplement; Wechsler Intelligent Scale for Children-IV; Vineland II Adaptive Behavior Scale; Adaptive Behavior Assessment System II</p>	<p>MSEC Diagnostician & SLP MSEC Library of Evaluation Instruments in English, Spanish, and non-verbal. Special Education Teachers ARD Committees ESC Region XV Staff Development</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP Begin CIP Interim: May 2010 Monitor referral logs and FIE reports, the instruments used, and the results of evaluations. Final: October 31, 2010 Compare 10-11 Snapshot information to 06-07, 07-08, 08-09, & 09-10</p>
		<p>Provide research-based literacy links through educational related websites, reading tips for parents, structured home book activities written in native language to support parent participation in their child's learning.</p> <p>Trainings: 8 teachers/88 hours; 1 MSEC/6 hours TALA teachers meet with parents to discuss progress of students literacy issues and what strategies the parents can do at home to help their child improve in reading.</p> <p>Bilingual books are available in the elementary library so parents who do not speak English can read along in Spanish as their child reads in English.</p> <p>Community Network provides free computer access where parents can access educational websites sent home in monthly newsletter at elementary.</p>	<p>Campus Principals, Counselors, and Liaisons LPAC Committee SCISD Librarian/Library Aides SCISD Library Spanish/Bilingual books Campus PTCP Groups Regular Ed Teachers LPAC Committee SCISD Technology Director SCCN (Computers in the Community) ESC Region XV Campus Calendars/Newsletters Title I/SCE Funds</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP Interim: May 2010 Final Report Cards and/or Newsletters on summer activities Final: October 2010 Survey parents at Parent/Teacher Conferences for participation and effectiveness</p>

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
	<p>2008-2009:</p> <p>October Snapshot</p> <p>SpEd LEP 10/43 = 23.3%</p> <p>SCISD LEP 46/625 = 7.4%</p> <p>Ratio Difference = 15.9</p> <p>October 2009</p> <p>SpEd LEP 6/40 = 15.0%</p> <p>SCISD LEP 52/634 = 8.2%</p> <p>Ratio Difference = 6.8</p>	<p>Provide instruction for diversified learners, enrichment activities and support structures to sustain and promote educational success and learning for each student.</p> <p>Literacy & TALA training: 8 teachers/ 88 hours Service-Learning training: 7 teachers/72 hours Odysseyware training: 1 teacher/1 aide/16 hours Core academics training: 33 teachers/865 hours CTE training: 5 teachers/87 hours Paraprofessional training: 5 aides/60 hours</p> <p>Assign aides and/or teachers into classes with SpEd students for support structures Struggling students assigned to tutorials for extra help and support</p>	<p>Campus Principals Regular Ed Teachers LPAC Committee Paraprofessionals Service-Learning Coordinators/ Learn & Serve Texas Grant EHS PALS/Tutors Technology Director Title I/SCE Funds Daily Tutorials Technology Based Programs: Kurzweil Odysseyware Lexia Accelerated Reader ESC Region XV Staff Development</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: July 2010 What students need more support for the new year?</p> <p>Final: October 2010 Has there been an impact on learning?</p>

<p>DESIRED RESULT</p> <p><i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i></p>	<p>MEASURABLE EVIDENCE OF CHANGE</p> <p><i>Qualitative and/or quantitative measures of student performance/ program improvement</i></p>	<p>ACTIVITIES</p> <p><i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i></p>	<p>RESOURCES</p> <p><i>Materials/supplies, fiscal, and personnel needed to implement activities</i></p>	<p>TIMELINES</p> <p><i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i></p>
		<p>Through the ARD and LPAC process, ESL exit criteria will be established for LEP students also identified to receive services through Special Education.</p> <p>LPAC training: 4 teachers/2 aides/184 hours TELPAS training: 20 teachers/60 hours</p> <p>Decision is based on passing the appropriate TAKS, and meeting ARD/LPAC determined levels of achievement on other language acquisition measures such as TELPAS, Woodcock-Munoz, etc.</p> <p>Determined on a student-by-student basis and dependent upon true language acquisition issues as opposed to the student's disability(ies)</p>	<p>Campus Principals ESL Teachers LPAC Committee ARD Committee MSEC Personnel TELPAS Raters Woodcock-Munoz Testing ESC Region XV Staff</p>	<p>Initial Awareness: Jan 2010 FDA Meeting/Begin CIP ARD/LPAC meetings to set exit criteria</p> <p>Interim: May 2010 Review State Assessment Results: TELPAS & TAKS</p> <p>Final: August 2010 Does an individual student meet exit criteria as established by his/her ARD & LPAC Committees?</p>

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
		<p>Accelerate the Language Acquisition of each ELL student to move the individual from BICS to CALP as quickly as possible.</p> <p>Literacy & TALA training: 8teachers/78hours Sheltered Instruction training: 2 aides/12 hours</p> <p>Teachers and/or aides assigned to core academic classes to work with ELL students with language acquisition and academic issues.</p> <p>ELL students work with ESL teachers on language acquisition software programs.</p>	<p>Campus Principals ESL Teachers ARD & LPAC Committee Regular Ed Teachers TELPAS Raters Textbook Coordinator SCISD Librarian/Library Aides Paraprofessionals EHS PALS/Tutors Title I/SCE Funds Daily Tutorials Technology Based Programs: Rosetta Stone Lexia Bilingual Library Books Textbooks in Spanish and English Woodcock-Munoz Testing ESC Region XV Staff Development</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: Mid-April 2010 TELPAS</p> <p>Final: May 2010 Review State Assessment Results: TELPAS TAKS Local testing requirements</p> <p>Does an individual student meet exit criteria as established by his/her ARD & LPAC Committees</p>
<p>The ratio of SpEd discretionary placements to ISS will be closely aligned with the overall district ratio of discretionary placements to ISS</p>	<p>PEIMS records for 2009-2010 will show that the difference between SpEd discretionary placements to ISS and all ISS placements will be within 5 percentage points of the state difference rate</p> <p>PBMAS Data: from 2007-2008</p>	<p>Provide meaningful professional development to staff on implementing strategies for positive behavior interventions to reduce and/or prevent noncompliant behavior escalations.</p> <p>Training: 15 teachers/3 aides/54 hours 4 MSEC/36 hours</p> <p>The campus principals will explore all disciplinary options available to them for a SpEd student's infraction of the Student Code of Conduct prior to selecting ISS as a placement.</p>	<p>Campus Principals ESC Region XV Staff Spencer Henry Classroom Behavior Management Resources PRIM MSEC Staff</p> <p>Campus Principals Campus & District SBDM Committees Campus Discipline Committees</p>	<p>Initial Awareness: January 2010 FDA Meeting/Begin CIP</p> <p>Interim: April 2010 What training will we need this summer? June-Auguat 2010 Training and exploring options</p> <p>Final: December 2010</p>

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	SpEd ISS 24/58 = 41.4% All ISS 116/708=16.4% SCISD Difference: 25.00 State Difference: 10.0 As of February 1, 2010 SpEd ISS 6/41 = 14.63% All ISS 60/628 = 9.55% SCISD Difference: 5.08	<p>The ARD committees will convene when necessary and discuss the possibility of developing a BIP for a SpEd student who has persistent problems meeting school and classroom expectations as laid out in the campus handbook and student code of conduct.</p> <p>Alternative disciplinary options not listed in the student code of conduct and not currently utilized in the district will be explored for possible adoption and implementation.</p>	<p>Campus Principals MSEC personnel ARD Committees</p> <p>Campus Principals Campus & District SBDM Committees Campus Discipline Committees</p>	<p>Is what we are doing producing a reduction in SpEd ISS referrals? If not, why?</p>

Follow-Up Activities

After the interim benchmark for evaluation, what will we do if the initial plan isn't working?

At the interim review for each of the activities, if data does not indicate reaching stated goal, the committee will reconvene to determine new strategies/activities to implement. The following were discussed as possible activities for follow-up:

Review RtI, pre-referral and SAP Committee training to determine effectiveness.

Provide additional training for all staff in meeting the needs of diverse learners and English Language Learners.

Increase opportunities for accelerated instruction and language acquisition activities for student success.

Review each discretionary ISS placements and study possible causes for an individual student's struggle to follow student code of conduct.

Corrective Action

The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.

Corrective Action

The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.

Identify Areas of Noncompliance. Enter the topic and specific legal reference from the CFR, TEC, or TAC.	Corrective Action Activities	Timeline for Implementation	Current Compliance Status <i>(for previously identified noncompliance, state <u>when</u> noncompliance initially was identified)</i>
Out of Compliance Annual ARD 19 TAC Chapter 89.1414(d)(4)(A)(i)	Parent Training on ARD Timelines Staff Training on ARD Timelines Allow enough time to ensure proper notices have been sent to a parent, then proceed with ARD prior to deadline if documented attempts to include parent fails.	August 2009-August 2010 Within 1 year	In Compliance

ESC Region #:	15	Bilingual Education / ESL Monitoring System 2009-2010	Stage of Intervention:	1B
LEA:	Schleicher ISD		Submittal Date:	December 11, 2009
Co/District #:	207901		Continuous Improvement Plan	

Desired results/goals identified in the BE-ESL continuous improvement plan should be integrated, as appropriate, into LEA and campus improvement planning processes. The LEA must ensure that staff members on each campus have a clear understanding of the LEA's CIP activities. Campus principals must disseminate the CIP to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA must also conduct monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance. The LEA must provide the TEA with updates regarding implementation, monitoring, and evaluation activities upon request.

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
<p>ELL Students in ESL will meet or exceed the statewide passing rate for Mathematics</p> <p>ELL Students in ESL will meet or exceed the statewide passing rate for Reading/ELA.</p>	<p>TAKS Mathematics Pass rate will increase from 39.6% to >60% in the current school year's statewide assessment</p> <p>2008-2009 Mathematics PBMAS Rate = 55% SCISD = 39.6%</p> <p>TAKS Reading/ELA Pass Rate will increase from 52.9% to >72% in the current school year's statewide assessment.</p>	<p>Accelerate the Language Acquisition of each ELL student to move the individual from BICS to CALP as quickly as possible.</p>	<p>Campus Principals ESL Teachers LPAC Committees/ARD Committees Regular Ed/Special Ed Teachers TELPAS Raters Textbook Coordinator SCISD Librarian/Library Aides Paraprofessionals EHS PALS/Peer Tutors Title I/SCE Funds ARI/AMI Grant Funds Daily Tutorials, TAKS Enrichment & Remedial Classes Technology Based Programs: Rosetta Stone; Kurzweil; Odysseyware Academy of Reading & Math Read Naturally</p>	<p>Initial Awareness: December 2009 FDA Meeting/Begin CIP</p> <p>Interim: April 9, 2010 TELPAS Window Closes</p> <p>Final: May 2010 Review State Assessment Results: TELPAS TAKS, TAKS-Acc Local testing requirements Does an individual student meet exit criteria?</p>

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
ELL Students in ESL will meet or exceed the statewide passing rate for Science	2008-2009 Reading/ELA PBMAS Rate = 70% SCISD = 52.9%		Bilingual Library Books Textbooks in Spanish and English Woodcock-Munoz Testing ESC Region XV Staff Development	
	TAKS Science Pass rate will increase from 12.5% to >55% in the current school year's statewide assessment 2008-2009 Mathematics PBMAS Rate = 50% SCISD = 12.5%	Provide research-based literacy links through educational related websites, reading tips for parents, structured home book activities written in native language to support parent participation in their child's learning.	Campus Principals, Counselors, and Liaisons LPAC Committee SCISD Librarian/Library Aides SCISD Library Spanish/Bilingual books Campus PTCP Groups Regular Ed/Special Ed Teachers SCISD Technology Director SCCN (Computers in the Community) ESC Region XV Campus Calendars/Newsletters Title I/SCE Funds	Initial Awareness: December 2009 FDA Meeting/Begin CIP January PTCP Meetings & Newsletters Interim: May 2010 Final Report Cards and/or Newsletters on summer activities Final: October 2010 Survey parents at Parent/Teacher Conferences for participation and effectiveness
		Provide instruction for diversified learners through rigorous curriculum, enrichment activities and support structures to sustain and promote educational success and learning for each student.	Campus Principals Regular Ed/Spec Ed Teachers LPAC Committees/ARD Committees Paraprofessionals Service-Learning Coordinators EHS PALS/Peer Tutors Technology Director	Initial Awareness: December 2009 FDA Meeting/Begin CIP Interim: July 2010 What students need more support for the new year? Final:

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
			Title I/SCE Funds ARI/AMI Grant Funds Learn and Serve Texas Grant Funds Daily Tutorials, TAKS Enrichment, TAKS Remediation classes CScope Curriculum Benchmark Testing Technology Based Programs: Kurzweil, Odysseyware, ACCES, WebCCAT, Academy of Reading & Math , Accelerated Reader Read Naturally ESC Region XV Staff Development	October 2010 Has there been an impact on learning?

Follow-Up Activities <i>After the interim benchmark for evaluation, what will we do if the initial plan isn't working?</i>
<p>At the final interim reviews, if individual test scores and EOY PEIMS data does not indicate reaching stated goal, the committee will reconvene to determine new strategies/activities to implement. The following were discussed as possible activities for follow-up:</p> <p>Study the TAKS Reading/ELA, TAKS Math, and TELPAS results to monitor growth in language acquisition and plan appropriate instructional interventions for each student.</p> <p>Monitor the rate of entry of new ELL students and plan appropriate instruction and immediate interventions for them accordingly.</p> <p>Explore possibility of extending the school day for ELL students to provide additional opportunities for them to accelerate their CALP (Cognitive Academic Language Proficiency) in order for the ELL students to be more successful in testing situations.</p>