

Eldorado Elementary School Campus Improvement Plan 2009-2010

Date of School Board Approval

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

Mission Statement

Education is the key to my future. I must respect the opportunity I am given to acquire knowledge and educational skills in order for me to be a positive contributor to tomorrow's society.

Planning and Decision Making Committee

<i>Claudia Droll</i>	<i>Teacher</i>	
<i>Lyndi Harris</i>	<i>Teacher</i>	
<i>Janet Curtis</i>	<i>Teacher</i>	
<i>Lisa O'Harrow</i>	<i>Teacher</i>	
<i>Lana Jones</i>	<i>Teacher</i>	
<i>Geralyn Beach</i>	<i>Teacher</i>	
<i>Kathy Newman</i>	<i>Counselor</i>	
<i>Tammy Doan</i>	<i>Parent</i>	
<i>Joe McGee</i>	<i>Parent</i>	
<i>Gabby Garcia</i>	<i>Community</i>	
<i>David Creek</i>	<i>Business</i>	
<i>Chad Wright</i>	<i>Principal</i>	

Federal Accountability Information for Adequate Yearly Progress (AYP)

	Performance:	Performance:	Participation:	Participation:	Graduation	Attendance
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	Reading	Math	Reading	Math	Rate	Rate
Elementary 2006-2007	95% Met AYP	88% Met AYP	100% Met AYP	100% Met AYP	N/A	96.8% Met AYP
Elementary 2007-2008	95% Met AYP	83% Met AYP	100% Met AYP	100% Met AYP	N/A	96.4% Met AYP
Elementary 2008-2009	97% Met AYP	95% Met AYP	100% Met AYP	100% Met AYP	N/A	95.4% Met AYP

**Performance-Based Monitoring Analysis System (PBMAS)
 2007-2008 Summary Report**

District: 207901 Schleicher ISD

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

Elements	Indicator Performance Level
16. SpEd Hispanic Representation	3
17. SpEd LEP Representation	3

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

Intervention Level: 3

**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	2PJSA

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

Intervention Level: N/A

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

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

Elements Indicator
Performance
Level

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

Intervention Level: N/A

Elements Indicator
Performance
Level

3 (i). CTE Econ TAKS Passing Rate Math 2

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

Intervention Level: N/A

**Disciplinary Action PEIMS Data
Eldorado Elementary School
Discipline Referrals for ISS/DAEP**

Grade Level = PK	2006-2007	2007-2008	2008-2009
1-3 Days	0	0	0
4-9 Days	0	0	0
10 + Days	0	0	0
Total Referrals/ # Students	0 Referrals/ 0 Students	0 0	0 0

Grade Level = K	2006-2007	2007-2008	2008-2009
1-3 Days	1	1	1
4-9 Days	0	0	0
10 + Days	0	0	0
Total Referrals/ # Students	1 Referrals/ 1 Students	1 Referrals/ 1 Students	0 0

Grade Level = 01	2006-2007	2007-2008	2008-2009
1-3 Days	0	1	0
4-9 Days	0	0	0
10 + Days	0	0	0
Total Referrals/ # Students	0 Referrals/ 0 Students	1 Referral/ 1 Student	0 0

# Students	0 Students	1 Student	0
Grade Level = 02	2006-2007	2007-2008	2008-2009
1-3 Days	0	6	3
4-9 Days	0	1	0
10 + Days	0	1	0
Total Referrals/ # Students	0 Referrals/ 0 Students	8 Referrals/ 4 Students	3 Referrals 3 Students

Grade Level = 03	2006-2007	2007-2008	2008-2009
1-3 Days	0	8	4
4-9 Days	0	0	
10 + Days	0	0	
Total Referrals/ # Students	0 Referrals 0 Students	0 Referrals 0 Students	0 Referrals 0 Students

Grade Level = 04	2006-2007	2007-2008	2008-2009
1-3 Days	0	7	3
4-9 Days	0	0	1
10 + Days	0	0	0
Total Referrals/ # Students	0 Referrals 0 Students	7 Referrals 5 Students	12 Referrals 9 Students

Percent Attendance (%)	92.11	94.53	95.25	96.4	97.12	96.89	95.38
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Average Daily Attendance Report

08/27/2007—05/29/2008

PK	K	1	2	3	4	Total
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Percent Attendance (%)	94.38	94.89	95.90	96.23	96.18	97.10	95.78
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EES Parent Involvement

Parent/Teacher Conferences

October 5 & October 12, 2009

Kindergarten	98%
1 st grade	95%
2 nd grade	93%
3 rd grade	78%
4 th grade	87%
Overall	90%

The parents who did not make it were originally scheduled, but were unable to attend either day.

Dad's Breakfast in December served 250 fathers and students. Mom's Muffins is slated for May.

Summary of Findings

The following were identified as the areas of concern for Eldorado Elementary School

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Vertical alignment of curriculum/ instruction in core subject areas, concentrating on math</i>	<i>AEIS, TAKS Data</i>
<i>Strengthen instruction and learning of Science by providing more opportunities for students with the integration and infusion of Science activities into other subject areas</i>	<i>AEIS, TAKS Data</i>
<i>Increase percentage of ALL students passing ALL parts of the State-Mandated Assessments</i>	<i>AEIS, AYP, TAKS Data, TELPAS Data, CIP, PBMAS,</i>
<i>Increase percentage of ALL students receiving Commended Performance on all parts of the State-Mandated Assessments</i>	<i>AEIS, TAKS Data</i>
<i>Closing the achievement gap between white and Hispanic students</i>	<i>AEIS, TAKS Data, TELPAS Data, CIP, PBMAS</i>
<i>Increase the integration of technology for RTI progress monitoring</i>	<i>State Mandate</i>
<i>Increase parent involvement in the academic process</i>	<i>Campus parent participation records, PTO meetings, and parent conferences</i>
<i>Increase attendance rate of all students</i>	<i>PEIMS Data</i>
<i>Improve “bridging” between Elementary and EMS in all core subjects</i>	<i>Elementary and middle school staff, administration, and parents</i>

Title I and State Compensatory Education

The comprehensive, intensive, accelerated education program at Eldorado Elemenatay School, a Title I Schoolwide Campus, consists of the following targets: providing instructional assistance to students at risk of failure; providing enrichment activities to stimulate and expand student learning; aggressive support structures to address attendance issues; and providing counseling services. In the area of instructional assistance, paraprofessionals and teachers are assigned to classrooms to assist students, and tutorials are held during the school day for students at risk. In the area of enrichment activities, funds are provided for classroom teachers to use for enhanced activities and projects that expand the regular curriculum. The support structures include the attendance clerk and/or parent liaison 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. All of these are done with the dedicated effort of increasing our students' success rate and increasing our students' attendance rate.

Total Title I and SCE funds allotted for EES is approximately \$204,306.00

Total FTEs funded through Title I and SCE is approximately 6.7757

Students' placement as "At-Risk" to be served with SCE funds is based on state eligibility criteria and is organized by the campus principal and 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 COMPENSATORY SALARIES/FTEs

ELDORADO ELEMENTARY SCHOOL

LAST NAME	FIRST NAME	ASSIGNMENT	Title I & SCE \$\$	FTEs
Collins	Christi	Teacher	42650.00	0.8858
Droll	Claudia	Teacher	42650.00	1.0000
Gutierrez	Margaret	Paraprofessional	24834.00	1.0000
Koch	Charissa	Teacher	12013.00	1.0000
Rojas	Soila	Paraprofessional	18027.00	1.0000
Rubio	Shelly	Paraprofessional	14706.00	1.0000
Samaniego	Judith	Paraprofessional	17503.00	1.8858
		TOTAL	172,383.00	6.8858

2008-2009

State Compensatory Education Program Evaluation Program Evaluation/Needs Assessment

Grades 3-4

	<u>Math</u> % Met Standard			<u>Reading/ELA</u> % Met Standard			<u>Writing</u> % Met Standard		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Students At-Risk	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Students	90%	86%	95%	95%	98%	97%	99%	98%	88%

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 Campus)

Eldorado Elementary School 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 Eldorado Elementary School.

<i>Program/Funding Source</i>
<i>Federal Programs</i>
<i>Title I, Part A</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title III</i>
<i>Title IV, Part A (Innovative)</i>
<i>Title V, Part A (Innovative)</i>
<i>Department of Education Grant</i>
<i>State Programs</i>
<i>Accelerated Reading & Math Instruction Funds</i>
<i>State Compensatory Education</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>ESL Program</i>
<i>ADA Allotments</i>
<i>STARS of Texas Service-Learning Grant</i>
<i>REAP</i>
<i>Local Programs/Funding Source</i>
<i>Property Tax Allotments</i>

Title 1 components for Title I Schoolwide schools

1. Comprehensive Needs Assessment—strategies that address the findings from our campus' Comprehensive Needs Assessment are labeled 1
2. Schoolwide Reform Strategies—scientifically research-based strategies
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Assisting students experiencing difficulties mastering the proficient and advanced levels of achievement standards
10. Coordination and integration of Federal, State, and local services and programs

Goal 1: Eldorado Elementary School will achieve an Exemplary Rating by 2010 and will maintain this rating in 2011.

Objective 1: By May 2010, 85% or higher of all students and each student group*, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP (Adequate Yearly Progress) in every area measured.

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

(ESEA/NCLB Goals 1 and 2)

Data	All Students	W	H	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
2006-2007 % Met Standard	88%	97%	80%	0%	79%	----	*	*	100%	88%	87%
2007-2008 % Met Standard	82%	86%	79%	----	81%	-----	*	*	100%	88%	76%
2008-2009 % Met Standard	90%	97%	85%	—	87%	----	*	*	100%	88%	92%

Title I SW # (Campus)	Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Imple- mentation Timeline	Resources	Formative Evaluation
1 9	Study Island, Lexia, Academy of Math and Reading to create TEKS based/TAKS formatted assessments	Teachers	May 10	Aug 09- May 10	Local Funds	Improved performance of State Assessments
1 8 9	Utilize all pre-referral intervention strategies to determine educational needs of students struggling in classrooms	Principal Teachers SpEd Teacher 504 Coordinator	End of each semester	Aug 09- May 10	Local Funds	Decrease in number of referrals
1 9	Utilize paraprofessionals and teachers for extra classroom assistance for At-Risk and Sp Ed to ensure success of students. Benchmark grades 3-4.	Principal, All teachers	Every three weeks	Aug 09- May 10	SCE Funds Title I Funds Sp Ed Funds	Improved grades every six weeks. Reduction in failure rates
1 8	Pretest all grade levels prior to the administration of designated TAKS tests using released TAKS.	Principal, All teachers responsible for testing	Dec 09- May 10	Nov 09- May 10	Local Funds	Scores on pretests will indicate preparedness for TAKS

1 3	Provide supplies for enrichment in grades 3 and 4 for ELA, Science, Math, and Social Studies including advanced technology	Principal	April 09- May 10	Sept 09- May 10	Local funds DoE Grant	Improved overall averages and performance on State Assessments
1 9	Integration of technology based instruction and software (including Lexia, Reading and Math Academy and Study Island) to address the needs of differentiated learners	Principal All Staff Tech Director Director of Media Services	Every six weeks	Aug 09- May 10	Title I Funds Cat-D Grant State Funds Local Funds	Improved performances on State Assessments
1 8	When appropriate, place students identified to receive services through Special Education in mainstream educational classrooms.	Principal ARD Committees Special Ed. Staff	Annual ARD Meetings	Aug 09- May 10	Local Funds MSEC Funds	Measurable & improved academic growth of Sp Ed students
1 9	Provide tutorial time and Sustained Silent Reading 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	Teachers	Every three weeks	Aug 09- May 10	Title I Funds SCE Funds	Reduction in failure rate and improved performance on State Assessments
1 4	Utilize ESC Services to enhance student learning through staff training	Principal ESC Staff	End of each semester	June 09- May 10	Title II & Title III funds through SSA with ESC	Reduction in failure rate and improved performance on State Assessments
	Provide a pull-out program as well as integrate/differentiate activities within the core subject areas for our students identified Gifted and Talented to enrich their education	Principal G/T Teacher	Beginning and end of each semester	Aug 09- May 10	Local Funds State Funds	Improved quality of G/T products and portfolios
	Schedule all core subjects into computer lab at least once a week to encourage integration of technology into curriculum and projects	Principal Core Subject Teachers	End of each semester	Aug 09- May 10	Local Funds	Increased student proficiency in utilizing technology applications
	Have 6 week campus meetings with the student body and staff to celebrate successes.	Principal	End of each six weeks	Aug 09- May 10	Local Funds	Improved student efficacy and attitude

Summative: By 2010, at least 85% of all students will pass all portions of the state tests, meet ARD expectations, and the Campus will meet AYP.

Goal 2: At Eldorado Elementary School all students* will be taught by highly qualified teachers.

Objective 1: By May 2010, highly qualified teachers will teach 100% of all classes, and the level of highly qualified paraprofessionals assisting with student instruction will be maintained at 100%, and 100% of teachers will receive high quality professional development.

(ESEA/NCLB Goal 3)

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

Title 1 SW Comp.	Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
2 3 4 8	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	Principal Campus Principal 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
2 4 9	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
3 4	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
3	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

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						certifications to become HQ in multiple areas
3 5	Actively recruit quality teachers who already meet HQ standards when positions become available	Superintendent Principal	June 10	Mar 09- July 10	Local Funds	New hires are highly qualified, 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
2 4 8 9	Assemble a Rtl Team to research, develop and implement a Response to Intervention Model and provide the necessary training for staff	Principal Counselor Teachers ESC Personnel MSEC Personnel	Aug 10	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 10	Aug 09-May 10	Local funds	Improved vertical alignment between language arts departments

Summative: One hundred percent of the classes will be taught by highly qualified teachers and 100% of the paraprofessionals at Eldorado Elementary School will be highly qualified.

Goal 3: All students at Eldorado Elementary School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2010 the number of violent incidents will be maintained at 0% as measured by PEIMS and discipline referrals will be reduced by at least 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
2006-07 Referrals/ Students	1 referrals 1 students	0	1 referrals 1 students	0	0	0	0	0	0	1 referrals 1 students	0
2007-2008 Referrals/ Students	25 referrals 18 students	9 referrals 8 students	16 referrals 10 students	0	*	0	0	*	0	19 Referrals 12 students	6 referrals 6 students
2008-2009 Referrals/ Students	12 referrals 9 students	5 referrals 4 students	7 referrals 5 students	0	2 referrals 1 student	0	1 referral 1 student	5 referrals	0	12 referrals 9 students	0

Title 1 Comp.	Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
	Participate in Pillars of Character	Teachers, Counselor	May 10	Oct 10- May 11	Local Funds	Counselor Evaluation
	Participate in the Red Ribbon Activities	Counselor, Staff	May 10	Oct 10- May 11	Title Funds Local Funds	Student knowledge of drug awareness in class discussion
	Present programs dealing with conflict resolution, self esteem, and making positive choices as appropriate per grade level	Title I Counselor (shared with MS)	End of each semester	Aug 10- May 11	ESC Title I Funds	Increased understanding in dealing with life in elementary school, a reduction in number of discipline referrals
2	Incorporate Service Learning projects into the curriculum with focus on anti-bullying	Principal, All Teachers	Beginning and end of each semester	Aug 10- May 11	Texas K-12 School Community Partnership Grant	Increased involvement of students in addressing community, school, and personal needs

Summative: Discipline referrals will be reduced by at least 15%.

Goal 5: Parents and Community will be partners in the education of students at Eldorado Elementary School.

Objective 1: By May 2010, at least 95% 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

Title 1 Comp.	Activity/Strategy	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1 6	Schedule individual parent/teacher conferences where Parent Involvement Policy is discussed and copy of signed Compact is presented to parent	All Teachers	End of 1 st six weeks	Aug 10- Oct 10	Local Funds	90-100% of parents attending
1 6	Hold a meeting for each grade level (PK-4) for parents to receive information to prepare their child for the next school year	Principal Staff	Once a year	Jan 11- Aug 11	Local Funds	Increased number of parents involved in education opportunities
1 6	Send home a calendar of events for each month	Campus secretary	Once a month	Aug 10- May 11	Local Funds	Increase in parental awareness
1 6	Mail home a three week progress report for each student and send home a six weeks report card	Campus secretary	Every three weeks	Aug. 10- May 11	Local Funds	Increase of parental awareness
1 10	Utilize community members and parents in Service-Learning projects	Principal All Teachers	End of each project	Aug. 10- May 11	STARS of Texas Service-Learning Grant	Increased awareness and involvement of community with projects
1 6	Continue development and growth of the PTO	Principal Staff Parents	Scheduled Meetings	Oct 10- May 11	Local Funds	Increased parental involvement with school beyond athletics
1 6	Utilize the District's digital marquee to display upcoming middle school events	Principal	Each week	Aug 10- May 11	Local Funds	Increase in parental awareness and participation in school activities
1 6	Provide parents test results, AEIS Campus Report Cards, newsletters, etc. in both English and Spanish, and encourage	Principal	May 11	Aug 10- May 11	Local Funds	Increase of parental awareness in academic progress

	parents to contact Principal to receive assistance with interpreting results					
1 6	Encourage parents to register to view their child's grades through the district's online Gradespeed program	Principal Technology Director	May 11	Aug 10- May 11	Local Funds	Increases parental awareness in academic performance of students
1 6	Send out and collect School-Parent Compact outlining how parents, staff, and students will share responsibility for improved academic achievement	Principal Campus SBDM Parents	Oct 10	Aug 10- Oct 11	Local Funds	Increased parental awareness in academic progress and performance of students
1 6	Hold parent meetings to discuss higher education opportunities, admission and financial aid information, and the need for making informed curriculum choices	Principal Counselor EES-SBDM EES-PTCP	May 11	Jan 11- May 11	Local Funds	Increased parental awareness of educational opportunities available for their child(ren)
1 9	Research and begin development of a Mentoring Program for the At Risk students who are struggling with school	Principal EES-SBDM PTO	End of each semester	Jan 11- May 11	Local Funds	Increased community involvement with the students, positive student survey results, and improved student performance

Summative: School records will indicate that at least 95% or more of students' parents/family members will participate in partnership in education opportunities.

ESC Region #:	15	Special Education Monitoring System 2009/2010	Stage of Intervention:	1B
LEA:	Schleicher ISD		Submission Date:	January 2010
Co/District #:	207901		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>
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>PEIMS records, the AEIS report and PBMAS Indicators will show the percentage of Hispanic students with disabilities served in special education to be below 73%, thus reducing the ratio difference to within ten points of the district's total Hispanic student population as opposed to the 14 points from this past year</p> <p>Hispanic representation: 2004-2005: SpEd Hisp 46 / 54 = 85.2%</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.	Campus Principals SAP Committee ESL Teachers LPAC Committee Regular Ed Teachers Counselors Section 504 Coordinators Paraprofessionals ESC Region XV Staff Title I/SCE Funds STAR Reading Program Read Naturally Academy of Reading & Math Lexia Daily Tutorials	<p>Initial Awareness: November 2008 January 2010 FDA Meeting/Begin CIP</p> <p>Interim: Jan-May, 2010 Monitor pre-referral packets and referral logs</p> <p>Final: May 2010 Have RtI activities impacted individual student performance to negate the need for referral?</p>

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<p>DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i></p>	<p>MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i></p>	<p>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></p>	<p>RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i></p>	<p>TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i></p>
	<p>Dist Hisp 381/584 = 65.2% 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 = 78.4% Dist Hisp 413/645 = 64.5% Ratio Difference = 13.9</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>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>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>Campus Principals, Counselors, and Liaisons SCISD Librarian/Library Aides SCISD Library Spanish/Bilingual books Campus PTCP Groups Regular Ed Teachers SCISD Technology Director SCCN (Computers in the Community) ESC Region XV Campus Calendars/Newsletters Title I/SCE Funds</p>	<p>Initial Awareness: November 2009 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, 2009 Compare 09-10 Snapshot information to 08-09 & 07-08</p> <p>Initial Awareness: November 2007 January, 2010 FDA Meeting/Begin CIP February PTCP Meetings & Newsletters</p> <p>Interim: May 2010 Final Report Cards and/or Newsletters on summer activities</p> <p>Final: October 2010 Survey parents at Parent/ Teacher Conferences for participation and effectiveness</p>

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<p>DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i></p>	<p>MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i></p>	<p>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></p>	<p>RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i></p>	<p>TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i></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>Campus Principals Regular Ed Teachers/SpEd Teachers Paraprofessionals Service-Learning Coordinators EHS PALS/Tutors Title I/SCE Funds ARI/AMI Grant Funds STARS of Texas S-L Funds Daily Tutorials Technology Based Programs: Kurzweil Odysseyware Lexia ACCES WebCCAT STAR Reading Program Read Naturally; Academy of Reading & Math Accelerated Reader ESC Region XV Staff Development</p>	<p>Initial Awareness: November 2008 January 2010 FDA Meeting/Begin CIP Interim: July 2010 What students need more support for the new year? Final: October 2010 Has there been an impact on learning?</p>

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<p>DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i></p>	<p>MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i></p>	<p>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></p>	<p>RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i></p>	<p>TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i></p>
<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 and later identified to receive services through special education.</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 25%, thus reducing the ratio difference to within 16 points of the district's total LEP student population as opposed to the 26points from this past year.</p> <p>Percentage of LEP students identified special education: LEP Representation:</p> <p>2004-2005: SpEd LEP 22/54 = 41% SCISD LEP 62/584 = 11% Ratio Difference = 30</p> <p>2005-2006: SpEd LEP 19/57 =33% SCISD LEP 60/599= 10% Ratio Difference = 23</p> <p>2006-2007: SpEd LEP 16/44 = 37% SCISD LEP 52/632 = 10%</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>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 Study Island STAR Reading Program Read Naturally Academy of Reading & Math Daily Tutorials Computer Labs</p>	<p>Initial Awareness: November 2008 January 6, 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>
		<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>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: November 2008 January , 2010 FDA Meeting/Begin CIP 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 09-10 Snapshot information to 06-07, 07-08, & 08-09</p>

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<p>DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i></p>	<p>MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i></p>	<p>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></p>	<p>RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i></p>	<p>TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i></p>
	<p>Ratio Difference = 27</p> <p>2007-2008: SpEd LEP 19/51 = 35.5% SCISD LEP 60/645 = 9.2% Ratio Difference = 26.3</p> <p>2009-2010: October Snapshot</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>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: November 2007 January 4, 2008 FDA Meeting/Begin CIP February PTCP Meetings & Newsletters</p> <p>Interim: May 2009 Final Report Cards and/or Newsletters on summer activities</p> <p>Final: May 2010 October 2008 Survey parents at Parent/ Teacher Conferences for participation and effectiveness</p>

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<p>DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i></p>	<p>MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i></p>	<p>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></p>	<p>RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i></p>	<p>TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i></p>
	<p>SpEd LEP 10/43 = 23.3% SCISD LEP 46/625 = 7.4% Ratio Difference = 15.9</p> <p>As of January 9, 2009 SpEd LEP 9/43 = 20.9% SCISD LEP 54/624 = 8.6% Ratio Difference = 12.3</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>Campus Principals Regular Ed Teachers LPAC Committee Paraprofessionals Service-Learning Coordinators EHS PALS/Tutors Technology Director Title I/SCE Funds ARI/AMI Grant Funds STARS of Texas S-L Funds Daily Tutorials Technology Based Programs: Kurzweil Odysseyware Lexia ACCES WebCCAT Academy of Reading & Math Accelerated Reader STAR Reading Program Read Naturally ESC Region XV Staff Development</p>	<p>Initial Awareness: November 2008 January 6, 2009 FDA Meeting/Begin CIP</p> <p>Interim: July 2009 What students need more support for the new year?</p> <p>Final: October 2009 Has there been an impact on learning?</p>

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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>
		Through the ARD and LPAC process, ESL exit criteria will be established for LEP students also identified to receive services through Special Education.	Campus Principals ESL Teachers LPAC Committee ARD Committee MSEC Personnel TELPAS Raters Woodcock-Munoz Testing ESC Region XV Staff	Initial Awareness: August 2008 Jan-Feb, 2010 FDA Meeting/Begin CIP ARD/LPAC meetings to set exit criteria Interim: May 29, 2010 Review State Assessment Results: TELPAS TAKS Final: August 2010 Does an individual student meet exit criteria as established by his/her ARD & LPAC Committees?

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<p>DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i></p>	<p>MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i></p>	<p>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></p>	<p>RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i></p>	<p>TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i></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 Committee Regular Ed Teachers TELPAS Raters Textbook Coordinator SCISD Librarian/Library Aides Paraprofessionals EHS PALS/Tutors Title I/SCE Funds ARI/AMI Grant Funds Daily Tutorials Technology Based Programs: Rosetta Stone Lexia Kurzweil Academy of Reading & Math STAR Reading Program Read Naturally Bilingual Library Books Textbooks in Spanish and English Woodcock-Munoz Testing ESC Region XV Staff Development</p>	<p>Initial Awareness: November 2008 January , 2010 FDA Meeting/Begin CIP Interim: April 10, 2010 TELPAS Final: May 2010 Review State Assessment Results: TELPAS TAKS Local testing requirements Does an individual student meet exit criteria as established by his/her ARD & LPAC Committees?</p>

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

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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.

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

APPENDIX A—EES Academic Excellence Indicator System

District Name: SCHLEICHER ISD
Students: 273
Campus Name: ELDORADO EL
PK - 04
Campus #: 207901101
Elementary

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System

2008-09 Campus Performance

2009 Accountability Rating: Exemplary

Section I
Total

Grade Span:

School Type:

Gold Performance Acknowledgments:

Commended on Reading/ELA
Commended on Mathematics
Comparable Improvement: Mathematics

Econ	Disad	LEP	State	District	Campus	African	Native	Asian/	Is Male	Female	Special					
					Group	Campus	American	Hispanic				White	American	Pacific	Ed	
TAKS Met 2009 Standard Grade 3 (English) First Administration Only																
Reading	94%	*	2009	90%	94%	91%	94%	*	90%	> 99%	*	*	87%	> 99%	*	
	99%	*	2008	89%	96%	91%	96%	*	93%	> 99%	*	*	96%	96%	*	>
Mathematics	94%	*	2009	86%	94%	85%	94%	*	90%	> 99%	*	*	93%	95%	*	
	62%	*	2008	85%	72%	88%	72%	*	69%	76%	*	*	78%	67%	*	
All Tests	94%	*	2009	82%	91%	82%	91%	*	85%	> 99%	*	*	87%	95%	*	
	62%	*	2008	80%	71%	82%	71%	*	67%	77%	*	*	75%	68%	*	
TAKS Met 2009 Standard Grade 4 (English)																
Reading	99%	*	2009	86%	98%	86%	98%	*	96%	> 99%	*	*	> 99%	96%	*	>
	99%	*	2008	85%	> 99%	85%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	>
Mathematics	95%	*	2009	88%	96%	87%	96%	*	93%	> 99%	*	*	95%	96%	*	

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99%	*	2008	87%	> 99%	88%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	>
Writing		2009	92%	88%	93%	88%	*	85%	94%	*	*	86%	91%	*	
80%	*	2008	93%	98%	94%	98%	*	96%	> 99%	*	*	> 99%	93%	*	>
99%	*														
All Tests		2009	78%	87%	76%	87%	*	81%	94%	*	*	86%	88%	*	
81%	*	2008	77%	98%	78%	98%	*	96%	> 99%	*	*	> 99%	93%	*	>
99%	*														
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
(Standard Accountability Indicator)															
Reading/ELA		2009	91%	92%	90%	97%	*	96%	> 99%	*	*	97%	98%	*	
97%	*	2008	91%	92%	92%	98%	*	96%	> 99%	*	*	98%	98%	*	>
99%	*														
Mathematics		2009	82%	87%	88%	95%	*	91%	> 99%	*	*	94%	95%	*	
95%	*	2008	80%	79%	88%	84%	*	83%	86%	*	*	90%	78%	*	
81%	*														
Writing		2009	93%	89%	93%	88%	*	85%	94%	*	*	86%	91%	*	
80%	*	2008	93%	96%	94%	98%	*	96%	> 99%	*	*	> 99%	93%	*	>
99%	*														
All Tests		2009	74%	76%	79%	90%	*	85%	97%	*	*	89%	91%	*	
87%	*	2008	72%	66%	80%	82%	*	79%	86%	*	*	88%	76%	*	
81%	*														
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA		2009	96%	98%	95%	99%	*	98%	> 99%	*	*	97%	> 99%	*	
97%	*	2009	89%	92%	93%	97%	*	96%	> 99%	*	*	97%	98%	*	
Mathematics		2009	97%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	>
97%	*														
Writing		2009	97%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	>
99%	*														
All Tests		2009	84%	86%	88%	96%	*	94%	> 99%	*	*	94%	98%	*	
95%	*														
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA		2009	34%	34%	32%	38%	*	30%	50%	*	*	39%	37%	*	
39%	*	2008	34%	33%	29%	47%	*	38%	61%	*	*	45%	49%	*	
34%	*														

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Mathematics	2009	31%	39%	35%	47%	*	34%	66%	*	*	47%	47%	*
37% *													
26% *	2008	28%	26%	32%	30%	*	21%	43%	*	*	41%	17%	*
Writing	2009	34%	32%	27%	21%	*	15%	31%	*	*	10%	32%	*
20% *													
33% *	2008	33%	34%	28%	35%	*	30%	38%	*	*	15%	71%	*
All Tests	2009	16%	16%	18%	15%	*	6%	28%	*	*	11%	19%	*
11% *													
10% *	2008	15%	11%	13%	16%	*	11%	24%	*	*	22%	10%	*

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

Reading/ELA	2009	82%	> 99%	95%	*	*	*	*	*	*	*	*	*	*
* *														
Mathematics	2009	69%	56%	85%	*	*	*	*	*	*	*	*	*	*
* *														
Writing	2009	72%	*	> 99%	*	*	*	*	*	*	*	*	*	*
* *														
All Tests	2009	57%	44%	73%	*	*	*	*	*	*	*	*	*	*
* *														

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

Reading/ELA	2009	87%	89%	86%	96%	*	94%	> 99%	*	*	95%	98%	*
97% *													
98% *	2008	86%	87%	89%	97%	*	94%	> 99%	*	*	96%	98%	*
Mathematics	2009	80%	87%	87%	95%	*	91%	> 99%	*	*	95%	95%	*
95% *													
82% *	2008	78%	78%	87%	85%	*	83%	87%	*	*	90%	78%	*
Writing	2009	92%	88%	91%	86%	*	85%	88%	*	*	82%	91%	*
80% *													
99% *	2008	91%	95%	93%	98%	*	96%	> 99%	*	*	> 99%	93%	*
All Tests	2009	72%	75%	76%	88%	*	83%	94%	*	*	84%	91%	*
87% *													
80% *	2008	69%	64%	77%	82%	*	78%	87%	*	*	87%	76%	*

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

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Reading/ELA 98%	2009	87%	89%	86%	96%	*	94%	> 99%	*	*	95%	98%	> 99%
Mathematics 95%	2009	80%	87%	86%	95%	*	92%	> 99%	*	*	95%	96%	> 99%
Writing 81%	2009	91%	89%	89%	87%	*	86%	88%	*	*	83%	91%	*
All Tests 88%	2009	71%	74%	76%	88%	*	84%	94%	*	*	84%	91%	80%

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

All Tests	2009	84%	*	> 99%	*	*	*	*	*	*	*	*	*	*
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2009 TAKS Participation (Grades 3-11)

Tested 95.6%		98.5%	98.0%	99.7%	97.8%	-	98.2%	97.3%	-	-	100.0%	96.2%	100.0%
By Test Version													
TAKS (1 or more) 91.1%		90.8%	93.9%	92.1%	92.5%	-	91.1%	94.6%	-	-	92.5%	92.5%	16.7%
Not on TAKS 4.4%		7.7%	4.1%	7.3%	5.4%	-	7.1%	2.7%	-	-	7.5%	3.8%	83.3%
TAKS(Acc) Only 0.0%		2.3%	1.3%	1.7%	1.1%	-	0.0%	2.7%	-	-	2.5%	0.0%	16.7%
TAKS-M Only 2.2%		3.3%	2.6%	3.2%	3.2%	-	5.4%	0.0%	-	-	2.5%	3.8%	50.0%
TAKS-Alt Only 2.2%		0.8%	0.3%	0.2%	1.1%	-	1.8%	0.0%	-	-	2.5%	0.0%	16.7%
Combination 0.0%		1.3%	0.0%	1.1%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
By Acct Status													
Acct System 84.4%		87.3%	90.0%	86.4%	84.9%	-	83.9%	86.5%	-	-	90.0%	81.1%	16.7%
Non-Acct System 11.1%		11.2%	7.9%	13.1%	12.9%	-	14.3%	10.8%	-	-	10.0%	15.1%	83.3%
Mobile 6.7%		4.7%	4.3%	6.4%	7.5%	-	7.1%	8.1%	-	-	2.5%	11.3%	0.0%
Non-Acct Test 4.4%		6.4%	3.6%	6.4%	5.4%	-	7.1%	2.7%	-	-	7.5%	3.8%	83.3%
Hurricane Ike 0.0%		0.1%	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
Not Tested 4.4%		1.5%	2.0%	0.3%	2.2%	-	1.8%	2.7%	-	-	0.0%	3.8%	0.0%
Absent 0.0%		0.1%	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt 2.2%		0.9%	1.3%	0.0%	1.1%	-	1.8%	0.0%	-	-	0.0%	1.9%	0.0%

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Other	0.4%	0.8%	0.0%	1.1%	-	0.0%	2.7%	-	-	0.0%	1.9%	0.0%
2.2%	0.0%											
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	391	254	93	0	56	37	0	0	40	53	6
45	6											

2008 TAKS Participation (Grades 3-11)

Tested	98.4%	99.0%	100.0%	98.1%	-	96.7%	100.0%	-	*	100.0%	97.8%	*
100.0%	66.7%											
By Program												
TAKS (1 or more)	90.9%	93.0%	93.2%	95.1%	-	93.3%	97.6%	-	*	94.5%	97.8%	*
93.9%	33.3%											
Not on TAKS	7.5%	6.0%	6.5%	2.9%	-	3.3%	2.4%	-	*	5.5%	0.0%	*
6.1%	33.3%											
TAKS(Acc)	2.7%	3.8%	1.8%	1.9%	-	1.7%	2.4%	-	*	3.6%	0.0%	*
4.1%	16.7%											
TAKS-M Only	2.9%	1.4%	2.4%	0.0%	-	0.0%	0.0%	-	*	0.0%	0.0%	*
0.0%	0.0%											
TAKS-Alt Only	0.7%	0.5%	0.5%	1.0%	-	1.7%	0.0%	-	*	1.8%	0.0%	*
2.0%	16.7%											
Combination	1.2%	0.2%	1.1%	0.0%	-	0.0%	0.0%	-	*	0.0%	0.0%	*
0.0%	0.0%											
By Acct Status												
Acct System	87.1%	90.1%	87.6%	88.3%	-	88.3%	88.1%	-	*	90.9%	89.1%	*
85.7%	33.3%											
Non-Acct System	11.3%	8.9%	12.0%	9.7%	-	8.3%	11.9%	-	*	9.1%	8.7%	*
14.3%	33.3%											
Mobile	5.1%	5.0%	6.3%	6.8%	-	5.0%	9.5%	-	*	3.6%	8.7%	*
8.2%	0.0%											
Non-Acct Test	6.2%	3.8%	5.7%	2.9%	-	3.3%	2.4%	-	*	5.5%	0.0%	*
6.1%	33.3%											
Not Tested	1.6%	1.0%	0.0%	1.9%	-	3.3%	0.0%	-	*	0.0%	2.2%	*
0.0%	33.3%											
Absent	0.2%	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	0.0%	0.0%	*
0.0%	0.0%											
LEP Exempt	0.9%	0.7%	0.0%	1.0%	-	1.7%	0.0%	-	*	0.0%	2.2%	*
0.0%	16.7%											
Other	0.5%	0.2%	0.0%	1.0%	-	1.7%	0.0%	-	*	0.0%	0.0%	*
0.0%	16.7%											
Total Count	3,075,682	416	251	103	0	60	42	0	1	55	46	3
49	6											

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

Percent of Failers Passing TAKS

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*	Reading/ELA	2009	49%	47%	36%	*	*	*	*	*	*	*	*	*
		2008	53%	50%	49%	*	*	*	*	*	*	*	*	*
86%	Mathematics	2009	37%	55%	40%	83%	*	75%	*	*	*	*	88%	*
		2008	36%	35%	50%	> 99%	*	> 99%	*	*	*	*	*	*
Average TGI Growth														
*	Reading/ELA	2009	0.52	0.36	0.60	*	*	*	*	*	*	*	*	*
		2008	0.58	0.50	0.59	*	*	*	*	*	*	*	*	*
2.18	Mathematics	2009	0.38	0.95	0.44	1.93	*	2.18	*	*	*	*	2.09	*
		2008	0.34	0.11	0.49	1.54	*	1.54	*	*	*	*	*	*

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 3 Reading (English and Spanish)

Students Requiring Accelerated Instruction														
6%	*	2009	10%	8%	10%	8%	*	10%	6%	*	*	13%	5%	*
		2008	12%	4%	11%	4%	*	7%	< 1%	*	*	4%	4%	*
1%	*	TAKS Cumulative Met Standard (First and Second Administrations)												
		2009	94%	97%	95%	97%	*	95%	> 99%	*	*	93%	> 99%	*
94%	*	2008	94%	96%	97%	96%	*	93%	> 99%	*	*	96%	96%	*
99%	*	TAKS Failers Promoted by Grade Placement Committee												
-		2008	65.2%	*	66.7%	*	-	-	*	-	-	-	*	-
-		2007	53.6%	*	33.3%	*	-	*	-	-	-	-	*	-
English Language Learners Progress Measure (2011 Preview)														
88%	80%	2008-09	76%	53%	80%	92%	*	92%	*	*	*	*	88%	*

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Attendance Rate		2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	2006-07	2005-06	2004-05
2007-08	95.5%	96.1%	96.3%	96.3%	96.3%	96.2%	96.6%	-	*	96.5%	96.2%	96.0%
96.1%	95.5%											
2006-07	95.5%	96.5%	96.4%	96.4%	96.4%	96.1%	96.8%	-	*	96.4%	96.4%	94.7%
95.9%	95.0%											

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II
Total Students: 273
Grade Span: PK - 04
School Type: Elementary

District Name: SCHLEICHER ISD
Campus Name: ELDORADO EL
Campus #: 207901101

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	273	100.0%	20,089	618	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.4%	0.0%	0.3%
Pre-Kindergarten	25	9.2%	5.8%	4.0%	4.2%
Kindergarten	55	20.1%	13.3%	8.9%	7.7%
Grade 1	58	21.2%	14.9%	9.4%	8.0%
Grade 2	43	15.8%	15.8%	7.0%	7.9%
Grade 3	37	13.6%	17.2%	6.0%	7.8%
Grade 4	55	20.1%	17.0%	8.9%	7.5%
Grade 5	0	0.0%	13.3%	7.8%	7.5%
Grade 6	0	0.0%	2.1%	6.0%	7.3%
Grade 7	0	0.0%	0.1%	6.1%	7.3%
Grade 8	0	0.0%	0.1%	7.6%	7.3%
Grade 9	0	0.0%	0.0%	7.1%	8.2%
Grade 10	0	0.0%	0.0%	8.6%	7.0%
Grade 11	0	0.0%	0.0%	5.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	3	1.1%	5.5%	0.8%	14.2%
Hispanic	168	61.5%	61.3%	62.9%	47.9%
White	100	36.6%	31.5%	35.8%	34.0%
Native American	0	0.0%	0.3%	0.0%	0.4%
Asian/Pac. Islander	2	0.7%	1.4%	0.5%	3.6%
Economically Disadvantaged	150	54.9%	61.9%	50.6%	56.7%
Limited English Proficient (LEP)	33	12.1%	19.7%	8.1%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.3%	1.5%	2.1%
At-Risk	147	53.8%	48.1%	51.6%	48.3%
Mobility (2007-08)	30	14.6%	16.1%	13.8%	19.8%
Number of Students per Teacher	11.6	n/a	14.0	10.0	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus				Campus			
	Campus	Group	District	State	Campus	Group	District	State

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Kindergarten	12.9%	2.9%	12.9%	2.6%	20.0%	6.9%	20.0%	11.7%
Grade 1	5.6%	5.0%	5.6%	5.5%	0.0%	11.6%	0.0%	10.5%
Grade 2	16.7%	3.1%	16.7%	3.2%	25.0%	6.8%	25.0%	4.7%
Grade 3	3.7%	2.7%	3.7%	2.5%	0.0%	3.8%	0.0%	3.0%
Grade 4	2.3%	1.0%	2.3%	1.3%	0.0%	1.3%	0.0%	1.3%
Grade 5	-	2.0%	2.6%	1.9%	-	1.6%	0.0%	2.4%
Grade 6	-	0.6%	0.0%	0.9%	-	3.2%	0.0%	1.6%
Grade 7	-	4.3%	0.0%	1.4%	-	-	0.0%	2.2%
Grade 8	-	0.0%	0.0%	1.7%	-	0.0%	0.0%	3.3%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	13.7	17.1	13.7	19.0
Grade 1	14.5	17.7	14.5	19.0
Grade 2	14.3	17.9	14.3	19.3
Grade 3	20.6	17.6	20.6	19.3
Grade 4	17.4	20.3	17.4	19.7
Grade 5	-	20.4	16.0	22.1
Grade 6	-	18.8	12.3	21.5
Mixed Grades	-	21.2	-	21.8
Secondary: English/Language Arts	-	15.8	12.0	19.8
Foreign Languages	-	10.0	9.6	21.1
Mathematics	-	8.4	11.5	19.6
Science	-	17.0	11.2	20.5
Social Studies	-	10.0	13.2	21.7

STAFF INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	31.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	25.4	80.9%	84.0%	65.7%	62.9%
Teachers	23.6	75.3%	72.7%	57.3%	50.7%
Professional Support	0.8	2.4%	7.8%	3.5%	8.4%
Campus Admin. (School Leader.)	1.0	3.2%	3.5%	2.8%	2.8%
Educational Aides:	6.0	19.1%	16.0%	10.8%	9.7%
Total Minority Staff:	4.0	12.8%	30.0%	24.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.7%	0.0%	9.7%
Hispanic	1.0	4.2%	23.2%	8.1%	22.1%
White	22.6	95.8%	74.3%	91.9%	66.7%
Native American	0.0	0.0%	0.1%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.7%	0.0%	1.3%

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Males	0.8	3.3%	7.2%	25.3%	22.9%
Females	22.8	96.7%	92.8%	74.7%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	1.8	7.5%	5.6%	6.5%	7.3%
1-5 Years Experience	2.0	8.5%	29.4%	9.7%	30.5%
6-10 Years Experience	4.0	16.9%	21.1%	16.2%	20.0%
11-20 Years Experience	9.8	41.7%	26.8%	33.8%	23.7%
Over 20 Years Experience	6.0	25.4%	17.0%	33.8%	18.6%
			Campus Group	District	State
Average Years Experience of Teachers:		15.3 yrs.	11.1 yrs.	16.1 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		13.3 yrs.	7.7 yrs.	9.6 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$30,320	\$39,801	\$31,967	\$40,372
1-5 Years Experience		\$33,450	\$41,174	\$32,962	\$42,463
6-10 Years Experience		\$39,555	\$43,568	\$38,866	\$45,035
11-20 Years Experience		\$44,720	\$47,885	\$44,960	\$49,083
Over 20 Years Experience		\$47,270	\$55,391	\$45,745	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$42,458	\$45,821	\$42,231	\$47,159
Professional Support		\$48,081	\$51,711	\$53,186	\$55,819
Campus Administration (School Leadership)		\$61,000	\$66,288	\$62,771	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	2.0	0.0	2,034.5

Group----- (2007-08) Per Student	-----Campus----- -----Campus								
	General	Percent	Per	All	Percent	Per	All	Percent	
	Fund		Student	Funds		Student	Funds		
By Function:									
Total Operating Expenditures	\$1,356,611	100.0%	\$4,630	\$1,504,603	100.0%	\$5,135	\$124,773,608	100.0%	
\$6,241	Instruction (11,95)	\$1,203,902	88.7%	\$4,109	\$1,304,709	86.7%	\$4,453	\$92,362,888	74.0%
\$4,620	Instructional-Related Services (12,13)	\$41,401	3.1%	\$141	\$60,908	4.0%	\$208	\$5,517,575	4.4%
\$276	Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,726,315	1.4%
\$86	School Leadership (23)	\$76,638	5.6%	\$262	\$76,638	5.1%	\$262	\$8,361,240	6.7%
\$418	Support Services-Student (31,32,33)	\$21,424	1.6%	\$73	\$49,102	3.3%	\$168	\$5,829,828	4.7%
\$292									

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\$549	Other Campus Costs (35,36,51,52,53)	\$13,246	1.0%	\$45	\$13,246	0.9%	\$45	\$10,975,762	8.8%
By Program:									
\$5,611	Total Operating Expenditures	\$1,343,365	100.0%	\$4,585	\$1,491,357	100.0%	\$5,090	\$112,178,457	100.0%
\$335	Bilingual/ESL Education (25)	\$28,743	2.1%	\$98	\$28,743	1.9%	\$98	\$6,692,302	6.0%
\$0	Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$8,008	0.0%
\$738	Accelerated Education (24,30)	\$103,625	7.7%	\$354	\$243,577	16.3%	\$831	\$14,762,310	13.2%
\$90	Gifted & Talented Education (21)	\$1,991	0.1%	\$7	\$1,991	0.1%	\$7	\$1,798,129	1.6%
\$3,677	Regular Education (11)	\$1,129,853	84.1%	\$3,856	\$1,129,853	75.8%	\$3,856	\$73,523,483	65.5%
\$770	Special Education (23)	\$79,153	5.9%	\$270	\$87,193	5.8%	\$298	\$15,393,967	13.7%
\$0	Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$258	0.0%

PROGRAM INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	29	10.6%	18.4%	7.4%	16.0%
Career & Technical Education	0	0.0%	0.0%	25.2%	21.4%
Gifted & Talented Education	5	1.8%	4.7%	3.2%	7.5%
Special Education	14	5.1%	9.3%	6.3%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	4.2%	9.6%	1.8%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	5.3%	3.9%
Compensatory Education	1.8	7.8%	5.2%	12.3%	3.6%
Gifted & Talented Education	0.0	0.2%	1.2%	0.3%	2.0%
Regular Education	19.0	80.3%	75.7%	73.7%	70.4%
Special Education	1.8	7.5%	8.3%	5.9%	9.7%
Other	0.0	0.0%	0.0%	0.7%	2.9%

'?' 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.