

**CENTRAL HEIGHTS INDEPENDENT SCHOOL
DISTRICT**

**DISTRICT/CAMPUS IMPROVEMENT PLAN
2010-2011**

Central Heights Independent School District

"Excellence Through Education"

Mission Statement

The mission of the Central Heights Independent School District, in partnership with home and community, is to provide a safe learning environment that promotes educational excellence for all students challenging them to become:
Lifelong Learners, Independent Thinkers, Respectful Individuals, Responsible Citizens.

District Goals

Human Resources

Central Heights ISD will ensure that a system is in place that recruits, selects, and maintains quality personnel. CHISD will encourage, oversee, and participate in activities for recognition of student efforts and accomplishments in all areas of participation. Additionally, CHISD will provide professional growth and development opportunities that are results-driven, standards-based, and job designed to ensure that all staff meet instructional goals.

Instruction

Central Heights ISD will practice educational excellence by ensuring that the needs of the student and their education will drive the decision-making process. CHISD will accomplish this through the successful implementation of systematic processes, which will ultimately result in students being prepared for higher education, the world of work and/or technical training. CHISD will measure our pursuit of educational excellence by the Academic Excellence Indicator System, TAKS, and other quantitative assessments.

Finance

Central Heights ISD will allocate sufficient funding to meet the financial constraints of the district while simultaneously meeting the needs of our students. Additionally, CHISD will make an effort to maintain an adequate fund balance.

Community

Central Heights ISD will promote business, community, and parental partnerships that foster student achievement.

Facilities

Central Heights ISD will maintain attractive and functional facilities within a safe and secure learning environment.

Extracurricular

Central Heights ISD will continue to lead the way in providing students with outstanding extracurricular programs. CHISD recognizes that extracurricular programs provide an important extension to the regular school program and give students direction in: self-discipline, loyalty, pride, teamwork, respect for authority, responsibility, and character.

Technology

Central Heights ISD will integrate technology into an aligned curriculum in order to provide students with a cutting edge education that will enable them to function successfully in a global society.

Campus Goals for 2010-2011

1. Increase the academic performance of all students in ELA/reading, mathematics, writing, science, and social studies.
2. Improve TAKS mastery scores for all sub-groups of students.
3. Increase the number of special education students achieving passing performance levels on the TAKS-Acc, TAKS-M, and TAKS-Alt.
4. Maintain the percentage of dropouts at 1% or less.
5. Increase the attendance rate to 96.5%.
6. Improve the level of preparation for students who pursue post-graduate educational training.
7. Improve the integration of technology in instructional and administrative programs.
8. Develop and maintain a discipline management system that fosters student achievement and high behavior expectations.
9. Implement strategies for providing to middle school and high school students, those students' teachers and counselors, and those students' parent information about:
 - Higher education admissions and financial aid opportunities.
 - The TEXAS grant program and the Teach for Texas grant program.
 - The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - Sources of information on higher education admissions and financial aid.
 - College credit opportunities through "Program 30".
10. Continue to provide ample opportunities for students to accelerate through the curriculum.
11. Continue to offer a Gifted and Talented program that provides appropriately challenging learning experiences for students.
12. Continue to offer the Pregnancy Related Services Program for qualified students.
13. Hire and retain a highly qualified faculty and staff.
14. Assure parent and community members involvement in our educational programs.

Comprehensive Needs Assessment

A comprehensive needs assessment will be conducted at the end of each school year to plan for the upcoming academic year. The assessment will be disaggregated as appropriate by grade level, subject, gender, ethnicity, economic status, language differences and participation in special programs (Gifted & Talented, Title I, Career & Technology, Vocational, State Compensatory Education, Pre-Kindergarten, Special Education, and Dyslexia). The assessment will include but is not limited to:

- Student data in the academic excellence indicators (AEIS, TAKS, TAKS-Acc, TAKS-M, TAKS-Alt, RPTE, SAT/ACT, PAS/DAS, TPRI, drop out and attendance).
- Teacher assessments and students grades.
- Professional development activities and the impact on student performance.
- IEP's showing expected outcomes for students in special education.
- Description of all perceived needs to support and improve the school programs and services (equipment, staff, materials, and other resources).
- Predicted needs based on projected enrollment, demographic trends and any new legislation impacting the district.

The evaluation of the District/Campus Improvement Plan will begin in April of each year. The committee will look at the progress of the activities toward the established goals. After receiving the TAKS scores in May, the committee will evaluate the effectiveness of the objectives and make additions or modifications to the plan for the upcoming year. The committee will then report to the SBDM committee during the summer meeting.

NCLB School-Wide Program

The following ten components are addressed throughout the district improvement plan.

1. A comprehensive needs assessment is conducted annually.
2. School-wide reform strategies will be implemented for all children.
3. Instruction will be provided by highly qualified teachers.
4. High-quality, ongoing professional development will be provided.
5. Strategies will be implemented to attract and obtain high-quality and highly qualified teachers.
6. Strategies will be implemented to increase parent involvement.
7. Plans will be implemented for assisting pre-school children in the transition from early childhood programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments.
9. Activities to ensure students experiencing difficulty will be provided with effective, timely additional assistance.
10. Coordination and integration occurs between federal, state, and local services.

Central Heights ISD
District/Campus Site-Based Decision Making Committee
2010-2011

Jeremy Glenn	Chairman						
Jana Muckleroy	Elementary Principal						
Andrew Binford	Secondary Principal						
Norma Rogers	District Level Professional	1 st	year	Lisa Delaguila	Elementary Parent	1 st	year
Julie Feasel	Non-teaching Campus Based Professional - Elementary	1 st	year	Stacy Davis	Elementary Parent	2 nd	year
David Russell	Non-teaching Campus Based Professional - Secondary	2 nd	year	Angie Hightower	Secondary Parent	1 st	year
Missy Hardy	Elementary Teacher	2 nd	year	Crystal Pitts	Secondary Parent	1 st	year
Molly Bobo	Elementary Teacher	1 st	year	Caroline Seelbach	Community Member	2 nd	year
Stacey Garlington	Secondary Teacher	1 st	year	Jeff Thompson	Community Member	2 nd	year
Ann Russell	Secondary Teacher	2 nd	year	Pam McFadden	Business Representative	2 nd	year
Angela Whitaker	Elementary Special Programs Teacher	1 st	year	Lee Richards	Business Representative	1 st	year
Stacey Meador	Secondary Special Programs Teacher	2 nd	year				
Janet Russell	Elementary Paraprofessional	2 nd	year				
Belinda Worsham	Secondary Paraprofessional	2 nd	year				

CENTRAL HEIGHTS INDEPENDENT SCHOOL DISTRICT

DISTRICT / CAMPUS PERFORMANCE OBJECTIVES 2010-2011

<u>AREA</u>	<u>OBJECTIVE</u>	<u>ACTION STEPS</u>
ELA/Reading	To increase by 10% students' ability to analyze and apply knowledge to literary elements, use critical thinking skills, and compose short answer responses in grades 3-11.	<ol style="list-style-type: none">1) Include short answer responses on quizzes and tests in ELA, social studies, and science courses.2) Utilize remediation software for students on critical thinking skills.3) Incorporate TAKS/TEKS activities and higher order thinking skills into daily lessons.4) Provide professional staff development for all staff in mastery strategies for objective. i.e. A.C.E. / Effective Writing Techniques workshops.5) Utilize weekly readers in science and social studies and other non-fiction materials in order to include current events and cultural diversity topics.
Mathematics	To increase by 10% students' ability to problem solve using concepts of measurement, patterns, relationships, algebraic reasoning, and, probability and statistics in grades 3-11.	<ol style="list-style-type: none">1) Provide professional staff development for all staff in mastery strategies for objective.2) Emphasize mathematical processes/operations.3) Help students learn to distinguish between necessary and extraneous information to solve problems.4) Utilize vertical teams, grades 2-11, to coordinate curriculum alignment.5) Incorporate hands-on activities to strengthen mastery of listed objectives.
Writing	To increase by 10% students' ability to use appropriate organization of ideas, and correct and effective sentence construction in grades 4, 7, 10, and 11.	<ol style="list-style-type: none">1) Utilize vertical teams, grades 3-11, to coordinate curriculum alignment.2) Require all students to consistently use correct grammar, punctuation, and sentence construction in written and oral communication for all classes.3) Provide professional staff development for all staff in mastery strategies for objective.

<u>AREA</u>	<u>OBJECTIVE</u>	<u>ACTION STEPS</u>
Science	To increase by 10% students' mastery of Earth sciences, space systems, and structures / properties of matter in grades 5, 8, 10, and 11.	<ol style="list-style-type: none"> 1) Utilize vertical teams, grades 5-11, to coordinate curriculum alignment. 2) Emphasis objectives at the beginning of the course and use hands-on field studies to connect learning. 3) Provide professional staff development for all staff in mastery strategies for objective.
Social Studies	To increase by 10% students' mastery of issues and events in U.S. history and political influences on history in grades 8, 10, and 11.	<ol style="list-style-type: none"> 1) Utilize vertical teams, grades 6, 8, 10, and 11, to coordinate curriculum alignment. 2) Utilize technology through student generated "powerpoint" timeline presentations of objectives listed to improve retention. 3) Provide professional staff development for all staff in mastery strategies for objective.
TAKS Indicators	Increase mastery percentage for all sub-groups by 2%.	<ol style="list-style-type: none"> 1) Include more TAKS related activities and higher order thinking skills in curriculum for all sub-groups. 2) Increase students' motivation through rewards. 3) Use systematic tracking to monitor sub-groups' TAKS progress. 4) Provide teachers with a list of student sub-groups and areas of weakness from prior year's test results.
Dropout Rate	Maintain the percentage of dropouts at 1% or less.	<ol style="list-style-type: none"> 1) Identify students at risk of dropping out of school in grades 6-12. 2) Inform classroom teachers of identified at-risk students in their classes. 3) Application for ninth grade initiative grant renewal, if available. 4) Implement and maintain a student intervention network to help prevent dropouts.
Attendance Rate	Increase the attendance rate to 96.5%.	<ol style="list-style-type: none"> 1) Emphasize the importance of good attendance to parents and students via written memos and open house activities. 2) Send written notices to parents after every 3rd, 6th, and 9th absence. 3) Provide rewards for attendance through parties, certificates, recognition, and special privileges.

District Goal: 1. Increase the academic performance of all students in ELA/reading, mathematics, writing, science, and social studies.

AREA: ELA/Reading				
OBJECTIVE: To increase by 10% students' ability to analyze and apply knowledge to literary elements, use critical thinking skills, and compose short answer responses in grades 3-11.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
ACTION STEPS:				
1. Include short answer responses on quizzes and tests in ELA, social studies, and science courses.	Teachers	August 2010 - April 2011		<ul style="list-style-type: none"> • Lesson Plan Survey • Curriculum Guides
2. Utilize remediation software for students on critical thinking skills.	Teachers	August 2010 - May 2011		<ul style="list-style-type: none"> • Lesson Plans • Student Progress Records (Printouts)
3. Incorporate TAKS/TEKS activities and higher order thinking skills into daily lessons.	Teachers	August 2010- May 2011		<ul style="list-style-type: none"> • Lesson Plan Survey • Curriculum Guides
4. Offer a district-wide after school tutorial program to serve special needs students, and students identified as being in at-risk situations.	Principals and Teachers	January 2011- April 2011	OEY Program Funds / Grant	<ul style="list-style-type: none"> • Teacher Recommendations • Report Card Scores
5. Provide professional staff development for all staff in mastery strategies for objective. i.e. A.C.E. / Effective Writing Techniques.	Region VII Educational Service Center	August 2010 - April 2011	Region VII SSA	<ul style="list-style-type: none"> • Record of improvement in daily reading assignments and AR scores.

Summative Evaluation: TAKS Scores and Academic Excellence Indicator System (AEIS) Data

District Goal: 1. Increase the academic performance of all students in ELA/reading, mathematics, writing, science, and social studies.

AREA: Mathematics				
OBJECTIVE: To increase by 10% students' ability to problem solve using concepts of measurement, patterns, relationships, algebraic reasoning, and probability and statistics in grades 3-11.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
ACTION STEPS:				
1) Provide professional staff development for all staff in mastery strategies for objective.	Teachers	August 2010- April 2011	Region VII SSA	Teachers:
2) Emphasize mathematical processes/operations.	Teachers	August 2010- April 2011		<ul style="list-style-type: none"> • Lesson Plans & Curriculum Guides • Daily Work • Teacher-Made Tests
3) Help students learn to distinguish between necessary and extraneous information to solve problems.	Teachers	August 2010 April 2011		
4) Utilize vertical teams, grades 2-11, to coordinate curriculum alignment.	Teachers Administration	August 2010 -April 2011		<ul style="list-style-type: none"> • Vertical Team Meeting
5) Incorporate hands-on activities to strengthen mastery of listed objectives.				
6) Additional mathematics courses added to the master schedule to address students who did not meet minimum standards on prior year's TAKS mathematics exam. These courses will be TAKS Math and Study Lab. A portion of these courses will be lab based using the PLATO computer software.	Administration Technology Director Teachers	August 2010- May 2011	H.S. Computer Lab and PLATO software	<ul style="list-style-type: none"> • Student Report Cards • Student TAKS Results

Summative Evaluation: TAKS Scores and Academic Excellence Indicator System (AEIS) Data

District Goal: 1. Increase the academic performance of all students in ELA/reading, mathematics, writing, science, and social studies.

AREA: Writing				
OBJECTIVE: To increase by 10% students' ability to use appropriate organization of ideas, and correct and effective sentence construction in grades 4, 7, 10, and 11.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
ACTION STEPS:				
1. Utilize vertical teams, grades 3-11, to coordinate curriculum alignment.	Teachers Administration	August 2010 -April 2011		<ul style="list-style-type: none"> Vertical Team Meetings
2. Require all students to consistently use correct grammar and punctuation, and sentence construction in written and oral communication for all classes.	Teachers	August 2010 -April 2011		<ul style="list-style-type: none"> Improvement on teacher made tests. TAKS: Sample Writing Practice
3. Provide professional staff development for all staff in mastery strategies for objective.	Region VII Educational Service Center	August 2010 -April 2011	Local Funds	<ul style="list-style-type: none"> Record of improvement in daily writing assignments.
4. Offer a district-wide after school tutorial program to serve special needs students, and students identified as being in at-risk situations.	Principals and Teachers	January 2011- April 2011	OEY/OED Program Funds / Grant	<ul style="list-style-type: none"> Teacher Recommendations Report Card Scores
5. Additional English course added to the master schedule to address students who did not meet minimum standards on prior year's TAKS ELA/Reading exam. This course will be called TAKS English 9 th -12 th . A portion of this course will be lab based using the PLATO computer software.	Administration Technology Director Teachers	August 2010- May 2011	H.S. Computer Lab and PLATO software	<ul style="list-style-type: none"> Student Report Cards Student TAKS Results

Summative Evaluation: TAKS Scores and Academic Excellence Indicator System (AEIS) Data

District Goal: 1. Increase the academic performance of all students in ELA/reading, mathematics, writing, science, and social studies.

AREA: Science				
OBJECTIVE: To increase by 10% students' mastery of Earth sciences, space systems, and structures/properties of matter in grades 5, 8, 10, and 11.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Utilize vertical teams, grades 5-11, to coordinate curriculum alignment. 2. Emphasis objectives at the beginning of the course and use hands-on field studies to connect learning. 3. Provide professional staff development for all staff in mastery strategies for objective. 	<p>Teachers Administration</p> <p>Teachers</p> <p>Region VII Educational Service Center</p>	<p>August 2010 -April 2011</p> <p>August 2010 -April 2011</p> <p>August 2010 -April 2011</p>	<p>Field Trip Budget</p> <p>Local Funds</p>	<ul style="list-style-type: none"> • Vertical Team Meetings • Daily quizzes and field studies laboratory assignments.

Summative Evaluation: TAKS Scores and Academic Excellence Indicator System (AEIS) Data

District Goal: 1. Increase the academic performance of all students in ELA/reading, mathematics, writing, science, and social studies.

AREA: Social Studies				
OBJECTIVE: To increase by 10% students' mastery of issues and events in U.S. history and political influences on history in grades 8, 10, and 11.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Utilize vertical teams, grades 6, 8, 10, and 11, to coordinate curriculum alignment. 2. Utilize technology through student generated "powerpoint" timeline presentations of objectives listed to improve retention. 3. Provide professional staff development for all staff in mastery strategies for objective. 	<p>Teachers Administration</p> <p>Teachers</p> <p>Region VII Educational Service Center</p>	<p>August 2010 -April 2011</p> <p>August 2010 -April 2011</p> <p>August 2010 -April 2011</p>	<p>Local Funds</p>	<ul style="list-style-type: none"> • Vertical Team Meetings • Daily quizzes and teacher assessment of student presentations.

Summative Evaluation: TAKS Scores and Academic Excellence Indicator System (AEIS) Data

District Goal: 2. Improve TAKS mastery scores for all sub-groups of students.

AREA: Academics –TAKS Indicators				
OBJECTIVE: Increase mastery percentage for all sub-groups by 2%.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Include more/TAKS related activities in curriculum for all sub-groups. 2. Increase student's motivation through rewards. 3. Use systematic tracking to monitor sub-groups' TAAS/TAKS progress. 4. Provide teachers with a list of student subgroups and areas of weakness from prior year's test results. 5. Continue to provide remedial reading classes for 7th & 8th grade students. Continue to provide assistance in the computer labs with remedial software. 6. Identify and serve students who are at risk. <ul style="list-style-type: none"> Selection Criteria: <ul style="list-style-type: none"> • Spring TAKS scores • Informal Reading Inventory (IRI) • STAR Test • Teacher Recommendation • Report Cards-2009-2010 	<p>Regular Education and Special Education Teachers</p> <p>Administration and Teachers</p> <p>Counselor and Teachers</p> <p>Administration and Counselor</p> <p>Reading Teachers & Computer Aides</p> <p>Principal Counselor Title I Teachers Teachers</p>	<p>August 2010 - May 2011</p> <p>August 2010- May 2011</p> <p>January 2011-May 2011</p> <p>August of each school year 2010-2011</p> <p>August 2010 – May 2011</p> <p>August 2010- May 2011 Summer 2011</p>	<p>SCE Funds</p> <p>Local Funds</p> <p>SCE Funds Salaries \$40,000 \$13,000</p> <p>Title I Funds \$40,000 SCE Funds \$54,326</p>	<ul style="list-style-type: none"> • Lesson Plans & Curriculum Guides • Progress Reports • TAAS/TAKS Summary Reports • Pre-assessment Tests <p>Monitor Progress through</p> <ul style="list-style-type: none"> • IRI • Progress Reports • Report Cards • AR records • Teacher/Title I conferencing • RTI Teacher in Elementary

<p>7. Serve students in remedial classes based on students' needs.</p>	<p>Literacy Specialists</p>	<p>Aug. 2010- April 2011</p>	<p>Title I Funds Region VII</p>	<p>Parent Notification and Permission to serve</p>
<p>8. Parental Involvement- Parents will be involved and contribute to student success in reading.</p> <ul style="list-style-type: none"> • "Meet the Teacher Night" • Student Success Initiative <ul style="list-style-type: none"> a) Conference with 3rd grade Parents <ul style="list-style-type: none"> 1. Must pass TAKS 2. Mandatory Parent Meeting-hold Report Cards 3. Given 3 attempts at passing 4. Offer Extended Day Program 5. Offer Extended Year/Summer School • Parent Compacts • Hold individual conferences with parents of at-risk students • Distribute TAKS Booklets 	<p>Principal Faculty and Staff</p> <p>Principal</p> <p>Teachers Counselor</p>	<p>Aug. 2010</p> <p>As needed</p> <p>Sept. 2010</p> <p>Sept. 2010-Nov. 2010</p>	<p>Title I</p> <p>OEY Funds</p> <p>Title I Funds/ SCE Local Funds</p>	<p>Certificate of Completion TAKS Scores Spring 2004</p> <p>Test Scores</p> <p>Extended Day/Year Attendance Sheets</p> <p>Parent Signature sheet Signed and dated</p> <p>Update Compacts in Sept</p> <p>Parent signature sheet and meeting notes</p>
<p>9. Administer the Standardized Test for the Assessment of reading (STAR) to students in grades 1-6 in order to determine the students' reading levels.</p>	<p>Teachers Lab facilitator</p>	<p>Aug. 2010 Jan. 2011 May 2011</p>		<p>Sign off sheet for TAKS booklets Committee Reports 504 minutes</p>
<p>10. Paraprofessional will receive Dyslexia Training from Region VII.</p>	<p>Principal</p>	<p>Oct. 2010</p>	<p>SCE / Dyslexia Funds</p>	<p>STAR Reports Reading levels</p> <p>Certificate of Completion</p>

<p>11. Implement a program to meet the needs of students with dyslexia:</p> <ul style="list-style-type: none"> • Scottish Rite Training • Purchase testing materials • Disseminate information to teachers 	Principal Counselor	Sept. 2010- May 2011	Comp. Ed. Dyslexia Supplies \$400 \$6,000 PLATO	Parent permission forms
12. Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students.	Principal	August 2010	Title I	Benchmark Assessments At-risk reports Report Cards
13. Recognize student achievement in the Accelerated Reader Program for grades 1-6.	Principal Librarian	May 2011	SCE Funds	AR points for the year Reading Level
14. Continue to revise and improve the Accelerated Reading Program (State-Wide Reading Initiative) for students in pre-k through third grade who are at-risk of experiencing reading difficulties.	Principal	Annually	Library Funds Class-size Reduction \$25,918 Texas Reading/ Math Initiative \$3,716	TAKS Scores Progress Reports Report Cards Students reading on grade level by end of third grade.
15. Remedial reading classes and/or classroom monitoring will be provided to students who fail TAKS or score below 49% on ITBS.	Principal Reading Specialists	August 2010	Title I Local Funds	
16. Administer TPRI to all K, 1 st , and 2 nd grade students.	Classroom Teachers	Aug. 2010 Jan. 2011 May 2011	State Funds Head Start Aide salary \$18,937	TAKS Scores ITBS Scores (Grades K-2)
17. Provide full-day PK with teacher assistant.	Superintendent	Aug. 2011		Developed or Still Developing Status

<p>18. Provide an English as a Second Language Program to meet the need of the LEP students.</p> <ul style="list-style-type: none"> • Staff Development • ESL Testing Materials • Home-Language Survey • Class Schedules <p>19. Provide G/T services to identified students.</p>	<p>Principal/ ESL Personnel</p> <p>Principal Classroom Teachers</p>	<p>August 2010</p> <p>August 2010</p>	<p>ESL Funds \$43,650 ESL Supplies \$750</p> <p>G/T Funds \$20,000 Supplies \$300/\$250 Region VII \$8,205</p>	<p>RTPE Scores English Proficiency Tests Report Cards</p> <p>G/T Assessments Parent Survey Parent Meeting</p>
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Summative Evaluation: TAKS Scores and Academic Excellence Indicator System (AEIS) Data

District Goal: 3. Increase the number of special education students achieving passing performance levels on the TAKS-Acc, TAKS-M, and the TAKS-Alt.

AREA: Academics – TAKS/TAKS-Acc/TAKS-M/TAKS-Alt Indicators				
OBJECTIVE: To increase the number of special education students achieving passing performance levels on the testing instrument set by the ARD committee.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>ACTION STEPS:</p> <p>1. Include more TAKS related activities in curriculum for special education students.</p> <p>2. Increase students' motivation through rewards.</p> <p>3. Use systematic tracking to monitor special education students' testing progress.</p>	<p>Regular Education and Special Education Teachers</p> <p>Administration and Teachers</p> <p>Counselor and Teachers</p>	<p>August 2010 - May 2011</p> <p>August 2010- May 2011</p> <p>August 2010- April 2011</p>	<p>Special Education Funds</p> <p>Local Funds</p>	<ul style="list-style-type: none"> • Lesson Plans & Curriculum Guides • IEP's • Progress Reports • Teacher Summary Charts & Data

Summative Evaluation: TAKS-Acc, TAKS-M, and TAKS-Alt Scores and Academic Excellence Indicator System (AEIS) Data

District Goal: 4. Maintain the percentage of dropouts at 1% or less.

AREA: Dropout Rate				
OBJECTIVE: Maintain the percentage of dropouts at 1% or less.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>ACTION STEPS:</p> <ol style="list-style-type: none"> 1. Identify students at-risk of dropping out of school in grades 6-12. 2. Inform classroom teachers of identified at-risk students in their classes. 3. Implement and maintain a student intervention network to help prevent dropouts. 	<p>Administration and Counselor</p> <p>Administration and Counselor</p> <p>Teachers, Counselor, and Administration</p>	<p>September 15 of each School Year</p> <p>September 22 of each School Year</p> <p>September 2010-August 2011</p>	<p>Salaries</p> <p>Salaries</p>	<ul style="list-style-type: none"> • Individual records of students. • Individual records in teacher's classroom. • State Completion Data • At-Risk Student List

Summative Evaluation: Academic Excellence Indicator System (AEIS) Data

District Goal: 5. Increase the attendance rate to 96.5%.

AREA: Attendance				
OBJECTIVE: Increase the attendance rate to 96.5%.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
ACTION STEPS:				
<ol style="list-style-type: none"> 1. Emphasize the importance of good attendance to parents and students. <ol style="list-style-type: none"> a. written memo to parents b. open house - parents and students 2. Send written notice to parents for 3, 6, and 9 absences. 3. Provide rewards for attendance <ol style="list-style-type: none"> a. parties b. certificates and recognition c. privileges 4) Provide transition activities to assist students in moving from one campus to another. <ol style="list-style-type: none"> a. "Meet the Teacher Night" b. 7th Grade Orientation c. Send supply lists to students 	<p>Superintendent and Principals</p> <p>Attendance Officer</p> <p>Attendance Officer</p> <p>Counselor Classroom Teachers</p>	<p>August – September of each School Year</p> <p>August 2010-May 2011</p> <p>August 2010 – May 2011</p> <p>Sept 2010 Spring 2011</p>	<p>Local Funds</p> <p>\$2,500</p> <p>Local Funds</p>	<ul style="list-style-type: none"> • Copy of Programs • Copy of Memos • 6 and 9 weeks PEIMS for Attendance • Budget Data Record of Rewards Parent Sign in Sheets Newspaper Article Letters/Invitations

Summative Evaluation: Academic Excellence Indicator System (AEIS) Data

District Goal: 6. Improve the level of preparation for students who pursue post-graduate educational training.

AREA: Career Education				
OBJECTIVE: Increase student knowledge, skills, and competencies necessary for post-graduate success.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
ACTION STEPS:				
1. Develop awareness of tools currently available to teachers and staff.	Technology Coordinator and Staff	August 2010-May 2011		<ul style="list-style-type: none"> • Self Evaluation
2. Update and add software tools to increase learning.	Technology Coordinator and Staff	Summer 2010	Technology Funds	<ul style="list-style-type: none"> • Self Evaluation Outside (Vendors and Region VII Educational Service Center)
3. Maintain the Career Investigations course in Jr. High and a College/Technical School Preparation course in High School.	Administration and Teachers	August 2010-May 2011	\$ 500	<ul style="list-style-type: none"> • Master Schedule each Spring Semester
4. Maintain a Junior/Senior student and parent information network for college and career choices.	Administration and Counselor	August 2010-May 2011	\$ 100	<ul style="list-style-type: none"> • Administrative Checklist

Summative Evaluation: Academic Excellence Indicator System (AEIS) Data and District Data Report.

District Goal: 7. Improve the integration of technology in instructional and administrative programs.

AREA: Technology				
OBJECTIVE: Use technology to increase student achievement through supportive processes in various goals.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>DISTRICT GOAL #1: Increase the performance of all students in reading, mathematics, and writing.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Provide technology – TAKS remediation software for students on summarizing. • Provide the opportunity to use computer-based instruction in all core academic areas. <p>DISTRICT GOAL #2: Improve TAKS mastery scores for all sub-groups of students.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Provide teachers with a list of student subgroups and areas of weakness from prior year’s test results. • Use the assessment features built in to the PLATO software to determine base data and then monitor learning progress. <p>DISTRICT GOAL #4: Maintain the percentage of dropouts at 1% or less.</p> <p>Action Step:</p> <ul style="list-style-type: none"> • Provide opportunities to use computer-based instruction in order to help students who may have fallen behind. <p>DISTRICT GOAL #6: Improve the level of preparation for students who pursue post-graduate educational training.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Establish additional classes in the department of Career and Technology to offer students exposure to some of the latest career opportunities. • Acquire latest software so that students can be exposed to latest technical tools. 	Technology Coordinator and Teachers	August 2010– May 2011	Technology Funds	PLATO Testing Results TAKS Results
	PLATO Administrator	August 2010– September 2011		PLATO Testing Results
	Teachers	August 2010– May 2011	Technology Funds	PLATO Testing Results Student Progress Reports
	Principal and Technology Coordinator	April 2010- October 2011	Technology Funds	Enrollment Numbers

Summative Evaluation: TAKS Scores and Academic Excellence Indicator System (AEIS) Data

District Goal: 8. Develop and maintain a discipline management system that fosters student achievement and high behavior expectations.

AREA: Discipline Management				
OBJECTIVE: Develop student self-control and self-direction under school conditions to the end that students will exhibit proper conduct in school and in society.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
All staff members are responsible for enforcing school rules and policies on any part of the campus or off-campus where students are participating in co or extra-curricular activities.	Faculty & Staff Members	August 2010– May 2011	Supply Funds	Reviewing Student and Faculty Handbooks
Teachers are expected to maintain policies based on high standards for behavior of students in classrooms, in corridors, and on the grounds.	Teachers	August 2010– May 2011		Administrator Observations and Walkthroughs
Each teacher should develop and implement his/her own classroom management system in order to maintain a controlled and positive learning environment. Teachers should follow the steps of their classroom management system before referring a student to the principal’s office.	Teachers and Assistant Principal	June 2010– August 2011		Assistant Principal Evaluations
Each student is responsible for his/her own behavior in school and must accept full responsibility for the consequences of misbehaving.	Students	August 2010 May 2011		Office Referrals
Teachers are encouraged to contact parents/guardians for assistance in helping their child behave properly. Follow-up calls or letters are expected if the student’s behavior continues to be inappropriate.	Teachers	August 2010– May 2011		Parent Contact Log
Teachers and staff are required to attend staff development addressing student discipline and classroom management when designated by the district or TEA.	Faculty & Staff	Staff Development Days	Staff Development Funds	Staff Development Attendance Record

Summative Evaluation: Annual Campus Discipline Summary Report

District Goal: 9. Implement strategies for providing to middle school and high school students, those students’ teachers and counselors, and those students’ parents information about:

- Higher education admissions and financial aid opportunities.
- The TEXAS grant program and the Teach for Texas grant program.
- The need for students to make informed curriculum choices to be prepared for success beyond high school.
- Sources of information on higher education admissions and financial aid.
- College credit opportunities through “Program 30”.

AREA: Post-Graduate Opportunities				
OBJECTIVE: Implement each of the above strategies annually in order to ensure an open communications line between the school, students, and parents in regard to post-graduate opportunities.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Sixth grade: Career awareness integrated into curriculum by teachers. Teachers made aware of need for post secondary education, and the need for students to work toward the Recommended Plan. Visit from high school counselor in the spring to inform students about elective and academic choices in junior high, their relationship to post secondary education, the TEXAS grant and career opportunities.</p> <p>Seventh grade: Career awareness integrated into curriculum by teachers. Teachers made aware of need for post secondary education, and the need for students to work toward the Recommended Plan. Regular visits from high school counselor to inform students about elective and academic choices in eighth grade and in high school, their relationship to post secondary education, the TEXAS grant and career opportunities. The Gear Up video and slide show are shown and discussed in small groups.</p>	<p>Teachers and Counselor</p> <p>Teachers and Counselor</p>	<p>August 2010- May 2011</p> <p>February 2010- April 2011</p> <p>August 2010- May 2011</p> <p>February 2011- April 2011</p>		

District Goal: 9. Implement strategies for providing to middle school and high school students, those students’ teachers and counselors, and those students’ parents information about:

- Higher education admissions and financial aid opportunities.
- The TEXAS grant program and the Teach for Texas grant program.
- The need for students to make informed curriculum choices to be prepared for success beyond high school.
- Sources of information on higher education admissions and financial aid.
- College credit opportunities through “Program 30”.

AREA: Post-Graduate Opportunities				
OBJECTIVE: Implement each of the above strategies annually in order to ensure an open communications line between the school, students, and parents in regard to post-graduate opportunities.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Eighth grade: Career Investigations class taught to all eighth graders. Interest and ability inventories given to all students. Results are explained, discussed, shared with parents and used to plan for high school and beyond.</p> <p>Regular visits from high school counselor to inform students about elective and academic choices in high school, their relationship to post secondary education, the TEXAS grant and career opportunities.</p> <p>The Gear Up video and slide show are shown to small groups again, and discussed in relation to the student’s six-year plan. College videos and catalogs are also shown and discussed with students.</p> <p>Parent meeting is held in the spring, and parents are provided with information about higher education admissions and financial aid opportunities, the TEXAS grant program and the Teach for Texas grant program and the need for students to make informed curriculum choices to be prepared for success beyond high school. Written brochures and other information are handed out.</p> <p>Individual meetings are scheduled for the parents, student and counselor to write a six-year plan for the student. Information from the parent meeting is reinforced and explained again as needed. Other sources of information used are the interest/ability inventory, graduation plan requirements, college admissions requirements and recommendations, and financial aid and scholarship information.</p> <p>A representative from the NOBLE organization visits the eighth graders in the spring and discusses the need for challenging coursework to become financially secure. The NOBLE program is explained and brochures are handed out.</p>	<p>Teachers and Counselor</p> <p>Counselor</p> <p>Counselor</p> <p>Counselor</p> <p>Counselor and NOBLE representative</p>	<p>August 2010- May 2011</p> <p>February 2011- April 2011</p> <p>August 2010- May 2011</p> <p>February 2011- April ‘11</p>	<p>\$4,056</p>	<p>Increasing percentage of students selecting Recommended or Distinguished Achievement Plans</p>

District Goal: 9. Implement strategies for providing to middle school and high school students, those students’ teachers and counselors, and those students’ parents information about:

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- The TEXAS grant program and the Teach for Texas grant program.
- The need for students to make informed curriculum choices to be prepared for success beyond high school.
- Sources of information on higher education admissions and financial aid.
- College credit opportunities through “Program 30”.

AREA: Post-Graduate Opportunities				
OBJECTIVE: Implement each of the above strategies annually in order to ensure an open communications line between the school, students, and parents in regard to post-graduate opportunities.				
Strategies to be carried out to accomplish the objective.				
	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Ninth and tenth grade: Career information integrated into all career and technology courses, including information on postsecondary education opportunities and requirements. Fall visit from counselor to go over transcript, GPA, six-year plan. Includes information about types of higher education and financial aid opportunities, the TEXAS grant program and the Teach for Texas grant program and the need for students to make informed curriculum choices to be prepared for success beyond high school. Students update their planning folder. In the spring there are individual planning sessions to go over and rewrite the six-year plan. Parents are invited but not required to attend. Copies of the six-year plan are given to student and parent. Ninth and tenth graders who are planning to attend a four-year college are encouraged to take the PSAT as preparation for college admissions. Before taking the Exit level TAAS students are encouraged to earn scores that will make them TASP exempt.</p> <p>Eleventh grade: Junior-Senior Newsletter provides information about on a monthly basis. First copy is mailed home to parents. All high school teachers are provided with a copy of the newsletter. Counselor usually meets with a class to pass out the newsletter and answer questions. Career information integrated into all career and technology courses, including information on postsecondary education opportunities and requirements. Students are invited to participate in a job-shadowing day to view different careers and discover the educational requirements for them.</p>	Teachers	August 2010- May 2011		Students complete an evaluation form.
	Counselor			
	Counselor	February 2011- May 2011		
	Counselor	August 2010- May 2011		
	Counselor	August 2010- May 2011	\$ 100 for postage	
	Teachers	August 2010- May 2011		
Counselor	Fall & Spring Semesters			

District Goal: 9. Implement strategies for providing to middle school and high school students, those students’ teachers and counselors, and those students’ parents information about:

- Higher education admissions and financial aid opportunities.
- The TEXAS grant program and the Teach for Texas grant program.
- The need for students to make informed curriculum choices to be prepared for success beyond high school.
- Sources of information on higher education admissions and financial aid.
- College credit opportunities through “Program 30”.

AREA: Post-Graduate Opportunities				
OBJECTIVE: Implement each of the above strategies annually in order to ensure an open communications line between the school, students, and parents in regard to post-graduate opportunities.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Eleventh grade: Students and parents are invited to the College Fair at Nacogdoches High School to visit with representatives of different colleges. Students are invited to attend up to two field trips to neighboring colleges and universities each semester, as long as they are keeping up with grades and schoolwork. Students are invited to meet with representatives from several colleges and military organizations who visit our campus. There is a fall visit from the counselor to go over transcript, GPA, six-year plan. Includes information about types of higher education and financial aid opportunities, the TEXAS grant program and the Teach for Texas grant program and the need for students to make informed curriculum choices to be prepared for success beyond high school. Students update their planning folder. In spring there are individual planning sessions to plan for summer, senior year and beyond. Parents are invited but not required to attend. Copies of the plan are given to student and parent. Students who are planning to attend a four year college are encouraged to take the PSAT in the fall and use their results when taking the SAT or ACT in the spring. Students who are not TASP exempt are encouraged to take the TASP in the spring or summer. Students are encouraged to use the Fastweb college and search program. Other websites that provide information about types of higher education and financial aid opportunities are listed in the Junior-Senior Newsletter. Parents are also invited to use the school computers for this information if there is a need.</p>	<p>Counselor</p> <p>Counselor</p> <p>Counselor</p> <p>Counselor</p> <p>Counselor and Computer Lab Assistants</p>	<p>November 2010</p> <p>Fall & Spring Semesters</p> <p>September – December 2010</p> <p>February – April 2011</p> <p>September 2010 & May 2011</p> <p>August 2010- May 2011</p>	<p>\$ 160 cost of bus drivers</p>	

District Goal: 9. Implement strategies for providing to middle school and high school students, those students’ teachers and counselors, and those students’ parents information about:

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- The need for students to make informed curriculum choices to be prepared for success beyond high school.
- Sources of information on higher education admissions and financial aid.
- College credit opportunities through “Program 30”.

AREA: Post-Graduate Opportunities				
OBJECTIVE: Implement each of the above strategies annually in order to ensure an open communications line between the school, students, and parents in regard to post-graduate opportunities.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Eleventh grade: Posters, pamphlets, college materials, test registration information, financial aid information, etc. is all made easily accessible to students on a table in the hall. Additional information including college catalogs and career information is available in the Career Corner of the library.</p> <p>Twelfth Grade: Junior-Senior Newsletter provides information about on a monthly basis. First copy is mailed home to parents. All high school teachers are provided with a copy of the newsletter. Counselor usually meets with a class to pass out the newsletter and answer questions. Career information integrated into all career and technology courses, including information on postsecondary education opportunities and requirements. Students are invited to participate in a job-shadowing day to view different careers and discover the educational requirements for them. Students and parents are invited to the College Fair at Nacogdoches High School to visit with representatives of different colleges. Students are invited to attend up to two field trips to neighboring colleges and universities each semester, as long as they are keeping up with grades and schoolwork. Students are invited to meet with representatives from several colleges and military organizations who visit our campus.</p>	<p>Counselor</p> <p>Counselor & Teachers</p> <p>Counselor & Teachers</p> <p>Counselor</p> <p>Counselor</p> <p>Counselor</p>	<p>August 2010- May 2011</p> <p>August 2010- May 2011</p> <p>August 2010- May 2011</p> <p>Fall 2010</p> <p>November 2010</p> <p>Spring & Fall Semesters</p>	<p>\$ 100 for postage</p>	

District Goal: 9. Implement strategies for providing to middle school and high school students, those students’ teachers and counselors, and those students’ parents information about:

- Higher education admissions and financial aid opportunities.
- The TEXAS grant program and the Teach for Texas grant program.
- The need for students to make informed curriculum choices to be prepared for success beyond high school.
- Sources of information on higher education admissions and financial aid.
- College credit opportunities through “Program 30”.

AREA: Post-Graduate Opportunities				
OBJECTIVE: Implement each of the above strategies annually in order to ensure an open communications line between the school, students, and parents in regard to post-graduate opportunities.				
Strategies to be carried out to accomplish the objective.				
	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Twelfth Grade:</p> <p>Students are encouraged to use the Fastweb college and search program. Other websites that provide information about types of higher education and financial aid opportunities are listed in the Junior-Senior Newsletter. Parents are also invited to use the school computers for this information if there is a need.</p> <p>Posters, pamphlets, college materials, test registration information, financial aid information, etc. is all made easily accessible to students on a table in the hall. Additional information including college catalogs and career information is available in the Career Corner of the library.</p> <p>The counselor makes regular visits to the seniors in English, Government and Economics classes to provide information and monitor student progress toward career and college goals. Students are given direct assistance with completing college admissions applications, scholarship applications, test registration forms and the FAFSA.</p> <p>A Financial Aid Night is hosted on the Central Heights campus in January for parents and students to assist in completing the FAFSA and understanding the financial aid process.</p> <p>Central Heights ISD “Program 30” High School Allotment for College Tuition and Books</p> <p>What is the CHISD “Program 30” “Program 30” is designed to encourage and assist students in earning at least 30 hours of college credit before high school graduation. Through the High School Allotment, “Program 30” can help Central Heights students offset the tremendous cost of college tuition and textbooks.</p>	<p>Counselor & Computer Lab Assistants</p> <p>Counselor</p> <p>Counselor</p> <p>Counselor</p> <p>Counselor</p>	<p>August 2010- May 2011</p> <p>August 2010- May 2011</p> <p>August 2010- May 2011</p> <p>January & February 2011</p> <p>August 2010 – May 2011</p>	<p>High School Allotment Funds : approx. \$10,000</p>	<p>End of year summary of number of college credit hours earned compared to the number taken.</p>

<p>What is the High School Allotment The High School Allotment is part of House Bill 1 that provides \$275 per high school student to districts to prepare students to go on to higher education, encourage students to take advanced academic course work, increase the rigor of academic course work, align secondary and postsecondary curriculum and support promising high school completion and success initiatives in grades 6 through 12.</p> <p>What Expenses are Covered by the High School Allotment Programs that expand participation in dual enrollment or concurrent enrollment courses. A school district may spend high school allotment funds on the following, provided these items are for uses identified in the TEC, §39.114(a), and further defined in §61.1093 of this title:</p> <ul style="list-style-type: none"> (1) tuition and fees; (2) textbooks. <ul style="list-style-type: none"> • Expenses will not be covered for grades lower than a “C” or 70. • Online courses and mini-mesters are not covered by this program. • Seniors that have graduated are not eligible for this program. <p>What will be Required of Students and Parents Students must meet all requirements for the concurrent enrollment program as prescribed in the student handbook. Students/parents will be responsible for paying for all tuition and book fees through the college/university. Upon successful completion of the concurrent course, students must provide a copy of the college report card, tuition bill, and receipt of book purchase to the CHISD business office. Students/parents will then be reimbursed for the above mentioned expenses. All textbooks purchased through this program must be returned to CHISD.</p> <p>What are the Funding Limitations for the Program Juniors and Seniors who are enrolled in CHISD are eligible for funding through this program. There is no limit on the number of concurrent courses eligible for funding through this program. Funds for this program are provided by House Bill 1 from the State of Texas. No local funding is provided. CHISD will continue to offer this program as long as state funding is available.</p>				
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District Goal: 10. Continue to provide ample opportunities for students to accelerate through the curriculum.

AREA: Accelerated Education				
OBJECTIVE: Provide ongoing opportunities for students to participate in challenging courses while providing an opportunity for academic acceleration.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative/Summative Evaluation
<p>Elementary acceleration The District shall accelerate a student in grades 1-5 one Level if the student meets the following requirements:</p> <ul style="list-style-type: none"> • The student scores 90 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies • A district representative recommends that the student be accelerated. • The student’s parent or guardian gives written approval of the acceleration 	Counselor	August 2010– May 2011		Reported Test Results.
<p>Secondary acceleration: Credit By Exam for acceleration CHISD will provide opportunities for qualified students to attempt to earn credit for a course in which they have had no formal instruction by taking a comprehensive exam. Teachers, parents, counselor or students may recommend a student for this opportunity based on the student’s abilities and needs. One exam must be taken for each ½ credit earned, and the student must score 90% or better on the exam to earn credit.</p>	Counselor	August 2010– May 2011		Credit by Exam reported results.

<p>Correspondence courses Students may also earn credits by taking an approved high school correspondence course. The student is responsible for fees and books, and completes the course at home. The student may complete the course at his or her own pace, and credit is awarded when the course is completed. A student must take one correspondence course for each half credit earned. The course, grade, and credit will be added to the student's transcript at the end of the school year in which the course was completed.</p> <p>Summer school Students may earn up to 1 credit each summer by taking high school courses during the summer. This opportunity is available for all students grades 9-12, including those who have graduated from 8th grade.</p>	Counselor	<p>Fall, Spring, & Summer Semesters</p> <p>Summer Semester</p>		<p>Reported results from the institute offering the correspondence course.</p> <p>Reported results from ISD where course was taken.</p>
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District Goal: 10. Continue to provide ample opportunities for students to accelerate through the curriculum.

AREA: Accelerated Education				
OBJECTIVE: Provide ongoing opportunities for students to participate in challenging courses while providing an opportunity for academic acceleration.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative/Summative Evaluation
<p>College credit through concurrent enrollment Junior and senior students may receive college and high school credit for college course(s) taken in an approved institution (SFA, Angelina, Panola, or Texas Tech Distance Learning). Courses may also be open to students prior to their junior year with instructor approval. All college level courses offered by the institution, except remedial courses, are approved as concurrent courses. The courses may be taught on campus, through correspondence course, or on the internet. College level courses must meet or exceed the TEKS to replace state-required courses. College level courses that do not cover the TEKS can be taken for elective credit only from the high school.</p> <p>To be eligible, students must have an 85 average, have taken the TASP test or be TASP exempt. In addition, students attending SFA must take either the SAT, with a score or 1010, ore the ACT with a score of 21.</p> <p>All high school /college concurrent enrollment courses listed in the College’s General Academic Course Guide Manual in the following disciplines: Social Studies, Science, Mathematics, Languages other than English, Fine Arts, and English language arts are weighted/ advanced courses under TEA code 33.081 [c].</p>	Counselor	Fall, Spring, & Summers Semesters		Reported results from the institute offering concurrent enrollment courses.

District Goal: 10. Continue to provide ample opportunities for students to accelerate through the curriculum.

AREA: Accelerated Education				
OBJECTIVE: Provide ongoing opportunities for students to participate in challenging courses while providing an opportunity for academic acceleration.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative/Summative Evaluation
<p>College credit through articulation Certain high school vocational courses are articulated with technical and community colleges in Texas. Students taking these courses as a junior or senior, making at least an 80, may be awarded college credit for the high school course by the technical or community college. To receive credit, the student must enroll at the college in a technical program that requires the articulated course. Upon completing six additional college hours, credit for the articulated course will be added to the student’s college transcript.</p>	Counselor	Fall, Spring, & Summer Semesters		Reported results from the institute offering credit through articulation.
<p>Advanced Placement courses CHHS offers college level courses, called Advanced Placement courses in the following subject: Calculus</p> <p>Honors classes are also offered that will prepare students for college level work.</p>	Counselor and Teachers	Fall and Spring Semesters 2010-2011	AP Salaries from HS Allotment Fund: \$ 20,000	Enrollment numbers and percentage of students passing the course and scoring 3 or higher on the exams.

District Goal: 10. Continue to provide ample opportunities for students to accelerate through the curriculum.

AREA: Accelerated Education				
OBJECTIVE: Provide ongoing opportunities for students to participate in challenging courses while providing an opportunity for academic acceleration.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative/Summative Evaluation
<p>Advanced Placement courses These courses provide curriculum offerings for students with special talents and abilities. The goal of the Advanced Placement program is to challenge and stimulate students to the highest level of their abilities. Qualifying for Advanced Placement courses is based upon past performance, prerequisite courses, teacher approval or recommendation, and parental approval. Students who qualify are encouraged to enroll in these advanced classes, and any student who is willing to do the required work may take the class.</p> <p>Advanced Placement (AP) Exams are given every May, usually for students who have taken an Advanced Placement course in that subject. A score of 3 or better on the exam may enable a student to earn credit for a comparable college course or courses. It is the responsibility of the student to know which colleges offer credit for certain tests or scores.</p>	Counselor and Teachers	Fall and Spring Semesters 2010-2011		Enrollment numbers and percentage of students passing the course and scoring 3 or higher on the exams.

District Goal: 11. Continue to offer a Gifted and Talented program that provides appropriately challenging learning experiences for students.

AREA: Gifted and Talented Education				
OBJECTIVE: Provide an array of challenging learning opportunities for students in the gifted and talented program pertaining to the four core academic areas.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative/Summative Evaluation
<p>Action Steps:</p> <p>Elementary Campus: Gifted and Talented facilitator will oversee the implementation of the campus G/T Program.</p> <p>Continue to offer students identified as needing Gifted and Talented services opportunities through classroom cluster groups that encourage students to:</p> <ul style="list-style-type: none"> • Complete individual projects • Work collaboratively with other students • Receive differentiated curriculum • Excel in individual area of giftedness <p>Expand out of school experiences for gifted and enriched students by participating in Region VII’s gifted and talented activities and special programs.</p> <ul style="list-style-type: none"> • Imagination Fair • Special Planned Programs <p>CHE teachers who serve G/T students will have obtained G/T certification of 30 hours training.</p> <p>Cluster teachers along with all CHE teachers will fulfill the required 6-hour annual update training.</p>	<p>Principal</p> <p>Counselor and Teachers</p> <p>Principal Counselor Teachers</p> <p>Principal</p>	<p>Oct. 2010 Feb. 2011</p> <p>Fall & Spring Semesters</p> <p>Nov. 2010 Spring 2011</p> <p>Summer and Fall Semesters 2010 Summer 2011</p> <p>Fall & Spring Semesters</p>	<p>Region VII ESC</p> <p>G/T Funds</p> <p>Region VII SSA \$8,205</p> <p>Local Funds</p>	<p>Lesson Plans Walk-throughs</p> <p>Enrollment number and student/teacher end-of-year survey.</p> <p>Teacher Observation Student Participation</p> <p>Training documentation is maintained at the district office. Certificates of completion Utilize strategies and document in lesson plans</p> <p>Enrollment number and student/teacher end-of-course survey.</p>

<p>Secondary Campus: Continue to offer students identified as needing Gifted and Talented services opportunities through Advanced Placement courses and Pre-AP courses that encourage students to:</p> <ul style="list-style-type: none"> • Complete individual projects • Work collaboratively with other students • Receive differentiated curriculum • Excel in individual area of giftedness <p>Expand out of school experiences for gifted and enriched students by participating in Region VII's Model United Nations.</p> <p>Continue to require teachers of the four core subjects to obtain and maintain their 30 hours initially / 6 hours annually of gifted and talented staff development training.</p>	<p>Counselor and Teachers</p> <p>Teachers</p> <p>Principal and Teachers</p>	<p>Fall & Spring Semesters</p> <p>Summer and Fall Semesters 2010</p>	<p>\$ 300</p> <p>Region VII SSA \$8,205</p>	
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Campus Goal: 12. Continue to offer the Pregnancy Related Services Program for qualified students.

AREA: Pregnancy Related Services				
OBJECTIVE: Facilitate and monitor campus procedures for the Pregnancy Related Services Program.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Program Steps:</p> <p>A pregnant student is identified when she confides to a school employee that she is pregnant. The employee will notify the counselor, who will visit with the student and verify the fact of the pregnancy through professional judgment. The counselor will enroll the student in the PRS program by notifying the school secretary of the placement and by developing a PRS plan for the student. The counselor will also be responsible for notifying teachers and other personnel when necessary.</p> <p>In developing the PRS plan, the counselor will inform the student of all the services offered, and help the student identify potential needs. The plan will include academic and career guidance to allow the student to complete their graduation plan and be successful in further career or educational goals.</p> <p>The plan may also include: The use of school health services, or referral to other health services, transportation for the student as appropriate to and from the campus, child care facility, community service agency and place of employment, assistance in obtaining services form governmental agencies and community service organizations, instruction related to knowledge and skills in child development and parenting as needed, and classroom modifications, such as frequent breaks, special seating, etc.</p>	<p>Principal, Counselor, & Teachers</p> <p>Counselor</p> <p>Principal, Counselor, & Teachers</p>	<p>August 2010 – May 2011</p>		<p>Counselor Interview</p>

Summative Evaluation: Students will pass all classes, maintain a 90 % attendance rate, and continue in school until graduation.

Campus Goal: 12. Continue to offer the Pregnancy Related Services Program for qualified students.

AREA: Pregnancy Related Services				
OBJECTIVE: Facilitate and monitor campus procedures for the Pregnancy Related Services Program.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Program Steps:</p> <p>The student is also eligible for individualized instruction in the home provided by a homebound teacher funded by Compensatory Education. This instruction may be provided during the prenatal period when it is determined the student will be confined for a period of at least five days, but less than 20 days, as verified by a doctor's note. The service may also be provided for up to six weeks after the delivery. A student must receive four hours of home instruction per week to be counted present for the entire five days. Students must also finish assignments and pass tests to earn grades needed to pass their courses. In severe cases, the student's physician may extend the six-week postpartum period for an additional period totaling less than four weeks.</p>	Principal, Counselor, & Teachers	August 2010 – May 2011	Compensatory Education Funds	Parent, Student, Teacher, & Counselor Evaluations

Summative Evaluation: Students will pass all classes, maintain a 90 % attendance rate, and continue in school until graduation.

Campus Goal: 13. Hire and retain a highly qualified faculty and staff.

AREA: Faculty and Teaching Staff				
OBJECTIVE: To ensure that students receive a quality education from a highly qualified teaching staff.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
Program Steps:				
1. Recruit highly qualified personnel to fill vacancies.	Superintendent, Principals, Personnel Committees	Yearly	SFA Job Fair / Applications / Web-based job postings	Roster of faculty and staff.
2. Provide opportunities for staff to attend workshops in related teaching fields.	Principals	Yearly	Region VII ESC Local Funds	List of workshops attended
3. Training sessions for additional certificates	Superintendent and Principals	Yearly / As Needed	Region VII ESC Local Staff Development Funds / Title I	Teacher Certificates and list of workshops attended

Summative Evaluation: Academic Excellence Indicator System (AEIS) Data

Campus Goal: 14. Assure parent and community members involvement in our educational programs.

AREA: Parental Involvement				
OBJECTIVE: Include parents and community members in the educational process of the district.				
Strategies to be carried out to accomplish the objective.	Position Responsible	Timeline	Resources	Formative Evaluation
<p>Program Steps:</p> <ol style="list-style-type: none"> 1. Parent Teacher Organization (PTO) meetings and events held throughout the school year. 2. Grade level parent involvement activity, PK-6. 3. Open house / Meet the teacher nights. 4. Library Book Fair Week <ul style="list-style-type: none"> • Pajama Night / Share-a-Book • Parents breakfast 5. Summer Library Reading Days 6. Family Fun & Fitness Night 7. PTO Fall Festival 	<p>Local PTO organization</p> <p>Teachers</p> <p>Administration / Teachers</p> <p>Librarian / Parent Volunteers</p> <p>Librarian</p> <p>SHAC (School Health Advisory Council)</p> <p>Local PTO organization/teachers</p>	<p>Monthly Meetings</p> <p>Yearly</p> <p>Fall & Spring Semesters</p> <p>Fall & Spring Semesters</p> <p>One day each week during the summer</p> <p>Spring Semester</p> <p>Fall Semester</p>	<p>PTO Funds</p> <p>Local Funds</p> <p>Local Funds</p> <p>Library Funds</p> <p>Library Funds</p> <p>Local Funds</p> <p>PTO Funds/Local Funds</p>	<p>Membership drive / emails / newsletters</p> <p>Parent sign-in sheet</p> <p>Parent sign-in sheet</p> <p>Parent sign-in sheet</p> <p>Library sign-in log</p> <p>Parent sign-in sheet</p> <p>Parent sign-in sheet</p>

Central Heights Elementary coordinates local funds with a number of state and federal sources to upgrade and enhance the educational program and ensure success for all students. Listed below are state, federal and grant monies used on the campus for the school year 2010-2011.

Elementary Special Programs Funds

Fund	Description	\$\$ Budgeted
Title I		
211-11-6119-00-101-0-24	Title I Teachers Salary	\$40,000
211-11-6129-01-101-0-24	Title I Reading Aide Salary-Kin.	\$53,030
211-11-6141-00-101-0-24	Title I Matching MC	\$900
211-11-6129-02-101-0-24	Extended day Bus Drivers	\$800
211-11-6146-00-101-0-24	TRS Retirement Contr. 55%	0
211-11-6219-00-101-0-24	Professional Consulting Services	\$10,000
211-11-6142-00-101-0-24	Title 1 Health Insurance	\$2,763
211-11-6399-00-101-0-24	Title I Teaching Supplies	\$100
211-11-6499-00-101-0-24	Travel and Subsistence	\$100
2XX-11-6119-00-101-0-24	Federal Stimulus Teacher Salaries	0
2XX-11-6129-00-101-0-24	Federal Stimulus Aides Salaries	0
	TOTAL FOR ELEMENTARY	\$107,693
State Compensatory		
199-11-6119-00-101-0-24	Elem. Teachers Salary/Comp Ed	\$56,000
199-11-6119-01-101-0-24	Extended Day Salaries	\$6000
199-11-6119-02-101-0-24	Remediation Salaries	\$2,000
199-11-6129-00-101-0-24	Elem. Aides Salary/Comp Ed	\$27462
199-11-6141-00-101-0-24	Elem. Matching FICA/Comp Ed	\$1,200
199-11-6146-00-101-0-24	TRS Grant/Care/Elem/Comp Ed	\$10,880
199-11-6146-01-101-0-24	TRS Retirement Contribution .55%	0
199-11-6142-00-101-0-24	Other Elem Employee Benefits/Comp	\$18,000
199-11-6219-00-101-0-24	Elem/Comp Ed Contracted Services	\$2,200
199-11-6249-00-101-0-24	Elem/Equip/Man. Rep/Comp Ed	\$200

199-11-6399-00-101-0-24	Elem Teaching Supplies/Comp Ed	\$10,000
199-11-6399-02-101-0-24	TPRI Palms	\$6,000
199-11-6411-00-101-0-24	Elem Travel/Comp Ed	\$100
199-11-6412-00-101-0-24	Student Meals-Extended Day	\$400
199-11-6649-00-101-0-24	Elem Furniture/Equip/Comp Ed	\$3500
199-13-6219-00-101-0-24	Elem Contracted Prof. Development.	\$200
199-13-6411-00-101-0-24	Elem Travel & Workshops	\$200
199-11-6339-01-101-0-24	Dyslexia Supplies	\$400
199-31-6119-00-101-0-24	Elem At-Risk Counselor Salary	\$54,326
199-31-6141-00-101-0-24	FICA/SS/ Elem Counselor	\$780
199-31-6142-00-101-0-24	Employee Health Benefit/Counselor	\$3,600
199-31-6142-01-101-0-24	Employee Life	\$30
199-31-6146-00-101-0-24	Elem Counselor/Statutory Min	\$292
199-31-6399-00-101-0-24	Elem. Counselor Supplies	\$500
199-31-6411-00-101-0-24	Elem. Counselor Travel	\$650
199-11-6649-00-101-0-24	Elem Counselor/Furn&Equip.	\$400
199-31-6399-02-101-1-24	TAKS Snacks	\$500
	TOTAL FOR ELEMENTARY	\$205,820
Gifted and Talented		
199-11-6119-01-101-0-21	Elem Teachers Salary/G/T	\$20,000
199-11-6146-01-101-0-21	TRS Retirement Contr. . .55%	\$0
199-11-6399-00-101-0-21	Elem Teaching Supplies/G/T	\$250
199-13-6499-00-101-0-21	Elem Professional Dev/G/T	\$300
	TOTAL FOR ELEMENTARY	\$20,550
ESL (English as a Second Language)		
199-11-6119-00-101-0-25	Elem Teacher Salary/ESL	\$43,650
199-11-6146-01-101-0-25	TRS Retirement Contr. 55%	\$0
199-11-6399-00-101-0-25	Elem Teaching Supplies/ESL	\$750
	TOTAL FOR ELEMENTARY	\$44,400

Special Education		
199-11-6112-03-101-0-23	Substitute Teachers/Special Ed/Elem	\$12,000
199-11-6119-00-101-0-23	Elem Special Ed Teachers Salary	\$92,000
199-11-6129-00-101-0-23	Elem Aides/Special Ed	\$12,000
199-11-6141-00-101-0-23	Matching FICA/SS /Elem/Special Ed	\$2,400
199-11-6146-01-101-0-23	TRS Retirement Contr. . .55%	\$696
199-11-6143-00-101-0-23	Workman's Comp/Elem Special Ed	\$40
199-11-6149-00-101-0-23	Other Employee Benefits/Elem/Sp Ed	-0-
199-11-6321-00-101-0-23	Textbooks/Elem/Sp Ed	\$50
199-11-6339-00-101-0-23	Testing materials/Elem/Sp Ed	\$50
199-11-6399-00-101-0-23	Teaching Supplies/Elem/Sp Ed	\$1,500
199-11-6399-01-101-0-23	Technology/Elem/SpEd	\$200
199-13-6112-00-101-0-23	Substitute Teachers/Sp Ed Workshops	-0-
199-13-6411-00-101-0-23	Travel/Workshops/Elem/Sp Ed	-0-
199-11-6649-00-101-0-23	Special Technology Equipment	\$1,000
	TOTAL FOR ELEMENTARY	\$121,936
Title II Part D		
262-11-6239-00-101-0-24	Professional/Contracted Services	\$987
262-11-6399-00-101-0-24	Technology Supplies/Materials	-0-
	TOTAL FOR ELEMENTARY	\$987
Title II Part A		
255-11-6119-04-101-0-24	Teacher Salary Class Size Red.	\$25,918
255-11-6119-01-101-0-24	Teacher Salaries for Ext. Day	\$0
255-11-6129-00-101-0-24	Reading Aide Supplement Title I	-0-
255-11-6129-03-101-0-24	Bus Drivers Extended Day Salaries	\$0
255-11-6141-00-101-0-24	Salary Matching	\$0
255-11-6291-00-101-0-24	Professional Contracted Services	\$0
255-11-6219-01-101-0-24	Contracted Services Staff Development	-0-
255-11-6239-00-101-0-24	Region VII Tech/Title Staff Development	-0-
255-11-6399-00-101-0-24	Teacher Su/Title I (50% transfer)	\$0
	TOTAL FOR ELEMENTARY	\$25,918

Student Success Initiative		
404-11-6119-00-101-0-11	Accelerated Read/Math Salaries	\$3,716
404-11-6129-00-101-0-11	Accelerated Reading/Math Aide	0
404-11-6129-00-101-0-11	Salaries Matching MC/FICA	-0-
404-11-6141-00-101-0-11	Accelerated Reader Supplies	\$-0-
	TOTAL FOR ELEMENTARY	\$3,716

Central Heights Secondary coordinates local funds with a number of state and federal sources to upgrade and enhance the educational program and ensure success for all students. Listed below are state, federal and grant monies used on the campus for the school year 2010-2011.

Secondary Special Programs Funds

Fund	Description	\$\$Budgeted
State Compensatory		
199-11-6119-00-001-0-24	Teachers Salary/Comp Ed	\$40,000
199-11-6119-01-001-0-24	Teacher Salaries Ext. Day	\$6,000
199-11-6129-00-001-0-24	Aides/High School/Comp Ed	\$13,000
199-11-6141-00-001-0-24	Matching FICA/High School	\$1,048
199-11-6146-01-001-0-24	TRS Retirement Contr. .55%	\$0
199-11-6149-00-001-0-24	Other Employee Benefits/Comp Ed	-0-
199-11-6219-00-001-0-24	Secondary Contracted Services	\$2,200
199-11-6249-00-001-0-24	Equip Maint/Repair/Comp Ed	\$100
199-11-6399-00-001-0-24	Teaching Supplies/Comp Ed	\$4,000
199-11-6411-00-001-0-24	Comp Ed Travel	\$100
199-11-6649-00-001-0-24	Furn/Equip/High School/Comp Ed	\$1,200
199-11-6399-00-001-0-24	Technology/Plato Software	\$6,000
199-11-6649-11-001-0-24	Technology/Comp Ed Equipment	\$750
199-11-6219-01-001-0-24	GradeQuick Web HS Comp Ed	-0-
199-11-6411-00-001-0-24	Travel HS Compensatory	-0-
	TOTAL STATE COMP/HIGH SCHOOL	\$74,398
Gifted and Talented		
199-11-6219-00-001-0-21	Consulting Service/G/T Newsletter	\$250
199-11-6239-00-001-0-21	Region VII /Gifted and Talented Co-op	\$8,572
199-11-6399-00-001-0-21	Teaching Supplies/G/T	\$300
199-11-6412-00-001-0-21	Student Meals/Gifted-Talented	\$200
199-13-6499-00-001-0-21	Professional Dev/Registration Fees G/T	\$100
	TOTAL SECONDARY G/T	\$9,422

ESL (English as a Second Language)		
199-11-6399-00-001-0-25	Teaching Supplies/High School/ESL	\$300
	TOTAL SECONDARY ESL	\$300

Special Education		
199-11-6112-03-001-0-23	Substitute Teachers/High School/Sp Ed	\$2,200
199-11-6119-00-001-0-23	Teachers/High School/Sp Ed	\$84,000
199-11-6129-03-001-0-23	Aides Salary/High School/Sp Ed	\$30,000
199-11-6141-00-001-0-23	Matching FICA/SS High School/Sp Ed	\$1,840
199-11-6129-06-001-0-23	Substitute Aides/Sp Ed	-0-
199-11-6143-00-001-0-23	Workmen's Comp/Sp Ed	\$40
199-11-6146-01-001-0-23	TRS Retirement Contr. .55%	\$568
199-11-6149-00-001-0-23	Other Employee Benefits/Sp Ed	-0-
199-11-6219-00-001-0-23	Contracted Services/Wagon Wheel	\$11,000
199-11-6269-01-001-0-23	Lease/Copier/Equip/Sp Ed	\$1000
199-11-6321-00-001-0-23	Textbooks/Sp Ed	\$800
199-11-6649-00-001-0-23	Furniture-Equip./Sp Ed	\$500
199-11-6399-00-001-0-23	Technology Supplies/Sp Ed	\$200
199-11-6399-00-001-0-23	Teaching Supplies/Sp Ed	\$800
199-11-6499-00-001-0-23	Fees/Dues/Sp Ed	\$50
199-13-6112-01-001-0-23	Substitute Teacher/Sp Ed Workshops	-0-
199-13-6411-00-001-0-23	Travel/Sp Ed	\$100
	TOTAL SECONDARY SP ED	\$133,098

Career and Technology		
199-11-6112-00-001-0-22	Substitute Teachers/Vocational	\$4,000
199-11-6119-00-001-0-22	Teachers Salary/Vocational	\$197,600
199-11-6129-34-001-0-22	Vocational/Bus Driver Salary	-0-
199-11-6141-00-001-0-22	Matching FICA/Vocational	\$3,000
199-11-6142-00-001-0-22	Health Insurance	\$14,400
199-11-6146-00-001-0-22	TRS/Grant& Care Contrib/Vocational	\$1,200
199-11-6146-01-001-0-22	TRS Retirement Contr. . .55%	\$2,000
199-11-6149-00-001-0-22	Other Employee Benefits/Voc	-0-

199-11-6219-00-001-0-22	Vocational Consulting/Professional Serv	\$3,000
199-11-6223-02-001-0-22	Student Tuition/CPR/Voc	-0-
199-11-6242-00-001-0-22	Health Insurance	\$14,400
199-11-6249-00-001-0-22	Equip/Maint/Repair/Voc	\$100
199-11-6249-01-001-0-22	Maint/Repair/Ag Truck/Voc	\$500

199-11-6299-00-001-0-22	Misc. Contracted Services	\$100
199-11-6321-00-001-0-22	Textbooks/Training Materials/Voc	\$500
199-11-6311-00-001-0-22	Ag Trucks gas/oil / supplies	\$3,800
199-11-6399-01-001-0-22	Testing Supplies	\$400
199-11-6399-03-001-0-22	Teaching Supplies/Voc/Home Ec	\$3,000
199-11-6399-06-001-0-22	Teaching Supplies/Business CT	\$1,000
199-11-6399-06-001-0-22	Teaching Supplies/Voc/Ag	\$6,000
199-11-6411-00-001-0-22	Travel/Career Tech/Home Ec	\$500
199-11-6411-00-001-0-22	Travel/Career Tech/Business	\$1,400
199-11-6411-01-001-0-22	Travel/Career Tech/Voc Ag	\$7,600
199-11-6412-00-001-0-22	Student Meals/Travel/Voc	\$6,000
199-11-6412-00-001-0-22	Fee/Lease/Ag Truck	\$2,000
199-11-6499-01-001-0-22	Fees /Voc	\$5,000
199-11-6649-00-001-0-22	Vocational Equip	\$8,000
199-11-6649-00-001-0-22	Computers/Business Lab	\$2,000
199-13-6411-00-001-0-22	Vocational/Travel/Subsistence	\$600
199-23-6219-01-001-0-22	Voc Contracted Services	\$2,200
199-11-6339-00-001-0-22	Vocational Testing Supplies	\$400
	TOTAL SECONDARY VOCATIONAL/CT	\$290,700

Advanced Placement Incentive Program		
199-11-6119-00-001-0-31-0-00	High School Allotment AP Salaries	\$20,000
199-11-6119-01-001-0-31-0-00	TAKS Remediation Math	\$18,400
199-11-6141-00-001-0-31-0-00	Payroll Matching MC	\$200
199-11-6399-00-001-0-31-0-00	HS Allotment Tech/Software/Supplies	\$2,000
199-11-6649-00-001-0-31-0-00	HS Allotment Technology/Calculators	\$10,000
199-11-6221-00-001-0-31-0-00	Tuition/College	\$10,000
199-11-6299-00-001-0-31-0-00	Misc. Tech. Contracts	\$1,000
	TOTAL SEC. AP INCENTIVE PROGRAM	\$61,600

Central Heights ISD Academic Performance Chart

% Met Standard	AEIS 2007-2008					AEIS 2008-2009					AEIS 2009-2010				
	ELA/Read	Math	Writing	Science	Soc Stud	ELA/Read	Math	Writing	Science	Soc Stud	ELA/Read	Math	Writing	Science	Soc Stud
All Students	95	89	97	81	92	96	89	94	88	96	?	?	?	?	?
Male	96	89	94	87	95	96	88	91	90	98	?	?	?	?	?
Female	94	90	99	76	90	95	89	97	86	94	?	?	?	?	?
Afr. Amer	78	79	80	67	91	86	71	>99	70	75	?	?	?	?	?
Hispanic	91	80	99	63	89	88	87	>99	84	>99	?	?	?	?	?
White	96	91	97	85	93	97	90	93	89	97	?	?	?	?	?
Eco Dis	89	79	94	71	87	91	84	96	79	98	?	?	?	?	?
At-Risk	88	74	91	59	82	86	68	83	66	90	?	?	?	?	?
LEP	99	43	*	20	99	71	43	*	*	*	?	?	?	?	?
Sp Ed	71	67	*	39	50	69	65	*	36	73	?	?	?	?	?

		Attendance		
%		2006-07	2007-08	2008-0
All Students		96	95.9	?

		Completion Rate		
%		2006-07	2007-08	2008-09
All Students		89.6	95.7	?

		Dropout Rate Grades 7-12		
%		2006-07	2007-08	2008-09
All Students		0.3	1.1	?

		Recommended / DAP Program		
%		2006-07	2007-08	2008-09
All Students		88.4	77.3	?

		SAT / ACT		
%		2006-07	2007-08	2008-09
Tested		77.5	71.4	?
> Criteria		22.6	24	?

		Mean SAT / ACT Scores		
		2006-07	2007-08	2008-09
SAT		988	975	?
ACT		20.6	20.8	?

? – data from the 2009-2010 AEIS will be available late November 2010 from the TEA website: www.tea.state.tx.us/perfreport/aeis/