

# **South Houston High**

## **Campus Improvement Plan**

**2008-09**

**South Houston High School is dedicated to providing an enriched education for all students in a positive, safe and secure environment in order to produce responsible, competitive citizens who will be successful life-long learners in an advanced, technological and multicultural society.**

## South Houston High Belief Statements

1 CAMPUS VISION STATEMENT

The vision of the faculty and staff of South Houston High School and its community is to ensure a positive and enriched educational environment which provides each student with an opportunity to participate in an educational setting that meets his/her needs in order to become productive and competitive citizens upon graduation. South Houston will continue to incorporate the ideals defined through Teen Leadership, Expectation Graduation Initiative, Community Service, and various career opportunities to promote dignity and self-worth in all students.

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2 CAMPUS GOAL

Absolute Positively Graduate - No Exceptions!

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3 CAMPUS MOTTO

Simply the Best.....Believe it!

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4 CAMPUS MASCOT

Hector, the Trojan

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### The SoHo Way

Doing the right thing 100% of the time, even if no one is looking.

Keeping the main thing the main things,

Embracing our diversity, and building relationships one student at a time.

For the good of the SHHS Community.

South Houston High School has existed on the corner of Shaver and Edgebrook for fifty years, but So Ho is much more than a physical building. Our faculty is a family in good times like weddings, babies, and grandchildren and disasters like funerals, illnesses, fires, and hurricanes. Our students appreciate the staff and the help they receive from their teachers who stay after and come before for tutorials, who attend their games and performances to cheer them on, who write them letters of recommendations for scholarships. Our athletes strive for their personal best, even if we do not always have a winning team. Our student body earns money to purchase shoes for needy children each year, then pays for the buses to drive the elementary children to a local store to purchase the shoes and feeds the children lunch even though many of our own students are receiving help from the state. We took in over one hundred students after Katrina and Rita because that is the So Ho Way. We have graduated students who attended Yale, Princeton, Vanderbilt, A&M, Texas, Rice, and the Air Force Academy. We have produced doctors, lawyers, city council persons, a state representative, a local television personality, nurses, dentists, workers in retail, pharmacists, business owners, engineers, musicians, dancers, and artists and any other job imaginable. We create responsible young men and women who continue to contribute to this community for years to come and even send back their own children to attend our institution. Because we are now considered an inner city school, in a lower income bracket neighborhood, we try even harder to foster dedicated, caring, and affable ladies and gentlemen. Our faculty is constantly complimented on the behavior of our students as they represent South Houston in the real world. We have been called the junk yard dogs, but we carry the name with pride because we thrive and survive in today's world. Trojans may have lost the battle of Troy, but we do not fail to prosper because the fight makes us stronger.

**Goal 1:** To Provide transition support for students in order for them to be prepared for success in high school and beyond.

**Correlates with:**

<b>District Objectives</b>			
1) Increase TAKS Scores	2) Decrease Dropout Rate/Increase Completion Rate	3) Increase Attendance Rate	4) Eliminate Performance Differences on TAKS Scores
6) Increase Participation in Advanced Classes	7) Increase SAT/ACT Performance	12) Decrease Disciplinary Offenses	
<b>Pasadena Plus</b>			
2) Instruction Timeline	4) Assessment	5) Tutorials	
<b>Hot Topics</b>			
5) Gear Up			
<b>District Goals</b>			
1) Improve Student Performance	3) Improve Student Marketability	4) Improve Student Responsibility	
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
8) School Environment			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	5) Highly Qualified Teachers
7) Strategies for Parental Involvement			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities		
<b>E-Rate Goals</b>			

1) Goals and Strategy for Using Technology	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation	5) Evaluation Process for Monitoring Progress
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**Indicator:** TAKS English/Lang. Arts

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
African American	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Hispanic	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
White	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Special Ed.	61 %	2008	≥ 90 %	2013-14	≥ 66.8 %	2009
LEP	45 %	2008	≥ 90 %	2013-14	≥ 54 %	2009
Asian	99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Male	73 %	2008	≥ 90 %	2013-14	≥ 76.4 %	2009
Female	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	58 %	2008	≥ 90 %	2013-14	≥ 64.4 %	2009
African American	45 %	2008	≥ 90 %	2013-14	≥ 54 %	2009
Economically Disadvantaged	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009
Hispanic	59 %	2008	≥ 90 %	2013-14	≥ 65.2 %	2009
White	63 %	2008	≥ 90 %	2013-14	≥ 68.4 %	2009
Special Ed.	4.9 %	2008	≥ 90 %	2013-14	≥ 21.9 %	2009
LEP	20.2 %	2008	≥ 90 %	2013-14	≥ 34.2 %	2009
Asian	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Male	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009
Female	54.6 %	2008	≥ 90 %	2013-14	≥ 61.7 %	2009

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
African American	54 %	2008	≥ 90 %	2013-14	≥ 61.2 %	2009
Economically Disadvantaged	59 %	2008	≥ 90 %	2013-14	≥ 65.2 %	2009
Hispanic	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
White	69 %	2008	≥ 90 %	2013-14	≥ 73.2 %	2009
Special Ed.	15 %	2008	≥ 90 %	2013-14	≥ 30 %	2009
LEP	25 %	2008	≥ 90 %	2013-14	≥ 38 %	2009
Asian	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
Male	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
Female	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
African American	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
Economically Disadvantaged	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Hispanic	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
White	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
Special Ed.	38 %	2008	≥ 90 %	2013-14	≥ 48.4 %	2009
LEP	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
Asian	99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Male	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
Female	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009

**Indicator:** Completion: Graduated

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	69.5 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
African American	53.7 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Economically Disadvantaged	70.9 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Hispanic	70.1 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
White	74.1 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Special Ed.	60 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
LEP	29.4 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Asian	80 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Male	70.6 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Female	68.5 %	2008	≥ TBD %	2013-14	≥ TBD %	2009

**Indicator:** Completion: Dropped Out (4-yr)

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	17.1 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
African American	22 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Economically Disadvantaged	19 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Hispanic	16.8 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
White	15.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Special Ed.	20 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
LEP	51 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Asian	20 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Male	14.2 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Female	19.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009

## Strategies

<b>Goal 1 - Strategy 1      TAKS and Grades</b>			
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
<b>Leader(s):</b> Assistant Principal	<b>Brief Description:</b> To design and implement an 8th to 9th grade transition plan in order to increase 9th grade passing rates by 15%, and TAKS passing rates by 10% from the previous year.	<b>Evaluation Benchmark:</b> Curriculum Based Assessments TAKS Six Weeks Grades Credits Earned Retention Rates	
<b>Leader Progress Report Dates:</b> End of each six weeks End of first semester End of year			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Transportation Dept.	Number of FTE's: 6.00	General Budget	\$3,450.00
Time	Not Specified	Freshman Orientation Fund	\$2,500.00
Teaching Aids	Cost: \$22,500.00	Extended Year Budget	\$26,880.00
Teachers			\$32,830.00
Supplies			
Staff			
School Library			
School Commons Area			
Parent Support			
Outside Consultant			
District Coordinator			
Custodial/Maint. Dept.			
Computers			
Central Office			
Campus Admin. Staff			

<b>Goal 1 - Strategy 1      TAKS and Grades</b>													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>
Summer School Transition Program - a team of teachers meets with incoming 8th grade students who have been identified by their former teachers to help them prepare them for their 9th grad year.	SS Managers	X	X										
Freshmen 1st Day - 9th grade students are brought to school a day before all other students to walk their schedule, learn about the school rules and culture, and to meet their teachers, administrators, and counselors.	Principal, AP, Counselors, Teachers			X									
9th Grade At Risk student intervention - Read 180, Math Lab, Computer Labs, 21st Century Grant, CHAMPS	AP, Teachers, Counselors			X	X	X	X	X	X	X	X	X	X
Individualized Student Graduation Plan for all students to help them plot their way through high school and to make goals for their future.	Counselors				X	X	X	X	X				
ESL and SPED Transition Meetings - LPAC, MDR (T-1)	AP, PFs, Counselors			X	X	X	X	X	X	X	X	X	X
Attend 8th Grade "Grade Placement" Committee Meeting	AP			X									
Master Scheduling - 9th Grade Teams and Planning Time	Counselors, AP, Teachers	X	X	X	X	X	X		X	X	X	X	X

<b>Goal 1 - Strategy 2</b>		<b>Increase 9th Grade Extra-Curricular Participation</b>															
<b>Leader(s):</b> Assistant Principal		<b>Brief Description:</b> To design and implement an 8th to 9th grade transition plan in order to increase 9th grade participation in extra-curricular activities by 30% over the previous year.					<b>Evaluation Benchmark:</b> # of students enrolled in extra-curricular activities # of student participating in activities										
<b>Leader Progress Report Dates:</b> End of each semester																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>							
Time		Number of FTE's: 2.00			Camp. Activity Fund Budget					\$1,000.00							
Teachers		Not Specified								\$1,000.00							
Supplies		Cost: \$1,000.00															
Staff																	
School Commons Area																	
Parent Support																	
Local Bus. Leader																	
Guest Speaker																	
District Coordinator																	
District Admin. Staff																	
Custodial/Maint. Dept.																	
Computers																	
Campus Admin. Staff																	
Audio Visual Equipment																	
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>				J	J	A	S	O	N	D	J	F	M	A	M
						u	u	u	e	c	o	e	a	e	a	a	a
						n	i	g	p	t	v	c	n	b	r	r	y
Elective Fair to help showcase courses and help students make		AP, Counselors, Teachers									X	X	X	X			

<b>Goal 1 - Strategy 2</b>		<b>Increase 9th Grade Extra-Curricular Participation</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	J	J	A	S	O	N	D	J	F	M	A	M
an informed decision for the next school year.		u	u	u	e	c	v	c	a	e	a	p	a
Elective and CATE Visits to Feeder Schools - South Houston Intermediate, Miller and Queens	Counselors, Teachers							X	X	X	X		
8th Grade Enrollment Visits	Counselors									X	X		

<b>Goal 1 - Strategy 3</b>		<b>Completion Rate</b>											
<i>Supports Completion: Graduated - Grade: All Grades, Completion: Dropped Out (4-yr) - Grade: All Grades</i>													
<b>Leader(s):</b> Principal	<b>Brief Description:</b> To increase the number of students successfully completing high school in 4-years by 5% from the previous year. In 5-years the completion rate will be 95%.	<b>Evaluation Benchmark:</b> Completion Rate Drop-out Rate											
<b>Leader Progress Report Dates:</b> End of each year													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>										
Time	Number of FTE's: 10.00	Summer School Budget	\$34,000.00										
Teachers	Not Specified		\$34,000.00										
Supplies	Cost: None												
Staff													
School Library													
Parent Support													
Outside Consultant													
District Coordinator													
District Admin. Staff													
Computers													
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>
Celebrating Student Success - incentive awards for honor roll and perfect attendance	AP, Campus PF					X	X		X	X	X	X	
Credit Restoration Program - APEX, 21st Century Grant, Summer School, Evening School, Tegeler	AP, Counselors, Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 3      Completion Rate</b>		J	J	A	S	O	N	D	J	F	M	A	M
<b>Activity</b>		u	u	u	e	c	o	e	a	e	a	p	a
<b>Person(s) Responsible</b>		n	l	g	p	t	v	c	n	b	r	r	y
Community/Business and Parent partnerships with SBDMC	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Home visits to students who have experienced serious attendance problems or who have dropped out of school.	Principal, AP, Counselors, Teachers, Staff			X	X	X	X	X	X	X	X	X	X
Drop Out Prevention counseling - CIS, Drop out Clerk, Administrators	Principal, AP	X	X	X	X	X	X	X	X	X	X	X	X
Continuer's Contracts for Senior TAKS Retesters who do not graduate	Counselor, Drop Out Clerk	X	X	X									X

<b>Goal 1 - Strategy 4      Post-Secondary Education and Training</b>			
<p><b>Leader(s):</b> Assistant Principal</p> <p><b>Leader Progress Report Dates:</b> End of each semester</p>	<p><b>Brief Description:</b> To increase the number of students who continue on to college and/or trade school by 20% annually. In 5-years, 70% of SHHS students will be continuing their education past high school.</p>	<p><b>Evaluation Benchmark:</b> AP and Duel Credit enrollment &amp; Completion Survey of students post-graduation.</p>	
<p><b>Resources Required:</b></p> <p>Outside Consultant Campus Admin. Staff Community Leader Community Speaker Computers Custodial/Maint. Dept. District Admin. Staff District Coordinator Audio Visual Equipment Local Bus. Leader Transportation Dept. Parent Support School Commons Area School Library Staff Supplies Teachers Teaching Aids Time</p>	<p><b>FTE's Required:</b></p> <p>Number of FTE's: 5.00 Not Specified Cost: \$74,000.00</p>	<p><b>Source of Funds:</b></p> <p>San Jac Counselor Grant Technology Budget GT Budget General Budget Gear Up</p>	<p><b>Amount</b></p> <p>\$10,000.00 \$5,000.00 \$5,000.00 \$2,000.00 \$60,000.00 <hr/>\$82,000.00</p>

<b>Goal 1 - Strategy 4</b>		<b>Post-Secondary Education and Training</b>											
Guest Speaker													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
College Visits - students visit various college campuses to learn about life after high school graduation with CIS, Gear Up, SIOP, AP and AVID Programs	AP, Teachers, Coordinators				X	X	X	X	X	X	X	X	X
Increase the number of students enrolled in Dual Credit College Courses and who receive credit in those courses	AP, Counselors			X	X	X	X	X	X	X	X	X	X
Increase the number of students enrolled in PAP and AP courses and who receive credit and also score 3 or higher on AP exams.	AP, Counselors, Teachers			X	X	X	X	X	X	X	X	X	X
College/Career Day - bringing colleges and business to the school for the students to visit with and learn about with such programs as CIS, Gear UP, AVID, and AP	AP, Counselors, Teachers, Coordinators							X	X	X	X		

**Goal 2:** To utilize data-driven decision making to improve student success so that all students graduate in four years, ready to succeed in college or the workplace.

**Correlates with:**

<b>District Objectives</b>			
1) Increase TAKS Scores	4) Eliminate Performance Differences on TAKS Scores	5) Increase TAKS -Exempt Indicators	6) Increase Participation in Advanced Classes
7) Increase SAT/ACT Performance	8) Career Guidance Program	9) Increase THEA Proficiency	10) Increase PAP EOC Exam Performance
<b>Pasadena Plus</b>			
1) Disaggregate Test Scores	2) Instruction Timeline	3) Instructional Focus	4) Assessment
5) Tutorials	6) Enrichment	7) Maintenance	8) Monitoring/Service/Support
<b>Hot Topics</b>			
2) TXASAP Grant	3) 21st Century CASE Grant	4) DATE	
<b>District Goals</b>			
1) Improve Student Performance	2) Impact Performance Differences	4) Improve Student Responsibility	
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	10) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program
5) Highly Qualified Teachers	6) Opportunities for Professional Development	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs

<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
6) Parental Involvement			

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**Indicator:** TAKS English/Lang. Arts

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
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Hispanic	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
White	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Special Ed.	61 %	2008	≥ 90 %	2013-14	≥ 66.8 %	2009
LEP	45 %	2008	≥ 90 %	2013-14	≥ 54 %	2009
Asian	99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Male	73 %	2008	≥ 90 %	2013-14	≥ 76.4 %	2009
Female	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
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Asian	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Male	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009
Female	54.6 %	2008	≥ 90 %	2013-14	≥ 61.7 %	2009

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
African American	54 %	2008	≥ 90 %	2013-14	≥ 61.2 %	2009
Economically Disadvantaged	59 %	2008	≥ 90 %	2013-14	≥ 65.2 %	2009
Hispanic	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
White	69 %	2008	≥ 90 %	2013-14	≥ 73.2 %	2009
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LEP	25 %	2008	≥ 90 %	2013-14	≥ 38 %	2009
Asian	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
Male	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
Female	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009

**Indicator:** TAKS Social Studies

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
African American	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
Economically Disadvantaged	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Hispanic	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
White	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
Special Ed.	38 %	2008	≥ 90 %	2013-14	≥ 48.4 %	2009
LEP	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
Asian	99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Male	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
Female	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009

**Indicator:** TAKS Overall

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	24.3 %	2008	≥ 90 %	2013-14	≥ 37.4 %	2009
African American	17.1 %	2008	≥ 90 %	2013-14	≥ 31.7 %	2009
Economically Disadvantaged	21.3 %	2008	≥ 90 %	2013-14	≥ 35 %	2009
Hispanic	25 %	2008	≥ 90 %	2013-14	≥ 38 %	2009
White	24.4 %	2008	≥ 90 %	2013-14	≥ 37.5 %	2009
Special Ed.	1.3 %	2008	≥ 90 %	2013-14	≥ 19 %	2009
LEP	2.1 %	2008	≥ 90 %	2013-14	≥ 19.7 %	2009
Asian	56.3 %	2008	≥ 90 %	2013-14	≥ 63 %	2009
Male	22.2 %	2008	≥ 90 %	2013-14	≥ 35.8 %	2009
Female	26.5 %	2008	≥ 90 %	2013-14	≥ 39.2 %	2009

**Indicator:** Completion: Graduated

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	69.5 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
African American	53.7 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Economically Disadvantaged	70.9 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Hispanic	70.1 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
White	74.1 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Special Ed.	60 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
LEP	29.4 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Asian	80 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Male	70.6 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Female	68.5 %	2008	≥ TBD %	2013-14	≥ TBD %	2009

**Indicator:** Completion: Continued HS

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	10.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
African American	19.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Economically Disadvantaged	7.7 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Hispanic	10.7 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
White	5.2 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Special Ed.	20 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
LEP	19.6 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Asian	0 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Male	11.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Female	9.7 %	2008	≤ TBD %	2013-14	≤ TBD %	2009

**Indicator:** Completion: Dropped Out (4-yr)

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	17.1 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
African American	22 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Economically Disadvantaged	19 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Hispanic	16.8 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
White	15.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Special Ed.	20 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
LEP	51 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Asian	20 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Male	14.2 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Female	19.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009

**Indicator:** Completion: Received GED

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	2.9 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
African American	4.9 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Economically Disadvantaged	2.4 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Hispanic	2.4 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Special Ed.	0 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Asian	0 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Male	3.7 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Female	2.2 %	2008	≤ TBD %	2013-14	≤ TBD %	2009

## Strategies

<b>Goal 2 - Strategy 1</b>				<b>Improving Instruction</b>			
<p><i>Supports TAKS Overall - Grade: All Grades, Completion: Graduated - Grade: All Grades, Completion: Received GED - Grade: All Grades, Completion: Continued HS - Grade: All Grades, Completion: Dropped Out (4-yr) - Grade: All Grades</i></p>							
<b>Leader(s):</b>		<b>Brief Description:</b>		<b>Evaluation Benchmark:</b>			
Assistant Principal		To use assessment data for diagnostic and prescriptive teaching.		Curriculum Based Assessment			
<b>Leader Progress Report Dates:</b>				TAKS			
End of each Six Weeks				Retention Rates			
				Walkthrough Data			
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>		<b>Amount</b>	
Time		Number of FTE's: 10.00		General Budget		\$26,500.00	
Teaching Aids		Not Specified				\$26,500.00	
Teachers		Cost: \$22,000.00					
Supplies							
Staff							
School Library							
Parent Support							
Outside Consultant							
District Staff							
District Coordinator							
District Admin. Staff							
Computers							
Central Office							
Campus Admin. Staff							
Audio Visual Equipment							

<b>Goal 2 - Strategy 1</b>														<b>Improving Instruction</b>		
<b>Timeline</b>																
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>			
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>			
		<b>n</b>	<b>i</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>p</b>	<b>y</b>			
Staff development on building and using appropriate assessments in the classrooms, administering assessments and collecting the data from those assessments	AP, Teachers, PF			X	X	X	X	X	X	X		X	X			
Staff development on using data to modify instrucion	AP, PF			X	X	X	X	X								
Staff development in instructional strategies - Kagan, James Durham, Graphic Organizers, AVID, CHAMPS, ect. to improve instruction	AP, Teachers, PF			X	X	X	X									
Walkthrough and Peer Observation training for teacher leaders and APs	Principal			X	X	X	X									
Cognitive Coaching training for PFs, Mentors and other teacher leaders to help them become better mentors for new and struggling teachers.	AP, PF	X		X	X	X	X	X								

<b>Goal 2 - Strategy 2</b>		<b>TAKS Improvement</b>											
<p><i>Supports TAKS Overall - Grade: All Grades, TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i></p>													
<b>Leader(s):</b>	<b>Brief Description:</b>	<b>Evaluation Benchmark:</b>											
Principal	Over the next year, TAKS scores will continue to improve so that in 5-years 90% of all students will be passing all sections of TAKS with 40% Commended Performance at all levels.	TAKS											
<b>Leader Progress Report Dates:</b>													
May of each year													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>										
Time	Number of FTE's: 10.00	21st Century Grant	\$6,600.00										
Teachers	Not Specified	Title Budget	\$6,000.00										
Supplies	Cost: \$42,500.00	Technology Budget	\$4,000.00										
Staff		General Budget	\$15,000.00										
School Library		Gear Up	\$5,000.00										
Parent Support		Extended Year Budget	\$34,000.00										
Outside Consultant		Compensatory Ed. Budget	\$3,000.00										
District Coordinator		Camp. Activity Fund Budget	\$1,000.00										
District Admin. Staff			<u>\$74,600.00</u>										
Computers													
Central Office													
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>
TAKS Tutoring for students who are identified as in need of assistance based on previous TAKS scores, benchmarks or	AP, Counselors, Coordinator, Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 2 - Strategy 2 TAKS Improvement</b>		J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
<b>Activity</b>		n	l	g	p	t	v	c	n	b	r	r	y
teacher recommendation - 21st Century Grant PLATO Lab, SIOF Teams (LEP), and Extended Day													
TAKS Blitz Tutorials - done the week before the test is administered. Non-tested areas participate to help prepare students for the exam	AP, PF, Teachers									X	X	X	
TAKS Talks for all students to help them prepare for success on the current year's TAKS Exam. Also for any retesting senior	AP, PF, Teachers, Counselors				X	X			X	X	X	X	
TAKS Camp Saturdays for students identified as deficient in one or more TAKS Objectives.	AP, Dept. Chairs, PF, Teachers					X				X	X	X	
School Wide TAKS Campaign (Step It Up) the second semester. All teachers incorporate TAKS Objectives and testing strategies to help students practice for, and be successful on the test. HR activities to pump up students and constant chatting up of the slogan in the hallways and other common areas by Administration, faculty and staff.	Principal, PF, AP, Counselors, Teachers, Staff								X	X	X	X	X
Individual Faculty Advisor for identified at risk students	AP					X	X	X	X	X	X	X	
Academic Intervention Process (IAT) for at risk students	Counselor, AP, Teacher			X	X	X	X	X	X	X	X	X	X

<b>Goal 2 - Strategy 3</b>		<b>Distinguished Achievement</b>												
<i>Supports Completion: Graduated - Grade: All Grades</i>														
<b>Leader(s):</b> Counselors	<b>Brief Description:</b> To increase the number of students graduating on the Distinguished Achievement plan to 30% over the next 4-years.	<b>Evaluation Benchmark:</b> PAP and AP Course Enrollment AP test participation and scores PSAT and SAT/ACT participation and scores												
<b>Leader Progress Report Dates:</b> End of each semester														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Time	Number of FTE's: None	General Budget										\$5,000.00		
Teachers	None	GT Budget										\$4,000.00		
Supplies	Cost: None											<hr/> \$9,000.00		
Staff														
School Library														
Parent Support														
Outside Consultant														
District Coordinator														
Custodial/Maint. Dept.														
Computers														
Campus Admin. Staff														
Audio Visual Equipment														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	
		<b>n</b>	<b>i</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
Increase AP and PAP enrollment	Counselors, AP, Teachers, Coordinators								X	X	X	X	X	
Increase Rigor and Relevance in all Courses	Principal, AP, Teachers	X		X	X	X	X	X	X	X	X	X	X	

<b>Goal 2 - Strategy 3</b>		<b>Distinguished Achievement</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
Increase the number of students taking the PSAT, SAT/ACT and AP Tests	Counselors, Teachers					X	X	X	X	X	X	X	X

**Goal 3:** Students will be engaged in activities that create a link between the community, or school, and their future.

**Correlates with:**

<b>District Objectives</b>			
2) Decrease Dropout Rate/Increase Completion Rate	3) Increase Attendance Rate	4) Eliminate Performance Differences on TAKS Scores	6) Increase Participation in Advanced Classes
7) Increase SAT/ACT Performance	8) Career Guidance Program	9) Increase THEA Proficiency	11) Increase Student Service Activities
12) Decrease Disciplinary Offenses			
<b>Pasadena Plus</b>			
2) Instruction Timeline	3) Instructional Focus	6) Enrichment	7) Maintenance
8) Monitoring/Service/Support			
<b>Hot Topics</b>			
5) Gear Up			
<b>District Goals</b>			
1) Improve Student Performance	2) Impact Performance Differences	3) Improve Student Marketability	4) Improve Student Responsibility
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program
5) Highly Qualified Teachers			

6) Opportunities for Professional Development	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
8) Include Teachers in Decisions			

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**Indicator:** TAKS Overall

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	24.3 %	2008	≥ 90 %	2013-14	≥ 37.4 %	2009
African American	17.1 %	2008	≥ 90 %	2013-14	≥ 31.7 %	2009
Economically Disadvantaged	21.3 %	2008	≥ 90 %	2013-14	≥ 35 %	2009
Hispanic	25 %	2008	≥ 90 %	2013-14	≥ 38 %	2009
White	24.4 %	2008	≥ 90 %	2013-14	≥ 37.5 %	2009
Special Ed.	1.3 %	2008	≥ 90 %	2013-14	≥ 19 %	2009
LEP	2.1 %	2008	≥ 90 %	2013-14	≥ 19.7 %	2009
Asian	56.3 %	2008	≥ 90 %	2013-14	≥ 63 %	2009
Male	22.2 %	2008	≥ 90 %	2013-14	≥ 35.8 %	2009
Female	26.5 %	2008	≥ 90 %	2013-14	≥ 39.2 %	2009

**Indicator:** Completion: Graduated

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	69.5 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
African American	53.7 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Economically Disadvantaged	70.9 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Hispanic	70.1 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
White	74.1 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Special Ed.	60 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
LEP	29.4 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Asian	80 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Male	70.6 %	2008	≥ TBD %	2013-14	≥ TBD %	2009
Female	68.5 %	2008	≥ TBD %	2013-14	≥ TBD %	2009

**Indicator:** Completion: Received GED

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	2.9 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
African American	4.9 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Economically Disadvantaged	2.4 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Hispanic	2.4 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Special Ed.	0 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Asian	0 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Male	3.7 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Female	2.2 %	2008	≤ TBD %	2013-14	≤ TBD %	2009

**Indicator:** Completion: Continued HS

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	10.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
African American	19.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Economically Disadvantaged	7.7 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Hispanic	10.7 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
White	5.2 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Special Ed.	20 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
LEP	19.6 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Asian	0 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Male	11.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Female	9.7 %	2008	≤ TBD %	2013-14	≤ TBD %	2009

**Indicator:** Completion: Dropped Out (4-yr)

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	17.1 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
African American	22 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Economically Disadvantaged	19 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Hispanic	16.8 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
White	15.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Special Ed.	20 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
LEP	51 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Asian	20 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Male	14.2 %	2008	≤ TBD %	2013-14	≤ TBD %	2009
Female	19.5 %	2008	≤ TBD %	2013-14	≤ TBD %	2009

## Strategies

<b>Goal 3 - Strategy 1</b>		<b>Discipline Referrals</b>											
<p><i>Supports Completion: Dropped Out (4-yr) - Grade: All Grades, Completion: Continued HS - Grade: All Grades, Completion: Received GED - Grade: All Grades, Completion: Graduated - Grade: All Grades, TAKS Overall - Grade: All Grades</i></p>													
<p><b>Leader(s):</b> Assistant Principal</p> <p><b>Leader Progress Report Dates:</b> End of each semester</p>	<p><b>Brief Description:</b> To decrease office referrals by 50% . To decrease the number of student being placed in ISS, GC, Suspended , DAEP and/or JJAEP by 65%. To decrease the number of students be placed at DAEP or JJAEP as a repeat offender by 60% over the next 4-years.</p>	<p><b>Evaluation Benchmark:</b> Discipline Data</p>											
<p><b>Resources Required:</b> Teachers Parent Support Outside Consultant Computers Campus Admin. Staff</p>	<p><b>FTE's Required:</b> Number of FTE's: 5.00 None Cost: None</p>	<p><b>Source of Funds:</b> Safe-Drug Free Budget General Budget</p>	<p><b>Amount</b> \$956.00 \$12,500.00 \$13,456.00</p>										
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>
Structures Homeroom/Advisory Curriculum to teach students to be better citizens and students.	SBDMC, Teachers			X	X	X	X	X	X	X	X	X	X
CIS to work with at risk students	AP, Counselors			X	X	X	X	X	X	X	X	X	X
Discipline Rubric to help teachers and administrators determine which steps to take when a student experiences discipline problems, and training on how to use the rubric.	Principal, AP, Teachers			X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 1      Discipline Referrals</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	
Teen Leadership Strategies to help teachers build professional relationships and a Teen Leadership Course for students.	Counselors, AP, Teachers	X		X	X	X	X	X	X	X	X	X	X	
CHAMPS strategies will be used in the classroom to reduce incidents of classroom disruption and student referrals while increasing instruction time by reducing transition times.	AP, Teachers			X	X	X	X	X	X	X	X	X	X	
Safe and Drug-Free Schools Initiative - Drug Awareness Campaign, Red Ribbon Week, NO-Addiction Essay Contest, Guest Speakers and Leadership Training for Students	Counselors, Teachers			X	X	X	X	X	X	X	X	X	X	

<b>Goal 3 - Strategy 2</b>		<b>Student Participation in Campus Life</b>															
<b>Leader(s):</b> Assistant Principal		<b>Brief Description:</b> To increase participation in student clubs and organizations by 20% this school year and by 75% over the next 5-years.						<b>Evaluation Benchmark:</b> # of students participating Surveys									
<b>Leader Progress Report Dates:</b> End of each semester																	
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>							
Parent Support		Number of FTE's: 8.00				21st Century Grant				\$12,500.00							
Campus Admin. Staff		Not Specified				Technology Budget				\$6,300.00							
Community Leader		Cost: \$20,000.00				GT Budget				\$2,000.00							
Community Speaker						General Budget				\$13,000.00							
Computers						Gear Up				\$5,000.00							
Custodial/Maint. Dept.										\$38,800.00							
Audio Visual Equipment																	
Local Bus. Leader																	
Time																	
School Commons Area																	
School Library																	
Staff																	
Supplies																	
Teachers																	
Teaching Aids																	
Guest Speaker																	
<b>Timeline</b>																	
<b>Activity</b>	<b>Person(s) Responsible</b>					J	J	A	S	O	N	D	J	F	M	A	M

<b>Goal 3 - Strategy 2</b>		<b>Student Participation in Campus Life</b>											
		u	u	u	e	c	o	e	a	e	a	p	a
Community Service and Volunteer Projects for student participation	AP			X	X	X	X	X	X	X	X	X	X
Trojan Television to showcase our athletics and also other programs and clubs to encourage students to get involved at school.	AP, Tech Coordinator			X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 3</b>		<b>Increase Attendance Rates</b>												
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Through participation in school activities and events, daily attendance will increase to 95% in all grades												
<b>Leader Progress Report Dates:</b> End of each semester		<b>Evaluation Benchmark:</b> Completion and Attendance Rates												
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>											
Time	Number of FTE's: 3.00	General Budget	\$50,000.00											
Teachers	None	Gear Up	\$20,000.00											
Supplies	Cost: \$50,000.00		<u>\$70,000.00</u>											
Staff														
School Library														
School Commons Area														
Parent Support														
Custodial/Maint. Dept.														
Computers														
Campus Admin. Staff														
Audio Visual Equipment														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	
		<b>u</b>	<b>n</b>	<b>u</b>	<b>g</b>	<b>e</b>	<b>p</b>	<b>t</b>	<b>o</b>	<b>v</b>	<b>e</b>	<b>c</b>	<b>a</b>	<b>n</b>
Auto phone system to call parents/guardians when a student is absent from a class.	AP			X	X	X	X	X	X	X	X	X	X	X
Bilingual multi-media information campaign and community outreach program to inform parents and the community about	AP	X		X	X	X	X		X	X	X	X	X	X

<b>Goal 3 - Strategy 3</b>		<b>Increase Attendance Rates</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
SHHS Initiatives and Programs													
Advisory - teacher meets with student weekly to discuss attendance and grades	AP, Counselors, teachers			X	X	X	X	X	X	X	X	X	X
Mail-outs: Report cards, attendance and make-up time reports	AP	X				X		X	X		X	X	
Home Visits for grades, attendance and at risk	AP, Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 4</b>		<b>Increase Parent Involvement</b>															
<b>Leader(s):</b> Principal		<b>Brief Description:</b> To increase the number of parents involved with their students' education by offering classes and other opportunities for them to come to school and be involved.					<b>Evaluation Benchmark:</b> # of parents attending meetings and other school activities										
<b>Leader Progress Report Dates:</b> End of each semester																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>							
Time		Number of FTE's: 3.00			Camp. Activity Fund Budget					\$1,000.00							
Teachers		None			General Budget					\$10,000.00							
Supplies		Cost: None			Gear Up					\$25,000.00							
Staff										<hr/>							
School Library										\$36,000.00							
School Commons Area																	
Parent Support																	
Custodial/Maint. Dept.																	
Computers																	
Campus Admin. Staff																	
Audio Visual Equipment																	
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>				<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>
						<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>
						<b>n</b>	<b>i</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>
Parent Information Meetings through Gear Up, AVID, AP and CIS		AP, Coordinators						X	X	X	X	X	X	X	X	X	X
Award ceremonies and open house - academic excellence, baccalaureate, senior parent night, prom, homecoming and graduation		Counselors, AP				X		X			X					X	X



## **APPENDIX I**

### **SHARED DECISION MAKING COMMITTEE PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION**

2008-09 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Steve Fullen		sfullen@pasadenaisd.org	
Assistant Principal	Becky Benner		bbenner@pasadenaisd.org	
District Level Professional	Karen Hickman		khickman@pasadenaisd.org	
Athletic Director	C.L. Whittington		cwhittington@pasadenaisd.org	
Counselor	Mary Beth Alsdorf		malsdorf@pasadenaisd.org	
Technology Peer Facilitator	Paul Hartweck		phartweck@pasadenaisd.org	
Campus Peer Facilitator	Larri Hicks		lhicks@pasadenaisd.org	
SIOP Peer Facilitator	Michelle Johnson		mjohnson@pasadenaisd.org	
SPED Peer Facilitator	Christina Show		cshow@pasadenaisd.org	
Paraprofessional	Glenda Collins		gcollins@pasadenaisd.org	
Non-Classroom Professional Staff	Brenda Roach		broach@pasadenaisd.org	
Classroom Teacher	Allison Young	Mathematics	ayoung@pasadenaisd.org	
Classroom Teacher	Charles Swan	Theatre Arts	cswan@pasadenaisd.org	
Classroom Teacher	David White	Teen Leadership	dwhite@pasadenaisd.org	
Classroom Teacher	Deena DelaRosa	Athletics/Pre-AP Mathematic	ddelarosa@pasadenaisd.org	
Classroom Teacher	Patrick Fox	Science	pfox@pasadenaisd.org	
Classroom Teacher	Linda Stahl	English/AP	lstahl@pasadenaisd.org	
Classroom Teacher	Danette Jolliff	AVID	djolliff@pasadenaisd.org	
Classroom Teacher	Timothy Laza	Social Studies	tlaza@pasadenaisd.org	
Classroom Teacher	Sarah Potter	Mathematics	spotter@pasadenaisd.org	
Classroom Teacher	Teresa Ferguson	English/Senior Activities	tferguson@pasadenaisd.org	

Classroom Teacher	Ed Beaudry	CATE	ebeaudry@pasadenaisd.org
Classroom Teacher	Agustin Loreda	LOTE	aloreda@pasadenaisd.org
Classroom Teacher	Joe Thibodeaux	Science	jthibodeaux@pasadenaisd.org
Classroom Teacher	Keri Scully	Mathematics	kscully@pasadenaisd.org
Classroom Teacher	Sarah Miller	Social Studies	smiller@pasadenaisd.org
Classroom Teacher	Scott Cundiff	Tech/CATE/Trojan TV	scundiff@pasadenaisd.org

<b>Campus Improvement Plan Plan Implementation and Development Log</b>	
<b>Date</b>	<b>Purpose</b>
Tuesday, September 26, 2006	Fourteen in attendance. Established structure of meetings and roles and responsibilities of members to report to team. Discussed and approved TxGEE grant (Performance Pay) and decided to present information to faculty in small group format (conference period meetings). Briefly discussed next meeting (full day) to review CIP on Sept. 26, 2006
Monday, October 23, 2006	Fourteen in attendance. Discussed in detail the roles and responsibilities of members to report to department. Decided to use the small group conference period session to disseminate all important information, processes, and campus staff development, based on feedback from faculty. Texas GEE grant received 97.5% faculty approval as result of small group presentation. Gave information on site visit for CIT process to collect data. Reviewed "Intervention Plan" for improving TAKS, instructional delivery, attendance, truancy, and passing rates.
Wednesday, March 07, 2007	Ten in attendance. Analyzed previous TAKS and CBA data. Reviewed and revised Campus Improvement Plan. Wrote into CIP the Rigor and Relevance and Relationship implementation pieces based on Dr. Daggett's research and plans from Expectation Graduation committee.
Wednesday, May 16, 2007	Twenty-eight staff members and two students in attendance. Presentation of updated data, in Power Point format, collected for Expectation Graduation Committee to focus on the "critical path" for improvement. "Read 180" presentation from Scholastic Inc. consultant Gilda Bazan-opez. Voted on recommending "Read 180" as the ELA curriculum for the "Rollback Prevention Team" of incoming 9th graders. Broke out into four work groups: Read 180 team, 50th anniversary planning, Parent Outreach committee, and Jump Start (summer transitions program for incoming 9th graders). Each group reported on progress and agreed to meet in these work groups throughout the next two months.
Wednesday, May 16, 2007	Twenty in attendance. Updated data presentation with current hard data (TAKS with subgroup performance), supporting data (CBA, attendance, failure rates and discipline) and soft data ( students' survey results for TAKS incentives). Hector's H.E.R.O.E.S. implementation presentation. Conference call to Angleton High School A.P. Christina Ford, regarding the Angleton University program instituted to decrease failure rate, increase attendance, and improve discipline. Agreed to visit progra. Break out groups:Five more celebration, 50th Anniversary, Parent/ Mentoring, and Freshmen First. Reported out on progress.

## Needs Assessment

### Summative Evaluation for 2007-08

I. Campus Performance Objectives/Progress of Campus Toward Objectives - based on 2006-07 TAKS Results for use during the 2007-08 School Year  
Plans was to address the academic needs at South Houston include:

1)an intensive data driven campus Math and Science intervention plan developed by campus and district staff with support from consultants. Activities include; bi-monthly mandatory instructional strategies meetings with district instructional specialists, weekly lesson design meetings, bi-monthly department and team curriculum meetings, weekly campus and district administrative and peer facilitator walkthroughs to monitor implementation of strategies. Student tutorials and TAKS lab classes have been developed to support remediation outside of the regular math class.

2)TAKS Release tests, Benchmark testing in Math Science and Social Studies, TAKS Blitz activities for use in all non-testing courses to help prepare students for the TAKS exams

II. Student Performance based on 2006-07 TAKS Results

Although our overall TAKS scores are increasing each year, our projection data reveals that our incremental improvement may not be enough to meet the continual rise in accountability standards, particularly for our African American students in all grade levels and across all subject areas. Our intensive math intervention plan will also support our African American population. LEP and SPED also continue to be areas of concern, with scores trending downward each year.

III. 2007-08 Outcomes and new areas of concern based on preliminary TAKS Scores

\*2006-07 saw massive improvements in TAKS Math scores in almost all areas. However, in 2007-08 based on preliminary data we saw no improvement (and even a decline in some areas) and will be taken an exception for African Americans. LEP and SPED continue to be issues that need to be addressed. We need to modify and re-institute those programs that helped us make gains in 2006-07.

\*Science scores on the 2007-08 TAKS saw massive improvement in all areas.

\*Reading/ELA scores have been virtually stagnant for the last 3 years. LEP and SPED are also a concern that needs to be addressed.

\*Social Studies continues to make gains.

\*The Completion Rate is a major area of concern that we are trying to address with the help of the district office.

## Objective Accomplishments

### TAKS English/Lang. Arts - Grade: All Grades

#### Analysis Group: All Students

Actual Performance for 2006-07	80%
Projected Annual Objective for 2007-08	82%
Actual Performance for 2007-08	82%

*Accomplished the Objectives*

#### Explanation of Performance

Reading/ELA has maintained this level for several years.

**Analysis Group: African American**

Actual Performance for 2006-07 80%  
 Projected Annual Objective for 2007-08 82%  
 Actual Performance for 2007-08 86%  
*Accomplished the Objectives*

**Explanation of Performance**

This student group made gains greater than that of the total student population.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 78%  
 Projected Annual Objective for 2007-08 80.4%  
 Actual Performance for 2007-08 80%  
*Partial Progress toward the Objective*

**Explanation of Performance**

.4% from reaching goal. Up 2% from last year.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 79%  
 Projected Annual Objective for 2007-08 81.2%  
 Actual Performance for 2007-08 81%  
*Partial Progress toward the Objective*

**Explanation of Performance**

.2% from reaching goal.

**Analysis Group: White**

Actual Performance for 2006-07 89%  
 Projected Annual Objective for 2007-08 89.2%  
 Actual Performance for 2007-08 89%  
*Partial Progress toward the Objective*

**Explanation of Performance**

.2% from reaching goal

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 36%  
 Projected Annual Objective for 2007-08 46.8%  
 Actual Performance for 2007-08 61%  
*Accomplished the Objectives*

**Explanation of Performance**

Tremendous progress over last year - up 25%

**Analysis Group: LEP**

Actual Performance for 2006-07 25%  
 Projected Annual Objective for 2007-08 38%  
 Actual Performance for 2007-08 45%  
*Accomplished the Objectives*

**Explanation of Performance**

20% increase from last year's performance.

**Analysis Group: Asian**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99%  
 Actual Performance for 2007-08 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Small percentage of overall population.

**Analysis Group: Male**

Actual Performance for 2006-07 75%  
 Projected Annual Objective for 2007-08 78%  
 Actual Performance for 2007-08 73%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Only area in Reading/ELA for which we saw a decline in scores. (2% decrease)

**Analysis Group: Female**

Actual Performance for 2006-07 84%  
 Projected Annual Objective for 2007-08 85.2%  
 Actual Performance for 2007-08 85%  
*Partial Progress toward the Objective*

**Explanation of Performance**

.2% from reaching goal.

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 56%  
 Projected Annual Objective for 2007-08 62.8%  
 Actual Performance for 2007-08 58%  
*Partial Progress toward the Objective*

**Explanation of Performance**

2% increase well below the 7% we were hoping for. Borderline for this year's standard if there is no improvement.

**Analysis Group: African American**

Actual Performance for 2006-07 45%  
 Projected Annual Objective for 2007-08 54%  
 Actual Performance for 2007-08 45%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Remained level from the year before - as a result we took an exception. Need a 10% increase or greater with this student population or we will be AU for 2008-09.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 53%  
 Projected Annual Objective for 2007-08 60.4%  
 Actual Performance for 2007-08 56%  
*Partial Progress toward the Objective*

**Explanation of Performance**

3% increase in scores. Borderline for this year if there is no improvement.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 56%  
 Projected Annual Objective for 2007-08 62.8%  
 Actual Performance for 2007-08 59%  
*Partial Progress toward the Objective*

**Explanation of Performance**

3% improvement.

**Analysis Group: White**

Actual Performance for 2006-07 71%  
 Projected Annual Objective for 2007-08 74.8%  
 Actual Performance for 2007-08 63%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Sharp decline (8%) from the previous year.

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 23%  
 Projected Annual Objective for 2007-08 36.4%  
 Actual Performance for 2007-08 4.9%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

19% decline in performance. Change in Special Education testing a partial cause.

**Analysis Group: LEP**

Actual Performance for 2006-07 16%  
 Projected Annual Objective for 2007-08 30.8%  
 Actual Performance for 2007-08 20.2%  
*Partial Progress toward the Objective*

**Explanation of Performance**

4% improvement. 35% below were it will need to be for AYP.

**Analysis Group: Asian**

Actual Performance for 2006-07 93%  
 Projected Annual Objective for 2007-08 93%  
 Actual Performance for 2007-08 93%  
*Accomplished the Objectives*

**Explanation of Performance**

**Explanation of Performance**

2% increase.

**Analysis Group: Male**

Actual Performance for 2006-07 54%  
 Projected Annual Objective for 2007-08 61.2%  
 Actual Performance for 2007-08 56%  
*Partial Progress toward the Objective*

**Analysis Group: Female**

Actual Performance for 2006-07 58%  
 Projected Annual Objective for 2007-08 64.4%  
 Actual Performance for 2007-08 54.6%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Decrease in this student group - not sure of the cause.

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 51%  
 Projected Annual Objective for 2007-08 58.8%  
 Actual Performance for 2007-08 60%  
*Accomplished the Objectives*

**Explanation of Performance**

9% increase from the previous year.

**Analysis Group: African American**

Actual Performance for 2006-07 36%  
 Projected Annual Objective for 2007-08 46.8%  
 Actual Performance for 2007-08 54%  
*Accomplished the Objectives*

**Explanation of Performance**

18% increase from the pervious year.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 48%  
 Projected Annual Objective for 2007-08 56.4%  
 Actual Performance for 2007-08 59%  
*Accomplished the Objectives*

**Explanation of Performance**

11% increase from the year before

**Analysis Group: Hispanic**

Actual Performance for 2006-07 51%  
 Projected Annual Objective for 2007-08 58.8%  
 Actual Performance for 2007-08 60%  
*Accomplished the Objectives*

**Explanation of Performance**

9% increase from the year before.

**Analysis Group: White**

Actual Performance for 2006-07 62%  
 Projected Annual Objective for 2007-08 67.6%  
 Actual Performance for 2007-08 69%  
*Partial Progress toward the Objective*

**Explanation of Performance**

7% increase from the year before.

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 25%  
 Projected Annual Objective for 2007-08 38%  
 Actual Performance for 2007-08 15%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

10% decline in scores. Partially due to changes in Special Education testing.

**Analysis Group: LEP**

Actual Performance for 2006-07 21%  
 Projected Annual Objective for 2007-08 34.8%  
 Actual Performance for 2007-08 25%  
*Partial Progress toward the Objective*

**Explanation of Performance**

4% increase from the year before. Need 25% more to make AYP.

**Analysis Group: Asian**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99%  
 Actual Performance for 2007-08 82%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

small percentage of the overall student population. 1 student can lower 18%.

**Analysis Group: Male**

Actual Performance for 2006-07 54%  
 Projected Annual Objective for 2007-08 61.2%  
 Actual Performance for 2007-08 60%  
*Partial Progress toward the Objective*

**Explanation of Performance**

6% increase from the year before.

**Analysis Group: Female**

Actual Performance for 2006-07 47%  
 Projected Annual Objective for 2007-08 55.6%  
 Actual Performance for 2007-08 56%  
*Accomplished the Objectives*

**Explanation of Performance**

9% increase from the year before.

**TAKS Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 81%  
 Projected Annual Objective for 2007-08 82.8%  
 Actual Performance for 2007-08 86%  
*Accomplished the Objectives*

**Explanation of Performance**

5% increase from the year before. On target to be Exemplary for this year in Social Studies.

**Analysis Group: African American**

Actual Performance for 2006-07 70%  
 Projected Annual Objective for 2007-08 74%  
 Actual Performance for 2007-08 82%  
*Accomplished the Objectives*

**Explanation of Performance**

12% increase from the year before.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 79%  
 Projected Annual Objective for 2007-08 81.2%  
 Actual Performance for 2007-08 84%  
*Accomplished the Objectives*

**Explanation of Performance**

5% increase over last year.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 81%  
 Projected Annual Objective for 2007-08 82.8%  
 Actual Performance for 2007-08 86%  
*Accomplished the Objectives*

**Explanation of Performance**

5% increase over last year.

**Analysis Group: White**

Actual Performance for 2006-07 88%  
 Projected Annual Objective for 2007-08 88.4%  
 Actual Performance for 2007-08 91%  
*Accomplished the Objectives*

**Explanation of Performance**

3% increase.

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 44%  
 Projected Annual Objective for 2007-08 53.2%  
 Actual Performance for 2007-08 38%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

6% decline in performance.

**Analysis Group: LEP**

Actual Performance for 2006-07 35%  
 Projected Annual Objective for 2007-08 46%  
 Actual Performance for 2007-08 50%  
*Accomplished the Objectives*

**Explanation of Performance**

15% increase over last year.

**Analysis Group: Asian**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99%  
 Actual Performance for 2007-08 99%  
*No Progress Rating Selected*

**Explanation of Performance**

small percentage of overall student population.

**Analysis Group: Male**

Actual Performance for 2006-07 83%  
 Projected Annual Objective for 2007-08 84.4%  
 Actual Performance for 2007-08 83%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

No progress

**Analysis Group: Female**

Actual Performance for 2006-07 79%  
 Projected Annual Objective for 2007-08 81.2%  
 Actual Performance for 2007-08 84%  
*Accomplished the Objectives*

**Explanation of Performance**

5% increase over last year.

**TAKS Overall - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 45%  
 Projected Annual Objective for 2007-08 54%  
 Actual Performance for 2007-08 24.3%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: African American**

Actual Performance for 2006-07 35%  
 Projected Annual Objective for 2007-08 46%  
 Actual Performance for 2007-08 17.1%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 43%  
 Projected Annual Objective for 2007-08 52.4%  
 Actual Performance for 2007-08 21.3%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 44%  
 Projected Annual Objective for 2007-08 53.2%  
 Actual Performance for 2007-08 25%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: White**

Actual Performance for 2006-07 61%  
 Projected Annual Objective for 2007-08 66.8%  
 Actual Performance for 2007-08 24.4%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 20%  
 Projected Annual Objective for 2007-08 34%  
 Actual Performance for 2007-08 1.3%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: LEP**

Actual Performance for 2006-07 9%  
 Projected Annual Objective for 2007-08 25.2%  
 Actual Performance for 2007-08 2.1%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Asian**

Actual Performance for 2006-07 93%  
 Projected Annual Objective for 2007-08 93%  
 Actual Performance for 2007-08 56.3%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Male**

Actual Performance for 2006-07 44%  
 Projected Annual Objective for 2007-08 53.2%  
 Actual Performance for 2007-08 22.2%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Female**

Actual Performance for 2006-07 46%  
 Projected Annual Objective for 2007-08 54.8%  
 Actual Performance for 2007-08 26.5%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Completion: Graduated - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 69.5%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 69.5%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: African American**

Actual Performance for 2006-07 53.7%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 53.7%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 70.9%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 70.9%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 70.1%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 70.1%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: White**

Actual Performance for 2006-07 74.1%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 74.1%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 74%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 60%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: LEP**

Actual Performance for 2006-07 36.8%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 29.4%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Asian**

Actual Performance for 2006-07 87.5%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 80%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Male**

Actual Performance for 2006-07 77.5%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 70.6%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Female**

Actual Performance for 2006-07 84.6%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 68.5%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

May be higher when AEIS report is released.

**Completion: Received GED - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 2.9%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 2.9%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: African American**

Actual Performance for 2006-07 4.9%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 4.9%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 2.4%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 2.4%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 2.4%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 2.4%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: White**

Actual Performance for 2006-07 5.2%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.5.2

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 0%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 0%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: LEP**

Actual Performance for 2006-07 0%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Asian**

Actual Performance for 2006-07 0%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 0%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Male**

Actual Performance for 2006-07 3.7%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 3.7%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Female**

Actual Performance for 2006-07 2.2%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 2.2%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Completion: Continued HS - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2006-07 10.5%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 10.5%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: African American**

Actual Performance for 2006-07 19.5%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 19.5%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 7.7%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 7.7%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 10.7%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 10.7%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: White**

Actual Performance for 2006-07 5.2%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 5.2%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 20%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 20%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: LEP**

Actual Performance for 2006-07 19.6%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 19.6%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Asian**

Actual Performance for 2006-07 0%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 0%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Male**

Actual Performance for 2006-07 11.5%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 11.5%  
*No Progress Rating Selected*

**Explanation of Performance**

May be higher when AEIS report is released.

**Analysis Group: Female**

Actual Performance for 2006-07	9.7%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	9.7%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

May be higher when AEIS report is released.

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

**Analysis Group: All Students**

Actual Performance for 2006-07	17.1%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	17.1%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: African American**

Actual Performance for 2006-07	22%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	22%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07	19%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	19%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: Hispanic**

Actual Performance for 2006-07	16.8%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	16.8%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: White**

Actual Performance for 2006-07	15.5%
Projected Annual Objective for 2007-08	TBD
Actual Performance for 2007-08	15.5%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: Special Ed.**

Actual Performance for 2006-07 20%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 20%  
*No Progress Rating Selected*

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: LEP**

Actual Performance for 2006-07 51%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 51%  
*No Progress Rating Selected*

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: Asian**

Actual Performance for 2006-07 20%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 20%  
*No Progress Rating Selected*

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: Male**

Actual Performance for 2006-07 14.2%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 14.2%  
*No Progress Rating Selected*

**Explanation of Performance**

May change when AEIS report is released.

**Analysis Group: Female**

Actual Performance for 2006-07 19.5%  
 Projected Annual Objective for 2007-08 TBD  
 Actual Performance for 2007-08 19.5%  
*No Progress Rating Selected*

**Explanation of Performance**

May change when AEIS report is released.

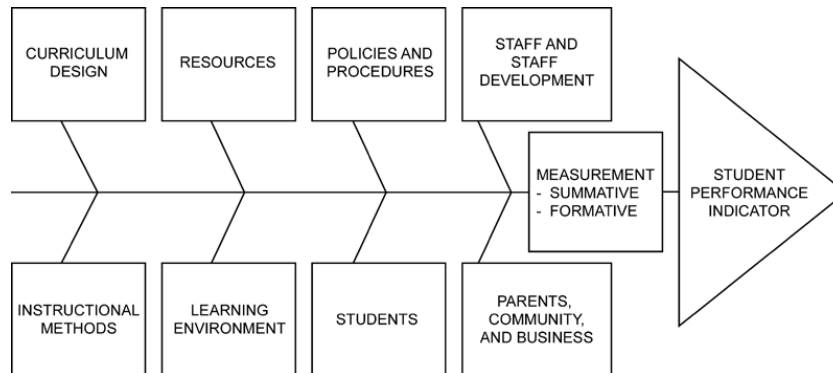
## Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	High	Low
2	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	High	Low
3	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	High	Low
4	(AEIS) Mean Scores of SAT/ACT	Med	Low
5	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	Med	Low
6	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	Med	Low
7	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	High	Med
8	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	High	Med
9	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	High	Med
10	Percent of High School students taking ADVANCED PLACEMENT EXAMS	High	Med
11	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	High	Med
12	Percent of students MASTERING TAAS/TAKS MATH	High	Med
13	DISCIPLINE REFERRAL RATES	High	Med
14	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	Med	Med
15	Percent of students MASTERING TAAS/TAKS WRITING	Med	Med
16	Annual Student RETENTION RATES	Med	Med
17	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	Med	Med
18	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	Med	Med
19	Percent of students MASTERING TAAS/TAKS READING	Med	High

**Indicators Not Rated**

		<b>Priority Rating</b>	<b>Satisfaction Rating</b>
1	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
2	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
3	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
4	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
5	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
6	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
7	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
8	Percent of students passing ENGLISH II EOC Examination	NR	NR
9	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
10	Percent of students passing BIOLOGY EOC Examination	NR	NR
11	Percent of students passing ALGEBRA I EOC Examination	NR	NR
12	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
13	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
14	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
15	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
16	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
17	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
18	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
19	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
20	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR

## Process Chart



**Resources:**

- Teachers
- Staff
- Library
- Parent Support
- Computers
- Business Leaders
- Outside Consultant
- District Staff
- District Coordinator
- Community leaders
- Audio Visual Equipment
- Campus Admin. Staff
- Central Office
- Supplies
- Teaching Aides
- Gear Up

**Policies and Procedures:**

- Discipline Plan/Rubric
- Faculty Handbook
- Student Handbook
- PISD Policy
- Pasadena Plus
- Expectation Graduation

	CHAMPS PDAS Gear Up
<b>Staff and Staff Development:</b>	Outside Consultants District Staff & Coordinators Teachers and Staff Campus Administration Data Disaggregation Cooperative Learning Instructional Strategies PDAS DATE Grant CHAMPS Inclusion and SIOP Support
<b>Measurement:</b>	TAKS SAT/ACT AP Completion Rate Graduation rate Drop-out rate Attendance Rate Retention Rate Discipline Referral Data Honor Roll and Perfect Attendance
<b>Student Performance Indicator:</b>	TAKS scores TAKS-A scores TAKS-M scores TAKS-ALT scores TELPAS Ratings AP Participation and Scores SAT/ACT Participation and Scores
<b>Instructional Methods:</b>	SIOP & ELL Strategies Inclusion Strategies Differentiated Instruction AP and PAP Strategies Computer Assisted
<b>Learning Environment:</b>	Teaming in Core Areas at the 9th Grade Level

Teaming at all levels for SIOP in Core Areas  
Co-Teaching in Algebra 1 and Biology for Inclusion  
Read 180 Lab for 9th and 10th Grade  
"I Can" Math Lab for Algebra 1  
PLATO Lab for Credit Recovery

**Students:**

9th grade - 12th grade  
Returning 12th Grade students - TAKS Retesters  
SIOP  
Inclusion  
Resource  
504  
G/T  
AP

**Parents, Community and Business:**

Kick-Off Festival - Canceled due to Hurricane  
Guest Speakers  
Business Partners  
Library  
Campus Administrative Staff  
Outside Consultant  
Community Leaders  
Teachers  
Staff

## Summative Evaluation for year 2008-09

### Objective Accomplishments

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#### TAKS English/Lang. Arts - Grade: All Grades

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##### Analysis Group: All Students

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	83.6%
Actual Performance for 2008-09	NA

*No Progress Rating Selected*

##### Explanation of Performance

##### Analysis Group: African American

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	86.8%
Actual Performance for 2008-09	NA

*No Progress Rating Selected*

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82%
Actual Performance for 2008-09	NA

*No Progress Rating Selected*

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	82.8%
Actual Performance for 2008-09	NA

*No Progress Rating Selected*

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.2%
Actual Performance for 2008-09	NA

*No Progress Rating Selected*

##### Explanation of Performance

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 61%  
 Projected Annual Objective for 2008-09 66.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 45%  
 Projected Annual Objective for 2008-09 54%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 73%  
 Projected Annual Objective for 2008-09 76.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 58%  
 Projected Annual Objective for 2008-09 64.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 45%  
 Projected Annual Objective for 2008-09 54%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 56%  
 Projected Annual Objective for 2008-09 62.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 59%  
 Projected Annual Objective for 2008-09 65.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 63%  
 Projected Annual Objective for 2008-09 68.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 4.9%  
 Projected Annual Objective for 2008-09 21.9%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 20.2%  
 Projected Annual Objective for 2008-09 34.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 56%  
 Projected Annual Objective for 2008-09 62.8%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 54.6%  
 Projected Annual Objective for 2008-09 61.7%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 66%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 54%  
 Projected Annual Objective for 2008-09 61.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 59%  
 Projected Annual Objective for 2008-09 65.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 66%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 69%  
 Projected Annual Objective for 2008-09 73.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 15%  
 Projected Annual Objective for 2008-09 30%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 25%  
 Projected Annual Objective for 2008-09 38%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 83.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 66%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 56%  
 Projected Annual Objective for 2008-09 62.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 86%  
 Projected Annual Objective for 2008-09 86.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 83.6%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 86%  
 Projected Annual Objective for 2008-09 86.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 38%  
 Projected Annual Objective for 2008-09 48.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 50%  
 Projected Annual Objective for 2008-09 58%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2007-08 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Overall - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 24.3%  
 Projected Annual Objective for 2008-09 37.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 17.1%  
 Projected Annual Objective for 2008-09 31.7%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 21.3%  
 Projected Annual Objective for 2008-09 35%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 25%  
 Projected Annual Objective for 2008-09 38%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 24.4%  
 Projected Annual Objective for 2008-09 37.5%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 1.3%  
 Projected Annual Objective for 2008-09 19%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 2.1%  
 Projected Annual Objective for 2008-09 19.7%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2007-08 56.3%  
 Projected Annual Objective for 2008-09 63%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 22.2%  
 Projected Annual Objective for 2008-09 35.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 26.5%  
 Projected Annual Objective for 2008-09 39.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Completion: Graduated - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 69.5%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 53.7%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 70.9%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 70.1%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 74.1%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 60%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 29.4%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

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

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 70.6%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 68.5%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Completion: Received GED - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 2.9%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 4.9%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 2.4%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 2.4%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Special Ed.**

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

**Explanation of Performance**

**Analysis Group: Asian**

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

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 3.7%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 2.2%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Completion: Continued HS - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 10.5%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 19.5%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 7.7%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 10.7%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 5.2%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 20%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 19.6%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

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

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 11.5%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 9.7%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

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

**Analysis Group: All Students**

Actual Performance for 2007-08 17.1%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 22%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 19%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 16.8%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 15.5%  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 20%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2007-08 51%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2007-08 20%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 14.2%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 19.5%  
Projected Annual Objective for 2008-09 TBD  
Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

## **APPENDIX II**

**DETAILED GOAL DEFINITIONS**

**OTHER REFERENCE MATERIALS**

## **District Objectives**

**Goal 1: Increase TAKS Scores**

1.1- Student scores on TAKS will increase annually to reach at least 90% meeting minimum expectations for all groups measured.

**Goal 2: Decrease Dropout Rate/Increase Completion Rate**

1.2 - The dropout rate will decrease annually to reach at most 1% for all groups measured. All student groups will complete high school on time at a rate of at least 95%.

**Goal 3: Increase Attendance Rate**

1.3 - The attendance rate will continue to increase annually beyond the 94% required for exemplary status.

**Goal 4: Eliminate Performance Differences on TAKS Scores**

2.1- Student scores on TAKS will increase annually for all groups measured to reach 90%, thus eliminating performance differences while the performance of all increases.

**Goal 5: Increase TAKS -Exempt Indicators**

2.2- Performance indicators for TAKS-exempt special education and limited English proficient students will increase annually.

**Goal 6: Increase Participation in Advanced Classes**

2.3 - Participation in high school advanced classes will increase annually for all groups measured to reach at least 12%.

**Goal 7: Increase SAT/ACT Performance**

2.4 - The percent of students performing at or above the state proficiency criteria on SAT/ACT assessments will increase annually for all groups measured to reach at least 20%.

**Goal 8: Career Guidance Program**

3.1 - Every student will participate in a comprehensive K-12 Career Guidance Program.

**Goal 9: Increase THEA Proficiency**

3.2 - Students will annually demonstrate increased capability for success in post-graduate endeavors as measured by TAKS projections of TASP proficiency and employers' perceptions.

**Goal 10: Increase PAP EOC Exam Performance**

3.3 - Students will annually demonstrate increased capability as measured by performance on PAP End-of-Course (EOC) Exams.

**Goal 11: Increase Student Service Activities**

4.1 - The number of students participating in service activities in the school and community will increase annually.

**Goal 12: Decrease Disciplinary Offenses**

4.2 - The number of serious disciplinary offenses will decrease annually.

**Goal 13: Alternative Disciplinary Reduction**

4.3 - The percentage of students returning for a second assignment to an alternative disciplinary setting will decrease.

## **Pasadena Plus**

### **Goal 1: Disaggregate Test Scores**

Test data will be used to identify instructional groups and weak/strong objective areas. Campus administrators will conference with individual teachers concerning disaggregation of data, understanding patterns of data, linking data instruction, and integrating and teaching TAKs objectives in all subject areas.

### **Goal 2: Instruction Timeline**

Each campus will use district-wide benchmarks to develop a campus TAKs timeline. Specifics will be added and the timeline adjusted using the school's individual test data.

### **Goal 3: Instructional Focus**

Each campus will identify objectives, target areas, instructional dates, and assessment dates to be followed by all teachers. Instructional specialists will share with content area teachers sample lessons that incorporate specific TAKs targets.

### **Goal 4: Assessment**

Assessments will be administered by subject area teachers to identify mastery/non-mastery students. Cumulative assessments will be administered at the end of each grading period. Teachers will turn in results to the principal, and data will be used for individual conferences, team conferences, and instructional planning meetings.

### **Goal 5: Tutorials**

Tutorials and extended day services will be devoted to the reteaching of non-mastered TAKs target areas.

### **Goal 6: Enrichment**

Target related enrichment will be provided for mastery students.

### **Goal 7: Maintenance**

Schools will select and purchase materials to incorporate into a system of reteaching and reinforcement of TAKs objectives previously taught.

### **Goal 8: Monitoring/Service/Support**

Principals will document classroom visits, individual and group teacher conferences, and "TAKS TALK" conferences with students. Students will be taught to monitor their own progress. Associate superintendents will monitor campus progress, and instructional specialists will provide service and support.

## **Hot Topics**

**Topic 1: Dell AP Grant**

For Math, Science and English - To increase the number of students participating in PAP and AP courses. Also, to increase the number of students taking AP Exams. Finally, to increase the scores of those students who are participating in AP exams.

**Topic 2: TXASAP Grant**

For Science - to increase TAKS scores in Science by offering tutoring for students and staff development for teachers.

**Topic 3: 21st Century CASE Grant**

After school program for at risk students for TAKS tutorial, credit recovery and enrichment.

**Topic 4: DATE**

Staff incentives for TAKS, SAT and ACT student participation and performance.

**Topic 5: Gear Up**

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a six-year grant from the federal government.

The focus of the grant is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

The mentors working with the GEAR UP students will have the opportunity of continuing the mentorship over the course of the six years.

The students will be concentrating on choosing careers and determining a postsecondary education pathway during this time.

**Topic 6: San Jacinto Junior College Counselor Grant**

To increase post secondary enrollment by allowing for a college counselor to be on campus 2 days per week.

**Topic 7: Safe and Civil Grant**

District Level Grant - CHAMPS

## **District Goals**

**Goal 1: Improve Student Performance**

Student performance will improve annually to meet the criteria for the district to reach Exemplary Status.

**Goal 2: Impact Performance Differences**

Socio-economic status, ethnicity, and gender participation and performance differences among students will be eliminated while the participation and performance of all will increase.

**Goal 3: Improve Student Marketability**

The marketability of Pasadena Independent School District students will improve annually to ensure success in the academic and business world.

**Goal 4: Improve Student Responsibility**

Students will annually demonstrate improved responsibility, citizenship, and value for human worth and dignity.

## **State Goals**

**Goal 1: Performance - English**

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

**Goal 2: Performance - Mathematics**

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

**Goal 3: Performance - Science**

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

**Goal 4: Performance - Social Studies**

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

## **State Objectives**

**Objective 1: Partnering Parents with Educators**

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

**Objective 2: Student Potential**

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

**Objective 3: Dropout Prevention**

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

**Objective 4: Curriculum**

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

**Objective 5: Prepare Students**

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

**Objective 6: School Personnel**

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

**Objective 7: Student Performance**

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

**Objective 8: School Environment**

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

**Objective 9: Instructional Techniques**

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

**Objective 10: Technology**

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

## **NCLB/ESEA Goals and Indicators**

### **Goal 1: Students will Reach High Standards**

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

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

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

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

### **Goal 2: LEP will become Proficient in English**

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

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

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

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

### **Goal 3: Highly Qualified Staff**

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

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

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

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

### **Goal 4: Safe, Drug Free Learning Environments**

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

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

**Goal 5: All Students will Graduate from High School**

All students will graduate from high school.

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

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

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

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

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

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

## **Effective School Correlates**

### **Correlate 1: Safe and Orderly Environment**

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

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

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

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

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

**Correlate 2: Climate of High Expectations for Success**

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

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

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

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

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

**Correlate 3: Instructional Leadership**

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

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

**Correlate 4: Clear and Focused Mission**

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

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

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

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

**Correlate 5: Opportunity to Learn and Student Time on Task**

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

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

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

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

**Correlate 6: Frequent Monitoring of Student Progress**

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

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

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

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

**Correlate 7: Home-School Relations**

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

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

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

## **Title I - Targeted Assistance Schools**

### **Goal 1: Use Resources to Help Meet Standards**

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

### **Goal 2: Ensure Planning is Incorporated**

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

### **Goal 3: Use Effective Methods**

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

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

### **Goal 4: Support Regular Education Program**

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

### **Goal 5: Highly Qualified Teachers**

Provide instruction by highly qualified teachers.

### **Goal 6: Opportunities for Professional Development**

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

### **Goal 7: Strategies for Parental Involvement**

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

**Goal 8:           Coordinate and Integrate Services and Programs**

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

## **Title I - Schoolwide Programs**

### **Goal 1: Needs Assessment**

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

### **Goal 2: Student Opportunities**

- (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- (ii) Use effective methods and instructional strategies that are based on scientifically based research that -
  - \*strengthen the core academic program in the school;
  - \*increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
  - \*include strategies for meeting the educational needs of historically underserved populations;
- (iii)
  - \*include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include -
    - counseling, pupil services, and mentoring services;
    - college and career awareness and preparation, personal finance education, and innovative teaching
    - the integration of vocational and technical education programs; and
  - \*address how the school will determine if such needs have been met;
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

### **Goal 3: Instructional**

Instruction by highly qualified teachers.

### **Goal 4: Professional Development**

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

### **Goal 5: Professional Staff**

Strategies to attract high-quality highly qualified teachers to high-need schools.

**Goal 6: Parental Involvement**

Strategies to increase parental involvement such as family literary services.

**Goal 7: Student Transition to Elementary Programs**

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**Goal 8: Include Teachers in Decisions**

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Goal 9: Identify and Assist with Student Difficulties**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Goal 10: Federal, State, and Local Programs**

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

## **E-Rate Goals**

**Goal 1: Goals and Strategy for Using Technology**

The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

**Goal 2: Development Strategy for Training**

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

**Goal 3: Assessment of Services for Improvement**

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

**Goal 4: Sufficient Budget for Implementation**

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

**Goal 5: Evaluation Process for Monitoring Progress**

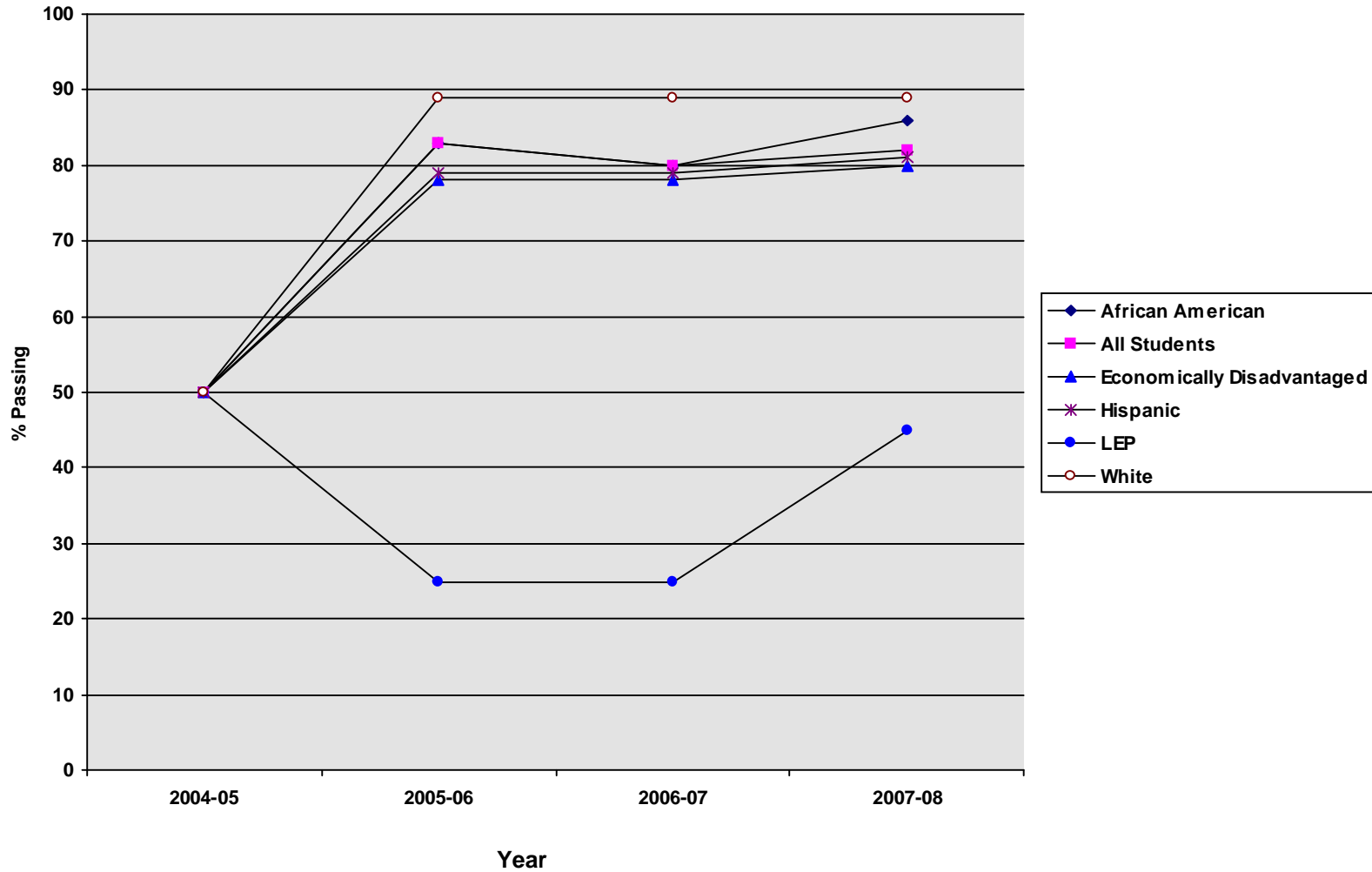
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

## **APPENDIX III**

### **AEIS GRAPHS**

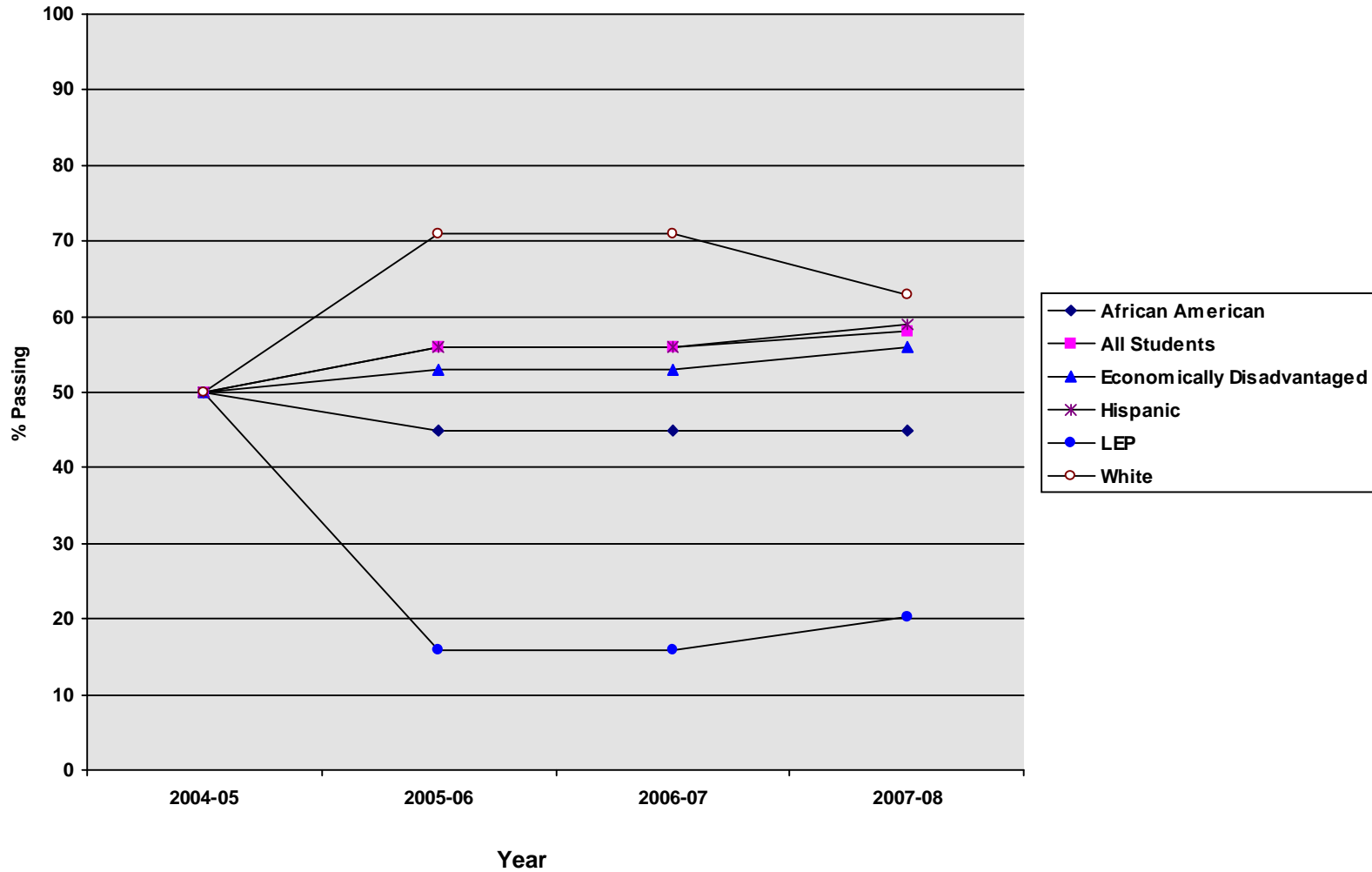
# Report of TAKS English/Lang. Arts

## Graph of Current Performance by Analysis Group



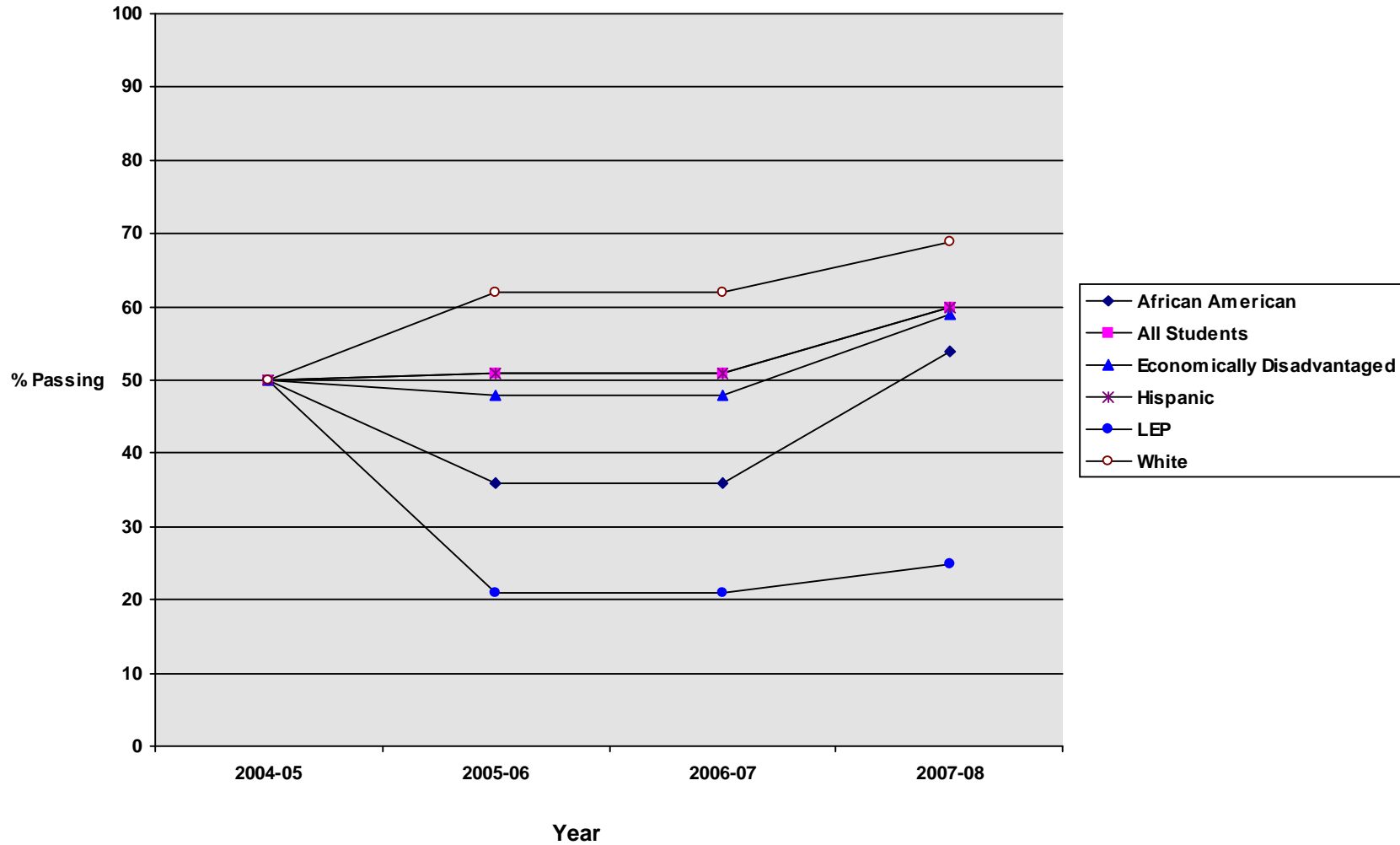
# Report of TAKS Math

## Graph of Current Performance by Analysis Group



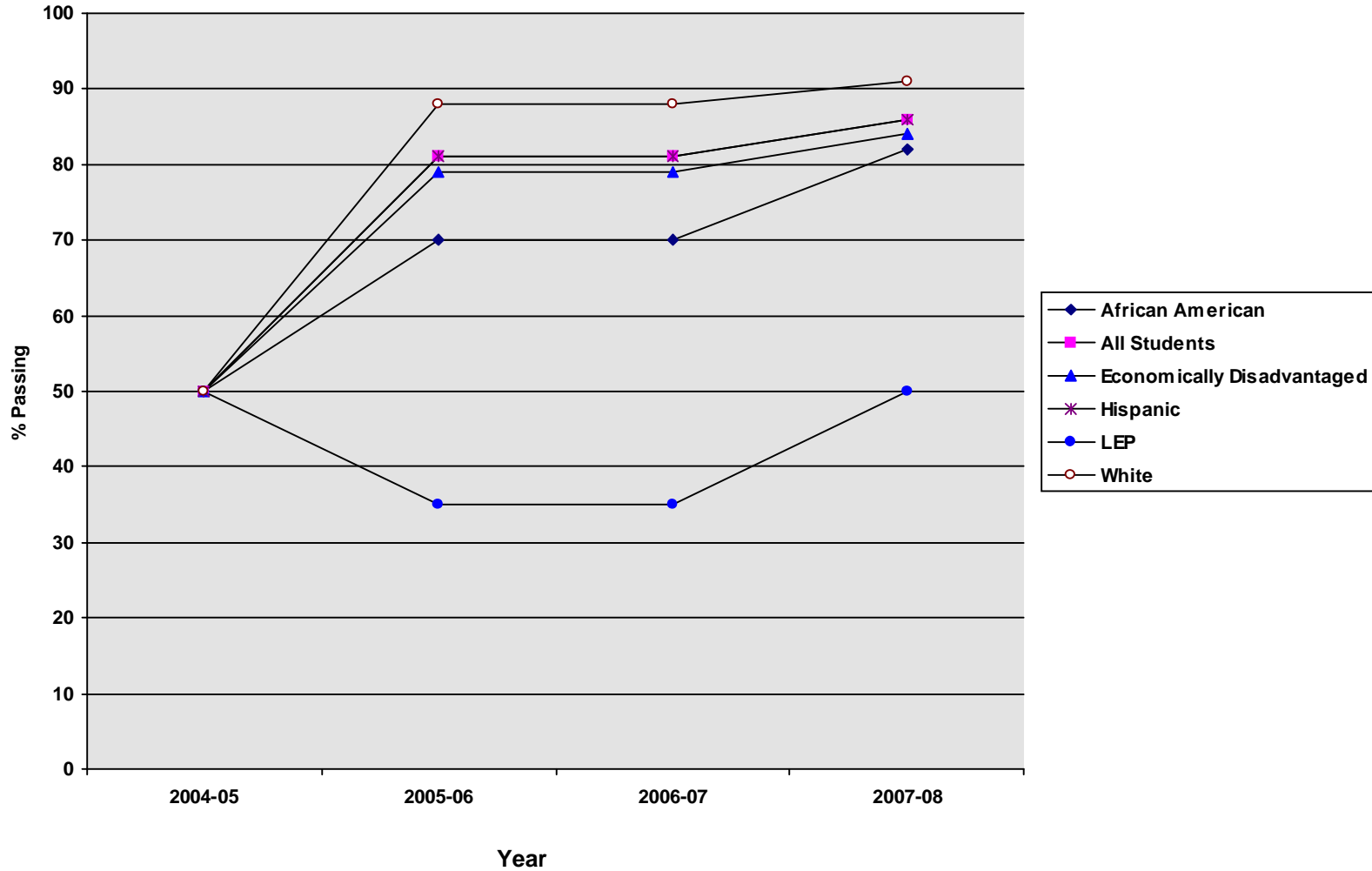
# Report of TAKS Science

## Graph of Current Performance by Analysis Group



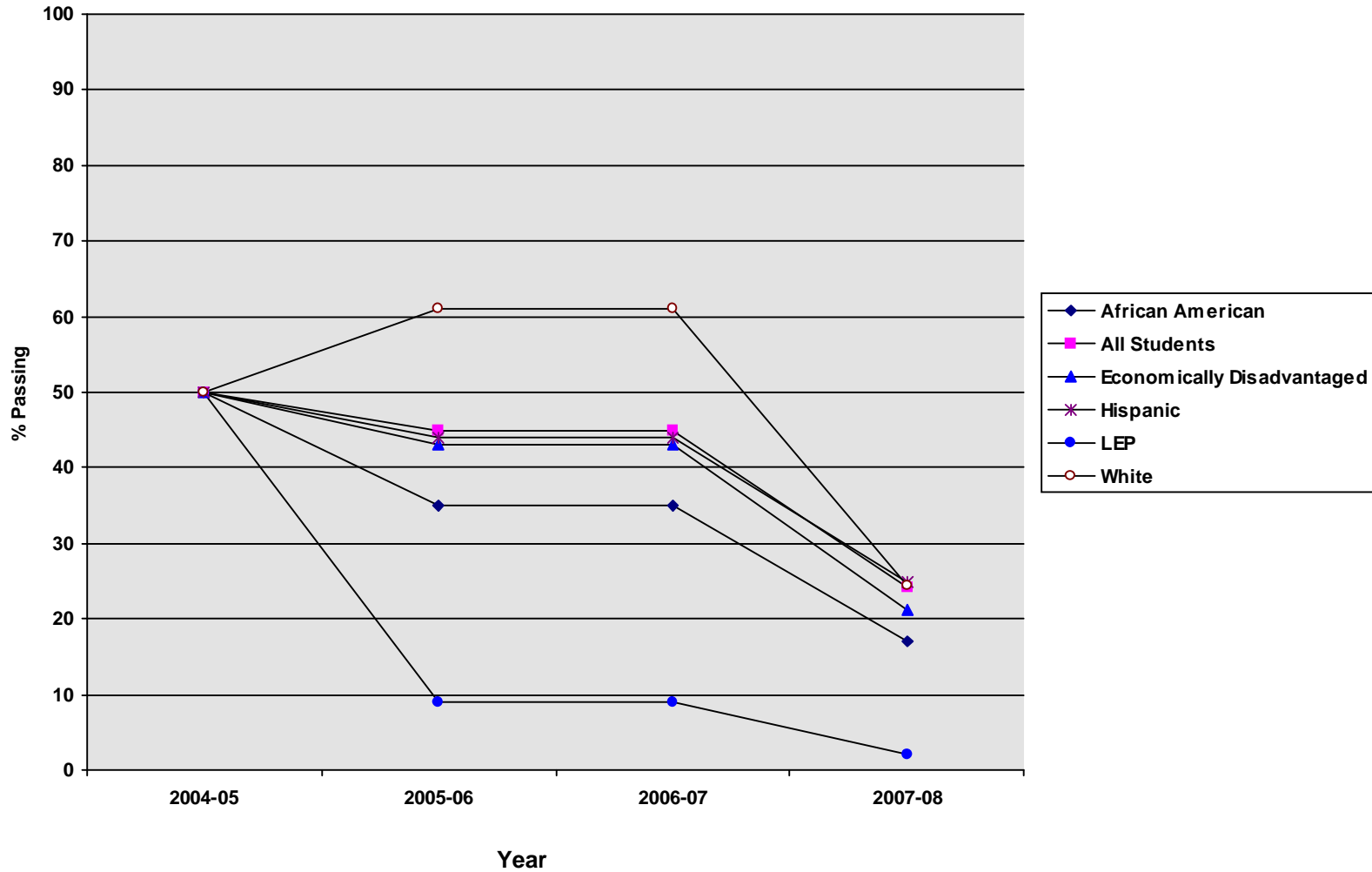
# Report of TAKS Social Studies

## Graph of Current Performance by Analysis Group



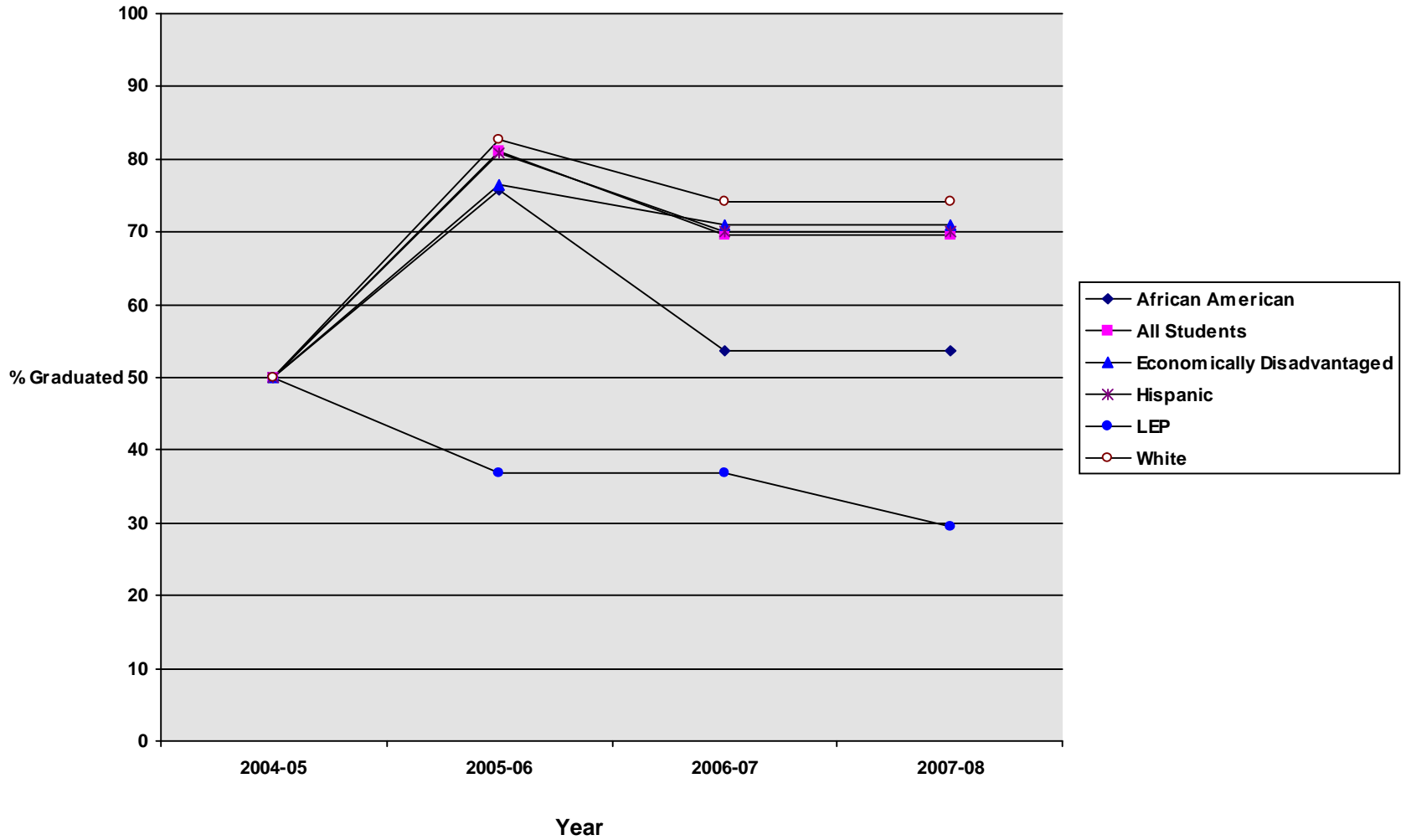
# Report of TAKS Overall

## Graph of Current Performance by Analysis Group



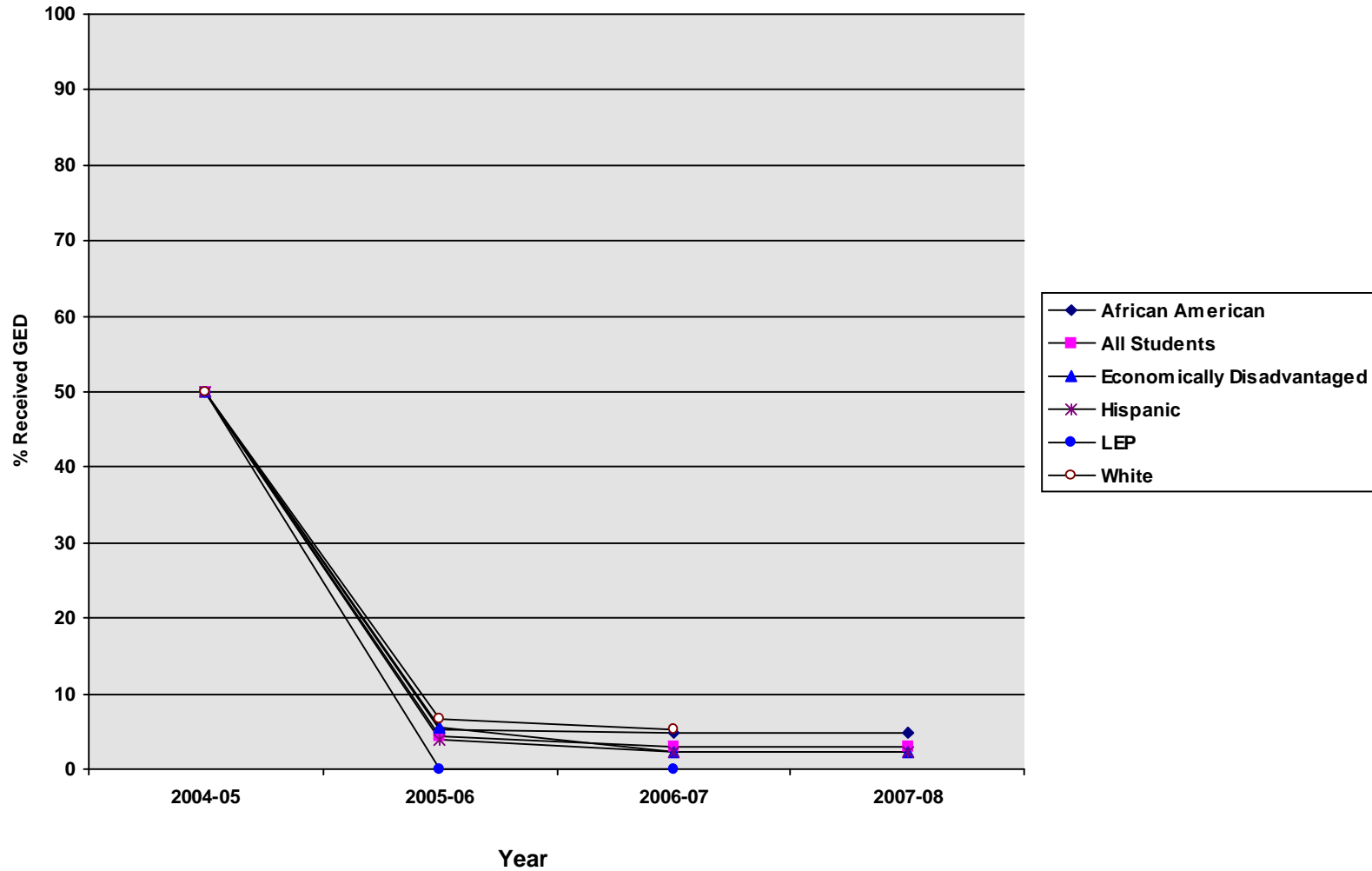
# Report of Completion: Graduated

## Graph of Current Performance by Analysis Group



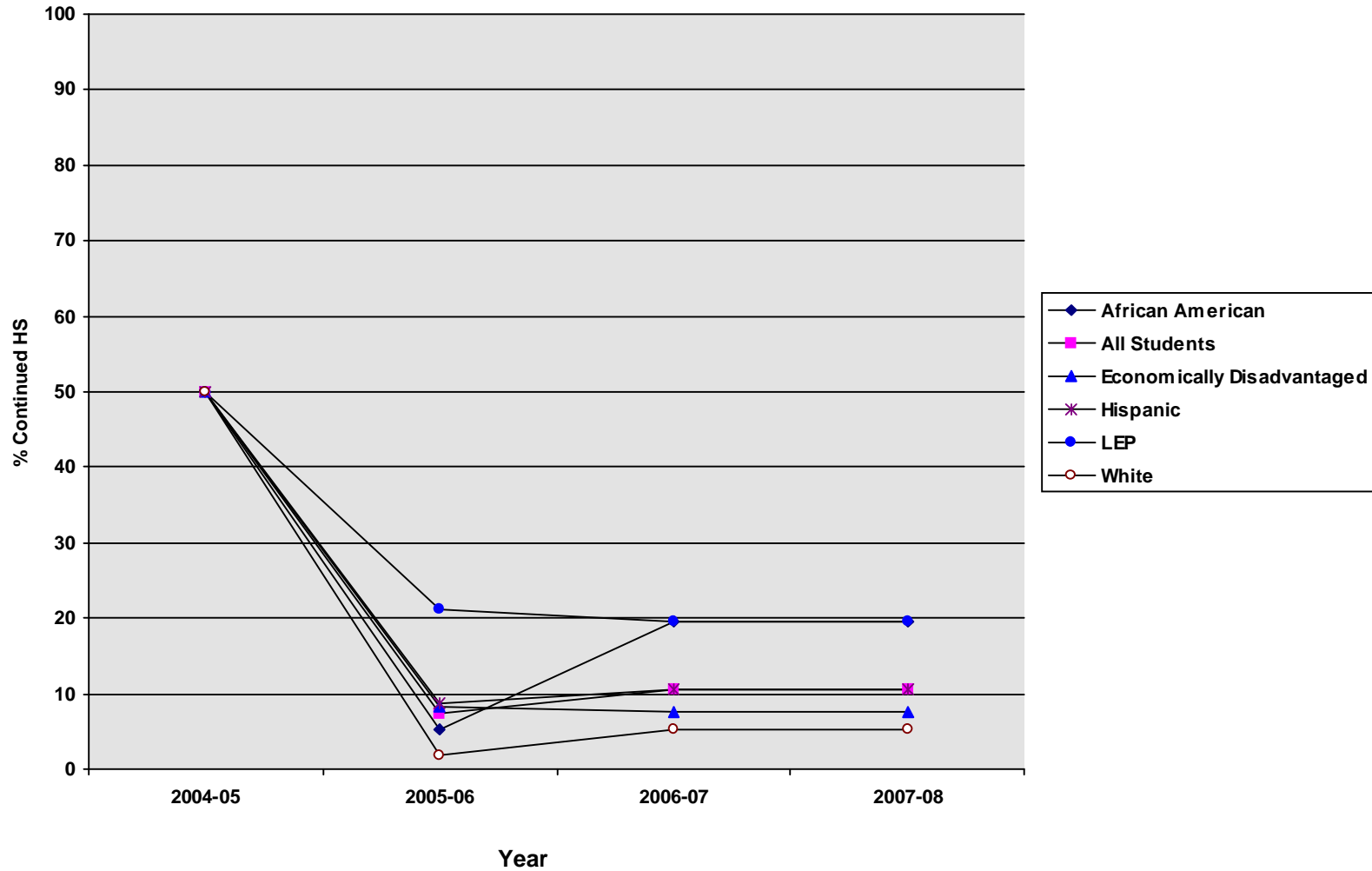
# Report of Completion: Received GED

## Graph of Current Performance by Analysis Group



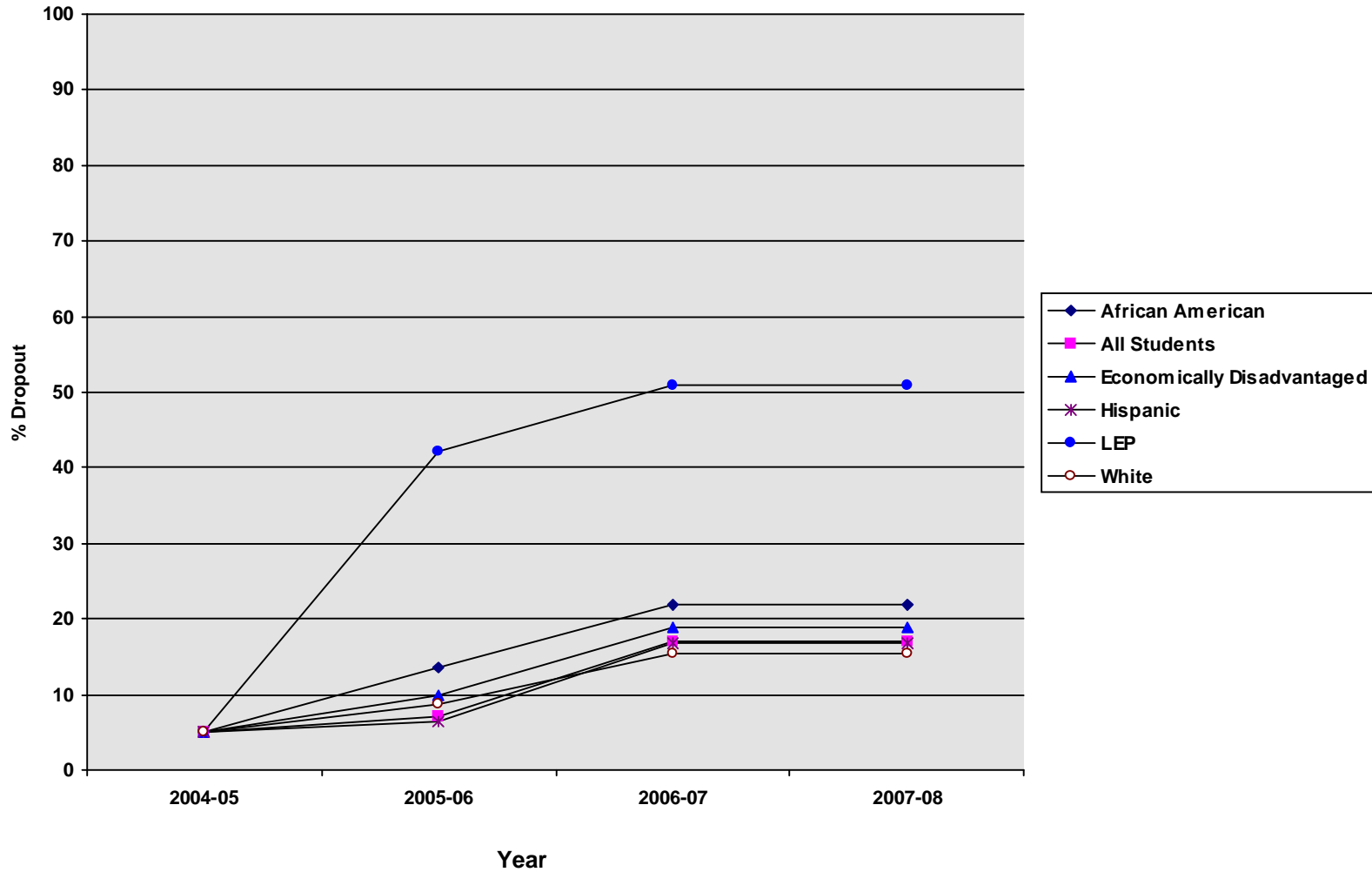
# Report of Completion: Continued HS

## Graph of Current Performance by Analysis Group



# Report of Completion: Dropped Out (4-yr)

## Graph of Current Performance by Analysis Group



# Report of AP/IB: % Students Tested

Graph of Current Performance by Analysis Group

