

Meridian ISD

District Improvement Plan

2003-04

The mission of Meridian ISD is to provide an orderly and safe environment and challenging curriculum for all students to learn social, academic, and technological skills necessary to succeed in a changing and global society. Each child will possess a positive self-concept, the desire to learn and the morals and ethics to become a productive citizen.

Meridian ISD Budget Summary Sheet

Focused Funds or the Schoolwide Program (Federal):

1. Title I, Part A	\$139,997
Staff positions	
Supplies	
2. Title IV	\$ 3,170
3. Carl Perkins - Career/Technology	\$ 2,487
4. Special Education - IDEA-B	\$264,304

Focus Programmatic Funds (State):

5. Gifted/Talented	\$ 21,000
6. State Compensatory Education	\$ 167,553
Elementary staff positions funded	
Acceleration programs funded	
Prevention programs funded	
7. Accelerated Reading Instruction	\$ 1,000

***Local funds provide for the remaining budget requirements

Goal 1: Meridian I.S.D.'s highly qualified staff will provide an aligned curriculum so that all students will reach their full academic and social potential.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) School Personnel
6) Student Performance	8) Instructional Techniques	9) Technology	
NCLB/ESEA Goals and Indicators			
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
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership		
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	4) Support Regular Education Program	5) Highly Qualified Teachers	6) Opportunities for Professional Development
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions	10) Federal, State, and Local Programs		

Indicator: TAKS Overall

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	72 %	2003	≥ 90 %	2008-09	≥ 75.6 %	2004	
Economically Disadvantaged	63 %	2003	≥ 90 %	2008-09	≥ 68.4 %	2004	
Hispanic	62 %	2003	≥ 90 %	2008-09	≥ 67.6 %	2004	
White	80 %	2003	≥ 90 %	2008-09	≥ 82 %	2004	

Indicator: TAKS Reading

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	89 %	2003	≥ 90 %	2008-09	≥ 89.2 %	2004	
Economically Disadvantaged	83 %	2003	≥ 90 %	2008-09	≥ 84.4 %	2004	
Hispanic	80 %	2003	≥ 90 %	2008-09	≥ 82 %	2004	
White	94 %	2003	≥ 95 %	2008-09	≥ 94.2 %	2004	

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	82 %	2003	≥ 90 %	2008-09	≥ 83.6 %	2004
Economically Disadvantaged	83 %	2003	≥ 90 %	2008-09	≥ 84.4 %	2004
Hispanic	81 %	2003	≥ 90 %	2008-09	≥ 82.8 %	2004
White	86 %	2003	≥ 90 %	2008-09	≥ 86.8 %	2004

Indicator: TAKS Writing

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	92 %	2003	≥ 95 %	2008-09	≥ 92.6 %	2004
Economically Disadvantaged	86 %	2003	≥ 90 %	2008-09	≥ 86.8 %	2004
Hispanic	93 %	2003	≥ 95 %	2008-09	≥ 93.4 %	2004
White	92 %	2003	≥ 95 %	2008-09	≥ 92.6 %	2004

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	90 %	2003	≥ 95 %	2008-09	≥ 91 %	2004
Economically Disadvantaged	83 %	2003	≥ 90 %	2008-09	≥ 84.4 %	2004
Hispanic	91 %	2003	≥ 95 %	2008-09	≥ 91.8 %	2004
White	92 %	2003	≥ 95 %	2008-09	≥ 92.6 %	2004

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	71 %	2003	≥ 90 %	2008-09	≥ 74.8 %	2004
Economically Disadvantaged	57 %	2003	≥ 90 %	2008-09	≥ 63.6 %	2004
Hispanic	58 %	2003	≥ 90 %	2008-09	≥ 64.4 %	2004
White	77 %	2003	≥ 90 %	2008-09	≥ 79.6 %	2004

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2002-03	96.8 %		2008-09		2004
2001-02	96.7 %				
2000-01	96.6 %				
1999-00	96.7 %				
1998-99	96.4 %				
1997-98	96.5 %				
1996-97	96.6 %				
1995-96	96.9 %				
1994-95	96.8 %				
1993-94	96.2 %				

Strategies

Goal 1 - Strategy 1 **Staff Retention and Training**

There are no Indicators/Objectives supported by this Strategy

<p>Leader(s): Mr. Henderson, Mr. Welch, Mr. Patterson, Site-</p> <p>Leader Progress Report Dates: August Ongoing</p>	<p>Brief Description: MISD will continue to hire and retain quality faculty and staff. Orientation will be provided for new teachers on using E-Class attendance and grades. Substitutes will be provided training on policies and procedures.</p>	<p>Evaluation Benchmark: Formative: Documentation of new teachers and substitutes receiving training. Summative: TAKS scores, PDAS</p>
--	---	--

<p>Resources Required: Technology Coordinator District Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>
---	--	---	--

Timeline

Activity	Person Responsible	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
New teachers trained in E-class attendance and grades.	Welch, Patterson							X	X				
Substitutes receive training on policies and procedures.	Welch, Patterson					X	X			X	X		

Goal 1 - Strategy 2		Staff Development											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
Leader(s): Mr. Henderson	Brief Description: Required staff development days will be address the following topics: technology, conflict resolution, classroom management, district discipline policy, Code of Conduct and Special Education.	Evaluation Benchmark: Formative: Records of staff members attend required days of staff development. Summative: PDAS											
Leader Progress Report Dates: Aug. May													
Resources Required: Guest Speaker District Staff District Admin. Staff Contract Service	FTE's Required: Number of FTE's: 2.40 Not Specified Cost: None	Source of Funds: None	Amount <hr/> \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person Responsible	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
Staff meetings are scheduled at the beginning of the year to review the district's discipline policy, classroom management, Code of Conduct and conflict resolution.	Mr. Welch, Mr. Patterson												
Special Education training is provided to all district employees.	Mr. Henderson						X						
E-Class training is provided.	Mr. Gerik			X									

Goal 1 - Strategy 3		Teacher Aides												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mr. Patterson	Brief Description: Teacher aides continue to provide additional assistance.	Evaluation Benchmark: Formative: Benchmark assessments, Progress reports, Report Cards Summative: TAKS scores, TPRI scores												
Leader Progress Report Dates: None														
Resources Required: Staff	FTE's Required: Number of FTE's: 2.00 Fully Comp. Ed Funded Cost: \$21,840.00	Source of Funds: Compensatory Ed. Budget	Amount \$21,840.00 <hr/> \$21,840.00											
Timeline														
Activity	Person Responsible	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	
MES will continue to employ aides to provide additional assistance focusing on students experiencing difficulty.	Mr. Patterson			X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 4		Curriculum Alignment											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
Leader(s): Mr. Welch, Mr. Patterson, teachers	Brief Description: Based on the most recent state and achievement tests scores, MISD will determine if vertical and horizontal alignment is complete or if more needs to be done with campus principals facilitating the alignment.	Evaluation Benchmark: Formative: Dates of meetings of alignments. Summative: TAKS scores, Achievement test scores											
Leader Progress Report Dates: Dec. May													
Resources Required: District Staff District Admin. Staff	FTE's Required: Number of FTE's: None Not Specified Cost: None	Source of Funds: None	Amount										
			\$0.00 \$0.00										
Timeline													
Activity	Person Responsible	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
TAKS alignment	Mr. Welch, Mr. Patterson			X	X	X	X	X	X	X	X	X	X
ACT/SAT/TASP alignment	Mr. Welch	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 5		Professional Development												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mr. Welch, Mr. Patterson	Brief Description: Provide staff development that promotes student success on TAKS test. Analyze data from the latest TAKS test and use the data to drive decisions to meet students' needs. Identify students at-risk for TAKS and provide remediation.	Evaluation Benchmark: Formative: Agendas, Sign-in sheets Summative: TAKS scores												
Leader Progress Report Dates: ongoing														
Resources Required:	FTE's Required:	Source of Funds:										Amount		
Teachers	Number of FTE's: None	None										\$0.00		
Staff	Fully Comp. Ed Funded											\$0.00		
District Admin. Staff	Cost: None													
Timeline														
Activity	Person Responsible	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	
Principals will distribute the latest TAKS data so that teachers can disaggregate and analyze the data.	Mr. Welch, Mr. Patterson, teachers	X	X											
Teachers will be given opportunities to attend professional development TAKS courses.	Mr. Welch, Mr. Patterson, teachers	X	X	X	X	X	X	X	X			X	X	

Goal 1 - Strategy 6		Drop Out/Completion Rate												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mr. Welch	Brief Description: Communicate with parents of students at risk of dropping out and, when necessary, pursue legal action.	Evaluation Benchmark: Formative: Records of parent/student conferences. Summative: Drop out rate will remain below 1%												
Leader Progress Report Dates: ongoing														
Resources Required: None	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None												Amount \$0.00 <hr/> \$0.00
Timeline														
Activity	Person Responsible	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	
Communicate with parents, provide resources, and develop strategies to ensure students complete current grade and are promoted to next grade on schedule.	Mr. Welch													

Goal 1 - Strategy 7		Attendance											
<i>There are no Indicators/Objectives supported by this Strategy</i>													
Leader(s): Mr. Welch	Brief Description: Students are provided opportunities to make up attendance hours through various opportunities.	Evaluation Benchmark: Formative: Attendance records Summative: Fewer students retained due to excessive absences.											
Leader Progress Report Dates: ongoing													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Teachers	Number of FTE's: None	None										\$0.00	
Staff	Not Specified											\$0.00	
Parent Support	Cost: None												
District Admin. Staff													
Community Leader													
Timeline													
Activity	Person Responsible	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
Saturday School is offered	Mr. Welch	X	X	X	X				X	X	X	X	X
Community service opportunities may be assigned to make up for excessive absences.	Mr. Welch	X	X				X	X	X	X	X	X	X
Tutorial are offered for attendance requirements.	Mr. Welch, teachers				X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 8		Grant Applications and Research												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mark Gerik	Brief Description: The technology coordinator will research and apply for grants.	Evaluation Benchmark: Formative: Records kept of grants applied for and researched. Summative: Number of grants applied for increased. Number of grants received increased.												
Leader Progress Report Dates: ongoing														
Resources Required: Technology Coordinator	FTE's Required: Number of FTE's: 0.40 Not Specified Cost: None	Source of Funds: None												Amount \$0.00 <hr/> \$0.00
Timeline														
Activity	Person Responsible	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	
Grant applications and research	Wivagg	X	X	X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 9		Upgrade Technology												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Gerik, Welch, Patterson			Brief Description: Provide campuses with needed hardware and software as determined by campus technology committees.						Evaluation Benchmark: Formative: Reports from HS and Elem. committees of needs assessments. Summative: Records of purchases made by campuses.					
Leader Progress Report Dates: Dec. May														
Resources Required: Technology Coordinator District Staff			FTE's Required: Number of FTE's: None Not Specified Cost: None			Source of Funds: Technology Budget			Amount \$11,500.00 <hr/> \$11,500.00					
Timeline														
Activity	Person Responsible		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
Purchase needed hardware as determined by each campus committee.	Mr. Gerik, Technology Committees,		X	X	X	X	X	X	X	X	X	X	X	X
Purchase needed software as determined by each campus committee.	Mr. Gerik, Technology Committees		X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 10		Technology Training												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Gerik	Brief Description: Teachers will receive technology training and assistance.	Evaluation Benchmark: Formative: List of teachers attending training sessions. Summative: Records of training offered throughout year and increase of teacher proficiency in these areas.												
Leader Progress Report Dates: ongoing														
Resources Required: Technology Coordinator Teaching Aids	FTE's Required: Number of FTE's: 0.40 Not Specified Cost: None	Source of Funds: None												Amount \$0.00 <hr/> \$0.00
Timeline														
Activity	Person Responsible	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	
Technology training	Mr. Gerik	X	X			X	X	X	X	X	X	X	X	

Goal 1 - Strategy 11 Special Education Services													
<i>There are no Indicators/Objectives supported by this Strategy</i>													
Leader(s): Mr. Henderson, Mr. Welch, Mr. Patterson			Brief Description: MISD will continue services to address the needs of identified Special Education students.					Evaluation Benchmark: Formative: Progress reports, Individual Education Plan (IEP) , Grade sheets Summative: SDAA scores, ARDs					
Leader Progress Report Dates: ongoing													
Resources Required:			FTE's Required:			Source of Funds:			Amount				
Teachers			Number of FTE's: 2.00			Special Education Budget			\$264,304.00				
Staff			Not Specified						\$264,304.00				
District Admin. Staff			Cost: None										
Contract Service													
Timeline													
Activity	Person Responsible	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
Policies, procedures, and notification are followed.	Mr. Welch, Mr. Patterson, teachers	X	X	X	X	X	X	X	X	X	X	X	X
ARDs are held annually or as needed.	Mr. Welch, Mr. Patterson	X	X	X	X	X	X	X	X			X	X
Modifications for instruction are carried out per ARD decisions.	teachers	X	X	X	X	X	X	X	X	X	X	X	X
IEP modifications are provided to all teachers involved.	Special Ed. Teachers	X	X	X	X			X	X	X	X	X	X
Speech services are provided to identified students.	Pam Honea	X	X	X	X	X	X	X	X			X	X
The least restrictive environment is provide for identified students.	teachers, Mrs. Tomlinson, Mrs. Parsons	X	X	X	X	X	X			X	X	X	X
OT/PT services are provided for identified students.	Mary Ann Punchard	X	X	X	X			X	X	X	X	X	X

Goal 1 - Strategy 11 Special Education Services													
Activity	Person Responsible	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
PPCD is provided through contract with Bosque County Coop Services.	Mr. Patterson	X	X			X	X	X	X	X	X	X	X
Teacher aides will provide assistance to identified special education students.		X	X	X	X	X	X			X	X	X	X

Goal 1 - Strategy 12 Gifted/Talented Instruction													
<i>There are no Indicators/Objectives supported by this Strategy</i>													
Leader(s): Mrs. Huffman			Brief Description: MISD will continue services to address the needs of identified G/T students.				Evaluation Benchmark: Formative: List of identified students, G/T curriculum, Policy/procedure documents on file Summative: TAKS scores, AEIS data						
Leader Progress Report Dates: ongoing													
Resources Required: Teachers			FTE's Required: Number of FTE's: 0.50 Not Specified Cost: \$20,380.00				Source of Funds: None				Amount \$0.00 <hr/> \$0.00		
Timeline													
Activity	Person Responsible	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
Nominations for G/T are made in the Fall and Spring. Parents and teachers are provided with information and forms for nominations.	Mrs. Massingill, Mrs. Huffman	X				X	X						X
Nominated students are assessed using district approved tools by a qualified test administrator.	Mrs. Huffman, Mrs. Massingill			X	X							X	X
MHS will offer AP courses as well as require identified GT students to complete an Individual Study Project each year.	Mrs. Massingill	X	X	X	X	X	X	X	X	X	X		
MES will continue a pull-out program curriculum designed to meet the needs of identified GT students.	Mrs. Huffman	X	X	X	X	X	X	X	X			X	X

Goal 1 - Strategy 13 At-Risk Students														
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mrs. Massengill, Mrs. McGavock			Brief Description: Programs and activities are provided to serve identified At-Risk students.			Evaluation Benchmark: Formative: Pre/Post Testing, Benchmark testing, Grade reports, Tutorial records Summative: TAKS scores, Drop Out Statistics, Pregnancy Statistics, TPRI scores								
Leader Progress Report Dates: ongoing														
Resources Required:			FTE's Required:			Source of Funds:			Amount					
Title Teachers			Number of FTE's: 18.00			Compensatory Ed. Budget			\$167,553.00					
Teachers			Partially Comp. Ed Funded						\$167,553.00					
Staff			Cost: \$163,646.00											
District Admin. Staff														
Timeline														
Activity	Person Responsible	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	
Policies, procedures and notifications are followed.	Mrs. Massengill, Mrs. McGavock	X	X	X	X	X	X			X	X	X	X	
Students are identified through Board Policy EHBC and local eligibility criteria.	Mrs. Massengill, Mrs. McGavock	X	X	X	X			X	X	X	X	X	X	
Tutorials are offered.	teachers	X	X			X	X	X	X	X	X	X	X	
Communicate with parents of students at-risk of dropping out and, when necessary, pursue legal action.	Mr. Welch			X	X		X	X	X	X	X	X	X	
Communicate with parents, provide resources, and develop strategies to ensure students complete current grade and are promoted to next grade on schedule.	Mr. Welch, Mr. Patterson, teachers	X	X	X	X	X	X	X	X	X	X			
Early intervention reading program established and serving	Mr. Patterson, Mrs.	X	X	X	X	X	X	X	X			X	X	

Goal 1 - Strategy 13 At-Risk Students		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
students.	McGavock												
Teachers attend staff development which focuses on: At-Risk Criteria, Services and Programs offered, and confidentially.	teachers	X	X	X	X	X	X			X	X	X	X
Pregnancy Related Services Pregnancy Prevention classes offered at JH and HS level. Classes encourage abstinence and spends time discussing sexual diseases and financial burden of sexual activity. Pregnancy Prevention Council comes each year and spends a period with each grade divided into boys and girls stressing abstinence.	Mrs. Massingill												
Teachers apply skills learned in Math Academies to supplement /tutor at-risk students in math skills.	teachers	X	X			X	X	X	X	X	X	X	X
Teachers apply skills learned in Reading Academies to supplement /tutor at-risk students in reading skills.	teachers			X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 14														ESL				
<i>There are no Indicators/Objectives supported by this Strategy</i>																		
Leader(s): Mrs. Huffman			Brief Description: Services are provided for identified ESL students.				Evaluation Benchmark: Formative: Pre/Post Testing, Surveys Summative: TAKS, RPTE											
Leader Progress Report Dates: ongoing																		
Resources Required: Teachers			FTE's Required: Number of FTE's: 0.60 Partially Comp. Ed Funded Cost: \$23,840.00				Source of Funds: ESL Budget Compensatory Ed. Budget				Amount \$3,460.00 \$20,380.00 <hr/> \$23,840.00							
Timeline																		
Activity			Person Responsible				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	l	g	p	t	v	c	n	b	r	r	y
Home Language Surveys			teachers							X								
Policies, procedures, and notifications are followed.			Mrs. Huffman, Mrs. Gann				X	X	X	X	X	X	X	X	X	X		
Screening and testing is completed as required.			Mrs. Huffman, Mrs. Gann				X	X	X	X	X	X	X				X	X
LPAC (Language Proficiency Assessment Committee) board is approved and trained.			Mrs. Huffman, Mrs. Gann									X			X	X		
Follow-ups for exited students are preformed.			Mrs. Huffman, Mrs. Gann				X	X	X	X			X	X	X	X	X	X

Goal 1 - Strategy 15 Dyslexic Students													
<i>There are no Indicators/Objectives supported by this Strategy</i>													
Leader(s): Mr. Patterson			Brief Description: Dyslexic programs will continue for identified students.					Evaluation Benchmark: Formative: Surveys, Pre/Post Testing Summative: TAKS,					
Leader Progress Report Dates: ongoing													
Resources Required:			FTE's Required:			Source of Funds:				Amount			
Teachers			Number of FTE's: None			ARI				\$1,000.00			
Supplies			Partially Comp. Ed Funded							\$1,000.00			
Cost: None													
Timeline													
Activity	Person Responsible	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
Policies, procedures and notifications are followed.	Mr. Patterson, Mrs. McGavock	X	X			X	X	X	X	X	X	X	X
Parent Notification/Consent for testing.	Mrs. Mc. Gavock, teachers			X	X	X	X	X	X	X	X	X	X
Students are identified through assessment.	Mrs. McGavock	X	X	X	X	X	X	X	X	X	X		
Identified students are served with the Scottish Rite curriculum.	Mrs. Mc. Gavock	X	X	X	X	X	X	X	X			X	X

Goal 1 - Strategy 16 Career Programs																		
<i>There are no Indicators/Objectives supported by this Strategy</i>																		
Leader(s): Mrs. Massingill			Brief Description: MHS will provide classes, programs and activities to guide students toward career opportunities.					Evaluation Benchmark: Formative: Attendance lists, participation Summative: Records of student enrollment in higher education programs and/or career programs.										
Leader Progress Report Dates: ongoing																		
Resources Required: None			FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None					Source of Funds: None			Amount \$0.00 <hr/> \$0.00							
Timeline																		
Activity		Person Responsible					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
Vital Link Program required in 8th grade. Students must apply for, interview and work in the community for 3 days.		Mrs. Massingill																
ASVAB (apptitude test) given to all 11th grade.		Mrs. Massingill																
ACT offered to all 11th and 12th graders. This test has an interest survey.		Mrs. Massingill																

Goal 1 - Strategy 17 Higher Education														
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mrs. Massingill			Brief Description: MHS and MJHS will provide information on higher education opportunities.					Evaluation Benchmark: Formative: students applying for grants, college applications Summative: Records of % of students attending higher education						
Leader Progress Report Dates: ongoing May														
Resources Required: None			FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None			Source of Funds: None			Amount \$0.00 <hr/> \$0.00					
Timeline														
Activity	Person Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	r	a	
		n	l	g	p	t	v	c	n	b	r	p	y	
Daily announcements made, information written in the Jacket Gazette and published on the website about applications (ACT, SAT, THEA, FAFSA)	Mrs. Massingill	X	X	X	X	X	X	X	X			X	X	
Parent night in January for FAFSA and admission questions.	Mrs. Massingill		X											
College Night in Waco in October. Extra credit in classes is given for attending these events.	Mrs. Massingill					X								
Seniors receive assistance with completing applications for counselor. The counselor mails them (provides postage and money orders) and gives campus lunch to Seniors completing them.	Mrs. Massingill	X	X						X	X	X	X	X	
Teach for Texas - Provide students with information (camps to TSU) for future teachers.	Mrs. Massingill													

Goal 1 - Strategy 17 Higher Education													
Activity	Person Responsible	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
Local ATPE scholarships given to students interested in a teaching career.													

Goal 2: Meridian ISD will maintain a safe and positive learning environment for all students.

Correlates with:

State Objectives			
7) School Environment			
National Goals			
3) Student Achievement and Citizenship	7) Safe, Discipline, and Alcohol- Free/Drug-Free Schools		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
7) Home-School Relations			

Strategies

Goal 2 - Strategy 1 Discipline Management

There are no Indicators/Objectives supported by this Strategy

<p>Leader(s): Mr. Henderson, School Board</p> <p>Leader Progress Report Dates: August</p>	<p>Brief Description: MISD will revise and improve the Student Code of Conduct and Student Handbook each year.</p>	<p>Evaluation Benchmark: Formative: Code of Conduct, Student Handbook Summative: Signed Acceptance Forms</p>
---	---	--

<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
--	--	---	---

Timeline

Activity	Person Responsible	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	l	g	p	t	v	c	n	b	r	r	y
Revise/improve the Student Code of Conduct as needed.	Mr. Welch, Mr. Patterson	X											X
Revise/improve the Student Handbook as needed.											X	X	

Goal 2 - Strategy 2		Crisis Management/Violence Prevention															
<i>There are no Indicators/Objectives supported by this Strategy</i>																	
Leader(s): Mr. Henderson, Mr. Welch, Mr. Patterson			Brief Description: MISD will update and maintain the crisis management and violence prevention plans and procedures.					Evaluation Benchmark: Formative: Crisis Response Team, Membership List, Meeting Agendas, Staff Development, Crisis Plan, Summative: Drills									
Leader Progress Report Dates: Aug. Dec. May																	
Resources Required: None			FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None			Source of Funds: None			Amount \$0.00 <hr/> \$0.00								
Timeline																	
Activity		Person Responsible				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
Crisis Management Response Plan is maintained.		Mr. Welch, Mr. Patterson									X			X	X		
Crisis Response Team is maintained, members are replaced and receive training as needed.		Mr. Welch, Mr. Patterson							X			X					
Staff orientation is held on emergency drill procedures: Fire, Tornado, Lockdown		Mr. Welch, Mr. Patterson									X						

Goal 3: Meridian ISD will encourage parents and members of the community to be involved in the school in order to elicit their support and maintain communication.

Correlates with:

State Objectives	
1) Partnering Parents with Educators	
National Goals	
8) Parental Participation	
Effective School Correlates	
7) Home-School Relations	
Title I - Schoolwide Programs	
6) Parental Involvement	7) Student Transition to Elementary Programs

Strategies

Goal 3 - Strategy 1		Communication												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): None			Brief Description: MISD will continue various and numerous approaches to assure open communication between the school and home.						Evaluation Benchmark: Formative: Newspapers, Marquees Website, Progress Reports, Report Cards Summative: Parental Involvement records, TAKS scores, AEIS data					
Leader Progress Report Dates: ongoing														
Resources Required: None			FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None			Source of Funds: None			Amount \$0.00 <hr/> \$0.00					
Timeline														
Activity	Person Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
Each campus will publish a newspaper.	Mrs. Lohmer, Mrs. Huffman		X	X	X	X		X	X	X	X			
The marquees located on each campus will inform the public of upcoming events.	Mr. Welch, Mr. Patterson	X	X	X	X	X	X	X	X				X	X
Each campus will continue to produce a website.	Mrs. Lohmer, Mrs. Garza	X	X	X	X	X	X			X	X	X	X	
Three- week failure reports and six week report cards will be sent home with students to keep families informed of progress.	teachers				X	X	X	X	X	X	X	X	X	

Goal 3 - Strategy 2		Involvement Opportunities												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mr. Welch, Mr. Patterson	Brief Description: MISD will continue opportunities for parents and community members to be actively involved in the programs of the district.	Evaluation Benchmark: Formative: Sign in sheets at meetings, Enrollment rosters Summative: Parental Involvement records, TAKS scores, AEIS data												
Leader Progress Report Dates: None														
Resources Required:	FTE's Required:	Source of Funds:										Amount		
Teachers	Number of FTE's: None	None										\$0.00		
Staff	Not Specified											\$0.00		
Parent Support	Cost: None													
District Admin. Staff														
Timeline														
Activity	Person Responsible	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	
PTK will continue on the elementary campus.	Mr. Patterson	X	X	X	X	X	X	X	X	X	X			
Jacket Backers will continue on the High School campus.	Mr. Welch	X	X	X	X	X	X	X	X			X	X	
Band Boosters will continue on the High School campus.	Mr. Welch	X	X	X	X	X	X			X	X	X	X	
Parents and community members will serve on campus and district Site Based Teams.	Mr. Henderson, Mr. Welch, Mr. Patterson	X	X	X	X	X	X	X	X	X	X			

Goal 3 - Strategy 3		Rights and Responsibilities												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mr. Welch, Mr. Patterson	Brief Description: MISD will ensure that parents and students are informed of their rights and responsibilities.	Evaluation Benchmark: Formative: Handbook, Code of Conduct, School/Parent/Student Compact, G/T Policies, Special Ed. Rights, Technology Rights Summative: Parental Involvement records, TAKS scores, AEIS data												
Leader Progress Report Dates: Aug. Ongoing														
Resources Required: None	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None												Amount \$0.00 <hr/> \$0.00
Timeline														
Activity	Person Responsible	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	
Students and parents receive and sign the acknowledgement forms of The Student Handbook, Student Code of Conduct, and School/Parent/Student Compact.	Mr. Welch, Mr. Patterson , teachers	X	X	X	X			X	X	X	X	X	X	
G/T policies and procedures are provided to parents and students.	Mr. Welch, Mr. Patterson	X	X			X	X	X	X	X	X	X	X	
Special Education rights are provided and explained to parents.	Mr. Welch, Mr. Patterson			X	X	X	X	X	X	X	X	X	X	

Goal 3 - Strategy 4		Scholarship Awareness for Parents												
<i>There are no Indicators/Objectives supported by this Strategy</i>														
Leader(s): Mrs. Massengill	Brief Description: Scholarship opportunities will be posted for parents to review and apply for as needed.	Evaluation Benchmark: Formative: Number of scholarships applied for. Summative: Number of scholarships received.												
Leader Progress Report Dates: ongoing														
Resources Required: None	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None												Amount \$0.00 <hr/> \$0.00
Timeline														
Activity	Person Responsible	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	
Scholarships posted on website and in Jacket Gazzette.	Mrs. Massingill			X	X	X	X	X	X	X	X	X	X	X
Folders with scholarship applications available to parents and filed according to deadlines.	Mrs. Massingill	X	X	X	X	X	X	X	X	X	X			

APPENDIX I

SHARED DECISION MAKING COMMITTEE

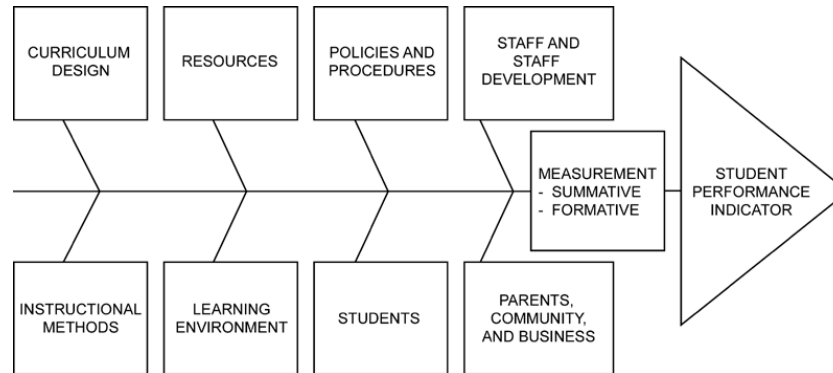
NEEDS ASSESSMENT SUMMATIVE EVALUATION

2003-04 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Business Representative	Barbara Domel			
Business Representative	Jane Murphy			
Parent	Rachel Barker			
Parent	Micki Powell			
Community Representative	Michelle Felan			
Principal	Damon Patterson			
Classroom Teacher	Tana Pyssen	Elementary		
Classroom Teacher	Wendy Tomlinson	Special Education		
Classroom Teacher	Deborah McGavock	Elementary - Counselor		
Classroom Teacher	Cindy Knudson	Elementary		
Classroom Teacher	Nansy Reiss	Elementary		
Classroom Teacher	Stephanie Hamby	High School		
Classroom Teacher	Shelly Gann	High School		
Classroom Teacher	Mary Massingill	High School - Counselor		
Classroom Teacher	Emilie Sasser	High School		
Classroom Teacher	Lindy Vanatta	High School		
Non-Classroom Professional Staff	Teresa Sutton			

Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	High	Med
2	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	High	Med
3	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	High	Med
4	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	High	Med
5	Percent of students MASTERING TAAS/TAKS READING	High	Med
6	Percent of students MASTERING TAAS/TAKS MATH	High	Med
7	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
8	Percent passing REPORT CARD GRADES FOR MATH	High	Med
9	Percent passing REPORT CARD GRADES FOR SCIENCE	High	Med
10	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	High	Med
11	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	High	Med
12	(AEIS) Mean Scores of SAT/ACT	Med	Med
13	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	Med	Med
14	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	Med	Med
15	Percent of students demonstrating good CITIZENSHIP SKILLS	Med	Med
16	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	High	High
17	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	High	High
18	DISCIPLINE REFERRAL RATES	High	High
19	Annual Student RETENTION RATES	Med	High

Process Chart



Summative Evaluation for year 2003-04

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

Objective Accomplishments

TAKS Overall - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2002-03	72%
Projected Annual Objective for 2003-04	75.6%
Actual Performance for 2003-04	72%
<i>No Progress Rating Selected</i>	

Analysis Group: Economically Disadvantaged

Actual Performance for 2002-03	63%
Projected Annual Objective for 2003-04	68.4%
Actual Performance for 2003-04	63%
<i>No Progress Rating Selected</i>	

Analysis Group: Hispanic

Actual Performance for 2002-03	62%
Projected Annual Objective for 2003-04	67.6%
Actual Performance for 2003-04	62%
<i>No Progress Rating Selected</i>	

Analysis Group: White

Actual Performance for 2002-03	80%
Projected Annual Objective for 2003-04	82%
Actual Performance for 2003-04	80%
<i>No Progress Rating Selected</i>	

TAKS Reading - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2002-03	89%
Projected Annual Objective for 2003-04	89.2%
Actual Performance for 2003-04	89%
<i>No Progress Rating Selected</i>	

Analysis Group: Economically Disadvantaged

Actual Performance for 2002-03	83%
Projected Annual Objective for 2003-04	84.4%
Actual Performance for 2003-04	84%
<i>No Progress Rating Selected</i>	

Analysis Group: Hispanic

Actual Performance for 2002-03	80%
Projected Annual Objective for 2003-04	82%
Actual Performance for 2003-04	73%
<i>No Progress Rating Selected</i>	

Analysis Group: White

Actual Performance for 2002-03	94%
Projected Annual Objective for 2003-04	94.2%
Actual Performance for 2003-04	94%
<i>No Progress Rating Selected</i>	

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2002-03	82%
Projected Annual Objective for 2003-04	83.6%
Actual Performance for 2003-04	82%
<i>No Progress Rating Selected</i>	

Analysis Group: Economically Disadvantaged

Actual Performance for 2002-03	83%
Projected Annual Objective for 2003-04	84.4%
Actual Performance for 2003-04	83%
<i>No Progress Rating Selected</i>	

Analysis Group: Hispanic

Actual Performance for 2002-03	81%
Projected Annual Objective for 2003-04	82.8%
Actual Performance for 2003-04	81%
<i>No Progress Rating Selected</i>	

Analysis Group: White

Actual Performance for 2002-03	86%
Projected Annual Objective for 2003-04	86.8%
Actual Performance for 2003-04	87%
<i>No Progress Rating Selected</i>	

TAKS Writing - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2002-03	92%
Projected Annual Objective for 2003-04	92.6%
Actual Performance for 2003-04	92%
<i>No Progress Rating Selected</i>	

Analysis Group: Economically Disadvantaged

Actual Performance for 2002-03	86%
Projected Annual Objective for 2003-04	86.8%
Actual Performance for 2003-04	86%
<i>No Progress Rating Selected</i>	

Analysis Group: Hispanic

Actual Performance for 2002-03	93%
Projected Annual Objective for 2003-04	93.4%
Actual Performance for 2003-04	93%
<i>No Progress Rating Selected</i>	

Analysis Group: White

Actual Performance for 2002-03	92%
Projected Annual Objective for 2003-04	92.6%
Actual Performance for 2003-04	92%
<i>No Progress Rating Selected</i>	

TAKS Social Studies - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2002-03	90%
Projected Annual Objective for 2003-04	91%
Actual Performance for 2003-04	90%
<i>No Progress Rating Selected</i>	

Analysis Group: Economically Disadvantaged

Actual Performance for 2002-03	83%
Projected Annual Objective for 2003-04	84.4%
Actual Performance for 2003-04	83%
<i>No Progress Rating Selected</i>	

Analysis Group: Hispanic

Actual Performance for 2002-03	91%
Projected Annual Objective for 2003-04	91.8%
Actual Performance for 2003-04	91%
<i>No Progress Rating Selected</i>	

Analysis Group: White

Actual Performance for 2002-03	92%
Projected Annual Objective for 2003-04	92.6%
Actual Performance for 2003-04	92%
<i>No Progress Rating Selected</i>	

TAKS Science - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2002-03	71%
Projected Annual Objective for 2003-04	74.8%
Actual Performance for 2003-04	71%
<i>No Progress Rating Selected</i>	

Analysis Group: Economically Disadvantaged

Actual Performance for 2002-03	57%
Projected Annual Objective for 2003-04	63.6%
Actual Performance for 2003-04	56%

No Progress Rating Selected

Analysis Group: Hispanic

Actual Performance for 2002-03	58%
Projected Annual Objective for 2003-04	64.4%
Actual Performance for 2003-04	58%

No Progress Rating Selected

Analysis Group: White

Actual Performance for 2002-03	77%
Projected Annual Objective for 2003-04	79.6%
Actual Performance for 2003-04	76%

No Progress Rating Selected

Attendance - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2002-03	96.8%
Projected Annual Objective for 2003-04	NA
Actual Performance for 2003-04	NA

No Progress Rating Selected

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

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: School Personnel

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

Objective 6: Student Performance

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

Objective 7: School Environment

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

Objective 8: Instructional Techniques

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

Objective 9: 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.