



EL PASO INDEPENDENT SCHOOL DISTRICT

**LAMAR ELEMENTARY**  
CAMPUS IMPROVEMENT PLAN  
2007-08

**Mission Statement**

Our mission at Lamar School is to motivate students to achieve academic excellence and to become productive citizens.

Bertha Martinez  
Principal

09/17/2007  
Date

Dr. Damon Murphy  
Division Associate Superintendent

09/17/2007  
Date

Title I School: Yes X No \_\_\_\_

Enrique Ortiz

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Bertha Martinez

Division CIP Reviewer

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Date Presented to Faculty 09/13/2007

Date Presented to Parents 09/06/2007

Date Presented to Associate Superintendent \_\_\_\_\_

Date Submitted to Board of Trustees \_\_\_\_\_

Date Approved by Board of Trustees \_\_\_\_\_

**Lamar Elementary Campus Improvement Team**

Printed Name	Signature	Position	Address	E-Mail Address
Juan Carlos Guerrero		Physical Ed.	9957 Rosa M. Richardson El Paso, Texas 79927	<a href="mailto:jcguerre@episd.org">jcguerre@episd.org</a>
Enrique Ortiz		Science Coach	1472 Jim Larabel El Paso, Texas 79936	<a href="mailto:eortiz@episd.org">eortiz@episd.org</a>
Carolina Garcia		Grade 2 Teacher	629 Beechnut El Paso, Texas 79912	<a href="mailto:cgarci@episd.org">cgarci@episd.org</a>
Aurora Ruedas		Grade 1 Teacher	7300 Desierto Rico El Paso, Texas 79912	<a href="mailto:axruedas@episd.org">axruedas@episd.org</a>
Yolanda Holguin		Grade 3 Teacher	7209 Alto Rey El Paso, Texas 79912	<a href="mailto:yfholgui@episd.org">yfholgui@episd.org</a>
Kara Johnson		Grade 4 Teacher	2005 Belvidere #124 El Paso, Texas 79912	<a href="mailto:kmbailey@epid.org">kmbailey@epid.org</a>
Jay C. Houck		Grade 5 Teacher	5867 Oleaster Dr. El Paso, Texas 79932	<a href="mailto:jchoucke@episd.org">jchoucke@episd.org</a>
Laura Montoya		Literacy Coach	508 Castile Ave. El Paso, Texas 79912	<a href="mailto:lxmontoy@episd.org">lxmontoy@episd.org</a>
Gabriel Pena		Business Member	1633 Rampart Place El Paso, Texas 79902	<a href="mailto:gabriel.pena@amedd.army.mil">gabriel.pena@amedd.army.mil</a>
Rosie Tarin		Assistant Principal	204 Granada El Paso, Texas 79912	<a href="mailto:rmtarin@episd.org">rmtarin@episd.org</a>
Reveca Heredia		Grade K Teacher	4700 Louisiana El Paso, Texas 79930	<a href="mailto:rheredia@episd.org">rheredia@episd.org</a>
Elizabeth Luna		Parent	3821 Flory El Paso, Texas 79901	<a href="mailto:elluna@episd.org">elluna@episd.org</a>
Alma Marquez		AVANCE Early Childhood Teacher	513 Agua de Brisa El Paso, Texas 79928	<a href="mailto:ammarquez2002@yahoo.com">ammarquez2002@yahoo.com</a>
Bertha Martinez		Principal	3217 Jefferson El Paso, Texas 79930	<a href="mailto:bmartine@episd.org">bmartine@episd.org</a>

NOTE: CIT Composition = 6 teachers, 2 parents, 1 community member, 1 business member, 1 District member, 1 support representative, 2 students (secondary level only). Two teaching positions to One non-teaching position ratio

**Lamar Elementary Campus Instructional Leadership Team**

Printed Name	Signature	Position	Address	E-Mail Address
Bertha Martinez		Principal	3217 Jefferson El Paso, Texas 79930	<a href="mailto:bmartine@episd.org">bmartine@episd.org</a>
Enrique Ortiz		Science Coach	1472 Jim Larabel El Paso, Texas 79936	<a href="mailto:eortiz@episd.org">eortiz@episd.org</a>
Adriana Ruiz		Grade 5 Teacher	12013 Waterside Dr. El Paso, Texas 79936	<a href="mailto:axlowere@episd.org">axlowere@episd.org</a>
Laura Montoya		Literacy Coach	508 Castile Ave. El Paso, Texas 79912	<a href="mailto:lxmontoy@episd.org">lxmontoy@episd.org</a>
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Rosie Tarin		Assistant Principal	204 Granada El Paso, Texas 79912	<a href="mailto:rmtarin@episd.org">rmtarin@episd.org</a>
Lanier John		Counselor	908 E. Kerbey El Paso, Texas 79902	<a href="mailto:lmjohn@episd.org">lmjohn@episd.org</a>

**EL PASO INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN  
COMPREHENSIVE NEEDS ASSESSMENT  
Lamar Elementary**

<b>BOARD GOAL</b>	#1. EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.			
<b>DISTRICT GOAL</b>	1.1 Increase student performance on TAKS			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC (ex: TAKS, Benchmark, Common Assessment, etc)</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
				Where was your campus last year in this area? If you have no data, use "N/A"
Elementary Middle High Schools	1.1.1 Address Reading	TAKS	90	84
	1.1.2 Address Writing	TAKS	95	90
	1.1.3 Address Social Studies	Benchmark	85	N/A
	1.1.4 Address Mathematics	TAKS	80	72
	1.1.5 Address Science	TAKS	80	60
	1.1.6 Address Attendance Rate	AEIS	97	95.7
	1.1.7 Address CIP non-negotiables in this area.			

<b>BOARD GOAL</b>	<b>#1. EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students</b>			
<b>DISTRICT GOAL</b>	<b>#1.2 Improve accountability ratings of schools (both State and Federal Systems).</b>			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
Elementary	<b>1.2.1 Decrease Academically Unacceptable Schools by 50%</b>	N/A		
Middle				
High Schools				

<b>BOARD GOAL</b>	<b>#1. EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students</b>			
<b>DISTRICT GOAL</b>	<b>#1.3 Hire only highly-qualified teachers and paraprofessionals</b>			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
Elementary Middle High Schools	<b>1.3.1 Hire only highly-qualified teachers and paraprofessionals</b>	<b>Highly qualified</b>	<b>100%</b>	<b>TBD</b>
	<b>1.3.2 Improve employee attendance</b>	<b>Certified Personnel</b>	<b>TBD</b>	<b>TBD</b>
	<b>1.3.3 Encourage EPISD high school students to consider education as a career</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	<b>1.3.4 Provide quality staff development opportunities at campus and district levels for all professional personnel.</b>	<b>Activities</b>	<b>5</b>	<b>3</b>

<b>BOARD GOAL</b>	<b>2. The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.</b>			
<b>DISTRICT GOAL</b>	<b>2.1 Increase/improve High School Performance</b>			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
<b>High Schools; Middle Schools address Graduation Rate</b>	<b>2.1.1 Attain or exceed 55% in Mathematics as measured by the Texas Success Initiative</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	<b>2.1.2 Attain or exceed 55% in English Language Arts as measured by the Texas Success Initiative</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	<b>2.1.3 Attain or exceed 92% on High School Completion Rate (without GED)—address the At-Risk Seniors Assistance Program</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	<b>2.1.4 Attain or exceed 79% on High School Graduation Rate – address online course completion opportunities and credit recovery program</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>



<b>BOARD GOAL</b>	<b>2. The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.</b>			
<b>DISTRICT GOAL</b>	<b>2.2 Provide Career Awareness, exploration, and preparation opportunities including Career Education coursework for every student in Grade 8-10</b>			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
Middle High Schools; Elementary Schools may address 2.2.4	2.2.1 100% freshmen will have a Personal Graduation Plan with 4 years of mathematics and science	N/A	N/A	N/A
	2.2.2 Increase number of Dual credit courses offered in every high school campus to ensure a minimum of one course offered per semester	N/A	N/A	N/A
	2.2.3 Attain or exceed 93% students graduating under the Recommended High School Program—address each strategy listed	N/A	N/A	N/A
	2.2.4 Provide Early Career Readiness Opportunities—MS/HS address Career Education (formerly called <i>Career Majors and Achieve Texas</i> ).	N/A	N/A	N/A

<b>BOARD GOAL</b>	<b>#3 The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21<sup>st</sup> century citizens.</b>			
<b>DISTRICT GOAL</b>	<b>#3.1 Increase college readiness and facilitate post-secondary transition</b>			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
Middle Schools address 3.1.3 School Structure. High Schools address all.	<b>3.1.1 Increase performance levels on college readiness testing (SAT, ACT, Accuplacer, PSAT)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	<b>3.1.2 Increase the number of scholarships received by campus by 5% per campus -- address counselor training, parent/community communication of scholarship information, use of Scholarship Guide</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	<b>3.1.3 Address non-negotiables in this area: School Structure, Standards-Based Curriculum</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>BOARD GOAL</b>	<b>#3 The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21<sup>st</sup> century citizens.</b>			
<b>DISTRICT GOAL</b>	<b>3.2 Increase graduation rates by 5% for at-risk students</b>			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
Elementary Middle High Schools	<b>3.2.1 Implement counseling, physical education, health services and nutrition programs districtwide</b>	<b>Activities</b>	<b>3</b>	<b>3</b>
	<b>Schedule 45 minutes of P.E. for all grades</b>			
	<b>Provide Health/Nurse services for all students</b>			
	<b>Inform students/parents of nutrition program</b>			

<b>BOARD GOAL</b>	<b>#3 The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21<sup>st</sup> century citizens.</b>			
<b>DISTRICT GOAL</b>	<b>3.3 Sustain EPISD Stakeholder advocacy and engagement by nurturing a student-centered organizational culture</b>			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
Elementary Middle High Schools	<b>3.3.1 Increase by 5% the number of parents and community members involved in District and campus initiatives as measured by VIP hours and Partners in Education; support PTA/PTSA efforts</b>	<b>ACTIVITY</b>	<b>TBD</b>	<b>TBD</b>
	<b>3.3.2 Provide District and campus-based staff development opportunities addressing student discipline and school safety at all campuses</b>	<b>Activity</b>	<b>2</b>	<b>2</b>
	<b>3.3.3 Maintain a working School Health Advisory Council (SHAC)</b>	<b>Activity</b>	<b>1</b>	<b>N/A</b>

<b>BOARD GOAL</b>	<b>#3 The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21<sup>st</sup> century citizens.</b>			
<b>DISTRICT GOAL</b>	<b>3.4 Increase health and wellness status for all EPISD students</b>			
<b>REQUIRED FOR GRADE SPAN</b>	<b>OBJECTIVE</b>	<b>CAMPUS METRIC</b>	<b>NUMBER OR PERCENTAGE</b>	<b>LAGGING INDICATOR</b>
Elementary	3.4.1 Implement the state required Coordinated School Health Program (CSH)	Activity	1	N/A
Middle				
High Schools	3.4.2 Provide health-related fitness baseline data for 100% of 4 <sup>th</sup> , 7 <sup>th</sup> , and 9 <sup>th</sup> grade students	Activity	1	N/A

## COMPREHENSIVE NEEDS ASSESSMENT FOR CAMPUS PLANNING, 2007-08

Indicator	Elementary Schools	Middle Schools	High Schools	Other Schools
1. TAKS Passing Rates, Grades 3-11	√	√	√	√
2. All Students and of Gifted and Talented Students Scoring at the Commended Level on TAKS, Grades 3-11	√	√	√	
3. Texas English Language Proficiency Assessment System (TELPAS), Grades K-12	√	√	√	√
4. Retention Rates Grades 1-12	√	√	√	
5a. Student Success Initiative, Grade 3	√			
5b. Student Success Initiative, Grade 5	√			
6. Annual Attendance Rate, Grades 1-12	√	√	√	√
7. Annual Dropout Rate, Grades 7-8		√		
8. Longitudinal (Four-year) Completion Rate, Grades 9-12			√	
9. Mandatory Expulsions (Expellable Offenses)	√	√	√	√
10. SAT/ACT Results			√	
11. Technology STaR Chart Ratings — Campus	√	√	√	√
12. “Highly Qualified” Teachers	√	√	√	√
13. AP/IB Results			√	
14. Texas Success Initiative (TSI) — Higher Education Readiness Component			√	

**Indicator 1. TAKS Passing Rates, Grades 3-11**

Source: TAKS Summary Reports for All Students from TEA; Cumulative Summary Reports for first two administrations of Grade 3 Reading and Grade 5 Reading and Mathematics

- 2008 Standards for **State Accountability, Grades 3-11:** *Exemplary, 90%; Recognized, 75%; Academically Acceptable, 65%* for Reading/English Language Arts, Writing, and Social Studies; 50% for Mathematics; and 45% for Science
- 2008 Standards for federal accountability, **Adequate Yearly Progress**, Grades 3-8 and 10: **Performance Rate:** Reading, 60%; Math, 50%

Note: All scores reported at the Panel Recommendation level, except for Grade 8 Science, which was first administered in 2006. It is being phased in (scored at the 2 SEM level in 2006, at the 1 SEM level in 2007, and at Panel Recommendation in 2008 when it will be first used for State Accountability.)

Note: Cells in the chart below show percent and total number tested. Three new student groups have been added in 2007, because of "flags" by external auditors but prior-year data is not provided.

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
<b>Reading / English Language Arts</b>							
Grade 3 — English (All) (first two administrations cumulative)			82%	77	82%	79	90
American Indian		0					
Asian		0	100%	2			
African American		0	100%	1			
Hispanic	80%	45	81%	74	82%	77	90
White		0					
Economically Disadv.	80%	44	81%	72	83%	72	90
Limited Eng. Proficient	67%	21	76%	50	78%	64	85
Special Education	0%	2	67%	3	67%	3	74
Male					79%	38	87
Female					85%	41	93
Migrant							
Grade 3 — Spanish (All) (first two administrations cumulative)			96%	23	94%	31	95
American Indian		0					
Asian		0					
African American		0					
Hispanic	82%	55			94%	31	95
White		0					
Economically Disadv.	82%	55	100%	22	93%	30	95
Limited Eng. Proficient	82%	55	96%	23	94%	31	95
Special Education	100%	3			100%	1	100
Male					100%	15	100
Female					88%	16	90
Migrant							
Grade 4 (All)			48%	77	72%	65	80
American Indian		0					
Asian		0					



Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
African American	100%	2			100%	1	100
Hispanic	79%	34	48%	77	71%	63	80
White		0					
Economically Disadv.	79%	34	47%	75	74%	61	80
Limited Eng. Proficient	86%	14	33%	45	80%	10	80
Special Education	100%	1		3	0%	2	100
Male					76%	33	80
Female					69%	32	80
Migrant							
Grade 4 — (All) Spanish			58%	12	100%	16	100
American Indian		0					
Asian		0					
African American		0					
Hispanic	69%	54			100%	16	100
White		0					
Economically Disadv.	69%	52	64%	11	100%	16	100
Limited Eng. Proficient	70%	53	58%	12	100%	16	100
Special Education		0	100%	1			
Male					100%	8	100
Female					100%	8	100
Migrant							
Grade 5 — English (All) (first two administrations cumulative)			65%	81	85%	33	90
American Indian		0					
Asian	100%	1					
African American	100%	1	100%	1			
Hispanic	74%	66	65%	80	85%	33	90
White	100%	1					
Economically Disadv.	77%	62	66%	76	85%	33	90
Limited Eng. Proficient	68%	34	55%	53	85%	33	90
Special Education	40%	5	100%	2	100%	1	100
Male					81%	16	90

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
Female					88%	17	90
Migrant					100%	1	100
Grade 5 — Spanish (All) (after two administrations)			90%	10	81%	64	90
American Indian		0					
Asian		0					
African American		0					
Hispanic	70%	30			81%	64	90
White		0					
Economically Disadv.	70%	30	90%	10	81%	64	90
Limited Eng. Proficient	70%	30	90%	10	81%	64	90
Special Education	0%	1			100%	2	100
Male					75%	32	85
Female					88%	32	90
Migrant					100%	2	100
<b>Writing</b>							
Grade 4 (All)			64%	74	86%	63	95
American Indian		0					
Asian		0					
African American	100%	2			100%	1	100
Hispanic	89%	28	64%	74	85%	61	95
White		0					
Economically Disadv.	89%	28	63%	72	85%	59	95
Limited Eng. Proficient	88%	8	41%	41	100%	8	100
Special Education	100%	1	33%	3	100%	1	100
Male					79%	34	85
Female					93%	29	95
Migrant							
Grade 4 — Spanish (All)			87%	15	100%	17	100
American Indian		0					
Asian		0					
African American		0					
Hispanic	91%	58	87%	15	100%	17	100

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
White		0					
Economically Disadv.	91%	57	86%	14	100%	17	100
Limited Eng. Proficient	91%	58	87%	15	100%	17	100
Special Education		0	100%	1			
Male					100%	6	100
Female					100%	11	100
Migrant							
<b>Mathematics</b>							
Grade 3 (All)			64%	95	67%	87	80
American Indian		0					
Asian		0	100%	2			
African American		0	100%	1			
Hispanic	43%	46	63%	92	66%	85	80
White		0					
Economically Disadv.	42%	45	64%	89	65%	80	80
Limited Eng. Proficient	38%	21	59%	68	65%	72	80
Special Education	0%	2	50%	2	67%	3	80
Male					74%	42	80
Female					60%	45	80
Migrant							
Grade 3 — Spanish (All)				1	32%	22	75
American Indian		0					
Asian		0					
African American		0					
Hispanic	33%	57			32%	22	75
White		0					
Economically Disadv.	33%	57		1	32%	22	75
Limited Eng. Proficient	33%	57		1	32%	22	75
Special Education	0%	3			100%	1	100
Male					40%	10	75
Female					25%	12	75
Migrant							
Grade 4 (All)			49%	87	83%	64	90

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
American Indian		0					
Asian		0					
African American	100%	2			100%	1	100
Hispanic	83%	35	49%	87	82%	62	90
White		0					
Economically Disadv.	83%	35	49%	84	83%	60	90
Limited Eng. Proficient	93%	14	36%	55	82%	11	90
Special Education	100%	2	67%	3	0%	1	100
Male					82%	34	90
Female					83%	30	90
Migrant							
Grade 4 — Spanish (All)					83%	12	90
American Indian		0					
Asian		0					
African American		0					
Hispanic	63%	54			83%	12	90
White		0					
Economically Disadv.	62%	52			83%	12	90
Limited Eng. Proficient	62%	53			83%	12	90
Special Education		0					
Male					100%	6	100
Female					67%	6	80
Migrant							
Grade 5 — English (All) (first two administrations cumulative)			79%	90	77%	53	85
American Indian		0					
Asian	100%	1					
African American	100%	1	100%	1			
Hispanic	81%	64	79%	89	77%	53	85
White	100%	1					
Economically Disadv.	83%	60	78%	85	76%	50	85
Limited Eng. Proficient	81%	32	81%	62	60%	15	80

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
Special Education	60%	5	100%	2	100%	1	100
Male					88%	25	90
Female					68%	28	80
Migrant					100%	1	100
Grade 5 — Spanish (All) (first two administrations cumulative)			33%	3	34%	32	75
American Indian		0					
Asian		0					
African American		0					
Hispanic	53%	30			34%	32	75
White		0					
Economically Disadv.	52%	29	33%	3	34%	32	75
Limited Eng. Proficient	52%	29	33%	3	34%	32	75
Special Education		0			0%	1	75
Male					25%	16	75
Female					44%	16	75
Migrant					100%	1	100
<b>Science</b>							
Grade 5 (All)			31%	91	76%	53	85
American Indian		0					
Asian	100%	1					
African American	100%	1	100%	1			
Hispanic	43%	65	30%	90	76%	53	85
White	100%	1					
Economically Disadv.	42%	62	30%	86	74%	50	85
Limited Eng. Proficient	32%	34	17%	63	54%	13	75
Special Education	33%	6		3	100%	2	100
Male					88%	24	90
Female					66%	29	80
Migrant					100%	1	100
Grade 5 — Spanish (All)					39%	33	75
American Indian		0					

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
Asian		0					
African American		0					
Hispanic	17%	29			39%	33	75
White		0					
Economically Disadv.	18%	28			39%	33	75
Limited Eng. Proficient	18%	28			39%	33	75
Special Education	0%	1			0%	1	100
Male					41	17	75
Female					38	16	75
Migrant					100	1	100

**Indicator 2. All Students and of Gifted and Talented Students Scoring at the Commended Level on TAKS, Grades 3-11**

Source: TAKS Summary Reports for All Students

Standard for TEA's 2008 **Gold Performance Acknowledgments**: 25.0% of all students tested for each subject area

Note: For the Acknowledgement, GPA Standard must be met for All Students, African American, Hispanic, White, and Economically Disadvantaged.

Note: Cells in the chart below show percent and total number combining English and Spanish tests as well as the first two administrations of Reading for Grade 3 and Reading and Mathematics for Grade 5.

<b>Indicator</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>Target for 2008</b>
<b>Reading</b>				
All Students	15.9% (289)	12.9% (280)	20.3%(276)	25
Gifted and Talented	48.1% (27)	35.3% (17)	20.0%(10)	25
<b>Writing</b>				
All Students	11.0% (290)	5.6% (89)	13.8%(80)	15
Gifted and Talented	48.1% (27)	0% (4)	25.5%(4)	30
<b>Mathematics</b>				
All Students	22.7% (88)	13.4% (276)	17.0%(270)	25
Gifted and Talented	25.0% (8)	70.6% (17)	60.0%(10)	65
<b>Science</b>				
All Students	9.3% (97)	3.3% (91)	7.0%(86)	25
Gifted and Talented	50.0% (14)	33.3% (9)	XXX(4)	50

**Indicator 3. English Language Proficiency, Grades K-12**

Source: Reports in the Texas English Language Proficiency Assessment System (TELPAS)

- For federal accountability under Title III, Part A, of the No Child Left Behind (NCLB) Act of 2001

NCLB mandates that each State conduct annual assessments to demonstrate the progress of LEP students. Texas assesses Kindergarten through Grade 12 in the domains of listening, speaking, reading, and writing. Beginning in 2005, TELPAS results have been used in the accountability measures required by Title III. These measures are called the Annual Measurable Achievement Objectives (AMAO) for limited English proficient (LEP) students. Reading is measured by the Reading Proficiency Tests in English (RPTE). (Texas Observation Protocols (TOP) measures the other three areas).

- For State Accountability, TEA will add a new indicator, perhaps 2009. The **English Language Learner Progress Measure** will report the percentage of current and monitored LEP students who meet any of three criteria:

1. Meets the student passing standard on the TAKS English Reading/ELA test, or
2. Meets the student proficiency level on the RPTE based on years in US schools for first-time RPTE testers, or
3. Shows progress on the RPTE from the prior year for previous testers.

> 2008 AMA Standards

AMAO's	Grades K-2	Grades 3-12
Progress	17.00%	44.00%
Attainment	2.50%	26.0% (Method 1) OR 44.0% (Method 2)

(Continued)



Note: The TELPAS system received major changes beginning with the 2006 cycle, making comparisons to 2005 inappropriate.

<b>Indicator</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Target for 2008</b>
<b>Grade K</b>				
Number/Percent of Students Reaching Advanced High	5%	5%	8%	10%
<b>Grade 1</b>				
Number/Percent of Students Reaching Advanced High	5%	1%	3%	5%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	—	—	(54%) 30	65%
<b>Grade 2</b>				
Number/Percent of Students Reaching Advanced High	8%	25%	9%	15%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	—	—	(80%) 48	85%
<b>Grade 3</b>				
Number/Percent of Students Reaching Advanced High	15%	32%	42%	50%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	—	—	(54%) 62	65

<b>Indicator</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Target for 2008</b>
<b>Grade 4</b>				
Number/Percent of Students Reaching Advanced High	23%	17%	36%	45%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	(62%) 33	(68%) 38	(95%) 2	97
<b>Grade 5</b>				
Number/Percent of Students Reaching Advanced High	46%	46%	36%	45%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	(69%) 36	(79%) 42	(75%) 30	80

**Indicator 4. Retention Rates Grades 1-12**

Source: Reports compiled by RAA from reports by principals before and after Summer School

Note: Cells in the chart below show percent and total number.

<b>Indicator</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>Target for 2008</b>
Grade 1				
Before Summer	12% (14)	25.7% (27)	26%(25)	10%
After Summer	9% (10)	14.3% (12)	14.7%(14)	
Grade 2				
Before Summer	14% (14)	13.4% (15)	16.8%(14)	10%
After Summer	9% (9)	3.6% (1)	8%(7)	
Grade 3				
Before Summer	23% (24)	19.2% (19)	18%(20)	10%
After Summer	5% (5)	8.1% (7)	5%(6)	
Grade 4				
Before Summer	10% (9)	13.2% (12)	14%(12)	10%
After Summer	5% (5)	1.1% (1)	0%	
Grade 5				
Before Summer	37% (37)	38.1% (37)	31.8%(29)	15%
After Summer	0% (0)	3.1% (2)	4%(4)	

FINDINGS FROM  
THE COMPREHENSIVE NEEDS ASSESSMENT  
FOR CAMPUS PLANNING

2007-08

**Lamar School**

**Lamar School has determined the following strengths in student academic performance: 3<sup>rd</sup> grade Reading English and Spanish; 4<sup>th</sup> grade Reading Spanish; 5<sup>th</sup> grade Reading English and Spanish; 4<sup>th</sup> grade Writing English and Spanish; and 4<sup>th</sup> grade Math English and Spanish, The 5<sup>th</sup> grade Science will continue to improve.**

**The Campus Improvement team noted that 5<sup>th</sup> grade Spanish Science must improve. The instructional language must be determined early in order to improve student achievement. To achieve this improvement, students in all grades will maintain Science Journal. Additionally, 3<sup>rd</sup> and 5<sup>th</sup> grade Math must improve. Mathematics instruction must reflect integration of hand-on activities with real-world contexts, with special emphasis on work problems and mathematics vocabulary at all grade levels. Implement The Problem Solving Strategy model will be implemented in all grade levels.**

Indicator	Elementary Schools	Middle Schools	High Schools	Other Schools
1. TAKS Passing Rates, Grades 3-11	√	√	√	√
2. All Students and of Gifted and Talented Students Scoring at the Commended Level on TAKS, Grades 3-11	√	√	√	
3. English Language Proficiency Progress and Attainment, Grades K-12	√	√	√	√
4. Retention Rates Grades 1-12	√	√	√	
5a. Student Success Initiative, Grade 3	√			
5b. Student Success Initiative, Grade 5	√			
6. Annual Attendance Rate, Grades 1-12	√	√	√	√
7. Annual Dropout Rate, Grades 7-8		√		
8. Longitudinal (Four-year) Completion Rate, Grades 9-12			√	
9. Mandatory Expulsions (Expellable Offenses)	√	√	√	√
10. SAT/ACT Results			√	
11. Technology STaR Chart Ratings — Campus	√	√	√	√
12. “Highly Qualified” Teachers	√	√	√	√
13. AP/IB Results			√	
14. Texas Success Initiative (TSI) — Higher Education Readiness Component			√	

## **Indicator 1: TAKS Passing Rates, Grades 3-11**

### **Strengths**

- 1. Continue to maintain high level of performance in the following areas:  
3<sup>rd</sup> grade Reading English and Spanish  
4<sup>th</sup> grade Reading Spanish  
5<sup>th</sup> grade Reading English and Spanish  
4<sup>th</sup> grade Writing English and Spanish  
4<sup>th</sup> grade Math English and Spanish**
- 2. 5<sup>th</sup> grade Science will continue to improve.**

### **Barriers to Improvement**

- 1. 5<sup>th</sup> grade Spanish Science will improve. Instructional language must be determined early in order to improve student achievement. Students in all grades will maintain Science Journal.**
- 2. 3<sup>rd</sup> and 5<sup>th</sup> grade Math will improve. Mathematics instruction must reflect integration of hand-on activities with real-world contexts, with special emphasis on work problems and mathematics vocabulary at all grade levels. Implement Problem Solving Strategy model in all grade levels.**

**Indicator 2: Percents of All Students and of Gifted and Talented Students Scoring at the Commended Level on TAKS, Grades 3-11**

**Strengths**

1. The number of students who scored commended level on TAKS Reading increased from 12.9 % to 20.3%, Writing from 5.6 % to 13.8%, Math from 13.4 % to 17% , and Science from 3.3 % to 7%.

**Barriers to Improvement**

1. Lamar will improve efforts to increase the number of G/T students who meet the commended level on the TAKS Reading, Writing, Math and Science.
2. Lamar faculty and staff will monitor academic progress of G/T students throughout the year in order to identify areas of concern.

### **INDICATOR 3: English Language Proficiency Progress and Attainment, Grades K-12**

#### **Strengths**

- 1. Improvement on the number of students that reached High Advanced rating improved in grades K, 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup>.**
- 2. The LEP subgroup in grades 3-5 has at least a 75% passing rate in Reading TAKS**

#### **Barriers to Improvement**

- 1. Lamar will address the number of students who have been served since PreKindergarten and have not passed the TAKS in English.**
- 2. Lamar teachers will continue to use the Moving Into English curriculum to be implemented for K-5<sup>th</sup>.**
- 3. Monitor student English Language Acquisition through the use of DRA.**



## **INDICATOR 4: Retention Rates, Grades 1-12**

### **Strengths**

- 1. The percent of students retained in 3<sup>rd</sup> grade decreased from an 8% to a 5%.**

### **Barriers to Improvement**

- 1. Lamar must re-evaluate intervention strategies intended to support struggling readers. In addition, early intervention is key to positive student achievement. Lamar's Literacy Team, Math leader, classroom teachers, and campus administration will continue collaborate during weekly focused instructional planning to identify and monitor students who need additional assistance across all grade levels in reading, writing, math, and science.**
- 2. Core curriculum planning, instructional delivery and assessment must be aligned/cohesive across all grade levels in order to support all Lamar students and enhance academic achievement. Campus and district Benchmark assessment will provide data for appropriate and timely intervention.**

**INDICATOR 5a: Student Success Initiative, Grade 3**

**INDICATOR 5b: Student Success Initiative, Grade 5**

### **Strengths**

- 1. The percent of students not passing 5<sup>th</sup> grade Reading TAKS in English decreased from a 35% to 15%.**
- 2. The percent of students not passing 5<sup>th</sup> grade Mathematics TAKS in English decreased from a 21% to 14%.**

### **Barriers to Improvement**

- 1. Lamar will increase the passing rate of 3<sup>rd</sup> and 5<sup>th</sup> grade students in TAKS Reading (Spanish) and 5<sup>th</sup> grade students in TAKS Math (Spanish) by providing extended support through systematic interventions based on individual Accelerated Instructional Plans.**

## **INDICATOR 6: Annual Attendance Rate, Grades 1-12**

### **Strengths**

- 1. Lamar has a positive attendance rate (95.7% for the 2006-2007 school year), particularly in consideration of the fact that the population is relatively mobile.**

### **Barriers to Improvement**

- 1. Lamar will continue to acknowledge consistent attendance and will maintain proactive communication with parents/guardians. One area of challenge for Lamar is the number of students who reside in shelters. Another concern is the number of students who frequently move within the El Paso area and across the border throughout the school year. Lamar will continue to work with families to stress the importance of consistent attendance at school.**

**INDICATOR 7: Annual Dropout Rate, Grades 7-8**

**Strengths**

N/A

**Barriers to Improvement**

N/A

**INDICATOR 8: Longitudinal (Four-year) Completion Rate, Grades 9-12**

**Strengths**

N/A

**Barriers to Improvement**

N/A

**INDICATOR 9: Mandatory Expulsions (Expellable Offenses)**

**Strengths**

N/A

**Barriers to Improvement**

N/A

**INDICATOR 10: SAT/ACT Results**

**Strengths**

N/A

**Barriers to Improvement**

N/A

## **INDICATOR 11: Technology STaR Chart Ratings — Campus**

### **Strengths**

- 1. The infrastructure for technology has improved.**
- 2. Faculty and staff feel that administration support and support services have improved.**

### **Barriers to Improvement**

- 1. Staff development training in technology needs increase.**



**INDICATOR 12: “Highly Qualified” Teachers and Paraprofessionals**

**Strengths**

1. Lamar has 100% Highly Qualified personnel.

**Barriers to Improvement**

**INDICATOR 13: AP/IB Results**

**Strengths**

N/A

**Barriers to Improvement**

N/A

**INDICATOR 14: Texas Success Initiative (TSI) — Higher Education Readiness Component**

**Strengths**

N/A

**Barriers to Improvement**

N/A

**Indicator 5. Student Success Initiative (SSI)**

Source: TAKS Cumulative Summary Reports

Enacted by the 76th Legislature (1999), the goal of SSI is to ensure that all students can perform at grade level at specific grades before they take the exit-level tests in Grade 11. SSI grade achievement requirements were first applied to the Grade 3 Reading in 2003. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by the unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

**Indicator 5a. SSI, Grade 3**

<b>Indicator</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Target for 2008</b>
Reading — English				
Percent of Students Not Passing	20%	17%	17%	10%
Number of Students Not Passing	9	13	13	
Reading — Spanish				
Percent of Students Not Passing	17%	4%	10%	5%
Number of Students Not Passing	9	1	3	

Indicator **5b. SSI, Grade 5**

Source: TAKS Cumulative Summary Reports for Grade 5 Reading and Mathematics

Note: Cells in the chart below show percent and number not meeting standard after the first two test administrations

<b>Indicator</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Target for 2008</b>
Reading — English				
Percent of Students Not Passing	24%	35%	15%	10%
Number of Students Not Passing	16	29	8	
Reading — Spanish				
Percent of Students Not Passing	32%	10%	15%	10%
Number of Students Not Passing	9	1	5	
Math — English				
Percent of Students Not Passing	16%	21%	14%	10%
Number of Students Not Passing	11	19	8	
Math — Spanish				
Percent of Students Not Passing	47%	—	42%	20%
Number of Students Not Passing	14	—	13	

**Indicator 6. Annual Attendance Rate, Grades 1-12**

Source: annual AEIS reports for TEA and prior-year's AYP Data Tables; for current year, Principal's Year To Date Report for (ATT63)

- 2008 Standards for **Gold Performance Acknowledgements** for **state accountability** (All Students only):
  - District, 96.0%
  - High school, 95.0%
  - Middle School, 96.0%
  - Elementary, 97.0%
  
- 2008 Standard for **Adequate Yearly Progress** Under NCLB, for all but high schools: 90%

Note: For the Acknowledgement, GPA Standard must be met for All Students, African American, Hispanic, White, and Economically Disadvantaged.

Note: Cells in the chart below show percent of days students were present out of the total days enrolled.

<b>Indicator</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Target for 2008</b>
Grades 1-12	95.9%	96.2%	95.7%	97.0%

**Indicator 9. Mandatory Expulsions (Expellable Offenses)**

Source: Student Disciplinary Action Summary Edit+ Report from Summer PEIMS Submission to TEA (Taken from the Code 165, Discipline-Source-Action-Reason-Code table)

Note: Indicators used by TEA to identify schools as “persistently dangerous” and required to implement the School Safety Choice Option (a parent transfer option) under NCLB, except PEIMS Codes 12 and 46-49 for 2004-05 and 2005-06 (marked with \*). The selection criterion was three incidents per 1,000 students in each of the three most consecutive years for which data are available.

The methodology for identification changed in July 2007 beginning with 2007-08. Codes 12, 46, 47, and 48 (marked with \*\*) were added. The new selection criterion for schools with 200 or more students is the number of mandatory expellable incidents per year equal to 1% or more for the three most recent consecutive years for which data are available.

Note: Cells in the chart below show total number of incidents (not students) reported in PEIMS.

<b>PEIMS Code/Indicator</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>Target for 2008</b>
11 Used, exhibited, or possessed a firearm and/or brought a firearm to school	0	0	0	0
12 Used, exhibited, or possessed and illegal knife**	0	0	0	0
13 Used, exhibited, or possessed a club	0	0	0	0
14 Used, exhibited, or possessed a prohibited weapon under Penal Code	0	0	0	0
16 Arson	0	0	0	0
17 Murder, capital murder, criminal attempt to commit murder, or capital murder	0	0	0	0
18 Indecency with a child	0	0	0	0
19 Aggravated kidnapping	0	0	0	0
29 Aggravated assault under Penal Code against a school district employee or volunteer	0	0	0	0
30 Aggravated assault under Penal Code against someone other than a school district employee or volunteer	0	0	0	0

<b>PEIMS Code/Indicator</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>Target for 2008</b>
31 Sexual assault under Penal Code or aggravated sexual assault under Penal Code against a school district employee or volunteer	0	0	0	0
32 Sexual assault under Penal Code or aggravated	0	0	0	0
36 Felony controlled substance violation	0	0	0	0
37 Felony controlled substance violation	0	0	0	0
46 Aggravated Robbery**	0	0	0	0
47 Manslaughter**	0	0	0	0
48 Criminally Negligent Homicide**	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Note: Definitions adapted from 2006-2007 PEIMS Data Standards, Appendix E, from TEA



**Indicator 11. Technology STaR Charts**

Source: Annual Spring reports submitted on-line by campus to TEA at [www.tea.state.tx.us/starchart](http://www.tea.state.tx.us/starchart)

Importance: Requirement for district qualification to apply for federal grant

Note: Cells in the chart below show the ratings given as self-assessments by the school.

<b>Key Area</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>Target for 2008</b>
I. Teaching and Learning	12	12	11	15
II. Educator Preparation and Development	12	12	12	15
III. Infrastructure for Technology	10	10	13	15
IV. Administration and Support Services	10	10	12	15

Ratings for each category: **6-8** = Early Tech **9-14** = Developing Tech **15-20** = Advanced Tech **21-24** = Target Tech

**Indicator 12. Highly Qualified Teachers and Professionals**

Source: Highly Qualified Teachers Reports, TEA, compiled and submitted by Human Resources; paraprofessional counts from Human Resources

Any district that receives federal Title I funds and does not have 100% of all core academic subject area teachers meeting the highly qualified requirements as of the end of the 2005-06 school year, must have a highly qualified teacher plan on file for each campus that is not at 100% (regardless of whether that campus is served with Title I funds or not). The US Department of Education extended the deadline of 100% to the end of the 2006-07 school year.

Note: Cells in the chart below show percent and total number. The categories of teachers were added to this chart in 2007 but prior-year data is not provided. They were not on the TEA reports for 2004-05.

<b>Indicator</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Target for 2008</b>
Percent of <u>Teachers</u> in Core Academic Subject Areas Who Are Highly Qualified				
Regular	100.00%	100.00%	100.00%	100%
Special Education	—	—	100.00%	100%
Bilingual / ESL	—	—	100.00%	100%
Percent of <u>Classes</u> in Core Academic Subject Areas Taught by Teachers Who Are Highly Qualified				
Regular	100.00%	100.00%	100.00%	100%
Special Education	—	—	100.00%	100%
Bilingual / ESL	—	—		100%
Percent of Paraprofessionals	—	—		100%

# CIP/DIP/CAP Full Objective Report

Lamar

El Paso Independent School District

10/19/2007

**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.1:** Increase student performance on TAKS

## Objective 1.1.1 – Reading: Attain or exceed 90%

**Summative Evaluation Criteria:**

TAKS Scores

**Schoolwide Components:**

1, 2, 3, 4, 8, 9, 10

**NCLB Objective(s):**

1.1, 1.3, 2.1, 2.2

**Lagging Indicator:**

Students at 75% of Level

### Strategy 1.1.1.1 Address Reading First

Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Schedule reading instruction (Tier I) at Grades K-3 for a 90 minute/day uninterrupted block in accordance with TRFI (Texas Reading First Initiative) requirements. Include extended literacy support (Tier 2) for students during the school day (30 minutes).	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	E. Jurado	State adopted reading curriculum CILT Team	Class Schedules Walk-through documentation	

### Strategy 1.1.1.2 Address PLORE

Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Train 2nd-5th grade teachers on PLORE strategies.	Sep	B. Martinez	copies reading passages material	sign-in sheets	
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	

Document results of reading passages for students in 2nd-5th.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr	B. Martinez	Reading passages material Copies	Individual student record
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**Strategy 1.1.1.3 Address DRD**

Total Strategy Cost:  
\$1,000.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Employ retired teachers to provide instruction to DRD students.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	Funds EPISD Humar Resources	Class schedules Time sheets	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>211 – ESEA Title 1 Part A</td> <td>\$1,000.00</td> </tr> <tr> <td colspan="2">Activity Total: \$1,000.00</td> </tr> </tbody> </table>	Funding Source	Cost	211 – ESEA Title 1 Part A	\$1,000.00	Activity Total: \$1,000.00	
Funding Source	Cost										
211 – ESEA Title 1 Part A	\$1,000.00										
Activity Total: \$1,000.00											

**Strategy 1.1.1.4 Support Classroom and Campus Libraries**

Total Strategy Cost:  
\$7,681.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress									
Purchase books/periodicals in English and Spanish.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Funds Catalogs	Purchase orders	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>199 – Local Maintenance</td> <td>\$5,000.00</td> </tr> <tr> <td>211 – ESEA Title 1 Part A</td> <td>\$2,681.00</td> </tr> <tr> <td colspan="2">Activity Total: \$7,681.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$5,000.00	211 – ESEA Title 1 Part A	\$2,681.00	Activity Total: \$7,681.00	
Funding Source	Cost												
199 – Local Maintenance	\$5,000.00												
211 – ESEA Title 1 Part A	\$2,681.00												
Activity Total: \$7,681.00													

**Strategy 1.1.1.5 Support Reading Instruction**

Total Strategy Cost:  
\$1,000.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
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Purchase books for distribution to all students through the RIF (Reading is Fundamental) Initiative.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr	K. Higgins	Funds Approved vendors Library Resources	Purchase orders Distribution schedule	<table border="1"> <tr> <td>Funding Source</td> <td>Cost</td> </tr> <tr> <td>199 – Local Maintenance</td> <td>\$1,000.00</td> </tr> <tr> <td colspan="2">Activity Total: \$1,000.00</td> </tr> </table>	Funding Source	Cost	199 – Local Maintenance	\$1,000.00	Activity Total: \$1,000.00	
Funding Source	Cost										
199 – Local Maintenance	\$1,000.00										
Activity Total: \$1,000.00											
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Use the Accelerated Reading Program in grades 2nd-5th.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	K. Higgins	Reading Renaissance Program Classroom computers Library	Accelerated Reading reports							
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Model reading instruction using research-based best practices.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	Literacy leader	Class schedules Benchmarks' results PLC minutes							



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.1:** Increase student performance on TAKS

**Objective 1.1.2 – Writing: Attain or exceed 95%**

<b>Summative Evaluation Criteria:</b> TAKS Scores	<b>Schoolwide Components:</b> 1, 2, 3, 4, 8, 9, 10	<b>NCLB Objective(s):</b> 1.1, 1.3, 2.1, 2.2
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**Lagging Indicator:**

N/A

**Strategy 1.1.2.1 Address the Writing Process**

Total Strategy Cost: \$0.00

<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Implement the use of writing notebooks in all grades.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	K. Johnson	Warehouse orders	Checklist Notebooks	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Publish and display writing pieces every six weeks in grades 1st-5th.	Sep, Nov, Dec, Feb, Apr, May	K. Johnson	Writers Academy Binder EPISD Curriculum	Checklist	

**Strategy 1.1.2.2 Address Tiered Instruction**Total Strategy Cost:  
\$36,000.00

<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Schedule daily reading instruction (Tier I) at grades K-5 with extended opportunities to integrate reading/writing through focused enrichment time.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	EPISD curriculum guides	Class schedules Documented walk-throughs	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Provide extended literacy support (Tier 2) during the school day (30 minutes) based on individual student needs/data.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	TRFI Voyager	Class schedules Fluency probes TPRI	
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Employ retired teachers to address (Tier 3) students during the school day (45 minutes)	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar,	B. Martinez	Funds EPISD Human Resources	Class schedules Time sheets	

based on individual student needs/data. Apr, May

Funding Source	Cost
211 – ESEA Title 1 Part A	\$36,000.00
Activity Total: \$36,000.00	



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.1:** Increase student performance on TAKS

### Objective 1.1.3 – Social Studies: Attain or exceed 87%

**Summative Evaluation Criteria:**  
TAKS Scores

**Schoolwide Components:**  
1, 2, 3, 4, 8, 9, 10

**NCLB Objective(s):**  
1.3

**Lagging Indicator:**  
N/A

#### Strategy 1.1.3.1 Address Interactive Notebooks

Total Strategy Cost:  
\$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Implement the use of Social Studies notebooks in all grades.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	M. Alexander	Curriculum guides Warehouse	Checklist Benchmarks' results Notebooks



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**Goal # 1.1:** Increase student performance on TAKS

**Objective 1.1.4 – Mathematics: Attain or exceed 80%**

**Summative Evaluation Criteria:**  
TAKS Scores

**Schoolwide Components:**  
1, 2, 3, 4, 8, 9, 10

**NCLB Objective(s):**  
1.2, 1.3, 2.3

**Lagging Indicator:**  
N/A

Strategy 1.1.4.1 Address Problem-Solving Strategy

Total Strategy Cost:  
\$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Use a variety of materials to expose students to different problem solving strategies.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Herrera	Manipulatives EPISD Math Dept.	Documented walk-throughs Benchmarks results
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Model problem solving strategies.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Herrera	Math coach	Class schedules PLC meeting minutes Documented walk-throughs Benchmark results
Activity #3	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Purchase problem solving testing material.	Sep, Oct, Nov, Dec, Jan	B. Martinez	Catalogs EPISD approved vendors	Purchase orders
Activity #4	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Implement the use of notebooks in all grades to include math vocabulary and problem solver	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Herrera	Warehouse	Notebooks Checklist Benchmarks' results



strategies.



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.1:** Increase student performance on TAKS

<b>Objective 1.1.5 – Science: Attain or exceed 80%</b>		
<b>Summative Evaluation Criteria:</b> TAKS Scores	<b>Schoolwide Components:</b> 1, 2, 3, 4, 8, 9, 10	<b>NCLB Objective(s):</b> 1.3
<b>Lagging Indicator:</b> N/A		

Strategy 1.1.5.1 Address the Science Distribution Center					Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Inform teachers of services and materials provided by the Science Distribution Center.	Sep, Oct, Jan, Feb	E. Ortiz	Distribution center information	Copy of email	
Strategy 1.1.5.2 Address the Scientific Method					Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Implement the use of Science notebooks in K-5.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	E. Ortiz	Warehouse Science coach	Benchmarks' results Notebooks Checklist	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	

Conduct Science experiments in all grades using the scientific method.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	E. Ortiz	Labs Science coach Curriculum guides	Benchmarks' results Lab schedules Documented walk-throughs							
Strategy 1.1.5.3 Support Science Instruction					Total Strategy Cost: \$49,689.00						
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Continue to employ a Science Coach.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	School funds EPISD Human Resources	Sign-in sheets	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>185 – State Comp Ed</td> <td>\$49,689.00</td> </tr> <tr> <td colspan="2">Activity Total: \$49,689.00</td> </tr> </tbody> </table>	Funding Source	Cost	185 – State Comp Ed	\$49,689.00	Activity Total: \$49,689.00	
Funding Source	Cost										
185 – State Comp Ed	\$49,689.00										
Activity Total: \$49,689.00											
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Model and observe science lessons.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	E. Ortiz	Science coach Curriculum guides	Benchmarks results Class schedules Documented walk-throughs							



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**Goal # 1.1:** Increase student performance on TAKS

**Objective 1.1.6 – Increase Attendance Rate (Grades 1-12) Districtwide: Attain or exceed 96.0% Multi-Level: Attain or exceed 96.0% High School: Attain or exceed 95.0% Middle School: Attain or exceed 96.0% Elementary Schools: Attain or exceed 97.0%**

<b>Summative Evaluation Criteria:</b> AEIS and PEIMS indicators	<b>Schoolwide Components:</b> 1, 6, 7, 9	<b>NCLB Objective(s):</b> 1.3
<b>Lagging Indicator:</b> N/A		

Strategy 1.1.6.1 Implement a monitoring system to ensure student attendance					Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Review attendance report on a monthly basis in order to identify students with excessive absences and contact their parents.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	SASI	Parent contact log Attendance report	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Maintain and document communication with parents/guardians regarding student attendance requirements as per EPISD policy. Hold Attendance Review Committee(ARC) meetings as students accrue more than three unexcused absences.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	SASI	Court warnings Parent communication log Attendance letter report	
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Continue to acknowledge students who have perfect attendance each nine weeks with a pencil and certificate.	Oct, Dec, Mar, May	S. Adams	Warehouse SASI	Attendance report Awards requisition forms	
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Recognize perfect and excellent attendance at end-of-year assemblies.	May	S. Adams	SASI	Awards requisition forms Agenda	



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**Goal # 1.1:** Increase student performance on TAKS

### Objective 1.1.7 – Implement District Non-Negotiables in core academic areas

**Summative Evaluation Criteria:**

TAKS Scores, Benchmarks, INOVA assessments, District Rubrics, LRE Ratios, SPED student participation rates in TAKS, PBMAS Criteria, Teacher Training and Support Documentation

**Schoolwide Components:**  
1, 2, 3, 4, 6, 7, 8, 9, 10

**NCLB Objective(s):**  
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3

**Lagging Indicator:**  
Weekly

Strategy 1.1.7.1 Implement a minimum of three benchmarks (for each core subject area) during the school year at grades 3 through 12.

Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Provide copies of district benchmark assessments in all core areas (3-5) according to district benchmark calendar.	Oct, Dec, Feb, Apr	L. Herrera	Copies	Tests results
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Use Edusoft to analyze data.	Oct, Dec, Feb, Apr	L. Herrera	Edusoft software program	Edusoft reports

Strategy 1.1.7.2 Implement the INOVA process

Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Create class loads based on an equal distribution of students using INOVA data.	Aug	B. Martinez	INOVA data	Homeroom lists with INOVA profiles
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress

Evaluate interventions from the previous year (06-07) for math and reading to determine effectiveness	Aug	L. Montoya	TAKS results Report Cards Teacher Input	Revised intervention grid
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Identify 07-08 special target students for both math and reading.	Aug	L. Montoya	INOVA	Special Target lists
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Complete the Goal Setting Worksheet with your CILT to determine 07-08 goals for math, reading, science and subgroups.	Aug	B. Martinez	TAKS, TPRI/Tejas Lee, and DRA/EDL results	Goal sheets
<b>Activity #5</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Identify students that must be carefully monitored to ensure passing and continued passing on the TAKS.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	INOVA Potential Gain Report	Students' lists by classroom
<b>Activity #6</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Revise and share with faculty the scenario grid interventions developed for special target and targeted students for both reading and math.	Aug	L. Montoya	INOVA data TAKS results Teacher input	Scenario grid Minutes/Agenda
<b>Activity #7</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Complete the INOVA Deployment Protocol Worksheet.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr	B. Martinez	INOVA TAKS and benchmark results District and campus staff development	Completed Worksheet

<b>Activity #8</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Conduct campus-wide training on INOVA at least twice a year to support and ensure INOVA implementation.	Aug, Jan	B. Martinez	INOVA data District staff development	sign-in sheets	
<b>Activity #9</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Identify best instructional strategies to teach Strike Zone and Aberrant objectives.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	INOVA data TAKS information booklets	Sign-in sheets Minutes	
Strategy 1.1.7.3 Implement the Bilingual/ESOL Education Program to include the following to ensure compliance of LPAC policies and procedures, support and monitor SIOPI implementation, ensure English language gains according to AMAOs requirements, and increase the involvement of LEP students parents.					Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Train identified staff to serve on the campus LPAC (Language Proficiency Assessment Committee).	Aug, Sep, May	B. Martinez	DELA (Department of English Language Aquisition)	Sign-in sheets Staff development registration	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Train teachers in the SIOPI Model.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	DELA	Staff development registration Sign-in sheets	
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Support and monitor SIOPI Model implementation.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	DELA Reading and Mach Coaches	Documented walk-throuhs Staff development or grade level minutes	

Activity #4	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Plan, implement, and assess instruction according to the Accelerated and/or English Transition Model for all students PK-5.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	DELA Reading, Math and Science coaches	Lesson plans Class schedule
Activity #5	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Utilize the "mMving into English" curriculum on a daily basis across all grade levels K-5 and structure ESL lessons to integrate core content in Math, Science, and Social Studies.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Curriculum Guides	TOPS results Documented walk-throughs
Activity #6	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Provide information to parents/guardians, faculty, and staff about the EPISD English Language Transition Model and topics relevant to bilingual education.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	DELA guides	Agenda/minutes Sign-in sheets
Activity #7	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
LPAC will meet monthly to identify, place, review, and monitor LEP students.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr	Sandra Yzaguirre	DELA Department	Minutes
Activity #8	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Teachers will be trained on TELPAS and meet vertically to review and analyze TELPAS data which will be used to inform instruction and increase English language gains.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr	R. Tarin	DELA Department TELPAS results Research and Evaluation Department	Minutes TELPAS Results
Strategy 1.1.7.4 Implement the PASS (Problem and Solution Strategies) at elementary, middle and high school levels for each core curriculum area.				Total Strategy Cost: \$0.00

<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Train faculty on PASS strategies.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Herrera	EPISD Staff Development	Sign-in sheets	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Model PASS strategies in the classroom.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Herrera	Math coach	Class schedules Documented walk-throughs	
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Ensure PASS strategies are being implemented by conducting walk-throughs.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Walk-through forms	Documented walk-throughs	
<b>Strategy 1.1.7.5 Implement the Academic Coach Model</b>					<b>Total Strategy Cost: \$0.00</b>
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Attend district-wide trainings.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Region 19 EPISD Staff Development	Sign-in sheets	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Provide staff development for faculty.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Staff Development personnel Approved vendors Conferences	Registrations Sign-in sheets	
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	



Collaborate with faculty during planning periods.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	PLC schedules	Agendas/minutes Sign-in sheets Time cards	
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Model lessons for faculty.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Class schedules	Documented walk-throughs Lesson plans	
Strategy 1.1.7.6 Implement the EPISD Standards-Based Curriculum					Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Provide lesson plans that reflect TEKS as stated in the district curriculum guides.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Curriculum guides	Copies of lesson plans	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Conduct routine walkthroughs.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Walk-through forms EPISD curriculum guides Lesson plans	Documented walk-throughs	
Strategy 1.1.7.7 Implement the CILT Campus Instructional Leadership Teams model at each campus					Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Activate dialogue and reflection on student achievement among administrators and teachers.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	PLC Model EPISD Staff Development	Lesson Plans PLC minutes/agenda	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Determine campus/teacher needs for continual professional development.	Sep, Oct, Nov, Dec, Jan, Feb,	B. Martinez	Professional Development	Surveys PLC minutes	

Mar, Apr, May					
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Analyze and utilize data driven decision-making to improve student achievement.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	Edusoft INOVA	Targeted Instruction Plans	
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Meet at least once a month to discuss progress.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Assessment data	Agenda/minutes	
Strategy 1.1.7.8 Address Technology Integration					Total Strategy Cost: \$3,145.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Support core-curriculum subjects with integration of United Streaming.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	E. Ortiz	Computers Projectors	Lesson plans Documented walk-throughs	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Provide update training on technology (software and hardware) to all faculty and staff at least twice during the school year.	Oct, Jan, Mar	B. Martinez	software programs In-Focus	Agenda/Minutes Sign-in sheets	
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Schedule weekly computer classes for all grades.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Computer lab	Lesson plans	

Activity #4	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Purchase, as appropriate, materials, software and hardware equipment, and contracted services to support administrative efforts to achieve campus initiatives and update campus resources.	Sep, Oct, Nov, Dec, Jan, Feb, Apr, May	B. Martinez	Approved vendors	Purchase orders	<table border="1"> <thead> <tr> <th data-bbox="1654 250 1822 310">Funding Source</th> <th data-bbox="1822 250 1955 310">Cost</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 310 1822 375">199 – Local Maintenance</td> <td data-bbox="1822 310 1955 375">\$3,145.00</td> </tr> <tr> <td colspan="2" data-bbox="1654 375 1955 435">Activity Total: \$3,145.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$3,145.00	Activity Total: \$3,145.00	
Funding Source	Cost										
199 – Local Maintenance	\$3,145.00										
Activity Total: \$3,145.00											
Strategy 1.1.7.9 Implement Gifted and Talented Education to include student identification and assessment, program options with depth, complexity, pacing and advanced-level products and presentations, parent education, certification and professional development for teachers and administration.					Total Strategy Cost: \$0.00						
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Provide students identified as G/T with an appropriate and differentiated curriculum to be delivered by teachers who are G/T certified.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	G/T department G/T curriculum guides	Lesson plans							
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Conduct G/T Committee meetings as appropriate to address G/T program needs/requirements.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr	R. Tarin	G/T guidelines	Minutes/Agenda							
Activity #3	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Provide parents/guardians with information about G/T assessment screenings/services and program guidelines/options at least once during the school year. Information is to be provided by appropriately trained G/T Screening Committee members.	Sep, Jan	R. Tarin	G/T guidelines	Agenda Sign-in sheets							
Activity #4	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							

Attend G/T training opportunities to ensure that GT certified teachers, administrators and counselors receive the six hours of professional development required annually.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	EPISD Professional Development	Registration Sign-in sheets
<b>Activity #5</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Provide opportunities for GT students to develop advanced-level products and presentations.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	G/T curriculum	Lesson plans Documented walk-throughs
Strategy 1.1.7.10 Implement Tiered Instruction in Core Subjects <span style="float: right;">Total Strategy Cost: \$0.00</span>				
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Provide extended literacy, math, and science support (Tier 2 and 3) during the school day (30 minutes) based on individual student needs/data.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	E. Jurado	Tutors Assessment data	Schedules Tutoring lists Documented walk-throughs
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Employ retired teachers to provide accelerated small group tutoring during the school day to Tier 2 and 3 students.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	School funds EPISD Human Resources	Sign-in sheets Tutoring lists Time cards
Strategy 1.1.7.11 Address Accelerated Instruction (including tutoring) for At-Risk Students <span style="float: right;">Total Strategy Cost: \$86,744.00</span>				
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Prioritize needs and utilize SCE funds to support the schoolwide component.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	CIT CILT Campus Improvement Plan	Minutes /Agenda
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>

Initiate and maintain proactive communication with parents/guardians of "at-risk" students. Provide at least one progress report in the middle of a nine week grading period.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Progress reports	Checklist							
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Implement Saturday TAKS Camps in Reading, Writing, Mathematics, and Science as appropriate.	Jan, Feb, Mar, Apr	B. Martinez	Funds Assesment data	Time cards Attendance lists	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>211 – ESEA Title 1 Part A</td> <td>\$5,000.00</td> </tr> <tr> <td colspan="2">Activity Total: \$5,000.00</td> </tr> </tbody> </table>	Funding Source	Cost	211 – ESEA Title 1 Part A	\$5,000.00	Activity Total: \$5,000.00	
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Activity Total: \$5,000.00											
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Implement after school tutoring in Reading, Writing, Math, and Science as appropriate.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr	R. Tarin	Assessment data funds	Attendance rosters Time cards	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>211 – ESEA Title 1 Part A</td> <td>\$38,000.00</td> </tr> <tr> <td colspan="2">Activity Total: \$38,000.00</td> </tr> </tbody> </table>	Funding Source	Cost	211 – ESEA Title 1 Part A	\$38,000.00	Activity Total: \$38,000.00	
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<b>Activity #5</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Develop and implement a comprehensive action plan to monitor student progress in literacy, science, and mathematics development for students identified as "at-risk." Components of the plan must include discrete skill assessments and evidence of systematic	Oct, Dec, Feb, Mar, Apr	B. Martinez	Assessment data	Accelerated Intruccion Plans							

Activity #6	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Provide funding for "Focus on Children and Families" personnel (social worker and therapist) to work with families of "at-risk" students and their children.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Funds Focus on Children and Families program Human Resources	Sign-in sheets Monthly reports	<table border="1"> <thead> <tr> <th data-bbox="1654 250 1814 310">Funding Source</th> <th data-bbox="1814 250 1955 310">Cost</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 310 1814 386">211 – ESEA Title 1 Part A</td> <td data-bbox="1814 310 1955 386">\$35,344.00</td> </tr> <tr> <td colspan="2" data-bbox="1654 386 1955 435">Activity Total: \$35,344.00</td> </tr> </tbody> </table>	Funding Source	Cost	211 – ESEA Title 1 Part A	\$35,344.00	Activity Total: \$35,344.00	
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211 – ESEA Title 1 Part A	\$35,344.00										
Activity Total: \$35,344.00											
Activity #7	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Employ two part-time counselors to provide counseling and support services to all students, especially those identified as "at-risk."	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Human Resources	Sign-in sheets							
Activity #8	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Identify and monitor progress of homeless and migrant students	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. John	PEIMS Progress reports Report cards	TAKS and benchmarks results							
Activity #9	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Schedule at least one grade level field trip during the school year that (a) is aligned to TEKS and (b) offers diverse learning opportunities beyond the classroom setting.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Approved vendors Curriculum guides	Field Trip request forms Lesson plans	<table border="1"> <thead> <tr> <th data-bbox="1654 1149 1814 1209">Funding Source</th> <th data-bbox="1814 1149 1955 1209">Cost</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 1209 1814 1286">211 – ESEA Title 1 Part A</td> <td data-bbox="1814 1209 1955 1286">\$5,400.00</td> </tr> <tr> <td colspan="2" data-bbox="1654 1286 1955 1334">Activity Total: \$5,400.00</td> </tr> </tbody> </table>	Funding Source	Cost	211 – ESEA Title 1 Part A	\$5,400.00	Activity Total: \$5,400.00	
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Activity #10	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Purchase testing materials.	Aug, Sep, Oct, Nov	B. Martinez	Approved vendors	Purchase orders	<table border="1"> <thead> <tr> <th data-bbox="1654 251 1822 316">Funding Source</th> <th data-bbox="1822 251 1953 316">Cost</th> </tr> </thead> <tbody> <tr> <td data-bbox="1654 324 1822 381">199 – Local Maintenance</td> <td data-bbox="1822 324 1953 381">\$3,000.00</td> </tr> <tr> <td colspan="2" data-bbox="1654 389 1953 430">Activity Total: \$3,000.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$3,000.00	Activity Total: \$3,000.00	
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Activity #11	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Identify students "at-risk" in core content areas based on assessment data (from EPISD Benchmark Assessments, current and released TAKS, TPRI/Tejas Lee, DRA/EDL, Fluency, Probes, Everyday Math unit assessments, etc.).	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	INOVA TELPAS Edusoft TPRI	Students' lists							
Strategy 1.1.7.12 Implement the Special Education Model to include: Most Restrictive/Least Restrictive ratios to move the District off the 125 list; increase SPED student participation in TAKS; training on the ARD Decision-Making/Child-Centered Process and Personal Graduation Plan; parent involvement in the Special Education Advisory Council (SEAC)-addressing CTE and LEP students also.					Total Strategy Cost: \$0.00						
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Timeline for Re-evaluation(SE 1.1): Meet with parents of students with disabilities to familiarize them with the scope of the re-evaluation process.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Apr, May	R. Tarin	ARD Committee	ARD report							
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Timeline for Re-evaluation (SE 1.2/1.3): Access staff development for faculty and staff in the area of understanding the re-evaluation process/criteria and requirements for continued eligibility for services.	Aug, Sep, Oct, Nov, Dec, Jan, Mar, Apr, May	R. Tarin	EPISD Staff Development and Special Education departments	Sign-in Registration							

<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Timeline for Re-evaluation (SE 1.4): Develop and implement a plan of action for meeting compliance timelines/criteria for re-evaluations for the 2007-2008 school year and thereafter.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Special education roster Special education folders	List of ARD meetings
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Least Restrictive Environment (SE 2.1): Reduce the number of students receiving instructional services in a special education "pull-out" setting and increase TAKS participation.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	M. Tovar	Class schedules Lesson plans Curriculum guides	Special Ed. teacher schedule Number students taking TAKS at grade level
<b>Activity #5</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Least Restrictive Environment (SE 2.2): Access staff development for all regular education teachers, special education teachers, support staff, and therapists on the implementation of supplementary aids and services (modifications/accommodations).	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	EPISD Special Education Department	Sign-in sheets
<b>Activity #6</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Least Restrictive Environment (SE 2.4): Meet the state Least Restrictive Environment(LRE) ratio of less than 125% as documented by REPA.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	SASI ARD Committee REPA	Number of students in LRE PEIMS
<b>Activity #7</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Least Restrictive Environment (SE 2.5): Increase the number of students with disabilities participating in extracurricular activities as their non-disabled peers.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, May	R. Tarin	ARD Committee	Number of students participating in activities Documented walk-throughs



<b>Activity #8</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Least Restrictive Environment (SE 2.3): Develop/implement instructional models (team teaching, inclusion, etc.) through collaboration with other programs and funding sources.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Special Ed. department Region 19 STAT Committee	Lesson plans Documented walk-throughs
<b>Activity #9</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Initial Evaluation (SE 3.1): Provide documentation of STAT(Student Teacher Assistance Team) regular meetings in support of the systematic process for pre-referral of identified students resulting in appropriate referrals.	Sep, Oct, Nov, Jan, Feb, Mar	R. Tarin	STAT Committee Substitutes	STAT minutes STAT schedule
<b>Activity #10</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Initial Evaluation (SE 3.2/3.3): Access staff development opportunities to provide faculty and staff on intervention strategies, use of support services prior to a special education referral process.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	EPISD- Special Populations Substitutes	Sign-in sheets Registration
<b>Activity #11</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Transition (SE 4.2): Include the receiving campus in ARD Committee meetings conducted for students transitioning from a 0-2 year-old program prior to their third birthday and/or students transitioning from fifth to sixth grade.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	EPISD- Special Populations	Documentation of ARD Committee minutes
<b>Activity #12</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Transition (SE 4.1): Monitor /track all "3-is-3" transition ARD Committee meetings to be completed prior to an identified student's third birthday.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	IEP documentation REPA Special Ed. guidelines IDEA criteria	IEP documents Compliance reports

<b>Activity #13</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Related Services (SE 5.1): Provide therapy services as stated on the IEP and documented/compiled by the district tracking process.	Aug, Sep, Oct, Nov, Dec, Jan, Mar, Apr, May	R. Tarin	IEP documentation REPA IDEA guidelines	Sign-in sheets Compliance reports Special Ed. logs
<b>Activity #14</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Related Services (SE 5.3): Provide opportunities on a semi-annual basis for the LPAC (Language Proficiency Assessment Committee) and special education staff to collaborate on language issues.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Special Education guidelines LPAC IDEA Criteria	Agenda/Minutes
<b>Activity #15</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Related Services (SE 5.2): Access staff development opportunities for faculty and staff to enhance understanding of what constitutes a referral of bilingual students for special education/speech evaluations.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Special Populations Substitutes	Sign-in sheets
<b>Activity #16</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Access staff development opportunities for administrators, faculty, and staff to enhance/update understanding of ARD process.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	EPISD Special Education Department Region 19	Sign-in sheets
<b>Activity #17</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Inform parents of Special Education Advisory Council meetings.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	EPISD Special Education Department	Documentation of announcements
Strategy 1.1.7.14 Address Transition Activities: Early Childhood; Elementary to Middle; Middle to High School				Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Schedule transition field trips for prospective Lamar students and their families in collaboration with Head Start.	Sep, Oct, Nov, Dec, Jan, Feb, Apr, May	R. Tarin	Region 19 Head Start Program	Documentatin visits
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Schedule a transition field trip to Wiggs Middle School for 5th grade moving to 6th grade.	May	J. Houck	Wiggs Middle School Personnel	Documentation of visits
Strategy 1.1.7.15 Address data quality issues through training, regularly scheduled and documented monitoring activities, and timely submission of local, state and federal reporting				Total Strategy Cost: \$0.00
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Attend district-wide trainings.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Pupil Sevices Special Populations Research and Evaluation	Sign-in sheets
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Monitor timeline of submission of reports.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD timeline	Checklist



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.2:** Improve accountability ratings of schools (both State and Federal Systems)

## Objective 1.2.1 – Decrease Academically Unacceptable Schools by 50%

**Summative Evaluation Criteria:**  
Decrease Priority campuses by 50%

**Schoolwide Components:**  
1, 2, 8, 9

**NCLB Objective(s):**  
1.1, 1.2, 1.3, 2.2, 2.3, 5.1

**Lagging Indicator:**  
N/A

### Strategy 1.2.1.2 Address Walkthroughs

Total Strategy Cost:  
\$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Document administrative walk-throughs.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Walk-through forms	Documented walk-throughs	
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Discuss walk-throughs with teachers.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	PDAS guidelines	Documentation of meeting	

### Strategy 1.2.1.3 Address Campus Accountability Reviews

Total Strategy Cost:  
\$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Inform teachers of accountability standards for 2007-2008.	Aug, Sep, Dec, Jan, Mar, Apr	B. Martinez	TEA/AYP guidelines Copies	Agenda/Minutes	
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Review Benchmark results monitor progress.	Oct, Jan, Feb, Mar, Apr	B. Martinez	Assessment data	Accelerated Instruction Plans	



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.3:** Provide Highly Qualified Teachers and Paraprofessionals for all students (includes Staff Development)

### Objective 1.3.1 – Hire only highly-qualified teachers and paraprofessionals

**Summative Evaluation Criteria:**  
Percentage of highly qualified teachers,

**Schoolwide Components:**  
5

**NCLB Objective(s):**  
3.1

**Lagging Indicator:**  
N/A

Strategy 1.3.1.1 Collaborate with EPISD Human Resources to continue to employ "highly Qualified" teachers and paraprofessionals (job fairs, recruitment efforts, stipends, etc.). Total Strategy Cost: \$132,505.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Employ Highly-Qualified personnel.	Jul, Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Human Resources	Documentation of requirements							
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Continue to employ paraprofessional staff to support all students, especially low achieving, economically disadvantaged, and at-risk students.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Human Resources	Weekly Time sheets	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>211 – ESEA Title 1 Part A</td> <td>\$132,505.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Activity Total: \$132,505.00</td> </tr> </tbody> </table>	Funding Source	Cost	211 – ESEA Title 1 Part A	\$132,505.00	Activity Total: \$132,505.00	
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Activity Total: \$132,505.00											
Strategy 1.3.1.2 Maintain and attract HQ teachers and paraprofessionals.					Total Strategy Cost: \$0.00						
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							

Create a committee to develop and implement activities that support a positive and safe environment.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. John	Staff development	Agenda/Minutes	
Strategy 1.3.1.3 Continue to provide instruction by HQ teachers					Total Strategy Cost: \$0.00
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Review personnel qualifications to ensure teachers and paraprofessional are HQ.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Human Resources	Attestation documentation	



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.3:** Provide Highly Qualified Teachers and Paraprofessionals for all students (includes Staff Development)

<b>Objective 1.3.2 – Improve Employee Attendance</b>		
<b>Summative Evaluation Criteria:</b> Improve attendance of all employees by 2%	<b>Schoolwide Components:</b> 5	<b>NCLB Objective(s):</b> 3.1, 3.3
<b>Lagging Indicator:</b> N/A		

Strategy 1.3.2.1 Recognize personnel that has at least 95% attendance at the end of the year.					Total Strategy Cost: \$0.00
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Provide a certificate for employees with 95%+ attendance.	May	S. Adams	PEIMS report	Documentation of certificate distribution	

Strategy 1.3.2.2 Address personnel with attendance problems.

Total Strategy Cost:  
\$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Meet with personnel that has consistent absences.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	AS 400 Report	Minutes of meeting	



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.3:** Provide Highly Qualified Teachers and Paraprofessionals for all students (includes Staff Development)

### Objective 1.3.3 – Encourage EPISD High School students to consider education as a career

**Summative Evaluation Criteria:**  
Number of students participating

**Schoolwide Components:**  
5

**NCLB Objective(s):**

**Lagging Indicator:**  
N/A



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.3:** Provide Highly Qualified Teachers and Paraprofessionals for all students (includes Staff Development)

### Objective 1.3.4 – Provide quality staff development opportunities at campus and district levels for all professional personnel

**Summative Evaluation Criteria:**  
Improve TAKS scores through leadership development; increase the attendance of campus administrators that

**Schoolwide Components:**

**NCLB Objective(s):**  
1.1, 1.2, 1.3, 2.1, 2.2, 2.3,

attend needs-based opportunities for continuous growth by a minimum of 3%; increase the attendance of campus-based professional and support staff at

1, 2, 3, 4, 6, 7, 8, 9, 10

3.1, 3.2, 3.3, 4.1, 5.1, 5.2

**Lagging Indicator:**  
236

Strategy 1.3.4.1 Provide professional development opportunities.

Total Strategy Cost:  
\$44,419.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress									
Plan for sustained professional collaboration within and across grade levels, with an emphasis on curriculum and instruction alignment and focused lesson design based on research-based best practices.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Coaches EPISD Staff Development	Time cards Lesson plans Minutes	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>199 – Local Maintenance</td> <td>\$1,500.00</td> </tr> <tr> <td>211 – ESEA Title 1 Part A</td> <td>\$23,000.00</td> </tr> <tr> <td colspan="2">Activity Total: \$24,500.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$1,500.00	211 – ESEA Title 1 Part A	\$23,000.00	Activity Total: \$24,500.00	
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Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress									
Participate in professional development that supports district- and campus-based initiatives and extends/strengthens their knowledge base in pedagogy, content, and leadership in order to enhance student achievement.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Conferences EPISD Staff Development	Sign-in sheets	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>199 – Local Maintenance</td> <td>\$5,000.00</td> </tr> <tr> <td colspan="2">Activity Total: \$5,000.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$5,000.00	Activity Total: \$5,000.00			
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Activity #3	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress									
Inform teachers and paraprofessionals to take advantage of EPISD's offer to reimburse tuition for successful completion of college coursework and/or certification.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD	Criteria for reimbursement									



<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Train office staff on first aid/emergency procedures and dispensing of medication to students.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	N. Salinas	EPISD guidelines	Sign-in sheets Minutes
<b>Activity #5</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Input all professional development into PDS system for all fund sources.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	E. Luna	PDS program	Documented Professional Development forms
<b>Activity #6</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Encourage support staff to participate in professional development opportunities aligned with campus/district initiatives and job responsibilities.	Oct, Nov, Dec, Jan, Feb, Mar, May	B. Martinez	EPISD Region 19	Sign-in sheets
<b>Activity #7</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Train faculty and staff on blood-borne pathogens.	Aug, Jan	N. Salinas	EPISD guidelines	Sign-in sheets
<b>Activity #8</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Provide training, as appropriate, to all faculty and staff: Confidentially/Standards of Conduct, Conflict Resolution, Work Environment/Sexual Harassment, CIT Training, Positive Behavioral Support Initiative, Crisis Mgmt. Plan.	Aug, Oct, Jan, May	R. Tarin	EPISD guidelines/policy Lamar Notebooks	Handouts Sign-in sheets
<b>Activity #9</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>

Request substitutes to cover for teachers during training/testing.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	TEAMS	AS400 reports	<table border="1"> <tr> <th>Funding Source</th> <th>Cost</th> </tr> <tr> <td>211 – ESEA Title 1 Part A</td> <td>\$14,919.00</td> </tr> <tr> <td colspan="2">Activity Total: \$14,919.00</td> </tr> </table>	Funding Source	Cost	211 – ESEA Title 1 Part A	\$14,919.00	Activity Total: \$14,919.00	
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Activity Total: \$14,919.00											
<b>Activity #10</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Participate in quality, ongoing staff development to HQ teachers in core academic subject areas to enable all students to meet the state's academic standards.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Professional Staff Development Dept. Instructional Coaches Region 19	Sign-in sheets							



**Board Goal # 1:** EPISD Schools will attain high student achievement through a meaningful, motivational educational experience in an environment of teamwork, so that everyone is vested in the success of all students.

**Goal # 1.3:** Provide Highly Qualified Teachers and Paraprofessionals for all students (includes Staff Development)

**Objective 1.3.5 – Become updated on research based teaching/learning strategies, programs, and initiatives.**

<b>Summative Evaluation Criteria:</b> Presentations	<b>Schoolwide Components:</b> 4	<b>NCLB Objective(s):</b> 1.1
<b>Lagging Indicator:</b> N/A		

Strategy 1.3.5.1 Identify conferences/trainings necessary to campus needs. Total Strategy Cost: \$3,820.00

<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
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Attend conferences/trainings related to research-based teaching strategies,policies, initiatives, and programs.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Region 19 IRA NSA	Purchase orders Presentation Handouts	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>255 – Title II Teach/Principal</td> <td>\$3,820.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Activity Total: \$3,820.00</td> </tr> </tbody> </table>	Funding Source	Cost	255 – Title II Teach/Principal	\$3,820.00	Activity Total: \$3,820.00	
Funding Source	Cost										
255 – Title II Teach/Principal	\$3,820.00										
Activity Total: \$3,820.00											



**Board Goal # 2:** The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.

**Goal # 2.1:** Increase/Improve High School Performance

<b>Objective 2.1.1 – Attain or exceed 55% in Mathematics as measured by the Texas Success Initiative</b>		
<b>Summative Evaluation Criteria:</b> Texas Success Initiative	<b>Schoolwide Components:</b> 1, 2, 3, 4, 9	<b>NCLB Objective(s):</b> 1.1, 1.2
<b>Lagging Indicator:</b> N/A		



**Board Goal # 2:** The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.

**Goal # 2.1:** Increase/Improve High School Performance

**Objective 2.1.2 – Attain or exceed 55% in English Language Arts as measured by the Texas Success Initiative**

<b>Summative Evaluation Criteria:</b> Texas Success Initiative	<b>Schoolwide Components:</b> 1, 2, 3, 9	<b>NCLB Objective(s):</b> 1.1, 1.2
<b>Lagging Indicator:</b> N/A		



<b>Board Goal # 2:</b> The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.
<b>Goal # 2.1:</b> Increase/Improve High School Performance

<b>Objective 2.1.3 – Attain or exceed 92% on High School Completion Rate (w/out GED)</b>		
<b>Summative Evaluation Criteria:</b> High School Completion Rate	<b>Schoolwide Components:</b> 1, 2, 3, 4, 6, 8, 9, 10	<b>NCLB Objective(s):</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2
<b>Lagging Indicator:</b> N/A		



<b>Board Goal # 2:</b> The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.
<b>Goal # 2.1:</b> Increase/Improve High School Performance

<b>Objective 2.1.4 – Attain or exceed 79% on High School Graduation Rate</b>		
<b>Summative Evaluation Criteria:</b> High School Graduation Rate	<b>Schoolwide Components:</b> 1, 2, 3, 4, 6, 9, 10	<b>NCLB Objective(s):</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2
<b>Lagging Indicator:</b> N/A		



**Board Goal # 2:** The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.

**Goal # 2.2:** Provide career awareness, exploration, and preparation opportunities including Career Education coursework for every student in Grades 8-10

**Objective 2.2.1 – 100% freshmen will have a Personal Graduation Plan with 4 years of mathematics and science**

**Summative Evaluation Criteria:**

The percentage of freshmen at each high school with a Personal Graduation Plan showing 4 years of mathematics and science

**Schoolwide Components:**  
2, 4, 6

**NCLB Objective(s):**

**Lagging Indicator:**

N/A



**Board Goal # 2:** The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.

**Goal # 2.2:** Provide career awareness, exploration, and preparation opportunities including Career Education coursework for every student in Grades 8-10

**Objective 2.2.2 – Increase number of Dual Credit courses offered in every high school campus to ensure a minimum of one course offered per semester**

**Summative Evaluation Criteria:**

A listing by campus showing the number of Dual Credit offerings and the increase from the 2006-07 school year

**Schoolwide Components:**  
1, 2, 4, 6, 10

**NCLB Objective(s):**

**Lagging Indicator:**

N/A



**Board Goal # 2:** The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.

**Goal # 2.2:** Provide career awareness, exploration, and preparation opportunities including Career Education coursework for every student in Grades 8-10

### Objective 2.2.3 – Attain or exceed 93% students graduating under the Recommended High School Program and the Distinguished Achievement Program

**Summative Evaluation Criteria:**

AEIS and campus data

**Schoolwide Components:**

2, 3, 4, 6, 9, 10

**NCLB Objective(s):**

**Lagging Indicator:**

N/A



**Board Goal # 2:** The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.

**Goal # 2.2:** Provide career awareness, exploration, and preparation opportunities including Career Education coursework for every student in Grades 8-10

### Objective 2.2.4 – Provide Early Career Readiness Opportunities

**Summative Evaluation Criteria:**

Implementation of Career Education in grades 8-10; implementation of Achieve Texas districtwide

**Schoolwide Components:**

2, 4, 6

**NCLB Objective(s):**

**Lagging Indicator:**

N/A



**Board Goal # 2:** The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.

**Goal # 2.3:** Utilize the resources and assets of the district in order to maximize student achievement

### Objective 2.3.1 – Acquire necessary materials/supplies as needed

<b>Summative Evaluation Criteria:</b> TAKS results	<b>Schoolwide Components:</b> 1	<b>NCLB Objective(s):</b> 1.1
<b>Lagging Indicator:</b> N/A		

Strategy 2.3.1.1 Identify materials/supplies needed					Total Strategy Cost: \$23,500.00						
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Purchase material/supplies needed to improve student achievement.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Surveys Funds	PO's Account Balances	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>199 – Local Maintenance</td> <td>\$23,500.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Activity Total: \$23,500.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$23,500.00	Activity Total: \$23,500.00	
Funding Source	Cost										
199 – Local Maintenance	\$23,500.00										
Activity Total: \$23,500.00											
Strategy 2.3.1.2 Use resources to address materials for instruction.					Total Strategy Cost: \$8,500.00						
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Maintain copiers contract for maintenance and service.	Jun, Jul, Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	I. Escobar	Approved vendors	Contract agreement Purchase orders	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>199 – Local Maintenance</td> <td>\$8,500.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Activity Total: \$8,500.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$8,500.00	Activity Total: \$8,500.00	
Funding Source	Cost										
199 – Local Maintenance	\$8,500.00										
Activity Total: \$8,500.00											



**Board Goal # 2:** The EPISD will provide a challenging learning environment by investing in and utilizing the resources and assets of the District in order to maximize achievement for all students.

**Goal # 2.3:** Utilize the resources and assets of the district in order to maximize student achievement

### Objective 2.3.2 – Acquire furniture and equipment

**Summative Evaluation Criteria:**

Purchase orders

**Schoolwide Components:**

1, 2

**NCLB Objective(s):**

4

**Lagging Indicator:**

N/A

Strategy 2.3.2.1 Identify furniture and equipment needed

Total Strategy Cost: \$1,500.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Purchase necessary furniture and equipment.	Sep, Oct, Nov, Dec, Jan, Feb, Mar	B. Martinez	Warehouse Approved vendors	Warehouse requisitions Purchase orders	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>199 – Local Maintenance</td> <td>\$1,500.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Activity Total: \$1,500.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$1,500.00	Activity Total: \$1,500.00	
Funding Source	Cost										
199 – Local Maintenance	\$1,500.00										
Activity Total: \$1,500.00											



**Board Goal # 3:** The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21st century citizens.

**Goal # 3.1:** Increase college readiness and facilitate post-secondary transition

### Objective 3.1.1 – Increase performance levels on college admissions testing (SAT, ACT)

**Summative Evaluation Criteria:**

Mean SAT Score Target = 965 Mean ACT Score Target = 20.9

**Schoolwide Components:**

1, 2, 3, 4, 6, 9, 10

**NCLB Objective(s):**

**Lagging Indicator:**

N/A





**Board Goal # 3:** The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21st century citizens.

**Goal # 3.1:** Increase college readiness and facilitate post-secondary transition

### Objective 3.1.2 – Increase the number of scholarships received by at least 5% per campus

**Summative Evaluation Criteria:**

The individual campus percentage is derived by the number of students receiving a minimum of one scholarship divided by the number of seniors in the graduating class. The list with each campus's goal is found in the Superintendent's Goals for 2007-08 in

**Schoolwide Components:**

1, 2, 3, 4, 6, 9, 10

**NCLB Objective(s):**

**Lagging Indicator:**

N/A



**Board Goal # 3:** The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21st century citizens.

**Goal # 3.1:** Increase college readiness and facilitate post-secondary transition

### Objective 3.1.3 – Implement Non-Negotiables assigned to this area

**Summative Evaluation Criteria:**

Specific directives from the Division Associates for Schools

**Schoolwide Components:**

1, 2, 3, 4, 9

**NCLB Objective(s):**

**Lagging Indicator:**

N/A



**Board Goal # 3:** The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21st century citizens.

**Goal # 3.2:** Increase graduation rates by 5% for at-risk students per campus

**Objective 3.2.1 – Implement counseling, physical education, health services and nutrition programs districtwide**

**Summative Evaluation Criteria:**

N/A

**Schoolwide Components:**

N/A

**NCLB Objective(s):**

**Lagging Indicator:**

N/A



**Board Goal # 3:** The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21st century citizens.

**Goal # 3.3:** Sustain EPISD Stakeholder advocacy and engagement by nurturing a student-centered organizational culture

**Objective 3.3.1 – Increase by 5% the number of parents and community members involved in District and campus initiatives as measured by VIP hours and Partners in Education; support PTA/PTSA efforts**

**Summative Evaluation Criteria:**

Hours logged by Volunteers in Public Schools; Number of Partnerships; Documentation of support to PTA

**Schoolwide Components:**

4, 6

**NCLB Objective(s):**

**Lagging Indicator:**

N/A

**Strategy 3.3.1.1 Address Parent Involvement Manual**

Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Review Parent Involvement Policy Manual with parents during Open House and Parent-Teacher Conferences.	Sep, Oct, Jan, Feb	B. Martinez	Copies	Agenda Receiving Order Copy	

Strategy 3.3.1.2 Address Parent Involvement Academies

Total Strategy Cost:  
\$500.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Inform parents through fliers and school letters of campus and district-wide trainings.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	I. Escobar	Copies Staff-development department	Copies of fliers and school letters	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>199 – Local Maintenance</td> <td>\$200.00</td> </tr> <tr> <td colspan="2">Activity Total: \$200.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$200.00	Activity Total: \$200.00	
Funding Source	Cost										
199 – Local Maintenance	\$200.00										
Activity Total: \$200.00											
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Offer classes/training sessions for parents on a variety of topics (literacy, parenting, ESL, health/nutrition,etc.) through collaborating among Focus on Children and Families, campus counselors, and campus parent liaison.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	I. Escobar	Focus on Children and Families Community Agencies Counselors Partners in Education	Scheduled meetings Sign-in sheets	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>199 – Local Maintenance</td> <td>\$300.00</td> </tr> <tr> <td colspan="2">Activity Total: \$300.00</td> </tr> </tbody> </table>	Funding Source	Cost	199 – Local Maintenance	\$300.00	Activity Total: \$300.00	
Funding Source	Cost										
199 – Local Maintenance	\$300.00										
Activity Total: \$300.00											
Activity #3	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							
Actively encourage parent and student participation in campus-wide family events; -Parent/Teacher conferences -Science Research Night (2 Fall sessions) -Family Wellness Events (ongoing) -Concerts, Orchestra & Choir (Winter/Spring) -PTO meetings	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Community Resources EPISD	School calendar Fliers							
Activity #4	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress							

Schedule at least two training sessions for parents on reading and math skills.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	L. Montoya	Copies Coaches	Handouts Fliers
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Strategy 3.3.1.3 Address training for staff in parental involvement

Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Employ a full-time liaison to facilitate parental involvement activities and perform other assigned tasks as appropriate to support campus initiatives.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Human Resources	Campus employee list

Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Offer at least one training session to teachers and staff in parental involvement.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	I. Escobar	AVANCE EPISD staff Development Region 16	Sign-in sheets

Strategy 3.3.1.4 Address School Parent Compact for Title I Schools

Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Provide parents/guardians with a copy of the Parent/Student//Teacher Compact.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	I. Escobar	Parent/Student//Teacher Compact copies	Parent/Student//Teacher Compact on file for each student

Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Conduct Title I meetings for parents/guardians at least once a month.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	I. Escobar	Guest Speakers PIEs	Schedule of meetings/speakers Sign-in sheets Presentation Handouts Parent feedback

Activity #3	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
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Conduct an annual Title 1 parent meeting to explain "Parents right to know the curriculum the campus is utilizing in the campus".	Dec	B. Martinez	TEA	Agenda/minutes
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Conduct an annual Title 1 parent meeting to explain "Parents right to know state/local assessments being used in the campus".	Dec	B. Martinez	TEA	Minutes/Agenda
<b>Activity #5</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Conduct an annual Title 1 parent meeting to explain "Parents right to know whether their children are being taught by Highly Qualified or non Highly Qualify teachers".	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	TEA	Minutes/Agenda
<b>Activity #6</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Conduct an annual Title 1 parent meeting to explain "Parents right to know the student's proficiency level".	Dec	B. Martinez	TEA	Minutes/Agenda
Strategy 3.3.1.5 Address Volunteers in Public Schools				Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Attend district/campus training.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Trainings Guest speakers	Sign-in sheets Presentation handouts
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>

Document VIP hours.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	I. Escobar	Office staff	VIP log	
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Recognize all VIP's at the end of the year	May	B. Martinez	Funds	PO's Invitation	
Strategy 3.3.1.6 Address Partners in Education					Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Attend district/campus trainings and/or luncheons.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Apr, May	B. Martinez	EPISD Staff Development Communication's dept.	Sign-in sheets	
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Document PIEs supported activities.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	S. Adams	Partners in Education	Agenda Calendar Sign-in log	
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Recognize Partners in Education at the end of the year.	May	S. Adams	Warehouse Print shop	Invitation	
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	
Continue to collaborate with UTEP and EPCC to support the Teacher Education Internship and Observation Programs.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Human Resources UTEP EPCC	Sign-in sheets	

Strategy 3.3.1.7 Address support for PTA/PTSA

Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Conduct PTA meetings at least twice a semester.	Sep, Dec, Mar, May	B. Martinez	PTA Committee Grade level students	Agenda
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Encourage parents and personnel to become PTA members.	Aug, Sep, Oct, Nov, Dec, Jan, Mar, Apr, May	B. Martinez	PTA Committee	Fliers Announcements Log

Strategy 3.3.1.8 Support learning opportunities for families in the Lamar community.

Total Strategy Cost: \$23,750.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress						
Maintain partnership contract with AVANCE to provide literacy, parenting, GED, and ESL classes.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	S. Mathur AVACE staff	Contract Annual report						
				<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>211 – ESEA Title 1 Part A</td> <td>\$23,750.00</td> </tr> <tr> <td colspan="2">Activity Total: \$23,750.00</td> </tr> </tbody> </table>	Funding Source	Cost	211 – ESEA Title 1 Part A	\$23,750.00	Activity Total: \$23,750.00	
Funding Source	Cost									
211 – ESEA Title 1 Part A	\$23,750.00									
Activity Total: \$23,750.00										
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress						
Provide AVANCE with two classrooms to support program needs.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	*Cost estimates use/maintenance of classroom facilities	Campus map						



**Board Goal # 3:** The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21st century citizens.

**Goal # 3.3:** Sustain EPISD Stakeholder advocacy and engagement by nurturing a student-centered organizational culture

**Objective 3.3.2 – Provide District and campus-based staff development opportunities addressing student discipline and school safety at all campuses.**

**Summative Evaluation Criteria:**

Documentation of staff development Districtwide, implementation of Campus Discipline Plans

**Schoolwide Components:**

1, 2, 4, 6

**NCLB Objective(s):**

4.1

**Lagging Indicator:**

N/A

Strategy 3.3.2.1 Address Safe and Drug-Free Schools

Total Strategy Cost:  
\$7,514.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Train all employees and students on Crisis Management Plan procedures(catastrophic emergencies and evacuation procedures).	Oct, Jan	R. Tarin	Crisis Management Plan El Paso Police Dept.	Sign-in sheets
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Conduct at least one campus-wide crisis drill per semester.	Dec, May	R. Tarin	Crisis Management Plan El Paso Police	Documentation of drills
Activity #3	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Provide each teacher with a survival backpack.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	N. Salinas	EPISD Warehouse Approved vendors	PO requisitons



Activity #4	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Provide stranger awareness/safety education sessions for students throughout the school year.		L. John	Curriculum materials	Lesson plans Student products
Activity #5	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Provide support for health/nursing services on campus.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	N. Salinas	EPISD guidelines Approved vendors EPISD Warehouse	Requisitions Purchase orders
Activity #6	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Assign at least one paraprofessional to serve as a crossing guard at the corner of cliff and Georgia between 7:50-8:05 and 3:10-3:30 each day.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Safety equipment EPSID Police Services	Assignment schedule
Activity #7	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Assign school personnel to monitor the front entrance gate between 7:30-8:05 and 3:10-3:30 each day.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Safety equipment	Assignment schedule
Activity #8	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress
Provide at least one part-time employee to serve as student support assistant for a minimum of three hours/day on regular school days.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	R. Sierra M. Villela	Weekly Time sheets

Funding Source	Cost
185 – State Comp Ed	\$7,514.00
Activity Total: \$7,514.00	

Activity #9	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Maintain two-way radios to be utilized by campus personnel to enhance communication and safety on campus.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	Administrative Team Custodial Team PE Teachers Office Staff Approved vendors	Contract/Maintenance Agreement Radios	
Activity #10	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Plan and facilitate events/activities that foster and acknowledge positive, proactive choices/decisions: Red Ribbon week, Homework Patrol, Counselors' Store, etc.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	B. Martinez	EPISD Calendar Community Resources	Program Announcements Calendar of Events	
Strategy 3.3.2.2 Address Districtwide focus on Code of Conduct and Violence Prevention					Total Strategy Cost: \$0.00
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Train faculty, staff, students, and parents on the Student Code of Conduct.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	EPISD Student Code of Conduct	Presentation handouts Sign-in sheets	
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Provide parents with a copy of the Student Code of Conduct.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Copies	Request forms	
Strategy 3.3.2.3 Address training and implementation of Campus Discipline Management Plan					Total Strategy Cost: \$2,000.00
Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	

Inform parents/guardians and students of campus-wide expectations and positive behavioral support plan.	Aug, Oct, Feb	R. Tarin	Teachers	Open House minutes							
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Display and enforce campus-wide expectations/rules/procedures throughout the school year.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Positive Behavior Team	Announcements Displayed posters							
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Attend district-wide training on TBSI (Texas Behavioral Support Initiative) 12-hour module for selected faculty/staff.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	EPISD	Sign-in sheets							
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Implement strategies for positive behavioral support throughout the school year.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	R. Tarin	Positive Behavior Team TBSI Binder	Contact logs Student acknowledgments	<table border="1"> <tr> <td>Funding Source</td> <td>Cost</td> </tr> <tr> <td>199 – Local Maintenance</td> <td>\$2,000.00</td> </tr> <tr> <td colspan="2">Activity Total: \$2,000.00</td> </tr> </table>	Funding Source	Cost	199 – Local Maintenance	\$2,000.00	Activity Total: \$2,000.00	
Funding Source	Cost										
199 – Local Maintenance	\$2,000.00										
Activity Total: \$2,000.00											
<b>Activity #5</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>							
Implement a uniform policy.	Jan, Feb, Mar, Apr, May	B. Martinez	EPISD policy	Documentation of meetings with parents, teachers and students Surveys EPISD Board Approval							

**Board Goal # 3:** The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21st century citizens.

**Goal # 3.3:** Sustain EPISD Stakeholder advocacy and engagement by nurturing a student-centered organizational culture

### Objective 3.3.3 – Maintain a working School Health Advisory Council (SHAC) with 100% parent participation

**Summative Evaluation Criteria:**  
Percentage of participation

**Schoolwide Components:**  
6

**NCLB Objective(s):**

**Lagging Indicator:**  
N/A

#### Strategy 3.3.3.1 Address SHAC Meetings

Total Strategy Cost:  
\$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Post and encourage participation in SHAC meetings.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	J. Guerrero	SHAC Committee	Posting/announcements of meetings Minutes	

#### Strategy 3.3.3.2 Address parent participation

Total Strategy Cost:  
\$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Recruit a parent volunteer to serve on SHAC.	Aug, Sep, Oct	J. Guerrero	PTA Parent Liaison	Contact log	

**Board Goal # 3:** The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and

post-secondary pursuits, and as contributing 21st century citizens.

**Goal # 3.4:** Increase the health and wellness status for all EPISD students

**Objective 3.4.1 – Implement the state required Coordinated School Health Program (CSH) in 100% of the elementary and middle schools.**

**Summative Evaluation Criteria:**  
Percent of implementation Districtwide

**Schoolwide Components:**  
4

**NCLB Objective(s):**

**Lagging Indicator:**  
N/A

Strategy 3.4.1.1 Implement School Health Index (SHI) Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Respond to the School Health Index.	Aug, Sep, Oct, Nov, Dec	J. Guerrero	CIT Teachers	Completed survey	

Strategy 3.4.1.2 Provide health related fitness baseline data for 100% of 4th, 7th and 9th grade students Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Document Fitness Grams for 4th grade students.	Feb, Mar, Apr	F. Aldaz	Curriculum guides	Copy of results	

Strategy 3.4.1.3 Address coordinated school health program Total Strategy Cost: \$0.00

Activity #1	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	
Submit documentation of a representative CSH team and designated leader.	Sep	J. Guerrero	SHAC Committee	Copy of documentation	
Activity #2	Implementation Timeline	Individual Responsible	Resource	Documentation of Progress	

The CSH team will attend required trainings.	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	J. Guerrero	EPISD Health Department	Sign-in sheets
<b>Activity #3</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
The campus will communicate (post, website, copy in front office) the new wellness policy FFA(local).	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	J. Guerrero	EPISD Policy	Permanent poster on bulleting board
<b>Activity #4</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Implement the "Jump rope and Hoops for Heart" program	Jan, Feb, Mar, Apr, May	J. Guerrero	Heart Association	Lesson plans



<b>Board Goal # 3:</b> The EPISD will graduate mentally, emotionally, and physically healthy students who are life-time learners, successful in the world of work and post-secondary pursuits, and as contributing 21st century citizens.
<b>Goal # 3.4:</b> Increase the health and wellness status for all EPISD students

<b>Objective 3.4.2 – Provide health related fitness baseline data for 100% of 4th, 7th and 9th grade students</b>		
<b>Summative Evaluation Criteria:</b> Percentage of implementation Districtwide	<b>Schoolwide Components:</b> 4	<b>NCLB Objective(s):</b>
<b>Lagging Indicator:</b> N/A		

Strategy 3.4.2.1 Address capturing, interpreting and addressing data points					Total Strategy Cost: \$0.00
<b>Activity #1</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>	

Document data for 4th grade students.	Feb, Mar, Apr	F. Aldaz	EPISD guidelines Curriculum guides	Copies of results
<b>Activity #2</b>	<b>Implementation Timeline</b>	<b>Individual Responsible</b>	<b>Resource</b>	<b>Documentation of Progress</b>
Analyze data and plan according to student needs.	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	F. Aldaz	Assessment data	Lesson plans





**Lamar Elementary**

School Year: 2007-2008

Students: \_\_\_\_\_

Grade/Sections \_\_\_\_\_

## STUDENT/PARENT/TEACHER COMPACT

As a teacher, I \_\_\_\_\_ will model and treat students and parents with respect; encourage students to ask questions; be consistent with classroom and campus rules; use differentiated strategies/assignments to help meet student's individual needs; provide a positive environment; communicate and work with families to support student learning; have high expectation of student, other staff, and myself; acknowledge student efforts and accomplishments; know and reinforce the student code and dress code.

As a parent/guardian, I \_\_\_\_\_, will monitor my child's home work, goes to sleep early nutrition, and TV watching; provide a suitable place for my child to study at home; read with my child daily; attend open house, parent conferences, and parent meetings; provide my child with necessary school supplies; expect my child daily about any school notices; stay in contact with my child's teacher(s) about concerns, homework and other issues, and bring my child to school on time.

As a student, I, \_\_\_\_\_, will complete and turn in any class work or homework assignments on time; be courteous and respectful to others; follow the code of conduct and dress code; listen carefully and follow directions; obey the rules of my class; ask my teacher for help if I do not understand; return my homework on time; give m parents any letters or notices from school and use proper language at all times.





**Lamar Elementary**

Año escolar: 2007-  
2008

Estudiante: \_\_\_\_\_

Grado/sección: \_\_\_\_\_

#### CONVENIO ENTRE ESTUDIANTE/PADRE(MADRE)/MAESTRO

Como maestro(a), yo, \_\_\_\_\_, serviré de ejemplo y tratare a los estudiantes y padres con respeto; animaré a los estudiantes a hacer preguntas; a que sean consistentes con las reglas en el salón y en la escuela; usaré diferentes estrategias y asignaturas para ayudar a satisfacer las necesidades individuales del estudiante.; proveeré un ambiente positivo; me comunicaré y trabajare en conjunto con las familias para apoyar el aprendizaje del estudiante; tendré altas expectativas del estudiante, de otro empleado, y de mi mismo; reconoceré los esfuerzos del estudiante y sus triunfos; estaré al tanto y haré que se cumpla el código de vestir para el estudiante.

Como padre/madre/tutor, yo, \_\_\_\_\_, vigilaré la tarea de mi hijo(a), que se acueste temprano, alimentación, y ver la televisión; proveeré un lugar conveniente para que mi hijo(a) estudie en casa; leeré a diario con mi hijo(a); asistiré a las juntas para, conocer la escuela, conferencia con el maestro(a), y las juntas de padres; proveeré a mi hijo con los útiles necesarios; confiare en que mi hijo respete a otros; alabaré a mi hijo por hacer un buen trabajo, o por mejorar en la escuela; revisaré con mi hijo a diario las notas de la escuela; estaré en contacto con el/la maestro(a) de mi hijo(a) sobre problemas , tareas y cualquier otras relacionadas, y llevare a mi hijo(a) a la escuela a tiempo.

Como estudiante, yo, \_\_\_\_\_, terminaré y entregaré mis tareas y asignaturas a tiempo; seré cortés y respetuoso con otros; obedeceré el código de conducta y el de vestir; escucharé con atención y seguiré las instrucciones; obedeceré las reglas de mi salón, pediré ayuda a mi maestro(a) si es que no entiendo algo; regresare mis tareas a tiempo; daré a mis padres cualquier carta o nota de la escuela y usaré lenguaje apropiado siempre.

# EI PASO INDEPENDENT SCHOOL DISTRICT

## State Compensatory Education Summary of Funds 2007 - 2008

(Duplicate as needed)

Campus Name: LAMAR ELEMENTARY

Campus Code: 125

Function Code	Class Object	Total Amount in CIP	Brief Description	CIP Referenced
11	6119	49,689. <sup>00</sup>	SALARIES - PROFESSIONAL INSTRUCTIONAL	1-1.5-3.1
52	6126	7,514. <sup>00</sup>	SALARY - PLAYGROUND MONITOR	3.3-2-18
<b>TOTAL</b>			(Must match Proposed Operating Budget Planner and CIP entries.)	

(Attach one copy to the Proposed Operating Budget Planner and the CIP)

# EI PASO INDEPENDENT SCHOOL DISTRICT

## State Compensatory Education Summary of Funds 2007 - 2008

(Duplicate as needed)

Campus Name: LAMAR ELEMENTARY

Campus Code: 125

Function Code	Class Object	Total Amount in CIP	Brief Description	CIP Referenced
11	6119	49,689. <sup>00</sup>	SALARIES - PROFESSIONAL INSTRUCTIONAL	1-1.5.3.1
52	6126	7,514. <sup>00</sup>	SALARY - PLAYGROUND MONITOR	3.3-2-18
<b>TOTAL</b>			(Must match Proposed Operating Budget Planner and CIP entries.)	

**(Attach one copy to the Proposed Operating Budget Planner and the CIP)**

# EL PASO INDEPENDENT SCHOOL DISTRICT

## TITLE I, PART A Summary of Funds 2007 - 2008

(Duplicate as needed)

Campus Name: LAMAR ELEMENTARY

Campus Code: 105

Function Code	Class Object	Total Amount in CIP	Brief Description	CIP Referenced
11	6117	23,000	OTHER PAYROLL - TEACHER'S STAFF DEV.	1.3.4-1.1
11	6117	43,000	EXTRA DUTY - TUTORS STATE 81 (SCHOOLWIDE)	1.1.7-11.3 1.1.7-11.4
11	6126	37,000	PART TIME - EMPLOYEE SALARY RETIRED TEACHERS	1.1.1-3.1 1.1.2-2.3 1.1.7-10.1
11	6119	132,505	SALARIES - PARAPROFESSIONAL INSTRUCTIONAL	1.3.1-1.2
11	6329	2681	READING MATERIALS	1.1-1.4-1
11	6412	1,800	TRAVEL STUDENTS / OUT OF TOWN	1.1-7-11.9
11	6499	3600	STUDENT FIELD TRIPS	1.1-7-11.9
13	6112	14,919	SALARIES / WAGES FOR SUBSTITUTES	1.3.4-1.9
32	6119	25,344	SALARIES / SOCIAL WORKER	1.1.7-11.6
61	6219	10,000	FAMILIES FIRST THERAPIST	1.1.7-11.6
61	6219	23,758	ADVANCE	3.3.1.8.1
<b>TOTAL</b>			(Must match Proposed Operating Budget Planner and CIP entries.)	

**(Attach one copy to the Proposed Operating Budget Planner and the CIP)**

**Indicator 1. TAKS Passing Rates, Grades 3-11**

Source: TAKS Summary Reports for All Students from TEA; Cumulative Summary Reports for first two administrations of Grade 3 Reading and Grade 5 Reading and Mathematics

- 2008 Standards for **State Accountability, Grades 3-11**: *Exemplary*, 90%; *Recognized*, 75%; *Academically Acceptable*, 65% for Reading/English Language Arts, Writing, and Social Studies; 50% for Mathematics; and 45% for Science
- 2008 Standards for federal accountability, **Adequate Yearly Progress, Grades 3-8 and 10**: **Performance Rate**: Reading, 60%; Math, 50%

Note: All scores reported at the Panel Recommendation level, except for Grade 8 Science, which was first administered in 2006. It is being phased in (scored at the 2 SEM level in 2006, at the 1 SEM level in 2007, and at Panel Recommendation in 2008 when it will be first used for State Accountability.)

Note: Cells in the chart below show percent and total number tested. Three new student groups have been added in 2007, because of "flags" by external auditors but prior-year data is not provided.

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
<b>Reading / English Language Arts</b>							
Grade 3 — English (All) (first two administrations cumulative)			82%	77	82%	79	90
American Indian		0					
Asian		0	100%	2			
African American		0	100%	1			
Hispanic	80%	45	81%	74	82%	77	90
White		0					
Economically Disadv.	80%	44	81%	72	83%	72	90
Limited Eng. Proficient	67%	21	76%	50	78%	64	85
Special Education	0%	2	67%	3	67%	3	74
Male					79%	38	87
Female					85%	41	93
Migrant							
Grade 3 — Spanish (All) (first two administrations cumulative)			96%	23	94%	31	95
American Indian		0					
Asian		0					
African American		0					
Hispanic	82%	55			94%	31	95
White		0					
Economically Disadv.	82%	55	100%	22	93%	30	95
Limited Eng. Proficient	82%	55	96%	23	94%	31	95
Special Education	100%	3			100%	1	100
Male					100%	15	100
Female					88%	16	90
Migrant							
Grade 4 (All)			48%	77	72%	65	80
American Indian		0					
Asian		0					

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
African American	100%	2			100%	1	100
Hispanic	79%	34	48%	77	71%	63	80
White		0					
Economically Disadv.	79%	34	47%	75	74%	61	80
Limited Eng. Proficient	86%	14	33%	45	80%	10	80
Special Education	100%	1		3	0%	2	100
Male					76%	33	80
Female					69%	32	80
Migrant							
Grade 4 --- (All) Spanish			58%	12	100%	16	100
American Indian		0					
Asian		0					
African American		0					
Hispanic	69%	54			100%	16	100
White		0					
Economically Disadv.	69%	52	64%	11	100%	16	100
Limited Eng. Proficient	70%	53	58%	12	100%	16	100
Special Education		0	100%	1			
Male					100%	8	100
Female					100%	8	100
Migrant							
Grade 5 — English (All) (first two administrations cumulative)			65%	81	85%	33	90
American Indian		0					
Asian	100%	1					
African American	100%	1	100%	1			
Hispanic	74%	66	65%	80	85%	33	90
White	100%	1					
Economically Disadv.	77%	62	66%	76	85%	33	90
Limited Eng. Proficient	68%	34	55%	53	85%	33	90
Special Education	40%	5	100%	2	100%	1	100
Male					81%	16	90

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
Female					88%	17	90
Migrant					100%	1	100
Grade 5 — Spanish (All) (after two administrations)			90%	10	81%	64	90
American Indian		0					
Asian		0					
African American		0					
Hispanic	70%	30			81%	64	90
White		0					
Economically Disadv.	70%	30	90%	10	81%	64	90
Limited Eng. Proficient	70%	30	90%	10	81%	64	90
Special Education	0%	1			100%	2	100
Male					75%	32	85
Female					88%	32	90
Migrant					100%	2	100
<b>Writing</b>							
Grade 4 (All)			64%	74	86%	63	95
American Indian		0					
Asian		0					
African American	100%	2			100%	1	100
Hispanic	89%	28	64%	74	85%	61	95
White		0					
Economically Disadv.	89%	28	63%	72	85%	59	95
Limited Eng. Proficient	88%	8	41%	41	100%	8	100
Special Education	100%	1	33%	3	100%	1	100
Male					79%	34	85
Female					93%	29	95
Migrant							
Grade 4 — Spanish (All)			87%	15	100%	17	100
American Indian		0					
Asian		0					
African American		0					
Hispanic	91%	58	87%	15	100%	17	100



Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
White		0					
Economically Disadv.	91%	57	86%	14	100%	17	100
Limited Eng. Proficient	91%	58	87%	15	100%	17	100
Special Education		0	100%	1			
Male					100%	6	100
Female					100%	11	100
Migrant							
<b>Mathematics</b>							
Grade 3 (All)			64%	95	67%	87	80
American Indian		0					
Asian		0	100%	2			
African American		0	100%	1			
Hispanic	43%	46	63%	92	66%	85	80
White		0					
Economically Disadv.	42%	45	64%	89	65%	80	80
Limited Eng. Proficient	38%	21	59%	68	65%	72	80
Special Education	0%	2	50%	2	67%	3	80
Male					74%	42	80
Female					60%	45	80
Migrant							
Grade 3 — Spanish (All)				1	32%	22	75
American Indian		0					
Asian		0					
African American		0					
Hispanic	33%	57			32%	22	75
White		0					
Economically Disadv.	33%	57		1	32%	22	75
Limited Eng. Proficient	33%	57		1	32%	22	75
Special Education	0%	3			100%	1	100
Male					40%	10	75
Female					25%	12	75
Migrant							
Grade 4 (All)			49%	87	83%	64	90

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
American Indian		0					
Asian		0					
African American	100%	2			100%	1	100
Hispanic	83%	35	49%	87	82%	62	90
White		0					
Economically Disadv.	83%	35	49%	84	83%	60	90
Limited Eng. Proficient	93%	14	36%	55	82%	11	90
Special Education	100%	2	67%	3	0%	1	100
Male					82%	34	90
Female					83%	30	90
Migrant							
Grade 4 — Spanish (All)					83%	12	90
American Indian		0					
Asian		0					
African American		0					
Hispanic	63%	54			83%	12	90
White		0					
Economically Disadv.	62%	52			83%	12	90
Limited Eng. Proficient	62%	53			83%	12	90
Special Education		0					
Male					100%	6	100
Female					67%	6	80
Migrant							
Grade 5 — English (All) (first two administrations cumulative)			79%	90	77%	53	85
American Indian		0					
Asian	100%	1					
African American	100%	1	100%	1			
Hispanic	81%	64	79%	89	77%	53	85
White	100%	1					
Economically Disadv.	83%	60	78%	85	76%	50	85
Limited Eng. Proficient	81%	32	81%	62	60%	15	80

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
Special Education	60%	5	100%	2	100%	1	100
Male					88%	25	90
Female					68%	28	80
Migrant					100%	1	100
Grade 5 — Spanish (All) (first two administrations cumulative)			33%	3	34%	32	75
American Indian		0					
Asian		0					
African American		0					
Hispanic	53%	30			34%	32	75
White		0					
Economically Disadv.	52%	29	33%	3	34%	32	75
Limited Eng. Proficient	52%	29	33%	3	34%	32	75
Special Education		0			0%	1	75
Male					25%	16	75
Female					44%	16	75
Migrant					100%	1	100
<b>Science</b>							
Grade 5 (All)			31%	91	76%	53	85
American Indian		0					
Asian	100%	1					
African American	100%	1	100%	1			
Hispanic	43%	65	30%	90	76%	53	85
White	100%	1					
Economically Disadv.	42%	62	30%	86	74%	50	85
Limited Eng. Proficient	32%	34	17%	63	54%	13	75
Special Education	33%	6		3	100%	2	100
Male					88%	24	90
Female					66%	29	80
Migrant					100%	1	100
Grade 5 — Spanish (All)					39%	33	75
American Indian		0					

Grade Level	Spring 2005 (Panel Recommendation)		Spring 2006 (Panel Recommendation)		Spring 2007 (Panel Recommendation)		Target for 2008 (Panel plus Targeted Growth)
Asian		0					
African American		0					
Hispanic	17%	29			39%	33	75
White		0					
Economically Disadv.	18%	28			39%	33	75
Limited Eng. Proficient	18%	28			39%	33	75
Special Education	0%	1			0%	1	100
Male					41	17	75
Female					38	16	75
Migrant					100	1	100

**Indicator 2. All Students and of Gifted and Talented Students Scoring at the Commended Level on TAKS, Grades 3-11**

Source: TAKS Summary Reports for All Students

Standard for TEA's 2008 **Gold Performance Acknowledgments**: 25.0% of all students tested for each subject area

Note: For the Acknowledgement, GPA Standard must be met for All Students, African American, Hispanic, White, and Economically Disadvantaged.

Note: Cells in the chart below show percent and total number combining English and Spanish tests as well as the first two administrations of Reading for Grade 3 and Reading and Mathematics for Grade 5.

<b>Indicator</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>Target for 2008</b>
<b>Reading</b>				
All Students	15.9% (289)	12.9% (280)	20.3%(276)	25
Gifted and Talented	48.1% (27)	35.3% (17)	20.0%(10)	25
<b>Writing</b>				
All Students	11.0% (290)	5.6% (89)	13.8%(80)	15
Gifted and Talented	48.1% (27)	0% (4)	25.5%(4)	30
<b>Mathematics</b>				
All Students	22.7% (88)	13.4% (276)	17.0%(270)	25
Gifted and Talented	25.0% (8)	70.6% (17)	60.0%(10)	65
<b>Science</b>				
All Students	9.3% (97)	3.3% (91)	7.0%(86)	25
Gifted and Talented	50.0% (14)	33.3% (9)	XXX(4)	50

**Indicator 3. English Language Proficiency, Grades K-12**

Source: Reports in the Texas English Language Proficiency Assessment System (TELPAS)

- For federal accountability under Title III, Part A, of the No Child Left Behind (NCLB) Act of 2001

NCLB mandates that each State conduct annual assessments to demonstrate the progress of LEP students. Texas assesses Kindergarten through Grade 12 in the domains of listening, speaking, reading, and writing. Beginning in 2005, TELPAS results have been used in the accountability measures required by Title III. These measures are called the Annual Measurable Achievement Objectives (AMAO) for limited English proficient (LEP) students. Reading is measured by the Reading Proficiency Tests in English (RPTE). (Texas Observation Protocols (TOP) measures the other three areas).

- For State Accountability, TEA will add a new indicator, perhaps 2009. The **English Language Learner Progress Measure** will report the percentage of current and monitored LEP students who meet any of three criteria:

1. Meets the student passing standard on the TAKS English Reading/ELA test, or
2. Meets the student proficiency level on the RPTE based on years in US schools for first-time RPTE testers, or
3. Shows progress on the RPTE from the prior year for previous testers.

> 2008 AMA Standards

AMAO's	Grades K-2	Grades 3-12
Progress	17.00%	44.00%
Attainment	2.50%	26.0% (Method 1) OR 44.0% (Method 2)

(Continued)

Note: The TELPAS system received major changes beginning with the 2006 cycle, making comparisons to 2005 inappropriate.

Indicator	Spring 2005	Spring 2006	Spring 2007	Target for 2008
<b>Grade K</b>				
Number/Percent of Students Reaching Advanced High	5%	5%	8%	10%
<b>Grade 1</b>				
Number/Percent of Students Reaching Advanced High	5%	1%	3%	5%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	—	—	(54%) 30	65%
<b>Grade 2</b>				
Number/Percent of Students Reaching Advanced High	8%	25%	9%	15%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	—	—	(80%) 48	85%
<b>Grade 3</b>				
Number/Percent of Students Reaching Advanced High	15%	32%	42%	50%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	—	—	(54%) 62	65

Indicator	Spring 2005	Spring 2006	Spring 2007	Target for 2008
<b>Grade 4</b>				
Number/Percent of Students Reaching Advanced High	23%	17%	36%	45%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	(62%) 33	(68%) 38	(95%) 2	97
<b>Grade 5</b>				
Number/Percent of Students Reaching Advanced High	46%	46%	36%	45%
Yearly Progress in TELPAS Composite Ratings — Number/Percent of Students Who Progressed at Least One Proficiency Level	(69%) 36	(79%) 42	(75%) 30	80



**Indicator 4. Retention Rates Grades 1-12**

Source: Reports compiled by RAA from reports by principals before and after Summer School

Note: Cells in the chart below show percent and total number.

<b>Indicator</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>Target for 2008</b>
Grade 1				
Before Summer	12% (14)	25.7% (27)	26%(25)	10%
After Summer	9% (10)	14.3% (12)	14.7%(14)	
Grade 2				
Before Summer	14% (14)	13.4% (15)	16.8%(14)	10%
After Summer	9% (9)	3.6% (1)	8%(7)	
Grade 3				
Before Summer	23% (24)	19.2% (19)	18%(20)	10%
After Summer	5% (5)	8.1% (7)	5%(6)	
Grade 4				
Before Summer	10% (9)	13.2% (12)	14%(12)	10%
After Summer	5% (5)	1.1% (1)	0%	
Grade 5				
Before Summer	37% (37)	38.1% (37)	31.8%(29)	15%
After Summer	0% (0)	3.1% (2)	4%(4)	

**Indicator 5. Student Success Initiative (SSI)**

Source: TAKS Cumulative Summary Reports

Enacted by the 76th Legislature (1999), the goal of SSI is to ensure that all students can perform at grade level at specific grades before they take the exit-level tests in Grade 11. SSI grade achievement requirements were first applied to the Grade 3 Reading in 2003. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by the unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

**Indicator 5a. SSI, Grade 3**

Note: Cells in the chart below show percent and total not meeting standard after the first two test administrations

<b>Indicator</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Target for 2008</b>
Reading — English				
Percent of Students Not Passing	20%	17%	17%	10%
Number of Students Not Passing	9	13	13	
Reading — Spanish				
Percent of Students Not Passing	17%	4%	10%	5%
Number of Students Not Passing	9	1	3	

## Indicator 5b. SSI, Grade 5

Source: TAKS Cumulative Summary Reports for Grade 5 Reading and Mathematics

Note: Cells in the chart below show percent and number not meeting standard after the first two test administrations

Indicator	Spring 2005	Spring 2006	Spring 2007	Target for 2008
Reading — English				
Percent of Students Not Passing	24%	35%	15%	10%
Number of Students Not Passing	16	29	8	
Reading — Spanish				
Percent of Students Not Passing	32%	10%	15%	10%
Number of Students Not Passing	9	1	5	
Math — English				
Percent of Students Not Passing	16%	21%	14%	10%
Number of Students Not Passing	11	19	8	
Math — Spanish				
Percent of Students Not Passing	47%	—	42%	20%
Number of Students Not Passing	14	—	13	

**Indicator 6. Annual Attendance Rate, Grades 1-12**

Source: annual AEIS reports for TEA and prior-year's AYP Data Tables; for current year, Principal's Year To Date Report for (ATT63)

□ 2008 Standards for **Gold Performance Acknowledgements** for state accountability (All Students only):

- District, 96.0%
- High school, 95.0%
- Middle School, 96.0%
- Elementary, 97.0%

□ 2008 Standard for **Adequate Yearly Progress** Under NCLB, for all but high schools: 90%

Note: For the Acknowledgement, GPA Standard must be met for All Students, African American, Hispanic, White, and Economically Disadvantaged.

Note: Cells in the chart below show percent of days students were present out of the total days enrolled.

Indicator	Spring 2005	Spring 2006	Spring 2007	Target for 2008
Grades 1-12	95.9%	96.2%	95.7%	97.0%

**Indicator 9. Mandatory Expulsions (Expellable Offenses)**

Source: Student Disciplinary Action Summary Edit+ Report from Summer PEIMS Submission to TEA (Taken from the Code 165, Discipline-Source-Action-Reason-Code table)

Note: Indicators used by TEA to identify schools as “persistently dangerous” and required to implement the School Safety Choice Option (a parent transfer option) under NCLB, except PEIMS Codes 12 and 46-49 for 2004-05 and 2005-06 (marked with \*). The selection criterion was three incidents per 1,000 students in each of the three most consecutive years for which data are available.

The methodology for identification changed in July 2007 beginning with 2007-08. Codes 12, 46, 47, and 48 (marked with \*\*) were added. The new selection criterion for schools with 200 or more students is the number of mandatory expellable incidents per year equal to 1% or more for the three most recent consecutive years for which data are available.

Note: Cells in the chart below show total number of incidents (not students) reported in PEIMS.

PEIMS Code/Indicator	2004-05	2005-06	2006-07	Target for 2008
11 Used, exhibited, or possessed a firearm and/or brought a firearm to school	0	0	0	0
12 Used, exhibited, or possessed and illegal knife**	0	0	0	0
13 Used, exhibited, or possessed a club	0	0	0	0
14 Used, exhibited, or possessed a prohibited weapon under Penal Code	0	0	0	0
16 Arson	0	0	0	0
17 Murder, capital murder, criminal attempt to commit murder, or capital murder	0	0	0	0
18 Indecency with a child	0	0	0	0
19 Aggravated kidnapping	0	0	0	0
29 Aggravated assault under Penal Code against a school district employee or volunteer	0	0	0	0
30 Aggravated assault under Penal Code against someone other than a school district employee or volunteer	0	0	0	0

PEIMS Code/Indicator	2004-05	2005-06	2006-07	Target for 2008
31 Sexual assault under Penal Code or aggravated sexual assault under Penal Code against a school district employee or volunteer	0	0	0	0
32 Sexual assault under Penal Code or aggravated	0	0	0	0
36 Felony controlled substance violation	0	0	0	0
37 Felony controlled substance violation	0	0	0	0
46 Aggravated Robbery**	0	0	0	0
47 Manslaughter**	0	0	0	0
48 Criminally Negligent Homocide**	0	0	0	0
Total	0	0	0	0

Note: Definitions adapted from 2006-2007 PEIMS Data Standards, Appendix E, from TEA

**Indicator 12. Highly Qualified Teachers and Professionals**

Source: Highly Qualified Teachers Reports, TEA, compiled and submitted by Human Resources; paraprofessional counts from Human Resources

Any district that receives federal Title I funds and does not have 100% of all core academic subject area teachers meeting the highly qualified requirements as of the end of the 2005-06 school year, must have a highly qualified teacher plan on file for each campus that is not at 100% (regardless of whether that campus is served with Title I funds or not). The US Department of Education extended the deadline of 100% to the end of the 2006-07 school year.

Note: Cells in the chart below show percent and total number. The categories of teachers were added to this chart in 2007 but prior-year data is not provided. They were not on the TEA reports for 2004-05.

<b>Indicator</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Target for 2008</b>
<b>Percent of Teachers in Core Academic Subject Areas Who Are Highly Qualified</b>				
Regular	100.00%	100.00%	100.00%	100%
Special Education	—	—	100.00%	100%
Bilingual / ESL	—	—	100.00%	100%
<b>Percent of Classes in Core Academic Subject Areas Taught by Teachers Who Are Highly Qualified</b>				
Regular	100.00%	100.00%	100.00%	100%
Special Education	—	—	100.00%	100%
Bilingual / ESL	—	—		100%
<b>Percent of Paraprofessionals</b>	—	—		100%