

WHITESBORO INDEPENDENT SCHOOL DISTRICT

District Improvement Plan

2008-09

WHITESBORO INDEPENDENT SCHOOL DISTRICT MISSION STATEMENT

The Whitesboro Independent School District enters the twenty-first century encouraging quality, accountability and equity. Quality in instruction will provide for the needs of productive, effective and healthy participation in our society. Students, school personnel, parents and the community must accept mutual accountability in the development and improvement of student performance. Opportunities for excellence and the distribution of resources will occur with equity for all students and educational programs. Thus with quality, accountability and equity, students will be challenged to reach their maximum potential as they face life's challenges.

Goal 1: Reach the "Exemplary" District status by raising TAKS scores in all sub-groups to 90% or higher focusing on improving achievement in reading, writing, math, science, and social studies.

Correlates with:

BOARD GOALS			
1) ACADEMIC EXCELLENCE			
District Goals			
1) Academic Excellence			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	6) Student Performance
8) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	3) Use Effective Methods		
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	5) Professional Staff	6) Parental Involvement
7) Student Transition to Elementary Programs	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	

Strategies

Goal 1 - Strategy 1 Curriculum Alignment			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Curriculum Director	Brief Description: Staff development will focus on curriculum alignment and scope and sequence to improve student achievement utilizing Margaret Kilgo strategies and pacing charts to improve student achievement. All core teachers will target 5 lowest areas of TAKS and develop powerful lessons in order to better meet the needs of students.	Evaluation Benchmark: TAKS results 2009	
Leader Progress Report Dates: September 26, 2008 November 7, 2008 December 19, 2008 February 13, 2009 April 10, 2009 May 28, 2009			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: 20.00	None	\$0.00
Staff Development	Not Specified		\$0.00
Curricular Enrichment	Cost: None		

Goal 1 - Strategy 1 Curriculum Alignment													
Timeline													
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l
Six-week assessments K-2nd TPRI and six-week assessments.	All grade level teachers		X		X		X	X		X	X		
Benchmark Testing	All grade level teachers		X		X		X	X		X			
Align curriculum across campuses in order to ensure a seamless transition from one campus to the next.	Curriculum Coordinator												

Goal 1 - Strategy 2 Disaggregation of Campus Data			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Curriculum Director	Brief Description: The Campus Administration will conduct an in-depth needs analysis utilizing the TRIAND program and formal assessments. TRIAND is a web based program that disaggregates data by TAKS objective, student, classroom, race, sex, socioeconomic, staff, etc. Target disadvantage group in math and science.	Evaluation Benchmark: Benchmarks 2009 TAKS results in Spring/Summer 2009	
Leader Progress Report Dates: Monthly; August - Training; December - Reporting; Lesson Plans alignment; Material purchases			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Triand Program	Number of FTE's: 20.00	District Budget	\$1,500.00
Teachers	District Budget Cost: \$1,500.00		<hr/> \$1,500.00

Goal 1 - Strategy 2		Disaggregation of Campus Data											
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Training - the assistant principal and others as needed will be trained in how to operate the program and interpret school assessed academic student data	Administration	X	X										
Reports containing disaggregated TAKS data will be studied by campus staff.	Campus Administration	X	X										
Lesson planning will include information learned by studying disaggregated TAKS data.	Teachers			X	X	X	X	X	X	X	X		
Purchasing for classroom supplies will reflect the campus needs found in the disaggregated data.	Teachers			X	X	X							

Goal 1 - Strategy 3 Staff Development - Margaret Kilgo			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Curriculum Coordinator and Campus Principals	Brief Description: Staff development in Margaret Kilgo strategies will be supported at the district level by the curriculum director.	Evaluation Benchmark: TAKS test Spring 2009	
Leader Progress Report Dates: None			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Training	Number of FTE's: 50.00	None	\$0.00
Teachers	None		\$0.00
Staff Development	Cost: None		
Outside Consultant			
District Staff			
District Coordinator			
Curricular Enrichment			
Contract Service			

Goal 1 - Strategy 3 Staff Development - Margaret Kilgo

Timeline

Goal 1 - Strategy 4 Staff Development Working on the Work Program			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<p>Leader(s): Curriculum Coordinator and Campus Principals</p> <p>Leader Progress Report Dates: May 2009</p>	<p>Brief Description: Whitesboro ISD is in year 3 of a 4 year commitment with the Schlechty Center for Leadership. Teachers will be trained to develop powerful lessons that are both engaging and relevant for students. The school district will focus on improving the quality of academic work that students are asked to do.</p>	<p>Evaluation Benchmark: TAKS test 2009 Student surveys</p>	
<p>Resources Required: Training Teachers Funds Curricular Enrichment Contract Service</p>	<p>FTE's Required: Number of FTE's: 200.00 Not Specified Cost: None</p>	<p>Source of Funds: General Budget</p>	<p>Amount</p> <p>\$15,000.00</p> <hr/> <p>\$15,000.00</p>

Goal 1 - Strategy 4 Staff Development Working on the Work Program

Timeline

Goal 1 - Strategy 5 Showcase			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Superintendent	Brief Description: Students will present W.O.W. work at a 2nd annual district-wide Showcase to be held in May 2009. The community will be invited to learn about all the great programs at Whitesboro ISD.	Evaluation Benchmark: Surveys Participation	
Leader Progress Report Dates: May 2009			
<i>NEW INITIATIVE</i>			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Time	Number of FTE's: 210.00	General Budget	\$5,000.00
Teachers	Not Specified		\$5,000.00
School Library	Cost: \$5,000.00		
School Commons Area			
Portfolios			
Parent Support			
Library			
Curricular Enrichment			
Counselor			
Audio Visual Equipment			

Goal 1 - Strategy 5	Showcase
Timeline	

Goal 1 - Strategy 6		Benchmark Testing	
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Campus Principals	Brief Description: A system of aligning and benchmark testing of the TEKS will be designed and implemented by the teaching staff in all TAKS areas. Benchmarks will be set for the 2008-2009 school year. The results of these tests will be used to determine placement in intervention and/or remediation programs and progress towards goals.	Evaluation Benchmark: April 2009	
Leader Progress Report Dates: September 26, 2008 November 7, 2008 December 19, 2008 February 13, 2009 April 10, 2009 May 28, 2009			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: 210.00	None	\$0.00
Special Ed. Teachers	Not Specified		\$0.00
Reading Teacher	Cost: None		
P. M. Tutoring			
Grade Level TEKS			
A. M. Tutoring			

Goal 1 - Strategy 6		Benchmark Testing											
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Benchmark Tests and six-week assessments K-2nd TPRI and six-week assessments	All Grade Level Teachers		X		X		X	X		X	X		
Students will take a practice TAKS test in October and March.	Teachers			X					X				
Mandatory tutorials will be required for all students that fail to pass the March practice TAKS test.	Teachers									X	X		

Goal 2: Improve communications districtwide through teacher training, student activities, local news, open house, web-page, and parent involvement.

Correlates with:

BOARD GOALS		
2) COMMUNICATIONS	3) TECHNOLOGY	
District Goals		
2) Communication	3) Technology	
State Objectives		
1) Partnering Parents with Educators	5) School Personnel	
NCLB/ESEA Goals and Indicators		
4) Safe, Drug Free Learning Environments		
Effective School Correlates		
1) Safe and Orderly Environment	4) Clear and Focused Mission	7) Home-School Relations
Title I - Targeted Assistance Schools		
7) Strategies for Parental Involvement		
Title I - Schoolwide Programs		
6) Parental Involvement		

Strategies

Goal 2 - Strategy 1 Support Texoma's Positive Promise			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Superintendent	Brief Description: Texoma's Positive Promise is a local reflection of America's Promise, a national program founded by Colin Powell that has the goal of keeping five promises to the youth of America. There will be a large number of activities this year focusing on areas of drug prevention, college readiness, leadership, job shadowing, etc.	Evaluation Benchmark: Participation	
Leader Progress Report Dates: America's Promise committee members report after each meeting			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Public Library	Number of FTE's: 10.00	None	\$0.00
Counselor	Not Specified		\$0.00
District Coordinator	Cost: None		
District Staff			
Library			
Local Bus. Leader			
Community Leader			
Parent Support			
Volunteer Support			
Reading Teacher			
School Library			
Staff			
Teachers			
Teaching Aids			
Time			

Goal 2 - Strategy 1 Support Texoma's Positive Promise

P. M. Tutoring

Goal 2 - Strategy 1 Support Texoma's Positive Promise													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Attend meetings and workshops with America's Promise community development team.	Administrators												

Goal 2 - Strategy 2 Employee Appreciation			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Superintendent	Brief Description: The Board of Trustees in conjunction with the administrative team will plan events designed to build morale and recognize district employees for their contributions to the students of WISD.	Evaluation Benchmark: Participation	
Leader Progress Report Dates: Spring 2009			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Planning	Number of FTE's: 2.00	General Budget	\$1,000.00
Central Office	Not Specified Cost: None		\$1,000.00

Goal 2 - Strategy 2 Employee Appreciation													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Banquets and employee breakfasts	Superintendent	X					X		X		X		
Service awards	Superintendent											X	

Goal 2 - Strategy 3 E-Bulletins			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Campus Administrators	Brief Description: Each campus will provide a daily or weekly E-Bulletin to all faculty, superintendent and school board members.	Evaluation Benchmark: Surveys Employee feedback	
Leader Progress Report Dates: Monthly			
<i>NEW INITIATIVE</i>			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Campus Admin. Staff	Number of FTE's: 4.00	None	\$0.00
Teachers	Not Specified		\$0.00
Staff	Cost: None		
Computers			

Goal 2 - Strategy 3 E-Bulletins													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Campuses will send an e-bulletin daily or weekly via email to staff, superintendent, and board members.	Campus Principals	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 4 Press and Public Relations			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Superintendent Leader Progress Report Dates: January 2009 May 2009	Brief Description: The campus staff will increase the quantity and diversity of news releases including the following: 1. Newsletters to parents 2. Periodic news releases 3. Use of multi-media broadcasts/presentations: a. powerpoint presentations b. updated reports to staff members and community c. reports to school board	Evaluation Benchmark: Surveys	
Resources Required: Time TEKS (other than core) Teaching Aids Teachers Staff School Library Counselor Computers Campus Admin. Staff Audio Visual Equipment AESIT Program Accelerated Reader	FTE's Required: Number of FTE's: None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00

Goal 2 - Strategy 4 Press and Public Relations													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Include monthly reports in the school board packets	Campus Administration		X	X	X	X	X	X	X	X	X		
Use of power point presentations at meetings and special events	Administrators and Teachers												

Goal 2 - Strategy 5 K12 Planet			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<p>Leader(s): Campus Principals</p> <p>Leader Progress Report Dates: January 2009 May 2009</p> <p>NEW INITIATIVE</p>	<p>Brief Description:</p> <p>All teachers, parents, and students will have access to the technology program K12 Planet through a secure password site. Teachers can post grades, attendance, discipline, homework assignments, messages, etc. Parents and students can access the site to view this information. The K12 Planet address is www.K12planet.com. A link to K12 Planet will be available to access through the Whitesboro ISD web site as well.</p>	<p>Evaluation Benchmark:</p> <p>Online tracking</p>	
<p>Resources Required:</p> <p>Training</p> <p>Time</p> <p>Teachers</p> <p>PEIMS Clerk</p> <p>Computers</p>	<p>FTE's Required:</p> <p>Number of FTE's: 150.00</p> <p>Not Specified</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

Goal 2 - Strategy 5 K12 Planet													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Teachers post messages, grades and homework assignments on K12 Planet.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Campus attendance is posted on K12 Planet	Campus PEIMS Coordinator	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 6		Whitesboro Education Foundation	
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Superintendent and Foundation Board	Brief Description: A panel of seven officers and approximately 20 board members will head a foundation program for the benefit of Whitesboro ISD students. Funds for the foundation come from trusts, wills, donations, and fundraiser events such as Galas, etc.	Evaluation Benchmark: May 2009 Funds raised	
Leader Progress Report Dates: May 2009			
<i>NEW INITIATIVE</i>			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Central Office	Number of FTE's: None	None	\$0.00
Volunteer Support	Not Specified		\$0.00
Staff	Cost: None		

Goal 2 - Strategy 6		Whitesboro Education Foundation											
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Annual Gala to raise funds for Foundation	Officers and Committee members							X	X				
Horse'n Around Charity Drive at Kyle Ranch	Pete & Tamra Kyle		X										
Scholarship presentation to students	WEF Board Members											X	
Classroom scholarships presentation to teachers	WEF Board members											X	
Allow employees to contribute to the foundation through payroll deductions	Payroll Clerk	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 7		District Web Site	
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Campus Principals, Technology Director, Supe	Brief Description: Continue to provide training and support to all employees for continuous updates to the web site.	Evaluation Benchmark: Surveys On-line tracking	
Leader Progress Report Dates: Technology Department reports to school board annually			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Training	Number of FTE's: 4.00	None	\$0.00
District Coordinator	None		\$0.00
Computers	Cost: None		

Goal 2 - Strategy 7		District Web Site											
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Schedule employee training for web page enhancement skills.	Technology Department	X	X	X	X	X	X	X	X	X	X	X	X
Update campus information and upload campus events and pictures for into web page.	Campus leads	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3: Implement and maintain up to date technology in all campuses and provide the necessary training for staff and students for success after high school

Correlates with:

BOARD GOALS			
1) ACADEMIC EXCELLENCE	2) COMMUNICATIONS	3) TECHNOLOGY	
District Goals			
1) Academic Excellence	2) Communication	3) Technology	
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) School Personnel
6) Student Performance	8) Instructional Techniques	9) Technology	
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	3) Use Effective Methods	6) Opportunities for Professional Development	8) Coordinate and Integrate Services and Programs
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional	4) Professional Development	7) Student Transition to Elementary Programs
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation
5) Evaluation Process for Monitoring Progress			

Strategies

Goal 3 - Strategy 1 Upgrade existing computer technology			
In order to improve student achievement, all existing computer technology will be monitored for continuous upgrades and improvements.			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Technology Director	Brief Description: WISD will budget funds in an effort to provide modern, state of the art technology at all campuses.	Evaluation Benchmark: May 2009 TAKS results State and Federal accountability	
Leader Progress Report Dates: November 2008 May 2009			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Training	Number of FTE's: 2.00	Technology Budget	\$75,000.00
Time	Not Specified	Special Grant	\$0.00
Staff Development	Cost: None	TIF Funds	\$0.00
Planning			\$75,000.00
Funds			
Curricular Enrichment			
Computers			

Goal 3 - Strategy 1		Upgrade existing computer technology											
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Smart Board technology will be introduced to all teachers and administrators at WISD. All teachers will be encouraged to conduct at least one lesson via powerpoint and smart board technology throughout the year.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 2 Staff Development			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Technology Director & Curriculum Director	Brief Description: Provide technology related training for staff	Evaluation Benchmark: May 2009	
Leader Progress Report Dates: January 2009 May 2009			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Planning	Number of FTE's: 10.00	None	\$0.00
Training	None		
Time	Cost: None		\$0.00
Teachers			
Staff Development			
District Coordinator			
Computers			

Goal 3 - Strategy 2 Staff Development													
Timeline													
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l
Provide web site training to all staff	Technology Department	X	X	X	X	X	X	X	X	X	X	X	X
Development program will be offered throughout the school year and summer.	Technology Department	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 3 Laptop grants for teachers			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Technology Director and Curriculum Director	Brief Description: provide laptop computers for teachers who submit a grant request	Evaluation Benchmark: Teacher grant applications	
Leader Progress Report Dates: August 2008			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00

Goal 3 - Strategy 3 Laptop grants for teachers

Timeline

Goal 3 - Strategy 4 Interactive Whiteboards			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Technology Director	Brief Description: WISD will provide interactive Whiteboards for use in classrooms	Evaluation Benchmark: Participation Surveys	
Leader Progress Report Dates: December 2008			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Training	Number of FTE's: None	None	\$0.00
Funds	None		\$0.00
District Coordinator	Cost: None		
Curricular Enrichment			
Computers			
Audio Visual Equipment			

Goal 3 - Strategy 4	Interactive Whiteboards
Timeline	

Goal 3 - Strategy 5				Explore future options for on-line learning			
<i>There are no Indicators/Objectives that support this Strategy</i>							
Leader(s):		Brief Description:		Evaluation Benchmark:			
Technology Director and Campus Principals		Provide distance learning classrooms for on-line learning		Participation Surveys			
Leader Progress Report Dates:							
Ongoing							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Training		Number of FTE's: None		None		\$0.00	
Time		None				\$0.00	
District Coordinator		Cost: None					
Computers							

Goal 3 - Strategy 5 Explore future options for on-line learning

Timeline

Goal 3 - Strategy 6				Move into Power-School 2009-2010 school year			
<i>There are no Indicators/Objectives that support this Strategy</i>							
Leader(s):		Brief Description:		Evaluation Benchmark:			
Technology Director		Move into the Power-School for the 2009-2010 school year		Participation Surveys			
Leader Progress Report Dates:							
August 2009							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Training		Number of FTE's: None		None		\$0.00	
Time		None				\$0.00	
District Coordinator		Cost: None					
Curricular Enrichment							
Computers							

Goal 3 - Strategy 6	Move into Power-School 2009-2010 school year
Timeline	

Goal 4: Extra-Curricular and Co-Curricular activities are vital to the development and self esteem of young people. These programs should encourage winning attitudes, hard work, dedication, and self discipline.

Correlates with:

BOARD GOALS			
4) EXTRA AND CO-CURRICULAR ACTIVITIES			
District Goals			
4) Extra Curricular and Co Curricular Activities			
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	6) Student Performance
7) School Environment			
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	
Title I - Schoolwide Programs			
2) Student Opportunities	6) Parental Involvement		

Strategies

Goal 4 - Strategy 1				Participation in activities	
<i>There are no Indicators/Objectives that support this Strategy</i>					
Leader(s): Campus Administrators		Brief Description: WISD will continue to offer a broad array of activities to students encouraging as many students as possible to take part in these activities. Activities will include UIL Academics, Athletics, Robotics, FFA, Band, Clubs and Organizations. Board reports will track numbers of participants in all extra-curricular and co-curricular activities. The goal is to have all students in grades 7-12 participate in at least one activity.		Evaluation Benchmark: May 2009	
Leader Progress Report Dates: December 2008 May 2009					
Resources Required:		FTE's Required:		Source of Funds:	
District Coordinator		Number of FTE's: None		None	
Campus Admin. Staff		Fully Comp. Ed Funded			
		Cost: None			
				Amount	
				\$0.00	
				<hr/>	
				\$0.00	

Goal 4 - Strategy 1 Participation in activities													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Administrators will provide annual reports to the board.	Campus Administrators					X					X		

Goal 4 - Strategy 2 Extra and Co-Curricular Absences			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Campus Administrators	Brief Description: WISD will endeavor to keep all students in class as much as possible. Extra-curricular students will be allowed to miss 10 school days per year for extra-curricular and co-curricular activities.	Evaluation Benchmark: Annual report to board	
Leader Progress Report Dates: May 2009			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	None	\$0.00
Planning	None Cost: None		\$0.00

Goal 4 - Strategy 2 Extra and Co-Curricular Absences
Timeline

Goal 5: WISD will maintain strong financial integrity as evidenced by a Superior Rating on the Financial Integrity Rating System of Texas (FIRST) report.

Correlates with:

BOARD GOALS		
5) FINANCIAL INTEGRITY		
District Goals		
5) Financial Integrity		
State Objectives		
4) Curriculum	5) School Personnel	7) School Environment
NCLB/ESEA Goals and Indicators		
3) Highly Qualified Staff		
Effective School Correlates		
2) Climate of High Expectations for Success	4) Clear and Focused Mission	
Title I - Schoolwide Programs		
10) Federal, State, and Local Programs		
E-Rate Goals		
3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation	

Strategies

Goal 5 - Strategy 1		Fund Balance	
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Business Manager	Brief Description: Reach and maintain 3 month's operational fund balance.	Evaluation Benchmark: Annual audit	
Leader Progress Report Dates: August 2009			
<i>NEW INITIATIVE</i>			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Planning	Number of FTE's: None	None	\$0.00
Central Office	None		\$0.00
Funds	Cost: None		
District Admin. Staff			

Goal 5 - Strategy 1	Fund Balance
Timeline	

Goal 5 - Strategy 2 Utility bills			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): Maintenance Director	Brief Description: Reduce utility bills by 5% per year.	Evaluation Benchmark: January 2009 Annual audit	
Leader Progress Report Dates: Annually			
<i>NEW INITIATIVE</i>			
Resources Required:	FTE's Required:	Source of Funds:	Amount
District Admin. Staff	Number of FTE's: None	None	\$0.00
Custodial/Maint. Dept.	None Cost: None		\$0.00

Goal 5 - Strategy 2	Utility bills
Timeline	

APPENDIX I

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

2008-09 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Classroom Teacher	Vera Alexander	High School		
Classroom Teacher	Mandy Sanders	High School		
Classroom Teacher	Lori Jedlicka	Middle School		
Classroom Teacher	April Ollila	Intermediate School		
Classroom Teacher	Kathy Rasche	Intermediate School		
Classroom Teacher	Gail Evers	Hayes Primary School		
Classroom Teacher	Debbie Patterson	Hayes Primary School		
Community Representative	Lisa Barnett			
Community Representative	Cindy Labhart			
Parent	Gina Tallent			
Parent	Brant Krueger			
District Level Professional	Ray Lea			
District Level Professional	Patty Mitchell			
District Level Professional	Terry Stone			

District Improvement Plan Plan Implementation and Development Log	
Date	Purpose

Needs Assessment

Summative Evaluation for 2007-08

Needs Assessment Focus**Indicators Rated**

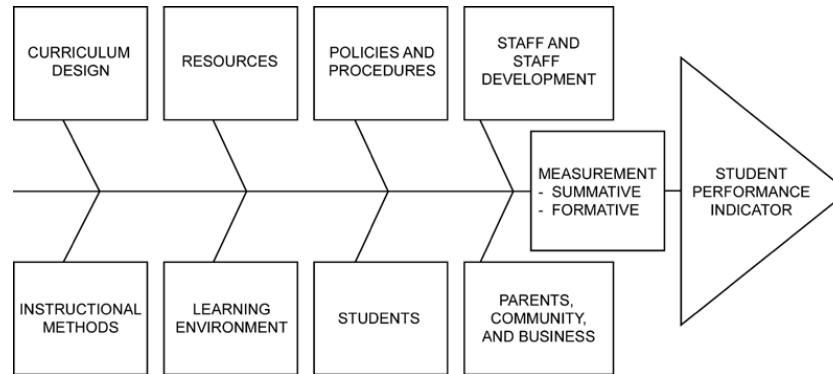
		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	High	Med
2	Percent of students passing ENGLISH II EOC Examination	High	Med
3	Percent of students passing UNITED STATES HISTORY EOC Examination	High	Med
4	Percent of students passing BIOLOGY EOC Examination	High	Med
5	Percent of students passing ALGEBRA I EOC Examination	High	Med
6	Percent passing REPORT CARD GRADES FOR MATH	High	Med
7	Percent passing REPORT CARD GRADES FOR SCIENCE	High	Med
8	Percent of High School students taking ADVANCED PLACEMENT EXAMS	Med	Med
9	Percent of students demonstrating skills for creating and delivering a multi-media presentation	Med	Med
10	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	Med	Med
11	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	Med	Med
12	DISCIPLINE REFERRAL RATES	Med	Med
13	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	Med	Med
14	Percent of students demonstrating appropriate SELF-DISCIPLINE	Med	Med
15	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	Low	Med
16	(AEIS) Mean Scores of SAT/ACT	High	High
17	Percent of students demonstrating good CITIZENSHIP SKILLS	High	High
18	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	High	High
19	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
20	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR

21 (AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS NR NR

Indicators Not Rated

		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of graduates scoring high enough on TAAS-EXIT to predict success on TASP	NR	NR
2	(AEIS) Percent of 8th grade students passing TAAS SOCIAL STUDIES	NR	NR
3	(AEIS) Percent of 8th grade students passing TAAS SCIENCE	NR	NR
4	(AEIS) Percent of 5th grade students passing TAAS READING (Spanish version)	NR	NR
5	(AEIS) Percent of 5th grade students passing TAAS MATH (Spanish version)	NR	NR
6	(AEIS) Percent of 6th grade students passing TAAS READING (Spanish version)	NR	NR
7	(AEIS) Percent of 6th grade students passing TAAS MATH (Spanish version)	NR	NR
8	(AEIS) Percent of 4th grade students passing TAAS WRITING (Spanish version)	NR	NR
9	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
10	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
11	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
12	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
13	Percent of students MASTERING TAAS READING	NR	NR
14	Percent of students MASTERING TAAS MATH	NR	NR
15	Percent of students MASTERING TAAS WRITING	NR	NR
16	Annual Student RETENTION RATES	NR	NR
17	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
18	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR

Process Chart



Curriculum Design:

The curriculum design for each grade level is the Texas Essential Knowledge and Skills (TEKS) developed by the state. Support programs are used as outside resources to enrich the benchmark skills.

Resources:

- Texas adopted textbooks
- Accelerated Reader Program
- Michael Eaton Math
- Multi-sensory reading
- STAR program
- Career workbooks
- SAT/ACT texts
- Manipulatives

Policies and Procedures:

- Language Arts
- Social Studies
- Science
- Mathematics
- Physical Education
- Technology Applications
- Fine Arts
- Career and Technology
- Special Education

Staff and Staff Development:

- Site Base Committees
- English as a second language

Gifted and Talented
Higher Order Thinking Skills
Technology
Teaching Methods
Multi-sensory approach

- Measurement:** More than 90% of the Whitesboro ISD students will be reading and writing on grade level; completing math computations and problem solving at grade level; and completing scientific processes and analyzing the political and economic events in World and U.S. History.
- Student Performance Indicator:** 90% of the students will pass the TAKS math, reading and writing. More than 90% of the 3rd and 4th grade students will pass the TAKS at 90% proficient or higher. 90% of the K-2nd grade students will pass their grade level assessments at 70% correct or higher.
- Instructional Methods:** The lesson cycle for teaching students will be the foundation model for instructional delivery.
- Learning Environment:** The learning environment at Whitesboro ISD will be academically challenging, positive and orderly. We will incorporate the six pillars of Character Counts throughout the district.
- Students:** Student assessments will be analyzed by teachers and campus administrators for academic needs. When the academic need is determined then remediation opportunities will be provided. 100% academic growth and more than 95% of academic success.
- Parents, Community and Business:** Parents will be kept abreast of campus functions through news letters and monthly calendars. Community members and business members will be networked monthly through the site base decision making committee.

Summative Evaluation for year 2008-09

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

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

BOARD GOALS

Goal 1: ACADEMIC EXCELLENCE

Reach the "Exemplary" District status by raising TAKS scores in all sub-groups to 90% or higher focusing on improving achievement in reading, writing, math, science and social studies.

Goal 2: COMMUNICATIONS

Improve communications districtwide through training, activities, media, web page, Showcase, and parent involvement.

Goal 3: TECHNOLOGY

Implement and maintain state of the art technology in all campuses and provide necessary training to prepare students for success after high school.

Goal 4: EXTRA AND CO-CURRICULAR ACTIVITIES

Encourage all secondary students to participate in at least one activity.

Goal 5: FINANCIAL INTEGRITY

Develop strong financial integrity for WISD by maintaining a superior achievement rating on the F.I.R.S.T. report and to reduce utility usage by 5% per year and maintain a 3 month operational fund balance.

District Goals

Goal 1: Academic Excellence

Reach an "Exemplary" District status by raising TAKS scores in all sub-groups to 90% or higher focusing on improving achievement in reading, writing, and math, science and social studies.

Goal 2: Communication

Whitesboro Independent School District will continue to improve communication districtwide through training, activities, media, showcase, webpage, and parent involvement.

Goal 3: Technology

Whitesboro Independent School District will implement and maintain up to date technology in all campuses while providing the necessary training for staff and students to prepare students to become successful, contributing members of the 21st century society.

Goal 4: Extra Curricular and Co Curricular Activities

Whitesboro Independent School District believes that extra-curricular and co-curricular activities are vital to the development and self-esteem of young people. These programs should encourage winning attitudes, hard work, dedication, and self-discipline.

Goal 5: Financial Integrity

Whitesboro ISD will maintain strong financial integrity with a Superior Achievement rating on the Financial Integrity Rating System of Texas (FIRST) report.

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: School Personnel

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

Objective 6: Student Performance

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

Objective 7: School Environment

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

Objective 8: Instructional Techniques

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

Objective 9: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

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

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

Title I - Schoolwide Programs

Goal 1: Needs Assessment

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

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