

Campus Improvement Plan				
	Document B		2007-2008	
Goal Indicator: Reading				
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
K-5 grade level teams will collaborate to review student achievement data, determine team goals/focus for the 07-08 school year and develop appropriate action plans to achieve those goals. Grade level team will build in a team monitoring plan of achievement benchmarks.	Administration, Team Leader, Grade Level Staff and Specialists	Sep-08	Previous years' PAR testing scores/qualifications, diagnostics, MAP tests	
k.1) Beginning of the year informal assessment includes Concepts about Print (CAP), an area that qualifies many students for PAR, and MAP testing. An early assessment will allow for early interventions and parent awareness.	Administration, Team Leader, Grade Level Staff and Specialists	Sep-08	kindergarten testing packet	
k.2) Students will continue to be pulled in small groups which focus on skills that were not mastered in past assessments.	Administration, Team Leader, Grade Level Staff and Specialists	ongoing	Language Arts manipulatives, remedial lessons planned by teachers/curr. Dept., small group instruction by Lit specialists	
k.3) Sub-planning groups for Language Arts will provide one or two reinforcement/enrichment lessons weekly. These plans will be shared with the rest of the team.	Administration, Team Leader, Grade Level Staff and Specialists	ongoing	Subject area resource books, LA curr.	
k.4) Differentiation Theory will be on the weekly planning agenda as discussed at staff meetings. Annual PDH staff goal is to complete the differentiation training provided by the Lit and PACE specialists.	Administration, Team Leader, Grade Level Staff and Specialists	ongoing	Time allocated for PDH and time for planning, adm. Observation of differentiated lessons, incorporation of Bloom's Taxonomy into daily lesson delivery.	
1.1) PAR individualized instruction 30 minutes a day	Administration, Team Leader, Grade Level Staff and Specialists	ongoing	PAR Materials, PAR Guide	

1.2) Guided Reading Instruction 30 minutes a day	Administration, Team Leader, Grade Level Staff and Specialists	ongoing	Leveled Reader, Basal Readers, PAR Materials, Literacy Library	
1.3) Differentiated Instruction in literacy	Administration, Team Leader, Grade Level Staff and Specialists	Sep-08	Leveled books, teacher created centers/materials for independent practice, enrichment, etc., guided reading structure and materials	
1.4) Individualized Book Reports—student's choice of book	Administration, Team Leader, Grade Level Staff and Specialists	Sep-08	PACE support	
1.5) Accelerated Reading Books and Computer Tests	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Computers, software, various accelerated texts	
1.6) Book Studies with PACE teacher	Administration, Team Leader, Grade Level Staff and Specialists	May-08	PACE Support	
2.1) Second grade will use the following methods to reach this goal: Reader's Theater, Fluency cards (word rings), Fluency games, Fluency PowerPoint's, Poetry, and Familiar texts	Administration, Team Leader, Grade Level Staff and Specialists	May-08	PowerPoint, fluency phones, reader's theater scripts, poetry folders, sight word rings	
2.2) Use district software reports (from August and December testing) and other formal/informal assessments to group and regroup students more effectively during direct teacher instruction (teacher table) and to plan classroom assignments/stations so there is a true educational purpose for each one.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Data Management System reports, appropriate teacher-developed common grade level assessments	

3.1) Utilize diagnostic data to determine exactly which students have weaknesses.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Diagnostic/Student Achievement data/SAS reports	
3.2) Incorporate the weekly "Vocabulary" chart that accompanies the weekly read aloud story in McGraw-Hill Reading curriculum - this chart encourages students to determine word meaning using context clues	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Vocabulary words/list each week, McGraw-Hill Reading Teacher's Edition	
3.3) Incorporate context clues in the "vocabulary" station every other week	Administration, Team Leader, Grade Level Staff and Specialists	May-08	NA	
3.4) Provide intense instruction of the graphic organizers that support higher level reading comprehension.	Administration, Team Leader, Grade Level Staff and Specialists	Feb-08	Released TAKS tests, STAR tutorial planning, team planning sessions	
3.5) Before reading, students identify words they do not know in weekly stories/passages	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Various texts stories, passages, etc.	
3.6) Students are encouraged to use vocabulary words that have been previously taught	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Various tests, morning broadcasts	
3.7) All students will be reviewed after each diagnostic testing round to ensure proper placement. Teacher observation/recommendation may also be considered.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Diagnostic/Student Achievement data/SAS reports	

3.8) Depending on the topic of the lesson, teachers will adjust flexible groups that reflect students levels of knowledge in that specific area and allow for more targeted instruction	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Training and discussion on grouping techniques, especially for the new teachers	
4.1) Have students use PAIR-IT books and software which compare different texts	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Computers, related software, student books	
4.2) Use all genres for guided reading and discuss characteristics of that genre, not just the difference in fiction and non-fiction	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Books of varying genres	
4.3) Teacher read alouds-read from each genre and compare to other novels read in class	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Novels and read-alouds of varying genres	
4.4) Give spelling pretest, for those who miss no more than two, have alternate list ready using integrated vocabulary words and challenge words from the story for the week. For students who are reading above grade level, have them choose a novel and 3-4 related study projects or activities. Modify and change stations when necessary by taking away or adding to depending on the needs of that student.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Integrated vocabulary list, available novel and project ideas	
5.1) Incorporate direct instruction, reteaching, and tutoring to fulfill the goal.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	TAKS Practice materials, laminated strategy sheets	

5.2) Use instructional strategies of phonics/spelling; word study and vocabulary; reading instruction: read aloud, shared, guided, and independent; literal and inferential comprehension; and, fluency development.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Leveled reading books, PAR curriculum	
5.3) Research and develop teaching materials that will allow us to incorporate literary elements, problem and solution, inference, cause and effect, context clues, vocabulary, comprehension, main idea, prediction, generalization, fact and nonfat, author purpose and view, and summarization.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Previous TAKS/diagnostic information, MAP results	
5.4) Modify lesson plans to meet both language and academic needs with goal of on level > accelerated levels of performance.	Administration, Team Leader, Grade Level Staff and Specialists	Ongoing	CARE information/CUM folder info to help identify student needs	
5.5) Use peer tutoring to help lower level students gain understanding of concepts	Administration, Team Leader, Grade Level Staff and Specialists	Ongoing	Knowledge of and practice with questioning techniques and instructional strategies.	
5.6) Alternate delivery methods in order to facilitate learning for the visual, aural, and tactile learner	Administration, Team Leader, Grade Level Staff and Specialists	Ongoing	Overhead machine, video streaming, computer software to reinforce concepts	
STARS' Tutoring (3-5) and TUES tutoring (911 students only) plus additional TH tutorial after winter break through April testing. (2.5-3.5 extra hours of instruction each week)	Administration, Team Leader, Grade Level Staff and Specialists	Apr-07	Diagnostic data	

Campus Improvement Plan				
	Document B		2007-2008	
Goal Indicator: Math				
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
k-5 grade level teams will collaborate to review student achievement data, determine team goals/focus for the 06-07 school year and develop appropriate action plans to achieve those goals. Administration will review progress.	Administration, Team Leader, Grade Level Staff and Specialists	Dec-08	Previous years' AIM scores/qualifications	
k.1) After a year of experience testing kindergartners in math, we are better able to draw from resources available to begin math vocabulary instruction earlier in the year.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	AIM test, last years' data, Title I math teacher support	
k.2) Teachers have researched and will continue to research the curriculum for lessons that focus on skills presented in the AIM test. We will be able to use this information to encourage earlier successes.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Curriculum, subject area resource books	
k.3) Sub-planning groups for Math will provide one or two reinforcement/enrichment lessons weekly. These plans will be shared with the rest of the team.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Curriculum, subject area resource books	
k.4) Differentiation will be on the weekly planning agendas. This will provide open discussion for idea sharing within the team. BLOOMS taxonomy will be the basis for lesson "visioning" (i.e. predicting the lesson delivery).	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Collaboration with PACE, SPED, ESOL and specialist teachers	
1.1) Title I Math Support	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Math manipulatives (cubes, game cards, number lines, dice, etc.)	

1.2) Differentiated Instruction during Teacher Guided Math Groups	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Math manipulatives (cubes, game cards, number lines, dice, etc.)	
1.3) Daily Calendar Routine incorporating AIM criteria	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Skip Counting, clock, 100's chart, play money, straws, etc.	
Monthly differentiation meetings as a campus goal with 50% of focus on math lesson delivery.	Administration, Team Leader, Grade Level Staff and Specialists	May-08		
2.2) Incorporate a CGI problem monthly that shows or uses the specific strategies of "use or make a table" or "use or look for a pattern". These will come from the Problem Solver Grade 2 resource book.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	<u>Problem Solver</u> , grade 2	
2.3) Incorporate a seatwork activity on the math workboard monthly to reinforce the objective.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Workboard, appropriate instructional activities/variety of resources for each activity	
2.4) Use of technology (websites) monthly to reinforce the objective.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Appropriate internet websites	
2.5) Use district software reports (from August and December testing) and other formal/informal assessments to group and regroup students more effectively during direct teacher instruction (teacher table) and to plan classroom assignments/stations so there is a true educational purpose for each one.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Data management System reports, teacher developed common grade level assessments	

2.6) At the end of the year, each teacher will receive a questionnaire concerning the implementation of this goal.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Team developed questionnaire	
3.1) Provide targeted instruction to those students with a weakness during small group AIM instruction time	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Diagnostic/Student Achievement data/SAS reports	
3.2) Utilize the "Fact Pack" received by all teachers at AIM-3 training given by the district	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Fact Pack	
3.3) Focus upon fact families when giving instruction in facts (+, - and /,x)	Administration, Team Leader, Grade Level Staff and Specialists	May-08	NA	
3.4) Morning work, transition time, and end-of-day brief, targeted reviews of facts	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Review Boxes, teacher-created problems, etc.	
3.5) Based on diagnostic scores, the highest level students (3-4) from each class will be grouped together for math instruction to receive extended instruction.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Diagnostic/Student Achievement data/SAS reports	
3.6) All students will be reviewed after each diagnostic testing round to ensure proper placement. Teacher observation/recommendation may also be considered.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Diagnostic/Student Achievement data/SAS reports	

3.7) Depending on the topic of the lesson, teachers will adjust flexible groups that reflect students levels of knowledge in that specific area and allow for more targeted instruction	Administration, Team Leader, Grade Level Staff and Specialists	ongoing	Assessment results, classroom observation/anecdotal notes, etc.	
4.1) Do not wait until fractions come up in the curriculum guide. Do some type of fraction warm-up or minilesson each week as a whole class or at teacher table.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Fraction manipulatives, various fractions problems for practice	
4.2) Use other resources besides what the curriculum guide offers like the Region IV book, TEKS teams and Investigations	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Region IV TAKS preparation text, TEKS Team Investigations	
4.3) Give short pretest (3-4 questions) before teaching a new concept. Check results and use to plan whole class lessons and teacher table activities. Use MAP results to group students by specific sub-objective weaknesses and target teach those groups.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	MAP results, AIM Pre-test	
5.1) Incorporate direct instruction, reteaching, and tutoring to fulfill the goal	Administration, Team Leader, Grade Level Staff and Specialists	Apr-08	TAKS Practice / AIM materials	
5.2) Use of investigation activities, computer programs, cooperative grouping tasks, and individual projects	Administration, Team Leader, Grade Level Staff and Specialists	Ongoing	Appropriate computer software	
5.3) Research and develop materials, activities, and resources for objective-specific units that will allow us to improve weakness areas of number, operation and quantitative reasoning; measurement; and underlying processes and skills	Administration, Team Leader, Grade Level Staff and Specialists	May-08	MAP results	

5.4) Modify lesson plans to meet both language and academic needs	Administration, Team Leader, Grade Level Staff and Specialists	ongoing	Information from CARE Team and CUM folders to help identify student needs	
5.5) Use peer tutoring to help lower level students gain understanding of concepts	Administration, Team Leader, Grade Level Staff and Specialists	ongoing	NA	
Differentiation is the campus PDH focus with math as a core subject focus for differentiated lesson plans.	Differentiation team, teachers	May-08	Differentiation training of core team, curriculum dept. support, texts on the topic, campus leadership meetings, time to train and implement	
STARS Tutoring (3-5) one day per week plus 2 after school tutorials from Jan through April 2007	Administration, Team Leader, Grade Level Staff and Specialists	May-08	ECS, Manipulatives, Region IV TAKS Preparation text, MAP and AIM testing results	

Campus Improvement Plan				
	Document B		2007-2008	
Goal Indicator: Writing				
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
4.1) Focus on raising scores to the commended range by developing voice and descriptive writing skills.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	TAKS Writing rubric, sample scores writing samples from TEA	
STARS' Tutoring (3-5) one day per week, Tuesday tutoring for "911" students plus Thursday tutoring from January through April. Range of 2.5 -3.5 extra hours of teaching/week.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	ECS, Manipulatives, Region IV TAKS Preparation text	
Emphasis K-5 on the 6 characteristics of writing utilizing the TAKS writing rubric as an assessment guideline.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	TAKS Writing rubric, sample scores writing samples from TEA	

Campus Improvement Plan				
	Document B		2007-2008	
Goal Indicator: Science				
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
4.1) When available have students take a pre-test. Those who are proficient will work with the PACE teacher on extension projects. If pre-test is not available, observe students knowledge of material during unit overview and allow student to work on "I Wonder" activities instead of participating in each lesson.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Integrated Ols	
5.1) Implementation of the revised/updated Science/Integrated curriculum with particular focus on practices and materials that have worked in similar populations on STAR campuses.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Science concepts / "Warm-up Weekly"	
Science rotation added to grades 3-5 SPECIALS' TEAM. Provides students with weekly opportunities to implement the scientific method, write and draw conclusions based on actual experimentations, and use equipment found in scientific labs.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Campus science teacher, materials provided by the curriculum dept., planning between teams and the science teacher	
STARS' Tutoring (3-5) one day per week plus a TH tutoring session from JAN-MARCH	Administration, Team Leader, Grade Level Staff and Specialists	Apr-08	MAP Test results, STARS planning, attendance at STARS group session on science initiatives	
Science Fair project mandatory for grades 4 & 5 and PACE/Discover grades 2 & 3.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Campus science teacher, materials available for projects, planning between teams and the science specialist	

Morning in the Gym: Bill Nye Video from 7:15-7:30.	Staff, Science Specialist	May-08	Campus science teacher, computer connected to the Internet, large TV Monitor or video projector	
Verizon grant sponsoring a video Conference with NASA or another science related organization that has educational video conferencing capabilities.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Video conferencing equipment, grant , planning between Verizon and administration and science specialist	
Implementation of Science homework on a weekly basis.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	OIs	
Teaching reading with Non-fiction materials.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Purchase of more non-fiction materials.	
Teachers using Bloom's Questioning with students to increase help students think critically.	Administration, Team Leader, Grade Level Staff and Specialists	May-08	Focus for Early Release Professional Development Days.	

Campus Improvement Plan				
	Document B		2007-2008	
Goal Indicator: TAKS-Accommodated and TAKS - M				
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Review achievement data to determine what level targeted instruction to occur on and make informed projections of academic growth. Complete TAKS ALT trainings.	Administration, Team Leaders, Grade Level and SPED Staff.	ongoing	Diagnostic data in reading, writing, and science; Results of Strategic Reading and Math assessments; Informal teacher observation or work samples	
Small group targeted instruction in gen. ed. to achieve mastery on IEP goals	Administration, Team Leaders, Grade Level and SPED Staff and Specialists	Ongoing	Diagnostic data; Informal teacher observation or work samples; Collaboration of general and sped. Teachers; Appropriate level of instructional materials in reading and math formatted to meet state testing regiments; Shared responsibility of planning to meet each individual need; Inclusion support from sped teachers or assistants	
Provide accommodations, such as oral administration of math or IC, small group, reducing assignments, etc to better assess progress in content areas	Administration, Team Leaders, Grade Level and SPED Staff and Specialists	Ongoing	Current IEP with documented accommodations meeting the needs of each individual student to all staff serving the student; Time set aside for collaboration of gen. and sped. teachers to discuss the needs of each individual sped. Student; Inclusion support from sped. teachers or assistants	
Differential instruction (one-on-one, flexible grouping)	Administration, Team Leaders, Grade Level and SPED Staff and Specialists	Ongoing	Teachers meeting the needs of specific groups (e.g. matching students to groups that can maximize talents of both teacher and students); Group students by needs and abilities	

After school tutoring to enrich/reinforce current lessons for better retention of materials.	Administration, Team Leaders, Grade Level and SPED Staff and Specialists	ongoing	Manipulatives; Staff trained to use manipulatives; Resource materials (instructional books); Real life skill materials (games); Small groups	
Strategic Math	Administration, Team Leaders, Grade Level and SPED Staff and Specialists	ongoing	Test formatted practice materials; Knowledge of required TEKS for the level of instruction; Manipulatives for math with real life connections	
Strategic Reading	Administration, Team Leaders, Grade Level and SPED Staff and Specialists	ongoing	Trained personnel (teachers and teaching assistants); Manipulatives; Strategic Programs	
Herman Reading	Administration, Team Leaders, Grade Level and SPED Staff and Specialists	ongoing	Trained personnel (teachers and teaching assistants); Strategic Programs	

Campus Improvement Plan				
	Document B		2007-2008	
Goal Indicator: Attendance				
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Ensure that all Truancy guidelines are met and timelines are strictly adhered to including letters sent home and efficient filing for truancy per State Truancy Code.	Administration, Counselor, Team Leader, Grade Level Staff and Specialists	Ongoing	Attendance at various legal update/student management meetings, letter templates to send home to parents	
Ensure proper documentation for all filing and proper collaboration with Ann Jackson and Judge Lewis as needed.	Administration, Counselor, Team Leader, Grade Level Staff and Specialists	Ongoing		
Work with parents/families personally to help alleviate truancy concerns via personal phone calls home from administration, CARE team, classroom teacher contact, etc.	Administration, Counselor, Team Leader, Grade Level Staff and Specialists	Ongoing	CARE team files maintained and reviewed when truancy issues arise.	

Campus Improvement Plan				
	Document B		2007-2008	
Goal Indicator: Citizenship				
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Establish a PBS Team to determine membership, meeting times, roles and mission	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	PBS Training offered through SpEd Dept., informed that this is a 3-5 year process to implement effectively	
Refine the discipline referral process and forms, Schoolwide expectations, and rules for school settings	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	Core PBS Team met throughout summer '07	
Train staff on discipline referral process and forms, expectations, and rules for school settings	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	During August Campus PDH day.	
Teach/Review basic behavioral principles with staff	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	During August Campus PDH day.	
Develop and implement reward/recognition program for staff and students	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	PBS Team applied for PISD Foundation Grants, Wal-Mart Grants, donations for other PISD campuses to maintain program.	

Train staff on social skills instruction and TRIBES community building	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	Ongoing through PBS V-Team, daily social skills lesson within classrooms	
Daily PBS Focus using Tribes Lessons to teach and reinforce positive social skills during the morning classroom routines	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	Ongoing through PBS V-Team, daily social skills lesson within classrooms	
Guidance Counseling Lessons during Specials period of Early Release Professional Development days aligned with developing Character and supporting the PBS philosophy.	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	Counselor and Specials Teachers Coordination, Counseling Lessons	
Evaluation of PBS activities and implementation	PBS Team (Building Adm., staff, itinerant SpEd staff)	Ongoing	Use of TEAMS discipline data reports combined with campus created database of discipline referrals.	

2007-2008 CIP Evaluation Form
Document A

Campus					
Forman Elementary		Goal	Plan Page Reference	TAKS Indicator	Goal Measure
Due by October 31, 2007					
Reading					
No State Acct					
All students		Proficiency rate will meet targeted expectations.	Doc. B, p. 1-5	% Passing	95%
All students		Commended rate will meet targeted expectations.	Doc. B, p. 1-5	% Comm.	24%
African American		Proficiency rate will meet targeted expectations.	Doc. B, p. 1-5	% Passing	90%
African American		Commended rate will meet targeted expectations.	Doc. B, p. 1-5	% Comm.	25%
Hispanic		Proficiency rate will meet targeted expectations.	Doc. B, p. 1-5	% Passing	94%
Hispanic		Commended rate will meet targeted expectations.	Doc. B, p. 1-5	% Comm.	21%
White		Proficiency rate will meet targeted expectations.	Doc. B, p. 1-5	% Passing	98%
White		Commended rate will meet targeted expectations.	Doc. B, p. 1-5	% Comm.	26%
Econ Disadv		Proficiency rate will meet targeted expectations.	Doc. B, p. 1-5	% Passing	91%
Econ Disadv		Commended rate will meet targeted expectations.	Doc. B, p. 1-5	% Comm.	21%
Writing					
All students		Proficiency rate will meet targeted expectations.	Doc. B, p. 11	% Passing	99%
All students		Commended rate will meet targeted expectations.	Doc. B, p. 11	% Comm.	27%
African American	22	Proficiency rate will meet targeted expectations.	Doc. B, p. 11	% Passing	99%
African American		Commended rate will meet targeted expectations.	Doc. B, p. 11	% Comm.	10%
Hispanic		Proficiency rate will meet targeted expectations.	Doc. B, p. 11	% Passing	99%
Hispanic		Commended rate will meet targeted expectations.	Doc. B, p. 11	% Comm.	30%
White	15	Proficiency rate will meet targeted expectations.	Doc. B, p. 11	% Passing	99%
White		Commended rate will meet targeted expectations.	Doc. B, p. 11	% Comm.	25%
Econ Disadv		Proficiency rate will meet targeted expectations.	Doc. B, p. 11	% Passing	99%
Econ Disadv		Commended rate will meet targeted expectations.	Doc. B, p. 11	% Comm.	23%
Mathematics					
All students		Proficiency rate will meet targeted expectations.	Doc. B, p. 6-10	% Passing	90%
All students		Commended rate will meet targeted expectations.	Doc. B, p. 6-10	% Comm.	33%
African American		Proficiency rate will meet targeted expectations.	Doc. B, p. 6-10	% Passing	90%
African American		Commended rate will meet targeted expectations.	Doc. B, p. 6-10	% Comm.	26%
Hispanic		Proficiency rate will meet targeted expectations.	Doc. B, p. 6-10	% Passing	90%
Hispanic		Commended rate will meet targeted expectations.	Doc. B, p. 6-10	% Comm.	33%
White		Proficiency rate will meet targeted expectations.	Doc. B, p. 6-10	% Passing	90%
White		Commended rate will meet targeted expectations.	Doc. B, p. 6-10	% Comm.	33%
Econ Disadv		Proficiency rate will meet targeted expectations.	Doc. B, p. 6-10	% Passing	90%
Econ Disadv		Commended rate will meet targeted expectations.	Doc. B, p. 6-10	% Comm.	30%
Science					
All students		Proficiency rate will meet targeted expectations.	Doc. B, p. 12-13	% Passing	80%
All students		Commended rate will meet targeted expectations.	Doc. B, p. 12-13	% Comm.	27%
African American	13	Proficiency rate will meet targeted expectations.	Doc. B, p. 12-13	% Passing	80%
African American		Commended rate will meet targeted expectations.	Doc. B, p. 12-13	% Comm.	27%
Hispanic		Proficiency rate will meet targeted expectations.	Doc. B, p. 12-13	% Passing	75%
Hispanic		Commended rate will meet targeted expectations.	Doc. B, p. 12-13	% Comm.	25%
White	20	Proficiency rate will meet targeted expectations.	Doc. B, p. 12-13	% Passing	80%
White		Commended rate will meet targeted expectations.	Doc. B, p. 12-13	% Comm.	33%
Econ Disadv		Proficiency rate will meet targeted expectations.	Doc. B, p. 12-13	% Passing	80%
Econ Disadv		Commended rate will meet targeted expectations.	Doc. B, p. 12-13	% Passing	23%
Attendance					
All students		To maintain/improve upon our excellent attendance rates (currently 97 %)	Doc. B p. 16	% of Student attendance	97%
African American		To maintain/improve upon our excellent attendance rates (currently 96.%)	Doc. B p. 16	% of Student attendance	97%
Hispanic		To maintain/improve upon our excellent attendance rates (currently 97%)	Doc. B p. 16	% of Student attendance	97%
White		To maintain/improve upon our excellent attendance rates (currently 97 %)	Doc. B p. 16	% of Student attendance	97%
Econ Disadv		To maintain/improve upon our excellent attendance rates (currently 97%)	Doc. B p. 16	% of Student attendance	97%
Citizenship					
All students		All Students	To decrease the number of office referrals	TEAMS data/year 2	reduce by 1/3 from 2000