

Comanche ISD

District Improvement Plan

2008-09

It is the mission of Comanche ISD to educate all students to their full potential, preparing them to be skillful, life-long learners, effective communicators, and conscientious citizens of society.

COMANCHE ISD VISION STATEMENT

The Board of Trustees of Comanche ISD envisions a school district that:

Equips all students with the essential knowledge and skills to achieve their full potential, developing them to read critically, speak fluently, write competently, and listen effectively;

Is student-centered and recognized by peers for success in all programs and activities;

Inspires enthusiasm for excellence and a quest for new knowledge and skills in both staff and students;

Creates a safe environment to promote the development of moral values and character traits that prepare students for the responsibilities required of conscientious citizens of society, and ;

Mobilizes the best efforts of all stakeholders toward the common goal of the best interests of the students of Comanche ISD.

COMANCHE ISD LONG-RANGE GOALS

With the cooperation of the community, parents, staff and students, the Board of Trustees of Comanche ISD will strive to adopt policies and procedures to:

Achieve excellence and equity in all educational programs and activities;

Provide a safe, positive environment for students to learn and staff to teach;

Recruit, nurture, train and retain a staff of dedicated and qualified professionals;

Develop school spirit and community pride in Comanche schools; and

Operate the district effectively and efficiently, strategically planning and implementing for the future.

FUNDING SOURCES

Sources of funding for Comanche ISD include ARI and AMI, local, Title I, Migrant, Technology, Title II, Title V, Title IV, Title VI, McKinney-Vento grant, Federal Vocational and the High School Allotment.

NEEDS ASSESSMENT

To assess where the students of Comanche ISD are in relation to the District Vision, Mission, and Goals, the District Improvement Team and administration review all available data to identify our strengths and to prioritize our most urgent needs. Formal review includes data from the following sources:

* disaggregation of longitudinal and current year AEIS data

- * results of benchmark assessments
- * review of attendance and dropout data
- * prior year budgets/entitlements and expenditures to determine current year funding and priorities
- * district-lead administrative meetings
- * results of state and federal planning requirements
- * Title I evaluation
- * teacher retention rates
- * student retention rates

Informal measures for gathering data include, but are not limited to:

- * needs identified through campus faculty meetings and carried forward to DIT meetings
- * staff e-mails and suggestions to district-level personnel
- * DIT Committee reports
- * administrative retreat discussions of district vision and how to use research-based strategies to enhance progress toward that vision
- * research performed by district in order to obtain grant funding

Strengths and Prioritized Areas of Concern

Comanche ISD has determined its areas of strength and areas of concern. This information became the focus of the 2008-2009 District Improvement Plan, either in specific goals and strategies or in activities related to those goals or strategies.

IDENTIFIED STRENGTHS:

- * Board of Trustees support of improved instruction and programs
- * Use of technology for administrative procedures and instructional support
- * commitment of staff, community, business and parents in the planning processes
- * Early intervention programs for reading using research-based methodology
- * regularly scheduled curriculum/departmental meetings at each campus to assess student progress
- * efforts to provide programs to reach students who are at risk of retention or dropping out through TAKS prep classes and/or credit recovery at the secondary level campuses
- * efforts to seek articulation agreements with TSTC, WTTC, and Ranger College to provide more opportunities for students

AREAS OF CONCERN:

- * close the achievement gaps between all students and subpopulations
- * continue support to teachers in coordination of TEKS and TAKS through curriculum alignment with research-based methods
- * reduce truancy and decrease dropout rates through collaboration with the county attorney and justice of the peace; increase home visits and parental contact - secure SRO position
- * seek solutions to increase success in math and science across the district - DATE project to encourage collaboration among staff members
- * increase and intensify learning opportunities for student who are identified as at risk - Three Tier Success Initiative
- * increase enrollment in advanced classes to a population of students who have not traditionally participate - AVID Program
- * seek and retain highly qualified bilingual teachers throughout the district to support the needs of our LEP students.
- * increase learning opportunities for our Special Education population so they will continue to succeed in their assessment requirements
- * offer differentiated curriculum to all students - American Sign Language for Dyslexia students; on-line classes for Advanced Placement.

- * develop strategies to increase students' content based vocabulary across the district.
- * coordinate with area college recruitment officers to introduce post secondary education to not only our secondary campuses but also our elementary students.
- * integrate higher-level questioning in all classrooms to develop higher-level thinking with the QUILT technique.
- * increase staff collaborative efforts to foster a culture of learning across the organization - PD360
- * integrate system to determine students college / career readiness.
- *continue to implement new technology in the classroom to improve student academic success.

Comanche ISD Belief Statements

- 1 It is the belief of the Board of Trustees of the Comanche Independent School District that the following statements express the fundamental values and core principals to guide all decision-making, planning, organization, and administration of the school district
- 2 All students can learn and it is the responsibility of Comanche ISD to provide adequate and equitable opportunities for students to achieve their full potential.
- 3 Students achieve best in a safe, orderly environment, led by a staff of qualified, dedicated professionals with high expectations, and supported by parents and a community committed to the pursuit of educational excellence.
- 4 Educational excellence for all students can be achieved through effective and efficient organization and allocation of available resources, training, and staff development.

Goal 1: Comanche ISD will promote programs and activities which will provide equitable opportunities for all students to reach their maximum potential.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	5) Professional Staff
6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Indicator: TAKS Reading

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 100 %	2013-14	≥ 94.4 %	2009
Economically Disadvantaged	90 %	2008	≥ 100 %	2013-14	≥ 92 %	2009
Hispanic	89 %	2008	≥ 100 %	2013-14	≥ 91.2 %	2009
White	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009

Indicator: TAKS Reading

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	96 %	2008	≥ 100 %	2013-14	≥ 96.8 %	2009
Economically Disadvantaged	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009
Hispanic	96 %	2008	≥ 100 %	2013-14	≥ 96.8 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Indicator: TAKS Reading**Grade:** 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90 %	2008	≥ 100 %	2013-14	≥ 92 %	2009
Economically Disadvantaged	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Hispanic	79 %	2008	≥ 100 %	2013-14	≥ 83.2 %	2009
White	98 %	2008	≥ 100 %	2013-14	≥ 98.4 %	2009

Indicator: TAKS Reading**Grade:** 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
Economically Disadvantaged	86 %	2008	≥ 100 %	2013-14	≥ 88.8 %	2009
Hispanic	79 %	2008	≥ 100 %	2013-14	≥ 83.2 %	2009
White	99 %	2008	≥ 100 %	2013-14	≥ 99.2 %	2009

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 100 %	2013-14	≥ 94.4 %	2009
Economically Disadvantaged	89 %	2008	≥ 100 %	2013-14	≥ 91.2 %	2009
Hispanic	94 %	2008	≥ 100 %	2013-14	≥ 95.2 %	2009
White	94 %	2008	≥ 100 %	2013-14	≥ 95.2 %	2009

Indicator: TAKS Reading

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Economically Disadvantaged	79 %	2008	≥ 100 %	2013-14	≥ 83.2 %	2009
Hispanic	80 %	2008	≥ 100 %	2013-14	≥ 84 %	2009
White	89 %	2008	≥ 100 %	2013-14	≥ 91.2 %	2009

Indicator: TAKS Reading

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009
Economically Disadvantaged	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009
Hispanic	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009
White	98 %	2008	≥ 100 %	2013-14	≥ 98.4 %	2009

Indicator: TAKS Reading

Grade: 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	96 %	2008	≥ 100 %	2013-14	≥ 96.8 %	2009
Economically Disadvantaged	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
Hispanic	92 %	2008	≥ 100 %	2013-14	≥ 93.6 %	2009
White	98 %	2008	≥ 100 %	2013-14	≥ 98.4 %	2009

Indicator: TAKS English/Lang. Arts

Grade: 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
Economically Disadvantaged	90 %	2008	≥ 100 %	2013-14	≥ 92 %	2009
Hispanic	83 %	2008	≥ 100 %	2013-14	≥ 86.4 %	2009
White	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009

Indicator: TAKS English/Lang. Arts

Grade: 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
Economically Disadvantaged	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
Hispanic	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
White	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009

Indicator: TAKS Math

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 100 %	2013-14	≥ 91.2 %	2009
Economically Disadvantaged	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Hispanic	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
White	94 %	2008	≥ 100 %	2013-14	≥ 95.2 %	2009

Indicator: TAKS Math

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009
Economically Disadvantaged	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009
Hispanic	94 %	2008	≥ 100 %	2013-14	≥ 95.2 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Indicator: TAKS Math

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 100 %	2013-14	≥ 94.4 %	2009
Economically Disadvantaged	88 %	2008	≥ 100 %	2013-14	≥ 90.4 %	2009
Hispanic	88 %	2008	≥ 100 %	2013-14	≥ 90.4 %	2009
White	96 %	2008	≥ 100 %	2013-14	≥ 96.8 %	2009

Indicator: TAKS Math

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 100 %	2013-14	≥ 94.4 %	2009
Economically Disadvantaged	89 %	2008	≥ 100 %	2013-14	≥ 91.2 %	2009
Hispanic	87 %	2008	≥ 100 %	2013-14	≥ 89.6 %	2009
White	98 %	2008	≥ 100 %	2013-14	≥ 98.4 %	2009

Indicator: TAKS Math

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	88 %	2008	≥ 100 %	2013-14	≥ 90.4 %	2009
Economically Disadvantaged	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009
Hispanic	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
White	90 %	2008	≥ 100 %	2013-14	≥ 92 %	2009

Indicator: TAKS Math

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86 %	2008	≥ 100 %	2013-14	≥ 88.8 %	2009
Economically Disadvantaged	80 %	2008	≥ 100 %	2013-14	≥ 84 %	2009
Hispanic	80 %	2008	≥ 100 %	2013-14	≥ 84 %	2009
White	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009

Indicator: TAKS Math

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2008	≥ 100 %	2013-14	≥ 86.4 %	2009
Economically Disadvantaged	74 %	2008	≥ 100 %	2013-14	≥ 79.2 %	2009
Hispanic	71 %	2008	≥ 100 %	2013-14	≥ 76.8 %	2009
White	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009

Indicator: TAKS Math

Grade: 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
Economically Disadvantaged	77 %	2008	≥ 100 %	2013-14	≥ 81.6 %	2009
Hispanic	76 %	2008	≥ 100 %	2013-14	≥ 80.8 %	2009
White	88 %	2008	≥ 100 %	2013-14	≥ 90.4 %	2009

Indicator: TAKS Math

Grade: 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	74 %	2008	≥ 100 %	2013-14	≥ 79.2 %	2009
Economically Disadvantaged	67 %	2008	≥ 100 %	2013-14	≥ 73.6 %	2009
Hispanic	57 %	2008	≥ 100 %	2013-14	≥ 65.6 %	2009
White	88 %	2008	≥ 100 %	2013-14	≥ 90.4 %	2009

Indicator: TAKS Math

Grade: 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 100 %	2013-14	≥ 91.2 %	2009
Economically Disadvantaged	80 %	2008	≥ 100 %	2013-14	≥ 84 %	2009
Hispanic	81 %	2008	≥ 100 %	2013-14	≥ 84.8 %	2009
White	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009

Indicator: TAKS Writing

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	96 %	2008	≥ 100 %	2013-14	≥ 96.8 %	2009
Economically Disadvantaged	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009
Hispanic	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009
White	96 %	2008	≥ 100 %	2013-14	≥ 96.8 %	2009

Indicator: TAKS Writing

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	97 %	2008	≥ 100 %	2013-14	≥ 97.6 %	2009
Economically Disadvantaged	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009
Hispanic	98 %	2008	≥ 100 %	2013-14	≥ 98.4 %	2009
White	96 %	2008	≥ 100 %	2013-14	≥ 96.8 %	2009

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94 %	2008	≥ 100 %	2013-14	≥ 95.2 %	2009
Economically Disadvantaged	98 %	2008	≥ 100 %	2013-14	≥ 98.4 %	2009
Hispanic	96 %	2008	≥ 100 %	2013-14	≥ 96.8 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Indicator: TAKS Science

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
Economically Disadvantaged	71 %	2008	≥ 90 %	2013-14	≥ 74.8 %	2009
Hispanic	64 %	2008	≥ 90 %	2013-14	≥ 69.2 %	2009
White	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009

Indicator: TAKS Science

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Economically Disadvantaged	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
Hispanic	73 %	2008	≥ 90 %	2013-14	≥ 76.4 %	2009
White	99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009

Indicator: TAKS Science

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	67 %	2008	≥ 90 %	2013-14	≥ 71.6 %	2009
Economically Disadvantaged	51 %	2008	≥ 90 %	2013-14	≥ 58.8 %	2009
Hispanic	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
White	77 %	2008	≥ 90 %	2013-14	≥ 79.6 %	2009

Indicator: TAKS Science**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	71 %	2008	≥ 90 %	2013-14	≥ 74.8 %	2009
Economically Disadvantaged	67 %	2008	≥ 90 %	2013-14	≥ 71.6 %	2009
Hispanic	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
White	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009

Indicator: TAKS Science**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
Economically Disadvantaged	75 %	2008	≥ 90 %	2013-14	≥ 78 %	2009
Hispanic	70 %	2008	≥ 90 %	2013-14	≥ 74 %	2009
White	96 %	2008	≥ 90 %	2013-14	≥ 96 %	2009

Indicator: TAKS Social Studies**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Hispanic	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
White	96 %	2008	≥ 90 %	2013-14	≥ 96 %	2009

Indicator: TAKS Social Studies**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Hispanic	71 %	2008	≥ 90 %	2013-14	≥ 74.8 %	2009
White	94 %	2008	≥ 90 %	2013-14	≥ 94 %	2009

Indicator: SSI Math - Acc. Instruction Rate

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	17 %	2008	≤ 0 %	2013-14	≤ 13.6 %	2009
Economically Disadvantaged	26 %	2008	≤ 0 %	2013-14	≤ 20.8 %	2009
Hispanic	29 %	2008	≤ 0 %	2013-14	≤ 23.2 %	2009
White	9 %	2008	≤ 0 %	2013-14	≤ 7.2 %	2009

Indicator: SSI Reading - Acc. Instruction Rate

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	9 %	2008	≤ 0 %	2013-14	≤ 7.2 %	2009
Economically Disadvantaged	14 %	2008	≤ 0 %	2013-14	≤ 11.2 %	2009
Hispanic	21 %	2008	≤ 0 %	2013-14	≤ 16.8 %	2009
White	1 %	2008	≤ 0 %	2013-14	≤ 0.8 %	2009

Indicator: SSI Reading - Acc. Instruction Rate

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	3 %	2008	≤ 0 %	2013-14	≤ 2.4 %	2009
Economically Disadvantaged	3 %	2008	≤ 0 %	2013-14	≤ 2.4 %	2009
Hispanic	3 %	2008	≤ 0 %	2013-14	≤ 2.4 %	2009
White	2 %	2008	≤ 0 %	2013-14	≤ 1.6 %	2009

Indicator: SSI Reading - 2nd Admin. Rate

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99 %	2008	≥ 100 %	2013-14	≥ 99.2 %	2009
Economically Disadvantaged	99 %	2008	≥ 100 %	2013-14	≥ 99.2 %	2009
Hispanic	99 %	2008	≥ 100 %	2013-14	≥ 99.2 %	2009
White	99 %	2008	≥ 100 %	2013-14	≥ 99.2 %	2009

Indicator: SSI Math - Acc. Instruction Rate

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	7 %	2008	≤ 0 %	2013-14	≤ 5.6 %	2009
Economically Disadvantaged	11 %	2008	≤ 0 %	2013-14	≤ 8.8 %	2009
Hispanic	13 %	2008	≤ 0 %	2013-14	≤ 10.4 %	2009
White	2 %	2008	≤ 0 %	2013-14	≤ 1.6 %	2009

Indicator: Annual Dropout Rate (Grades 7-8)

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	0.5 %	2008	≤ 0.2 %	2013-14	≤ 0.4 %	2009
Economically Disadvantaged	0.8 %	2008	≤ 0.2 %	2013-14	≤ 0.7 %	2009
Hispanic	0 %	2008	≤ 0 %	2013-14	≤ 0 %	2009
White	0.7 %	2008	≤ 0.2 %	2013-14	≤ 0.6 %	2009

Indicator: Completion: Dropped Out (4-yr)

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	11.7 %	2008	≤ 0 %	2013-14	≤ 9.4 %	2009
Economically Disadvantaged	21.1 %	2008	≤ 0 %	2013-14	≤ 16.9 %	2009
Hispanic	23.3 %	2008	≤ 0 %	2013-14	≤ 18.6 %	2009
White	5.3 %	2008	≤ 0 %	2013-14	≤ 4.2 %	2009

Indicator: TAKS Social Studies

Grade: 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 90 %	2013-14	≥ 91 %	2009
Economically Disadvantaged	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Hispanic	87 %	2008	≥ 90 %	2013-14	≥ 87.6 %	2009
White	95 %	2008	≥ 90 %	2013-14	≥ 95 %	2009

Indicator: TAKS Social Studies**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	97 %	2008	≥ 90 %	2013-14	≥ 97 %	2009
Economically Disadvantaged	94 %	2008	≥ 90 %	2013-14	≥ 94 %	2009
Hispanic	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009
White	99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009

Indicator: TAKS Overall**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Economically Disadvantaged	74 %	2008	≥ 90 %	2013-14	≥ 77.2 %	2009
Hispanic	71 %	2008	≥ 90 %	2013-14	≥ 74.8 %	2009
White	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009

Indicator: SSI Reading - Acc. Instruction Rate

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	5 %	2008	≤ 0 %	2013-14	≤ 4 %	2009
Economically Disadvantaged	3 %	2008	≤ 0 %	2013-14	≤ 2.4 %	2009
Hispanic	4 %	2008	≤ 0 %	2013-14	≤ 3.2 %	2009
White	7 %	2008	≤ 0 %	2013-14	≤ 5.6 %	2009

Strategies

Goal 1 - Strategy 1		TAKS Improvement															
Leader(s): Administration Leader Progress Report Dates: End of each 6-week period May 2009		Brief Description: To have 90% of all students and student subpopulations pass the language arts, reading, math, writing, science and social studies portions of the TAKS test.						Evaluation Benchmark: Informal Assessment 90% passing rate on TAKS Staff Development Records/Correlates to DIP Student Passing Rate Lesson Plans									
Resources Required: Title Teachers Time Teachers Staff Special Education Co-Op ESC XIV Staff Campus Admin. Staff AEIS-It Reports		FTE's Required: Number of FTE's: None OEYP Cost: None				Source of Funds: None				Amount \$0.00 <hr/> \$0.00							
Timeline																	
Activity		Person 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
Disaggregate student language arts, reading, math, writing, science, and social studies data; identify and prioritize objectives students did not master and plan appropriately for their instruction		Principals/Teachers				X	X										
Benchmark TAKS objectives at appropriate intervals.		Teachers					X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 1 TAKS Improvement		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Provide extended day/year services K-12	Principals/Assistant Principal						X	X	X	X		X	X
Increase emphasis on problem solving and critical thinking skills by developing activities that include parental involvement.	Teachers			X			X	X					
Continue grade placement committee meetings for 3rd and 5th grade students who fail TAKS and begin GPC on the junior high campus for 8th grade students who fail TAKS.	Elementary /Junior High Principal								X	X	X	X	X
Provide an accelerated program for those students not passing TAKS at the 3rd and 5th grade level	Elementary Principal								X	X	X	X	
Provide after school tutorials at the Junior High campus for students needing additional academic instruction.	Principal/Counselor		X	X	X	X	X	X	X	X	X		
Continue regular departmental meetings to discuss student progress	Principals		X	X	X	X	X	X	X	X	X		
Provide TAKS preparation classes at the secondary level to assist students who have failed or are at risk of failure.	Principal	X	X	X	X	X	X	X	X	X	X		
Continue inquiry based, science program that will offer higher level thinking skills to all students in K - 2nd grade.	Administrators/Day	X											
Incorporate QUILT questioning techniques at all campuses in the district	Principals/Superintendent		X	X	X	X	X	X	X	X	X		
Integrate new technology in all departments to assist all students with the TEKS and TAKS objectives.	Principal / Math Teachers	X	X	X	X	X	X	X	X	X	X		
Implement strategies to increase academic vocabulary to students at all levels and abilities.	Principal/Teachers	X	X	X	X	X	X	X	X	X	X		
Principals will visit classrooms on a regular basis using the 3 Minute Walkthrough curriculum	Deputy Superintendent		X	X	X	X	X	X	X	X			
Implement Response to Intervention (Rtl) plans at each campus.	Deputy Superintendent	X	X										X

Goal 1 - Strategy 1 TAKS Improvement		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Increase staff collaborative efforts to foster culture of learning across the organization	campus principals		X	X	X	X	X	X	X	X	X	X	
Incorporate curriculum or opportunities for students to gain leadership skills	superintendent; principals	X	X						X	X	X		

Goal 1 - Strategy 2		Improve Participation on SAT/ACT															
Leader(s): Administration		Brief Description: To increase the number of ACT/SAT examinees who have met or exceeded the criterion score					Evaluation Benchmark: 70% of all seniors will take SAT/ACT 50 % of all ACT/SAT examinees will score at or above: SATI 1110 ACT Composite 24 90% of all Juniors will take PSAT										
Leader Progress Report Dates: 8/08-5/09																	
Resources Required:		FTE's Required:			Source of Funds:				Amount								
Testing Fees		Number of FTE's: None			None				\$0.00								
Teaching Aids		Not Specified							\$0.00								
Teachers		Cost: None															
Supplies																	
Staff																	
Parent Support																	
Counselor																	
Campus Admin. Staff																	
Timeline																	
Activity		Person 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
District will pay for all juniors to take one college entrance exam and will pay for all sophomores to take the PSAT.		Administration						X						X			
Integrate additional technology to help students prepare for college entrance exams.		Principal/teacher												X			

Goal 1 - Strategy 3		Participation in Recommended High School Program														
Leader(s): Administration		Brief Description: To have 95% of total graduates meet or exceed Recommended High School Program or Distinguished Achievement Program					Evaluation Benchmark: Graduation records show 95% or more graduates meeting or exceeding the RHSP or the DAP									
Leader Progress Report Dates: May 2009																
Resources Required:		FTE's Required:			Source of Funds:							Amount				
Time		Number of FTE's: None			None							\$0.00				
Teachers		Not Specified										\$0.00				
Staff		Cost: None														
Parent Support																
Counselor																
Campus Admin. Staff																
Timeline																
Activity		Person 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
Explain to student the difference between the types of high school programs and the benefits of each.		Principal, Counselor			X										X	
Meet state adopted standards for establishing timeline for students to declare their graduation choice.		Principal/Counselor			X	X	X	X	X	X	X	X	X	X	X	
Complete four year plans for all incoming 9th grade students		Counselor/Principal			X								X	X	X	
Track students academic progress to help determine college readiness (Just 4 the Kids) at the elementary and secondary levels		Principal			X	X	X					X	X	X		

Goal 1 - Strategy 4		At-Risk														
Leader(s): Administration		Brief Description: To provide a well-balanced and appropriate curriculum for all students					Evaluation Benchmark: 90% of all At-risk students will pass all portions of the TAKS Informal assessments									
Leader Progress Report Dates: 8/08-5/09																
Resources Required:		FTE's Required:			Source of Funds:						Amount					
Time		Number of FTE's: 19.06			Compensatory Ed. Budget						\$677,982.00					
Staff		Fully Comp. Ed Funded									\$677,982.00					
Dyslexia Personnel		Cost: None														
Computers																
Campus Admin. Staff																
AEIS-It Reports																
Timeline																
Activity		Person 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
Each campus will continue to identify students at risk using state criteria		Principals, teachers			X					X				X		
Learning Lab arrangements will be used at the junior high and high school campuses to enhance instruction and provide extra support for students in need of assistance		Principals			X	X	X	X	X	X	X	X	X	X	X	
Provide TAKS prep and credit recovery classes for students at risk		Teacher, Principal			X	X	X	X	X		X	X	X	X		
Meet the established standards for developing and impleting Personal Graduation Plans for students at-risk		Principal/Counselor			X	X								X	X	

Goal 1 - Strategy 5		Title I															
Leader(s): Principals		Brief Description: To provide a well-balanced and appropriate curriculum for all students					Evaluation Benchmark: 90% of all Title I students will pass all portions of the TAKS test. Informal evaluations										
Leader Progress Report Dates: 8/08-5/09																	
Resources Required:		FTE's Required:			Source of Funds:							Amount					
Title I Salaries		Number of FTE's: None			None							\$0.00					
Time		Not Specified										\$0.00					
Teaching Aids		Cost: None															
Teachers																	
Supplies																	
Parent Support																	
Library																	
ESC XIV Staff																	
Computers																	
Campus Admin. Staff																	
AEIS-It Reports																	
Timeline																	
Activity		Person 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
Support continued use of Schoolwide Title I programs at Elementary campus.		Principals				X	X	X	X	X	X	X	X	X	X		
The elementary campus will hire aides who are highly qualified (60 hours or more of college/speak a needed language for		Principals				X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 5 Title I		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
translation/have completed ESC 14 course and passed exam) as required by the NCLB Act.													
Title I set aside funds will be used to meet the academic needs of at-risk students on nonTitle I campuses	Deputy Superintendent	X	X		X						X	X	

Goal 1 - Strategy 6		Special Education												
Leader(s): Special Ed. Co-op Director Leader Progress Report Dates: 8/08-5/09		Brief Description: Provide additional staff development in the area of special education					Evaluation Benchmark: Staff development records IEP's							
Resources Required: Transportation Dept. Time Teachers Staff Special Education Co-Op ESC XIV Staff Diagnostician Computers Campus Admin. Staff AEIS-It Reports		FTE's Required: Number of FTE's: None Not Specified Cost: None			Source of Funds: None				Amount \$0.00 \$0.00					
Timeline														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
District will provide to all staff, appropriate staff development concerning the use of timelines, IEP's, etc. as set forward in the CAP summary	Administration, ESC XIV Staff, Spec. Ed. Co-op Dir	X	X								X			
Special Education Plans will be consistently monitored to ensure compliance with all regulations (ex. timelines, IEP's,	Principals/Diagnosticians/Co-Op Personnel	X	X	X	X	X	X	X	X	X	X			

Goal 1 - Strategy 6 Special Education		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
modifications, etc)													
District will review CAP process annually and update corrective action plans.	Administration	X										X	X
New technology will be implemented in Junior High learning lab for content mastery	principal		X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 7		ESL/Bilingual/Migrant														
Leader(s): Administration		Brief Description: Comanche ISD will provide appropriate services to students who meet the criteria for ESL/Bilingual/Migrant programs					Evaluation Benchmark: Home Language Surveys LPAC Minutes Staff Development Records									
Leader Progress Report Dates: 8/08-5/09																
NEW INITIATIVE																
Resources Required:		FTE's Required:			Source of Funds:					Amount						
Release time or comp time		Number of FTE's: None			None					\$0.00						
Computers		Not Specified								\$0.00						
Counselor		Cost: None														
District Admin. Staff																
District Staff																
ESC XIV Staff																
Campus Admin. Staff																
Parent Support																
Title Teachers																
Special Education Co-Op																
Staff																
Supplies																
Teachers																
Testing Fees																
Time																
Library																
Timeline																
Activity		Person Responsible			A	S	O	N	D	J	F	M	A	M	J	J

Goal 1 - Strategy 7		ESL/Bilingual/Migrant											
		u	e	c	o	e	a	e	a	p	a	u	u
Maintain all documentation required by law to identify, place, test, maintain and exit students in these programs	Principals/ESL/Mig/Biling Personnel	X	X	X	X	X	X	X	X	X	X	X	X
Identify and train an LPAC committee on each campus and ensure that all LPAC committee meeting minutes are in student folders	Principals/ESL Personnel	X			X		X					X	
Ensure that ESL students who are also identified as special education have LPAC representation at the ARD committee	Principals, Diagnostician	X	X	X	X	X	X	X	X	X	X	X	X
Monitor the progress of all students exited from language programs	Principals/ESL Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide bilingual classes for students in K - 6th grades to ensure that students receive instruction as needed in their primary language in the core subject areas	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Seek appropriate bilingual waivers from TEA when necessary	Superintendent				X								
Continue to identify migrant students	Migrant recruiter				X								
Provide summer school for LEP and migrant students	Dir of Admin Serv/Principals											X	X
Continue to seek highly-qualified bilingual teachers	Principal/Superintendent				X				X	X	X	X	X

Goal 1 - Strategy 8 Dyslexia and Related Disorders																	
Leader(s): Administration		Brief Description: Provide appropriate services to all students identified as having dyslexia or a related disorder				Evaluation Benchmark: CTOPE & WJ3 Results Student Files Revised policies and procedures Assessment data Survey											
Leader Progress Report Dates: 8/08-5/09																	
Resources Required:		FTE's Required:		Source of Funds:				Amount									
Scottish Rite Hospital		Number of FTE's: None		None				\$0.00									
Parent Support		Not Specified						\$0.00									
ESC XIV Staff		Cost: None															
Dyslexia Personnel																	
District Admin. Staff																	
Counselor																	
Campus Admin. Staff																	
Time																	
Teaching Aids																	
Teachers																	
Supplies																	
Staff																	
Special Education Co-Op																	
Timeline																	
Activity		Person 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
Review program design and evaluate policies, identification and assessment procedures, and program delivery to determine		Deputy Superintendent/Dyslexia				X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 8		Dyslexia and Related Disorders											
Activity	Person 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
compliance and appropriate implementation.	Coordinator												
Provide instruction using the Neuhaus Basic Learning Program for Literacy and Learning and the SRA program	Principals, Teachers	X	X	X	X	X	X	X	X	X			
Assist campuses by helping them seek appropriate staff development in the delivery of dyslexia services	ESC XIV Personnel	X	X	X	X	X	X	X	X	X	X	X	X
Contract with Recording for Blind and Dyslexia Services of Austin for recorded textbooks/novels	Dir of Admin Services	X										X	X
Establish dyslexia committees.	District Coordinator/Principals		X										
Identify and serve students with dyslexia tendencies in early grades	Principal, Teacher												
Provide American Sign Language to Dyslexia students for their foreign language requirement to be on the recommend plan.	principal	X										X	X

Goal 1 - Strategy 9				Gifted and Talented			
Leader(s): Administration		Brief Description: To provide appropriate services to students identified as gifted and talented		Evaluation Benchmark: Informal Assessment Portfolio Assessment Documentation will show a differentiated curriculum Staff Development Updated policies and procedures Update Program design			
Leader Progress Report Dates: 8/08-5/09							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Release time or comp time		Number of FTE's: None		None		\$0.00	
Campus Admin. Staff		Not Specified				\$0.00	
Counselor		Cost: None					
District Admin. Staff							
ESC XIV Staff							
Guest Speaker							
Library							
AEIS-It Reports							
Public Library							
Transportation Dept.							
School Library							
Staff							
Supplies							
Teachers							
Teaching Aids							
Time							
Parent Support							
Timeline							

Goal 1 - Strategy 9		Gifted and Talented											
Activity	Person 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
Review program design and update existing district G/T policies to ensure that all facets of the program K-12 are in compliance with state laws and policies and that those policies are appropriately implemented.	Deputy Superintendent/G/T District Coordinator	X	X	X	X	X	X	X	X	X	X	X	X
Ensure that all teachers and administrators responsible for the G/T program have the mandated hours of training	G/T Coordinator, Principals	X										X	
Provide an advanced curriculum for G/T students, based on strong theoretical foundation, that is differentiated from the core curriculum (Includes differentiation in Pre-AP, AP, independent studies and dual /concurrent enrollment classes)	Principals	X	X	X	X	X	X	X	X	X	X	X	X
Continue to seek ways to identify economically disadvantaged and Hispanic students for G/T programs.	Principals/ G/T Coordinator			X						X			

Goal 1 - Strategy 10																	
Career and Technology																	
Leader(s): Principal			Brief Description: To provide opportunities for students to achieve and maintain levels of technology and technological expertise equivalent to the requirements of society					Evaluation Benchmark: Informal Assessments Purchase Orders Graduation Plans									
Leader Progress Report Dates: 8/08-5/09																	
Resources Required:			FTE's Required:			Source of Funds:			Amount								
Time			Number of FTE's: None			None			\$0.00								
Teaching Aids			Not Specified						\$0.00								
Teachers			Cost: None														
Supplies																	
Staff																	
School Library																	
Release time or comp time																	
Parent Support																	
Local Bus. Leader																	
Library																	
Guest Speaker																	
ESC XIV Staff																	
District Admin. Staff																	
Timeline																	
Activity			Person 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
Prioritize needs of each campus and seek grants and funding to obtain necessary equipment as well as maintain existing			Principals/Technology Coordinator			X	X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 10 Career and Technology													
Activity	Person 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
equipment.													
Seeks more ways to use the distance learning lab	Superintenden/Technology Coordinator	X	X	X	X	X	X	X	X	X	X		
Assist campuses in designing appropriate staff development for increasing technology	Technology Coordinator/ESC XIV Personnel	X	X	X	X	X	X	X	X	X	X	X	X
Students will be provided with a coherent sequence of study which will help them to obtain their career goals upon graduation	Principal/counselor	X										X	
Continue adding vocational classes in welding, nursing, and refrigeration	Superintendent/Principals	X	X	X	X	X	X	X	X	X	X		
Seek more ways to ensure that economically disadvantaged and LEP student have opportunities to take CATE courses	Princial	X										X	X
Seek methods to increase students' certifications and licenses in vocational careers.	principal; vocational teachers	X	X									X	X

Goal 1 - Strategy 11		Special Programs/Student Opportunities														
Leader(s): Administration		Brief Description: Continue the development of pre-screening processes for students referred to special programs					Evaluation Benchmark: Pre-screening Records Reduced referrals to Special Ed.									
Leader Progress Report Dates: 8/08- 5/09																
Resources Required:		FTE's Required:			Source of Funds:				Amount							
Supplies		Number of FTE's: None			None				\$0.00							
District Admin. Staff		Not Specified							\$0.00							
ESC XIV Staff		Cost: None														
Guest Speaker																
Parent Support																
Release time or comp time																
Campus Admin. Staff																
Staff																
Volunteer Support																
Teachers																
Teaching Aids																
Testing Fees																
Time																
Title Teachers																
Transportation Dept.																
School Library																
Timeline																
Activity		Person Responsible			A	S	O	N	D	J	F	M	A	M	J	J

Goal 1 - Strategy 11 Special Programs/Student Opportunities		u	e	c	o	e	a	e	a	p	a	u	u
Using the screening process to ensure that all students referred for special services are placed in appropriate programs that will meet their needs. (ex.: Special Education, 504, speech, ESL, Bilingual, Dyslexia etc.)	Principals	X	X	X	X	X	X	X	X	X	X	X	
Inform teachers, students, and parents about the TeXAS grant program and Teach for Texas programs	Secondary Counselor												
Inform teachers, students and parents about higher education admissions and financial aid opportunities.	Secondary Counselor	X	X	X	X	X	X	X	X	X	X	X	
Provide counseling services to students, so that they may make informed curriculum choices in order to be prepared for success beyond high school.	Secondary Counselor											X	X
Provide curriculum and staffing for a Spanish language program for kindergarten through 2nd grade.	Principal; Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Continue to offer AP Spanish Language for native speakers at the 8th level along with Pre-AP and AP Spanish Literature in high school.	Principal/AP Spanish teachers	X	X	X	X	X	X	X	X	X	X	X	X
Implement inquiry based, science program that will offer higher level thinking skills to all students in K-2nd grades.	Administrators												
Use scientific/research based instructional methods for Rtl on all campuses to decrease Sp Ed referrals.	Principal, teachers	X	X	X	X	X	X	X	X	X	X	X	
Adopt and implement a dating violence curriculum	Principal												X X

Goal 2: Provide a safe, positive environment for students to learn and staff to teach

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	3) Dropout Prevention	7) Student Performance	8) School Environment
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	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	7) Home-School Relations	
Title I - Schoolwide Programs			
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 2 - Strategy 1		Dropout Rate															
Leader(s): Administration Leader Progress Report Dates: Principals 8/08-5/09		Brief Description: To maintain or decrease the dropout rate for all students and subpopulations to 1% or less						Evaluation Benchmark: Dropout rate of 1% or less Attendance Records Discipline Records									
Resources Required: Time Testing Fees Teaching Aids Teachers Supplies Staff Special Education Co-Op Parent Support District Admin. Staff Counselor Campus Admin. Staff AEIS-It Reports		FTE's Required: Number of FTE's: 19.06 Fully Comp. Ed Funded Cost: None		Source of Funds: None				Amount <hr/> \$0.00 <hr/> \$0.00									
Timeline																	
Activity		Person 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

Goal 2 - Strategy 1		Dropout Rate											
Provide credit recovery classes to students at risk.	Principals, Teacher	X	X	X	X	X	X	X	X	X	X	X	X
Continue Capturing Kids' Hearts / Teen Leadership program at high school/junior high	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Institute "Worth the Wait" abstinence program at the junior and high school campuses.	Nurse, Health, and Science Teachers				X	X	X	X	X	X	X	X	X
Provide counseling to pregnant students	Secondary Counselors		X	X	X	X	X	X	X	X	X	X	X
Enforce truancy laws in coordination with the county attorney's and justice of the peace' offices.	Assistant Principals/County Attorney	X	X	X	X	X	X	X	X	X	X	X	X
Continue implementation of the Superintendent's Cabinet of Student Leaders for grade levels 5th -12th	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X
Continue to fund and operate the AVID program for At-Risk students to provide them with college and career readiness skills.	principal; teacher	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2		School Safety															
Leader(s): Administration		Brief Description: To reduce the incidence of violence and drug use in our schools						Evaluation Benchmark: Discipline Records Decreased incidence of violence and drug use									
Leader Progress Report Dates: 8/08-5/09																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
Time		Number of FTE's: None				None				\$0.00							
Teachers		Not Specified								\$0.00							
Supplies		Cost: None															
Staff																	
SRO Officer																	
Parent Support																	
Outside Consultant																	
District Admin. Staff																	
Custodial/Maint. Dept.																	
Counselor																	
Campus Admin. Staff																	
Timeline																	
Activity		Person 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
Provide students, parents, and staff with appropriate school safety training.		Administration,Counselors				X	X						X	X			
Provide all employees staff development in conflict resolution and discipline management procedures		ESC XIV Personnel				X			X								

Goal 2 - Strategy 2 School Safety													
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	n	l
Provide staff development and student programs that highlight cultural awareness and acceptance of other cultures	ESC XIV Personnel, Administration	X		X								X	
Maintain the use of the drug interdiction dog	Administration												
Provide staff and student training in the identification of bullying behaviors	Superintendent	X	X	X							X	X	

Goal 3: Recruit, nurture, train and retain a staff of dedicated and qualified professionals

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
8) School Environment	9) Instructional Techniques	10) Technology	
NCLB/ESEA Goals and Indicators			
2) LEP will become Proficient in English	3) Highly Qualified Staff		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	
Title I - Targeted Assistance Schools			
2) Ensure Planning is Incorporated	3) Use Effective Methods	5) Highly Qualified Teachers	6) Opportunities for Professional Development
8) Coordinate and Integrate Services and Programs			
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions	10) Federal, State, and Local Programs		

Strategies

Goal 3 - Strategy 1 Professional Development/Teacher Support			
<p>Leader(s): Administration</p> <p>Leader Progress Report Dates: 8/08-5/09</p>	<p>Brief Description: To design staff development programs and incentives which will help develop and retain qualified staff</p>	<p>Evaluation Benchmark: Staff Development records</p>	
<p>Resources Required:</p> <p>Release time or comp time</p> <p>Campus Admin. Staff</p> <p>Custodial/Maint. Dept.</p> <p>District Admin. Staff</p> <p>Dyslexia Personnel</p> <p>ESC XIV Staff</p> <p>Audio Visual Equipment</p> <p>Parent Support</p> <p>Time</p> <p>School Commons Area</p> <p>School Library</p> <p>Special Education Co-Op</p> <p>Staff</p> <p>Supplies</p> <p>Teachers</p> <p>Guest Speaker</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</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 3 - Strategy 1 Professional Development/Teacher Support													
Timeline													
Activity	Person 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
Have all "new to the district" personnel go through an induction program	Administration, ESC XIV Personnel	X											
Actively recruit qualified, effective, and culturally diverse personnel by posting all vacancies to the ESC XIV website as well as other professional organization websites	Administration				X						X	X	X
Superintendent will attend recruiting sessions offered throughout the state in order to fill positions that require specialized certification	Superintendent						X		X	X			
Provide district-wide staff development that directly addresses areas of identified needs in the DIP	ESC XIV Personnel, Administration	X											
Provide opportunities for vertical alignment	Principals			X									
Increase communication district-wide through the use of the the automated phone system; website; newsletters	Administrators/Teachers	X	X	X	X	X	X	X	X	X	X		
Provide information to all aides about the free tuition program	Principals; Deputy Superintendent	X											
Provide opportunity for all teachers to become ESL certified.	ESC 14 Personnel/Principals	X	X	X	X	X	X	X	X	X	X	X	X
All new hires will be assigned a campus mentor for the first year of their service with CISD	Principal/Mentor Teacher	X											
Secondary teachers will have available teacher grants to help pay for master degrees in core subject areas.	Superintendent/Principal										X	X	X

Goal 3 - Strategy 2														Recruit Bilingual Educators			
Leader(s): Administrator			Brief Description: Continue recruitment efforts to obtain certified bilingual educators for the elementary campus. By the SY 2008-2009 we plan to employ bilingual teachers at the elementary campus to provide bilingual education at all grade levels in at least the core content areas of math and reading.					Evaluation Benchmark: Bilingual teachers K-6									
Leader Progress Report Dates: May 2009			NEW INITIATIVE														
Resources Required: District Admin. Staff			FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None			Source of Funds: None								Amount \$0.00 <hr/> \$0.00			
Timeline																	
Activity		Person Responsible				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 recruiting sessions offered throughout the state in order to fill positions that require specialized certification		Superintendent						X	X				X	X			
Ensure highly qualified and certified bilingual teachers in core area subjects through 6th grade		Director of Admin Services/Prinicpal				X					X					X	X

Goal 3 - Strategy 3		Highly Qualified Staff														
Leader(s): Superintendent Leader Progress Report Dates: 11-2008		Brief Description: To obtain 100% high qualified teaching professions in all core academic subject areas and to have 100% of core academic subject area classes taught by highly qualified teachers on each campus by the end of 2006-2007. To obtain 100% paraprofessionals at all campuses that meet the HQ standards.						Evaluation Benchmark: Personnel records/ HQ worksheets that demonstrate 100% HQ teacher status and paraprofessional HQ standards								
Resources Required: District Admin. Staff Campus Admin. Staff		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: None				Amount \$0.00 <hr/> \$0.00						
Timeline																
Activity		Person Responsible		A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	v	e	c	a	e	a	p	a	u	u	
Attract and retain only highly qualified teachers		Superintendent/Principals						X			X			X	X	
Provide training for teachers to obtain additional certifications in high need areas.		Principals/Director of Admin Services				X					X			X	X	
Reimburse testing fees for teachers who successfully complete TExES assessments to become highly qualified.		Principals/Director of Admin Services				X				X		X	X			
Comply with NCLB in reporting the Highly Qualified report each year.		Director of Admin Services												X	X	X
Provide training for perspective paraprofessionals to obtain HQ standards through the Paraprofessional Academy at Region 14 ESC		Principals/Dir of Admin			X	X				X	X			X	X	

Goal 3 - Strategy 3 Highly Qualified Staff														
Activity	Person 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	
Maintain data of teachers'/paraprofessionals' certifications, testing, staff development records, and service records to ensure that all meet HQ status.	Dir of Admin Services	X	X	X	X	X	X	X	X	X	X	X	X	
Post vacancies through the Region 14 Job Opportunities web link and on the District Website.	Principals								X	X	X	X	X	
Maintain equal access of HQ teachers to all students including low-income and minority students.	Superintendent/Dir of Admin Services	X	X	X			X	X	X			X	X	
Continue providing above base pay to attract highly qualified personnel and to retain those already on staff.	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X	
Replace unexpected teacher vacancies with Highly Qualified staff	Principals/Director of Admin Services		X	X	X	X	X	X	X	X	X			
Teachers will receive yearly training to remain informed of new strategies and programs in core academic areas	Principals/Director of Admin Services	X		X				X	X			X	X	

Goal 4: Develop school spirit and community pride in Comanche schools

Correlates with:

State Objectives			
1) Partnering Parents with Educators	3) Dropout Prevention	6) School Personnel	7) Student Performance
9) Instructional Techniques			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	7) Home-School Relations
Title I - Schoolwide Programs			
6) Parental Involvement	9) Identify and Assist with Student Difficulties		

Strategies

Goal 4 - Strategy 1		School Involvement														
Leader(s): Superintendent Leader Progress Report Dates: Superintendent 8/08-7/09		Brief Description: Allow district stakeholders to become involved in CISD's pursuit of excellence						Evaluation Benchmark: Increased community participation								
Resources Required: Time Teachers Staff Parent Support Local Bus. Leader ESC XIV Staff District Admin. Staff Campus Admin. Staff		FTE's Required: Number of FTE's: None Not Specified Cost: None		Source of Funds: None				Amount \$0.00 <hr/> \$0.00								
Timeline																
Activity		Person Responsible		A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	v	e	a	n	b	a	r	r	y	u	l
Provide opportunities for district and community stakeholders to become involved with the school through Campus and District Improvement Teams, facilities studies, booster clubs, etc.		Administration		X	X	X	X	X	X	X	X	X	X	X		
Continue the use of txConnect, an internet-based software program, designed for parents to use in order to stay informed of		Principals/Tech. Director		X	X	X	X	X		X	X	X	X			

Goal 4 - Strategy 1		School Involvement											
Activity	Person 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
their students' academic progress													

Goal 4 - Strategy 2		Parental Involvement															
Leader(s): Administration		Brief Description: Increase parental involvement at all campuses by increasing parents' awareness of their children's educational needs						Evaluation Benchmark: Newspaper Articles Parental Involvement Records Use of district and campus websites									
Leader Progress Report Dates: 8/08-7/09																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
Volunteer Support		Number of FTE's: None				None				\$0.00							
Title Teachers		Not Specified								\$0.00							
Time		Cost: None															
Teachers																	
Supplies																	
Staff																	
Special Education Co-Op																	
School Library																	
School Commons Area																	
Parent Support																	
ESC XIV Staff																	
District Admin. Staff																	
Counselor																	
Campus Admin. Staff																	
Audio Visual Equipment																	
Timeline																	
Activity		Person 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

Goal 4 - Strategy 2 Parental Involvement		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Support parent education nights to inform parents of educational programs at each campus and solicit their involvement in their children's education	Administration, Staff	X									X	X	
Produce informative newspaper articles and radio spots that highlight school programs and activities and distribute them in a consistent manner	Administration	X	X	X	X	X	X	X	X	X	X		
Actively increase support for the local PTO and assist with programs	Adminstration	X	X	X	X	X	X	X	X	X	X		
Improve District website to be more user friendly and useful in obtaining necessary information in a timely manner	Admin/Tech Director	X	X	X	X	X	X	X	X	X	X	X	X
Continue implementation of txConnect - an internet based program parents can access students' grades and attendance on a daily basis.	Principals, Technology Director	X	X	X	X	X	X	X	X	X	X		

Goal 5: Operate the District effectively and efficiently, strategically planning and implementing for the future

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	5) Prepare Students	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
3) Highly Qualified Staff			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
Title I - Schoolwide Programs			
6) Parental Involvement	8) Include Teachers in Decisions	10) Federal, State, and Local Programs	

Strategies

Goal 5 - Strategy 1				Planning
Leader(s): Superintendent		Brief Description: Actively involve all stakeholders when planning for the future of Comanche ISD		Evaluation Benchmark: District Improvement Team Minutes/Agendas Administrative Team Meeting Agendas Facilities Committee Agendas Surveys Campus Improvement Team Minutes/Agendas
Leader Progress Report Dates: Administration 8/08-7/09				
Resources Required:	FTE's Required:	Source of Funds:	Amount	
Time	Number of FTE's: None	None	\$0.00	
Teachers	Not Specified		\$0.00	
Supplies	Cost: None			
Staff				
School Library				
School Commons Area				
Parent Support				
Local Bus. Leader				
ESC XIV Staff				
ESC 14 Building				
District Admin. Staff				
Community Leader				
Campus Admin. Staff				
Audio Visual Equipment				
Timeline				

Goal 5 - Strategy 1 Planning														
Activity	Person 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	
Appropriately elect, appoint, and train all site-based improvement teams	Administration, ESC XIV Personnel	X	X	X	X	X	X	X	X	X	X	X	X	
Empanel ad hoc committees and train them as necessary to study different facets of school improvement (ex.: facilities committees)	Superintendent	X									X			
Continue monthly administrative team meetings	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X	
Continue School Board Planning retreats	Superintendent	X					X					X		
Determine appropriate use of an OFYP if allowed by legislature and if DIT qualifies a need.	Superintendent						X			X				