

# Objectives & Goals

**Goal I:** Enrique “Kiki” Camarena Elementary will implement a rigorous curriculum and instruction program that supports sustained growth in student achievement.

**FOCUS:** Process alignment for student results

**OWNER:** Jose T. Garcia, Principal

| Goals  | Measure   | Targets  | Milestones   |   |
|--|---|--|--|---|
|  |   |  | 1 year<br>(2009-2010)  | 3-5 year<br>(2012-2013)   |
| 1.1 Improve, sustain, and support academic student performance at or beyond grade level. | <ul style="list-style-type: none"> <li>·TAKS+- Passing</li> <li>·TAKS-M- Passing Standard</li> <li>·TAKS-Alt- Passing Standard</li> </ul> | <ul style="list-style-type: none"> <li>·<math>\geq 90\%</math> of students meeting passing standards</li> <li>·<math>\geq 50\%</math> of students scoring commended performance district-wide in each test subject</li> <li>·<math>\geq 85\%</math> of students passing all tests taken</li> <li>·<math>\leq 3\%</math> or less difference between student groups</li> </ul> | <ul style="list-style-type: none"> <li>·<math>\geq 90\%</math></li> <li>·<math>\geq 40\%</math></li> <li>·<math>\geq 75\%</math> of students passing all tests taken</li> <li>·<math>\leq 5\%</math> or less difference between student groups</li> </ul>  | <ul style="list-style-type: none"> <li>·<math>\geq 90\%</math></li> <li>·<math>\geq 50\%</math></li> <li>·<math>\geq 85\%</math> of students passing all tests taken</li> <li>·<math>\leq 3\%</math> or less difference between student groups</li> </ul>   |
|  | ·TPRI   | <ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten<br/>Explicit – 85%<br/>Implicit – 85%</li> <li>·Fluency rate<br/>1<sup>st</sup> gr. – 85% <math>\geq 60</math> wpm<br/>2<sup>nd</sup> gr. – 85% <math>\geq 90</math> wpm<br/>3<sup>rd</sup> gr. – 85% <math>\geq 120</math>wpm</li> </ul>   | <ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten<br/>Explicit – 75%<br/>Implicit – 70%</li> <li>·Fluency rate<br/>1<sup>st</sup> gr. – 70% <math>\geq 60</math> wpm<br/>2<sup>nd</sup> gr. – 70% <math>\geq 70</math> wpm<br/>3<sup>rd</sup> gr. – 70% <math>\geq 90</math> wpm</li> </ul> | <ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten<br/>Explicit – 85%<br/>Implicit – 85%</li> <li>·Fluency rate<br/>1<sup>st</sup> gr. – 85% <math>\geq 60</math> wpm<br/>2<sup>nd</sup> gr. – 85% <math>\geq 90</math> wpm<br/>3<sup>rd</sup> gr. – 85% <math>\geq 120</math> wpm</li> </ul> |
|  | ·Tejas Lee  | <ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten – 85%</li> <li>·Fluency rate<br/>1<sup>st</sup> gr. – 85% <math>\geq 60</math> wpm<br/>2<sup>nd</sup> gr. – 85% <math>\geq 90</math> wpm<br/>3<sup>rd</sup> gr. – 85% <math>\geq 90</math>wpm</li> </ul>  | <ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten – 75%</li> <li>·Fluency rate<br/>1<sup>st</sup> gr. – 70% <math>\geq 60</math> wpm<br/>2<sup>nd</sup> gr. – 70% <math>\geq 90</math> wpm<br/>3<sup>rd</sup> gr. – 70% <math>\geq 90</math>wpm</li> </ul>                                  | <ul style="list-style-type: none"> <li>·Listening Comprehension Kindergarten – 85%</li> <li>·Fluency rate<br/>1<sup>st</sup> gr. – 85% <math>\geq 60</math> wpm<br/>2<sup>nd</sup> gr. – 85% <math>\geq 90</math> wpm<br/>3<sup>rd</sup> gr. – 85% <math>\geq 90</math>wpm</li> </ul>                                   |
|  | Reading Renaissance   | <ul style="list-style-type: none"> <li>100% student participation</li> <li>10% or fewer students at-risk on diagnostic report</li> </ul>   | <ul style="list-style-type: none"> <li>85% student participation</li> <li>15% or fewer students at-risk on diagnostic report</li> </ul>  | <ul style="list-style-type: none"> <li>100% student participation</li> <li>10% or fewer students at-risk on diagnostic report</li> </ul>  |

| Goals | Measure                                      | Targets   | Milestones  |   |
|-------|--|---|---|---|
|       |  |   | 1 year<br>(2009-2010)   | 3-5 year<br>(2012-2013)   |
|       | ·Brigance                                    | ·Bilingual and regular<br>≥ 95% will score 80 or above on<br>spring administration  | ·Bilingual and regular<br>≥ 95% will score 80 or<br>above on spring<br>administration                           | ·Bilingual and regular<br>≥ 95% will score 80 or<br>above on spring<br>administration   |
|       |  | ·ESL<br>≥ 90% will score 80 or above on<br>spring administration  | ·ESL<br>≥ 90% will score 80 or<br>above on spring<br>administration   | ·ESL<br>≥ 90% will score 80 or<br>above on spring<br>administration   |
|       | ·TELPAS- Growth Measure                      | ·Meet standards for annual<br>measurable achievement<br>objectives (AMAO)<br><br>·85% of student groups meeting<br>AMAO passing standards on each<br>test | ·Gr. K-2 – 15%<br>Gr. 3-5 – 42%<br><br>·80% of student groups<br>meeting AMAO passing<br>standards on each test | ·Meet standards for annual<br>measurable achievement<br>objectives (AMAO)<br><br>·85% of student groups<br>meeting AMAO passing<br>standards on each test |
|       | ·Benchmarks (Q2 and Q4)-<br>Passing Standard | ≥ 85% by subject/grade level-<br>District average   | ≥ 70% by subject/grade<br>level- District average   | ≥ 85% by subject/grade<br>level- District average   |
|       | ·AYP   | ·100% of all campuses meet<br>requirements for Adequate Yearly<br>Progress  | ·100% of all campuses meet<br>requirements for Adequate<br>Yearly Progress                                      | ·100% of all campuses meet<br>requirements for Adequate<br>Yearly Progress  |
|       | UIL Academic Participation                   | At least 25% of Ss enrolled   | 10% of Ss enrollment  | 15% of Ss enrolled  |