

ER Chapa Elem. Objectives & Goals

Goal I: ER Chapa Elem. will implement a rigorous curriculum and instruction program that support sustained growth in student achievement.

FOCUS: Process alignment for student results

OWNER: ER Chapa Elem.

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

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Incorporate SEAL framework into the instructional process to create effective lesson delivery <ul style="list-style-type: none"> • Standards • Examine Data • Assessments • Learning Experiences 	·TELPAS- Growth Measure	·Meet standards for annual measurable achievement objectives (AMAO) ·85% of student groups meeting AMAO passing standards on each test	·Gr. K-2 – 15% Gr. 3-5 – 42% ·80% of student groups meeting AMAO passing standards on each test	·Meet standards for annual measurable achievement objectives (AMAO) ·85% of student groups meeting AMAO passing standards on each test
	·Benchmarks (Q2 and Q4)- Passing Standard	·≥ 85% by subject/grade level- District average	·≥ 70% by subject/grade level- District average	·≥ 85% by subject/grade level- District average
	·AYP	·100% of all campuses meet requirements for Adequate Yearly Progress	·100% of all campuses meet requirements for Adequate Yearly Progress	·100% of all campuses meet requirements for Adequate Yearly Progress
		·≥ 90% of students meeting passing standards ·≥ 50% of students scoring commended performance district-wide in each test subject ·≥ 85% of students passing all tests taken ·≤ 3% or less difference between student groups	·≥ 90% ·≥ 40% ·≥ 75% of students passing all tests taken ·≤ 5% or less difference between student groups	·≥ 90% ·≥ 50% ·≥ 85% of students passing all tests taken ·≤ 3% or less difference between student groups
	UIL Academic Participation	At least 25% of Ss enrolled	10% of Ss enrollment	15% of Ss enrolled

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Train teachers in “Working On The Work” (WOW) framework to design quality and engaging lessons. Provide training on the use of the Instructional	Benchmarks (Q2 and Q4)- Passing Standard	<ul style="list-style-type: none"> · $\geq 90\%$ of students meeting passing standards · $\geq 50\%$ of students scoring commended performance district-wide in each test subject · $\geq 85\%$ of students passing all tests taken · $\leq 3\%$ or less difference between student groups 	<ul style="list-style-type: none"> · $\geq 90\%$ · $\geq 40\%$ · $\geq 75\%$ of students passing all tests taken · $\leq 5\%$ or less difference between student groups 	<ul style="list-style-type: none"> · $\geq 90\%$ · $\geq 50\%$ · $\geq 85\%$ of students passing all tests taken · $\leq 3\%$ or less difference between student groups
	Benchmarks (Q2 and Q4)- Passing Standard ·	<ul style="list-style-type: none"> · $\geq 90\%$ of students meeting passing standards · $\geq 50\%$ of students scoring commended performance district-wide in each test subject · $\geq 85\%$ of students passing all tests taken · $\leq 3\%$ or less difference between student groups 	<ul style="list-style-type: none"> · $\geq 90\%$ · $\geq 40\%$ · $\geq 75\%$ of students passing all tests taken · $\leq 5\%$ or less difference between student groups 	<ul style="list-style-type: none"> · $\geq 90\%$ · $\geq 50\%$ · $\geq 85\%$ of students passing all tests taken · $\leq 3\%$ or less difference between student groups
Provide Training and implement Class room Practices	Benchmarks (Q2 and Q4)- Passing Standard ·	<ul style="list-style-type: none"> · $\geq 90\%$ of students meeting passing standards · $\geq 50\%$ of students scoring commended performance district-wide in each test subject · $\geq 85\%$ of students passing all tests taken · $\leq 3\%$ or less difference between student groups 	<ul style="list-style-type: none"> · $\geq 90\%$ · $\geq 40\%$ · $\geq 75\%$ of students passing all tests taken · $\leq 5\%$ or less difference between student groups 	<ul style="list-style-type: none"> · $\geq 90\%$ · $\geq 50\%$ · $\geq 85\%$ of students passing all tests taken · $\leq 3\%$ or less difference between student groups

