



**District Improvement Plan
2008-2009**

We are a Title I Schoolwide District with an Elementary Campus of 60.5%, a Middle School Campus of 60.4%, and a High School Campus of 40.65%.

MISSION STATEMENT

The mission of Anson Independent School District is to provide a unique educational system to help students develop into life-long learners and responsible citizens who possess the education and self-esteem to compete successfully in a technologically-advanced and multi-culturally diverse society.

PHILOSOPHY

It is the responsibility of educators to create the environment that will instill the desire for knowledge. As educators, we must not be content to compromise for mediocrity of our product.

SUPERINTENDENT'S VISION

It is my dream that Anson Independent School District will create and maintain the educational components to fulfill the needs of the children in this district. Each campus will be the center where children, educators, parents, and community come together to teach students to reach their high potential. The District will ensure students and parents a safe environment for the education of children.

Summative Evaluation for 2007-2008

Budget Summary

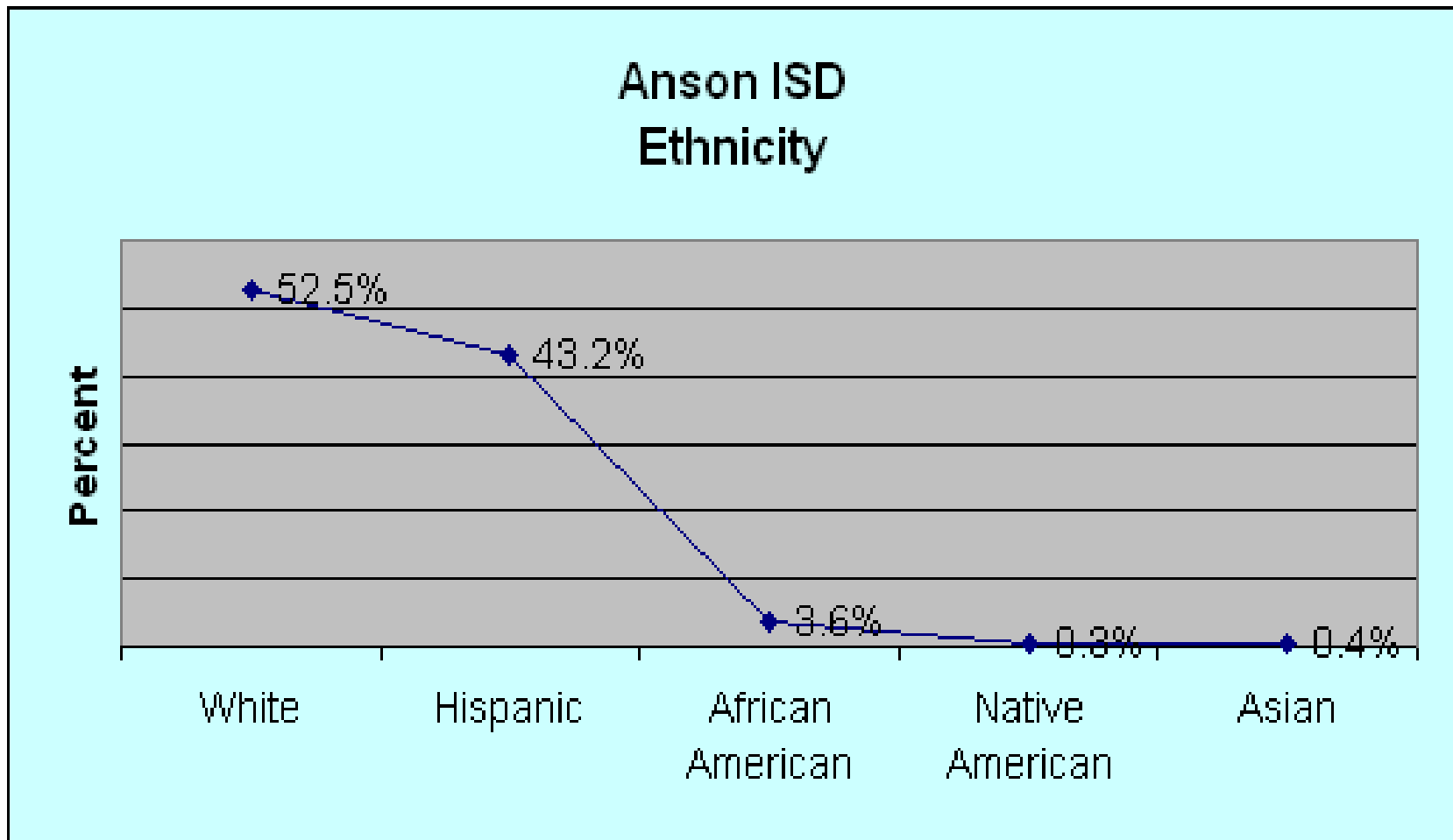
	<u>Appropriation</u>	<u>Expenditure</u>
Title I	\$193,283.00	\$184,414.99
ESL	55,487.98	66,716.86
Migrant	6,511.00	6,034.32
CTE	250,901.95	240,544.03
State Compensatory	384,621.15	328,054.44
Gifted/Talented	16,566.74	14,621.15
Special Education	<u>511,369.34</u>	<u>508,497.23</u>
TOTAL	\$1,418,741.16	\$1,348,883.02

<u>Student Demographics</u>				
<u>Enrollment</u>				
Early Education	0		Grade 6	53
Pre-Kindergarten	39		Grade 7	54
Kindergarten	53		Grade 8	54
Grade 1	56		Grade 9	48
Grade 2	63		Grade 10	52
Grade 3	66		Grade 11	64
Grade 4	43		Grade 12	50
Grade 5	48			
TOTAL		743		

At Risk Students	227	30.9%	LEP	47	6.3%
Economic Disadvantaged	413	55.6%	Migrant	0	

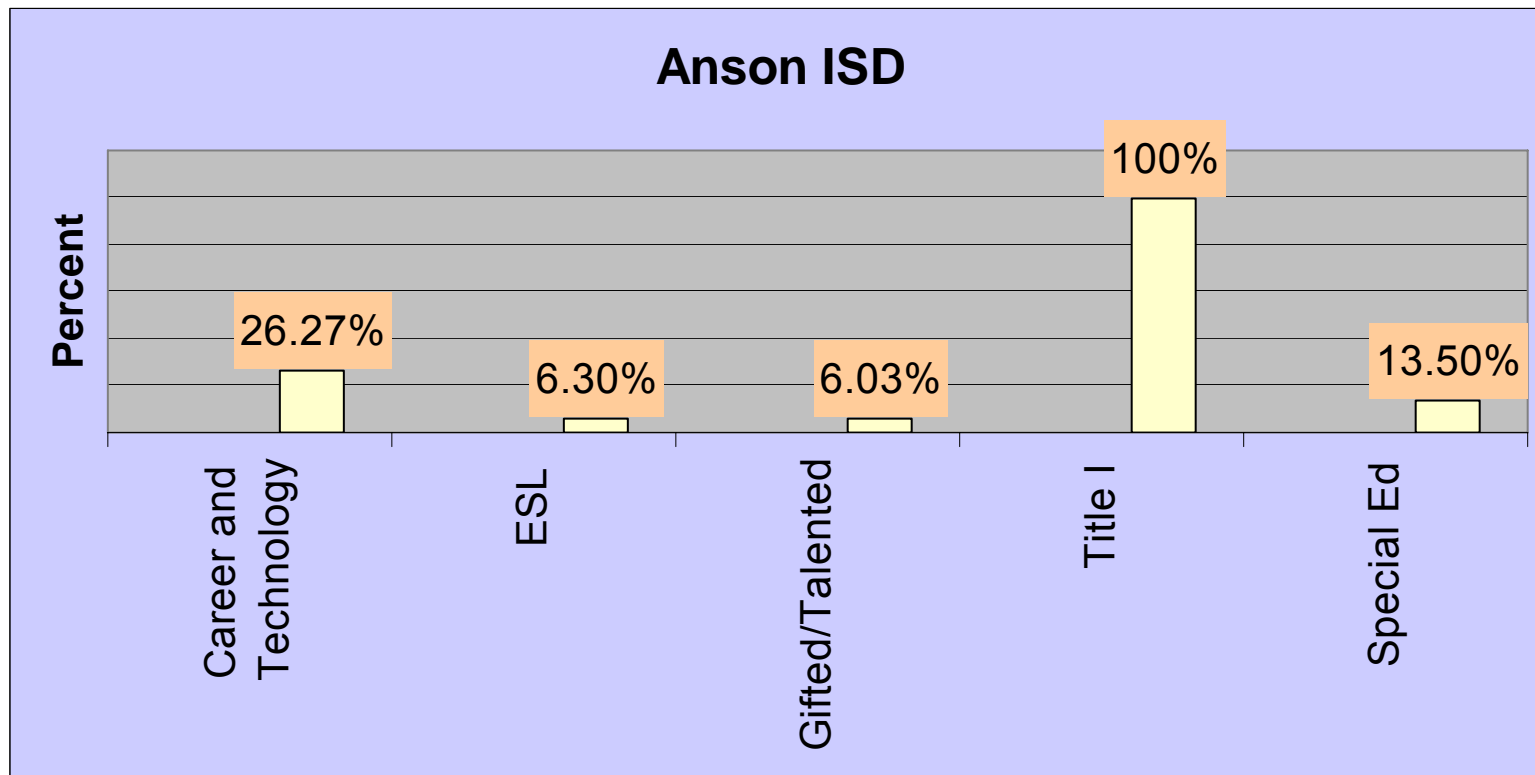
Ethnic Distribution

White	390	52.5%	African American	27	3.6%
Hispanic	321	43.2%	Native American	2	.3%
			Asian or Pacific Islander	3	.4%



Instructional Programs

Career and Technical Education	196	26.27%
ESL Education	47	6.3%
Gifted/Talented Education	45	6.03%
Title I	743	100.0%
Special Education	100	13.5%



NEEDS ASSESSMENT

Individual student weaknesses were determined by disaggregating TAKS data by subject area in the domain and skills within each of the following areas:

- All populations
- At Risk
- Title I
- Economically Disadvantaged
- African American
- Special Education
- LEP (ESL)
- Gifted / Talented
- Asian
- Hispanic
- White

Objective Accomplishments – District (by 2014: 100%)

TAKS Writing

Analysis Group: All Students

Actual Performance for 2004-05	94.9%
Actual Performance for 2005-06	84.4%
Actual Performance for 2006-07	91.5%
<i>Projected Annual Objective for 2007-08</i>	<i>92.7%</i>
Actual Performance for 2007-2008	95.5%
<i>Projected Annual Objective for 2008-2009</i>	<i>93.9%</i>

Analysis Group: Hispanic

Actual Performance for 2004-05	92%
Actual Performance for 2005-2006	77.8%
Actual Performance for 2006-07	86.1%
<i>Projected Annual Objective for 2007-08</i>	<i>88.1%</i>
Actual Performance for 2007-2008	100%
<i>Projected Annual Objective for 2008-2009</i>	<i>90.1</i>

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05	93.5%
Actual Performance for 2005-2006	72.3%

Analysis Group: African American

Actual Performance for 2004-05	100%
Actual Performance for 2005-06	100%
Actual Performance for 2006-07	100%
<i>Projected Annual Objective for 2007-08</i>	<i>100%</i>
Actual Performance for 2007-2008	100%
<i>Projected Annual Objective for 2008-2009</i>	<i>100%</i>

Analysis Group: White

Actual Performance for 2004-05	96.2%
Actual Performance for 2005-2006	88.7%
Actual Performance for 2006-07	94.6%
<i>Projected Annual Objective for 2007-08</i>	<i>95.4%</i>
Actual Performance for 2007-2008	91.5%
<i>Projected Annual Objective for 2008-2009</i>	<i>96.2%</i>

Analysis Group: Special Ed.

Actual Performance for 2004-05	50.0%
Actual Performance for 2005-2006	25.0%

Actual Performance for 2006-07	88.0%
<i>Projected Annual Objective for 2007-08</i>	89.7%
Actual Performance for 2007-2008	98.1%
<i>Projected Annual Objective for 2008-2009</i>	91.4%

Analysis Group: LEP

Actual Performance for 2004-05	100.0%
Actual Performance for 2005-06	66.7%
Actual Performance for 2006-07	90.0%
<i>Projected Annual Objective for 2007-08</i>	74.37%
Actual Performance for 2007-2008	100%
<i>Projected Annual Objective for 2008-2009</i>	78.6%

Actual Performance for 2006-07	100.0%
<i>Projected Annual Objective for 2007-08</i>	100%
Actual Performance for 2007-2008	90.0%
<i>Projected Annual Objective for 2008-2009</i>	100%

Analysis Group: At Risk

Actual Performance for 2004-05	87.5%
Actual Performance for 2005-06	73.7%
Actual Performance for 2006-07	90.0%
<i>Projected Annual Objective for 2007-08</i>	83.7%
Actual Performance for 2007-2008	90.9%
<i>Projected Annual Objective for 2008-2009</i>	86.4%

TAKS Reading

Analysis Group: All Students

Actual Performance for 2004-05	88.8%
Actual Performance for 2005-06	90.9%
Actual Performance for 2006-07	91.0%
<i>Projected Annual Objective for 2007-08</i>	92.3%
Actual Performance for 2007-2008	91.3%
<i>Projected Annual Objective for 2008-2009</i>	93.6%

Analysis Group: African American

Actual Performance for 2004-05	66.7%
Actual Performance for 2005-06	75.0%
Actual Performance for 2006-07	85.7%
<i>Projected Annual Objective for 2007-08</i>	87.7%
Actual Performance for 2007-2008	100%
<i>Projected Annual Objective for 2008-2009</i>	89.8%

Analysis Group: Nat. Am./Asian

Actual Performance for 2004-05	NA
Actual Performance for 2005-2006	NA
Actual Performance for 2006-07	100%
<i>Projected Annual Objective for 2007-08</i>	100%
Actual Performance for 2007-2008	75.0%
<i>Projected Annual Objective for 2008-2009</i>	100%

Analysis Group: Hispanic

Actual Performance for 2004-05	83.6%
Actual Performance for 2005-2006	87.8%
Actual Performance for 2006-07	88.1%
<i>Projected Annual Objective for 2007-08</i>	89.8%
Actual Performance for 2007-2008	88.1%
<i>Projected Annual Objective for 2008-2009</i>	91.5%

Analysis Group: White

Actual Performance for 2004-05	92.2%
Actual Performance for 2005-2006	93.5%

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05	84.4%
Actual Performance for 2005-2006	86.6%

Actual Performance for 2006-07	93.1%
<i>Projected Annual Objective for 2007-08</i>	94.1%
Actual Performance for 2007-2008	92.7%
<i>Projected Annual Objective for 2008-2009</i>	95.1%

Analysis Group: Special Ed.

Actual Performance for 2004-05	70.6%
Actual Performance for 2005-06	83.3%
<i>Projected Annual Objective for 2007-08</i>	82.2%
Actual Performance for 2007-2008	66.7%
<i>Projected Annual Objective for 2008-2009</i>	85.1%

Analysis Group: Migrant

Actual Performance for 2004-05	NA%
Actual Performance for 2005-2006	100%
Actual Performance for 2006-07	NA
<i>Projected Annual Objective for 2007-08</i>	100%
Actual Performance for 2007-2008	NA%
<i>Projected Annual Objective for 2008-2009</i>	100%

Analysis Group: CTE

Actual Performance for 2004-05	82.6%
Actual Performance for 2005-2006	97.7%
Actual Performance for 2006-07	97.1%
<i>Projected Annual Objective for 2007-08</i>	97.5%
Actual Performance for 2007-2008	86.0%
<i>Projected Annual Objective for 2008-2009</i>	97.9%

TAKS ELA

Analysis Group: All Students

Actual Performance for 2004-05	75.7%
Actual Performance for 2005-2006	85.7%
Actual Performance for 2006-07	87.6%
<i>Projected Annual Objective for 2007-08</i>	89.4%
Actual Performance for 2007-2008	90.4%
<i>Projected Annual Objective for 2008-2009</i>	91.2%

Actual Performance for 2006-07	86.7%
<i>Projected Annual Objective for 2007-08</i>	88.6%
Actual Performance for 2007-2008	85.9%
<i>Projected Annual Objective for 2008-2009</i>	90.5%

Analysis Group: LEP

Actual Performance for 2004-2005	62.5%
Actual Performance for 2005-2006	81.0%
<i>Projected Annual Objective for 2007-08</i>	78.5%
Actual Performance for 2007-2008	73.1%
<i>Projected Annual Objective for 2008-2009</i>	82.1%

Analysis Group: At Risk

Actual Performance for 2004-05	72.9%
Actual Performance for 2005-2006	83.1%
Actual Performance for 2006-07	81.1%
<i>Projected Annual Objective for 2007-08</i>	89.8%
Actual Performance for 2007-2008	78.6%
<i>Projected Annual Objective for 2008-2009</i>	91.5%

Analysis Group: African American

Actual Performance for 2004-05	NA
Actual Performance for 2005-2006	NA
Actual Performance for 2006-07	NA
<i>Projected Annual Objective for 2007-08</i>	100%
Actual Performance for 2007-2008	54.5%
<i>Projected Annual Objective for 2008-2009</i>	100%

Analysis Group: Hispanic

Actual Performance for 2004-05	57.5%
Actual Performance for 2005-2006	81.0%
Actual Performance for 2006-07	81.3%
<i>Projected Annual Objective for 2007-08</i>	<i>84.0%</i>
Actual Performance for 2007-2008	82.8%
<i>Projected Annual Objective for 2008-2009</i>	<i>86.6%</i>

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05	70.8%
Actual Performance for 2005-2006	91.3%
Actual Performance for 2006-07	88.6%
<i>Projected Annual Objective for 2007-08</i>	<i>90.2%</i>
Actual Performance for 2007-2008	91.5%
<i>Projected Annual Objective for 2008-2009</i>	<i>91.8%</i>

Analysis Group: LEP

Actual Performance for 2004-05	40.0%
Actual Performance for 2005-2006	75.0%
Actual Performance for 2006-07	66.7%
<i>Projected Annual Objective for 2007-08</i>	<i>71.5%</i>
Actual Performance for 2007-2008	80.0%
<i>Projected Annual Objective for 2008-2009</i>	<i>76.2%</i>

Analysis Group: CTE

Actual Performance for 2004-05	76.4%
Actual Performance for 2005-2006	85.6%
Actual Performance for 2006-07	88.5%
<i>Projected Annual Objective for 2007-08</i>	<i>90.1%</i>
Actual Performance for 2007-2008	91.0%
<i>Projected Annual Objective for 2008-2009</i>	<i>91.7%</i>

Analysis Group: White

Actual Performance for 2004-05	85.9%
Actual Performance for 2005-2006	90.3%
Actual Performance for 2006-07	92.9%
<i>Projected Annual Objective for 2007-08</i>	<i>94.0%</i>
Actual Performance for 2007-2008	93.3%
<i>Projected Annual Objective for 2008-2009</i>	<i>95.0%</i>

Analysis Group: Special Education

Actual Performance for 2004-05	40.0%
Actual Performance for 2005-2006	80.0%
Actual Performance for 2006-07	60.0%
<i>Projected Annual Objective for 2007-08</i>	<i>65.7%</i>
Actual Performance for 2007-2008	54.5%
<i>Projected Annual Objective for 2008-2009</i>	<i>71.4%</i>

Analysis Group: At Risk

Actual Performance for 2004-05	72.2%
Actual Performance for 2005-2006	81.7%
Actual Performance for 2006-07	75.7%
<i>Projected Annual Objective for 2007-08</i>	<i>79.2%</i>
Actual Performance for 2007-2008	83.7%
<i>Projected Annual Objective for 2008-2009</i>	<i>82.6%</i>

TAKS Math

Analysis Group: All Students

Actual Performance for 2004-05	73.4%
Actual Performance for 2005-2006	76.7%
Actual Performance for 2006-07	75.5%
<i>Projected Annual Objective for 2007-08</i>	<i>79.0%</i>
Actual Performance for 2007-2008	76.0%
<i>Projected Annual Objective for 2008-2009</i>	<i>82.5%</i>

Analysis Group: African American

Actual Performance for 2004-05	33.0%
Actual Performance for 2005-2006	62.5%
Actual Performance for 2006-07	42.9%
<i>Projected Annual Objective for 2007-08</i>	<i>51.0%</i>
Actual Performance for 2007-2008	58.3%
<i>Projected Annual Objective for 2008-2009</i>	<i>59.2%</i>

Analysis Group: White

Actual Performance for 2004-05	80.6%
Actual Performance for 2005-2006	85.0%
Actual Performance for 2006-07	80.5%
<i>Projected Annual Objective for 2007-08</i>	<i>83.28%</i>
Actual Performance for 2007-2008	75.1%
<i>Projected Annual Objective for 2008-2009</i>	<i>86.1%</i>

Analysis Group: Special Education

Actual Performance for 2004-05	81.3%
Actual Performance for 2005-2006	66.7%
Actual Performance for 2006-07	51.6%
<i>Projected Annual Objective for 2007-08</i>	<i>58.5%</i>
Actual Performance for 2007-2008	37.7%
<i>Projected Annual Objective for 2008-2009</i>	<i>65.4%</i>

Analysis Group: At-Risk

Actual Performance for 2004-05	46.1%
Actual Performance for 2005-2006	51.9%
Actual Performance for 2006-07	46.9%
<i>Projected Annual Objective for 2007-08</i>	<i>54.5%</i>

Analysis Group: Nat. Amer./Asian

Actual Performance for 2004-05	NA
Actual Performance for 2005-2006	NA
Actual Performance for 2006-07	100% ⁰
<i>Projected Annual Objective for 2007-08</i>	<i>100%</i>
Actual Performance for 2007-2008	75.0%
<i>Projected Annual Objective for 2008-2009</i>	<i>100%</i>

Analysis Group: Hispanic

Actual Performance for 2004-05	61.8%
Actual Performance for 2005-2006	64.2%
Actual Performance for 2006-07	70.2%
<i>Projected Annual Objective for 2007-08</i>	<i>74.5%</i>
Actual Performance for 2007-2008	72.9%
<i>Projected Annual Objective for 2008-2009</i>	<i>78.7%</i>

Analysis Group: Economically Disadvantaged.

Actual Performance for 2004-05	66.2%
Actual Performance for 2005-2006	68.8%
Actual Performance for 2006-07	73.2%
<i>Projected Annual Objective for 2007-08</i>	<i>77.0%</i>
Actual Performance for 2007-2008	69.5%
<i>Projected Annual Objective for 2008-2009</i>	<i>80.8%</i>

Analysis Group: LEP

Actual Performance for 2004-05	37.5%
Actual Performance for 2005-2006	34.6%
Actual Performance for 2006-07	48.5%
<i>Projected Annual Objective for 2007-08</i>	<i>55.9%</i>
Actual Performance for 2007-2008	63.3%
<i>Projected Annual Objective for 2008-2009</i>	<i>63.2%</i>

Analysis Group: CTE

Actual Performance for 2004-05	62.7%
Actual Performance for 2005-2006	71.5%
Actual Performance for 2006-07	76.4
<i>Projected Annual Objective for 2007-08</i>	<i>80.0%</i>

Actual Performance for 2007-2008 60.2%
Projected Annual Objective for 2008-2009 63.1%

Actual Performance for 2007-2008 72.0%
Projected Annual Objective for 2008-2009 83.3%

TAKS Science

Analysis Group: All Students

Actual Performance for 2004-05 73.0%
Actual Performance for 2005-2006 78.3%
Actual Performance for 2006-07 76.9%
Projected Annual Objective for 2007-08 80.2%
Actual Performance for 2007-2008 81.7%
Projected Annual Objective for 2008-2009 83.5%

Analysis Group: Nat. American/Asian

Actual Performance for 2004-05 NA
Actual Performance for 2005-2006 NA
Actual Performance for 2006-07 100%
Projected Annual Objective for 2007-08 100%
Actual Performance for 2007-08 NA%
Projected Annual Objective for 2008-2009 100%

Analysis Group: African American

Actual Performance for 2004-05 NA
Actual Performance for 2005-2006 100%
Actual Performance for 2006-07 NA
Projected Annual Objective for 2007-08 100%
Actual Performance for 2007-2008 NA%
Projected Annual Objective for 2008-2009 100%

Analysis Group: Hispanic

Actual Performance for 2004-05 66.0%
Actual Performance for 2005-2006 66.2%
Actual Performance for 2006-07 66.7%
Projected Annual Objective for 2007-08 71.5%
Actual Performance for 2007-2008 74.6%
Projected Annual Objective for 2008-2009 76.3%

Analysis Group: White

Actual Performance for 2004-05 76.8%
Actual Performance for 2005-2006 86.2%
Actual Performance for 2006-07 83.1%
Projected Annual Objective for 2007-08 85.5%
Actual Performance for 2007-2008 85.2%
Projected Annual Objective for 2008-2009 87.9%

Analysis Group: Economically Disadvantaged.

Actual Performance for 2004-05 68.7%
Actual Performance for 2005-2006 72.3%
Actual Performance for 2006-07 73.6%
Projected Annual Objective for 2007-08 77.4%
Actual Performance for 2007-08 72.8%
Projected Annual Objective for 2008-2009 81.1%

Analysis Group: Special Education

Actual Performance for 2004-05 37.5%
Actual Performance for 2005-2006 75.0%
Actual Performance for 2006-07 66.7%
Projected Annual Objective for 2007-08 71.46%
Actual Performance for 2007-2008 54.5%
Projected Annual Objective for 2008-2009 76.2%

Analysis Group: LEP

Actual Performance for 2004-05 33.0%
Actual Performance for 2005-2006 44.4%
Actual Performance for 2006-07 27.3%
Projected Annual Objective for 2007-08 37.7%
Actual Performance for 2007-08 64.3%
Projected Annual Objective for 2008-2009 48.1%

Analysis Group: At-Risk

Actual Performance for 2004-05	52.8%
Actual Performance for 2005-2006	58.8%
Actual Performance for 2006-07	54.9%
<i>Projected Annual Objective for 2007-08</i>	<i>61.3%</i>
Actual Performance for 2007-2008	62.0%
<i>Projected Annual Objective for 2008-2009</i>	<i>67.8%</i>

Analysis Group: CTE

Actual Performance for 2004-05	70.8%
Actual Performance for 2005-2006	69.3%
Actual Performance for 2006-07	65.9%
<i>Projected Annual Objective for 2007-08</i>	<i>70.8%</i>
Actual Performance for 2007-08	83.0%
<i>Projected Annual Objective for 2008-2009</i>	<i>75.6%</i>

TAKS Social Studies

Analysis Group: All Students

Actual Performance for 2004-05	93.4%
Actual Performance for 2005-2006	93.8%
Actual Performance for 2006-07	93.3%
<i>Projected Annual Objective for 2007-08</i>	<i>94.3%</i>
Actual Performance for 2007-2008	95.1%
<i>Projected Annual Objective for 2008-2009</i>	<i>95.2%</i>

Analysis Group: African American

Actual Performance for 2004-05	NA
Actual Performance for 2005-2006	100%
Actual Performance for 2006-07	100%
<i>Projected Annual Objective for 2007-08</i>	<i>100%</i>
Actual Performance for 2007-08	NA%
<i>Projected Annual Objective for 2008-2009</i>	<i>100%</i>

Analysis Group: Hispanic

Actual Performance for 2004-05	90.7%
Actual Performance for 2005-2006	88.0%
Actual Performance for 2006-07	86.0%
<i>Projected Annual Objective for 2007-08</i>	<i>88.0%</i>
Actual Performance for 2007-2008	90.5%
<i>Projected Annual Objective for 2008-2009</i>	<i>90.0%</i>

Analysis Group: White

Actual Performance for 2004-05	94.9%
Actual Performance for 2005-2006	96.8%
Actual Performance for 2006-07	96.7%
<i>Projected Annual Objective for 2007-08</i>	<i>97.2%</i>
Actual Performance for 2007-08	97.0%
<i>Projected Annual Objective for 2008-2009</i>	<i>97.7%</i>

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05	94.4%
Actual Performance for 2005-2006	93.2%
Actual Performance for 2006-07	91.8%
<i>Projected Annual Objective for 2007-08</i>	<i>93.0%</i>
Actual Performance for 2007-2008	89.6%
<i>Projected Annual Objective for 2008-2009</i>	<i>94.2%</i>

Analysis Group: Special Education

Actual Performance for 2004-05	77.8%
Actual Performance for 2005-2006	100%
Actual Performance for 2006-07	85.7%
<i>Projected Annual Objective for 2007-08</i>	<i>87.7%</i>
Actual Performance for 2007-08	71.4%
<i>Projected Annual Objective for 2008-2009</i>	<i>89.7%</i>

Analysis Group: LEP

Actual Performance for 2004-05	75.0%
Actual Performance for 2005-2006	55.6%
Actual Performance for 2006-07	71.4%
<i>Projected Annual Objective for 2007-08</i>	<i>75.5%</i>
Actual Performance for 2007-2008	87.5%
<i>Projected Annual Objective for 2008-2009</i>	<i>79.6%</i>

Analysis Group: Migrant

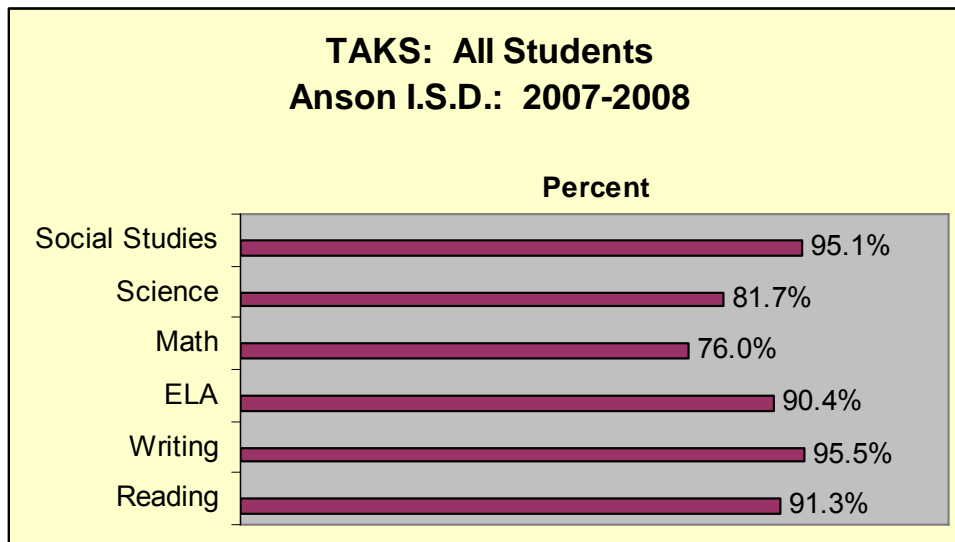
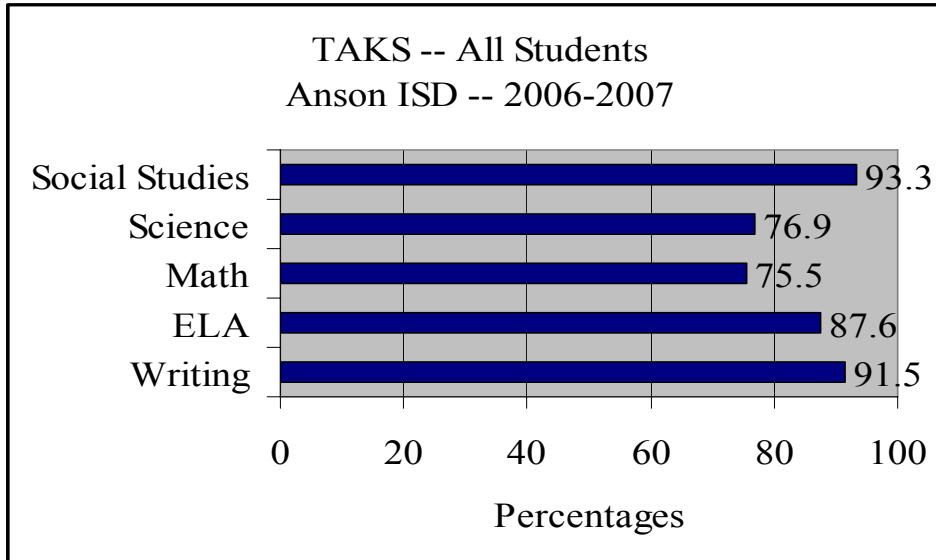
Actual Performance for 2004-05	100%
Actual Performance for 2005-2006	100%
Actual Performance for 2006-07	NA
<i>Projected Annual Objective for 2007-08</i>	<i>100%</i>
Actual Performance for 2007-2008	NA%
<i>Projected Annual Objective for 2008-2009</i>	<i>100%</i>

Analysis Group: At-Risk

Actual Performance for 2004-05	84.6%
Actual Performance for 2005-2006	87.1%
Actual Performance for 2006-07	86.7%
<i>Projected Annual Objective for 2007-08</i>	<i>88.6%</i>
Actual Performance for 2007-08	88.7%
<i>Projected Annual Objective for 2008-2009</i>	<i>90.5%</i>

Analysis Group: CTE

Actual Performance for 2004-05	92.2%
Actual Performance for 2005-2006	90.5%
Actual Performance for 2006-07	92.6%
<i>Projected Annual Objective for 2007-08</i>	<i>93.7%</i>
Actual Performance for 2007-08	93.0%
<i>Projected Annual Objective for 2008-2009</i>	<i>94.75%</i>



Dropout Rate - Grade: All Grades

Attendance Rate – All Grades

Analysis Group: All Students

Actual Performance for 2004-05	0%
Actual Performance for 2005-2006	0%
Actual Performance for 2006-2007	0%
Actual Performance for 2007-2008	0%
<i>Projected Annual Objective for 2008-2009</i>	<i>0%</i>

Analysis Group: All Students

96.3%

% Advanced Courses – Grade: All Grades

Analysis Group: All Students

Actual Performance for 2004-05	11%
Actual Performance for 2005-2006	19%
Actual Performance for 2006-2007	20%
Actual Performance 2007-2008	45%
<i>Projected Annual Objective for 2008-2009</i>	<i>50%</i>

% Recommended / Distinguished High School Programs – Grade: All Grades

Analysis Group: All Students

Actual Performance for 2004-05	58%
Actual Performance for 2005-2006	85%
Actual Performance for 2006-2007	80%
Actual Performance 2007-2008	79%
<i>Projected Annual Objective for 2008-2009</i>	<i>100%</i>

Graduating Seniors Taking SAT/ACT – Grade: 12

Analysis Group: All Students

Actual Performance for 2004-05	80%
Actual Performance for 2005-2006	87%
Actual Performance for 2006-2007	52%
Actual Performance 2007-2008	48%
<i>Projected Annual Objective for 2008-2009</i>	<i>61%</i>

Explanation of Performance

Many trade/voc. Students

Student Performance on Targeted Areas of TAKS:

Reading: 91.3% of all met minimum expectations; 88.1% of Hispanic students met minimum expectation; 100% of African Americans students met minimum expectations; 75% of Native American/Asian students met minimum expectations; 92.7% of White students met minimum expectations; and 85.9% of Economically Disadvantaged students met minimum expectations.

Writing: 95.5% of all students met minimum expectations; 100% of Hispanic students met minimum expectations; 100% of African Americans students met minimum expectations; 100% of Native American/Asian students met minimum expectations; 91.5% of White students met minimum expectations; and 98.1% of Economically Disadvantaged students met minimum expectations.

ELA: 90.4% of all students met minimum expectations; 82.8% of Hispanic students met minimum expectations; 83.3% of Native American/Asian students met minimum expectations; 93.3% of White students met minimum expectations; and 91.5% of Economically Disadvantaged students met minimum expectations.

Math: 76% of all students met minimum expectation; 75% of Native Americans/Asians met minimum expectations; 58.3% of African Americans met minimum expectations; 72.9% of Hispanic students met minimum expectations; 75.1% of White students met minimum expectations; and 69.5% of Economically Disadvantaged students met minimum expectations.

Science: 81.7% of all students met minimum expectation; 74.6% of Hispanic students met minimum expectations; 85.2% of White students met minimum expectations; and 72.8% of Economically Disadvantaged students met minimum expectations.

Social Studies: 95.1% of all students met minimum expectations; 90.5% of Hispanic students met minimum expectations; 97% of White students met minimum expectations; and 89.6% of Economically Disadvantaged students met minimum expectations.

Anson I.S.D.

Target
Areas

2007-2008 Summative Evaluation – TAKS per Grade

Reading																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
3	49	50	98	30	31	97	19	19	100	18	19	95	24	24	100	6	6	100
Grade	Asian			Title I			Econ. Disadv.			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
3	1	1	100	49	50	98	27	28	96	4	4	100	7	7	100	2	2	100

Math																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
3	34	51	67	23	32	72	11	19	58	13	20	65	17	24	71	3	6	50
Grade	Econ. Disadv.			Title I			Asian			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
3	17	29	59	34	51	67	1	1	100	4	4	100	6	8	75	3	3	100

Reading																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
4	38	42	90	19	20	95	19	22	86	17	20	85	21	22	95			
Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
4	17	21	81	38	42	90				2	2	100	4	6	67	2	2	100

Math																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
4	38	43	88	19	21	90	19	22	86	18	20	90	20	23	87			

Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
4	18	21	86	38	43	88				2	2	100	5	6	83	2	3	67

Writing																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
4	40	42	95	19	20	95	21	22	95	20	20	100	20	22	91			

Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
4	20	20	100	40	42	95				2	2	100	6	6	100	2	2	100

Reading																		
Grade	All Students			Male			Female			Hispanic			White			Native American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
5	46	50	92	21	24	88	24	26	92	19	23	83	25	26	96	1	1	100

Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
5	26	31	84	46	50	92				3	7	43	10	15	67	1	2	50

Math																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
5	49	53	92	24	25	96	23	25	92	24	26	92	24	26	92	1	1	100
Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
5	29	33	88	49	53	92				6	7	86	15	17	88	4	6	67
Science																		
Grade	All Students			Male			Female			Hispanic			White			Native Am./Asian		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
5	45	50	89	21	25	84	21	24	88	21	24	87	23	25	92			

Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
5	24	29	83	45	50	89				5	7	71	10	14	71	2	2	100

Reading																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
6	45	48	94	23	26	88	22	22	100	21	24	88	22	22	100			
Grade	Econ. Disadv.			Title I			Nat. Am/Asian			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
6	27	31	94	45	48	94	2	2	100	4	5	80	18	21	86	1	2	50

Math																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
6	40	50	80	22	28	79	18	22	82	19	25	76	20	23	87			

Grade	Econ. Disadv.			Title I			Nat. Am/Asian			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
6	20	26	77	40	50	80	1	2	50	3	5	60	15	21	71	3	4	75

Reading																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
7	43	51	84	22	27	81	21	24	88	18	20	90	23	28	82	2	2	100

Grade	Econ. Disadv.			Title I			Native American			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
7	27	35	79	43	51	84	0	1	0	1	2	50	14	19	74	7	12	58

Math																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
7	38	50	76	20	27	74	18	23	78	16	20	80	20	27	74	1	2	50

Grade	Econ. Disadv.			Title I			Native American			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
7	26	34	76	38	50	76	1	1	100	1	2	50	11	18	61	4	11	36

Writing																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
7	45	47	96	22	24	92	23	23	100	19	19	100	23	25	92	2	2	100

Grade	Econ. Disadv.			Title I			Native American			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
7	31	32	98	45	47	96	1	1	100	1	1	100	14	16	88	7	8	88

Reading																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
8	45	46	98	24	24	100	21	22	95	15	15	100	29	30	97	1	1	100
Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
8	26	26	100	45	46	98				4	4	100	19	20	95	10	11	91

Math																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
8	30	43	70	16	22	73	14	21	67	7	14	50	23	29	79			
Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
8	16	24	67	30	43	70				0	4	0	8	18	44	3	9	33

Social Studies																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
8	43	43	100	23	23	100	20	20	100	14	14	100	29	29	100	1	1	100
Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
8	25	25	100	43	43	100				3	3	100	17	17	100	8	8	100

Science																				
Grade	All Students			Male			Female			Hispanic			White			African American				
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%		
8	28	39	72	15	20	75	13	19	68	7	12	58	21	27	78					
Grade	Econ. Disadv.			Title I			Migrant			LEP			At-Risk			Special Ed				
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%		
8	14	22	63	28	39	72				1	3	33	7	14	50	3	5	60		

Reading																				
Grade	All Students			Male			Female			Hispanic			White			African American				
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%		
9	47	56	84	22	26	85	25	30	83	11	14	79	34	40	85	2	2	100		
Grade	Econ. Disadv.			Title I			CATE			LEP			At-Risk			Special Ed				
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%		
9	20	26	77	47	56	84	38	44	86	1	2	50	16	24	67	7	14	50		

Math																				
Grade	All Students			Male			Female			Hispanic			White			African American				
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%		
9	36	56	64	18	26	69	18	30	60	7	14	50	28	40	70	1	2	50		
10	38	62	61	19	34	56	19	28	68	6	14	43	22	48	67					
11	39	42	93	22	24	92	17	18	94	11	13	85	28	29	97					
Total	113	160	71	59	84	70	54	76	71	24	41	59	78	117	67					
Grade	Econ. Disadv.			Title I			CATE			LEP			At-Risk			Special Ed				
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%		
9	12	27	44	36	56	64	28	44	64	0	2	0	8	23	35	2	15	13		
10	14	27	52	38	62	61	33	53	62	1	2	50	13	31	42	2	10	20		
11	12	15	80	39	42	93	39	42	93	2	2	100	16	19	84					
Total	38	69	55	113	160	71	100	139	72	3	6	50	37	73	51	4	25	16		

English Language Arts																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
10	52	61	85	30	35	86	22	26	85	12	16	75	40	45	89			
11	42	43	98	23	24	96	19	19	100	12	13	92	30	30	100			
Total	94	104	90	53	59	90	41	45	91	24	29	83	70	75	93			
Grade	Econ. Disadv.			Title I			CATE			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
10	21	27	78	52	61	85	44	51	86	2	3	67	22	29	76	5	10	50
11	14	15	93	42	43	98	42	43	98	2	2	100	19	20	95	1	1	100
Total	35	42	83	94	104	90	86	94	91	4	5	80	41	49	84	6	11	55

Social Studies																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
10	50	56	89	27	30	90	23	26	88	12	15	80	38	41	93			
11	42	43	98	24	24	100	18	19	95	12	13	92	30	30	100			
Total	92	99	93	51	54	94	41	45	91	24	28	86	68	71	96			
Grade	Econ. Disadv.			Title I			CATE			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
10	21	27	78	50	56	89	41	46	91	2	3	67	19	25	76	1	5	20
11	14	15	93	42	43	98	42	43	98	2	2	100	19	20	95	1	1	100
Total	35	42	83	92	99	93	83	89	93	4	5	80	38	45	84	2	6	33

Science																		
Grade	All Students			Male			Female			Hispanic			White			African American		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
10	40	55	73	22	29	76	18	26	69	8	14	57	32	41	78			
11	39	42	93	22	24	92	17	18	94	11	13	85	28	29	97			
Total	79	97	81	24	53	83	35	44	80	19	27	70	60	70	86			

Grade	Econ. Disadv.			Title I			CATE			LEP			At-Risk			Special Ed		
	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%	Pass	Take	%
10	16	26	62	40	55	73	34	46	74	1	2	50	11	24	46	1	4	25
11	13	15	87	39	42	93	39	42	93	2	2	100	16	19	84			
Total	29	41	71	79	97	81	73	88	83	3	4	75	27	43	63			

Anson I.S.D.

2007-2008 Total TAKS Scores

Reading

Grade	All			Male			Female			Hispanic			White			African Amer.		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
3	49	50	98	30	31	97	19	19	100	18	19	95	24	24	100	6	6	100
4	38	42	90	19	20	95	19	22	86	17	20	85	21	22	95			
5	46	50	92	21	24	88	24	26	92	19	23	83	25	26	96	1	1	100
6	45	48	94	23	26	88	22	22	100	21	24	88	22	22	100			
7	43	51	84	22	27	81	21	24	88	18	20	90	23	28	82	2	2	100
8	45	46	98	24	24	100	21	22	95	15	15	100	29	30	97	1	1	100
9	47	56	84	22	26	85	25	30	83	11	14	79	34	40	85	2	2	100
	313	343	91.3%	161	178	90.4%	151	165	91.5%	119	135	88.1%	178	192	92.7%	12	12	100.0%
Grade	Native. Am./ Asian			Title I			Econ. Dis.			LEP			At-Risk			Special Ed		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
3	1	1	100	49	50	98	27	28	96	4	4	100	7	7	100	2	2	100
4				38	42	90	17	21	81	2	2	100	4	6	67	2	2	100
5				46	50	92	26	31	84	3	7	43	10	15	67	1	2	50
6	2	2	100	45	48	94	27	31	94	4	5	80	18	21	86	1	2	50
7	0	1	0	43	51	84	27	35	79	1	2	50	14	19	74	7	12	58
8				45	46	98	26	26	100	4	4	100	19	20	95	10	11	91
9				47	56	84	20	26	77	1	2	50	16	24	67	7	14	50
	3	4	75.0%	313	343	91.3%	170	198	85.9%	19	26	73.1%	88	112	78.6%	30	45	66.7%

Writing

Grade	All Students			Male			Female			Hispanic			White			African Amer.		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
4	40	42	95	19	20	95	21	22	95	20	20	100	20	22	91			
7	45	47	96	22	24	92	23	23	100	19	19	100	23	25	92	2	2	100
	85	89	95.5%	41	44	93.2%	44	45	97.8%	39	39	100.0%	43	47	91.5%	2	2	100.0%

Grade	Native. Am./Asian			Title I			Econ. Dis.			LEP			At-Risk			Special Ed		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
4				40	42	95	20	20	100	2	2	100	6	6	100	2	2	100
7	1	1	100	45	47	96	31	32	98	1	1	100	14	16	88	7	8	88
	1	1	100.0%	85	89	95.5%	51	52	98.1%	3	3	100.0%	20	22	90.9%	9	10	90.0%

English Language Arts

Grade	All Students			Male			Female			Hispanic			White			African Amer.		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
10	52	61	85	30	35	86	22	26	85	12	16	75	40	45	89			
11	42	43	98	23	24	96	19	19	100	12	13	92	30	30	100			
	94	104	90.4%	53	59	89.8%	41	45	91.1%	24	29	82.8%	70	75	93.3%	0	0	

Grade	Native. Am./Asian			Title I			Econ. Dis.			LEP			At-Risk			Special Ed		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
10	21	27	78	52	61	85	44	51	86	2	3	67	22	29	76	5	10	50
11	14	15	93	42	43	98	42	43	98	2	2	100	19	20	95	1	1	100
	35	42	83.3%	94	104	90.4%	86	94	91.5%	4	5	80.0%	41	49	83.7%	6	11	54.5%

Math

Grade	All			Male			Female			Hispanic			White			African Amer.		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
3	34	51	67	23	32	72	11	19	58	13	20	65	17	24	71	3	6	50
4	38	43	88	19	21	90	19	22	86	18	20	90	20	23	87			
5	49	53	92	24	27	88	23	25	92	24	26	92	24	26	92	1	1	100
6	40	50	80	22	28	79	18	22	82	19	25	76	20	23	87			
7	38	50	76	20	27	74	18	23	78	16	20	80	20	27	74	1	2	50
8	30	43	70	16	22	73	14	21	67	7	14	50	23	29	79	1	1	100
9	36	56	64	18	26	69	18	30	60	7	14	50	28	40	70	1	2	50
10	38	62	61	19	34	56	19	28	68	6	14	43	22	48	67			
11	39	42	93	22	24	92	17	18	94	11	13	85	28	29	97			
	342	450	76.0%	183	241	75.9%	157	208	75.5%	121	166	72.9%	202	269	75.1%	7	12	58.3%

Grade	Native. Am./ Asian			Title I			Econ. Dis.			LEP			At-Risk			Special Ed		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
3	1	1	100	34	51	67	17	29	59	4	4	100	6	8	75	3	3	100
4				38	43	88	18	21	86	2	2	100	5	6	83	2	3	67
5				49	53	92	29	33	88	6	7	86	15	17	88	4	6	67
6	1	2	50	40	50	80	20	26	77	3	5	60	15	21	71	3	4	75
7	1	1	100	38	50	76	26	34	76	1	2	50	11	18	61	4	11	36
8				30	43	70	16	24	67	0	4	0	8	18	44	3	9	33
9				36	56	64	12	27	44	0	2	0	8	23	35	2	15	13
10				38	62	61	14	27	52	1	2	50	13	31	42	2	10	20
11				39	42	93	12	15	80	2	2	100	16	19	84			
	3	4	75.0%	342	450	76.0%	164	236	69.5%	19	30	63.3%	97	161	60.2%	23	61	37.7%

Science

Grade	All			Male			Female			Hispanic			White			African Amer.		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
5	45	50	89	21	25	84	21	24	88	21	24	87	23	25	92			
8	28	39	72	15	20	75	13	19	68	7	12	58	21	27	78			
10	40	55	73	22	29	76	18	26	69	8	14	57	32	41	78			
11	39	42	93	22	24	92	17	18	94	11	13	85	28	29	97			
	152	186	81.7%	80	98	81.6%	69	87	79.3%	47	63	74.6%	104	122	85.2%	0	0	

Grade	Native. Am./Asian			Title I			Econ. Dis.			LEP			At-Risk			Special Ed		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
5				45	50	89	24	29	83	5	7	71	10	14	71	2	2	100
8				28	39	72	14	22	63	1	3	33	7	14	50	3	5	60
10				40	55	73	16	26	62	1	2	50	11	24	46	1	4	25
11				39	42	93	13	15	87	2	2	100	16	19	84			
	0	0		152	186	81.7%	67	92	72.8%	9	14	64.3%	44	71	62.0%	6	11	54.5%

Social Studies

Grade	All			Male			Female			Hispanic			White			African Amer.		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
8	43	43	100	23	23	100	20	20	100	14	14	100	29	29	100			
10	50	56	89	27	30	90	23	26	88	12	15	80	38	41	93			
11	42	43	98	24	24	100	18	19	95	12	13	92	30	30	100			
	135	142	95.1%	74	77	96.1%	61	65	93.8%	38	42	90.5%	97	100	97.0%	0	0	

Grade	Native. Am./Asian			Title I			Econ. Dis.			LEP			At-Risk			Special Ed		
	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%	P	T	%
8				43	43	100	25	25	100	3	3	100	17	17	100	8	8	100
10				50	56	89	21	27	78	2	3	67	19	25	76	1	5	20
11				42	43	98	14	15	93	2	2	100	19	20	95	1	1	100
	0	0		135	142	95.1%	60	67	89.6%	7	8	87.5%	55	62	88.7%	10	14	71.4%

Realized Needs Per Campus

Anson Elementary School

- the need for consistent, aligned curriculum
- the need to maintain an environment of least restrictive learning with appropriate interventions
- the need to continue to improve parental involvement and communication
- the need to increase opportunities for students' exposure to technology
- the need to continue a bully prevention program

Anson Middle School

- the need to increase attendance rate
- the need to improve parental involvement and communication
- the need to increase math TAKS scores
- the need to provide students with more computer access
- Anson Middle School will maintain Recognized Status accountability

Anson High School

- the need to improve parental involvement and communication
- the need for more collaboration regarding horizontal alignment between grade levels and vertical alignment between campuses
- the need to increase TAKS mastery of all subgroups in math and science
- the need to increase the number of students taking ACT and SAT
- the need to generate staff who hold a masters degree

The needs assessment also consisted of identifying needs in the following domains:

- Professional Development
- Curriculum
- Staff Development
- Instruction
- School Organization
- Parental Involvement
- Budgeting

District Recognized Needs

-----the need to align personnel and budget

-----the need to align curriculum

-----the need to improve parental involvement and communication

-----the need to increase opportunities for students' exposure to technology

-----the need to increase TAKS mastery of all subgroups in math and science

Anson I.S.D. Belief Statements

1. The community must be actively involved with meeting the needs of all children.
2. Individuals have a right to learn, understand, and believe in God.
3. Everyone has a right to a safe environment.
4. Higher expectations achieve higher results.
5. Everyone has the right to learn.
6. The family, as the primary influence, has the responsibility for the positive development of the child.
7. All people must accept responsibility for their actions.
8. Parents must become personally involved with the child's education.
9. All people must be treated with dignity and respect.
10. Diversity within a group adds to its strength.
11. Open and honest communication builds trust.
12. All people have basic, intrinsic worth.
13. All people are responsible for preserving our society and our earth.
14. All people need to experience love, both as a recipient and as a giver.
15. The school population is an extended "family."

Anson ISD Goals

1. Anson I.S.D. will attain Recognized Status accountability on all campuses as they promote programs and activities which provide equitable opportunities for all students to reach their maximum potential for academic success.
2. Anson I.S.D. will provide a safe, orderly environment for students and will implement programs that promote a healthy lifestyle.
3. Anson I.S.D. will recruit, nurture, and train a staff of dedicated and highly qualified professionals and paraprofessionals.
4. Anson I.S.D. will actively involve the community in the educational processes of the Anson schools.

Title I (NCLB) Goals

- Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2:** All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3:** By 2006-2007, all students will be taught by highly qualified teachers.
- Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Performance Goal 5:** All students will graduate from high school.

Through the comprehensive needs assessments based on the AEIS data, the allotted SCE, Title I, and other funds, as well as the AYP (Annual Year Progress), AISD has and will continue to create a projected plan of actions to upgrade the entire educational program.

The District and Campus Improvement Teams review the following data in order to develop this plan:

- 2006-2007 AEIS Report
 - TPRI Results
 - Student Demographic Data
 - PEIMS Data
 - Budget Information
 - Student Handbook / Discipline
 - Multi-year AEIS Report
 - SDAA Data
 - Attendance Data
 - Accountability Ratings / AYP
 - Special Programs Evaluation
 - TAKS Data
 - SDAA II Data
 - Report Card Performance
 - Surveys
 - Staff Development
-
-

Anson I.S.D.

CNA	SWC#1	Comprehensive Needs Assessment
SRS	SWC#2	Schoolwide Reform Strategies
IHQs	SWC#3	Instruction by Highly Qualified Staff
PD	SWC#4	Professional Development
PI	SWC#5	Parental Involvement
AHQT	SWC#6	Strategies to Attract Highly Qualified Teachers
TECP	SWC#7	Transition from Early Childhood Programs
ITUA	SWC#8	Inclusion of Teachers in Use of Assessments
ETAA	SWC#9	Effective, Timely Additional Assistance
CP	SWC#10	Coordination between Programs

GOAL 1 – Strategy 1 TAKS Preparation and Success

AISD will provide programs and activities to ensure student success on TAKS assessments and TAKS/TASP equivalency.

NCLB PERFORMANCE GOALS:

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

By 2014, 100% of Anson ISD students will pass TAKS tests as a measurement of academic progress and assessment of student academic achievement. To achieve 100% by 2014, each disaggregated subgroup is expected to reach a specific percentage increase each year.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) School-wide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

Goal 1 – Strategy 2 Advanced Educational Opportunities

Students will be encouraged to participate in rigorous, academic programs and activities which will provide equitable opportunities to reach maximum potential.

NCLB PERFORMANCE GOALS:

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

One hundred percent (100%) of students will graduate under the Distinguished or Recommended Plan.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

Goal 1 – Strategy 3 Title I

The Anson High School campus is a Title I, Part A program with a student poverty rate of 50%. The campus will provide a well-balanced and appropriate curriculum for all students, including equitable opportunities to reach maximum potential using federal funds with SCE funds to serve at-risk students.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Ninety percent (90%) of all Title I and At-risk students will pass all portions of the TAKS informal Assessments.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

GOAL 1 – Strategy 4 At-Risk/State Compensatory

Anson High School identifies and addresses at-risk students and provides them with individual needs and equitable opportunities to succeed with the use of state compensatory funding.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

AISD dropout rate is equal to or less than 1%; attendance equals to or is greater than 90%.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

	Cost
Teacher Salary and Benefits	\$66,820.00
Summer School (Eng., Math)	3,000.00
Summer TAKS Remediation	1,000.00
HS Tutorials	1,000.00
SAT Supervised Study	600.00
Supplies	275.00
TAKS Materials	687.00
Librarian Benefits	552.00
Principal Salary and Benefits	2,246.00
Counselor Salary and Benefits	27,208.00
Nurse Salary and Benefits	965.00
SSC w/ Sweetwater ISD PEP Pro.	6,922.00
Total	<u>\$111,275.00</u>

FTE's
Number of FTE's: 1.875
Partially Comp Ed Funded

(J. Stockstill 7.5%
K. Jones 50.0%
S. Martinez 10.3%
D. Barker 9.5%
K. Stockstill 19.4%)

MIDDLE SCHOOL SOURCE OF FUNDING

	Cost
Payroll	\$51,383.00
Nurse Salary	581.00
Principal	5,889.00
Counselor	9,536.00
Supplies	619.00
Total	<u>\$68,008.00</u>

FTE's
Number of FTEs .75
Partially Comp Funded

(G. Etheredge 8.64%
E. Fortune 7.63%
D. Tucker 12.04%
B. Jackson 16.39%
A. Hughes 71.09%
A. McKnight 12.51%
C. Renfro 10.01%)

GOAL 1 – Strategy 5 Special Education

The Special Education Program at Anson High School identifies and addresses individual student needs through equitable opportunities that encourage students to succeed in the least restricted environment.

NCLB PERFORMANCE GOALS:

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Ninety-five percent (95%) of grades 9-11 Special Education students will take an on-grade-level assessment, and 35% of Special Ed students will take a TAKS assessment test.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

Cost	FTE's
Payroll, Teacher and Aides	Number of FTE's:
\$107,982.00	Partially Comp. Ed. Funded
Purchase & Contracted Services	1.0
10,055.00	
Supplies and Materials	
1,503.00	
Special Ed Flow-through Out	
<u>34,042.00</u>	
Total	
\$153,582.00	

MIDDLE SCHOOL SOURCE OF FUNDING

Cost	FTE's
Teacher Payroll	Number of FTE's
\$ 51,190.00	Partially Comp. Ed. Funded
Special Ed Aides	.50
8,806.00	
Instructional Aides	
12,538.00	
Supplies and Materials	
1,335.00	
Purchase & Contracted SSA	
10,055.00	
Special Ed Flow-through Out	
<u>34,042.00</u>	
Total	
\$118,104.00	

ELEMENTARY SCHOOL SOURCE OF FUNDING

Cost	FTE's
Payroll	Number of FTE's
\$68,924.00	Special Ed Fund
Supplies/Content Mastery	1.625
2,593.00	
Travel	
193.00	
Special Ed Flow-through Out	
68,081.00	
Purchase/Contract SVS	
<u>18,184.00</u>	
Total	
\$157,975.00	

District Total \$429,661.00

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 1 – Strategy 6 LEP/ESL/Bilingual

Anson High School will provide appropriate services to students who meet the criteria for ESL while offering equitable opportunities for all students to meet their maximum potential.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Ninety percent (90%) of students in ESL will pass TAKS/ RPTE.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

	Cost
ESL Teacher and Aide Payroll	\$27,564.00
Supplies and Materials	1,270.00
Travel.subsistence-students	<u>86.00</u>
Total	\$28,920.00

FTE's
Number of FTE's: 0.25
Funding in ES Budget

MIDDLE SCHOOL SOURCE OF FUNDING

	Cost
Payroll	\$11,892.00
Travel.subsistence-students	\$86.00
Supplies and Materials	<u>1,270.00</u>
Total	\$13,248.00

FTE's
Number of FTE's: 0.25
Funding in ES Budget

ELEMENTARY SCHOOL SOURCE OF FUNDING

	Cost
Payroll	\$ 14,739.00
JR3 Contract	6,000.00
Supplies/Content Mastery	2,505.00
Travel	86.00
ESL Inservice	<u>193.00</u>
Total	\$23,523.00

FTE's
Number of FTE's 1.25
State Comp/ESL Budget

District Total \$65,691.00

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 1 – Strategy 7 Migrant

Anson High School will provide appropriate services to students who meet the criteria for migrant while offering equitable opportunities for all students to meet their maximum potential.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Ninety percent (90%) of migrant students will pass TAKS.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(**CNA**) Comprehensive Needs Assessment; (**SRS**) Schoolwide Reform Strategies; (**IHQs**) Instruction by Highly Qualified Staff; (**PD**) Professional Development; (**PI**) Parental Involvement; (**AHQT**) Strategies to Attract Highly Qualified Teachers; (**ITUA**) Inclusion of Teachers in Use of Assessments; (**ETAA**) Effective Timely Additional Assistance; (**CP**) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

Cost

Number of FTE's: FTE's 0

MIDDLE SCHOOL SOURCE OF FUNDING

Cost

Aide Payroll \$2,232.00
Total \$2,232.00

Number of FTE's: FTE's 0
Migrant Fund
Funding in ES Budget

ELEMENTARY SCHOOL SOURCE OF FUNDING

Cost

Payroll \$3,708.00
Travel 150.00
Total \$3,858.00

Number of FTE's: FTE's 0.1
Funding in ES Budget

District Total \$6,090.00

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 1 – Strategy 8 Dyslexia

Anson High School will provide services to all students identified as dyslexia while ensuring equitable opportunities for all students to reach maximum potential.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Ninety percent (90%) of students identified as having dyslexia or a related disorder will pass TAKS.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

Cost

FTE's
Number of FTE's: 0.40
Partially Comp Ed Funded

MIDDLE SCHOOL SOURCE FUNDING

Cost

FTE's
Number of FTE'S 0.33
Partially Comp Ed Funded

ELEMENTARY SCHOOL SOURCE FUNDING

Cost

Payroll	\$39,843.00
Travel/Training	675.00
Supplies	<u>993.00</u>
Total	\$41,511.00

FTE's
Number of FTE's .875
State Comp Budget

District Total \$41,511.00

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 1 – Strategy 9 Gifted/Talented

Anson High School will provide appropriate services and programs which will provide equitable opportunities for students identified as gifted and talented to reach their maximum potential.

NCLB PERFORMANCE GOALS

- Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

SUMMATIVE EVALUATION

Ninety percent (90%) of GT students will pass TAKS.

PROGRESS REPORT DATES

Monthly

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

Cost		FTE's	
Payroll	\$6,479.00	Number of FTE's:	0.125
Supplies and Materials	1,318.00	GT funds from ES	
Purchase & Contracted SVS	<u>2,920.00</u>		
Total	\$10,717.00		

GOAL 1 – Strategy 10 Career and Technology

Anson High School will provide opportunities for students to achieve and maintain levels of technology and technological expertise equivalent to the requirements of society while providing equitable opportunities for all students to reach their maximum potential.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Seventy percent (70%) or better of all students will graduate under the Recommended or Distinguished Graduation Plan which includes the CATE curriculum.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

SOURCE OF FUNDING

	Cost	FTE's	
Payroll	\$186,268.00		Number of FTE's
Supplies and Materials	7,223.00		Partially Comp Ed Funded
Purchase & Contracted Svcs.	689.00		
AG Farm Building	1,445.00		
VOE	1,445.00		
Homemaking	1,445.00		
Student Travel (Operating Exp.)	9,500.00		
Teacher Travel	1,924.00		
VOE & Business Travel	193.00		
Homemaking Travel	<u>193.00</u>		
Total	\$210,325.00		
District Total	<u>\$210,325.00</u>		

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 1 – Strategy 11 Special Programs

Anson High School implements programs which will provide equitable opportunities for all students identified by a screening process.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Ninety percent (90%) of students identified under 504 will pass TAKS, and AISD will have reduced referrals to Special Education.

PROGRESS REPORT DATES

All Campuses: Six Weeks Progress Reports: September 26; October 31; December 19; February 12; April 9; May 29.
TAKS/SDAA Test Results, May 2009.

SCHOOLWIDE COMPONENTS ADDRESSED –

(**CNA**) Comprehensive Needs Assessment; (**SRS**) Schoolwide Reform Strategies; (**IHQs**) Instruction by Highly Qualified Staff; (**PD**) Professional Development; (**PI**) Parental Involvement; (**AHQs**) Strategies to Attract Highly Qualified Teachers; (**ITUA**) Inclusion of Teachers in Use of Assessments; (**ETAA**) Effective Timely Additional Assistance; (**CP**) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

	Cost		FTE's
None	\$0.00	Number of FTE's: See Counseling	1.33

MIDDLE SCHOOL SOURCE OF FUNDING

	Cost		FTE's
		Number of FTE's: See Counseling	.5

ELEMENTARY SOURCE OF FUNDING

	Cost		FTE's
None	\$0.00	Number of FTE's: See Counseling	0

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 1 – Strategy 12 Counseling Services

The high school Counselor will provide information concerning college and career choices to ensure opportunities for all students to reach their maximum potential. Financial Aid counseling is offered to aide students in making post-secondary educational choices.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Eighty percent (80%) of graduating seniors will participate in post-secondary education or technical training programs. Eighty percent (80%) of students will successfully complete the financial aid process.

PROGRESS REPORT DATES

On-going process throughout the year

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

	Cost
Payroll	\$46,963.00
General Budget	<u>500.00</u>
Total	\$47,463.00

	FTE's
Number of FTE's:	1.0
Partially Comp. Ed Funded	
Cost :	\$41,805.00

MIDDLE SCHOOL SOURCE OF FUNDING

	Cost
Payroll	\$15,810.00

	FTE's
Number of FTE's:	1.0
Funds in HS & ES CIP	
Cost :	\$15,040.00

ELEMENTARY SCHOOL SOURCE OF FUNDING

	Cost
Payroll	\$48,164.00
Supplies	<u>241.00</u>
Total	\$48,405.00

	FTE's
Number of FTE's:	.875
Partially Comp. Ed Funded	

District Total \$111,678.00

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 1 – Strategy 13 SAT/ACT

AISD will increase the number of SAT/ACT examinees who have met or exceeded the criterion score.

NCLB PERFORMANCE GOALS

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Sixty percent (60%) of all seniors will take the SAT/ACT. Forty percent (40%) of all SAT/ACT examinees will score at or above:

SAT 1110
ACT 22

Ninety-five percent (95%) of all sophomores will take PSAT

PROGRESS REPORT DATES

On-going process throughout the year

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) Schoolwide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

SOURCE OF FUNDING

General Budget	\$50.00
TOTAL	\$50.00

FTE's
Fully Comp. Ed Funded

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 2 – Strategy 1 School Safety

AISD will ensure the safety of all students.

NCLB PERFORMANCE GOALS

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

SUMMATIVE EVALUATION

One percent (1%) of Anson I.S.D.’s referrals will be due to violence; decrease # of referrals to AEP; 90% of AES students will pass the TAKS tests as a measurement of progress and assessment of student academic achievement.

PROGRESS REPORT DATES

Daily conduct

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) School-wide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDNG

	Cost	Number of FTE’s:	FTE’S
SSA with Reg. XIV ESC	\$1,533.00	None Specified	0
TOTAL	<u>\$1,533.00</u>		

MIDDLE SCHOOLS SOURCES OF FUNDING

Cost	Number of FTE’s	FTE’s

ELEMENTARY SCHOOLS SOURCES OF FUNDING
Cost

FTE's
Number of FTE's
None Specified

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 2 – Strategy 2 Educated Healthy Lifestyles

AISD will provide appropriate programs and services in order to promote a healthy lifestyle for each student.

NCLB PERFORMANCE GOALS

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

SUMMATIVE EVALUATION

Decreased incidence of pregnancy and violence

PROGRESS REPORT DATES

Daily conduct

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) School-wide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

SOURCE OF FUNDING

General Budget	\$5,860.00
Total	<u>\$5,860.00</u>

FTE'S

Number of FTE's
State Comp funded

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 3 – Strategy 1 Title II, Pt. A – Improving Principal/Teacher Quality

AISD will provide opportunities for all staff to participate in relevant, focused and research-based staff development to implement academic programs efficiently and strategically to ensure student success for the future.

NCLB PERFORMANCE GOALS

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

SUMMATIVE EVALUATION

One-hundred percent (100%) of core teachers will attend relevant workshops.

PROGRESS REPORT DATES

Dates of Faculty Attendance of Inservice at Region XIV Service Center, Abilene Civic Center, and Anson Auditorium

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) School-wide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

HIGH SCHOOL SOURCE OF FUNDING

Title II A Flow-through	\$13,129.00	
SSA with ESC 14	16,411.00	
Total	\$29,540.00	

	FTE's	
Number of FTE' s:		0
None Specified		

MIDDLE SCHOOL SOURCE OF FUNDING

Cost	
Funded in ES	

	FTE's	
Number of FTE' s:		0
None Specified		

ELEMENTARY SOURCE OF FUNDING

Cost	FTE's
Title II, Part A \$49,505 (ESC14)	Number of FTE' s: 0
80% to District \$39,605 for Elem Salaries	None Specified

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

Anson ISD Plan
Highly Qualified Teacher Recruitment and Retention

- Goal #1** Highly Qualified Staff: by the end of 2006-2007, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
- Performance Measures**
1. 100% of core area teachers will be highly qualified by the end of the school year.
 2. 100 % of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.
 3. 100 % of the new hires in core subject areas will meet highly qualified status prior to employment.
 4. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%
 5. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%.
 6. NCLB Indicator 3.3: The percentage of instructional paraprofessionals who are highly qualified will be 100%.
- Summative Evaluation** Personnel files, highly qualified worksheets, and principal attestations.

Schoolwide Component	Strategy-Activity	Target Population	Person Responsible	Budget Resources	Formative Assessment	Benchmark Timeline
3. HQ	1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/ organizations, and maintaining an active webpage.	All Staff Members	Superintendent	TIIA Local	Number of positions posted Number of applications competed Number of visits on web pages counter	Sept. 1 Feb. 1 May 1,
3. HQ	2. Establish an effective teacher mentoring system in order to retain highly qualified staff	All Teachers	Campus principals	TIIA Local	Mentor assignments Mentor conference logs	Aug. 15 Dec. 16 Apr. 3
3. HQ	3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers All Teachers	Human Resources Director	TIIA Local	Personnel files Professional Development records Teacher interviews	Aug. 15 Aug. 15 Aug. 15
3. HQ	4. Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Campus Principals	TIIA Local	Number of teachers in ACPs Professional Development Records	Aug. 15 Aug. 15
3. HQ	5. Analyze data from paraprofessionals' files to ensure instructional aides are highly qualified.	All Instructional Paras	Human Resources Director	TIIA Local	Personnel files Professional Development records	Aug. 15 Aug. 15
3. HQ	6. Assist paraprofessionals in maintaining or attaining HQ status through professional or local services and testing.	All Instructional Paras	Campus Principals	TIIA	Number of paraprofessionals in	ug. 15

Title I Schoolwide Components

1. CNA	Comprehensive Needs	6. PI	Increasing Parental Involvement
2. RS	School Reform Strategies	7. T	Transition
3. HQ	Highly Qualified Staff	8. TIA	Teacher Input in Assessments
4. PD	Professional Development	9. AM	Assistance for Mastery
5. ER	Employee Recruitment	10. CIS	Coordination/Integration of Math/Reading Services

Program Budget Codes

Local	Local	TIV A	Safe and Drug Free Sc.
TIA	Title I, Pt. A	TV	Innovative Programs
TIC	Title I, Pt. C (migrant)	SCE	State Compensatory Ed
TIIA	Title II, Pt. A (improve teacher/principal quality)		
TIID	Title II, Pt. D (technology)	OEYP	Optional Ext. Year
TIH	Title III, Pt. A (LEP/ESL)	AMI/ARI	Acceler.

GOAL 3 – Strategy 2 Survey of Teacher Needs and Interests

AISD surveys campus site-based committee for staff development topics that relate to specific needs and interests in order to develop a systematic approach in choosing relevant staff development.

NCLB PERFORMANCE GOALS

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

SUMMATIVE EVALUATION

Teacher/Student Evaluations will provide relevant staff development needs for the Faculty.

PROGRESS REPORT DATES

Twice a year

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) School-wide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

SOURCE OF FUNDING

Cost

FTE's

Number of FTE's:

0

None Specified

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 4 – Strategy 1 Community Involvement

AISD allows stakeholders to become involved in its pursuit of excellence.

NCLB PERFORMANCE GOALS

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

Ninety percent (90%) of community participation will occur during the school year.

PROGRESS REPORT DATES

Ongoing process throughout the year

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) School-wide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

SOURCE OF FUNDING

Cost

FTE's

Number of FTE's:

0

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

GOAL 4 – Strategy 2 Parental Involvement

AISD increases parental involvement by increasing parents' awareness of their child's educational needs while developing community pride.

NCLB PERFORMANCE GOALS

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

SUMMATIVE EVALUATION

AISD will experience 95-100% Parental Involvement during the year.

PROGRESS REPORT DATES

Ongoing process throughout the year

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (SRS) School-wide Reform Strategies; (IHQS) Instruction by Highly Qualified Staff; (PD) Professional Development; (PI) Parental Involvement; (AHQT) Strategies to Attract Highly Qualified Teachers; (ITUA) Inclusion of Teachers in Use of Assessments; (ETAA) Effective Timely Additional Assistance; (CP) Coordination Between Programs.

SOURCE OF FUNDING

	FTE's
Number of FTE's	0

The activities, persons responsible for the activities, resources and materials, timelines, and formative evaluations are posted in the individual campus improvement plans.

**Parent Involvement Policy
Anson Independent School District**

“When parents walk through the doors of the school house, they see their past. Whereas, when children walk through the same doors, they see the future and their teacher as the person who will lead them out successfully.”
Larry Lezotte, Ed.D.

Anson ISD desires to include parents and community in its goals as it provides a unique educational system to help its students develop into life-long learners.

--Notification--

Topic	Title Program	By Whom: LEA / Campus		When	Forms of Documentation
<p>Language and Format Anson ISD will provide the following information to parents of Anson School students in an understandable and uniform format in a language that parents can understand:</p> <ul style="list-style-type: none"> a. Handbook Acknowledgment Form b. Parent’s Response Regarding Release of Student Information c. Parent’s Response Regarding Release of Information to Military Recruiters 	<p>Title I-A Title I-C (Migrant) Title III-A (LEP/ESL) Title II-A (Teach/Princ.) Title II-D (Technology) Title IV-A (SADF) Title V-A (Innovative) IX (School Safety Choice) X (McKinney-Vento</p>	<p>X</p>	<p>X</p>	<p>All notification and correspondence</p>	<p>Student Handbook ansontigers.com</p>

- And Institutions of Higher Learning Homeless)
- d. Parents' Permission/Denial for Student's Participation in Certain School Activities
 - e. Emergency Treatment Form
 - f. Network/Internet Access Permission
 - g. Permission to Leave Campus
 - h. Parent-Student-School Compact
 - i. ESL Information Pamphlet
 - j. LPAC Training Handouts

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>Parents' Right to Know – Teacher and Paraprofessional Qualifications Anson ISD will inform parents of their right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the student.</p>	Title I-A	X	Annually, beginning of school year	ansontigers.com telephone
<p>Parents' Right to Know – Non-Highly Qualified Teachers Anson Schools will provide to each individual parent a timely notice that the parent's child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified.</p>	Title I-A	X	Soon after the first four weeks of school	mail
<p>AYP-Progress Review Anson ISD will disseminate to parents, teachers, principals, schools, and the community the results Anson's yearly progress review of Anson Elementary, Anson Middle, and Anson High School.</p>	Title I-A	X	Annually, at the beginning of school year	ansontigers.com newspaper presentation at teacher inservice

Topic	Title Program	By Whom: LEA / Campus		When	Forms of Documentation
<p>Annual Report Cards Anson ISD will disseminate to parents, schools, and the public, an annual report card with aggregated information, including student achievement (disaggregated by category), graduation rates, performance of Anson ISD, teacher qualifications, and other required info.)</p>	Title I-A	X		Annually	ansontigers.com newspaper presentation telephone
<p>Parents' Right to Know – Student Achievement Anson Schools will provide to each individual parent information of the level of achievement of the parent's child in each of the State academic assessments (TAKS).</p>	Title I-A		X	As soon as practicable	mail telephone teacher conf.
<p>Written Parental Involvement Policy Anson ISD will make available to parents a district-level written parental involvement policy; Anson Schools will notify parents and the community of the school's written parental involvement policy.</p>	Title I-A	X	X	Annually	ansontigers.com mail CIT presentation
<p>School-Parent Compacts Anson Schools will distribute to parents a written School-Student-Parent compact which is located in the Student Handbook.</p>	Title I-A		X	Annually	Student Handbook
<p>Frequent Reports on Student Progress Anson Schools will provide progress reports to parents on a three-week and six-week basis.</p>	Title I-A		X	During School Year	Mail ansontigers.com

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>Schoolwide Plan for Title I Campus Anson Schools will make the schoolwide Campus Improvement Plan available to the district, to parents, and to the public.</p>	Title I-A	X	Annually	ansontigers.com Hard copy
<p>Homeless Students Anson ISD’s homeless liaison shall ensure that parents/guardians of homeless youths are informed of their child’s educational opportunities, are provided the opportunity to meaningfully participate in their child’s education, and informed of all transportation services, including transportation to school of origin.</p>	Title I-A	X	When a child registers	Telephone Conference
<p>Schools Identified for School Improvement, Corrective Action, or Restructuring Anson ISD will provide to parents of each student an explanation of what the identification means, how Anson ISD compares to others, reasons for the identification, Anson ISD’s and Anson School’s response, how parents can become involved, school choice, supplemental educational service options as applicable, any corrective action taken, and restructuring.</p>	Title I-A	X	By the uniform date	mail (req.)
<p>Schools Identified for Supplemental Educational Services Notice Anson ISD’s schools that fail to make adequate yearly progress (AYP) by the end of the first full school year after being identified for improvement must provide</p>	Title I-A	X X	By the uniform date	mail (req.)

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>notice to parents of the availability of supplemental educational services, the identity of the approved providers, a description of the services, and, if requested, assist parents in choosing a provider.</p>				
<p>Schools Identified for Corrective Action Anson ISD’s schools that fail to make AYP after two full school years of being identified for school improvement will provide notice to the public and parents of each student enrolled at the school of any corrective action taken.</p>	Title I-A	X	By the uniform date	mail (req.)
<p>Schools Identified for Restructuring Anson ISD’s schools that fail to make AYP after one full school year or corrective action will provide prompt notice to teachers and parents and will provide them the opportunity to comment and participate in preparing a restructuring plan.</p>	Title I-A	X	By the uniform date	mail (req.)
<p>Technology Capacity Anson ISD will disseminate information about the capacity to integrate technology effectively into curricula and instruction and about the results of program evaluations.</p>	Title I-A	X	Annually	ansontigers.com presentation

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>Limited English Proficient Students – Outreach Anson ISD will provide handouts during open house and times for visiting with the parents of limited English proficient children. They will provide information about how the parents can be involved in their children’s education and be active participants in helping their children attain English proficiency, high achievement levels in core academic subjects, and meet state standards. Each campus will send a notice of opportunities for meetings to provide any additional information.</p>	Title I-A	X	Meetings throughout the year	handouts telephone ansontigers.com
<p>Limited English Proficient Students – Language Instruction Educational Program Anson ISD through the Language Proficiency Assessment Committee (LPAC) will inform parents of limited English Proficient children participating in a language instruction educational program funded by Title I-A or Title III-A of the following:</p> <ul style="list-style-type: none"> a. reasons for identification b. level of English proficiency c. methods of instruction d. how the program will help the child learn English e. how the program will meet the child’s needs f. specific exit requirements g. parental rights h. in the case of a child with a disability, inform parents how the program meets the objectives of the child’s individualized education program. 	Title I-A	X	Not later than 30 days after the beginning of school year or within first two weeks of child’s being placed in language instruction program when the child was not identified prior to the beginning of school year	telephone LPAC meeting mail

Topic	Title Program	By Whom: LEA / Campus		When	Forms of Documentation
<p>Limited English Proficient Students – Insufficient Language Instruction Educational Programs Parents of children participating in our language Instruction educational program (ESL) funded under Title I, Part A and/or Title III, Part A, must be notified if Anson ISD has not made progress on the annual measurable achievement objectives.</p>	Title I-A Title III-A	X		Within 30 days after failure Occurs	mail correspondence
<p>Reporting Information for Safe and Drug-Free School and Communities (SDFSC) Anson ISD will publicly report progress toward attaining performance measures.</p>	Title IV-A	X		Annually	correspondence ansontigers.com
<p>Program Activity for SDFSC Anson ISD will develop with parents, in conjunction with ESC 14, programs and activities that include providing professional development for parents; Anson ISD will keep parents informed about the programs and activities.</p>	Title IV-A	X		Ongoing	ansontigers.com correspondence newspaper conference
<p>Victim of a Violent Crime Anson ISD will notify the parent of a victim of a violent crime offense while in or on the grounds of a public school that the student is allowed the option to transfer to a safe public school or is ensured proper schedule placement in the campus classrooms.</p>	Title IX	X	X	Within 14 days mail of the incident	telephone conference

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>Persistently Dangerous School Anson ISD will notify parents of students enrolled at a campus identified as a Persistently Dangerous School that the student is allowed the option to transfer to a safe public school.</p>	Title IX	X	14 days prior the beginning of school year -- at time of enrollment for new students	mail

--Consultation--

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>Written Parental Involvement Policies Anson ISD and Anson Schools will develop jointly with parents and agree on with parents a written parental involvement policy (this policy).</p>	Title I-A	X X	Annually	CIT conference
<p>Annual Evaluation of Parental Involvement Policy Anson ISD and Anson Schools with involved parents will conduct an annual evaluation to review and to improve the content and effectiveness of the parental involvement policy.</p>	Title I-A	X X	Annually	survey CIT conference

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>Written School-Student-Parent Compact Anson Schools have developed a written school-student-parent compact which is located at the back of the student handbook; the principal distributes and discusses this handbook at the beginning of school year during class registration/orientation.</p>	Title I-A	X	Annually --beginning of school year or enrollment	Class Orientation
<p>Schoolwide Plan and Program Plans Anson Schools continues to develop a schoolwide Campus Improvement Plan with the involvement of parents on the CIT; this plan includes a comprehensive needs assessment and addresses the ten components of a schoolwide program.</p>	Title I-A	X	Annually	CIT conference
<p>Program Plans Anson ISD will combine funds, with state approval, from a schoolwide program and a Migrant Education Program (MEP); however, these funds must be used in consultation with parents of migratory children. Anson ISD will continue to consult with ESC 14, ESL educators, and parents in developing the plan for students receiving Title III, Part A (LEP/ESL) services including the annual measurable achievement objectives (TAKS).</p>	Title I-C Title III-A	X X		
<p>Consolidated Application, Title Programs Anson ISD will develop a Title I (Federal) Program Plan Description, a Title II, Part A (Improving Teacher/Principal Quality); Title IV, Part A (Safe and Drug-Free</p>	Title I-A Title II-A Title IV-A	X	Annually, when consolidated application is	Meetings across program areas CIT

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>School and Community); Title V, Part A (Innovative Programs) Program Plans in consultation with parents and relevant school personnel based upon a needs assessment. These are located in the School Campus Improvement Plans.</p>	Title V-A		being completed	
<p>School Improvement Plan – Parents Anson Schools will develop a plan, in consultation with parents, with strategies to strengthen the core academic subjects and to promote effective parental involvement in the school.</p>	Title I-A	X	Within three months of SIP identification	Meeting with agenda and minutes
<p>School Improvement Plan – Community Leaders Anson ISD may seek feedback from community leaders and parents about the school improvement plan.</p>	Title I-A	X	Within 45 days of receipt of revised plan from campus	Meeting with agenda and minutes
<p>LEA Improvement Plan If Anson ISD is identified for improvement, the district will develop or revise a district plan in consultation with parents that incorporates scientifically-based research strategies; will identify actions that have greatest potential of increasing academic achievement; will address professional development; will include specific measurable goals; will address fundamental teaching and learning needs within its schools; will incorporate, as appropriate, activities before and after school and in the summer; and will include parental involvement strategies</p>	Title I-A	X	Not later than 90 days after District is identified for improvement	Meeting with agenda and minutes

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>Parent Advisory Council (PAC) Anson ISD will establish a PAC, made up of the members of the District Improvement Team (DIT), to ensure that programs and projects are carried out, including parental involvement requirements of Section 1118.*</p>	Title I-C (migrant)	X	Multiple meetings every year	Meetings with agenda and minutes
<p>Continued Consultation Anson ISD will consult on an ongoing basis with various representatives including parents regarding how to best coordinate SDFSC program activities.</p>	Title IV-A	X	Ongoing	Meetings across program areas
<p>Title I, Part A Meeting Anson Schools will invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and will explain the requirements, their right to be involved, and the opportunity to request regular meetings.</p>	Title I-A	X	Annually (September)	Meetings across program areas
--Other Requirements--				
<p>Professional Development Because Anson ISD has a schoolwide program, Anson Schools will inform parents, if appropriate, about ongoing professional development</p>	Title I-A	X	Timely-- as needed	mail ansontigers.com conference

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>opportunities to enable all children on the campus to meet Texas student academic achievement standards (TAKS). For example, Anson School offers TAKS instruction in TAKS classes, in tutorials, and in summer sessions.</p>				correspondence
<p>Withdrawal from Program Anson ISD will withdraw a student from any Title IV, Part A (SDFSC) program upon receipt of request from the parents.</p>	Title IV-A	X	As requested	Signed Request
<p>Military Recruitment Anson ISD will notify parents of the option to make the request that the student’s name, address, and telephone listing shall not be released to military recruiters without prior written parental consent.</p>	Title IV-A	X	As requested	Signed Request
<p>Family Education Rights Anson ISD will follow policies and practices consistent with the Family Education Rights and Privacy Act.</p>	All Title	X	Throughout the year	Student Handbook
<p>Parent-Teacher Conferences Anson Schools encourages teachers to contact parents throughout the school year to keep them abreast of their child’s performance.</p>	Title I-A	X	Throughout the year	mail ansontigers.com telephone

Topic	Title Program	By Whom: LEA / Campus	When	Forms of Documentation
<p>Parental Involvement Anson Schools encourages parents to become involved with parent/school organizations such as FFA, Band Booster, class organizations, and Anson Booster clubs. Faculty invites members of the community into the classrooms to share life skills such as banking, purchasing, investing, reading, and math, as well as medical advice to the students.</p>	Title I-A	X	Ongoing	ansontigers.com letters newspaper conferences
<p>Training for Parents Anson ISD will offer ESL classes to parents of the community with a prerequisite registration of at least 10.</p>	Title III-A	X	As requested	Written request
<p>**Individual campus trainings are listed in the Campus Parent Involvement Policies.</p>	Title I-A	X	Ongoing	mail ansontigers.com correspondence conferences newspapers telephone