

**BOARD SUMMARY**  
**CAMPUS IMPROVEMENT PLANS**  
**2008-2009**  
**LESTER DAVIS SCHOOL**

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> <li>• DAEP placements will not exceed the state average of 2.8 %</li> <li>• 80% of students will pass 3 of 4 core courses in HS</li> <li>• DAEP recidivism will remain below state average</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No, we did not reach 80%. Poor attendance of failing students</li> <li>• Yes</li> </ul>	<ul style="list-style-type: none"> <li>• 450 students sent to DAEP</li> <li>• Add certified full time teachers to all classes</li> <li>• Recidivism increased</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, placements decreased</li> <li>• Yes in two of the three areas</li> <li>• Yes</li> </ul>	<ul style="list-style-type: none"> <li>• DAEP placements below the state average</li> <li>• 80% of students will pass 3 of 4 core courses in HS</li> <li>• DAEP recidivism will remain below state average</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance review with home campus</li> <li>• Attendance rewards, daily personal call to family</li> <li>• Focus staff from both campuses on recedividistic students</li> </ul>	<ul style="list-style-type: none"> <li>• Increased communication with home campus</li> <li>• Add one more certified full time teacher</li> <li>• Individual at risk review of returning students</li> </ul>

Summary – Campus Improvement Plans

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**BOARD SUMMARY**  
**CAMPUS IMPROVEMENT PLANS**  
**2008-2009**  
**DENTON HIGH SCHOOL**

<u><b>Important Goals From 2007-2008</b></u>	<u><b>Did you reach the goals listed in 2007-2008?</b></u> <u><b>If not, explain what prevented your success and how you will continue to try to meet the goals.</b></u>	<u><b>Needs Identified For 2007-2008</b></u>	<u><b>Were the Needs Met for 2007-2008?</b></u> <u><b>If not, please explain.</b></u>	<u><b>Wildly Important Goals for 2008-09</b></u>	<u><b>Plans to Meet Goals for 2008-2009</b></u>	<u><b>Needs Identified For 2008-2009 (be specific)</b></u>
<ul style="list-style-type: none"> <li>DHS will increase academic achievement scores of students in math from 45% to 57%.</li> <li>DHS will increase academic achievement scores of students in the various sub-populations groups by a minimum of 5%.</li> <li>DHS will significantly increase oral, written and electronic communication by implementing various committees with an emphasis on improving communication to be measured by a customer satisfaction survey.</li> </ul>	<ul style="list-style-type: none"> <li>Yes. Math scores increased significantly.</li> <li>Yes. Sub-populations scores increased but DHS still has a long way to go in order to meet the need of our students.</li> <li>Communication greatly improved with the implementation of a quarterly publication to all parents. A satisfaction survey was utilized to gauge the success of our initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Increase math scores for all students and focus on Hispanic (LEP) and African American students, Economically Disadvantaged.</li> <li>Focus on Bubble kids.</li> <li>Motivate 9<sup>th</sup> and 10<sup>th</sup> grade TAKS takers.</li> <li>Monitor reading participation on AYP.</li> <li>Mentor at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>DHS experienced a slight gain in the math scores, however the gain was not significant enough.</li> <li>Academic score boards were created and utilized to monitor student needs.</li> <li>9<sup>th</sup> and 10<sup>th</sup> grade students out performed their previous years efforts.</li> <li>Attendance was monitored and all missing students were contacted and retested.</li> <li>Students mentoring program was created and utilized all year long.</li> </ul>	<ul style="list-style-type: none"> <li>DHS will increase academic achievement scores for students in math and science at a minimum of 5%.</li> <li>DHS will increase academic achievement scores for the various subpopulation students by a minimum of 5%.</li> <li>Denton High School will decrease ninth grade retention by 10%.</li> </ul>	<ul style="list-style-type: none"> <li>Saturday TAKS</li> <li>Go Center</li> <li>Math Lab</li> <li>Bonus Round Assess.</li> <li>40% Science Labs</li> <li>Anchor Walks</li> <li>T-STEM Jump Start</li> <li>Title I math position</li> <li>Title I science position</li> <li>Trailer Courses</li> <li>Double Block alg/chem</li> <li>Early/Late Bus</li> <li>Weekend enrichments</li> <li>TAKS motivation</li> <li>Student Assistance Counselor</li> <li>ID bubble kids</li> <li>ESL Liaison</li> <li>Move to inclusion</li> <li>Staff Development opportunities</li> <li>9<sup>th</sup> Grade Academy</li> <li>21<sup>st</sup> Century Grant</li> </ul>	<ul style="list-style-type: none"> <li>Increase Math and Science Scores in all sub-populations.</li> <li>Increase student participation in clubs, organizations and activities.</li> <li>Increase IB enrollment.</li> <li>MYP Authorization</li> <li>Parent/Community communication.</li> <li>Parent Involvement</li> <li>Coordination of Campus construction projects.</li> <li>SPED TAKS and test taking practices.</li> <li>Move toward inclusion.</li> </ul>

Summary – Campus Improvement Plans

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**FRED MOORE HIGH SCHOOL**

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> <li>9<sup>TH</sup> GRADE ACADEMY: This year we would like to have 50% of the students earn 2 credits or better per semester</li> <li>TAKS: This year our focus is to have 90% of all test takers (9-12) pass all portions of the test</li> </ul>	<ul style="list-style-type: none"> <li>9<sup>TH</sup> GRADE ACADEMY: We did not achieve our goal. Students had a difficult time working independently in the self-paced format. The teachers did not discover until later that the 9<sup>th</sup> graders needed more hands-on approach. We will work more on building student</li> <li>TAKS: Yes, we continued to stay around 85-90%</li> </ul>	<ul style="list-style-type: none"> <li>We would like to expand the 9<sup>th</sup> grade repeaters program in order to serve students in the morning and afternoon sessions. This would take about 4-5 new teaching positions.</li> <li>We would like to hire an aide to oversee our Odyssey program during the day</li> <li>Expand the program to</li> </ul>	<ul style="list-style-type: none"> <li>No, our needs were not met. In working with central staff and the board, we decided we needed to place the full-day 9<sup>th</sup> grade program on hold. This will allow us the opportunity to gather data to develop the program.</li> </ul>	<ul style="list-style-type: none"> <li>Create a supportive, safe environment committed to providing a quality education for all students.</li> <li>Maintain professionals dedicated to providing and promoting quality education for students.</li> <li>To continue to provide a 9<sup>th</sup> grade intervention program.</li> </ul>	<ul style="list-style-type: none"> <li>By using Best Practices as a model for continual course improvement</li> <li>Provide a student to staff ratio that encourages personal interaction and accountability</li> <li>Provide high quality professional staff development to all staff members</li> <li>Use district supported staff to implement a quality on-campus staff</li> </ul>	<ul style="list-style-type: none"> <li>The district to remain committed to providing a 9<sup>th</sup> grade program on the East Wing which will allow for the regular program to expand back to the all day format.</li> <li>Place projectors in the classrooms of staff members who give direct instruction. This will especially be advantages for the 9<sup>th</sup> grade</li> </ul>

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		incorporate fine arts and foreign language classes. That will allow students missing parts or all of these credits to still obtain a recommended diploma.			development program. <ul style="list-style-type: none"> <li>• Continue to keep parents involved in our program</li> </ul>	academy students and staff.

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**JOHN H. GUYER HIGH SCHOOL**

<u><b>Important Goals From 2007-2008</b></u>	<u><b>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</b></u>	<u><b>Needs Identified For 2007-2008</b></u>	<u><b>Were the Needs Met for 2007-2008? If not, please explain.</b></u>	<u><b>Wildly Important Goals for 2008-09</b></u>	<u><b>Plans to Meet Goals for 2008-2009</b></u>	<u><b>Needs Identified For 2008-2009 (be specific)</b></u>
<ul style="list-style-type: none"> <li>• Increase student achievement from Academically Acceptable to Recognized by spring 2009.</li> <li>• Increase enrollment in PAP and AP Classes by 10%</li> </ul>	<ul style="list-style-type: none"> <li>• We improved student achievement significantly. The goal is still to reach recognized status after spring 2009 tests.</li> <li>• Yes these goals were met</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Tests, Time for planning</li> <li>• AP Potential, Time for staff to review information</li> </ul>	<ul style="list-style-type: none"> <li>• Yes. Each Department worked to make their own benchmarks</li> <li>• Yes.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase student achievement in all sub groups from Academically Acceptable to Recognized (75% mastery and above) by Spring 2009 as measured on the TAKS, TAKS-Acc, TAKS-M and/or TAKS-Alt</li> <li>• Increase 9<sup>th</sup> grade promotion rates (earning 6 or more credits) by 50%.</li> </ul>	<ul style="list-style-type: none"> <li>• Bonus Rounds</li> <li>• Breakdown of demographic information</li> <li>• Testing all new students who have not taken a TAKs related test to get information in the first two weeks they are at GHS.</li> <li>• Implement interventions that focus on individual strengths and weaknesses</li> <li>• Targeting 9<sup>th</sup> grade students in need of intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Time for staff to review Bonus Rounds and other measures to share information and plan re-teaching.</li> <li>• Planning intervention time during the school day.</li> <li>• Research and study on 9<sup>th</sup> grade transition and programs</li> <li>• Ed. Leave Days to visit other programs</li> <li>• Ed Leave days to attend conferences and training</li> </ul>

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				<ul style="list-style-type: none"> <li>• Increase student fitness levels by 10% by fall of 2009 as measured on the State Fitness Test</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of a task force to review 8<sup>th</sup> to 9<sup>th</sup> grade transition programs.</li> <li>• Formation of an updated Physical Education curriculum and units for each six weeks.</li> <li>• Mini seminars on health and fitness.</li> </ul>	<p>sessions.</p> <ul style="list-style-type: none"> <li>• Time to research and plan for 2009-2010 implementation</li> <li>• Schedule time for PE and Health instructors to plan together</li> <li>• Time to schedule each grade level fitness testing</li> <li>• Materials for mini seminars through Wildcat Zone</li> </ul>



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**BILLY RYAN HIGH SCHOOL**

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> <li>To facilitate the academic achievement and four year completion of all students while maintaining a focus on minority students.</li> <li>To continue to build a more rigorous and relevant curriculum so that college readiness if realized for all students while maintaining a focus on the minority students.</li> </ul>	<ul style="list-style-type: none"> <li>Yes. RHS saw growth 42 areas as identified by TAKS data. Highlighted were a 5% and 8% increases in math by 9<sup>th</sup> grade AA &amp; LEP students, respectively. Further, Ryan saw a 36% increase in 10<sup>th</sup> LEP ELA scores, a 60% jump in SS scores, an 8% in 10<sup>th</sup> AA ELA scores, and a 12% increase in the 10<sup>th</sup> AA Science scores. In the 11<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>Implement security camera system.</li> <li>Odyssey software on On Track credit recovery program.</li> <li>Continue freshman academy at FMHS.</li> <li>Update Science labs and school library.</li> <li>Additional classrooms and expanded athletic/dance dressing rooms and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Yes. A full-scale security camera system with 48 color cameras was implemented and is now operational</li> <li>Yes. 139 students regained credits through the On Track/Odyssey /FMHS academic programs.</li> <li>Yes. Construction has become on a new, up-to-date Science</li> </ul>	<ul style="list-style-type: none"> <li>Continue improvement on our state-mandated exams, four year completion rate, and our SAT, ACT, &amp; PSAT scores. We will closely monitor the progress of our sub-group populations and at risk students.</li> <li>RHS will begin exploring and investigating a 9<sup>th</sup> grade transitional</li> </ul>	<ul style="list-style-type: none"> <li>Continue early intervention for struggling students; utilize Bonus Round assessments to gauge progress in core areas; monitor students attendance and work with truancy courts; conduct TAKS tutorials with an emphasis on individualized and small group settings; maintain rigorous and relevant curriculum, including the 40% standard for lab time in</li> </ul>	<ul style="list-style-type: none"> <li>Odyssey software</li> <li>Full-time On Track &amp; credit recovery Counselor.</li> <li>After school TAKS tutorials.</li> <li>Continued focus on minority students through Project Delta (AA girls mentor group), Legacy (AA boys mentor group), and Mujures con Suenos (Hispanic girls</li> </ul>

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	<p>grade, increases in 11% were shown in overall Science scores and an impressive gain of 15% of AA students was realized.</p> <ul style="list-style-type: none"> <li>• RHS increased 45 points on the SAT and saw improvements on the ACT.</li> <li>• Through the On Track credit recovery program, 139 students gained credits in an effort to keep all students on grade level.</li> </ul>		<p>wing and renovations on the Library begin in the spring.</p> <ul style="list-style-type: none"> <li>• Yes. Construction has begun on the expansion &amp; renovation of our field houses, dressing rooms, and dance facilities.</li> </ul>	<p>program for implantation in the 2009-2010 academic school year.</p> <ul style="list-style-type: none"> <li>• All members of the Ryan community will maintain a focus on their own health, well-being, exercise programs, and lifelong recreational activities.</li> </ul>	<p>all Science classrooms; and continue sheltered classes for LEP students.</p> <ul style="list-style-type: none"> <li>• Explore other schools and programs that focus on 9<sup>th</sup> grade transition.</li> <li>• Continue Principal Wellness assessment for staff and Fitnessgram for students. Continue to support the Wellness Representative on campus.</li> </ul>	<p>mentor group).</p> <ul style="list-style-type: none"> <li>• PSAT/SAT offered during the school day.</li> <li>• Expanded Science labs.</li> <li>• Highly qualified teachers across the curriculum.</li> <li>• Programs across the campus that promote wellness and exercise.</li> </ul>

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# BOARD SUMMARY CAMPUS IMPROVEMENT PLANS 2008-2009

## Joe Dale Sparks Campus

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> <li>• Continue to upgrade technology for instructional use.</li>   <li>• Continue to grant credit for P.E. provided by DCJDC for POST students to keep from falling behind while in DCJDC.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li>   <li>• No. We were required to extend our school day and include PE into DISD curriculum /per the Residential Tracker requirements. Classes and credits in PE will now be provided by DISD.</li> </ul>	<ul style="list-style-type: none"> <li>• Full time diagnostician</li>   <li>• Higher percentage of the administrator's time allocated by the district to the Joe Dale Sparks Campus.</li> </ul>	<ul style="list-style-type: none"> <li>• No. Not approved by the DISD or funded by Special Education.</li>   <li>• Partially. Administrator's other responsibilities were decreased by three schools. She still is principal of Sparks, supervises three elementary schools and one middle school.</li> </ul>	<ul style="list-style-type: none"> <li>• WIG I To maintain the previously defined Alternative Accountability Standards: 70% of all long-term students will pass 66% of all classes attempted as evidenced by grades on report cards, and to reach the AEC-AEIS standard of 50% passing on all TAKS tests.</li> </ul>	<ul style="list-style-type: none"> <li>• For WIG I               <ol style="list-style-type: none"> <li>1. Use of inquiry instruction</li> <li>2. Multi-cultural lessons</li> <li>3. Improve attendance.</li> <li>4. Improve test taking skills.</li> <li>5 Use of interactive technology skills.</li> <li>6. Match appropriate state testing as recommend-ed by home ISD or amended by DISD.</li> <li>7. Deliver instruction effectively for each student.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Full time diagnostician.</li> <li>• Increase the instructional day to 360 minutes as required from the Residential Tracker mandates.</li>   <li>• Include Physical Education and Technology classes into the JDS course schedule.</li>   <li>• Ensure that <b>all</b> teachers are</li> </ul>

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<ul style="list-style-type: none"> <li>Continue to support student attendance by decreasing student removals from class time by the teachers.</li> <li>Achieve “Academically Acceptable” rating on State AEIS standards-by achieving 45% on “All Students Tested” combined scores.</li> </ul>	<ul style="list-style-type: none"> <li>Yes. JDS attendance was 97.5%. We had fewer than 20 student removals from individual classroom per six weeks which resulted in increased attendance.</li> <li>Yes. Academically Acceptable is the highest rating for Alternately Evaluated Campuses. Sparks achieved a score of 61%</li> </ul>	<ul style="list-style-type: none"> <li>Small sign for the Joe Dale Sparks Campus to mount on wall outside the north entrance to the building.</li> <li>Continued support through federal funds from Title I Part D and special education funds.</li> </ul>	<ul style="list-style-type: none"> <li>No. We are having trouble matching the sign with the DCJDC signs because the original contractor has gone out of business.</li> <li>Yes. However, JDS has been notified that the special education funds have been cut by 3/5 for this school year.</li> </ul>	<ul style="list-style-type: none"> <li>WIG II To develop a curriculum that supports at-risk, special education, and bilingual/ESL students in order to increase opportunities for advancement when students leave this “detained residential” instructional placement.</li> </ul>	<ul style="list-style-type: none"> <li>For WIG II                             <ol style="list-style-type: none"> <li>1. Provide better transition for students returning to DISD campuses utilizing campus faculty and staff.</li> <li>2. Utilize training for criminal thinking avoidance skills by DCJDC staff.</li> <li>3. Determine accurate credits and combine on the Sparks transcript from multiple schools and placements.</li> <li>4. Provide summer school.</li> <li>5. Increase math and science skills.</li> <li>6. Include technology electives.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>certified in their content area and also “highly qualified” to include grades 6-12 in every course.</li> <li>Plaque to identify the Joe Dale Sparks Campus</li> <li>Add one more mobile laptop cart for the technology class.</li> <li>Increase student achievement and TAKS scores in science and math by</li> </ul>

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<ul style="list-style-type: none"> <li>Decrease the percentage of drop out students .</li> </ul>	<ul style="list-style-type: none"> <li>Yes. Percentage dropped from 8.1% to 4.3%.</li> </ul>			<ul style="list-style-type: none"> <li><b>WIG III</b>                      To promote a safe/positive learning climate and improve attendance by decreasing the number of student physical removals each six weeks per teacher.</li> </ul>	<ul style="list-style-type: none"> <li><b>For WIG III</b> <ol style="list-style-type: none"> <li>1. Improve communication skills between teachers and students by providing training in de-escalation.</li> <li>2. Accurate acquisition of ARD records to identify behavioral IEPs and BIPs from other school districts.</li> <li>3. Provide effective communication and instruction for ESL/Bilingual students.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>employing or adding certifications for math and science teachers who are experienced with “ highly at risk” students and certified in each area for grades 6-12.</li> <li>Assign the campus administrator to the Sparks Campus more or full time.</li> <li>Secure SIOP training for every teacher on Sparks Campus.</li> </ul>

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						<ul style="list-style-type: none"> <li>• Acquire corporate sponsor for Sparks Campus.</li> <li>• Provide funds for equipment for new PE classes.</li> </ul>