



HP Webb ES Elementary School
[HP Webb ES]

Campus Improvement Plan

2011-2012

Dr. G. Steve Mills, Principal

Goals and Objectives

Goal 1: HP Webb ES will maintain and enhance student performance and student management:

Objective 1: Student academic performance on all STATE ASSESSMENT subjects will reach the Performance Target Goal.
Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.

Objective 3: Use technology in the curriculum so students will become proficient with technology in school-to-work settings.
Objective 4: Provide opportunities for students to improve UIL literary achievement.
Objective 5: Improve the Attendance Rate among all students and target population groups to 97.5%.
Objective 6: Enhance student performance through a coordinated school health program based on student fitness assessment data.

- modify
- accomplished
- in progress
- remove from plan

Goal 2: HP Webb ES will encourage the parents, faculty, administration, school board, community members and business members to work together to achieve the best educational environment for our students as possible:

Objective 1: Recruit, evaluate, and retain superior personnel.
Objective 2: Provide opportunities for increasing parental involvement and for business and community members to increase involvement in school activities.

- modify

- accomplished
- in progress
- remove from plan

Goal 3: HP Webb ES will maintain a system of assessing and continually monitor and improve the safety of students, faculty, and staff.

Objective 1: Provide training for staff to maintain a system of assessing, monitoring, and improving the safety of students, faculty, and staff – physically and emotionally.
Objective 2: Provide a system to evaluate the assessment, monitoring, and improvement of physical and emotional safety of students, faculty, and staff.

- modify
- accomplished
- in progress
- remove from plan

Goal 4: HP Webb ES will provide opportunities for students to excel in areas of character through instruction in the six pillars of character including trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

Objective 1: Provide training for staff to effectively implement character education with community collaboration.
Objective 2: Provide opportunities for students to be recognized for demonstrating character traits.

- modify
- accomplished
- in progress
- remove from plan

Economically Disadvantaged
 African-American
 Hispanic
 White
 Migrant
 Male
 Female
 At-Risk
 Homeless
 Limited English Proficient (LEP)

Dyslexia
 English as a Second Language (ESL)
 Gifted and Talented (GT)
 HeadStart
 Special Education (SPED)
 State Compensatory Education (SCE)
 Title I, Part A: Schoolwide (TIA)
 Title I, Part C: Migrant (TIC)
 Title II, Teacher and principal Training and Recruiting (TPTR)
 Title III, English as a Second Language (ESL TIII)

Planning and Decision Making Team

Name	Role
Deborah Smith	Business
Dee Ann McGill	Business
Velvet McFadden	Parent
Lacy Blount	Parent
Georgana Nafzger	Community
Larry Holder	Community
Tracy Conner	Teacher/Chair
Tara Ford	Teacher
Janie Perez	Teacher
Natalie Patterson	Teacher
Shannon Baker	Teacher
Judy Dotson	Teacher
Lisa Neinast	Teacher
Shelli Rose	Special Services
Leeona Garlitz	Special Services
Belinda Giles	Paraprofessional
Terri Sandoval	Counselor
Jill McCall	Administrative Director
Dr. G. Steve Mills	Principal

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 1: Student academic performance on all STATE ASSESSMENT subjects will reach the Performance Target Goal

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of STATE ASSESSMENTS -----modify -----accomplished -----in progress -----remove from plan	Principal	May 2011	Local	Benchmark tests STATE ASSESSMENTS	STATE ASSESSMENTS AEIS
Provide tutorials for at-risk students -----modify -----accomplished -----in progress -----remove from plan	Principal	August – May	SSI SCE	Subject grades	STATE ASSESSMENTS
Supplement STATE ASSESSMENT subjects with: <ul style="list-style-type: none"> • Waterford Early Reading • PLATO • STATE ASSESSMENT review • Extended day [M-Th 3:00 – 4:00, F 1:30 – 3:00] • AIMSweb • Study Island • FAST Math -----modify -----accomplished -----in progress -----remove from plan	Principal	August – July 2012	Local TIA SCE SSI	Lesson plans Student reports	STATE ASSESSMENTS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide professional staff development: <ul style="list-style-type: none"> • Based on needed improvement • Prior approval required • TAKS to STAAR emphasis -----modify -----accomplished -----in progress -----remove from plan	Principal ESC-17	June, 2011 – May 2012	Local	6 Week Grades	STATE ASSESSMENTS

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance :

Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.

Pre-Kindergarten (PK)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide PK/HeadStart program students based on district policy -----modify -----accomplished -----in progress -----remove from plan	Principal	August - May	HeadStart Local	Student enrollment	Students are prepared for K based on PK benchmark assessments
Inform parents of importance of early childhood programs -----modify -----accomplished -----in progress -----remove from plan	Family support worker	Summer	Local	Meeting scheduled	Sign in sheet
Coordinate PK program with local HeadStart to provide opportunities for 4 year old students to be	Principal	September	PK Grant	SRI submitted	PK benchmark assessment

ready for K ----modify ----accomplished ----in progress ----remove from plan					data
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Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.

Dyslexia

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> • Early ID and intervention • Needs assessment • Multi-sensory system • Phonetic reading methods ----modify ----accomplished ----in progress ----remove from plan	Dyslexia staff Principal	August - June	Local	Training scheduled for staff	Students identified and served
Provide services for students under Section 504 ----modify ----accomplished ----in progress ----remove from plan	504 Committee	Daily	Local	List ID	Students served

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.
English as a Second Language (ESL)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide programs to develop proficiency in comprehension, speaking, reading, and composition <ul style="list-style-type: none"> • Waterford Early Reading • Rosetta Stone • PLATO -----modify -----accomplished -----in progress -----remove from plan	ESL coordinator	Upon enrollment	ESL TIII (SSA)	Home language survey list	STATE ASSESSMENTS TELPAS
Conduct comprehensive needs assessment <ul style="list-style-type: none"> • STATE ASSESSMENTS • STATE ASSESSMENT participation • Annual measurable Achievement Performance objectives • Adequate yearly progress (AYP) for LEP students • Surveys -----modify -----accomplished -----in progress -----remove from plan	Principal	August - May	ESL Local	Meeting agenda Surveys Data	Data disaggregated

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.
Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold annual nomination with focus on minorities -----modify -----accomplished -----in progress -----remove from plan	GT Selection committee	Fall semester	Local	Sign in sheets	Student nominees
Provide accelerated curriculum -----modify -----accomplished -----in progress -----remove from plan	GT staff	August - May	GT Local	Lesson Plans	STATE ASSESSMENTS
Ensure equity of program <ul style="list-style-type: none"> • Include native language assessment • Include non-verbal assessment -----modify -----accomplished -----in progress -----remove from plan	GT selection committee	Fall semester	Local	Students tested	Tests other than English/non-verbal tests
Provide students opportunities to work: <ul style="list-style-type: none"> • In groups • Independently -----modify -----accomplished -----in progress -----remove from plan	GT staff	Weekly	Local	Lesson plans	STATE ASSESSMENTS
Evaluate program: <ul style="list-style-type: none"> • STATE ASSESSMENTS • Benchmark assessments • Surveys -----modify	GT teacher	April	Local	Surveys	Summary

----accomplished ----in progress ----remove from plan					
Students will log in and out of GT classroom ----modify ----accomplished ----in progress ----remove from plan	GT teacher	All year	Local	Log	Log
A GT assessment calendar will be developed and approved by the principal ----modify ----accomplished ----in progress ----remove from plan	GT teacher Principal	Calendar	Local	Calendar	Calendar

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.

State Compensatory Education (SCE): HP Webb ES is a Title I school wide program with 40% or greater poverty rate that coordinates designated SCE funds and FTEs with Title I funds to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance and to accelerate learning ----modify ----accomplished ----in progress ----remove from plan	Principal	August - July	Designated SCE funds and FTEs	Grades Progress reports	STATE ASSESSMENTS TELPAS
Use policy to identify, enter, and exit students ----modify ----accomplished	Superintendent At-risk coordinator	Fall semester entry date	SCE Local	Policy developed	Policy followed

<p>-----in progress -----remove from plan</p>					
<p>Provide teachers with a list of at-risk students -----modify -----accomplished -----in progress -----remove from plan</p>	At-risk coordinator	Upon entry	SCE	Teachers list of students	PEIMS at-risk list
<p>Conduct comprehensive needs assessment -----modify -----accomplished -----in progress -----remove from plan</p>	Principal	August-May	Local	Meeting agenda	CNA
<ul style="list-style-type: none"> • Serve students who have been retained • Serve students who have been expelled in preceding or current year • Serve homeless students <p>-----modify -----accomplished -----in progress -----remove from plan</p>	At-Risk Coordinator	Weekly	SCE Local	6 weeks grades	STATE ASSESSMENTS
<p>Accelerate students who failed STATE ASSESSMENTS with tutorials -----modify -----accomplished -----in progress -----remove from plan</p>	At-Risk Coordinator	Weekly	SCE	6 weeks grades	STATE ASSESSMENTS
<p>Serve LEP students -----modify -----accomplished -----in progress -----remove from plan</p>	ESL Teacher	Upon ID	SCE ESL	6 weeks grades	STATE ASSESSMENTS TELPAS
<p>Serve students in care of or referred to DPRS -----modify -----accomplished -----in progress -----remove from plan</p>	At-risk coordinator	As needed	SCE Local	Discipline records	STATE ASSESSMENTS

Evaluate SCE program - STATE ASSESSMENT scores for At-Risk compared to all students -----modify -----accomplished -----in progress -----remove from plan	Principal	May - June	SCE Local	Semester grades	STATE ASSESSMENTS comparison
Provide staff development -----modify -----accomplished -----in progress -----remove from plan	Principal	August - July	SCE Local	Training calendar	Certificates for training Sign in sheets

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.

Title I, Part A: School wide (TIA)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment to determine needs and plan instruction <ul style="list-style-type: none"> • Special populations STATE ASSESSMENTS • Adequate yearly progress (AYP) for economically disadvantaged • Annual measurable achievement performance objectives (AMAOS) for LEP students • Performance based monitoring (PBM) • Surveys -----modify	Principal	May - August	TIA	Data disaggregated	CNA

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
-----accomplished -----in progress -----remove from plan					
Strategies which will address academic needs of economically disadvantaged, and At-Risk students <ul style="list-style-type: none"> • Include extended day/year -----modify -----accomplished -----in progress -----remove from plan	CAC, Chair Principal	Six-Weeks	TIA TIIA TIC ESL SCE TIII	Strategies	STATE ASSESSMENTS
Increase parent involvement: <ul style="list-style-type: none"> • To improve achievement • To have opportunities to participate in decisions -----modify -----accomplished -----in progress -----remove from plan	PI Coordinator	Monthly	TIA Local	PI Events	Surveys
Identify students who need assistance and provide additional help -----modify -----accomplished -----in progress -----remove from plan	Lead teachers	Each reporting period	TIA	List of identified students	STATE ASSESSMENTS
Coordinate and integrate federal/state/local programs -----modify -----accomplished -----in progress -----remove from plan	Principal	August - May	TIA TIC TIIA ESL TIII GT SCE SPED	Meeting agendas	STATE ASSESSMENTS
Evaluate parent involvement (PI) - survey -----modify	Principal	Spring	TIA	CAC meeting agenda	Surveys

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
-----accomplished -----in progress -----remove from plan					
Conduct annual Title I meeting <ul style="list-style-type: none"> • Inform parents of TIA program • Explain parents' rights to be involved • Revise parent compact in English/parents home language -----modify -----accomplished -----in progress -----remove from plan	Principal	Spring	Local	Meeting scheduled	Sign in sheets
Parent communications will include: <ul style="list-style-type: none"> • Conference with parents • Use parents' home language • Provide information of state assessments and proficiency levels • Provide information on curriculum • Provide notifications under NCLB • Send timely notice if teacher is not highly qualified • Inform parents of their right to know teacher qualifications and paraprofessional qualifications • School Reach text and voice messages • SSI meetings -----modify -----accomplished -----in progress -----remove from plan	Principal	August -July	TIA	Parent communication	Surveys

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.
Title I, Part C: Migrant (TIC)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine needs of migrant students by reviewing the results of STATE ASSESSMENTS -----modify -----accomplished -----in progress -----remove from plan	Administrator	Upon release of AEIS	Local	STATE ASSESSMENTS release tests	STATE ASSESSMENTS
Identify and recruit eligible students 3-21 -----modify -----accomplished -----in progress -----remove from plan	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS -----modify -----accomplished -----in progress -----remove from plan	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families -----modify -----accomplished -----in progress -----remove from plan	MSC	Daily	TIC	Schedules	Record of services
Provide parent involvement: <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnerships • Establish communications • Provide parent opportunities 	Administrator MEP staff	August - May	TIC TIA Local	PI calendar	Sign in sheet

-----modify -----accomplished -----in progress -----remove from plan					
Provide services for students: <ul style="list-style-type: none"> • Tutorials • Acceleration • Support services -----modify -----accomplished -----in progress -----remove from plan	Administrator	Weekly	TIC	Services offered	Log STATE ASSESSMENTS AIMSWEB
Provide professional development for teachers and paraprofessionals -----modify -----accomplished -----in progress -----remove from plan	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 2: Students in Special Programs will reach the Academic Performance Target Goals for all STATE ASSESSMENT subjects.

Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment with a focus on areas that exceed the state minimum: <ul style="list-style-type: none"> • SPED STATE ASSESSMENT results • Exemptions • LRE placement rate (ages 3-10) 	SPED Director	Fall	SPED Local	Analysis	PBMAS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • LEP disproportion • SPED Identification • Hispanic representation • LEP representation • Discretionary expulsions • Discretionary ISS placement <p>-----modify -----accomplished -----in progress -----remove from plan</p>					
<p>Provide students with disabilities access to general education</p> <p>-----modify -----accomplished -----in progress -----remove from plan</p>	SPED director	August - May	SPED	ARD/IEP	Student schedules STATE ASSESSMENT results

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 3: Use technology in the curriculum so students will become proficient with technology in school-to-work settings.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>Integrate technology to incorporate Web 2.0 technology and applications into existing curriculum at HP Webb ES through the utilization of:</p> <ul style="list-style-type: none"> • Voice threads • Blogs • Wikis 	Principal Teachers Campus technology coordinator	Ongoing	Local TIA Tech T3 Grant	Lesson plans OISD Web page Class observations	Lesson plans OISD Web page Class observations

<ul style="list-style-type: none"> • Discovery education <p>-----modify -----accomplished -----in progress -----remove from plan</p>					
<p>Improve classroom capabilities to utilize computer instructional capabilities on a flat screen high resolution monitor</p> <p>-----modify -----accomplished -----in progress -----remove from plan</p>	Principal Teachers	Daily	Local Tech T3 Grant	Lesson plans Observations	Surveys
<p>Teachers will be encouraged to provide information for Web pages</p> <p>-----modify -----accomplished -----in progress -----remove from plan</p>	Principal Teachers Campus technology coordinator	Ongoing	Local	Survey	OISD Web Site
<p>Teachers will be encouraged to use electronic means to communicate with parents, including:</p> <ul style="list-style-type: none"> • E-mail • Grade book • Etc. <p>-----modify -----accomplished -----in progress -----remove from plan</p>	Principal Teachers	Ongoing	Local	Samples of utilization	Survey

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 4: To provide opportunities for students to improve UIL literary achievement.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage students to participate in UIL academic activities -----modify -----accomplished -----in progress -----remove from plan	UIL director Principal	Fall - Spring	Local	Student participation	Student achievement
Recognize student participation in UIL activities -----modify -----accomplished -----in progress -----remove from plan	UIL director Principal	Fall - Spring	Local	Recognition Announcements Local newspaper	Student participation in awards ceremony

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 5: To improve the Attendance Rate among all students and target population groups to 97.5%.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Monitor and track student attendance – character folders -----modify -----accomplished -----in progress -----remove from plan	Principal Clerks Teachers	Daily	Local	Grade period attendance records	Attendance rates
Provide parent contact if student attendance rate drops below 90% -----modify -----accomplished -----in progress -----remove from plan	Principal Teachers	Daily	Local	Grade period attendance records	Attendance rates

Report attendance rates to: <ul style="list-style-type: none"> • School board • DAC, CAC • Community -----modify -----accomplished -----in progress -----remove from plan	Superintendent Principal	PEIMS Report Dates	Local	Reports	Attendance rates
Attendance committee review -----modify -----accomplished -----in progress -----remove from plan	Members	Fall Spring End of year	Local	Review attendance records	Attendance rates

Goal 1: HP Webb ES will maintain and enhance student performance and increase student attendance:

Objective 6: To enhance student performance through a coordinated school health program at the campus based on student fitness, assessment data, student academic performance data, and student attendance rates.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
All elementary teachers will teach five health and/or Coordinate Approach to Child Health [CATCH] lessons each six weeks. -----modify -----accomplished -----in progress -----remove from plan	P.E. teachers/class room teachers	Ongoing	Utilize the developed Health/Catch curriculum per Grade level, K-5	Lesson plans	Lesson plans
The campus will show evidence of an environmental change by using CATCH materials. -----modify -----accomplished -----in progress	P.E. teacher	Ongoing	Utilize CATCH posters, flyers, marketing materials	Inclusion of CATCH and health information in campus	Inclusion of CATCH and health information in campus

-----remove from plan				correspondence, parent correspondence, classrooms, cafeteria, gym and campus events	correspondence, parent correspondence, classrooms, cafeteria, gym and campus events
100% of students in grades 3-5 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram -----modify -----accomplished -----in progress -----remove from plan	P.E. Teachers Coaches Principals Nurse	Annually	Fitnessgram	All students' data will be entered in Fitnessgram	Fitness-gram report.
Annually, principal will provide campus staff, teachers, and parents the campuses Fitnessgram report/results -----modify -----accomplished -----in progress -----remove from plan	Principals	Annually	Fitnessgram Report	Monitor P.E. teachers/coaches	Completed/s submitted report to appropriate agency.
Provide students with 135 minutes of physical activity weekly -----modify -----accomplished -----in progress -----remove from plan	P.E. Teacher Teachers P.E. aide	Weekly	P.E. supplies Equipment	Lesson Plans Schedules	Lesson Plans and schedules.
HP Webb ES will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local) -----modify -----accomplished -----in progress -----remove from plan	Principal Teachers AIDES Cafeteria director	Ongoing	Share nutrition data and communicate contents of the policy across stakeholders Identify the three exempted	Compliance issues monitored and corrected on campus	No compliance issues reported from Texas

			days and communicate that to all OISD staff		
			Alternative rewards instead of food		

Goal 2: HP Webb ES will encourage the parents, faculty, administration, school board, community members and business members to work together to achieve the best educational environment for our students as possible:

Objective 1: Recruit, evaluate, and retain superior personnel.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Recruit and retain personnel who are highly qualified -----modify -----accomplished -----in progress -----remove from plan	Principal	Yearly	Local TIA EPTR	Verify qualifications Reference check	Highly qualified report Staff Perform.
Evaluate professionals with PDAS, Evaluate paraprofessionals with PAKS and job descriptions -----modify -----accomplished -----in progress -----remove from plan	Principal	Yearly	Local	Walkthrough observation summaries	Summative Final Evaluation
Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> • HQ Teachers in core subject areas • Instructional Paraprofessionals -----modify -----accomplished	Superintendent Principal	Six weeks	TIA TIIA TIID TIC ESL	CIPS and strategies	STATE ASSESSMENTS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
-----in progress -----remove from plan			SCE TIII		
Provide staff development for teachers, paraprofessionals, and staff. <ul style="list-style-type: none"> • With staff input • Intensive, sustained, research-based -----modify -----accomplished -----in progress -----remove from plan	Principal	March - May	TIA Local TIIA TIII	Staff training calendar	STATE ASSESSMENTS
Post highly qualified information and teaching certificate by each classroom teacher's door -----modify -----accomplished -----in progress -----remove from plan	Teacher	August	Local	Posted material	Posted material
Provide parents with a list of highly qualified teachers -----modify -----accomplished -----in progress -----remove from plan	Secretary	August	Local	List	List

Goal 2: HP Webb ES will encourage the parents, faculty, administration, school board, community members and business members to work together to achieve the best educational environment for our students as possible:

Objective 2: Provide opportunities for increasing parental involvement and for business and community members to increase involvement in school activities.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the CAC/DAC for collaboration between: <ul style="list-style-type: none"> • Parents • Community • Business • Staff -----modify -----accomplished -----in progress -----remove from plan	Chair	Six weeks	Local	Meetings scheduled	Sign in sheets Minutes
Hold open house at least one or more times a year and parent activities/assemblies -----modify -----accomplished -----in progress -----remove from plan	Administrator	As scheduled	Local, TIA	Meeting scheduled	Sign in sheets
Schedule Parent-Teacher Conferences -----modify -----accomplished -----in progress -----remove from plan	Principal Teachers	Semester	TIA	Conference schedules	Sign in sheets
Provide opportunities for parents to volunteer at school -----modify -----accomplished -----in progress -----remove from plan	Principal	Weekly	Local TIA	Opportunities	Parent volunteers
Inform parents of <ul style="list-style-type: none"> • State assessments • Proficiency levels required • General Curriculum -----modify -----accomplished -----in progress	Counselor	Meeting scheduled	Spring	Meeting held	Sign in sheet

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
-----remove from plan					
Survey parents and stakeholder on: <ul style="list-style-type: none"> • School climate • Special programs • Parent involvement -----modify -----accomplished -----in progress -----remove from plan	Administrator	Spring	Local	Principal survey	Survey results
Provide information in parent’s home language -----modify -----accomplished -----in progress -----remove from plan	Administrator	August - July	TIA Local	Information documents	PI survey
Use newspapers, newsletters, TV, text, voice messages and radio to publicize school events and student success -----modify -----accomplished -----in progress -----remove from plan	Administrator	Weekly	Local	Communications, documented	PI survey
Parent Workshops – Student Success in both English and Spanish -----modify -----accomplished -----in progress -----remove from plan					

Goal 2: HP Webb ES will encourage the parents, faculty, administration, school board, community members and business members to work together to achieve the best educational environment for our students as possible:

Objective 3: Improve student scores on State Assessments.



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Utilize AWARE/EDUPHORIA data reports to guide instruction before and after testing -----modify -----accomplished -----in progress -----remove from plan	Principal Counselor Teachers	August - May	Local	Provide training	Improve academic results as measured by the STATE ASSESSMENTS
Evaluate elementary counselor -----modify -----accomplished -----in progress -----remove from plan	Principal	August - May	Local	Counselor evaluation	Overall improvements in services as determined by principal
Plan, implement, and support STATE ASSESSMENTS collaboratively with administration -----modify -----accomplished -----in progress -----remove from plan	Counselor Principal	August - July	Local	Plans	STATE ASSESSMENTS
Plan, implement, and support effective student support team concepts -----modify -----accomplished -----in progress -----remove from plan	Counselor	August - July	Local	Records from meetings	Results from meetings
Provide counseling services for the elementary campus -----modify -----accomplished -----in progress -----remove from plan	Counselor	August - May	Local	Calendar record	Calendar record

Goal 3: HP Webb ES will maintain a system of assessing and continually monitor and improve the safety of students, faculty, and staff.

Objective 1: Provide training for staff to maintain a system of assessing, and monitoring, and improving the safety of students, faculty, and staff.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Local staff development -----modify -----accomplished -----in progress -----remove from plan	Principal	Yearly	Local	Attendance at staff meetings	Successful emergency drills
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Sexual harassment • All forms of bullying in schools, on school grounds, and in school vehicles -----modify -----accomplished -----in progress -----remove from plan	Principal Counselor	Daily	Local	Incidents reported each 6 weeks	PEIMS incidents reports

Goal 3: HP Webb ES will maintain a system of assessing and continually monitor and improve the safety of students, faculty, and staff.

Objective 2: Provide a system to evaluate the assessment, monitoring, and improvement of safety of students, faculty, and staff.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Emergency drills -----modify -----accomplished -----in progress -----remove from plan	Principal Nurse	Yearly	Local	Conducting drills	Drill log
Monitor discipline reports -----modify -----accomplished -----in progress -----remove from plan	Principal	Daily	Local	Discipline records	Discipline records
Grading Policy: Grades 2 through 5 will have no less than 2 grades recorded per week or 12 grades per 6 weeks per subject. Grades 2 through 5 will have 4 grades recorded by progress report time and 12 grades recorded by the end of the 6 weeks. Grade 1 will have 1 grade recorded per week or 6 grades per 6 weeks per subject. Grade 1 will have 3 grades recorded by progress report time and 6 grades by the end of the 6 weeks. -----modify -----accomplished -----in progress -----remove from plan					

Goal 4: H.P. Elementary will provide opportunities for students to excel in areas of character through instruction in the six pillars of character including trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

Objective 1: Provide training for staff to effectively implement character education with community collaborations.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide resources and curriculum supplements for program -----modify -----accomplished -----in progress -----remove from plan	At risk coordinator	Year round	Local	Resource list of needs	Resources provided
Give incentives to students for character achievement <ul style="list-style-type: none"> • A/B honor roll posted in foyer and also on the campus web site • Teacher-Parent contacts -----modify -----accomplished -----in progress -----remove from plan	Principal At risk coordinator	Every six weeks	Local ABC club	Incentives given at six weeks	End of year list of incentives awarded
Teach drug-free lifestyle through Red Ribbon Week drug awareness program -----modify -----accomplished -----in progress -----remove from plan	Counselor Teachers	August - May	Local	Incident reports	Incident reports
Provide DARE program -----modify -----accomplished -----in progress -----remove from plan	DARE officer	Weekly	Law enforcement	Class schedules	Graduation from program

Goal 4: H.P. Elementary will provide opportunities for students to excel in areas of character through instruction in the six pillars of character including trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

Objective 2: Provide opportunities for students to be recognized for demonstrating character traits.



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Give awards/prizes for students demonstrating character traits -----modify -----accomplished -----in progress -----remove from plan	Counselor Principal	Weekly	Local	Incentives provided	End of year student list
Implement Exceptional Webbers -----modify -----accomplished -----in progress -----remove from plan	Principal Counselor Teachers	Each six-weeks	Local	Students recognized	End of year list of students recognized

Comprehensive Needs Assessment

Webb Elementary is an EE-5 campus with an enrollment of 351 students. The low income percentage is 77.2%. The campus received an academically acceptable rating. An effective school survey given during the 2010 - 2011 school year indicates exceptional evidence with respect to areas of the school environment including: measurement, teacher expectations and behaviors, instructional focus, instructional leadership, and school climate.

- modify
- accomplished
- in progress
- remove from plan

Students Strengths and Needs

Adequate Yearly Progress—Federal Accountability - The campus met the federal accountability, Adequate Yearly Progress (AYP). AYP is similar to the state accountability but it includes two additional target populations—Special Education and Limited English Proficient-- that must also meet STATE ASSESSMENT standards.

- modify
- accomplished

-----in progress
-----remove from plan

State Accountability - See STATE ASSESSMENT charts for student scores.

Staff

Highly Qualified Teachers - 100% of the teachers in the core subject areas met NCLB highly qualified standards

-----modify
-----accomplished
-----in progress
-----remove from plan

Parent Involvement Strengths –

Strengths indicated on The Parent Involvement Evaluation were:

- 1) The school tries to include all parents in school activities
- 2) The school provides a Parent/Student Handbook that informs parents of State and Federal laws and guidelines
- 3) Parents receive information of student achievement during the year
- 4) Parent-Teacher conferences
- 5) Newsletters and other communications to parent

Strengths indicated on The Opinion Survey for Parents were:

- 1) Parents view that the school is a good place to learn
- 2) Parents view that teachers at this school expect children to learn

Strengths indicated on The Instructional Quality Survey were:

- 1) Special program teachers know how their instructional objectives fit with the regular curriculum
- 2) Classroom goals focus on improving student performance
- 3) Classroom goals and objectives support the school's goals
- 4) Students are expected to complete their work to recognized standard of quality
- 5) Teachers provide students with opportunities for both guided and independent practice in different content areas

-----modify
-----accomplished
-----in progress
-----remove from plan

Needs –

Based on The Parental Involvement Evaluation, areas needing improvement were:

- 1) Informing parents about the right to request the qualifications of their child's teacher
- 2) Inform parents that they should be notified if their child is taught for four consecutive weeks by a teacher who does not meet "highly qualified" standards

Based on The Opinion Survey for Parents, areas needing improvement were:

- 1) Students showing respect for each other
- 2) Parents feeling that their students' personal belongings left at school were safe

Based on The Instructional Quality Survey, areas needing improvement were:

- 1) Parents awareness of classroom instructional goals
- 2) Continuity across grade levels and programs

-----modify

-----accomplished

-----in progress

-----remove from plan

Facilities - Two areas identified on the comprehensive needs survey include:

Stripes on faculty parking

-----modify

-----accomplished

-----in progress

-----remove from plan

Repair of the south entry doors

-----modify

-----accomplished

-----in progress

-----remove from plan

Facilities are very well kept. The need is for continual upkeep. The district has a comprehensive maintenance and facility plan to allow for improvement in student performance.

Appendix A - OLTON ISD COORDINATED SCHOOL HEALTH

SB 892 Compliance

SB 892 states:

“Expands the required components of a campus improvement plan (CIP) for an Elementary, Middle, or Junior High to include goals and objectives for the coordinated school health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are academically disadvantaged, the use and success of any method to ensure student participation in the state-mandated moderate to vigorous physical activity, and any other indicator recommended by the local school health advisory council.”

Coordinated School Health (CSH)

CSH is comprised of eight components that focus on the most effective and efficient way to meet the needs of young people. The components incorporate cognitive skills, development of policies that support a positive and hazard-free environment, promote the opportunities for staff members to foster their own well-being, and encourage family and community members to promote the well-being of young people.

- Health Education
- Physical Education
- Health Services
- Nutrition Services
- Counseling and Mental Health Services
- Healthy and Safe School Environment
- Staff Wellness Promotion
- Family and Community Involvement

Action: Health Education

<p>Strategy: A planned sequential curriculum that addresses the physical,</p>	<p>Lead Person(s): Qualified P. E. Health Teacher Campus administrators</p>	<p>Target: All students, staff</p>	<p>Key Implementation Steps: Follow the TEKS curriculum, Catch Coordinated School Health, and the recommendations of the SHAC approved by</p>	<p>Performance Evaluations: Students demonstrate increased student health knowledge and the ability to make healthy decisions. Students form a cognitive</p>	<p>Resources: TEKS curriculum, Health Curriculum (approved by the Board), Catch Coordinated</p>
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emotional and social dimensions of health	School Nurse		the Board for providing Health instruction. Locate the Automatic External Defibrillator (AED) in a safe accessible area	basis for practical experiences learned through other wellness activities included in the school. Teachers include the Catch Coordinated School Health curriculum in lesson plans. All personnel can locate the AED	School Health for grades K-8, SHAC, and other health related promotions
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Action: Physical Education

<p>Strategy: A planned curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills, physical fitness, team, dual and individual sports.</p>	<p>Lead Person(s): P.E. Teacher Coaches Campus Administrators Parents</p>	<p>Target: all students</p>	<p>Key Implementation Steps: Students in grades K-5 will participate in at least 135 minutes of physical activity each week. Middle school students will be enrolled in either P. E. or Athletics class through out Jr. High. Provide planned quality activities that promote each student’s optimum physical, emotional and social development. Provide activities that engage students in moderate to vigorous physical activity at least 50% of the time. Incorporate the Catch Coordinated School Health program for grades K-8. Promote activities that students can enjoy throughout their lifetime. Complete the annual Fitnessgram requirements</p>	<p>Performance Evaluations: Students will demonstrate improved mental and physical health, classroom behavior and brain function. Students in grades three through twelve will complete the annual Fitnessgram. Student’s Fitnessgram scores will reach the Healthy Fitness Zone in the Fitnessgram. Fitnessgram data is recorded, analyzed and available to parents. Students complete Catch Coordinates School Health lessons</p>	<p>Resources: Fitnessgram, Health Curriculum, Catch Coordinated School Health for grades K-8, Health curriculum</p>
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Action: Health Services

<p>Strategy: Provided for students by professionals within the school and from the community to assess, protect and promote health</p>	<p>Lead person(s): school nurse, trainers, and other allied health personnel, Campus Administrators</p>	<p>Target: students, staff</p>	<p>Key Implementation Steps: when appropriate refer students to a primary health facility; prevent and control communicable diseases and other health problems; provide emergency care; promote a safe school environment and provide educational and counseling opportunities for promoting and maintaining individual, family and community health. Complete required health screenings. All personnel will have access to the AED</p>	<p>Performance Evaluations: increased classroom attendance; higher graduation rates; decrease in suspension and/or drop rates</p>	<p>Resources: School Nurse, P.E./Health Teachers, Coaches, Community Health Promotions, Parents</p>
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Action: Nutrition Services

<p>Strategy: Provide school nutrition programs that adhere to the Texas Public School Nutrition Policy. Offer a variety of nutritious and appealing foods that accommodate the health and dietary needs of all students. Promote healthy dietary habits</p>	<p>Lead person(s): Food Service Personnel, Campus Administrators,</p>	<p>Target: students, staff</p>	<p>Key Implementation Steps: provide nutritious and appealing foods, serve as a mirror to classroom instruction on healthy dietary habits, promote a healthy, clean and safe environment within the food service area, and serve as a resource for nutrition-related community services. The campus principal will notify the staff of the three exempted days (Christmas, Valentines...) that allow for non-</p>	<p>Performance Evaluations: All meals are planned within the guidelines of the Texas Public School Nutrition Policy and the food service area is clean and safe. Teachers will follow the guidelines of providing healthy snacks in the classroom. The Texas Department of Agriculture on-site monitoring passes</p>	<p>Resources: Food Service Personnel, Texas Department of Agriculture, Texas Public School Nutrition Policy, Wellness Policy, Square Meals, SHAC</p>
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			nutritional snacks to be served in the classroom	inspection	
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Action: Counseling and Mental Health Services

<p>Strategy: provide services to students to improve mental, emotional and social health. Develop individual and group assessments, interventions and referrals. Promote a healthy school environment through accurate assessments</p>	<p>Lead Person(s): School counselors, Campus Administrators, Focus Monitor</p>	<p>Target(s): students, staff</p>	<p>Key Implementation Steps: Maintain students' dignity; acknowledge ethnic, cultural, racial and sexual differences when assessing and individuals. Target students in high-risk situations. Address problems that promote negativism. Facilitate positive learning and health behaviors. Enhance healthy student development. Utilize effective positive promotion programs</p>	<p>Performance Evaluations: healthy mental and emotional behaviors are identified through classroom involvement and performance. Students identify risk-taking behaviors and promote healthy mental, emotional and social choices. Individual and group assessments are completed to promote a safe environment. High-risk students are identified and referred</p>	<p>Resources: School Counselors (and the use of activities or programs recommended by the SHAC and approved by the Board, such as Dare and Shattered Dreams), Campus Administrators</p>
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Action: Healthy School Environment

<p>Strategy: Promote a safe physical and aesthetic surrounding within the psychosocial climate and culture of the school</p>	<p>Lead Person(s): Campus Administrators, All Staff, and Students</p>	<p>Target(s): all employees and students</p>	<p>Key Implementation Steps: maintain a hazard-free campus building and surrounding areas, monitor air quality. To promote the emotional well-being of students and staff. Monitor the social condition of the school to promote a</p>	<p>Performance Evaluations: The physical environment supports student achievement. The facilities are clean, safe, secure and functional. Administrators, teachers and peers support the students to reach their full potential. A positive</p>	<p>Resources: Local programs that support safety such as Xcel's safety program on electrical sparking or downed power lines; Drug Dog; Campus Custodial Personnel, District Administrators, All</p>
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			healthy psychological environment	affiliation surrounds the school. Students are engaged academically and avoid misconduct at school. The campus is drug and weapon free. Safety drills are performed	Staff, Students, Parents
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Action: Staff Wellness Promotion

Strategy: provides opportunities for the staff to improve their health status through activities such as health assessments, health education and health related fitness activities. Possibly improve morale and produce a higher level of commitment to self, students and school	Leads Person(s): all staff	Target(s): all staff	Key Implementation Steps: Provide adult health knowledge. Focus on developing skills that promote the practice of healthy behaviors	Performance Evaluations: teachers become critical role models for their students and peers by promoting healthy physical, emotional, and social behaviors as well as improved dietary habits. Students have higher attendance rates and improved classroom productivity. Staff participates in wellness screenings, campus activities (i.e. Biggest Loser Contest) or after school exercise programs as a group or individually	Resources: Staff; Wellness screening programs that evaluate an over all body assessment; Women’s Health Programs; all programs that initiate physical activity
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Action: Parent and Community Involvement

Strategy: to promote an integrated	Lead Person(s): Staff,	Target(s): Parents and Community	Key Implementation Steps: actively solicit parent involvement and	Performance Evaluations: increased student performance in the classroom and improved	Resources: Parents and Community
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school, parent and community approach for enhancing the health and well being of students	Students, Parents and Community members	members	engage community resources and services to respond more effectively to the health-related needs of students	attitude. Student success improves with a working teacher-parent relationship. Reduction in school misconduct. Students have a more positive attitude towards community activities. Students are exposed to community programs that support school objectives	Members
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Appendix B - TAKS to STAAR [added 2011-12 school year]

TAKS: Did students learn what they were supposed to learn in the current year’s grade?

STAAR: Did students learn what they were supposed to learn in current year’s grade? Are students ready for the next grade? Are students ready for the grade after that? [p. 7]

STAAR will measure the eligible TEKS at the level at which they are written.

Teachers must understand differentiation of instruction for students to be successful on STAAR – all students do not learn in the same way. All teachers must have high percentages of students scoring commended and/or large increases in the percentages of students scoring commended which demonstrates teaching at a high level of rigor.

- staff development
- materials/resources

A key concept that underpins the design of STAAR is that all standards [TEKS] do not play the same role in student learning. All teachers must understand readiness standards [65% of STAAR test items], supporting standards [35% of STAAR test items], and process standards as described in lead4ward STAAR Field Guides.

- staff development
- materials/resources

Data informed practice:

In areas where students' performance in the current assessment system is low, the instructional leader must ensure that teachers have the skills, tools, and resources to meet the standards in the more rigorous assessment STAAR. In the areas where the data show success, particularly on readiness standards, then replicating, adapting, and maintaining those successful practices will be continued [p. 61].

- staff development
- materials/resources

All stake holders must understand that STAAR-like items have been in the previous system [TAKS]. They are just the more difficult items. When teachers prepare benchmark assessments they should feel free to use released TAKS tests items which reflect STAAR-like rigor.

- staff development
- materials/resources

Item analysis at the student expectation [SE] level:

Conduct an item analysis at the SE level for all students, students scoring commended, students who are economically disadvantaged, and students who are English Language Learners – Hot spots will be identified, those SEs where the tested population has struggled.

All students – review patterns in performance on the TEKS assessed on TAKS that are also assessed on STAAR. If in the current system, the standards are difficult to teach – then the same will be true for STAAR. Processes and structures for professional development and instructional resources will be implemented to reexamine the level of complexity for both teaching and learning.

- staff development
- materials/resources

Commended students – Readiness standards where the highest level students struggled will be examined and processes and structures for professional development and instructional resources will be implemented to reexamine the level of complexity for both teaching and learning.

- staff development
- materials/resources

Economically disadvantaged students - Readiness standards where economically disadvantaged students struggled will be examined and processes and structures for professional development and instructional resources will be implemented to reexamine the level of complexity for both teaching and learning. Issues for review will include: academic vocabulary, extraneous information, and persistence in problem solving [stopping too early].

- staff development
- materials/resources

English Language Learners - Readiness standards where English Language Learner students struggled will be examined and processes and structures for professional development and instructional resources will be implemented to reexamine the level of complexity for both teaching and learning.

- staff development
- materials/resources

Instructional Leadership Actions taken:

- distribution of all TEA STAAR materials
 - STAAR grade level Blueprints
 - STAAR grade level Eligible Texas Essential Knowledge and Skills
- distribution of all lead4ward materials
- distribution of Benchmark Assessments form
- distribution of Benchmark Assessment Class Results form
- distribution of individual Benchmark results form

3rd Math

All Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	3.2.C	X		95	
	3.3.B	X		92	
	3.4.B	X		76	
	3.4.C	X		84	
	3.7.B	X		65	
	3.8.A	X		80	
	3.10.A	X		93	
	3.11.B	X		73	
	3.13.A	X		73	
	3.1.A		X	100	
	3.1.B		X	65	
	3.1.C		X	76	
	3.3.A		X	84	
	3.4.A		X		
	3.5.A		X		
	3.5.B		X	78	
	3.6.A		X	95	
	3.6.B		X	78	
	3.6.C		X	92	
	3.7.A		X	57	
	3.9.A		X	95	
	3.9.C		X	86	
	3.11.A		X	89	
	3.11.C		X	62	
	3.12.A		X	93	
	3.12.B		X	92	
	3.13.B		X	89	
	3.13.C		X	89	

3rd Reading

All Students	SE	Readiness Standard	Supporting Standard	% Passing	% Passing
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				SE 2010	SE 2011
	3.4.A	X		81	
	3.4.B	X		80	
	3.8.A	X		80	
	3.8.B	X		74	
	3.13.A	X		90	
	3.13.B	X		68	
	3.13.C	X			
	3.13.D	X			
	3.4.C		X	76	
	3.2.B		X		
	3.6.A		X		
	3.9		X		
	3.10.A		X		
	3.16		X		

4th Math

All Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.1.B	X		91	
	4.2.D	X		95	
	4.4.D	X		96	
	4.4.E	X		91	
	4.7.A	X		97	
	4.8.C	X		91	
	4.9.B	X		84	
	4.10.A	X		89	
	4.11.A	X		81	
	4.13.B	X		78	
	4.1.A		X	75	
	4.1.B		X		
	4.2.B		X	93	
	4.2.C		X		
	4.3.A		X		
	4.3.B		X	100	

	4.4.A		X		
	4.4.B		X		
	4.4.C		X	91	
	4.5.A		X	77	
	4.5.B		X	84	
	4.6.A		X	88	
	4.6.B		X	93	
	4.8.A		X	95	
	4.9.C		X	89	
	4.11.B		X	85	
	4.11.C		X	91	
	4.11.D		X		
	4.11.E		X		
	4.12.A		X	88	
	4.12.B		X		
	4.13.A		X	97	

4th Reading

All Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.2.A	X			
	4.2.B	X		85	
	4.2.E	X			
	4.6.A	X		82	
	4.6.B	X		79	
	4.11.A	X		73	
	4.11.C	X		80	
	4.11.D	X			
	4.7.A		X		
	4.3.A		X		
	4.3.B		X		
	4.4.A		X		
	4.5.A		X		
	4.6.C		X		
	4.8.A		X		

	4.14		X		
	4.10		X		
	4.11.B		X		
	4.13.A		X		
	4.13.B		X		
	4.14		X		

4th Writing

All Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.15.B	X			
	4.15.C	X		78	
	4.15.D	X		78	
	4.17.A	X			
	4.18.A.i	X			
	4.18.A.ii	X			
	4.18.A.iii	X			
	4.20.A	X		87	
	4.20.B	X		84	
	4.21.B	X		95	
	4.21.C	X		80	
	4.22.A	X			
	4.18.A.i		X		
	4.18.A.ii		X		
	4.18.A.iii		X		
	4.20.A.i		X	87	
	4.20.A.ii		X		
	4.20.A.iii		X		
	4.20.A.iv		X		
	4.20.A.v		X		
	4.20.A.vi		X		
	4.20.A.vii		X		
	4.20.A.viii		X		
	4.20.C		X	93	
	4.21.B.i		X	95	

	4.21.B.ii		X		
	4.21.B.iii		X		
	4.21.C.i		X	80	
	4.21.C.II		X		
	4.22.A.i		X		
	4.22.A.ii		X		
	4.22.A.iii		X		
	4.22.A.iv		X		
	4.22.A.v		X		
	4.22.B		X	85	
	4.22.C		X		
	4.22.D		X	88	

5th Math

All Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.2.A	X		79	
	5.2.C	X		64	
	5.3.A	X		64	
	5.3.B	X		75	
	5.3.C	X			
	5.5.A	X		59	
	5.8.A	X			
	5.10.C	X		61	
	5.12.B	X		61	
	5.13.B	X		68	
	5.1.A		X	75	
	5.1.B		X	71	
	5.2.B		X	93	
	5.2.D		X	75	
	5.3.E		X	68	
	5.4.A		X	86	
	5.5.B		X	68	
	5.6.A		X	70	
	5.7.A		X	59	

	5.8.B		X	88	
	5.9.A		X	76	
	5.10.A		X	64	
	5.10.B		X	73	
	5.11.A		X	64	
	5.11.B		X	75	
	5.12.A		X		
	5.12.C		X	57	
	5.13.A		X		
	5.13.C		X	71	

5th Reading

All Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.2.A	X			
	5.2.B	X			
	5.2.E	X			
	5.6.A	X			
	5.6.B	X			
	5.8.A	X			
	5.11.A	X			
	5.11.C	X		43	
	5.11.D	X		77	
	5.11.E	X			
	5.3.B		X		
	5.3.C		X		
	5.4.A		X		
	5.5		X		
	5.6.C		X		
	5.7.A		X		
	5.14.C		X		
	5.10.A		X		
	5.11.B		X		
	5.12.A		X		
	5.12.B		X	71	

	5.13.A		X		
	5.13.B		X		
	5.14.C		X		

5th Science

All Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.5.A	X			
	5.6.A	X		71	
	5.6.B	X			
	5.6.C	X		57	
	5.7.A	X		50	
	5.7.B	X		93	
	5.7.C	X		68	
	5.8.C	X		43	
	5.9.A	X		86	
	5.9.B	X			
	5.10.A	X		93	
	5.10.B	X		71	
	5.5.B		X		
	5.5.C		X		
	5.5.D		X		
	3.5.C		X		
	5.6.D		X		
	3.6.B		X		
	5.7.D		X		
	5.8.A		X	82	
	5.8.B		X	86	
	5.8.D		X	93	
	4.7.A		X		
	4.7.C		X		
	4.8.A		X		
	4.8.B		X		
	4.8.C		X		
	3.7.B		X		

	3.8.D		X		
	5.9.C		X		
	5.9.D		X		
	5.10.C		X		
	3.9.A		X		
	3.10.C		X		

3rd Math

Commended Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	3.2.C	X		100	
	3.3.B	X		100	
	3.4.B	X		100	
	3.4.C	X		100	
	3.7.B	X		89	
	3.8.A	X		89	
	3.10.A	X		100	
	3.11.B	X		77	
	3.13.A	X		100	
	3.1.A		X	100	
	3.1.B		X	89	
	3.1.C		X	100	
	3.3.A		X	100	
	3.4.A		X		
	3.5.A		X		
	3.5.B		X	100	
	3.6.A		X	100	
	3.6.B		X	100	
	3.6.C		X	100	
	3.7.A		X	89	
	3.9.A		X	100	
	3.9.C		X	89	
	3.11.A		X	100	
	3.11.C		X	100	
	3.12.A		X	100	

	3.12.B		X	100	
	3.13.B		X	100	
	3.13.C		X	89	

3rd Reading

Commended Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	3.4.A	X		92	
	3.4.B	X		100	
	3.8.A	X		100	
	3.8.B	X		100	
	3.13.A	X		92	
	3.13.B	X		77	
	3.13.C	X			
	3.13.D	X			
	3.4.C		X		
	3.2.B		X		
	3.6.A		X		
	3.9		X		
	3.10.A		X		
	3.16		X		

4th Math

Commended Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.1.B	X		95	
	4.2.D	X		100	
	4.4.D	X		95	
	4.4.E	X		100	
	4.7.A	X		95	
	4.8.C	X		100	
	4.9.B	X		85	
	4.10.A	X		100	
	4.11.A	X		80	

	4.13.B	X			
	4.1.A		X	95	
	4.2.B		X	100	
	4.2.C		X		
	4.3.A		X		
	4.3.B		X	100	
	4.4.A		X		
	4.4.B		X		
	4.4.C		X	95	
	4.5.A		X	100	
	4.5.B		X	100	
	4.6.A		X	100	
	4.6.B		X	100	
	4.8.A		X	100	
	4.9.C		X	95	
	4.11.B		X	100	
	4.11.C		X	100	
	4.11.D		X		
	4.11.E		X		
	4.12.A		X	100	
	4.12.B		X		
	4.13.A		X	95	

4th Reading

Commended Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.2.A	X			
	4.2.B	X		100	
	4.2.E	X			
	4.6.A	X		100	
	4.6.B	X		100	
	4.11.A	X		88	
	4.11.C	X		88	
	4.11.D	X			
	4.7.A		X		

	4.3.A		X		
	4.3.B		X		
	4.4.A		X		
	4.5.A		X		
	4.6.C		X		
	4.8.A		X		
	4.14		X		
	4.10		X		
	4.11.B		X		
	4.13.A		X		
	4.13.B		X		
	4.14		X		

4th Writing

Commended Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.15.B	X			
	4.15.C	X		60	
	4.15.D	X		80	
	4.17.A	X			
	4.18.A.i	X			
	4.18.A.ii	X			
	4.18.A.iii	X			
	4.15.C	X			
	4.15.D	X			
	4.20.A	X			
	4.20.B	X		80	
	4.21.B	X			
	4.21.C	X			
	4.22.A	X			
	4.18.A.i		X		
	4.18.A.ii		X		
	4.18.A.iii		X		
	4.20.A.i		X	100	
	4.20.A.ii		X		

	4.20.A.iii		X		
	4.20.A.iv		X		
	4.20.A.v		X		
	4.20.A.vi		X		
	4.20.A.vii		X		
	4.20.A.viii		X		
	4.20.C		X	100	
	4.21.B.i		X	100	
	4.21.B.ii		X		
	4.21.B.iii		X		
	4.21.C.i		X	80	
	4.21.C.II		X		
	4.22.A.i		X		
	4.22.A.ii		X		
	4.22.A.iii		X		
	4.22.A.iv		X		
	4.22.A.v		X		
	4.22.B		X	100	
	4.22.C		X		
	4.22.D		X	100	

5th Math

Commended Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.2.A	X		100	
	5.2.C	X		50	
	5.3.A	X		100	
	5.3.B	X		100	
	5.3.C	X			
	5.5.A	X		100	
	5.8.A	X			
	5.10.C	X		75	
	5.12.B	X		100	
	5.13.B	X		75	
	5.1.A		X	100	

	5.1.B		X	100	
	5.2.B		X	100	
	5.2.D		X	100	
	5.3.E		X	75	
	5.4.A		X	100	
	5.5.B		X	100	
	5.6.A		X	100	
	5.7.A		X	100	
	5.8.B		X	100	
	5.9.A		X	100	
	5.10.A		X	100	
	5.10.B		X	75	
	5.11.A		X	100	
	5.11.B		X	100	
	5.12.A		X		
	5.12.C		X	100	
	5.13.A		X		
	5.13.C		X	100	

5th Reading

Commended Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.2.A	X			
	5.2.B	X			
	5.2.E	X			
	5.6.A	X			
	5.6.B	X			
	5.8.A	X			
	5.11.A	X			
	5.11.C	X		80	
	5.11.D	X		80	
	5.11.E	X			
	5.3.B		X		
	5.3.C		X		
	5.4.A		X		

	5.5		X		
	5.6.C		X		
	5.7.A		X		
	5.14.C		X		
	5.10.A		X		
	5.11.B		X		
	5.12.A		X		
	5.12.B		X	80	
	5.13.A		X		
	5.13.B		X		
	5.14.C		X		

5th Science

Commended Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.5.A	X			
	5.6.A	X		100	
	5.6.B	X			
	5.6.C	X		100	
	5.7.A	X		100	
	5.7.B	X		100	
	5.7.C	X		100	
	5.8.C	X		100	
	5.9.A	X		100	
	5.9.B	X			
	5.10.A	X		100	
	5.10.B	X		100	
	5.5.B		X		
	5.5.C		X		
	5.5.D		X		
	3.5.C		X		
	5.6.D		X		
	3.6.B		X		
	5.7.D		X		
	5.8.A		X		

	5.8.B		X	100	
	5.8.D		X	100	
	4.7.A		X		
	4.7.C		X		
	4.8.A		X		
	4.8.B		X		
	4.8.C		X		
	3.7.B		X		
	3.8.D		X		
	5.9.C		X		
	5.9.D		X		
	5.10.C		X		
	3.9.A		X		
	3.10.C		X		

3rd Math

Economically Disadvantaged Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	3.2.C	X		93	
	3.3.B	X		90	
	3.4.B	X		72	
	3.4.C	X		86	
	3.7.B	X		66	
	3.8.A	X		83	
	3.10.A	X		91	
	3.11.B	X		76	
	3.13.A	X		72	
	3.1.A		X	100	
	3.1.B		X	66	
	3.1.C		X	76	
	3.3.A		X	79	
	3.4.A		X		
	3.5.A		X		
	3.5.B		X	72	

	3.6.A		X	93	
	3.6.B		X	76	
	3.6.C		X	93	
	3.7.A		X	55	
	3.9.A		X	93	
	3.9.C		X	86	
	3.11.A		X	86	
	3.11.C		X	59	
	3.12.A		X	91	
	3.12.B		X	90	
	3.13.B		X	86	
	3.13.C		X	86	

3rd Reading

Economically Disadvantaged Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	3.4.A	X		79	
	3.4.B	X		78	
	3.8.A	X		79	
	3.8.B	X		72	
	3.13.A	X		91	
	3.13.B	X		64	
	3.13.C	X			
	3.13.D	X			
	3.4.C		X		
	3.2.B		X		
	3.6.A		X		
	3.9		X		
	3.10.A		X		
	3.16		X		

4th Math

Economically Disadvantaged Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
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	4.1.B	X		90	
	4.2.D	X		93	
	4.4.D	X		93	
	4.4.E	X		87	
	4.7.A	X		98	
	4.8.C	X		97	
	4.9.B	X		90	
	4.10.A	X		83	
	4.11.A	X		77	
	4.13.B	X		72	
	4.1.A		X	63	
	4.1.B		X	90	
	4.2.B		X	93	
	4.2.C		X		
	4.3.A		X		
	4.3.B		X	100	
	4.4.A		X		
	4.4.B		X		
	4.4.C		X	87	
	4.5.A		X	73	
	4.5.B		X	80	
	4.6.A		X	85	
	4.6.B		X	92	
	4.8.A		X	93	
	4.9.C		X	87	
	4.11.B		X	83	
	4.11.C		X	90	
	4.11.D		X		
	4.11.E		X		
	4.12.A		X	90	
	4.12.B		X		
	4.13.A		X	95	

4th Reading

Economically Disadvantaged	SE	Readiness Standard	Supporting Standard	% Passing	% Passing
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Students				SE 2010	SE 2011
	4.2.A	X			
	4.2.B	X		84	
	4.2.E	X			
	4.6.A	X		78	
	4.6.B	X		74	
	4.11.A	X		62	
	4.11.C	X		73	
	4.11.D	X			
	4.7.A		X		
	4.3.A		X		
	4.3.B		X		
	4.4.A		X		
	4.5.A		X		
	4.6.C		X		
	4.8.A		X		
	4.14		X		
	4.10		X		
	4.11.B		X		
	4.13.A		X		
	4.13.B		X		
	4.14		X		

4th Writing

Economically Disadvantaged Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.15.B	X			
	4.15.C	X		75	
	4.15.D	X		74	
	4.17.A	X			
	4.18.A.i	X			
	4.18.A.ii	X			
	4.18.A.iii	X			
	4.15.C	X			
	4.15.D	X			

	4.20.A	X			
	4.20.B	X		79	
	4.21.B	X			
	4.21.C	X			
	4.22.A	X			
	4.18.A.i		X		
	4.18.A.ii		X		
	4.18.A.iii		X		
	4.20.A.i		X	84	
	4.20.A.ii		X		
	4.20.A.iii		X		
	4.20.A.iv		X		
	4.20.A.v		X		
	4.20.A.vi		X		
	4.20.A.vii		X		
	4.20.A.viii		X		
	4.20.C		X	89	
	4.21.B.i		X	93	
	4.21.B.ii		X		
	4.21.B.iii		X		
	4.21.C.i		X	76	
	4.21.C.ii		X		
	4.22.A.i		X		
	4.22.A.ii		X		
	4.22.A.iii		X		
	4.22.A.iv		X		
	4.22.A.v		X		
	4.22.B		X	85	
	4.22.C		X		
	4.22.D		X	85	

5th Math

Economically Disadvantaged Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.2.A	X		78	

	5.2.C	X		56
	5.3.A	X		56
	5.3.B	X		67
	5.3.C	X		
	5.5.A	X		50
	5.8.A	X		
	5.10.C	X		50
	5.12.B	X		50
	5.13.B	X		56
	5.1.A		X	67
	5.1.B		X	61
	5.2.B		X	94
	5.2.D		X	67
	5.3.E		X	67
	5.4.A		X	78
	5.5.B		X	58
	5.6.A		X	63
	5.7.A		X	56
	5.8.B		X	83
	5.9.A		X	74
	5.10.A		X	56
	5.10.B		X	75
	5.11.A		X	56
	5.11.B		X	67
	5.12.A		X	
	5.12.C		X	50
	5.13.A		X	
	5.13.C		X	67

5th Reading

Economically Disadvantaged Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.2.A	X			
	5.2.B	X			
	5.2.E	X			

	5.6.A	X			
	5.6.B	X			
	5.8.A	X			
	5.11.A	X			
	5.11.C	X			
	5.11.D	X		56	
	5.11.E	X			
	5.3.B		X		
	5.3.C		X		
	5.4.A		X		
	5.5		X		
	5.6.C		X		
	5.7.A		X		
	5.14.C		X		
	5.10.A		X		
	5.11.B		X		
	5.12.A		X		
	5.12.B		X	63	
	5.13.A		X		
	5.13.B		X		
	5.14.C		X		

5th Science

Economically Disadvantaged Students	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.5.A	X			
	5.6.A	X		61	
	5.6.B	X			
	5.6.C	X		50	
	5.7.A	X		50	
	5.7.B	X		89	
	5.7.C	X		58	
	5.8.C	X		33	
	5.9.A	X		89	
	5.9.B	X		56	

	5.10.A	X		89	
	5.10.B	X		56	
	5.5.B		X		
	5.5.C		X		
	5.5.D		X		
	3.5.C		X		
	5.6.D		X		
	3.6.B		X		
	5.7.D		X		
	5.8.A		X	72	
	5.8.B		X	78	
	5.8.D		X	89	
	4.7.A		X		
	4.7.C		X		
	4.8.A		X		
	4.8.B		X		
	4.8.C		X		
	3.7.B		X		
	3.8.D		X		
	5.9.C		X		
	5.9.D		X		
	5.10.C		X		
	3.9.A		X		
	3.10.C		X		

3rd Math

English Language Learners	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	3.2.C	X		100	
	3.3.B	X		40	
	3.4.B	X		40	
	3.4.C	X		80	
	3.7.B	X		80	
	3.8.A	X		70	
	3.10.A	X		90	

	3.11.B	X		80
	3.13.A	X		50
	3.1.A		X	100
	3.1.B		X	80
	3.1.C		X	60
	3.3.A		X	60
	3.4.A		X	
	3.5.A		X	
	3.5.B		X	60
	3.6.A		X	80
	3.6.B		X	80
	3.6.C		X	100
	3.7.A		X	40
	3.9.A		X	80
	3.9.C		X	100
	3.11.A		X	60
	3.11.C		X	60
	3.12.A		X	100
	3.12.B		X	80
	3.13.B		X	100
	3.13.C		X	100

3rd Reading

English Language Learners	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	3.4.A	X		40	
	3.4.B	X		55	
	3.8.A	X		63	
	3.8.B	X		30	
	3.13.A	X		86	
	3.13.B	X		50	
	3.13.C	X			
	3.13.D	X			
	3.4.C		X		
	3.2.B		X		

	3.6.A		X		
	3.9		X		
	3.10.A		X		
	3.16		X		

4th Math

English Language Learners	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.1.B	X		100	
	4.2.D	X		100	
	4.4.D	X		100	
	4.4.E	X		100	
	4.7.A	X		100	
	4.8.C	X		100	
	4.9.B	X		100	
	4.10.A	X		75	
	4.11.A	X		88	
	4.13.B	X		75	
	4.1.A		X	50	
	4.1.B		X	100	
	4.2.B		X	100	
	4.2.C		X		
	4.3.A		X		
	4.3.B		X	100	
	4.4.A		X		
	4.4.B		X		
	4.4.C		X	100	
	4.5.A		X	100	
	4.5.B		X	75	
	4.6.A		X	100	
	4.6.B		X	88	
	4.8.A		X	75	
	4.9.C		X	75	
	4.11.B		X	100	
	4.11.C		X	75	

	4.11.D		X		
	4.11.E		X		
	4.12.A		X	100	
	4.12.B		X		
	4.13.A		X	100	

4th Reading

English Language Learners	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	4.2.A	X			
	4.2.B	X		83	
	4.2.E	X			
	4.6.A	X		85	
	4.6.B	X		75	
	4.11.A	X		25	
	4.11.C	X		75	
	4.11.D	X			
	4.7.A		X		
	4.3.A		X		
	4.3.B		X		
	4.4.A		X		
	4.5.A		X		
	4.6.C		X		
	4.8.A		X		
	4.14		X		
	4.10		X		
	4.11.B		X		
	4.13.A		X		
	4.13.B		X		
	4.14		X		

4th Writing

English Language Learners	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
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	4.15.B	X		
	4.15.C	X		69
	4.15.D	X		88
	4.17.A	X		
	4.18.A.i	X		
	4.18.A.ii	X		
	4.18.A.iii	X		
	4.15.C	X		
	4.15.D	X		
	4.20.A	X		
	4.20.B	X		81
	4.21.B	X		
	4.21.C	X		
	4.22.A	X		
	4.18.A.i		X	
	4.18.A.ii		X	
	4.18.A.iii		X	
	4.20.A.i		X	83
	4.20.A.ii		X	
	4.20.A.iii		X	
	4.20.A.iv		X	
	4.20.A.v		X	
	4.20.A.vi		X	
	4.20.A.vii		X	
	4.20.A.viii		X	
	4.20.C		X	75
	4.21.B.i		X	100
	4.21.B.ii		X	
	4.21.B.iii		X	
	4.21.C.i		X	75
	4.21.C.II		X	
	4.22.A.i		X	
	4.22.A.ii		X	
	4.22.A.iii		X	
	4.22.A.iv		X	

	4.22.A.v		X		
	4.22.B		X	100	
	4.22.C		X		
	4.22.D		X	100	

5th Math

English Language Learners	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.2.A	X		50	
	5.2.C	X		33	
	5.3.A	X		50	
	5.3.B	X		67	
	5.3.C	X			
	5.5.A	X		50	
	5.8.A	X			
	5.10.C	X		50	
	5.12.B	X		33	
	5.13.B	X		50	
	5.1.A		X	50	
	5.1.B		X	83	
	5.2.B		X	83	
	5.2.D		X	67	
	5.3.E		X	67	
	5.4.A		X	50	
	5.5.B		X	50	
	5.6.A		X	61	
	5.7.A		X	42	
	5.8.B		X	83	
	5.9.A		X	55	
	5.10.A		X	33	
	5.10.B		X	83	
	5.11.A		X	33	
	5.11.B		X	50	
	5.12.A		X		
	5.12.C		X	50	

	5.13.A		X		
	5.13.C		X	67	

5th Reading

English Language Learners	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
	5.2.A	X			
	5.2.B	X			
	5.2.E	X			
	5.6.A	X			
	5.6.B	X			
	5.8.A	X			
	5.11.A	X			
	5.11.C	X		17	
	5.11.D	X		77	
	5.11.E	X			
	5.3.B		X		
	5.3.C		X		
	5.4.A		X		
	5.5		X		
	5.6.C		X		
	5.7.A		X		
	5.14.C		X		
	5.10.A		X		
	5.11.B		X		
	5.12.A		X		
	5.12.B		X	66	
	5.13.A		X		
	5.13.B		X		
	5.14.C		X		

5th Science

English Language Learners	SE	Readiness Standard	Supporting Standard	% Passing SE 2010	% Passing SE 2011
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	5.5.A	X			
	5.6.A	X		83	
	5.6.B	X			
	5.6.C	X		0	
	5.7.A	X		50	
	5.7.B	X		67	
	5.7.C	X		58	
	5.8.C	X		33	
	5.9.A	X		67	
	5.9.B	X			
	5.10.A	X		83	
	5.10.B	X		50	
	5.5.B		X		
	5.5.C		X		
	5.5.D		X		
	3.5.C		X		
	5.6.D		X		
	3.6.B		X		
	5.7.D		X		
	5.8.A		X	50	
	5.8.B		X		
	5.8.D		X	83	
	4.7A		X		
	4.7.C		X		
	4.8.A		X		
	4.8.B		X		
	4.8.C		X		
	3.7.B		X		
	3.8.D		X		
	5.9.C		X		
	5.9.D		X		
	5.10.C		X		
	3.9.A		X		
	3.10.C		X		