

1. ACADEMICS	
Federal and State Goal	No Child Left Behind (NCLB). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goals	A balanced and challenging curriculum will be provided to all students preparing them to be thoughtful active citizens who have an appreciation for the basic values of our state and national heritage.
Campus Goal	Students will meet their full educational potential. A balanced and appropriate curriculum will be provided to all students. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Performance Objective	Provide students with the opportunity to meet their full educational potential through the use of an appropriate, balanced, and aligned curriculum using technology to increase effectiveness of student learning.
School Wide Component	<input checked="" type="checkbox"/> SW-1 <input type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input checked="" type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input checked="" type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10
Summative Evaluation	<input checked="" type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> Early Reading Instruments <input checked="" type="checkbox"/> Unit Test Data <input checked="" type="checkbox"/> CoGAT <input checked="" type="checkbox"/> TELPAS

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
				June	July	August	September	October	November	December	January	February	March	April	May				
1. Provide differentiated instruction within the school day (small group, whole class instruction, integration of technology).	Math Reading LA Writing Science S.S.	All	Federal funds Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Testing Results, Increase in student performance, promotional rate	Report cards, Test scores
2. Continue to develop and implement aligned curriculum (HCCC).	Math Reading LA Writing Science S.S.	All	Federal funds Local Funds State Compensatory Education Funds	X		X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Central Office staff	Curriculum bundles and timelines, Administrative walk-throughs, Unit Tests	Teacher lesson plans Administrative walk-throughs
3. Diagnostic/Prescriptive instruction will be based on disaggregated assessment data.	Math Reading Writing Science	White Hispanic Eco Disadv SpEd	Federal funds Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Central Office staff	Testing results, Increase in student performance, Unit Tests, Success Maker	Unit Test data Student profile sheets

✓ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✓ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✓ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

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4. Provide reduced student/teacher ratio in the classroom through use of 2 nd adult.	All	All	Federal Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Teachers, Support staff	Class enrollment student performance	Enrollment figures Class Schedules
5. Provide opportunities for student learning to extend beyond school day or calendar year.	Reading Math Science	At-Risk, Hispanic, Eco Disadv	Federal funds Local funds State Compensatory Education Funds	X		X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff, Community	Increase in student performance	Sign-in sheets, Report cards, School calendar

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District Goals	Through frequent communication and active involvement parents will be encouraged to become full partners in the education of their children.
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6. Provide intervention for students needing Reading support with SOAR and Read Naturally.	Reading	Dyslexia, LEP, SpEd, At-Risk	Federal funds Local funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Campus Administration, Teachers, Support staff	Increase in student performance	Progress monitoring, Unit Tests, STAR Tests
7. Provide intervention for students needing Math support through Houghton-Mifflin, Ancillary materials	Math	Dyslexia, LEP, SpEd, At-Risk	Federal funds Local funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff, Community	Increase in student performance	Sign-in sheets, Report cards, School calendar

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2. ACADEMICS – STUDENT PERFORMANCE AND ASSESSMENT	
Federal and State Goal	No Child Left Behind (NCLB). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	In pursuit of exemplary performance, student academic achievements will exceed state and national standards.
Campus Goal	Students will meet their full educational potential. A balanced and appropriate curriculum will be provided to all students. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Performance Objective	<ul style="list-style-type: none"> ▪ Students will exceed state and national performance standards in all areas. ▪ Increase Grade 4 Reading - All Students from 79% (in 2008) to 90% (in 2009). ▪ Increase Grade 4 Reading - Hispanic from 67% (in 2008) to 90% (in 2009). ▪ Increase Grade 4 Reading - White from 85% (in 2008) to 90% (in 2009). ▪ Increase Grade 4 Reading - Eco Disadvantaged from 85% (in 2008) to 90% (in 2009). ▪ Increase Grade 3 Math - All Students from 83% (in 2008) to 90% (in 2009). ▪ Increase Grade 3 Math - Hispanic from 64% (in 2008) to 90% (in 2009). ▪ Increase Grade 3 Math - White from 89% (in 2008) to 90% (in 2009). ▪ Increase Grade 3 Math - Eco Disadvantaged from 65% (in 2008) to 90% (in 2009). ▪ Increase Grade 4 Math - All Students from 85% (in 2008) to 90% (in 2009). <ul style="list-style-type: none"> ▪ Increase Grade 4 Math - Hispanic from 74% (in 2008) to 90% (in 2009). ▪ Increase Grade 4 Math - Eco Disadvantaged from 89% (in 2008) to 90% (in 2009). ▪ Increase Grade 5 Math - Hispanic from 46% (in 2008) to 90% (in 2009). ▪ Increase Grade 5 Math - Eco Disadvantaged from 64% (in 2008) to 90% (in 2009). ▪ Increase Grade 4 Writing - White from 87% (in 2008) to 90% (in 2009). ▪ Increase Grade 4 Writing - Eco Disadvantaged from 88% (in 2008) to 90% (in 2009). ▪ Increase Grade 5 Science - All Students from 71% (in 2008) to 90% (in 2009). ▪ Increase Grade 5 Science - Hispanic from 33% (in 2008) to 90% (in 2009). ▪ Increase Grade 5 Science - White from 81% (in 2008) to 90% (in 2009). ▪ Increase Grade 5 Science - Eco Disadvantaged from 58% (in 2008) to 90% (in 2009).
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8. Implement and expand core curriculum improvement initiatives.	Math, ELA, Science, Social Studies	All	Local Funds Federal Funds ARI/AMI Funds	X		X	X	X	X	X	X	X	X	X	X	Campus Administrators, Central Office Staff, Teachers, Support Staff	Assessment Data	HCCC Documents, Test Scores
9. Implement TAKS improvement strategies through whole group, small group including SSI students.	Math, ELA, Science	All Hispanic Low SES	Federal Funds Local Funds ARI/AMI Funds	X		X	X	X	X	X	X	X	X	X	X	Campus Administrators, Central Office Staff, Teachers, Support Staff	Campus Action Plan, assessment data	Acceleration Station reports, DAN notebooks, Success Maker Reports

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Campus Goal	Students will meet their full educational potential. A balanced and appropriate curriculum will be provided to all students. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Performance Objective	Students will exceed state and national performance standards in all areas. • See previous page for specific objectives.
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10. Expand the use of Science Journals for all grades.	Science	All	Local Funds Federal Funds			X	X	X	X	X	X	X	X	X	X	X	Campus Administrators, Teachers, Support Staff	Assessment Data	HCCC Documents, Test Scores
11. Implement a student monitoring program.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Campus Administrators, Teachers, Support Staff	Teacher and Student Feedback	Test Scores, Attendance

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3. ACADEMICS – STUDENT SUPPORT PROGRAMS	
Federal and State Goal	No Child Left Behind (NCLB). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	Students will be continuously encouraged and challenged to recognize their full educational potential as lifelong learners.
Campus Goal	In pursuit of exemplary performance, student academic achievements will exceed state and national standards.
Performance Objective	<p>All students will demonstrate mastery of TEKS at appropriate grade level.</p> <ul style="list-style-type: none"> • Improve Reading/ELA Hispanic subgroup from 87% (in 2008) to 90% (in 2009). • Improve Math Hispanic subgroup from 77% (in 2008) to 90% (in 2009). • Improve Math Eco Disadvantaged subgroup from 87% (in 2008) to 90% (in 2009). • Improve Science All Students subgroup from 70% (in 2008) to 90% (in 2009). • Improve Science Hispanic subgroup from 33% (in 2008) to 90% (in 2009). • Improve Science White subgroup from 81% (in 2008) to 90% (in 2009). • Improve Science Eco Disadvantaged subgroup from 58% (in 2008) to 90% (in 2009).
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12. Provide accelerated and individualized instruction within the school day (Student Success Team, SCORE, ESL Pullout, TAKS groups, Success Maker, SCALE-UP, Reading Roundup, Accelerated Reader, SOAR, Read Naturally)	All	All	Federal funds Local State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	Campus Administrators, Teachers, Support Staff	Testing Results, Increase in student performance	Report cards, Test scores, Acceleration Station and Success Maker reports
13. Identify and meet the needs of various student populations through targeted campus strategies (small group, tutorials, whole group, ability group)	All	At-Risk, Migrant, LEP, GT, 504, Special Ed., Low SES, Dyslexia, Hispanic	Federal funds Local State Compensatory Education Funds	X		X	X	X	X	X	X	X	X	X	X	Campus Administrators, Teachers, Central Office staff, Support Staff, Parents	ARD paperwork, 504 paperwork, At-risk report, Special Programs Report, ESL folders, GT identification criteria, Dyslexia profile sheet, Child Nutrition Application	Test scores, Special populations' paperwork, student profile sheets

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4. ACADEMICS – Highly Qualified Staff Retention and Recruitment	
Federal and State Goal	By the end of the 2007-2008, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
District Goal	Qualified and highly effective personnel will be recruited, continually enriched, and retained.
Campus Goal	Highly qualified and effective personnel will be recruited, developed, and retained.
Performance Objective	1. 100% of core area teachers will be highly qualified by the end of the school year. 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 3. 100% of new hires will meet highly qualified status prior to employment. 4. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. 5. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%. 6 NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.
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14. Participate in recruitment activities, review Highly Qualified applicants, posting vacancies on campus, posting vacancies on web site.	All	All	Local Funds Federal Funds	X	X	X										X	X	Assistant Superintendent of Personnel	NCLB Reports	Number of positions posted Number of Applications completed Number of Job Fairs attended
15. Establish mentoring program for teachers new to campus or for teachers in need of assistance.	All	All	Local Funds Federal Funds			X						X					X	Campus Principal	Mentor Teacher Feedback	Mentor Assignment Training Records Program Evaluation

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16. Complete the Compliance/Performance Report Annually.	All	All	Local Funds Federal Funds	X	X	X	X										HR Department Campus Principal	NCLB Report	Personnel Files Professional Development Records Teacher Interviews SBEC Records
17. Encourage staff members to obtain alternative certifications, review certification requirements, offer certification opportunities.	All	All	Local Funds Federal Funds	X	X	X											HR Department Campus Principal	NCLB Report	Number of teachers in ACPs Professional Development records Number of teachers completing TExES exam in core areas

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18. Analyze data from paraprofessional files to insure all instructional aids are Highly Qualified.	All	All	Local Funds Federal Funds			X										HR Department Campus Principal	NCLB Report	Personnel files Professional Development Records
19. Provide incentives for teachers to attain ESL and G/T Certification.	All	All	Local Funds		X	X										Curriculum Department Principal	NCLB Report	Professional Development Records

✓ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs
 ✓ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.
 ✓ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

5. STUDENT ATTENDANCE AND DROPOUT PREVENTION

Federal and State Goal	No Child Left Behind (NCLB). School completion for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	Through enhanced dropout prevention efforts, students will remain in school until they obtain a high school diploma.
Campus Goal	Through enhanced dropout prevention efforts, students will remain in school until they obtain a high school diploma.
Performance Objective	Increase student success through enhanced dropout prevention efforts. <ul style="list-style-type: none"> Obtain an Attendance Rate of at least 97% for the academic year.
School Wide Component	<input type="checkbox"/> SW-1 <input type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10
Summative Evaluation	<input checked="" type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> PEIMS Data <input checked="" type="checkbox"/> Other: TPRI

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
				June	July	August	September	October	November	December	January	February	March	April	May				
20. Provide opportunities for conflict resolution, violence prevention and discipline management techniques.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Counselors, Teachers, Campus administrators, Support Staff	Number of discipline referrals	Attendance data, discipline data, staff training
21. Provide services for students to increase student attendance and aide at-risk students (attendance incentives, care-a-van, character development, Great Body Shop, mentor program).	All	All	Local Funds State Compensatory Education Funds Care-A-Van Federal Funds	X	X	X	X	X	X	X	X	X	X	X	X	X	Counselors, Teachers, Campus administrators, Support Staff	Increase impact on positive student performance	Staff training sign-in sheet, DAN notebooks, Test scores

✓ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

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6. STAFF DEVELOPMENT

Federal and State Goal	No Child Left Behind (NCLB). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goals	Technology will be used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Campus Goal	Highly qualified and effective personnel will be recruited, developed, and retained Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Performance Objective	Students will receive instruction from highly qualified educators.
School Wide Component	<input type="checkbox"/> SW-1 <input type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input checked="" type="checkbox"/> SW-5 <input type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input type="checkbox"/> SW-9 <input checked="" type="checkbox"/> SW-10
Summative Evaluation	<input type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> Highly Qualified Report <input checked="" type="checkbox"/> Needs Assessment <input checked="" type="checkbox"/> Teacher Self Report <input checked="" type="checkbox"/> Teacher Evaluations

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation
				June	July	August	September	October	November	December	January	February	March	April	May			
22. Provide professional development based on scientific research that supports the LEA and CIP for delivering TEKS-based instruction and meets the standards for highly qualified teachers.	All	All	Federal funds Local Funds State Compensatory Education Funds	X	X	X	X	X	X	X	X	X	X	X	X	Central Office and Campus administrators, Region XIII, Teachers, Support Staff	Implementation of strategies by classroom teacher	CIP, Test scores, Evaluations, Highly Qualified certifications, Retention Plan, Teacher Self report, Teacher Evaluations, Monitoring procedures

- ✓ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs
- ✓ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.
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7. PARENT AND COMMUNITY INVOLVEMENT AND TRAINING	
Federal and State Goal	No Child Left Behind (NCLB). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	Through frequent communication and active involvement parents will be encouraged to become full partners in the education of their children.
Campus Goal	Parents will be full partners in the education of their children.
Performance Objective	Increase parent and community involvement through enhanced communication and opportunities for participation.
School Wide Component	<input type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input checked="" type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10
Summative Evaluation	<input type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Other: % At-Risk <input checked="" type="checkbox"/> Other: Early Reading and Math Instrument

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
				June	July	August	September	October	November	December	January	February	March	April	May				
23. Utilize media resources and district website as a means of communicating with parents and community.	All	All	Local Funds PTO Group Parents	X	X	X	X	X	X	X	X	X	X	X	X	X	Teachers, Campus administrators, Support Staff	Increase parent and community involvement	Newsletters, website postings
24. Expand opportunities for parent and community involvement on campus committees (PTO, site-based, annual school/parent compact review, School Health Advisory Committee).	All	All	Local Funds PTO			X	X	X	X	X	X	X	X	X	X	Campus administrators, Central office administrators, Teachers, Parents, Community	Increase parent and community involvement	Flyers, sign-in sheets, committee minutes/agendas	
25. Encourage parents and community members to participate in school events (Science Fair, Open House, PTO performances, Book Fair, family fun nights, music program).	All	All	Federal Funds Local Funds			X	X	X	X	X	X	X	X	X	X	Principals, Teachers, Support staff, Parents, Community	Increase parent and community involvement	Flyers, media coverage, sign-in sheets, photographs, website postings	
26. Provide information/training sessions for Federal funds, School-wide performance, migrant, ESL, new to the district parents, SSI guidelines.	All	All	Federal Funds Local Funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Increase parent and community involvement	Flyers, sign-in sheets, Handouts	

✓ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

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7. PARENT AND COMMUNITY INVOLVEMENT AND TRAINING	
Federal and State Goal	No Child Left Behind (NCLB). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	Through frequent communication and active involvement parents will be encouraged to become full partners in the education of their children.
Campus Goal	Parents will be full partners in the education of their children.
Performance Objective	Increase parent and community involvement through enhanced communication and opportunities for participation.
School Wide Component	<input type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input checked="" type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10
Summative Evaluation	<input type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Other: % At-Risk <input checked="" type="checkbox"/> Other: Early Reading and Math Instrument

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27. Provide information and parent correspondence in the students' home language.	All	LEP	Local Funds	X			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Increase parent and community involvement	Sample letters and documents
28. Report to parents on academic progress of students (report cards, homework log, progress reports, Campus Review Committee, ARD Committee, parent conferences, e-mail, Parent Connect).	All	All	Local Funds	X		X	X	X	X	X	X	X	X	X	X	X	Campus Administrators, Diagnostician, Teachers, Support Staff	Increase parent and community involvement and increased student performance	Student report data, TAKS Reports

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8. SAFE, SECURE, AND ORDERLY ENVIRONMENT	
Federal and State Goal	No Child Left Behind (NCLB). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	School campuses will maintain a safe, drug free, and disciplined environment conducive to student learning.
Campus Goal	School campuses will maintain a safe, drug free, and disciplined environment conducive to student learning.
Performance Objective	Implement or enhance policies and procedures that ensure a positive impact on student performance.
School Wide Component	<input type="checkbox"/> SW-1 <input type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input type="checkbox"/> SW-9 <input checked="" type="checkbox"/> SW-10
Summative Evaluation	<input type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Safe and Drug Free Schools Evaluation <input checked="" type="checkbox"/> PEIMS Data <input type="checkbox"/> Other:

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
				June	July	August	September	October	November	December	January	February	March	April	May				
29. Implement and monitor a research-based school-wide discipline plan.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, District staff, Support Staff	Increased positive impact on student performance, decrease discipline referrals	Appraisal System, Staff training sign-in, Discipline data, Elementary Handbook
30. Implement and monitor a district and campus level Crisis Management Plan (V-Soft).	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, District staff, Support Staff	Increased positive impact on student performance	Record of drills and training, Elementary Handbook
31. Communicate and promote high expectations for school climate.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, District staff, Support staff, Parents	Increased positive impact on student performance	Staff training sign-in sheets, Elementary Handbook
32. Implement finds from the school safety audit to improve campus security.	All	All	Local Funds												X	X	Central Office, Campus Administrators, Teachers	Action Plan created from District Report	Campus Audit Report Improvement Strategies

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