

|                        |  |
|------------------------|--|
| <b>1. ACADEMICS</b>    |  |
| 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         | Students will meet their full educational potential.<br>A balanced and appropriate curriculum will be provided to all students.<br>Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.   |
| Campus Goal            | Students will be encouraged and challenged to meet their full educational potential.<br>A balanced and appropriate curriculum that continues to evolve will be provided to all students.<br>Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.  |
| Performance Objective  | Through increased effectiveness of student instruction all students will experience growth in learning.  |
| School Wide Component  | <input checked="" type="checkbox"/> SW-1 <input checked="" 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 checked="" type="checkbox"/> SW-10 |
| Summative Evaluation   | <input checked="" type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> INOVA Evaluation <input checked="" type="checkbox"/> SuccessMaker Evaluation   |

| 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. Continue develop and maintain an enriched and aligned curriculum to meet the needs of all students. (HCCC)   | All           | All  | State Compensatory Education Funds<br>Local Funds                  | X        |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administrators<br>Counselors<br>Teachers                  | Increased student performance<br>Teacher instruction aligned vertically & horizontally        | Acceleration Station Reports<br>DAN notebook<br>Success Maker data  |
| 2. Utilize assessment programs and disaggregated data to identify the needs of all students in order to provide targeted interventions.                                   | All           | All<br>Sp. Ed.<br>504<br>ESL/ELL<br>Dyslexic | State Compensatory Education Funds<br>Local Funds<br>RTI Model     |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administrators<br>Counselors<br>Teachers                  | Increased student performance<br>Identified groups in need are matched with necessary program | Acceleration Station Reports<br>Success Maker Reports<br>Club Access/Friday Night Live data<br>DAN notebook |
| 3. Provide opportunities for student learning that extend beyond the school day or calendar year. (Summer School, Club Access, Friday Night Live, Tutorials, TAKS Groups) | All           | All  | State Compensatory Education Funds<br>Local Funds<br>Federal Funds | X        | X    | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administrators<br>Counselors<br>Teachers<br>Support Staff | Increased student performance<br>Ongoing attendance in offered programs                       | INOVA reports<br>Success Maker data<br>Club Access /Friday Night Live data                                  |

✓ 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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| Campus Goal            | Students will be encouraged and challenged to meet their full educational potential.<br>A balanced and appropriate curriculum that continues to evolve will be provided to all students.<br>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 checked="" 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 checked="" type="checkbox"/> SW-10 |
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| Strategies with Corresponding Action Steps  | Academic Area | Student Group                                       | Resources (Human/Material/Fiscal)  | Timeline |      |        |           |         |          |          |         |          |       |       |     | Person/Group Responsible | Formative Evaluation  | Documentation   |  |
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|   |               |   |  | June     | July | August | September | October | November | December | January | February | March | April | May |                          |   |   |  |
| 4. Utilize career guidance and counseling services. (Academic Advising, College/Career Awareness, High School Course Selection)   | All           | All   | State Compensatory Education Funds<br>Local Funds  |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administrators<br>Counselors<br>Teachers                           | Increased student performance<br>Increase requests for advanced course work           | Acceleration Station Reports<br>Student schedules  |
| 5. Provide individualized and accelerated instruction within the school day (Successmaker, Study Island, Small Group Instruction, Reading & Math Academy Classes, PreAP, CAPT ) | All           | All<br>Sp. Ed.<br>504<br>ESL/ELL<br>Dyslexic<br>G/T | State Compensatory Education Funds<br>Local Funds<br>Success Maker<br>Measuring Up<br>Soar Reading |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administrators<br>Counselors<br>Teachers<br>Instructional Partners | Increased student performance<br>Increase of real life application of academic skills | Acceleration Station Reports<br>Success Maker data<br>Student portfolios<br>Lesson plans<br>Report cards |
| 6. Provide increased technology in classroom instruction to enhance student learning through campus programs (SuccessMaker, Study Island, SOAR).                                | All           | All   | State Compensatory Education Funds<br>Local Funds<br>Federal Funds                                 |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Teachers<br>Central Office Staff                 | Increased student performance<br>Increased rigor & and relevance of instruction       | Acceleration Station<br>Success Maker<br>Grade reports   |

✓ 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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**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            | In pursuit of exemplary performance, student academic achievements will experience increased success based on state and national standards.   |
| Performance Objective  | Students will experience increased success on state and national performance standards in all areas: <ul style="list-style-type: none"> <li>All Students’ Science TAKS scores will increase from 64% to 75%.</li> <li>Hispanic student population Math TAKS scores will increase from 71% to 75%.</li> <li>Hispanic student population Science TAKS scores will increase from 36% to 75%.</li> <li>Economically Disadvantaged student population Math TAKS scores will increase from 79% to 85%.</li> <li>Economically Disadvantaged student population Science TAKS scores will increase from 50% to 75%.</li> </ul> |
| School Wide Component  | <input checked="" type="checkbox"/> SW-1 <input checked="" 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 checked="" type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10  |
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| Strategies with Corresponding Action Steps   | Academic Area | Student Group | Resources (Human/Material/Fiscal)  | Timeline |      |        |           |         |          |          |         |          |       |       |     | Person/Group Responsible | Formative Evaluation                                      | Documentation   |   |
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|  |               |               |  | June     | July | August | September | October | November | December | January | February | March | April | May |                          |   |   |   |
| 7. Provide cross curricular instructional opportunities to increase student interest & skills in all content areas (Projects, Inter disciplinary units, content-based electives) | All           | All           | State Compensatory Education Funds<br>Local funds<br>HCCC<br>Content based electives |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Teachers<br>Central Office Staff | Criterion Referenced Assessments<br>Increased Student Performance<br>Increase requests for Content based electives                      | Lesson plans<br>DAN notebook<br>Master schedule             |
| 8. Offer increased technology in classroom instruction to enhance student learning (Study Island, LCD Projectors, technology resources).   | All           | All           | Federal Funds<br>State Compensatory Education Funds<br>Local funds                   |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Teachers<br>Central Office Staff | Increased student performance<br>Increased rigor & and relevance of instruction<br>Increase of real life application of academic skills | Acceleration Station<br>Success Maker data<br>Grade reports |

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| District Goal          | In pursuit of exemplary performance, student academic achievements will exceed state and national standards.  |
| Campus Goal            | In pursuit of exemplary performance, student academic achievements will experience increased success state and national standards.  |
| Performance Objective  | Students will experience increased success on state and national performance standards in all areas: <ul style="list-style-type: none"> <li>All Students’ Science TAKS scores will increase from 79% to 84%.</li> <li>Hispanic student population Math TAKS scores will increase from 69% to 75%.</li> <li>Hispanic student population Science TAKS scores will increase from 62% to 68%.</li> <li>Economically Disadvantaged student population Math TAKS scores will increase from 71% to 76%.</li> <li>Economically Disadvantaged student population Science TAKS scores will increase from 69% to 75%.</li> </ul> |
| School Wide Component  | <input checked="" type="checkbox"/> SW-1 <input checked="" 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 checked="" type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10  |
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|--|---------------|--|--|----------|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|--------------------------|---|--|--|
|  |               |  |  | June     | July | August | September | October | November | December | January | February | March | April | May |                          |   |  |  |
| 9. Disaggregate state and local assessment data to identify campus and student instructional needs.  | All           | All  | Federal funds<br>Local funds                                       |          |      |        |           |         |          |          |         |          |       |       |     |                          | Campus Administration<br>Teachers<br>Central Office Staff | Disaggregated student performance data | DAN notebook   |
| 10. Increase individualized instruction based on identified need areas from state assessment results: TAKS (TAKS tutorials, academy classes, Success Maker, Grand Central Station Level II & III.) | Core Subjects | At Risk<br>Hispanic<br>Economically disadvantaged<br>ELL | State Compensatory Education Funds<br>Local funds<br>HCCC<br>INOVA |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Teachers<br>Central Office Staff | Disaggregated student performance data | Acceleration Station<br>Success Maker<br>Grade reports<br>Student groups<br>Lesson plans<br>Report cards |

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| District Goal          | In pursuit of exemplary performance, student academic achievements will exceed state and national standards.  |
| Campus Goal            | In pursuit of exemplary performance, student academic achievements will experience increased success state and national standards.  |
| Performance Objective  | Students will experience increased success on state and national performance standards in all areas: <ul style="list-style-type: none"> <li>All Students’ Science TAKS scores will increase from 79% to 84%.</li> <li>Hispanic student population Math TAKS scores will increase from 69% to 75%.</li> <li>Hispanic student population Science TAKS scores will increase from 62% to 68%.</li> <li>Economically Disadvantaged student population Math TAKS scores will increase from 71% to 76%.</li> <li>Economically Disadvantaged student population Science TAKS scores will increase from 69% to 75%.</li> </ul> |
| School Wide Component  | <input checked="" type="checkbox"/> SW-1 <input checked="" 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 checked="" type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10  |
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| 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 |   |  |  |
| 11. Increase individualized instruction based on AYP and SSI areas of student need. (Academy classes, small reading/ math pullout, ELL science/social studies remediation, Grand Central Station) | Math Reading (ELA) | At Risk<br>Hispanic<br>Economically disadvantaged<br>ELL | Federal Funds<br>State Compensatory Education Funds<br>Local funds<br>HCCC<br>INOVA<br>Success Maker<br>Measuring UP<br>Soar<br>GCS |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | Campus Administration<br>Teachers<br>Central Office Staff | Disaggregated student performance data | Acceleration Station<br>Success Maker data<br>Grade Reports                    |
| 12. Encourage ongoing student success and achievement by communicating successes to students and parents (Academic Pep Rallies, SSI letters to parents, Progress / Report Cards)                  | All                | All  | Federal Funds<br>Local funds<br>Activity funds<br>Academic Pep Rally<br>Acceleration Station<br>Bullpup Store                       |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | Campus Administration<br>Teachers                         | Increased student performance          | Acceleration Station<br>Success Maker data<br>Grade reports<br>APR invitations |

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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                           | In pursuit of exemplary performance, student academic achievements will exceed state and national standards.  |
| Campus Goal                             | In pursuit of exemplary performance, student academic achievements will experience increased success state and national standards.  |
| Performance Objective                   | All students will demonstrate mastery of TEKS at appropriate grade level.   |
| School Wide Component                   | <input checked="" type="checkbox"/> SW-1 <input checked="" 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 checked="" type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input checked="" type="checkbox"/> SW-10 |
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|--|---------------|---|--|----------|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|--------------------------|--|--|---|
|  |               |   |  | June     | July | August | September | October | November | December | January | February | March | April | May |                          |  |  |   |
| 13. Provide individualized instruction within the school day. (CAPT, Success Maker, Grand Central Station, ESL instruction, Resource Classes, Honors Classes, Wilson Reading Program, Academy Classes) | All           | All   | Federal Funds<br>Local funds<br>GT Funds<br>Success Maker  |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors<br>Teachers  | Increased student performance<br>Unit test data<br>3& 6 weeks grade review | Acceleration Station<br>Success Maker data<br>Grade reports   |
| 14. Identify and address the needs of various student populations through small group instruction (Academy classes, small group reading/ math pullout, ELL science/social studies remediation)         | All           | All<br>Sp. Ed.<br>504<br>ESL/ELL<br>Dyslexic<br>G/T | Federal Funds<br>Local funds<br>State Compensatory Education Funds<br>INOVA<br>Measuring Up<br>SOAR<br>Director of ELL/Bilingual Services<br>ESL Facilitator | X        |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors<br>Teachers<br>Instructional Partners<br>ESL Facilitator | Increased student performance<br>Unit test data<br>3& 6 weeks grade review | ARD documents<br>504 documents<br>LPAC documents<br>RTI folders<br>Student group schedules<br>Master schedule |

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| 4. ACADEMICS – Highly Qualified Staff Retention and Recruitment |   |
|---|---|
| Federal and State Goal  | By the end of the 2007-2008 school year, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.   |
| District Goal   | Highly qualified and effective personnel will be recruited, developed, and retained.  |
| Campus Goal   | Highly qualified and effective personnel will be recruited, developed and retained.   |
| Performance Objective   | <ol style="list-style-type: none"> <li>100% of core area teachers will be highly qualified by the end of the school year.</li> <li>100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.</li> <li>100% of new hires will meet highly qualified status prior to employment.</li> <li>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%.</li> <li>NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%.</li> <li>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%.</li> </ol> |
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|--|---------------|---------------|-----------------------------------|----------|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|--------------------------|----------------------|------------------------|--|--|
|  |               |               |                                   | June     | July | August | September | October | November | December | January | February | March | April | May |                          |                      |                        |  |  |
| 15. Conduct recruitment activities to ensure highly qualified personnel in all position. Activities will include participating in job fairs, posting vacancies in multiple site/organization and maintaining active webpage. | All           | All           | Federal Funds<br>Local Funds      | X        | X    | X      |           |         |          |          |         |          |       |       |     | X                        | X                    | HR Office<br>Principal | NCLB Reports                                       | Number of positions posted<br>Completed Applications<br>Number of Job Fairs attended                 |
| 16. Establish an effective teacher mentoring system in order to retain highly qualified staff.<br><br>(District mentoring program, Campus mentoring program)   | All           | All           | Federal Funds<br>Local Funds      |          |      | X      | X         |         |          |          | X       |          |       |       |     | X                        |                      | HR Office<br>Principal | Mentor teacher feedback<br>Mentee teacher feedback | Mentor Assignment<br>Training Records<br>Program Evaluation<br>District retention/regression reports |
| 17. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status  | All           | All           | Federal Funds<br>Local Funds      | X        | X    | X      | X         |         |          |          |         |          |       |       |     |                          |                      | HR Office<br>Principal | NCLB Report  | Personnel files<br>Professional development records<br>Teacher Interviews                            |

- ✓ 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

| <b>4. ACADEMICS – Highly Qualified Staff Retention and Recruitment</b> |   |
|--|---|
| Federal and State Goal   | By the end of the 2007-2008 school year, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.   |
| District Goal  | Highly qualified and effective personnel will be recruited, developed, and retained.  |
| Campus Goal  | Highly qualified and effective personnel will be recruited, developed and retained.   |
| Performance Objective  | <ol style="list-style-type: none"> <li>100% of core area teachers will be highly qualified by the end of the school year.</li> <li>100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.</li> <li>100% of new hires will meet highly qualified status prior to employment.</li> <li>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%.</li> <li>NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%.</li> <li>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%.</li> </ol> |
| School Wide Component  | <input checked="" type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input 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 type="checkbox"/> SW-10  |
| Summative Evaluation   | <input checked="" type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input type="checkbox"/> Early Reading Instruments <input type="checkbox"/> Checkpoint Test 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 |                          |   |  |   |
| 18. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework and TExES testing in order to assure all staff is highly qualified. | All           | All           | Federal Funds<br>Local Funds<br>Central office directors/trainers | X        | X    | X      |           |         |          |          |         |          |       |       |     |                          | Assistant Superintendent Curriculum & Instruction<br>Director of Personnel<br>Principal | NCLB Report<br>Increase in certification by exam | Number of teachers in ACPs.<br>Professional Development records<br>TExES exam scores<br>Certification Reports |
| 19. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.  | All           | All           | Federal Funds<br>Local Funds                                      | X        | X    | X      | X         | X       |          |          |         |          |       |       |     |                          | Central Office Staff<br>Principal   | NCLB Report                                      | Personnel files   |

✓ 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

| <b>5. STUDENT ATTENDANCE AND DROPOUT PREVENTION</b> |  |
|---|--|
| 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                               | Increased student success through enhanced dropout prevention efforts.   |
| School Wide Component                               | <input checked="" type="checkbox"/> SW-1 <input checked="" 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 checked="" type="checkbox"/> SW-7 <input checked="" type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input checked="" 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 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 |                          |   |  |  |                                       |
| 20. Provide pregnant/parenting education as needed. (Dropout Recovery, Summer Program, Parenting Class)   | All           | At-Risk       | Federal funds<br>Local funds<br>Quest HS                  | X        | X    | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | X   | Campus Administration<br>Counselors            | Informal Assessment<br>Parent referral<br>School Nurse/Doctor referral | Program assignments<br>Sign-in sheets |
| 21. Provide an alternative education program for at-risk students. (Success Maker, Small Group Instruction, Nova Net, In-School-Suspension, ABC II) | Core Classes  | All           | Federal funds<br>Local funds<br>Success Maker<br>Nova Net |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors             | Informal Assessment<br>RTI process             | Discipline data<br>Attendance data<br>Success Maker data               |                                       |
| 22. Provide career awareness for all students. (Student aptitude testing, Career Night)   | All           | All           | Federal funds<br>Local funds                              |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors             | Student Feedback<br>Evaluation of Career Night | Career Night review<br>Student Course Request                          |                                       |
| 23. Provide an academic incentive program for all students. (Academic Pep Rally, Bullpup Store, Bulpup Bucks)                                       | All           | All           | Local funds<br>Bullpup Bucks                              |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors<br>Teachers | Grade Reports<br>Informal Assessment           | Grade Reports<br>Attendance Data<br>Sign-In Sheets<br>Student          |                                       |

- ✓ 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

| <b>5. STUDENT ATTENDANCE AND DROPOUT PREVENTION</b> |  |
|---|--|
| 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                               | Increased student success through enhanced dropout prevention efforts.   |
| School Wide Component                               | <input checked="" type="checkbox"/> SW-1 <input checked="" 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 checked="" type="checkbox"/> SW-7 <input checked="" type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input checked="" 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 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 |                          |   |   |   |
| 24. Increase student motivation to attend school. (Academic Pep Rallies, advisory teacher mentoring, home visits. | All           | All           | Local funds<br>Administrative Team<br>Mentor teacher<br>Bullpup bucks/awards |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors<br>Teachers | 6-weeks Attendance Data<br>Increase in student attendance<br>Increase in parent support | 6-weeks and Yearly Attendance Data<br>Home visit record |
| 25. Use truant officer to oversee district attendance policy.   | All           | All           | Local funds<br>Truant Officer  |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Attendance Clerk       | Marking Period Attendance Reports<br>Campus correspondences                             | EOY Attendance Reports<br>Court record                  |

✓ 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

| 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         | Highly qualified and effective personnel will be recruited, developed, and retained.<br>Technology will be implemented and 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.<br>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 checked="" type="checkbox"/> SW-1 <input checked="" 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 checked="" type="checkbox"/> SW-8 <input type="checkbox"/> SW-9 <input checked="" type="checkbox"/> SW-10 |
| Summative Evaluation   | <input checked="" type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <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 |                          |   |   |   |   |
| 26. Provide professional development that supports TEKS-based instruction and meets the standards for highly qualified teachers. (Training that increasing the rigor, relevance & relationships with students: TAKS areas, GT Updates, ESL Training, character development) | All           | All           | Federal Funds<br>State Compensatory Education Funds<br>Local funds<br>District/Contracted Presenters | X        | X    | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | X   | Curriculum Director<br>Campus Administration<br>Counselors<br>Teachers<br>Region XIII | SBDM meetings<br>Evaluation of Staff Needs<br>Staff surveys<br>Teacher self report meetings           | CIP<br>Test scores & evaluations<br>HQ certification<br>Training schedules<br>Professional development certificates<br>DAN notebook |
| 27. Provide professional development that supports student psychosocial developmental needs (Capturing Kids Hearts, INOVA, Ruby Payne)  | All           | All           | Federal Funds<br>State Compensatory Education Funds<br>Local funds<br>District/Contracted Presenters |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Curriculum Director<br>Campus Administration<br>Counselors<br>Teachers<br>Region XIII | SBDM meetings<br>Evaluation of Staff Needs<br>Staff/student/parent surveys            | CIP<br>Discipline data<br>Training schedules<br>Professional development certificates<br>DAN notebook |   |
| 28. Provide staff recognition for outstanding qualities of an educator.   | All           |               | Local funds<br>Activity funds  |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Principal   | Increase teacher productivity<br>Increase teacher attendance                          | Meeting Notes<br>Agendas<br>Emails  |   |

- ✓ 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

| <b>7. PARENT AND COMMUNITY INVOLVEMENT AND TRAINING</b> |  |
|---|--|
| 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   | Parents will be 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 checked="" type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input 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 type="checkbox"/> SW-9 <input type="checkbox"/> SW-10 |
| Summative Evaluation                                    | <input type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Parent Surveys <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. Utilize parents as partners in the education of their children. (Open House, PAWS program, School newsletters, School webpage, School to home activities, School-Parent Compacts, Burnet VSI, Academic Family Nights, Focus Nights: GT/CAPT, ELL/ESL, NJHS) | All           | All           | Local funds<br>Activity funds<br>Faculty<br>Computers/technology<br>Instructional Resources |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors<br>Teachers | Informal needs assessments<br>Parent Input / Requests | Newsletters/ flyers<br>Feedback forms<br>Sign-in Sheets<br>Emails |
| 30. Expand opportunities for parent and community involvement. (SBDM committee, Volunteering, Open House, Bulldog Store, Academic Pep Rallies, Family Nights)   | All           | All           | Local funds<br>Activity funds<br>Faculty<br>Parents   |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors<br>Teachers | Informal needs assessments<br>Parent Input / Requests | Newsletters/ flyers<br>Feedback forms<br>Sign-in Sheets<br>Emails |
| 31. Expand communication base by providing information and parent correspondence in the student's home language. ( Newsletters, Campus Correspondence)  | All           | Hispanic      | Local funds<br>Faculty<br>Parents   | X        |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors<br>Teachers | Informal needs assessments<br>Parent Input / Requests | Newsletters/ flyers<br>Feedback forms<br>Sign-in Sheets<br>Emails |

- ✓ 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

| 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                                    | Parents will be 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 checked="" type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input 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 type="checkbox"/> SW-9 <input type="checkbox"/> SW-10 |
| Summative Evaluation                             | <input type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Parent Surveys <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 |                          |   |   |  |
| 32. Report to parents on academic progress of students regularly and through the use of various modes. (report cards, agenda book, progress reports, parent conferences, e-mail, Burnet VSI, Phone Calls) | All           | All  | Local funds<br>Faculty                                     |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration<br>Counselors<br>Teachers | Informal needs assessments<br>Parent Input / Requests<br>Increase parent awareness and campus participation | Student report cards/progress reports<br>E-mails<br>Conference notes |
| 33. Conduct all special programs/intervention meetings timely and effectively. (Admission, Review and Dismissal, 504, LPAC, RTI)  | All           | Special Education<br>504<br>ELL<br>Dyslexia<br>At Risk | Professional Staff<br>CLASS<br>RTI Model<br>LPAC structure |          |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | SPED Director<br>Principal<br>Diagnostician     | Diagnostic Testing<br>Increased student performance<br>Increased parent involvement                         | ARD documents<br>504 documents<br>LPAC documents<br>RTI folders      |

- ✓ 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

| <b>8. SAFE, SECURE, AND ORDERLY ENVIRONMENT</b> |  |
|---|--|
| 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                                     | Burnet Middle School 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 checked="" type="checkbox"/> SW-1 <input 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 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 |                          |   |   |   |
| 34. Evaluate campus policies and procedures to ensure a positive impact on student performance.  | All           | All           | Safe and Drug Free<br>Contract Services<br>Local Funds<br>Safety Audit   | X        |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration, Counselors, Teachers | Informal Assessment<br>Teacher surveys & Input<br>Student & Parent Surveys  | Discipline data<br>Student Handbook<br>Student Code of Conduct                              |
| 35. Utilize crisis management plan to provide guidance for drills and action in time of crisis.  | All           | All           | Federal Funds<br>Local Funds<br>Raptor ID system<br>District/Campus Crisis Plans   | X        |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration, Counselors, Teachers | Review & revise safety procedures<br>Successful safety drills<br>Student & parent awareness of campus drills and procedures | Campus Crisis Intervention Plans<br>Record of safety drills<br>Handbook Receipts            |
| 36. Communicate and promote high expectations for school climate. (Academic Pep Rallies, 5P's, Capturing Kids Hearts, Heart of a Champion: Character program, CHAMPS course) | All           | All           | Federal Funds<br>Activity Funds<br>Local Funds<br>Bullpup Bucks<br>Motivational Speakers<br>Open House<br>Character Curriculum | X        |      | X      | X         | X       | X        | X        | X       | X        | X     | X     | X   | X                        | Campus Administration, Counselors, Teachers | Informal Assessment<br>Staff Meetings<br>Increase in positive & responsible student behavior                                | Discipline data<br>Sign-in sheets<br>Handbook Receipts<br>Master Schedule<br>Course Rosters |

- ✓ 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