

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	Students will be continuously encouraged and challenged to recognize their full educational potential as lifelong learners. 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. Technology will be 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. A balanced and appropriate curriculum aligned K-12 that continues to evolve will be provided to all students. Technology will be 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
Summative Evaluation	<input checked="" type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> NovaNet, SuccessMaker Evaluation <input checked="" type="checkbox"/> INOVA 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. Provide accelerated and individualized instruction within the school day (Tutorials, Credit Recovery, TAKS Remediation, Study Island)	Math Science	At Risk Eco Dis Hispanic	Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Increase in Student Performance	Report Cards Test scores
2. Develop and implement aligned curriculum with the TEKS and Nova Net courses.	Sub Population	Hispanic At Risk Eco. Dis.	Local Funds State Compensatory Education Funds	X	X	X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Increase in Student Performance	NovaNet Reports
3. Diagnostic/Prescriptive instruction based on disaggregated assessment data (SuccessMaker, NovaNet, TAKS)	Math Science	Hispanic Eco. Dis. At-Risk	Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Increase in Student Performance	Unit Test 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. A balanced and appropriate curriculum aligned K-12, that continues to evolve 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.
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4. Explore options for increasing student participation in SAT/ACT tests.	All test takers	All test takers	Local Funds			X	X	X	X	X	X	X	X	X	X	Principal Teachers	Increase in Student Participation	SAT/ACT Results
5. Implement plans for addressing college readiness indicators.	All	All	Local Funds						X	X	X	X	X	X	X	Principal Teachers	Increase in Student Performance	Written Plan to Address Indicators
6. Provide opportunities for student learning to extend beyond school day or calendar year (TAKS Groups, Tutoring, Summer School, Taks strategies).	ELA Math Science Soc Studies	All	Local Funds State Compensatory Education Funds	X	X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Increase in student performance	Campus Schedule DAN Notebook

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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	Student academic achievements will exceed state and national standards while pursuing exemplary performance.
Performance Objective	<p>Students will exceed state and national performance standards in all areas.</p> <ul style="list-style-type: none"> All student achievement in TAKS Mathematics will improve from 74% to at least 80% Hispanic student achievement in TAKS Mathematics will improve from 58% to at least 64% Hispanic student achievement in TAKS Science will improve from 73% to at least 79% White student achievement in TAKS will improve from 78% to at least 83% Economically disadvantaged student achievement in TAKS Mathematics will improve from 67% to at least 72% Economically disadvantaged student achievement in TAKS Science will improve from 77% to at least 82%
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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7. Analyze student data in order to determine appropriate TAKS interventions for students. (Success Maker, INOVA, Academic Intervention, Study Island, assessment data)	Math, ELA, Science, Social Studies	All	Local Funds			X	X	X	X	X	X	X	X			Principal Teachers Support Staff	Student Performance Data	DAN Notebooks SuccessMaker Reports NovaNet Reports Unit Test Results

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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	Student academic achievements will exceed state and national standards while pursuing exemplary performance.
Performance Objective	All students will demonstrate mastery of TEKS at appropriate grade level.
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8. Provide accelerated and individualized instruction within the school day (Tutorials, Credit Recovery, TAKS Mastery)	ELA Math Science Soc Studies	All	Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Teachers	Unit Test Results Increase in student performance	Report cards Acceleration Station Reports
9. Identify and meet the needs of various student populations (At-risk, Special Ed., Low SES)	ELA Math Science Soc Studies	All White Hispanic African American SPED Econ. Dis.	Local Funds State Compensatory Education Funds Federal Funds	X		X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Student Performance Data Unit Test Results NovaNet Performance	DAN Notebook	
10. Provide Career and Technology Education (CTE) courses designed to meet student needs.	CTE	All	Local Funds Carl Perkins Funds			X	X	X	X	X	X	X	X	X	X	Principal CTE Teacher	Student Performance Data	Student Schedules CTE Annual Evaluation	

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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 high 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	<ol style="list-style-type: none"> 100% of core area teachers will be highly qualified by the end of the school year 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 100% of new hires will meet highly qualified status prior to employment. NCLB Indicator: 3.1 100% of the aggregate and high poverty classes will be taught by highly qualified teachers. NCLB Indicator: 3.2 100 % of teachers will receive high-quality professional development. NCLB Indicator: 3.3 100% of instructional paraprofessionals will be highly qualified.
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 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 checked="" type="checkbox"/> Personnel Records <input checked="" type="checkbox"/> Highly Qualified Worksheets <input checked="" type="checkbox"/> Principal Attestations <input type="checkbox"/> Other:

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11. 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	Local Funds Federal Funds	X	X	X										X	X	HR Department Principal	NCLB Reports	Number of positions posted Number of Applications completed Number of Job Fairs attended
12. Establish an effective teacher mentoring system in order to retain highly qualified staff.	All	All	Local Funds Federal Funds			X					X				X		Principal	Mentor Teacher Feedback	Mentor Assignment Training Records Program Evaluation	

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District Goal	In pursuit of exemplary performance, student academic achievements will exceed state and national standards.
Campus Goal	Highly qualified and effective personnel will be recruited, developed and retained.
Performance Objective	7. 100% of core area teachers will be highly qualified by the end of the school year 8. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 9. 100% of new hires will meet highly qualified status prior to employment. 10. NCLB Indicator: 3.1 100% of the aggregate and high poverty classes will be taught by highly qualified teachers. 11. NCLB Indicator: 3.2 100 % of teachers will receive high-quality professional development. 12. NCLB Indicator: 3.3 100% of instructional paraprofessionals will be highly qualified.
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13. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status	All	All	Local Funds Funds	X	X	X	X										HR Department Principal	NCLB Report	Personnel Files Professional Development Records Teacher Interviews
14. 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	Local Funds Federal Funds	X	X	X											HR Department Principal	NCLB Report	Professional Development Records Teacher Certification Data
15. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All	All	Local Funds Federal Funds	X	X	X	X	X									HR Department Principal	NCLB Report	Personnel Files Professional Development Staff Records

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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	Students will remain in school until they obtain a high school diploma.
Performance Objective	Increase student success through enhanced dropout prevention efforts Achieve a campus attendance rate of at least 95%.
School Wide Component	<input checked="" type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input 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 checked="" type="checkbox"/> SW-9 <input checked="" type="checkbox"/> SW-10
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16. Implement strategies to monitor student attendance on a daily basis.(Daily Reports/monitor progress of students)	All	All At Risk	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Counselor Teachers Support Staff	Increased Student Performance Increased Attendance	NovaNet Reports Attendance Reports PEIMS Data
17. Communicate attendance expectations to students, parents, and staff.(Letters, phone calls, one on one personal conference)	All	All	Local Funds				X	X	X	X	X	X	X	X	X	X	Principal	Increased Student Performance Increased Attendance	Faculty Meeting Agendas Written Correspondence to Students and Parents
18. Provide campus incentives that will increase student attendance.(Awards, home visits, parental involvement)	All	All At Risk	State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Teachers	Increase impact on positive student performance	Staff training sign-in sheet, DAN notebooks, Test scores

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19. Implement strategies for improving the completion rate for students enrolled at the alternative campus.(insure individual success, promote student achievement through individual programs, plus class, study island)	ELA Math Science Soc Stud	At-Risk	Local Funds					X	X	X	X	X	X	X	X	X	Principal Counselor Teachers Support Staff	Increased Student Performance Decrease in Drop Outs	NovaNet Reports Course Completion Records PEIMS Data

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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	Qualified and highly effective personnel will be recruited, continually enriched, and retained. Technology will be used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Campus Goal	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using techniques appropriate to improve student learning. 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.
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20. 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	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Curriculum Department Principal	Professional Development Evaluations	Training Schedules and Agendas Evaluation Results
21. Provide opportunities for staff to participate in a campus mentoring program.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Principal	Staff Feedback	Documentation of Mentoring Activities
22. Teachers will be able to develop and maintain techniques appropriate for student learning.	All	All	Local Funds				X	X	X	X	X	X	X	X	X	X	Principal	Increased Student Performance	Unit Test Results DAN Notebook Lesson Plans

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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 with educators in the education of their children.
Performance Objective	Increase parent and community involvement through enhanced communication and opportunities for participation.
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23. Utilize media resources and campus website as a means of communicating with parents and community	All	All	Local Funds	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Increase Parent and Community Involvement	Website Schedule of Events
24. Expand opportunities for parent and community involvement.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Increase Parent and Community Involvement	Schedule of Events Sign-In Sheets	
25. Encourage parents and community members to participate in school events (Scholarship and Financial Aid Night, Texas Grant, Open House, Performances)	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Principals, Counselors, Teachers	Increase Parent and Community Involvement	Schedule of Events Sign-In-Sheets Event Agendas	
26. Provide information and parent correspondence in the students' home language	All	Hispanic	Local Funds				X	X	X	X	X	X	X	X	X	X	Principal	Increase parent and community involvement	Sample Letters Translated Documents	

- ✓ 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	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 with educators 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 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 checked="" 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	
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27. Report to parents the academic progress of students.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Increased Student Performance Improved Home/School Communication	Report Cards Documentation of Parent Conferences

- ✓ 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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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 checked="" type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input 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 checked="" type="checkbox"/> SW-9 <input checked="" type="checkbox"/> SW-10
Summative Evaluation	<input checked="" type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Safe and Drug Free Schools Evaluation <input checked="" type="checkbox"/> PEIMS Data <input checked="" type="checkbox"/> Other: Discipline Summaries from EDP

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
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28. 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	Principal Counselor Teachers	Decreased Discipline Referrals Increased Student Performance Credit Recovery Data	NovaNet Reports Discipline Reports
29. Implement and monitor a district and campus level Crisis Management Plan.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Central Office Administrators Principal Counselor	Staff Input	Revisions to Crisis Management Plan
30. Communicate and promote high expectations for school climate.	All	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Staff Input Increased Student Performance	Documentation of Campus Strategies and Activities NovaNet Reports
31. Provide accelerated and individualized instruction within the DAEP.	Foundation	All	Local Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Teachers Support Staff	Student Performance Data	NovaNet Reports

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Summative Evaluation	<input checked="" type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Safe and Drug Free Schools Evaluation <input checked="" type="checkbox"/> PEIMS Data <input checked="" type="checkbox"/> Other: Discipline Summaries from EDP

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32. Provide suicide prevention, conflict resolution, violence prevention and intervention including anti-bullying strategies.	All	All	Local Funds Federal Funds			X	X	X	X	X	X	X	X	X	X	X	Principal Counselor Teachers Support Staff	Student and Staff Feedback Improved School Climate	Documentation and Schedule of Activities Student Schedules

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