

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	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.
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
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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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1. Provide differentiated instruction within the school day through small group and large group instruction in all content areas with technology integration.	ELA Math Science Social Studies	White Hispanic Eco Dis	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, Promotion rates	Report cards, Test scores Lesson Plans	
2. Create opportunities for teachers to have dialogue on campus and with sending campuses early in the year to discuss student academic needs, psychosocial issues, and other student-related topics so that staff members become apprised of student needs early in the school year.	All	All	Local Funds			X	X										Campus administrators, Teachers, Support Staff	Teacher Feedback	Meeting Schedule Documentation of Student Interventions	
3. Continue to develop and implement aligned curriculum (HCCC).	ELA Math Science Soc Stud	White Hispanic Eco Dis	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	Teacher lesson plans	
4. For Title I, Part A, schoolwide program, the campus conducts a comprehensive needs assessment of the entire school. [P.L. 107-110, Section 1114(b)(1)]	All	All	Time Data Resources												X	X	X	Campus Administrators, Central Office Staff, Teachers	Student Performance Results	Needs Assessment Document

- ✓ 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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5. Provide reduced student/teacher ratio in the classroom through the use of the second adult.	Reading Math	All	Federal Funds 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	Staff Schedules
6. Provide opportunities for student learning to extend beyond school day or calendar year.	Reading Math Science	At-risk students SSI students	Federal funds Migrant/ESL 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
7. Provide interventions for students in need of reading support using SOAR to Success and Read Naturally.	Reading	Students At Risk of failing	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 Progress Monitoring	Unit Test Results DAN Notebook

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8. Provide interventions for students needing Math support through small group instruction.	Math	All students At Risk of failure	Federal funds Local Funds State Compensatory Education Funds Houghton Mifflin Ancillary Materials Motivation Math			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff, Community	Increase in student performance	TAKS results Progress Monitoring Unit Tests

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2. ACADEMICS – STUDENT PERFORMANCE AND ASSESSMENT	
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9. Implement and expand core curriculum improvement initiatives.	Math, ELA, Science, Social Studies	All Students	Local Funds Federal Funds	X		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, Science Journals
9. Implement TAKS improvement strategies through whole group and small group activities, including SSI students.	Math, ELA, Science	All	Campus reports, local funds, Federal funds, ARI, AMI	X		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 SuccessMaker Reports
10. Expand the use of science journals for all students.	Science	All	Federal Funds Local Funds			X	X	X	X	X	X	X	X	X	X	X	Campus Administrators, Teachers	Increase in student performance Teacher Feedback	Student Journals Unit Test Results

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11. Develop School wide discipline program through Positive Behavior Support Initiative.	ELA Math Science	All Students	Local			X	X	X	X	X	X	X	X	X	X	X	All campus staff members/ PBSI Team members	Increase in student performance Decrease in office referrals Teacher/Student feedback	Inova data Test scores Grades Student/parent survey
12. Initiate "RJ Richey Recipe for Success".	ALL Areas	All Students	Local			X	X	X	X	X	X	X	X	X	X	X	All teachers and support staff members	Increase in student performance Decrease in office referrals Teacher/Student feedback	Test Scores Grades
13. Decrease number of students attending Summer School for SSI services	Fifth grade Math and Reading	All fifth grade students	Local Federal Funds ARI/AMI	X	X	X	X	X	X	X	X	X	X	X	X	X	Fifth grade teachers, Mentors	Increase in student performance on state assessments	Test Scores

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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	All students will demonstrate mastery of TEKS at appropriate grade level. Students will exceed state and national performance standards in all areas.	
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14. Provide accelerated and individualized instruction within the school day for At-Risk students,(Student Success Team , SCORE, ESL Pullout, TAKS groups, SuccessMaker, Read Naturally, SOAR to Success).	All	All	Federal funds Local Funds 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
15. Identify and meet the needs of various student populations.	All	At-risk, Migrant, LEP, GT, 504, Special Ed., Low SES, Dyslexia, ESL	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, 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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16. The district coordinates and integrates Title I, Part A, services with other educational services in the district or individual school and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)]	All	All	Local Funds Federal Funds			X	X	X	X	X	X	X	X	X	X	Campus Administrators, Central Office Administrators, Teachers, Support Staff	Increase in Student Performance Results	SST Folders Student Profile Sheets Campus Unit Test Scores
17. Explore options for establishing a formalized campus mentoring program that includes a character education component and weekly meetings with students and staff.	All	All	Local Funds Federal Funds			X	X	X	X	X	X	X	X	X	X	Campus Administrators All Staff	Increase in Student Performance Results Teacher Feedback	Campus Schedule Program Evaluation

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District Goal	Qualified and highly effective personnel will be recruited, continually enriched, and retained.
Campus Goal	Qualified and highly effective personnel will be recruited, continually enriched, 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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16. Participate in recruitment activities, review Highly Qualified applicants, posting vacancies on campus, posting vacancies on web site.	All	All	Local Funds Title I Funds Title II – Part A Funds	X	X	X										X	X	HR Department	NCLB Report	Number of positions posted Number of Applications completed Number of Job Fairs attended
17. Establish mentoring program for teachers new to campus or for teachers in need of assistance.	All	All	Local Funds Title I Funds Title II – Part A Funds			X						X					X	Campus Principal	Mentor Teacher Feedback	Mentor Assignment Training Records Program Evaluation
18. Complete the Compliance/Performance Report Annually.	All	All	Local Funds Title I Funds Title II – Part A Funds	X	X	X	X											HR Department Campus Principal	NCLB Report	Personnel files Professional Development records SBEC Reviews

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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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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

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				
19. Encourage staff members to obtain alternative certifications, review certification requirements, offer certification opportunities.	All	All	Local Funds Title I Funds Title II – Part A 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
20. Analyze data from paraprofessional files to insure all instructional aids are Highly Qualified.	All	All	Local Funds Title I Funds Title II – Part A Funds PAKS Forms			X											HR Department Campus Principal	NCLB Report	Personnel files Professional Development Records
21. 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.
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 type="checkbox"/> Attendance Data <input 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				
22. Increase Guidance and Counseling services.	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
23. Provide services for students (attendance incentives, care-a-van, and character development, Great Body Shop, Science Club) to increase student attendance.	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
24. Create campus incentives that promote and encourage student attendance by class, grade level, and other configurations.	All	All	Local Funds				X	X	X	X	X	X	X	X	X	X	Counselors, Teachers, Campus administrators, Support Staff	Increase impact on positive student performance	Incentive Plan

✓ 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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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	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.
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 type="checkbox"/> Other: Highly Qualified Report, Teacher Self Report, Summative Conferences

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
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25. 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 Federal Funds	X	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	Test scores, Evaluations, Highly Qualified certifications, Retention Plan, Teacher self report, Summative 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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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 be full partners with educators in the education of their children.
Campus Goal	Through frequent communication and active involvement parents will be encouraged to 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 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:

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
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26. Utilize media resources and district 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	Teachers, Campus administrators, Support Staff	Increase parent and community involvement	Newsletters, website postings
27. 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			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
28. Encourage parents and community members to participate in school events (Science Fair, Open House, Parent information night, PTO performances, Book Fair).	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

✓ 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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Campus Goal	Through frequent communication and active involvement parents will be encouraged to 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 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:

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
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29. Provide information/training sessions for School-wide performance, migrant, ESL, new to the district parents, and SSI guidelines.	All	All	Federal funds Local Funds			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, district coordinators, Teachers, Support Staff	Increase parent and community involvement	Flyers, sign-in sheets, Handouts
30. 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
31. 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, AEIS 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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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 and teachers will work together to promote positive communication and involvement for our children.
Performance Objective	Increase parent and community involvement through enhanced communication and campus 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 checked="" 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	
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33. The district has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, parents of participating students. [P.L. 107-110, Section 1118(a)(2)]	All	All	Campus Committee Input Student Handbooks			X											Campus Administrators Central Office	Improved Parent/School Communication	Parent Acknowledgment Form Meeting Agendas
34. Each Title I, Part A, campus convenes an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. [P.L. 107-110, Section 1118(c)(1)]	All	All	After School Hours			X	X										Campus Administrators Central Office	Improved Parent/School Communication	Open House Schedule Agendas Parent Sign-In Sheets
35. The district has School-Parent compacts that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. [P.L. 107-110, Section 1118(d)]	All	All	Campus Committee Input Student Handbooks			X											Campus Administrators Central Office	Improved Parent/School Communication	Parent Acknowledgment Form Meeting Agendas

✓ 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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Campus Goal	Parents and teachers will work together to promote positive communication and involvement for our children.
Performance Objective	Increase parent and community involvement through enhanced communication and campus 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 checked="" 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	
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36. Campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. [P.L. 107-110, Section 1118(e)(3)]	All	All	Campus Committees and Organizations			X	X										Campus Administrators	Improved Parent/School Communication	Parent/School Communication Parent Involvement Activities Meeting Agendas
37. The district provides communication about the Title I, Part A, program in a format, and to the extent practical, in a language that parents can understand. [P.L. 107-110, Section 1111, Section 1118(e)(5) and (f)]	All	All	Campus Committees and Organizations			X	X	X	X	X	X	X	X	X	X	X	Campus Administrators Teachers Staff	Improved Parent/School Communication	Parent/School Communication Information
38. Each Title I, Part A, campus provides to each individual parent information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teacher. [P.L. 107-110, Section 1111(h)(6)(A-B)]	All	All	Student Handbook Board Policy Information			X	X										Campus Administrators	Improved Parent/School Communication	Documentation Provided to Parents
39. Each Title I, Part A, campus provides, to each individual parent, information on the level of achievement of the parent's child in each of the required state academic assessments. [P.L. 107-110, Section 1111(h)(6)(A-B)]	All	All	Parent Conferences					X	X	X	X	X	X	X	X	X	Campus Administrators Teachers	Improved Parent/School Communication Improved Student Performance	Report Cards State Assessment 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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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
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40. Implement and monitor a research-based school-wide discipline plan (PBSI)	All	All	Local Funds			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
41. Implement and monitor a district and campus level Crisis Management Plan, use of V-Soft Program, utilize Alert Now.	All	All	Local Funds			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
42. Communicate and promote high expectations for school climate	All	All	Local Funds			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
43. Use the findings from the school safety audit to improve campus security.	All	All	Local Funds				X	X	X	X	X	X	X	X	X	Campus Administrators	Action Plan created from District Report	Campus Audit Report Improvement Strategies

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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
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44. Provide opportunities for conflict resolution, violence prevention and discipline management techniques (PBSI initiative).	All	All	Local Funds State Compensatory Education Funds Federal Funds	X	X	X	X	X	X	X	X	X	X	X	X	Counselors, Teachers, Campus administrators, Support Staff	Increase impact on positive student performance	Unit Test Data Acceleration Station Reports

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