

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 meet their full educational potential. A balanced and appropriate curriculum will be provided to all students. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Campus Goal	Students will meet their full educational potential. A balanced and appropriate curriculum will be provided to all students. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Performance Objective	Provide students with the opportunity to meet their full educational potential through the use of an appropriate, balanced, and aligned curriculum using technology to increase effectiveness of student learning.
School Wide Component	<input checked="" type="checkbox"/> SW-1 <input type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input checked="" type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input checked="" type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10
Summative Evaluation	<input checked="" type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> Early Reading Instruments <input checked="" type="checkbox"/> Unit Test Data

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
				June	July	August	September	October	November	December	January	February	March	April	May				
1. Provide differentiated instruction within the school day.	Math Reading ELA Science Social Stud Writing	All	Federal Funds Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Test Results, Increase in student performance, Increase in promotion rate	Report cards, Test scores
2. Continue to develop and implement aligned curriculum (HCCC).	Math Reading ELA Science Social Stud Writing	All	Federal Funds Local Funds State Compensatory Education Funds	X		X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Central Office staff	Curriculum bundles and timelines, Administrative Walk-throughs, Unit Test Results	Teacher lesson plans, Administrative Walk-throughs
3. Utilize Diagnostic/Prescriptive instruction based on disaggregated assessment data.	Reading Math	All	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	Benchmark and Unit Test results, Successmaker results	Unit Test data Student Profile Sheets

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

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

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

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4. Provide reduced student/teacher ratio through second adult in the classroom.	Reading	All	State Compensatory Education Funds Federal Funds			X	X	X	X	X	X	X	X	X	X	X	Teachers, Support staff, Campus Administration	Student Performance Data	Class Schedules
5. Provide opportunities for student learning to extend beyond school day or calendar year.	Reading Math	At-risk students Economically Disadvantaged	Federal funds Local Funds ARI/AMI 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
6. Target specific needs of economically disadvantaged students through faculty book study over Ruby Payne's <i>A Framework for Understanding Poverty</i> .	Math Reading	Hispanic White Eco Disad	Federal funds Local Funds State Compensatory Education Funds				X	X	X	X	X	X	X	X	X	X	Campus Administrators, Teachers, Support Staff, Community	Increase in student performance	Unit Test Results Student Performance Data

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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 exceed state and national standards.
Performance Objective	Third Grade Students will exceed state and national performance standards in all areas. Increase Hispanic Math and Reading passing rates to 90% or higher. Increase Economically Disadvantaged Math passing rate from 81% to 90% and Reading passing rates from 89% to 90%.
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
Summative Evaluation	<input checked="" type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> Early Reading Instruments <input checked="" type="checkbox"/> Unit Test Data <input checked="" type="checkbox"/> TELPAS <input checked="" type="checkbox"/> Successmaker

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation
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7. Implement and expand core curriculum improvement initiatives	Reading, Math, ELA, Science, Social Studies	All	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
8. Implement TAKS improvement strategies through small and whole group setting, including SSI students.	Reading, Math, ELA, Science	All	Local Funds Federal Funds ARI/AMI Funds State Compensatory Education Funds	X	X	X	X	X	X	X	X	X	X	X	X	Campus Administrators, Teachers, Support Staff	Campus Action Plan, assessment data	Acceleration Station reports DAN notebooks Successmaker

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3. ACADEMICS – STUDENT SUPPORT PROGRAMS	
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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 exceed state and national standards.
Performance Objective	All students will demonstrate mastery of TEKS at appropriate grade level.
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9. Provide accelerated and individualized instruction within the school day (Student Success Team, SOAR, SCORE, ESL Pullout, TAKS groups, Success Maker).	Reading, Math	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 Student Profile Sheets
10. Identify and meet the needs of special education student populations.	Reading Math ELA Science Soc Stud Writing	Special Ed	Federal Funds Local Funds State Compensatory Education Funds			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, Dyslexia profile sheet	Test scores, Special populations' paperwork Student Success Folders Student Profile Sheets
11. Identify and meet the needs of Bilingual & ESL students.	Reading Math ELA Science Soc Stud Writing	Bilingual ESL	Federal Funds Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Central Office staff, Support Staff, Parents	Special Programs Report, ESL folders, Benchmark scores, Progress Reports, Report Cards	Test scores, Special populations' paperwork Student Profile Sheets

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12. Identify and meet the needs of Economically Disadvantaged and At-Risk students.	Reading Math ELA Science Soc Stud Science Writing	Eco Disadv At Risk	Federal Funds Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Central Office staff, Support Staff, Parents	Benchmark Testing, Progress Reports, Report Cards	Test scores, Special populations' paperwork. Student Profile Sheets TAKS Test Scores

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4. ACADEMICS – Highly Qualified Staff Retention and Recruitment	
Federal and State Goal	By the end of the 2007-2008, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
District Goal	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	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%.
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

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13. Participate in recruitment activities, review Highly Qualified applicants, posting vacancies on campus, posting vacancies on web site.	All	All	Local Funds Federal Funds	X	X	X										X	X	HR Office	NCLB Reports	Number of positions posted Number of Applications completed Number of Job Fairs attended
14. Establish mentoring program for teachers new to campus or for teachers in need of assistance.	All	All	Local Funds Federal Funds			X						X					X	Campus Principal	Mentor Teacher Feedback	Mentor Assignment Training Records Program Evaluation
15. Complete the Compliance/Performance Report Annually.	All	All	Local Funds Federal Funds	X	X	X	X											HR Office Campus Principal	NCLB Report	Personnel Files Professional Development Records Teacher Interviews SBEC Reviews

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16. Encourage staff members to obtain alternative certifications, review certification requirements, offer certification opportunities.	All	All	Local Funds Federal Funds	X	X	X											Personnel Director Campus Principal	NCLB Report	Number of teachers in ACPs. Professional Development records Number of teachers completing TExES exam in core areas
17. Analyze data from paraprofessional files to insure all instructional aids are Highly Qualified.	All	All	Local Funds Federal Funds	X	X	X	X	X									Personnel Director Campus Principal	NCLB Report	Personnel files Professional Development Records
18. Provide incentives for teachers to attain ESL and G/T Certification.	All	All	Local Funds Federal Funds		X	X											Curriculum Department Principal	NCLB Report	Professional Development 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, student will remain in school until they obtain a high school diploma.
Campus Goal	Through enhanced dropout prevention efforts, student will remain in school until they obtain a high school diploma.
Performance Objective	Increase student success through enhanced dropout prevention efforts. Attain and hold attendance rate of 97% for academic year.
School Wide Component	<input type="checkbox"/> SW-1 <input type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10
Summative Evaluation	<input checked="" type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> PEIMS Data <input checked="" type="checkbox"/> Other: TPRI

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19. Provide services for students to increase attendance (attendance incentives, care-a-van, character development, Great Body Shop, Right Choice Round-up).	All	All	Local Funds State Compensatory Education Funds Care-A-Van Grant Federal funds			X	X	X	X	X	X	X	X	X	X	X	Teachers, Campus administrators, Support Staff	Increase impact on positive student performance	Staff training sign-in sheet, DAN notebooks, Test scores
20. Provide techniques for conflict resolution, violence prevention and discipline management techniques.	All	All	Local Funds Federal Funds			X	X	X	X	X	X	X	X	X	X	X	Teachers, Campus administrators, Support Staff	Number of discipline referrals	Attendance data, discipline data, staff training

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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	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.
Campus Goal	Highly qualified and effective personnel will be recruited, developed, and retained Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Performance Objective	Students will receive instruction from highly qualified educators.
School Wide Component	<input checked="" type="checkbox"/> SW-1 <input type="checkbox"/> SW-2 <input checked="" type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input checked="" type="checkbox"/> SW-5 <input type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input type="checkbox"/> SW-9 <input checked="" type="checkbox"/> SW-10
Summative Evaluation	<input type="checkbox"/> AEIS <input checked="" type="checkbox"/> TAKS <input checked="" type="checkbox"/> Other: Teacher Self Report <input checked="" type="checkbox"/> Other: Teacher Evaluations

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21. Provide professional development based on scientific research that supports the LEA and CIP for delivering TEKS-based instruction and meets the standards for highly qualified teachers.	All	All	Federal Funds Local Funds State Compensatory Education Funds	X	X	X	X	X	X	X	X	X	X	X	X	X	Central Office and Campus administrators, Region XIII, Teachers, Support Staff	Implementation of strategies by classroom teacher	CIP, Test scores, Evaluations, Highly Qualified certifications, Retention Plan, Teacher Self Report
22. Provide professional development through campus-wide book studies and faculty meetings.	All	All	Federal Funds Local Funds State Compensatory Education Funds			X	X	X	X	X	X	X	X	X	X	X	Campus Administrators	Teacher Evaluations	Meeting Agendas Staff Handbooks

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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	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 type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input checked="" type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10
Summative Evaluation	<input type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Other: % At-Risk <input checked="" type="checkbox"/> Other: Early Reading and Math Instrument

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
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23. 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
24. Expand volunteer 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
25. Encourage parents and community members to participate in school events (Science Fair, Open House, PTO performances, Book Fair, Family Math Night) by posting information on the campus and teacher websites.	All	All	Local Funds Federal 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
- ✓ 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 type="checkbox"/> SW-1 <input checked="" type="checkbox"/> SW-2 <input type="checkbox"/> SW-3 <input checked="" type="checkbox"/> SW-4 <input type="checkbox"/> SW-5 <input checked="" type="checkbox"/> SW-6 <input type="checkbox"/> SW-7 <input type="checkbox"/> SW-8 <input checked="" type="checkbox"/> SW-9 <input type="checkbox"/> SW-10
Summative Evaluation	<input type="checkbox"/> AEIS <input type="checkbox"/> TAKS <input checked="" type="checkbox"/> Other: % At-Risk <input checked="" type="checkbox"/> Other: Early Reading and Math Instrument

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human/Material/Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation	
				June	July	August	September	October	November	December	January	February	March	April	May				
26. Provide parent information/training sessions explaining the following topics: Federal funds, School-wide performance, migrant, ESL, 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
27. Provide information and parent correspondence in the students' home language	All	LEP	Local Funds	X			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Increase parent and community involvement	Sample letters and documents
28. Report to parents on academic progress of students (report cards, homework log, progress reports, Student Success Team, 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, Success Maker reports, Accelerated Reader 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

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

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

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

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