

<b>Goal 1: By the end of the 2005-2006 school year, Lockney High School will achieve an 80% or greater passing rate.</b>						
<b>Objective 1: The Lockney High School campus committee will complete a comprehensive needs assessment within one month of receipt of the assessment data.</b>						
<b>Strategy 1: A needs assessment will be made each year which will include the following activities:</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Conduct a comprehensive needs assessment while including but not limited to: <ul style="list-style-type: none"> <li>• Desegregate TAKS data for all student populations. This information will include all AEIS indicators.</li> <li>• Specific attention will be paid to the TARGET groups listed.</li> </ul>	High School Principal High School Counselor Campus Committee	AEIS report, released TAKS test scores for special education students and 10 <sup>th</sup> grade, junior practice TAKS	Within one week of receipt of data	04-05 TAKS scores AEIS results, Released TAKS test data Spring 2005	Minutes of campus committee meeting	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged G/T, At-Risk Migrant Special Education 504 Homeless
2. Formation of a TAKS Committee to review and analyze TAKS data	High School Principal High School Counselor TAKS Committee	AEIS report, released TAKS test scores for special education students and 10 <sup>th</sup> grade, junior practice TAKS	September 2005	List of staff volunteering for TAKS tutorials	List of staff teaching TAKS tutorials	
3. Train campus staff in AEIS indicators and the level required to achieve recognized status	High School Principal High School Counselor	Staff in-service ESC 17 workshops	September 2005	Faculty meeting minutes ESC 17 Workshop Agenda	Minutes of faculty meetings, Workshop Certificates from ESC 17	
4. Establish a central accessible location for all assessment data	High School Principal High School Counselor	Principal's Office Counselor's Office	September 2005	Collection of Data	Collection of Data	
5. Evaluation of pass/fail ratio for all core subjects	High School Principal High School Counselor	Six weeks pass/fail reports	September November December February April May	Reports to Campus committee	Minutes of campus committee	
6. Evaluated attendance data	High School Principal	2002-2003	August 2005	Collection of data	Minutes of campus committee	
7. Evaluation of parental involvement activities and participation	Campus committee	Open-house sign in sheet, Booster Clubs attendance sheets, 9 <sup>th</sup> grade orientation attendance sheets, summer school orientation sign-in sheets	August 2005	Agenda for campus committee	Minutes of campus committee meetings	

8.	Evaluation state compensatory education	Campus committee	Tutorial lists Semester Failure lists List of At-Risk Students	December 2005 May 2006	Collection of data	Number of students in tutorials compared with number of students failing a course for the semester.	At-Risk
9.	Disaggregation of alternative assessment test data for students not required to take the TAKS exam and monitor the percentage of exempt students	ESL Teachers Special Education Personnel High School Counselor High School Principal	<ul style="list-style-type: none"> <li>• Results for each ESL and Special Education student</li> <li>• Practice TAKS test results</li> <li>• Released TAKS test Results</li> <li>• SAT/ACT results</li> <li>• End of Course Exams</li> <li>• ASVAB</li> <li>• PLAN/PSAT</li> <li>• Students receiving dual credit or credit for correspondence course work</li> </ul>	By September 30 <sup>th</sup> of each year	Initial evaluation by Special Education Teachers and ESL teachers Disaggregated data from all alternative assessments	Evaluation by Campus committee during needs assessment	BE/ESL students Special Education Students 9 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> grade students
10.	TAKS portfolios for each individual student-for teacher review and study	High School Counselor Secretary TAKS instructors	Notebook Folders	Update folders with latest scores and information by September 1 <sup>st</sup> of each school year Transfer folders June 10 <sup>th</sup> of each year to receiving campus	Check to see if folders have been updated	Receipt of folders from sending campus	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless

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<b>Goal 1: By the end of the 2005-2006 school year, Lockney High School will achieve an 80% or greater passing rate.</b>						
<b>Objective 2: 80% of LHS students will master the Texas Assessment of Knowledge &amp; Skills (TAKS), Texas Higher Education Assessment (THEA), SAT.ACT, End-of-Course Exams or attain the prescribed level on their Individual Education Plan (IEP).</b>						
<b>Strategy 2: LHS will provide accelerated instruction and instructional opportunities for students not successfully passing all portions of the TAAS.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Disaggregate all scores by all student population. This information will include all AEIS indicators	Campus Committee	AEIS report Released TAKS test 9 <sup>th</sup> grade SAT/ACT results End-of-Course Exam results Alternative Assessment results Technology	With one week of receipt of data	Data disaggregated	Minutes of Campus Committee Meetings Minutes of LHS faculty meetings	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Formation of a new TAKS Committee for 2003-04	High School Principal, Counselor TAKS Committee	Specific TAKS materials	September 2005	\Documentation of meetings and schedule of daily TAKS tutoring classes	TAKS results	
3. Teach TAKS reading and writing objectives in all relevant courses	Teachers	TAKS materials from library	August 2005 – May 2006	Lesson plans, PSAS	02-03 TAKS results	
4. All sophomore students will be taught all TAKS math objective including geometry	Math Teachers	TAKS/TEKS math objectives	Weekly	Lesson plans	02-03 TAKS results	
5. All 10 <sup>th</sup> grade students (including, special education and ESL) will take a released TAKS exam	Counselor High School Faculty	Released TAKS exam Spring 2003	Feb. – Writing Feb. – Math Feb. – Reading	Number of sophomore students	Number of sophomore students taking the released TAKS	
6. TAKS pre-test for 10 <sup>th</sup> grade for enrollment purposes into TAKS pull out classes	Counselor High School Faculty	Released TAKS tests	End of year	Documentation of test given	Results of test and roster of TAKS pull out classes	
7. Sophomore Special Education students exempt from TAKS will take a released TAKS	Counselor Special Education Director	Ordering and scoring of released tests from NCS Special Education Funds	Feb. – Writing Feb. – Math Feb. – Reading	Number of sophomore special education students	Number of sophomore special education students taking a released TAKS	
8. Improve TAKS testing site	High School Principal Counselor TAKS Committee	Individual Classrooms	February, 2006	Roster of testing rooms.	Observation of students using good test taking skills.	
9. TAKS review nights	Counselor High School Faculty	Computer Lab TAKS Computer Lab	February 2006	Documentation of students in attendance and instructors.	Number of students attending.	

10. Concrete reward for passing all three sections of TAKS	High School Principal Counselor	TAKS Funds	April, 2006 (When TAKS results are received by the district)	Number of students who pass all sections of TAKS.	TAKS results	
11. Pretest juniors at the end of the first semester for enrollment into TAKS classes for the second semester	Counselor High School Faculty	Released TAKS tests	December 2005	TAKS class rolls	TAKS results	
12. More TAKS press	High School Principal	KFLP Radio, LISD news letter Hesperian Beacon	February, 2006	Number of TAKS awareness activities	Increase in TAKS scores, TAKS results	
13. ESL students will receive TAKS tutoring in their ESL class and well as their TAKS pullout class	High School Faculty	TAKS materials	Daily	Number of students receiving extra TAKS instruction.	Increase in ESL student's TAKS scores.	ESL students
14. ESL students will be instructed in the vocabulary of the TAKS test	High School Faculty	Shirley Crook's list of commonly used words on the TAKS reading test.	February 20, 2006	ESL students will know the vocabulary used on previous TAKS exams.	Increase in ESL student's scores. TAKS results.	
15. Extra instruction for ESL students in the use of adverbs and conjunctions	High School Faculty		Daily in ESL classes and English classes	Number of ESL students receiving special instruction	Increase in ESL student's TAKS results	
16. Continue reading and accelerated math programs	Reading and Math Teachers	LHS budget/ Compensatory funds	Daily	Number of students participating in the TAKS period.	Increase in TAKS scores, TAKS results	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
17. Mandatory tutorial period for all students at risk	High School Principal Counselor All Faculty	State Compensatory Education Monies	Daily Sept. to May	Number of students assigned to tutorials	Decrease in number of students needing tutorials.	At-Risk
18. Provide staff training for the remediation of students that score below 70% in specific areas as identified by the district TAKS report	High School Principal Campus Committee	AIES Report TAKS objectives Needs Assessment Plans for Staff Development	December 2005 May 2006	TAKS practice exams Workshop Agendas	Elevated TAKS scores	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk

19. Provide opportunities for students who are exempt from TAKS to successfully complete end-of-course exams and SAT/ACT exams	High School Principal Counselor Individual subject area teacher for courses with an end-of-course exam	SAT/ACT results Study Guides	Scheduled Test Dates	Registration for tests Lesson plans	SAT/ACT results	Migrant Special Education 504 Homeless
20. Provide staff training for the teaching of TAKS and TEKS objectives	High School Principal ESC 17	ESC 17 Needs Assessments Staff Development	December 2005 May 2006	Workshop Agendas	Certificates of completion Lesson plans Elevated TAKS scores Sign-in sheets	
21. Hold vertical alignment meetings, departmental meetings, cross campus meetings	High School Principal Junior High Principal	TAKS objectives TEKS objectives Meeting Times		Agendas of meetings	Elevated TAKS Scores Sign-in sheets Minutes of meetings	
22. Summer school programs	High School Principal Counselor High School Faculty	Teacher salary TAKS objective Local Funds	June 2006	Daily assessments for indication of mastery	Final summer school results Improved TAKS scores	

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<b>Strategy 1: Provide extensive in-service training activities to professional and para-professional staff regarding instructional methods to assist students to pass the TAKS and other assessment tests.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Survey high school staff to determine the needs for instructional services in the core curriculum	High School Principal High School Counselor Campus SBDM committee	Campus surveys	By May 15 <sup>th</sup> of each year	Survey	Analysis of Survey Development of staff development activities for the upcoming year	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Align campus staff development with district staff development	High School Principal	Campus staff development schedule District staff development schedule	By August 1 <sup>st</sup> of each year	Evaluation and planning of Staff Development	Staff Development Schedule and Evaluation forms Certificates of completion Sign-in logs	
3. Provide opportunities for students to take the SAT/ACT test when they are scheduled	High School Principal High School Counselor	Test Materials Test Site and dates Test Applications Study guides and software	Each year on scheduled testing dates	Completed application for test registration	Completed test and results	
4. All staff will receive annual training, which serves to fulfill CAP training requirements. <ul style="list-style-type: none"> <li>• Training will</li> <li>• Include;</li> <li>• Initial assessment</li> <li>• Least Restrictive Environment</li> <li>• Related services</li> <li>• Reevaluation</li> <li>• Transition</li> </ul>	High School Principal Special Education Director	Training Material	August staff development	Teacher input Principal input	Staff Development Schedule and Evaluation forms	
5. Provide campus specific training to para-professional and professional staff to ensure a highly qualified staff	High School Principal	G/T Funds ESC Personnel Staff Development local funds	By December 10 <sup>th</sup> for 1 <sup>st</sup> semester By May 15 <sup>th</sup> for 2 <sup>nd</sup> semester	Workshop Agenda	Staff Development Evaluation Forms Sign-in logs	

6. Staff will receive training for Risk Based Data Elements Analysis, which includes the following areas: <ul style="list-style-type: none"> <li>• Demographic distribution</li> <li>• Disability category distribution</li> <li>• District ratio of self-contained</li> <li>• TAKS passing rate for special education</li> </ul>	LHS Principal CSSA Director CSSA staff	Training materials	Staff Development	Teacher input Principal input CSSA input	Staff Development schedule	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
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<b>Objective 2: 80% of LHS students will master the Texas Assessment of Knowledge&amp; Skills (TAKS), Texas Higher Education Assessment (THEA), SAT/ACT or attain the prescribed level on their Individual Education Plan (IEP).</b>						
<b>Strategy 3: Provide awareness training to ensure that students, parents, and community are aware of the importance of TAAS.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Lockney High School will hold parent orientation to inform them of the testing guidelines and stress the importance of parental support	High School Principal High School Counselor	Updated TAAS results TAAS study guides TAAS test guidelines, plans and incentives	Held at the time of the campus Spring orientation and pre-registration	Agenda	Improved TAKS scores Sign-in logs	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. TAKS profile sheets, local district and campus comparisons available to campus staff	High School Principal	Profiles 5 year AEIS results Compilation of local area district scores	By September 15 of each school year	Campus meeting agenda	Needs assessment results	
3. Publish TAKS related news	High School Principal High School Secretary	TAKS Data AEIS report Hesperian-Beacon Parent awareness information District Newsletter KFLP Radio Station	12 month activity	Edit articles	Evidence that articles were printed in paper Copies of District Newsletter Copies of items submitted to Copies of radio Announcements	
4. Hold annual public meeting to discuss the District Report Card	Superintendent LISD AC members	School Board Members High School Counselor Campus Committee High School Principal	By December 10 <sup>th</sup> of each year	Plan meeting Place on board agenda as action item	Minutes of Board Meeting Sign-in sheet	
5. AEIS Campus Report Cards sent home with 3 <sup>rd</sup> six weeks report cards	High School Principal	AEIS Campus Report Card Copy machines Six weeks report cards Publicize in newspaper and on local TV & radio announcement channel	By January 10 <sup>th</sup> of each school year	Evidence that advertised report cards being sent home`	Evidence that advertised report cards being sent home	

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<b>Goal 1: By the end of the 2005-2006 school year, Lockney High School will achieve recognized or explementary status.</b>						
<b>Objective 3: Attendance rate will be at 97% or greater</b>						
<b>Strategy 1: LHS will implement methods to improve student attendance.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Disaggregate attendance data for all student populations	High School Counselor High School Principal	AEIS report, daily attendance rolls	Within one month of receipt of data	Disaggregation of data	Data disaggregated into specific student populations	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Exemptions for semester tests based on attendance and course average.	High School Principal Peims Secretary	Attendance records	End of each semester	Number of semester tests given.	Number of students exempted from semester tests.	
3. Monitor absences with phone calls, certified letters and referral to truant officer	Peims Secretary High School Principal	Attendance Records	Daily	Phone log, documentation of letters sent, and records of home visits	Decrease in the number of absences.	
4. Special monitoring for low attendance groups	Peims Secretary High School Principal	Attendance Records	Daily	Phone log, documentation of letters sent, and records of home visits	Decrease in the number of students in special population groups.	
5. Parent conferences before student has acquired an excessive number of absences	High School Principal High School Counselor	Attendance Records	Daily	Documentation of parent and student conferences.	Actual attendance of parent conferences.	
6. Phone parents of students who are absent daily.	Peims Secretary	Attendance Records	Daily	Documentation of phone calls.	Number of phone calls daily.	
7. Non credit strictly enforced for attendance violations	High School Counselor High School Principal	Student transcripts.	Semester	Documentation of absences.	Number of students non-credited for attendance.	
8. Communication to parent in appropriate language	Language Translators High School Principal	Attendance records Home Language Survey	Daily	Phone log, documentation of letters sent, and records of home visits	Number of communications made to parents.	
9. Use of concrete rewards or attendance	High School Principal Classroom Teachers	Early lunch dismissal, free tardy, homework exemptions, LHS Budget	Six week period	Documentation of absences.	Number of concrete rewards given.	
10. Equalized schedule of required courses over four years, more required courses senior year.	High School Principal High School Counselor	Master schedule, student four year plans	Semester	Disaggregation of data	Data disaggregated into specific student populations	
11. Offer courses which appeal to student interest	High School Principal High School Counselor	Needs assessment of student interest, Data Standards	Semester	Needs assessment.	Actual course enrollment.	

12.	List of students with chronic absences from the previous year	High School Principal Peims Secretary	Attendance records	Beginning of each year.	List of students.	Decrease in the number of students with excessive absences.	
13.	Proactive parent conferences	High School Principal High School Counselor Mary Garcia	Attendance records.	Daily.	List of students with excessive absences.	Number of parent conferences.	
14.	Perfect Attendance Award Certificate	High School Secretary High School Principal	PEIMS attendance records	May each year Departmental Awards Program	Number of enrolled students	Number of students receiving perfect attendance certificates	All students
15.	Offer Pregnancy Related Services / students who are parents	High School Principal High School Counselor Home School teacher Peims Secretary	PRS teacher	On-going as needed	Number of students eligible for PRS services	Increase in the attendance rate of students using PRS services	All students

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<b>Goal 1: By the end of the 2005-2006 school year, Lockney High School will achieve an 80% or greater passing rate.</b>						
<b>Objective 4: Drop Out rate will be at or less than 1%</b>						
<b>Strategy 1: Devise and implement methods to decrease the dropout rate.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Provide attendance reports to parents	High School Principal	AEIS report Daily attendance rolls	AEIS-yearly Attendance rolls-daily	Daily monitoring and mailing of attendance forms	AEIS dropout rate Documentation in permanent student records of attendance violations	Male/Female African American Hispanic White
2. AEP	High School Principal	Teacher	Current; placement is on-going during the year	Decrease in the number of dropouts due to students on campus in AEP	Decrease in drop outs	LEP (BE/ESL) Economically Disadvantaged GT At-Risk
3. Counseling	High School Counselor Catholic Family Services MHMR	List of potential drop outs	Weekly	List of students involved in counseling	Decrease in number of at-risk students needing counseling	Migrant Special Education 504 Homeless
4. Pregnancy related services / students who are parents	Peims Secretary High School Counselor High School Principal Home School Teacher	List of students needing PRS services	On going as needed	Number of students served	Decrease in the number of dropouts due to pregnancy	
5. 504 services	High School Principal High School Counselor Special Education Diagnostician Referring regular education teacher	Diagnostic testing, List of eligible 504 modifications	Continuous during the year	Number of students served in the 504 program	Number of credits received and the number of students passing TAAS that are served in the 504 program	504 students
6. Offer pullout ESL classes for ESL students needing individualized instruction	ESL Teachers High School Counselor High School Principal	ESL methods Teachers	Continuous during the year	Number of identified ESL students	Number of students being served in a pull out program	ESL
7. Provide Vocational Career programs	High School Faculty High School Principal Vocational Faculty	Carl Perkins State funds	Yearly	Number of Vocational courses offered	Number of students enrolled in Vocational Courses	All Students
8. Provide Tech Prep courses	High School Faculty High School Principal Tech Prep Consortium	Tech Prep Guidelines and materials Tech Prep training	Yearly	Number of Tech Prep courses offered	Number of students enrolled in Tech Prep Courses	
9. Vocational Adjustment Class	High School Principal High School Counselor Special Education Instructors Individual employer of VAC students	Special Education Funds Student four year graduation plan, student Individual Education Plan (IEP)	Beginning of each semester or as needed	Number of students enrolled in the VAC program	Number of students enrolled in the VAC program who graduate	Special Education
10. Provide tutorials for all identified At-Risk students	High School Principal LHS faculty	State Compensatory Funds	Daily during year	Identified students needing tutorials	Lesson plans Attendance sheets Number of students attending tutorials	At-Risk

11. Work with dyslexia teacher to evaluate and provide instructional modification for dyslexia students	Dyslexia Coordinator High School Principal Individual teachers	Dyslexia Training Teachers	August – May	Assessment documentation Student referral and contact logs	Number of dyslexia trained teacher Number of referrals Number of students identified as needing assistance	Dyslexia Students
12. Provide Career education to assist all students in developing knowledge of career opportunities	LHS Principal LHS Counselor Teachers		Throughout the school year each year	Scheduling of classes	Student enrollment	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless

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<b>Goal 1: By the end of the 2005-2006 school year, LHS will achieve an 80% or greater passing rate.</b>						
<b>Objective 5: Lockney High School will have at least 20% of the student population enrolled in advanced courses.</b>						
<b>Strategy 1: Lockney High School will offer advanced courses in English, math, science, foreign language and art.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Offer pre-AP courses for 9 <sup>th</sup> and 10 <sup>th</sup> grade students in English	High School Counselor High School Principal High School faculty	Student schedules, students four year plans Pre-AP curriculum	August – May	Master schedule	Percent of students taking Pre-AP English	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Offer five advanced placement courses; • Calculus • Art • Biology • English Literature and Composition • English Language and Composition	High School faculty High School Principal	School will pay for ½ cost of exam, student pays for ½ of the exam, teacher AP training	May, 2006	Master schedule	% of students taking advanced placement courses	
3. Continued use of course description catalog	High School Counselor High School Principal Counselor Secretary Entire Faculty	Course description catalog	Spring (before pre-registration)	Documentation of conferences	Number of students and parents attending orientation	
4. Extensive orientation for incoming freshman	High School Counselor High School Principal	Vocational Testing administered at the 8 <sup>th</sup> grade, course catalog	March – April, 2006	Students schedules	% student failures	
5. Accelerated block for pre-calculus and calculus classes	High School Principal High School Counselor Math Teachers	Master Schedule	August, 2005	Master schedule	Number of students enrolled in pre-calculus and calculus	
6. Four year graduation plan for each student	High School Counselor	Pre-registration packets	May, 2006	Number of students counseled with concerning four year plans	Number of four year plans in student permanent folder	
7. Gifted and talented class period (differentiated)	High School GT Coordinator High School Principal High School Counselor	Student schedules GT funds	August., 2005	Master schedule	Number of students enrolled in the G/T class period	

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<b>Objective 5: Lockney High School will have at least 20% of the student population enrolled in advanced courses.</b>						
<b>Strategy 2: LHS will offer enrichment activities for students identified through the Gifted and talented Program (G/T).</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. LHS will identify and serve at least 5% of students in the Gifted and Talented program	High School Principal High School Counselor High School GT Coordinator	G/T screening tests G/T nominating matrix G/T staff development ESC 17 Personnel	August-May of each school year	Number of students recommended for G/T services Student profiles	Number of students identified and the number of students served Lesson plans	Gifted and Talented
2. District-wide meetings with G/T representatives	Technology Coordinator High School Counselor High School GT Coordinator High School Principal	Scheduled meetings Minutes		Meeting Agendas Meetings scheduled	Sign-in sheets Minutes	
3. Serve G/T students through different methodologies (independent projects, differentiated curriculum)	High School Principal High School Counselor High School GT Coordinator	G/T trained staff members Scheduled time		Attendance records in G/T classes, report card grades by six weeks	Documentation of students served, lesson plans, student portfolios, project grades and evaluations	
4. Use technology to provide enrichment activities Internet	Technology Coordinator Instructors of G/T students	TIFF Grant Internet Networking TIFF Grant		Teacher lesson plans involving student use of technology	Teacher lesson plans involving technology LISD Web Site	
5. Award extra grade points for class ranking purposes in advanced courses	High School Counselor High School Principal	Student grade reports Win School Class rank sheets	December 2005 May 2006	Students enrolled in advanced courses	List of class ranking	

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<b>Goal 1: By the end of the 2005-2006 school year, all schools in Lockney ISD will achieve an 80% or greater passing rate.</b>						
<b>Objective 6: Lockney ISD will have a graduation rate of 99%.</b>						
<b>Strategy 1: Implement programs to help students complete various graduation seals.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Counsel with students who are behind two or more credits with their age group	High School Counselor	Progress reports/report cards Attendance records Discipline records Student transcripts	Every three to six weeks during report periods for each school year	Progress reports Report cards Attendance Records	Number of student counseled with	Male/Female African American Hispanic White LEP (BE/ESL)
2. Make student aware of summer school programs	High School Principal High School Counselor	Information of high school summer programs in our area	May 2006	List of students at least two credits behind List of students failing two or more subjects List of students two or more grade levels behind in reading	Number of students attending summer school	Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
3. Help high school students gain required credits through Credit by Exam, correspondence work, attendance in migrant NGS records	High School Counselor High School Principal Federal Programs Assistant	Correspondence classes Credit by Exam tests Texas Tech Extended Studies Catalog Migrant MGS Records	August – May 2006	Number of students needing credits to graduate with their age group	Number of credits students received	
4. Make 8 <sup>th</sup> grade students and parents aware of different graduation seals and courses required SBOE Recommended High School Program during freshman orientation.	High School Counselor High School Principal Junior High Principal	State Graduation Plans 8 <sup>th</sup> grade pre-registration packets Four year plan forms 8 <sup>th</sup> grade vocational testing results	April 2006 Vocational Testing April 2006 pre-registration and freshman orientation dates	8 <sup>th</sup> grade students promoting to high school	Number of 8 <sup>th</sup> grade students taking the vocational assessment Number of 8 <sup>th</sup> grade parents attending the freshman night orientation	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless

5. Contact parent/guardian of students who fail one or more classes or has an unsatisfactory conduct at the end of each six weeks	High School Peims Secretary High School Principal Classroom teachers	Postage supplies Report cards Form letters	At the end of each six week according to the 2005-2006 school calendar	Number of students with failures or unsatisfactory conduct grades	Student failure lists Copies of letters sent to parents	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
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<b>Goal 1: By the end of the 2005-2006 school year, Lockney High School will achieve an 80% or greater passing rate.</b>						
<b>Objective 7: TAKS/TASP equivalency rate will be at or more than 80 %</b>						
<b>Strategy 1: Develop and implement activities to increase the number of TASP exempt students as a result of their TAKS scores.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Disaggregate TAKS/THEA data	High School Counselor High School Principal	AEIS report	One month after receipt of AEIS report	Evaluation of TAKS/THEA data	Evaluation of TAKS/THEA data	Male/Female African American Hispanic White LEP(ESL/BE) Economically Disadvantaged Gifted and Talented At-Risk Migrant Special Education Homeless 504
2. Student awareness of passing THEA predicted by TAKS scores	High School Counselor High School Principal High School Faculty	Accountability Manual for scores to predict THEA passing based on TAKS scores	October, 2005	Documentation of meeting	TAKS results	
3. Student expectations will be TAKS/THEA mastery level not TAAS mastery level	High School Principal High School Counselor High School Faculty	Accountability Manual for THEA exemption scores based on TAKS scores	October, 2005	Documentation of meeting	TAKS results	
4. THEA materials (books, CD ) available in library	High School Counselor Librarian	Counselor testing budget LHS	Summer 2006	Materials available in library	Number of times materials were checked out by a student	
5. Allow students dual credit for high school courses taken at the college level	High School Principal High School Counselor	Western Texas College course offerings in Crosbyton South Plains College course offerings Waylaid Baptist course offerings	August 2005 January 2006	Number of students showing an interest in dual credit	Number of students receiving dual credit	
6. Investigate the possibility of offering courses for dual credit	High School Counselor High School Faculty South Plains College Coordinator		Fall 2005	Schedule of courses offered for the 2004-2005 school term	Number of students enrolled in dual credit courses	

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<b>Goal 3: Establish a school climate conducive to students reaching their greatest potential.</b>						
<b>Objective 2: LHS will implement staff and student training in addressing the needs of students in various prevention activities and Programs.</b>						
<b>Strategy 2: Provide awareness training on safe and drug free school to all students and staff.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Participate in various activities for Red Ribbon Week	High School Librarian High School Principal	Campus specific programs Planned activities	October, 2005	Number of Red Ribbon week activities scheduled	Logged activities on Safe and Drug Free School Report form	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Hold discussion sessions or classes on how the law affects students who are involved with drugs / alcohol / gangs	High School Principal	Training materials for staff  Law officials	August – May each year	Activities planned to address drugs/alcohol/gang problems	Lesson plans Calendar of logged presentations Assemblies noted on school calendars	
3. Provide guest speakers on drug awareness at campus level	High School Principal	Guest speakers	August – May each year	Speakers planned to address drugs/alcohol/Gang problems	Documentation of presentations	
4. Utilize community resources: • Fire Department • Police Department • Child and Family Services • Hale County Crisis Center	High School Principal High School Counselor Classroom teachers	Police Department Program Fire Department Program Date Rape Prevention	August – May each year	List of planned activities available through community resources	Documentation of presentations and activities provided from community resources	

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<b>Goal 2: By the end of the 2005-2006 school year, Lockney High School will maintain an attendance rate of greater than or equal to 97%.</b>						
<b>Objective 1: LHS will implement methods to improve student attendance.</b>						
<b>Strategy 1: Implement programs to increase student attendance.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Develop student attendance profile	High School Principal Peims Secretary	Daily attendance data Contact with parents/guardians (telephone, note, visits, attendance letters)	August- May each year	Daily attendance monitoring and assessment Period by period attendance	Student attendance AEIS report	Male/Female African American Hispanic White LEP (ESL/BE) Economically Disadvantaged Gifted and Talented At-Risk Migrant Special Education 504 Homeless
2. Exemptions for semester tests based on attendance and course average.	High School Principal Peims Secretary	Attendance records	End of each semester	Number of semester tests given.	Number of students exempted from semester tests.	
3. Careful PEIMS coding	Peims Secretary	RSCCC	Daily	Observation of PEIMS records	AEIS report on attendance	
4. Monitor absences with phone calls, certified letters and referral to truant officer	Peims Secretary High School Principal Truant Officer	Attendance Records	Daily	Phone log, documentation of letters sent, and records of home visits	Decrease in the number of absences. AEIS report on attendance	
5. Special monitoring for low attendance groups	Peims Secretary High School Principal	Attendance Records	Daily	Phone log, documentation of letters sent, and records of home visits	Decrease in the number of students in special population groups. AEIS report	
6. Parent conferences before student has acquired an excessive number of absences	High School Principal High School Counselor	Attendance Records	Daily	Documentation of parent and student conferences.	Actual attendance of parent conferences.	
7. Phone parents of students who are absent daily.	Peims Secretary	Attendance Records	Daily	Documentation of phone calls.	Number of phone calls daily.	
8. Non credit strictly enforced for attendance violations	High School Counselor High School Principal Peims Secretary	Student transcripts.	Semester	Documentation of absences.	Number of students non-credited for attendance.	
9. Use of concrete rewards for attendance • Perfect Attendance Certificates • Semester Test exemption	High School Principal Classroom teachers	Early lunch dismissal, free tardy, homework exemptions, T-shirts, pizza party, ice cream sundaes	Six week period	Documentation of absences.	Number of concrete rewards given.	
10. Offer courses which appeal to student interest	High School Principal High School Counselor	Needs assessment of student interest, Data Standards	Semester	Needs assessment.	Actual course enrollment.	
11. List of students with chronic absences from the previous year	High School Principal Peims Secretary	Attendance records	Beginning of each year.	List of students.	Decrease in the number of students with excessive absences.	

12. Proactive parent conferences	High School Principal High School Counselor Spanish Translators	Attendance records.	Daily.	List of students with excessive absences.	Number of parent conferences.	
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<b>Goal 3: Establish a school climate conducive to students reaching their greatest potential.</b>						
<b>Objective 1: LHS will implement staff and student training in addressing the needs of student in various prevention activities and Programs.</b>						
<b>Strategy 2: Provide alternative schooling for dropout prevention and recovery.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Provide an alternate education setting for students who are behind their age appropriate graduation date – and dropout prevention	High School Principal		August – May each year	Number of students not on schedule to graduate with their appropriate age group	Number of students receiving high school diplomas from the alternative school	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Provide Pregnancy Related Services / Students who parents	High School Counselor High School Principal Home School Teacher Peims Secretary	PRS funds Attendance records	August – May each year	List of students needing PRS services.	List of students using PRS services.	

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<b>Goal 3: Establish a school climate conducive to students reaching their greatest potential.</b>						
<b>Objective 2: LHS will implement staff and student training in addressing the needs of students in various prevention activities and Programs.</b>						
<b>Strategy 1: Attend local, regional and state meetings on Safe and Drug Free Schools.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Require selected staff to attend workshops on Safe and Drug Free Schools at Region XVII for the following: <ul style="list-style-type: none"> <li>• Drug prevention</li> <li>• Violence prevention</li> <li>• Suicide prevention</li> <li>• Conflict resolution</li> </ul>	High School Principal	Region XVII catalogue of workshop West Texas Institute on Drug and Safe Free Schools Announcements of workshops	August – May each year	Number of workshops and staff development activities involving Safe and Drug Free Schools objectives	Number of staff attending Safe and Drug Free Schools workshop – attendance logs  Staff development documentation	At-Risk Male/Female Hispanic White African American G/T Eco. Disadvantaged Migrant LEP (ESL/BE) 504 Homeless
2. Provide training for staff and parents on how to recognize students who are involved in drugs/alcohol/gangs	High School Principal High School Counselor	Informed presenters ESC 17 COOP	August – May each year	Documentation of training and workshops	Attendance logs Evaluation forms	
3. Have Region XVII personnel present workshops in the school district	Administrative Assistant High School Principal	Region XVII personnel presenters Staff development days	August – May each year	Documentation of training and workshops	Attendance logs from staff development Staff development certificates of completion	

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<b>Goal 3: Establish a school climate conducive to students reaching their greatest potential.</b>						
<b>Objective 1: LHS will implement staff and student training in addressing the needs of students in various prevention activities and Programs.</b>						
<b>Strategy 1: Address the needs of students for suicide prevention, violence prevention, and conflict resolution.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Annually revise and update District Student Code of Conduct	High School Principal	Senate Bill I Texas Education Code TASB discipline document	Before August 1 of each school year	Student Code of Conduct on file	Student Code of Conduct on file	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Make parents aware of the Student Code of Conduct for Lockney ISD	High School Principal	Copy per family of Student Code of Conduct	Student enrollment date at each campus  Times/ dates published in paper	Number of Student Code of Conduct booklets sent to parents	Parents/guardians signatures on file signifying receipt of document	
3. All classes implement classroom management rules, regulations, and consequences	High School Principal	In-school-suspension Alternative Education Program Detention Period before and after school	Aug – May of each year	Rules and regulations posted in each classroom  Copies of rules sent home	Rules and regulations posted in each classroom  Copies of rules sent home	
4. Motivational speaker/drug and alcohol abuse, conflict resolution, violence prevention and suicide prevention	High School Counselor High School Principal	Local funds	Once each year	School calendar scheduling date for presentation	Number of students attending presentation	
5. School assembly presentation on conflict resolution, violence prevention, and drug use	High School Principal	Local Funds	Once each year	School calendars scheduling date for presentation	Number of students attending presentation	
6. Maintain drug deterrent service with local law enforcement. (Drug Dog)	High School Principal	Local Funds	August – May each school	Number of scheduled searches by canine teams	Documentation of searches by the canine teams	
7. Utilize community Agencies (Catholic Family Services, Regional Youth Associates, Department of Human Resources, Charter Plains, Texas Commission on Drug and Alcohol Abuse, etc.)	High School Counselor High School Principal	Local Budget	August – May each year	Number of reported incidents involving suicide, violence, and conflict between students.	Number of students served individually and number of classroom presentations.	

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<b>Goal 4: Lockney High School will provide appropriate technology to enhance curriculum and individualized learning for students, teachers, and administrators.</b>						
<b>Objective 1: By the end of the 2005-2006 will network LHS networked with the district Wide Area Network (WAN).</b>						
<b>Strategy 1: Provide technology resources to students and teachers that will enhance and support learning.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Use software and data for the disaggregation of TAAS Data-	High School Counselor High School Principal	State Technology Allotment ESC 17	September of each year	ESC Contract	Disaggregated TAAS Data	Male/Female African American Hispanic White LEP (ESL) Economically Disadvantaged Gifted and Talented At-Risk Migrant Special Education 504 Homeless
2. Provide Internet access for all classrooms to facilitate individual staff development, TEKS implementation, curriculum supplements	Technology Coordinator	Universal Service Fund (E-Rate) State Technology Allotment	Ongoing	Quote's for WAN and LA equipment and installation	AEIS reports TEKS implementation	
3. Provide computer-assisted instruction on all campuses for TAAS and core subject areas	Technology Coordinator High School Principal Teachers	State Technology Allotment Campus technology	August- May	Scheduling of students	AEIS Report Student Report Cards TAAS Scores	
4. Provide ITV room for academically accelerated classes	Technology Coordinator High School Principal High School faculty	Region 17 Collaborative TIE Grant	August- May	Notification Documents From ESC 17	Installation and use of ITV room	
5. Provide computer based enrichment activities for all students	Technology Coordinator High School Principal Teachers	LHS Campus Budget	August – May	Software review	Purchase of Software	
6. Provide Career Education to assist all students in developing knowledge of career opportunities	High School Principal High School Counselor Teachers	Title VI	August – May	Scheduling of classes	Student enrollment	
7. Use of ITV room for staff development and training	Technology Coordinator High School Principal ESC 17	Region 17 Collaborative TIF Grant	August 2006	Notification Documents From ESC 17	Installation and use of ITV room	
8. Provide staff with appropriate training on computer use	Technology Coordinator ESC 17 Mentor teachers	Facilities	Yearly	Schedule of staff development	Sign-in sheets	

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<b>Goal 5: Lockney High School will implement procedures to enhance staffing patterns.</b>						
<b>Objective 1: Staffing patterns will meet program and student needs.</b>						
<b>Strategy 1: Qualified personnel will be assigned to each classroom and program.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Qualified and highly effective personnel will be recruited, developed, and retrained	High School Principal	Job fairs ESC 17 Job application forms Incentive packages	July 1 of each school year	Applications on file Interviews held by campus committee	All positions filled	Male/Female African American Hispanic White LEP(ESL/BE) Economically Disadvantaged Gifted and Talented At-Risk Migrant Special Education 504 Homeless
2. Assign or reassign teachers and para-professionals to areas so that program and student needs are met	High School Principal	Qualified personnel	July 1 of each school year	Needs assessment	All positions filled	
3. Provide staff development opportunities for all professional and paraprofessional staff members pertaining to areas of assignment	High School Principal Campus Site-Based Committee	Special Education Funds G/T Funds Title I Part A & C Migrant ESC 17	August – May each year	Work shop agenda Needs agenda	Workshop certificates Sign-in sheets	
4. An induction program for teachers who are new to LHS	High School Principal	LHS Handbooks Student Code of Conduct	August before school year begins	Induction agenda	Sign-in sheet	

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<b>Goal 5: Lockney High School will implement procedures to enhance staffing patterns.</b>						
<b>Objective 1: Staffing patterns will meet program and student needs.</b>						
<b>Strategy 2: An adequate number of qualified staff members will be hired to continue programs and create needed programs.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Staff will be provided to continue the following program <ul style="list-style-type: none"> <li>• Vocational and Career education (Tech Prep)</li> <li>• Accelerated Education</li> <li>• Tutorials</li> <li>• Transition</li> <li>• GT</li> <li>• TAAS</li> <li>• Special Education</li> <li>• ESL</li> </ul>	High School Principal Special Education Director Superintendent	Classrooms Time on Campus schedules Special Education Funds Gifted/Talented Funds	Full year programs	Staff assigned to programs Campus schedules Teacher schedules	PEIMS data Documentation that programs are adequately staffed	Male/Female African American Hispanic White LEP (ESL) Migrant At-Risk Gifted/Talented Title I Special Education 504 Economically Disadvantaged Homeless
2. Comprehensive staff development will be provided in the following areas: <ul style="list-style-type: none"> <li>• Vocational and Career Education</li> <li>• G/T</li> <li>• Special Education</li> <li>• ESL</li> <li>• TAKS objectives</li> <li>• TEKS</li> <li>• Technology</li> </ul>	Superintendent High School Principal Technology Director Special Education Director ESC Personnel	Special Education Funds Gifted/Talented Funds ESC Personnel ESC Workshop Catalogue	Full year program	Needs Assessment Workshop Agenda	Sign-in Sheets Workshop Certificate	

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<b>Goal 6: Lockney High School will actively involve parents and community to benefit the education of all students.</b>						
<b>Objective 1: Provide opportunities for parents and community to actively participate in the educational process.</b>						
<b>Strategy 1: Strive to ensure that parents are informed and notified of campus information and activities.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Provide for monthly District and campus newsletters	Campus Committee High School Counselor High School Principal,	Articles from Teachers To High School Secretary	Monthly	Information turned into Newsletter Editor	Copies of News letter	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Required student and parent attendance for pre-registration and orientation of freshman	High School Counselor High School Principal	TEA and local graduation requirements	April, 2006	Documentation of orientation night	Documentation of parents attending	
3. Open-House	Entire faculty and staff	High School Activity Funds	September 2005	Number of students in high school	Number of parents attending open-house	
4. Financial Aid orientation for seniors and parents	High School Counselor LEARN Counselor Counselor Secretary	List of senior students and their parents	September, 2005- May 2006	Number of seniors wanting financial aid for post-secondary education	Number of parents and students attending financial aid meetings	
5. Job Shadowing with businesses in Floydada, 6. Plainview, & Lockney	Technology Teachers High School Counselor	Tech Prep	February 2 – March 24 2006	Number of students and employers interested in job shadowing	Number of students job shadowing	
7. Report cards with failing grades or unsatisfactory conduct are mailed to parents as well as given to the student	High School Counselor Peims Secretary	Stamps	September .2005 November 2005 December 2005 February 2006 April 2006 May 2006	Number of student with failing grades and the number of students with unsatisfactory conduct	Number of letters mailed to parents	
8. Provide material for district monthly newsletters	High School Staff	Articles from staff	Monthly	Information turned in to High School Secretary	Copies of Newsletter	
9. All communications to parents written in appropriate languages	High School Principal Counselor Secretary High School Counselor High School Secretaries	Copy machine Paper Translator	12 Month	Copies of the communications	Copies of the communications	
10. Annual meeting to inform parents of the following programs: ESL, CATE, EC, Dyslexia, economically disadvantaged, Gifted and Talented, Homeless, at-risk, pregnancy related services, dropout Migrant	High School Principal	Campus budget Facilities	November 2005	Notification of Meeting	Parent sign-in sheets	

11. Provide Transition activities for students from home school to work/post secondary	High School Principal LEARN High School Counselor Special Education Diagnostician Classroom Teachers	ASVAB ACT/SAT ITP's Post Secondary Catalogs Military Recruiters	End of each year	Distribution of materials to the target population Annual updates of all ITP's for special education students	Successful placement of students Completion of all ITP;s for special education students	All graduating students
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<b>Goal 6: Lockney High School will actively involve parents and community to benefit the education of all students.</b>						
<b>Objective 1: Provide opportunities for parents and community to actively participate in the educational process.</b>						
<b>Strategy 2: Provide and encourage volunteer programs.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Booster Club Organizations (Athletics and Band)	Athletic Director Band Director High School Principal	Facilities (Meeting Area) Newspaper Advertisements Radio Announcements	August 2005-May 2006	Organization of schedule for volunteers	Actual participants	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Job Shadowing	Technology Teachers High School Counselor	Tech Prep	August 2005-May 2006	List of businesses volunteering for job shadowing	Actual number of business used for job shadowing	
3. Local business support of high school activities	High School Principal	Time for meetings/solicitation of support	August 2005-May 2006	Commitments of business and community to support and provide for students in school	Activities supported and provided for by businesses	

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<b>Goal 6: Lockney High School will actively involve parents and community to benefit the education of all students.</b>						
<b>Objective 1: Provide opportunities for parents and community to actively participate in the educational process.</b>						
<b>Strategy 3: Offer opportunities for parents to learn and provide role models for students.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Provide for parents to attend Building Strong Families Conferences	ESC 17 Administrative Assistant	Migrant Transportation	October 30, 2005	Planning and Inviting Parents to attend	Actual attendance	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education 504 Homeless
2. Provide Literacy program for parents. GED ESL	Floyd County Literacy Council	School Facilities Meeting rooms Teachers	August 2005 – May 2006	Planning and obtaining materials for classes	Actual Enrollment	
3. Provide help to parents in understanding state student performance standards, and how to monitor their child's progress in regular education and special education	High School Principal Special Education Director High School Counselor Counselor Secretary	AEI S Reports TEKS Report cards Newspaper Parent ARD participation reports	May 2006	Obtaining necessary materials and reports	Parent sign-in sheets Review of parent participation	
4. Involvement in Discipline Management Plan	High School Principal Local law enforcement Truant Officer Staff	Copies of Discipline Management Plan to distribute to parents	August 2005 – May 2006	Increase in student attendance, health, and wellness	AEIS Reports	
5. Drug, suicide, violence prevention and conflict resolution	High School Principal Staff High School Counselor Truant Officer	Safe and Drug Free ESC 17 Title IV	August 2005 – May 2006	Attendance Number of incidents reported	AEIS Reports	

6. Annual meeting to inform parents of the following programs: ESL, CATE, EC, Dyslexia, economically disadvantaged, Gifted and Talented, Homeless, at-risk, pregnancy related services, dropout Migrant, notification of entry to any state university if in the top 10% of the graduating class, early graduation and scholarship, financial aid i.e. TEXAS and Teach for Texas Grant Programs, notification of higher education admissions requirements.	High School Principal	Campus budget Facilities	Annually in 1 <sup>st</sup> Semester	Notification of Meeting	Parent sign-in sheets	
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Note: All school district budgeted expenditure/revenue funds (to include but not limited to State Compensatory Education) are incorporated by reference and/or as an attachment to this Campus Improvement Plan (CIP).  
 Full-time Teaching Equivalents (FTE's) by their budgeted expenditure amounts (to include State Compensatory Education) are incorporated by reference and/or as an attachment to this Campus Improvement Plan (CIP)

\*Possible 2005-2006 funding sources suggested; additional funding sources may be identified/ revised.

<b>Goal 6: Lockney High School will actively involve parents and community to benefit the education of all students.</b>						
<b>Objective 2: Provide opportunities for students and parents who will benefit their child's education.</b>						
<b>Strategy 1: Provide additional services for students and parents, which will benefit their child's education.</b>						
<b>Activities</b>	<b>Person Responsible</b>	<b>Resources Needed/Identified</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
1. Provide parental involvement incentives	High School Principal	Campus Budget	August – May Annually	Purchase of door prizes Donations of food, drinks	Sign-in Sheets	Male/Female African American Hispanic White LEP (BE/ESL) Economically Disadvantaged GT At-Risk Migrant Special Education Title I 504 Homeless
2. Provide campus open house activities	High School Principal	Campus budget	August – May Annually	Purchase of door prizes Donations of food, drinks	Sign-in Sheets	
3. Provide for parent teacher conferences for all at-risk students	Entire faculty	Teachers Time schedule for conferences	August – May Annually	Scheduling of conferences	Actual Conferences held	
4. Provide summer school for English II and English III students	High School Principal High School Counselor English Teachers	List of failing students Teacher Salary	June of each year	Parent Notification letter	Attendance summary	
5. LHS will have a Written School Compact explaining the roles of students parents and school	High School Principal	Campus SBDM ESC17	August each year	Agenda of Campus SBDM meeting	School Compact-signed and on file	

Note: All school district budgeted expenditure/revenue funds (to include but not limited to State Compensatory Education) are incorporated by reference and/or as an attachment to this Campus Improvement Plan (CIP).  
Full-time Teaching Equivalents (FTE's) by their budgeted expenditure amounts (to include State Compensatory Education) are incorporated by reference and/or as an attachment to this Campus Improvement Plan (CIP)

\*Possible 2005-2006 funding sources suggested; additional funding sources may be identified/revised.

## Measurable Performance Objective:

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia or a related disorder and provide appropriate instructional services	Administration School Board Dyslexia Staff	August, January	Local	Staff training	List of students eligible for services
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties	Dyslexia Staff	August	Local, Title I	Written procedures	Students identified
Annually align SBOE approved procedures and district/campus procedures	Dyslexia Staff	August	Local time	Draft of written procedures	Written procedures adopted
Provide services for students who may be eligible under Section 504	Administrators 504 Committee	Daily	Local, Title I	List of students identified	List of students served
Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensor, and phonetic methods to teach reading with input from staff	Administrator	Summer	Local	Training scheduled	Attendance certificates
Provide, when possible, services to students at his/her campus	Administrator Dyslexia Staff	Daily	Local, Title I	Class schedules	List of students receiving services
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Monitor student progress	Dyslexia teacher	Each six weeks	Local, Title I	Report cards	Skill mastery

Ensure teachers of dyslexia students have proper certification and/or endorsements	Administrator	Spring Summer	Local, Title I, Part A Title II, Part A, ESC Training	List of teachers providing services	Teaching certificates
Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses	Dyslexia teachers	August – September January – May	Local, TPRI and other assessment tests	List of students identified	Disaggregated data
Provide services for students according to their needs. This would include students who exhibit dyslexic tendencies as observed by teachers or according to assessment.	Dyslexia teachers	Daily	Comprehensive needs assessment	Report Cards	Increase in test scores
Provide opportunities for parents of dyslexic students to participate in school-sponsored activities	Administrator Dyslexia teacher	Fall/ Spring	Local	School calendar of parent involvement activities	Parent Sign-In sheets

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Identify and provide all LEP Students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	ESL certified teachers	Beginning of each school year/as new students enrolled	ESL funds, Title I funds, Local funds, Title III funds, SCE (ESL/ESC Coop)	Home Language Survey  List of ESL students	RPTE Scores TAKS Scores
Conduct a comprehensive needs assessment of all BE/ESL student to determine strengths and weaknesses	Administrator	September and/or May	TAKS, RPTE, LPAC Records, AEIS-It, Spanish TAAS	Disaggregated scores of students	Written annual evaluation of BE/ESL program
Reduce the percentage of LEP exemptions on TAKS	LPAC	LPAC meetings		List of students exempted	Program Analysis System (PAS)
Reduce the number of parent denials for BE/ESL program	Administrators LPAC	As needed		Conference with parents	List of students with denials
Provide staff development of professional staff as well as for paraprofessionals that is researched based with input from staff	Administrators	Fall and/or Spring	ESC ESL Coop ESC Title II SSA Title I, SCE	Registration for workshop	Attendance Certificates
Ensure that LEP students are not over represented in special education or underrepresented in G/T education	Administrators Minority committee members LPAC	Fall/Spring		List of identified/recommended students in either program	PAS/DAS
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation

Ensure that information to parents is provided in the home language	Administrators BE/ESL teachers LPAC	Ongoing	ESL funds, Title I funds, Title III funds, Local funds, MPE funds	List of qualified translators	Copies of notices sent to parents
Provide opportunities for parents of BE/ESL students to participate in school-sponsored activities	Administrators, Teachers, LPAC members, SBDM committee	Fall/Spring	Local funds, ESL funds, MEP funds, Title I funds, CATE, Special Education funds	School calendar of parent involvement activities	Parent Sign-In sheets
Continue to recruit and retain highly qualified BE/ESL staff including minorities	Administrators SBDM	Spring semester/ Summer	Local funds ESL funds	Positions posted	Fully certified staff hired
Address areas of PAS with Risk Levels of 4/3 which are: None	Administrator	Spring	Local	Agenda	Written strategies developed

## Measurable Performance Objective:

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement	Administration G/T staff G/T selection Committee	May – August	Local	Agendas, minutes, sign-in sheets	Written policies, handbooks
Continue an annual student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements	Administrator Teacher G/T selection committee	August – May	Local	Training of staff on G/T characteristics	List and records of student nominations
Provide an advanced and challenging curriculum to all G/T students in all grades	G/T staff	August – May	Local, G/T funds, ESC	Lesson plans	Student projects/ Student scores TAAS/ TAKS/SAT/ACT
Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment	G/T staff G/T selection committee	Fall, Spring	Local, G/T funds	List of students to be tested	List of tests for students with language other than English/ Non-verbal test

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 1-12	G/T selection committee S/T staff	Spring	Local, G/T funds, ESC	Planning meetings scheduled	Three criteria in place
Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training	Administration	Fall, Spring, Summer	Local, Title V, G/T funds	Staff development calendar	Attendance certificates
Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas	G/T staff	April – August	Local	Notes, minutes from meetings	G/T curriculum revisions
Survey staff to determine staff development needs	Administrator	Spring	Local	Survey	Summary of survey
Provide opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year	G/T staff	Weekly	Local, G/T funds	Lesson plans, schedules	Student surveys

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Conduct an annual evaluation, including surveys of families, students, program staff, and other district staff	G/T staff	April	Local	Survey	Summary report of survey
Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements	Administrator	April – August	Local, G/T funds	Interviews	Teacher certificates
Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc.	Administrator G/T staff	August – May	Local	Parent involvement calendar	Sign-in sheets, surveys
Address DAS areas with Risk Levels of 4/3 which are: The G/T population does not reflect the demographics of our school	Administrator	Spring	Local	Agenda	Written strategies developed

Measurable Performance Objective:

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Identify and recruit eligible migrant children ages 3-21 through home visits, visibility in community, churches, grocery store, etc.	MEP staff	On going	MEP funds, Local	Logs/Schedules	COE
Remain current on NGS and TMSTPS ages 3-21 and attend training	MEP staff	Fall, Spring, Summer	MEP funds	Report dates, training scheduled	Daily/Weekly schedule
Provide MSC ages 3-21 to coordinate school programs and provide services for migrant families	MSC	Daily	MEP funds Local	Daily schedule	Records of services provided
Provide either a home-based or school based early childhood education program ages 3 – Grade 2	Administrator MEP staff	Weekly or Daily	Title I, Part A, SCE, Local, MEP	Checklists, progress reports, report cards, TPRI	Annual evaluation report
Ensure graduation enhancement grades 7-12 by compiling data, monitoring progress, and providing educational opportunities to meet student needs	MPE staff Counselor	Each semester	Local MEP funds	NGS Records	Graduation rate of migrant students

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide secondary credit exchange and accrual grades 9-12 that cross references NGS educational data with official transcript to verify course credit for appropriate placement	MEP staff Counselor	As needed	MEP funds Local	MGS records, transcripts	Credits attained
Provide a parent involvement program ages 3-21 including establishing a PAC, which meets regularly, to work in partnership with families and communicate regularly with children's parents and participates in school-sponsored activities	MEP staff	August – May	MEP funds Local	Parent involvement activity calendar	Agendas, minutes, sign-in sheets of meetings
Conduct a comprehensive needs assessment of migrant student areas of strengths and weaknesses, including preschool students	Administrator MEP staff	April – August	MEP funds, Title I, Part A, Local	Migrant student data disaggregated	Areas of strengths and weaknesses identified
Provide services that are migrant specific i.e. tutorials, remediation, computer-assisted instruction, support services, etc., based on migrant student performance data	Administrator MEP staff	Daily	MEP funds, Title I, Part A, BE/ESL, Special Education, Local	Lit of students who have greatest need (Priority of services students)	TAAS/TAKS/RPTE/ TPRI, checklist scores

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide researched based staff development opportunities for professionals as well as paraprofessionals with input from migrant staff	ESC Administration	Fall, Spring	Title I, Part A Title II, Part A Local	Staff development calendar/registration/ staff development forms, minutes of meetings, etc.	Attendance certificates
Ensure teachers/ paraprofessionals have proper certification/endorsements	Administration SBDM	Spring, Summer	Local	Job description	Teacher/Para- Professional certificates
Provide a list of the migrant students who have needs of the highest priority and services being provided to students	MEP staff	August – September	MEP funds	MSC schedule	List of students
Address areas of PAS with Risk Level of 4/3 which are: None	Administrator	Spring	Local	Agenda	Written strategies developed

## Measurable Performance Objective:

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program	Administration Special Education Director	August	Special Education funds, Title I, part A, Title II, Part A	Review of personnel files	Teacher/Teacher assistants certificates on file
Provide research based staff development, with input from staff	Administrator, Special Education Director, Teachers, Teacher Assistants	Fall, Spring, Summer	Special Education, Title II, Part A, Title I, Part A	Staff development calendar	Attendance certificates
Ensure that all students with disabilities have access to the general curriculum	Administrator, Counselor, Special Education Director, Special Teachers, Regular Education Teachers	August – May	Special Education, Local, Title I, Part A	ARD/IEP	Student schedules
Provide training to teachers regarding modifying the curriculum for students with disabilities	Special Education Director, ESC	August	Special Education, Local	Agenda	Sign-in sheets
Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities	Administrator, Special Education Director	Fall, Spring, Summer	Local, Special Education, Title I, Part A	Parent Involvement activity calendar	Sign-in sheets

Reduce the percentage of special student exemptions from TAAS/TAKS/RPTE/SDAA	ARD Committee	Fall, Spring	Special Education funds	DAS	Reduced percentage
Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses	Special Education Director, Special Education Teachers	May – August	SDAA, TAAS/TAKS, RPTE, TPRI, IEP's, etc.	Disaggregated data	IEP/Needs identified
Provide training to ARD committee	Special Education Director, ESC	August	ESC, Special Education funds	Training scheduled	Sign-in sheets
Address DAS areas with Risk Levels of 4/3 which are: The student population in Special Education does not reflect the demographics of our district.	Special Education Director	Spring	Local	Agenda	Written strategies developed
Address CAP/AIM areas of need which are: None					

Measurable Performance Objective:

Lockney Elementary School is a Title I, Part A Schoolwide Program with a student poverty rate of at least 50 percent that coordinates federal funds with SCE funds to serve at-risk students on the Schoolwide Campus with \$260,116 and 8.26 FTE's

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Determine total amount of SCE funds for campus/district to reduce the dropout rate and improve student performance for at-risk students	Superintendent/ Principal	September	SCE : \$260,116	CIP/DIP	CIP/DIP
Determine total full time equivalents (FTEs) If a person is funded 100% from SCE that is 1 FTE 50% = .5 FTE 25% = .25 FTE	Superintendent/ Principal	September	Total FTE: 8.26	CIP/DIP	CIP/DIP
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Develop a policy for identifying, entering, and exiting students from the SCE program	Superintendent/ Principal	August 05	Local	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator, Counselor, Teachers	End of 1 <sup>st</sup> six weeks and through- out the school year as needed	SCE	At-risk criteria distributed	List of at-risk students identified

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	Principal	Beginning of school	Local	List developed	All teachers with list and supporting documentation
Conduct a comprehensive needs assessment which includes but is not limited to TAAS/TAKS, dropout rate, RPTE, to identify areas to accelerate	Counselors Teachers Site base teams	May or August	Local, Title I, Part A, SCE	Data disaggregated for at-risk students	Results of comprehensive needs assessment
Serve PK-3 students who failed readiness test with accelerated, intensive program for early literacy	Elementary Principal	Fall 2005 – May 06	SCE Local	Identified students failing readiness test placed in program	TPRI results
Serve 7-12 grade students with below 70 avg. in 2 or more subjects through _____	High School Principal	Fall – May	SCE Local	Identified students placed in program	Report card grades End of year grades Completion rates
Serve pregnant students and parents through parenting programs	Counselor	August – May	SCE	Program outline and students placed in programs	High school completion rates
Serve LEP students through an accelerated program to acquire proficiency in the English language	ESL Teachers Principal	August – May	ESL funds, SCE, Local	Progress reports LPAC Meetings	RPTE TAKS

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide accelerated, intensive program for At-Risk students failing the TAAS/TAKS through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.	Principals	August – May	SCE	Progress reports Report card grades Benchmark tests	TAKS Completion rate
Provide program for students in AEP, expelled, on parole, probation and previous drop-outs	Principals	August – May	SCE, Local	Disciplinary records Report card grades	TAKS Completion rate GED
Compile a report that compares TAAS/TAKS data of students at risk of dropping out of school and all other district students	Counselors SCE staff	May – August	SCE AEIS-It	Disaggregated data	Written report
Compile a report that compares high school completion between students of risk of dropping out of school and all other district students	Counselors SCE staff	May	SCE AEIS-It	Data collected	Written report
Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff	Administrator ESC	Fall, Spring, Summer	Local, Title I, Part A, Title II, Part A, Title V, BE/ESL, MEP	Staff development calendar	Teacher/ Paraprofessional attendance certificates Sign in sheets
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation

Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL, parent booster clubs, etc.	Administrator SCE staff	August – May	Local, Title I, Part A	Parent involvement calendar	Evaluation of parent involvement activities
Address PAS areas with Risk Levels 4/3 which are: None	Administrator	Spring	Local	Agenda	Written strategies developed

## Measurable Performance Objective:

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1 - Conduct a comprehensive needs assessment of the entire school which may include but is not limited to TAAS/TAKS, TPRI, RPTE, SDAA, PAS, DAS, CAP/AIM, AEIS indicators, staff development, SDFSC annual report, etc.	Administrators Counselor SBDM	August – September	Title I, Part A AEIS – It	Disaggregated data	Areas of strengths and weaknesses identified
2 - Ensure schoolwide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, Shurley Method, Saxon Phonics, Saxon Math, Content Mastery Lab, Computer Assisted Instruction, etc.)	Administrators Teachers ABDM	Daily	Title I, Part A Title II, Part A Title II, Part D Title IV, Title V, MEP, ESL, SCE, Local, Title III	Daily class schedules	Increased student scores TAAS/TAKS
3 - Ensure instruction of all students by highly qualified staff	Administrators	Daily	Title I Part A Title II, Part A Title II, Part D Title IV, Title V, MEP, ESL, Local, SCE, Title III	List of all teachers providing instruction	Teacher Certificates
4 - Provide research based staff development for professional staff and paraprofessionals	Administrators Teachers, ESC	Fall/ Spring	Title I, Part A Title II, Part A, Local	Staff development calendars	Attendance Certificates

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
5 - Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high needs schools	Administrators	Spring/ Summer	Local	Course vacancy list	Highly qualified staff hirings
Ensure retention efforts of highly qualified staff are implemented	<u>Administrators</u>	<u>Spring</u>	<u>Local</u>	<u>Teacher Evaluations</u>	<u>Interviews</u>
6 - Provide parent involvement activities that are planned by parents in order to increase parent involvement	Administrators Parent representatives SBDM	April/ May	Title I, Part A MEP, Local	Parent Involvement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease
7 - Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary school	Pre-K, Early Childhood Teachers	Spring	Title I, Part A, Local	Scheduled/Teacher lesson plans/list of activities and/or handouts	List of children/parents attending
8 - Conduct a survey of teachers to decide the use of <i>academic assessments to improve achievement</i>	Administrator, SBDM	Fall	Local	Agenda item and/or survey	List of assessments to be used

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
9 - Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas; especially students furthest away from demonstrating proficiency	Administrator Counselors Teachers	Each six weeks	Title I, Part A, MEP, ESL, Title III, Local, SCE, Title II, Part A, Title II, Part D, Title IV, Title V	Three week progress reports	Report Cards
Ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless	<u>Homeless liaison</u>	<u>Upon enrollment</u>	<u>Title I, Par A, SCE, Local</u>	<u>Enrollment records</u>	<u>Class Schedules</u>
10 - Coordinate federal, state, and local services and programs and integration with the schoolwide program	Administrator SBDM ESC	Fall	Title I, Part A, ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title IV, Title V, Title I, Part C, G/T, OEY, SCE, Local, Special Education	Agenda, minutes of meetings	List of programs by campus/district

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Coordinate, integrate, and consolidate Title I, Part A services with other educational services such as Head Start, Even Start, Reading First, Early Reading First, other preschool programs, LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, immigrant children, CATE, G/T, At-Risk, and Dyslexia in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program	Administration SBDM	Fall	Title I, Part A, BE/ESL, Special Education, MEP, Title III, <u>CATE</u> , <u>G/T</u> , <u>SCE</u>	Lessons plans, schedules, agendas and minutes of planning meetings	List of programs by campus/district
Evaluate parent involvement program and include parents in the process	Principals	Spring	Evaluation document	Results of evaluation	Adjustments made to program
Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents	Administrator SBDM	May	Time	Meetings notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement	Sign-in sheets Agenda

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved	Administration	Fall	Time	Meeting Scheduled	Sign-in sheets Agenda
Revise annually the School-Parent Compact and provide in English and Spanish/German	Administrator SBDM	Spring	Time	Agenda, minutes, draft of compact	Written compact
Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school	Administrator	May, August	Time	Agenda, Minutes, handouts from planning meetings	Staff development calendar
Provide information/communications in a format and in a language that parents can understand	Teachers	August – May	Title I, Part A, MEP, ESL	List of interpreters/translators	Copies of information/communications

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide parents information on the level of achievement of parent's child on TAAS/TAKS and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified	Administrator	Four Weeks	Title I, Part A	List of students and teachers not certified	Copy of notice sent to parents
Address areas of PAS with Risk Levels of 4/3 which are: None	Administrator	Spring	Local	Agenda	Written strategies developed