

Lockney Junior High School

Campus Improvement Plan

2005 - 2006

LOCKNEY INDEPENDENT SCHOOL DISTRICT
LOCKNEY JR. HIGH CAMPUS IMPROVEMENT PLAN

TABLE OF CONTENT

I. PHILOSOPHY

II. MISSION STATEMENT

III. GOAL # I---90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, math, science, and social studies portions of the TAKS by May 1, 2006

Objective 1 - Reading - 6,7,8-----	page 1
2 - Writing - 6,7,8-----	page 2
3 - Math - 6,7,8-----	page 3
4 - Male/Female--6,7,8-----	page 4
5 - Hispanic students 6,7,8-----	page 5
6 - Anglo Students 8 Reading-----	page 6
7 - Anglo Students 8 Math-----	page 7
8 - Anglo Students 8 Writing-----	page 8
9 - Anglo Students 7 Reading-----	page 9
10 - Anglo Students 7 Math-----	page 10
11 - Anglo Students 6 Reading-----	page 11
12 - Anglo Students 6 Math-----	page 12
13 - African American Students TAKS---	page 13
14 - At Risk Students 6,7,8 Reading-----	page 14a
14 - At Risk Students 6,7,8 Reading-----	page 14b
15 - At Risk Students 6,7,8 Math-----	page 15a
16 - At Risk Students 7 Writing-----	page 16
17 - Special Ed. Students 6,7,8--TAKS---	page 17
18 - Special Ed. Students 8 Writing -----	page 18
19 - Vocational Ed. Students TAKS-----	page 19
20 - Jr. High Technology Ed. 6,7,8-----	page 20
21 - Dyslexia 6,7,8 pass TAKS-----	page 21
22 - Pregnant Students 6,7,8 -----	page 22
23 - Migrant Students 6,7,8--TAKS-----	page 23
24 - ESL Students TAKS-----	page 24a
24 - ESL Students TAKS-----	page 24b
25 - Economically Disadvantaged-6,7,8---	page 25
26 - G/T Students---6,7,8-----	page 26a
26 - G/T Students---6,7,8-----	page 26b
27 - 504 Students---TAKS-----	page 27
28 - Students not taking TAKS-----	page 28
29 - Homeless Students---6,7,8-----	page 29
01 - LJH-Title I School Wide Program---	page 30a

01 - LJH-Title I School Wide Program---	page 30b
01 - LJH- Title I School Wide Program--	page 31a
01 - LJH- Title I School Wide Program---	page 31b
01 - LJH- Title I School Wide Program---	page 32a
01 - LJH- Title I School Wide Program---	page 32b
01 - LJH- Title I School Wide Program---	Page 33a
Goal 2 -Objective 1-Title I School Wide-----	Page 33b
Goal 3 - Objective 1-Attendance-----	Page 34
Goal 4 - Objective 1-Staff and Student Needs-	Page 35
Goal 4- Objective 1-Staff and Student Training-	Page 36a
Goal 4- Objective 1-Staff and Student Training-	Page 36b
Goal 5- Objective 1-Parent Communications--	Page 37
Goal 5- Objective 1-Parent Communications--	Page 38
Goal 6- Objective 2-LJH Alternative Ed.-----	Page 39
CATE-----	Page 01
CATE-----	Page 02
CATE-----	Page 03
Dyslexia-----	Page 01
Dyslexia-----	Page 02
ESL-----	Page 01
ESL-----	Page 02
G/T-----	Page 01
G/T-----	Page 02
G/T-----	Page 03
Title I, Part C- Migrant Education-----	Page 01
Title I, Part C- Migrant Education-----	Page 02
Title I, Part C- Migrant Education-----	Page 03
OEY-----	Page 01
Special Education-----	Page 01
Special Education-----	Page 02
SCE/At-Risk-----	Page 01
SCE/At-Risk-----	Page 02
SCE/At-Risk-----	Page 03
SCE/At-Risk-----	Page 04
Title I, Part A-----	Page 01
Title I, Part A-----	Page 02
Title I, Part A-----	Page 03
Title I, Part A-----	Page 04
Title I, Part A-----	Page 05
Title I, Part A-----	Page 06

Lockney Independent School District

MISSION STATEMENT

The mission of Lockney Independent School District is to provide quality instruction, encourages academic achievement, promote self-worth, and instill a desire for continued learning so that each student will realize his or her potential. The educational programs provided will prepare our students to live and work in the 21st century and to become lifelong learners.

Goal # 1 – 90% of all students not in special education in grades 6, 7, and 8 will pass reading, writing, and math, science and social studies portion of the TAKS by May 2, 2006

Objective: # 1 – All students not in special education in grades 6, 7, and 8 will pass TAKS test as of May 2006 by 90%.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
<p>An assessment will be made prior to each year and will include disaggregated test scores by student populations represented within the 6,7,8 grades with special attention to target groups.</p> <p>Review test results with students.</p> <p>Students who need acceleration will be identified for services and placed in the appropriate Math, English, and Advanced reading program.</p> <p>Accelerated Reading program implemented.</p> <p>Continue to provide science TEKS curriculum_</p> <p>Continue to provide social studies curriculum</p>	<p>Principal Counselor Teachers Teachers</p> <hr/> <p>Principal Teachers</p> <p>Reading teachers</p> <p>Science teachers</p> <p>Social Studies teachers</p>	<p>Title I funds for educational aides in Math, Reading, and English.</p> <p>TAKS Data</p> <p>Local funds Schedule cards Computers</p> <p>Local funds Report cards</p> <p>Local funds</p> <p>Local funds</p>	<p>July – August of each school year</p> <hr/> <p>Aug. – Sept.</p> <p>July and August August – May</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>	<p>Disaggregate test results in the hands of every teacher</p> <p>Evaluation of all students.</p> <p>Student schedules</p> <p>Student log to recorded progress.</p> <p>Student progress reports</p> <p>Student progress reports</p>	<p>Improved TAKS scores</p> <p>Total number of students review,</p> <p>Evaluation of students</p> <p>Total reading points of each student.</p> <p>Report card grades, and TAKS test</p> <p>Report card grades TAKS test</p>

Goal # 1: - 90% of all students not in special education in grade 6,7 and 8 will pass reading, writing, math , science and social studies portions of the TAKS by May 2, 2006.

Objective : #2 – All students not in special education in grade 8 will continue TEKS writing objectives in preparation for TAKS testing .

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Train highly qualified staff to review, interpret and update the test data and give input into use of assessment.	Principal Teachers Counselor	Local funds TAKS booklets	August – September	Dissaggregate test results	Improved TAKS scores.
Staff development to train teachers in writing technique..	Region 17 Service Center.	Local funds	Yearly training	Workshops	Certificates of workshop attended.
Evaluation of Pass/Fail ratio for core subjects.	Principal Teachers Parent Liaison PAC Committee	Report cards Progress reports Phone Clerical staff	Three week reporting period Six-week report cards.	Report to parents Report to PAC committee	PAC Committee minutes Parent Conferences Log.

Goal: # 1 – 90% of all students not in special education in grades 6, 7, and 8 will pass reading, writing, math, science, social studies portions of the TAKS by May 2, 2006.

**Objective: #3 – All students not in special education in grades 6,7 and 8 will pass the TAKS math test as follows:
May 2006 – 90%**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
A survey that includes staff, parents, and community members to be conducted on even number years to access perceptions of educational program strengths and areas in need of improvement.	Principal Faculty Parents Community	Local funds	Even number years	Number of surveys sent out	Survey results
Accelerated Math program	Math Teachers Special Education Teacher	Local funds	August – May Daily use in classroom	Beginning level of Acc.Math	Improved levels of Acc. Math
Provide Staff Development on Math	Teachers Region 17 Service Center	Local funds	Yearly updated	Workshop agenda	Staff development Certificates
Two levels of 8 th grade math will be offered; Algebra I Algebra ½ (8 th grade Math)	Principal Counselor Math Teachers	Graphing calculators Curriculum Textbooks Scheduling	May of each school year	Number of students interested in Algebra I in the 8 th grade Less math failures due to appropriately placed.	Number of students enrolled in Alg.I Algebra I End –of–course exam results List of failures

Goal: #1 – 90 % of all students not in special education in grades 6, 7, and 8 will pass the TAKS reading, writing, and math by May 2, 2006. The performance gap between minority/economically disadvantaged and majority students will be less than five percentage points by May 2, 2006.

Objective: #4: All male and female students in grades 6,7and 8 will pass the Reading, Math, Science, Social Studies TAKS as follows: May 2006 – 93%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Teachers will monitor daily attendance recourse to insure that students who have failed any part of TAKS will receive tutorial.	Teachers Principal Clerical staff	Computers Attendance roll sheets.	Daily	Daily attendance	Improved attendance during tutorial. Elevated TAKS results
Continue programs designed to help students including: Accelerated Reading and Math ESL, Dyslexia ,Special Education G/T programs.	Math teachers ESL teachers Special Education teachers All staff members Principal Counselor	Specific programs funds Technology funds TEKS and TAKS objectives	Aug – May	Lesson plans Class schedules Attendance logs	Sub.population TAKS results Program results
7 th grade Advanced Math class is offered to students leaving 6 th grade with a 90% passing rate on TAKS.	Teacher	Textbook	Aug. – May	TAKS scores used for placement of students going to advanced 8 th grade	End of Course exam will be given to check understanding of course material. 90% or better will advance to Alg. I as 8 th grader.

Goal: #1 – 90% of all students not in special education in grades 6,7,and 8 will pass reading, writing, and math portions of the TAKS by May 2006.

Objective: #5 – All Hispanic students in grades 6, 7 and 8 will pass TAKS tests as follows: May 2006 – 90%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
TAKS Portfolios for each individual teacher to review and study on students TAKS data.	Teachers Principals Clerical Staff	Technology TAKS Data AEIS Report Notebook and folders	Updated information beginning of school year.	TEKS objectives Results of TAKS test TAKS structure used in curriculum.	Improved TAKS Lesson plans
Students failing TAKS will take advantage of Title I services and tutorial services.	Teachers Title I Aides Principal	Title I funds Local funds Schedule cards	Daily	Student attendance in tutorial.	Student schedules Lesson plans
Parent involvement will include: TAKS report sent home to parents TAKS activity booklets sent home to Students failing TAKS.	Teachers Principal Clerical Staff Counselor	Local funds TAKS booklets	TAKS reports sent in May TAKS booklets sent in August	Evaluate students to determine which students need reports sent home.	Number of reports sent home.
Parent liaison will work with teachers, students, and parents to improve student success.	Parent liaison Teachers Principal	Report Cards Progress reports Phone	Every three weeks - Six week reporting period	Evaluation of three week reports and report cards	Number of Parent, Teacher and Liaison conference log.

Goal: #1 – 90% of all students not in special education in grades 6,7,and 8 will pass reading, writing, and math, science, and social studies portions of the TAKS by May 2, 2006.

Objective: #6 – All Anglo students in grade 8 will pass the TAKS Reading test as follow: May 2006 – 90%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Teachers will have a copy of each student's test results and will review these results with the students.	Principal Counselor Teachers	Local funds Notebooks Folders	August of each school year.	Copy of TAKS data in classroom.	TAKS results
Accelerated Reader program used to improve reading scores.	Teachers	Computers Star test New AR books Local funds	Aug – May Daily	Student log of points received	Total points and Advancement in reading level.
Students will be introduced to SAT Vocabulary test taking skills	Teachers	TEKS Scantron machine Practice TAKS test	Weekly	Every three weeks and six periods check student progress	Three week reports Report cards
Tutorial time provided for every student to help pass core classes and remedial teaching to pass TAKS.	Principal Teachers	Attendance Logs TAKS Practice Test	Daily	Check daily attendance to make sure students are attending tutorial	Report cards TAKS results

Goal: # 1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, and math, science, and social studies portion of the TAKS by May 2, 2006.

Objective:# 7 – All Anglo students in grade 8 will pass the TAKS Math test as follows: May, 2006 – 95%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Teachers will ensure that students who have failed part of the TAKS, will take advantage of Title I services . Tutorials will be required for every student.	Principal Teachers Counselor Title I Aides	Title I Local funds Attendance Logs Same as Goal I, Obj.5 Strategy 2	Daily	Teacher observation Practice TAKS scores.	TAKS results Daily Attendance Improved in tutorial Number of practice test mastered.
Provide Staff development opportunities for all Professional and Para Professional staff members pertaining to areas of assignments to ensure a highly qualified staff.	Region 17 Service Center Principals	Local funds Workshop catalogs	Yearly update	Workshop agenda	Workshop certificates on file.
Accelerated Math program	Teachers Special Education Teacher	Local funds Computers., printers	Daily	Beginning level of Acc. Math	Improved levels of Acc.Math
Two levels of 8 th grade math will be offered; Algebra I Algebra ½ (8 th grade Math)	Principal Counselor Math Teacher	Graphing Calculators Curriculum Textbooks Scheduling	May of each school year.	Number of students interested in Algebra I Less math failures due to appropriately placed.	Number of students enrolled in Alg. I End-of-Course exam results. List of failures each six weeks.

Goal: # 1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, math, science, and social studies portions of the TAKS by May 2, 2006.

Objective: #8 – All Anglo students in grade 8 will continue TEKS writing objectives in preparation for TAKS testing.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Teachers will integrate learning styles and critical and higher thinking skills, including those addressed by TAKS, into the curriculum.	Principal Counselor Teachers	Lesson Plans Progress Reports TEKS, scanners, digital cameras	Daily	Workshops Conferences Observation	TAKS results Report Cards Progress Reports Number observations.
Qualified staff review and interpret and update test data and gives input into the use of assessment.	Teachers Principals Counselor	Weekly Schedules Technology	Weekly staff meetings	Scheduled staff meetings	Records of staff meetings and materials covered.
Staff development to improve writing skills	Teachers Region 17 Service Center Special Education Director.	Local funds Computers, printers,	Yearly	Workshop agenda	Certificates of teacher attendance.
Students will be introduced to SAT vocabulary and test taking skills.	Teachers Principal	Local funds Technology: scanners, digital cameras, color printers, scantron	Daily	Lesson plan	Report cards TAKS results

Goal:#1 – 90% of all students not in special education in grades 6,7,and 8 will pass reading, writing, math, science, and social studies portions of the TAKS by May 2, 2006.

Objective: #9 – All Anglo students in grade 7 will pass the TAKS Reading as follows: May 2006 – 90%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
TAKS Portfolios for individual students For teachers to review and study.	Principal Counselor Teachers Clerical Staff Campus Technology	Notebooks Folders	August – September yearly update folders	Check to see that folders have been updated	Number of folders
Parent Involvement: TAKS Activity Booklets for all students failing a portion of TAKS and copies of TAKS results sent home to parents.	Clerical Staff Principal Teachers	TAKS Activity Books Local funds TAKS Individual results	TAKS results – May of each year TAKS Activity books – September of each year.	Sent home booklets Mail out TAKS results in May report card.	Number of TAKS booklets sent to students failing any portion of TAKS All parents receiving TAKS results.
Parent/Teacher Conferences on students failing a portion of TAKS	Parents Principal Parent Liaison	Teacher conference time Phone	After first six weeks	Plan meetings Notification of meetings	Number of parent/teacher meetings.
Accelerated Reader used to improve reading scores.	Teachers	Computers AR books Local funds	Daily in classrooms	Track student progress with log sheets	Improved levels of reading. TAKS results

Goal: #1 – 90% of all students not in special education in grades 6, 7, and 8 will pass reading, writing, math, science, and social studies portions of the TAKS by May 2, 2006.

Objective: # 10 – All Anglo students in grade 7 will pass the TAKS Math test as follows: May 2006 – 90%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Teachers will research for appropriate computer programs to improve math scores. Students and teachers will review TAKS test for weakness. Students will have access to greater variety of computers assisted learning programs	Computers teachers Teachers Principal	Computer lab Computers Math software Catalogs Local funds for computers workshop ant Region	August – May	Number of students using computer lab	Improved TAKS Scores
Accelerated Math program implemented to improve math skills	Math teachers	Computers	Daily	Increase of Math level	Number of levels that students advance.
Provide Staff development opportunity for all professional and para- professional staff members to insure a highly qualified staff.	Region 17 Service Center Teachers, Aides	Service Center Catalog	Yearly Staff Development	Increase staff knowledge new math techniques	Staff Development certificates.
Parent Involvement: TAKS Activity books TAKS results sent home. Conferences with parents of students failing TAKS	Parent Liasion Teachers Parents	TAKS results Phones TAKS Booklets	Booklets-August Results – May Conferences- Second six weeks	Increase in Parent conferences and booklets sent home	Number of booklets sent home Number of conferences log

Goal: # 1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

Objective: #11 – All Anglo students in grade 6 will pass the TAKS Reading as follows: May 2006 – 90%.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Development of test taking skills	Teachers Counselor Principal	Scantron Scanners, Alternative TAKS Test	Weekly Test Six Week Test Semester Test Practice TAKS Test	Lesson plans TAKS structure used in classroom. Report cards	Increase in TAKS scores Decrease in Six week failure
Accelerated Reader to improve reading scores	Teachers Teachers Aides	Acc. Reading books Reading logs	Daily	Students keep individual logs of books read.	
Weekly Reader and Current events used in Reading classroom.	Reading Teachers Teacher Aides	Current event Weekly Reader	Weekly	Increase reading skills and current event knowledge	Number of weekly readers received.
Parent Involvement: TAKS booklets sent home to students failing reading portion of TAKS. Parent conferences with students failing TAKS. TAKS results sent home.	Parents Teachers Parent Liaison	Phone TAKS data Teacher conferences	TAKS booklets- August Parent Conferences: Second six weeks TAKS results: May	Conferences with parents Booklets sent home	Conferences Log sheets. Number of booklets sent to parents

Goal: # 1 – 90% of all students not in special education in grades 6,7and 8 will pass reading, writing, math, science, and social studies portions of the TAKS by May 2, 2006.

Objective: # 12 – All Anglo students in grade 6 will pass the TAKS Math as follows: May 2006 - 90%

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
<p>Test taking skills will be repeated throughout the school year. Students will be familiar with the structure of the TAKS test and test taking strategies</p>	<p>Teachers Counselors</p>	<p>TEKS Curriculum TAKS Data Workshops – Region 17 Service Center Practice TAKS test</p>	<p>Weekly Six Week Test Semester Test</p>	<p>Lesson Plan Report Cards Six weeks Failure list.</p>	<p>Improved TAKS scores Improved report card Number of students on failure list.</p>
<p>Accelerated Math implemented to improve math skills</p>	<p>Special Education teacher</p>	<p>Computers Log books</p>	<p>Daily</p>	<p>Acc. Math log sheets</p>	<p>Number of levels that students advanced</p>
<p>Tutorial will be offered for all students.</p>	<p>Teachers Principal Clerical staff</p>	<p>Computers Schedule cards</p>	<p>August – May</p>	<p>Give students the opportunity to get extra help.</p>	<p>Improved report cards. Improved TAKS scores..</p>

Goal: #1 – 90% of all students not in special education in grades 6,7 and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

Objective: #13 – All African American students will pass TAKS test as follows: May 2006 – 90%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Disaggregate all scores by all students' population.	Principal Counselor PAC Committee	TAKS Data AEIS reports Clerical Staff Special Education Parent Liaison	May – After data is received.	Data disaggregated and delivered to PAC, departments and grade level Evaluation and Target Group Identification.	Minutes of PAC Meetings
Evaluation of Pass/Fail ratio for all core Subjects.	PAC Committee Highly qualified staff Parent Liaison	Six weeks Pass/Fail reports	Each six weeks	Reports to PAC Committee Parent Conferences	Data evaluation during needs assessment PAC Minutes Parent Conf. Log.
Remediation for students not passing TAKS and Core subjects. Example: Summer School , Tutorials	Teachers Principal	Schedule cards TAKS Data Summer School	Daily Summer School – June for 3 weeks	Decrease the number of students failure rate Progress reports	Number of students attending Summer school. Number of students on failure list

Goal: #1 – 90% of all students not in special education in grades 6,7 and 8 will pass reading, writing, and math portions of the TAKS by May 2006.

Objective: #14 – All At Risk students in 6,7 and 8 grade will pass the TAKS Reading test as follows: May 2006 – 90%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Student failing TAKS or otherwise At-Risk will attend mandatory tutorials.	Teachers Principal	Tutorial:	Daily	Number of students needing tutorial	Improved TAKS
Accelerated Reader program and Reading Classes implemented to improve reading scores.	Reading teachers Principal	AR Reading books Computers	Daily	Improve each students reading level	Improved TAKS
Mandatory tutorial for all students. Students taking advantage of Title I Aides.	Principal Clerical staff Title I Assistance's	Reading Log sheets Teacher Assistant Conference times	Daily	Improve student grades and TAKS	Number of students attending tutorials
Assist parent and students with ways to help improve their student's performance and progress in school.	Parent Liaison Teachers Counselor	Schedule cards Phones Progress reports Report cards Liaison	Yearly workshops Six Weeks Three Week	Number of students meeting the required parent /teacher conf.	Number of parents attending workshops Number of students on failure list.
Hold parent –teacher conferences for students not meeting TAKS requirements or failing 70 % mastery level in their course work.	Parent Liaison Principal Principal	Teacher Conference time Progress reports Report Cards	End of second six weeks.	Number of students below 70%	Number of Parent /Teacher conf.

Track student attendance.	Clerical staff	Daily Attendance logs.	Daily	Number of students absent.	Attendance rate
Summer School Program.	Summer School teachers	TEKS Lesson Plans Summer School	3 weeks	Number of students failing 2 subjects.	Students attending summer school.

Goal: #1 – 90% of all students not in special education in grades 6,7and 8 will pass reading, writing, and math portions of the TAKS by May 2006.

Objective: #15- All At Risk students in grades 6,7 and 8 will pass the TAKS Math test as follows: May 2006 – 90%.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Accelerated Math program implemented to improved math scores	Sp. Ed teachers Principal	Computers AR Program Math logs	Daily	Improve math levels	Improved TAKS
Mandatory tutorial for all students	Principal Clerical staff	Schedule cards	Daily	Improve student Math TAKS and daily grades	Number of students attending tutorials
Assist parents with ways to help improve their student's performance in school.	Parent Liaison Teachers Counselor	Phones Workshops Progress reports Report cards Teacher conferences time.	Workshops Every three weeks Every six weeks	Number of students meeting required parent/teacher conf.	Number of parent/teacher conf. Log sheets
Hold Parent/teacher conferences for students not meeting TAKS requirements or failing 70% level in their course work.	Parent Liaison Principal	Progress Reports Report cards Daily Attendance	End of second six weeks. Daily	Number of students below 70%	Number of students on failing list Parent/teacher conf .log sheets
Track student attendance	Principal Clerical staff	TEKS Lesson plans	3 weeks in June	Number of students absent	Attendance rate
Summer School	Summer Schoolteachers. Math teachers			Number of students failing 2 subjects Pre – Math test	Students attending summer school. Students passing Math class with a 70% Post math test

Goal: #1 – 90% of all students not in special education in grades 6,7,and 8 will pass reading, writing, math, science, and social studies portions of the TAKS by May 2, 2006.

Objective: # 17 – All Special Education students in grades 6,7,8th grade will pass TAKS or Alternative assessment tests as follows: May 2006– 30%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Disaggregation of alternative assessment test data for students not required taking the TAKS exam and monitoring the percentage of exempt students.	Special Education teachers Counselor Principal Special Education Director	Results for each student-supplied by Special Education Practice test Released test results	By Sept 30 of each year.	Reviewed on a six-week basis	Testing results
Accelerated Reading and Math program will be used in class work.	Special Education teacher	Computers Student log sheets Books on tape	Daily	AR points acquired each six weeks.	Increased reading level.
Teacher Staff Development to inform teachers of initial assessment of related services and re-evaluation and transition.	All staff	Region 17 Service Center Local Staff Development	Yearly training	Number of workshops offered	Workshop certificates
Implement Write Out Loud Program	Special Education teacher	Computers Local funds	Daily	Increase levels in program.	Improved reading level
Provide opportunities for students who are exempt from TAKS to be successfully in regular class work.	Principal Counselor Teachers	Study Guides	Daily	Initial evaluation by special education teacher.	Evaluation by teachers during needs assessment.

Goal: #1 – 90% of all students not in special education in grades 6,7 and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

Objective: #18 – All Special Education students in 8th grade will continue TEKS writing objectives in preparation for TAKS testing.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Disaggregation of alternative assessment test data for students not required taking the TAKS exam and monitoring the percentage of exempt students.	Special Education teachers Counselor Principal Special Education director.	Results for each student-supplied by Special Education Practice test Released test results	By Sept. 30 of each school year	Reviewed on a six-week basic	Improved writing TAKS and other test scores.
Staff development to receive annual training fulfill CAP action plan training requirements.Full needs in all areas: Initial assessment , Related services, Re-evaluation and Transition	Special Education director Region 17 Service Center Special Education teacher	Region 17 Service Center Caprice staff	Yearly training	Number of workshops offered	Workshop certificates
Write Out loud program and Alpha Smart Program implemented	Special Ed. Teachers	Computers Local funds	Daily	Improved writing level	Number of levels students' advance in program.
Provide opportunities for students who are exempt from TAKS to successfully complete required course	Principals Teachers Special Ed teachers	Study Guides	Daily	Initial evaluation by special education teacher.	Evaluation by teachers during needs assessment.

Goal: #1 – 90% of all students not in special education in grade 6,7 and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

Objective: # 19 – All Vocational education students will pass TAKS reading, writing, and math as follows: May 2006 – 90%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Provide students half a year of Ag.I	Ag. Teacher Principal	Local funds Textbook	Aug – Dec. Dec. – May	Increase interest in vocational programs	Number of students taking Ag. I class
Provide field trips to increase knowledge of area vocations.	Community Area Personal	Buses Local funds	Yearly trips	Increase interest in area vocations.	Total trips taken

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Provide state of the art computers and technology equipment in classroom.	Teachers Principal Clerical staff Par-professionals	Local funds TAKS software Portable lab for classroom	Aug – May Daily	Projects to increase Computer use. Class room observations	Inventory list Projects completed Principal observation of computer use.
Develop and provide training of all staff in the utilization of internet and other forms of technology applications for use in instruction and personal improvement for students and teachers.	Computer teachers All teachers Technology Coordinator	Local funds Computers Printers Worksheets	Yearly	Number of workshops available	Workshop certificates
Using keyboarding/word-processing program to improve writing and reading skills and spreadsheets for math skills. Digital camera and scanners to improve technological skills as well as their reading and writing and math skills.	Computer teachers	Local funds Computers Printers Camera,Scanners	Aug – Dec. Dec. - May Daily	Number of students interested in computer class	Number of students taking computers classes
Staff Development to update technology skills.	Technology Coordinator Region 17 Service Center	Catalog of workshops	Yearly	Workshops available for teachers	Certificates and staff development of teachers taking classes.

Goal: #1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

Objective: #21 – All identified dyslexia students in grades 6,7 and 8 will pass the TAKS test as follows: May 2006 - 80%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Students assessed to see if dyslexia program is appropriate. Visitation to exploration of program for parents and students.	Certified Dyslexia Teacher Principal Parents	Teacher training at Scottish Rite Learning of West Texas	Yearly	Number of students Evaluated for program.	Total number of students in program
Assign students to dyslexia program for 35 minutes each day for 5 days until therapist releases student. (During tutorial)	Dyslexia teacher Principal	Computers Worksheets	Daily for 35 minutes	Student progress on TAKS practice test	Improve TAKS scores
Student will learn to use tools including decoding and phonics to aid comprehension of reading.	Dyslexia teacher	Computers Worksheets Lesson plans	Aug – May	Passing scores required before progression to next level	Increase in levels Schedule I, II, III
Texthelp Read and Write K-12 Network Program.	Dyslexia teacher	Computers Local funds	Daily	Levels that students complete at on pace.	Number of levels that a students master.

Goal: # 1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

Objective : # 22 – All pregnant students / students who are parents in grades 6,7 and 8 grade will be provided a regular educational opportunity to finish their education.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Identify students in need of pregnancy related services and provide counseling, Parenting classes, and provide alternative education when needed.	Teachers Counselors Principal Parents	Local funds	Indicator code is turned on during pregnancy and turned off after 6-week maternity leave.	Evaluate the number of female students that become pregnant and dropout.	Number of students that continue education.
Homebound services offered when needed	Parent Liaison Special Education Department Counselor	Special Education Funds.	When dr. note indicates a need.	Evaluate student progress while homebound	Number of students that continue education after pregnancy.

Goal: # 1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

**Objective: #23 – All migrant students in grades 6,7and8 will pass the TAKS reading, writing, and math test as follows:
May 2006 – 80%**

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Identify , recruit, and serve migrant students	MSC Coordinator Clerical staff	MEP Funds	Daily	Update records daily	Increase in migrant students.
Title I PAC Meetings	MSC Coordinator Principal Teachers Par-professional staff	Local funds for meeting supplies State compensatory	Fall meeting Spring meeting	Inform parents of migrant events and progress.	Minutes of PAC meetings.
Students failing portions of TAKS will be provided Tutorial.	MSC Coordinator Principal Teachers	TAKS Data Schedule cards TAAS activity booklets	Daily	Increase in TAKS scores	Number of students passing all portions of the TAKS
Acc. Reading and Math to improve Reading and math skills.	Teachers	Acc. Reading books Acc. Math program Local funds Computers Printers, Internet	Daily	Increase students reading and math level.	Number of levels a student advances.

Goal: # 1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, math, science, and social studies portions of the TAKS by May 2, 2006.

Objective: # 24 – ESL students taking TAKS will pass as follows: May 2006 – 30%

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Home Language on every student to determine ESL eligibility .	Clerical staff	Home language form.	Enrollment time	Determine if student is eligibility for ESL	Number of students in ESL
ESL students will take RPTE test.	ESL teacher Parent Liaison	Local funds for test	Yearly	Determine reading level for placement	Improved reading levels on students
Idea Test and Achievement test given for entering and exiting students into program.	ESL teacher Parent Liaison	Local funds for test	As student enrolls. Review in the spring..	Determine level for placement	Number of students in ESL
LPAC meetings to enroll review and dismiss students from program and track student progress.	LPAC Committee Parent ESL teacher Principal	Phone LPAC folders	As needed for enrollment and spring.	Review student progress	Minutes of LPAC Meeting
LPAC meetings to determined student eligibility for TAKS and monitor LEP exemptions.	LPAC committee Parent ESL teacher Parent Liaison Principal	LPAC folders	As needed for enrollment and spring.	Review and evulate Eligibility for TAKS testing	Number of students taking TAKS test

Goal: #1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading , writing, and math portions of the TAKS by May 2, 2006.

**Objective: # 25 – All Economically Disadvantaged students in grades 6,7 and 8 will pass the TAKS test as follows:
May 2006 – 90%**

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Staff Development on learning theory and learning styles, cooperative learning, reading and writing in content areas, technology in the instructional process , and teaching problem solving and thinking skills and TEKS.	Region 17 Service Center Teachers Principal	Local funds Catalog from service center	Yearly updated	Update teacher knowledge of new techniques in teaching.	Staff development certificates.
Parent Involvement to include: TAKS booklets sent home for students failing a portion of TAKS Progress reports and Report cards Open House for parent to meet teachers.	Parent Liaison Parents Principal Clerical staff Teachers Newspaper Teachers Principal	TAKS activity booklets Progress reports forms Local fund Open house supplies. Weekly schedules	TAKS booklets- By Sept 15 Progress reports – Every three weeks Report cards – every six weeks	Improve parent involvement and inform parent of student progress Teacher awareness of student problems.	Number of TAKS booklets sent home. Log of parent contacts. Log of parents attending Open House.
Weekly Staff meetings to keep teachers informed of student needs.			3 weeks starting in June		Weekly schedules of meetings.
Summer School for students failing 2 or more subjects	Summer teachers Principal	Textbooks Lesson plans		Students needing to attend summer school	Number of students attending summer school.

Goal: # 1 – 90% of all students not in special education in grades 6,7 and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

Objective: # 26 – All students identified as Gifted and Talented in grades 6,7 and 8 will pass the reading, writing, and math portions of TAKS as follows: May 2006 – 100%.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Identify and serve students at each campus in Gifted and Talented .	Principal Counselor Teachers	G/T screening test G/T nomination process. G/T staff development ESC 17 Personnel	Aug – May of each school year.	Number of students recommended for G/T services Student Profiles	Number of students identified on each students served Lesson Plans
District –wide meetings with G/T representatives from each campus.	G/T representative from each campus Principal	Scheduled meetings Minutes of previous meetings	August – May of each school year	Meeting Agendas Meetings scheduled	Sign in sheets Meetings Minutes
Serve G/T students through different methodologies(group projects, independent projects, differentiated curriculum, and field trips. G/T cont. page	Principal Classroom teachers	G/T trained staff members ESC 17 G/T Co-op Attendance sheets	August – May of each school year	Attendance records in classroom Report cards Lesson Plan	Documentation of students served, lesson plans, students portfolios, portfolios, project grades, and evaluatio

Goal: #1 – 90% of all students not in special education in grades 6,7, and 8 will pass reading, writing, and math portions of the TAKS by May 2, 2006.

Objective: #26B – All students identified as Gifted and Talented in grades 6,7 and 8 will pass the reading, writing, and math portions of TAKS as follows: May 2006 – 100%.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Use technology to provide enrichment activities: Accelerated reader Accelerated math Internet	Technology Coordinator Principal Teachers	Accelerated Reader software Accelerated Math software Internet Networking	August – May of each school year	Report card grades in reading and math Teacher lesson plans involving student use of technology	Number of students Participating in the Accelerated Reading program that increased their reading level The number of students proficient using the Internet Teaching lesson plans that involved technology.

Goal: # 1 – 90 % of all students not in special education grades 6,7, and 8 will pass reading, writing, and math portions of the TAKS test by May 2, 2006.

**Objective:#27 – All students in the 504 program will be able to pass the TAKS test by the following:
May 2006 – 85%**

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Identified students needing 504 instruction.	Teachers Principal Parents	TAKS data Report cards	August – May of each year	Parent and teacher referral of students yearly.	Total number of students identified as 504.
Provide parent/teacher involvement with 504 students.	Parent Teachers Principal Parent Liaison	Scheduling meetings Phone Progress reports	Three week period Using progress reports.	Parents contacted about student progress	Parent log sheet of conferences with teachers,
Tutorial offered for 504 students.	Principal Teachers	Schedule cards	Daily	Students attending tutorials daily to receive extra help	Attendance tracking student attending tutorial.

Goal: # 1 – All students not taking the TAKS will be provided an appropriate test for the level and the language of the student as needed.

Objective # 28 – All students not taking TAKS will perform on an agreed level and tracked for improvement.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Student will be provided an alternative test best suited for their level.	Special education teachers Counselors ESL teacher Teachers	IEP's Idea Test for ESL	Yearly	Number of students reviewed for exception	Number of students excepted from taking TAKS.
Provide tutorials for successful grades.	Principal Teachers	Schedule cards	Daily	Students attending tutorial	Report cards and Alt. Test results
Parent involvement with decision making	Principal Teachers Parents Parent Liaison	Schedule meeting times.	Yearly on going meetings	Involve parents in decision of students progress	Number of parent meeting and log sheets of meetings

Goal: 1 – To keep 100% of all homeless students we might have in school, and successful on TAKS and classroom work .

Objective: # 29 – All homeless students we might have in grades 6,7, and 8 will stay in school, and be successful in TAKS and classroom work.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Identify any homeless students , provide services and counseling.	Teachers Principal Counselor	Communication between counselors and teachers to identified homeless	Daily	Any number of student suspected of being homeless	Number of any homeless students
Provide resources for needed supplies	Teacher Counselor PTO	School supplies Clothes	Daily or as needed	Monitor for needs of students. Check to see if students have school supplies	List of supplies given by PTO
Provide tutorial services for help on homework.	Teachers Principal	Schedule cards	Daily	Monitor progress at three week and six week periods	Report cards Progress reports

<p>Strategy # 2</p> <p>Strategies to provide opportunities for school wide reform.</p> <p>Provide TAKS tutorials and acceleration for all students</p>	Principal Teachers	TAKS data	Daily during school Year	Increase level of TAKS	TAKS Results
<p>Strategy # 3</p> <p>Provide instruction by highly qualified professional staff.</p> <p>Provide campus specific training to professional and para-professional staff to insure a highly qualified staff.</p> <p>Qualified and highly effective personnel will be recruited and developed and retained</p>	Principal	Title I Part A Title I Part C G/T Staff Development -local funds ESC 17 personnel	Yearly Aug-July	Workshop agenda	Staff Development Evaluation and Sign-in logs
<p>Strategy #4</p> <p>Provide extensive inservice training Activities to professional and para-professional staff regarding instructional methods to assist students.</p> <p>Align campus staff development with District Staff Development Plan Transition Staff will receive annual training which serves to fulfill CAP action plan training requirements Training will fulfill needs in all areas. Initial assessment Least restrictive environment Related Services, RE-evaluation and Transition,</p>	Principal	Job Fairs: Tech, Wayland, West Texas AM	July of each school year.	Application on file Interviews held	All positions filled
	Principal	District staff development		Evaluation and planning of staff development	Staff developmnet schedule Certificates of completion Sign in sheets
	Principal	Campus staff development plan	August 1 st of each year.	Teacher input Principal input	Staff development schedule
		Training material	Aug. Staff Dev. Summer Staff Dev.		

Goal: #2 – During the 2005 –2006 school year, Lockney Junior High will address all ten areas of the Title I Part A Components.

Objective: # 1 – LJH will implement all ten components of the Title I School Wide Program.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
<p>Strategy # 5 Provide additional services for students and parents which will benefit their child's education. Provide parental involvement. Provide Campus open house</p> <p>Provide Summer School</p> <p>Strategy # 6 Provide transition activities for students from Jr. High to High School.</p>	Teachers Parents Principal Parent Liaison	Conference times Progress reports Report cards	Parent liaison contacts parents at three week and six weeks reporting period	Parents notified of problems every three weeks	Parent phone logs Parent Conferences
	Teachers Principal Para Professional staff	Newspaper Campus budget	September of current year	Increase of parents coming to Open House. Parents meeting students teacher.	Sign in Sheets
	Teacher Principal	Teacher Salary Textbooks Library	June 2006	Number of students attending summer school.	Number of students passing summer school.
	Counselor	Credits requirements	May	Letters sent to all parents informing them of meeting	Total number of parents attending meeting

Goal: #2 – During the 2005 – 2006 school year, Lockney Junior High will address all ten areas of the Title I Part A Components.

Objective: # 1 – LJH will implement all ten components of the Title I School Wide Program.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
<p>Cont. Strategy # 8</p> <p>Provide assistance to all students having difficulty mastering state standards.</p> <p>Conferences for students not meeting TAKS passing requirements or falling below a 70% in course work.</p>	<p>Faculty Parent Liaison Principal</p>	<p>TAKS data Three week reports Report cards Failing list</p>	<p>Three-week phone calls to inform parent of student failure. Parent/teacher conf.at end of 2nd six weeks of students failing portion of TAKS</p>	<p>Number of students below 70%</p> <p>Number of parent/teacher conferences</p>	<p>Number of parents attending conferences</p> <p>Number of students failing at six weeks</p>
<p>Revise student / parent/ school compacts.</p>	<p>SBDM Committee</p>	<p>Meeting</p>	<p>Spring</p>	<p>Compact revision</p>	<p>Sent home in August to all students</p>

<p>Strategy # 9</p> <p>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</p> <p>Ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless</p>	<p>Administrator Counselors Teacher</p> <p>Parent Liaison</p> <p>Parent Liaison</p>	<p>Each six weeks</p> <p>Upon enrollment</p>	<p>Title I, Part A, ESL, Title III, Local SCE, Title II, Part A, Title II , Part D, Title IV, Title V</p> <p>Title I, Part A, SCE, Local</p>	<p>Three week progress reports</p> <p>Enrollment records</p>	<p>Report Cards</p> <p>Class Schedules</p>
<p>Strategy # 10</p> <p>Coordinate federal , state, and local services and programs and integration with the schoolwide program</p> <p>Coordinate, integrate, and consolidate Title I, Part A services with other educational services such as Special Educational, migratory children, homeless children, immigrant, CATE, G/T, At-Risk, and Dyslexia in order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program.</p>	<p>Administrator SBDM ESC</p> <p>Administration Principal SBDM</p>	<p>Fall</p> <p>Fall</p>	<p>Title I, Part A, ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title I Part C, G/T. OEY SCE, Local, Special Education</p> <p>Title I, Part A ESL, Special Education, MEP, Title III, CATE, G/T, SCE</p>	<p>Agenda, minutes of meeting</p> <p>Lessons plans, schedules, agendas and minutes of planning meetings</p>	<p>List of programs by campus/district</p> <p>List of programs by campus/district</p>

Goal: #3 – Lockney Junior High attendance rate will be 97% in grades 6,7, and 8 by May 2, 2006.

**Objective: #1 – Lockney Junior High will implement methods to improve student attendance as follows:
May 2006 – 97%**

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Development student attendance profile	Principal Clerical Staff	Daily attendance log sheet Phone calls Attendance letters	Daily	Daily attendance monitoring and assessment. Period by Period	Student attendance AEIS report
Print attendance on report cards	Clerical Staff	Report cards Daily attendance Sheets	Each Six Week reporting time.	Attendance report on report cards	Student attendance AEIS report
Perfect attendance Award Ceremony	Principal Clerical staff	Awards Certificates Attendance reports	Yearly in assembly	Attendance reports	Documentation of Awards given
Enforce Mandatory Attendance Laws	Principal Parent Liaison	Attendance Reports Letters to parents Attendance Laws	Daily	Daily attendance and monitoring Student Attendance documents. Documentation of Awards given	Improved AEIS attendance figures
Attendance Committee will meet concerning students who have excessive absences.	Attendance committee Clerical staff Principal	Attendance Reports Committee packets	Last part of May	Referrals to committee to review	Log sheet of committee decision

Goal: #4 – Establish a school climate conducive to students reaching their greatest potential.

Objective: #1 – Lockney Junior High will implement staff and student training in addressing the needs of students in various prevention activities and programs.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Revise and implement the LISD Student Code of Conduct and Crisis Management Plan	Superintendent Principals Athletic Director	Senate Bill I Texas Education Code TASB discipline document	Before Aug. 1 of each school year	Student Code of Conduct on file	Student Code of Conduct on file
Make parents aware of the Student Code of Conduct and district Crisis Management Plan of LJH	Superintendent Principal Athletic Director	One copy per student of Student Code of Conduct.	Student enrollment date at each campus	Number of Student Code of Conduct booklets sent to parents	Parents/guardians signatures on file signifying receipt of document
All classes implement classroom rules and regulations, and consequences	Principal Teachers	In-school-suspension Alternative Education Program Detention during break	Aug – May of each school year.	Rules and regulation posted in each classroom	Rules and regulations posted in classroom.
Campus assembly presentations on conflict resolution and violence / suicide prevention and drug abuse.	Principal Counselor	Local budget	Once each school year	School calendar and scheduling date for presentation.	Number of students attending presentation

Goal: #4 – Establish a school climate conducive to students reaching their greatest potential.

Objective: #1 – LJH will implement staff and student training in addressing the needs of student in various prevention activities and programs.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Voluntary drug test for all students taking part in any extra curricular activity	Supt. , Principal	Local funds	Aug. – May each school year.	Number of students passing drug test	Documentation of positive test and number of students testing negative
Maintain drug deterrent services with local law enforcement. (Drug Dogs)	Superintendent Principal	Local funds	Aug. – May of each school year.	Number of scheduled searchers by canine teams	Documentation of searches by the canine teams.
Participate in various activities for Red Ribbon Week	Counselor Principal Teachers Students	Community supplies Service Center supplies Local funds Campus funds	October of each school year	Number of Red Ribbon Week activities scheduled	Lesson plans Calendar of logged presentation Assemblies noted on school calendars
Provide guest speakers on drug awareness at campus level	Principal Counselor	Guest speakers	Aug. – May of each school year	Speaker planned to address drugs/alcohol/Gang problems	Documentation of presentations

Utilize community resources: Fire department, Police,, Child and Family Services, Hale County Crisis Center	Counselors Principal Teachers	Police department Crisis Center Program	Aug. – May of each school year	List of activities available	Documentation of activities.
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Goal: # 5 – Lockney Junior High will communicate with parents and community people the mission of the campus and the successes and achievements of the students.

Objective: #1 – The percentage of parents who feel that the school communicates with them concerning the programs will be 95% of the district parents surveyed.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Copies of the campus student/parent handbook will be distributed each year.	Principal Teachers Clerical staff	Student Handbook Local funds	Enrollment of each school year	Handbooks sent home.	Signature of receipt of handbooks received.
Provide for monthly District newsletter.	Journalism class	Local funds	Monthly	Information turned in to newsletter	Number of newsletters distributed
All communications to parents written in appropriate language when needed.	Principal Parent Liaison	Letters translated to appropriate language	12 Months	Copies of Communications	Copies of Communications
Annual meeting to inform parents of the following programs: Title I schoolwide, BE/ESL, Career/Technology, Dyslexia, Economically disadvantaged, G/T program, Homeless, At-Risk, pregnancy related services, Dropout, Migrant, 504 programs.	Principal Counselor PAC officer	Campus budget Facilities	Nov. of 2005	Notification of meetings	Parent sign in sheets

Goal: #5 – LJH will communicate with parents and community people the mission of the campus and the successes and achievements of the students.

Objective: #1 – The percentage of parent who feel that the school communicates with them concerning the programs will be 95% of the district parents surveyed.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
Parent survey will be sent home every two years.	Principal Clerical staff	Copies of survey	Even number years	Surveys sent to each family	Results of survey
Provide for PTO organizations	Principal PTO President	Facilities	Monthly meetings	Schedule of meetings	Meeting minutes
Booster Club organizations (Ath. and Band)	Athletic Director Ath. and Band Presidents	Facilities Weekly schedule Newspaper	Weekly	Schedule and notifications of meetings	Meeting minutes Members
Local Business Support of school activities. Example: Student Council Ronald McDonald Supply drives each year.	Principal Teachers Local business people	Solicitation of support	Aug. – May 2006	Commitments of business and community to support and provide for students in school	Activities supported and provided for by businesses.

Goal: #6– Establish a school climate conducive to students reaching their greatest potential.

Objective: #2 – LJH will provide an alternative education program so that all students can be successful and have a safe environment.

<i>Strategy Activities/Actions</i>	<i>Person (s) Responsible</i>	<i>Resource Allocation</i>	<i>Timeline</i>	<i>Formative Evaluation</i>	<i>Summative assessment</i>
District will provide AEP instructional classes for students with excessive discipline problems. This unit is located at Plainview.	AEP teacher Principal	AEP teacher salary Disciplinary records	Aug. – May when needed.	Disciple log kept on each student coming to Principal office	Number of students sent to AEP Log sheet of students attending
PAC instructional classes are provided for students assigned because of court order or as school needed.	Probation officer Principal		Yearly services when needed	Students referral to this service	Number of students sent to PAC.
Summer School will be provided for students failing 2 or more subjects.	Principal Teachers Clerical Staff	Floydada PAC center Principal Report cards Summer school teachers	3 weeks in June	Report cards with grades and number of students requiring summer school.	Number of students who pass summer school and advance to next grade level.

Activities/Strategies/Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide vocational and technical education programs to all eligible students	School Board Administration	August	CATE funds	Student choice cards	Courses scheduled
Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of CATE programs	Administrators Counselor CATE staff	May	CATE Funds TAAS/TAKS surveys	Disaggregated data	Annual evaluation report of all individual programs and the overall CATE programs
Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices	CATE staff Program administrator	Fall Spring	CATE funds Perkins funds	Mid-year review of programs	Results of annual program review and update
Integrate CATE and academic program	CATE staff Academic staff	On-going	Tech Prep	Meeting records Written plan for integration	Annual CATE program evaluation
Encourage students to pursue a coherent sequence of courses	Counselor	Spring Semester	Perkins, SCE funds	Student choice cards	Courses scheduled
Ensure CATE students have a four year plan showing the coherent sequence they are pursuing	Counselor	Spring/Fall		Mid year check of student plans	Strategies developed
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Preview PAS/DAS data elements as they relate to CATE programs	Administrators Counselor, SBDM committee	Spring Semester	Perkins funds	PAS/DAS Risk Level report	Student participation/ Schedules/Class rosters
Provide course offerings in the following areas: Vocational Computer	Administration School Board	August	CATE funds Local funds	List of course offerings	Number of CATE students with four year plans on file with counselor
Continue to recruit and retain highly qualified CATE staff including minorities	Administration SBDM	Spring semester/ Summer	CATE funds Local funds	Positions posted	Fully certified staff hired
Provide staff development for professional staff that is researched based with input from staff	Administrators	Fall/ Springs/ Summer	Perkins funds Local funds	Staff development registrations	Attendance certificate

Ensure that information to parents is provided in the home language	Administrators CATE teachers	August – May		List of translators	Copies of notices sent to parents
Provide opportunities for parents of CATE students to participate in school-sponsored activities	Administrators CATE teachers Counselor	Fall/ Spring	Perkins funds, Local funds, Title I funds, MEP funds, ESL funds	School calendar of parent involvement activities	Parent Sign-In sheets
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Strive to provide CATE programs that lead students to receiving professional-level license and/or certification	Administrators School board	August – May	CATE funds, Perkins funds, Technology funds, Local funds	Research presentation of possible course offerings	Courses offered for licensing/certification
Continue to provide Career Awareness programs in grades 8 to 12	Administrator Counselor	Spring	CATE funds, Perkins funds, Local funds	Schedule of programs	List of participating students
Research possibility of offering a Career Investigation course at middle school or a Career Connections course at high school	Counselor	Spring	Local	Presentation of possibility of course offering	Course offerings
Provide transition activities for middle school to high school to work or to post secondary education	Counselor	Spring	Perkins funds Local	Lesson plans	List of senior students participating
Address areas of PAS with Risk Levels of 4/3 which are: # 1 Ethnic Distribution of students served in CATE Level 3	Administrator	Spring	Local	Agenda	Written strategies developed

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 i.e, Reading, Writing, and Spelling- Through the reading teacher and the librarian.	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
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Activities/Strategies/Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Identify and provide all LEP Students an 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 ESL student to determine strengths and weaknesses	Administrator	September and/or May	TAKS, RPTE, LPAC Records, AEIS-It	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 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 ESL teachers LPAC	Ongoing	ESL funds, Title I funds, Title III funds, Local funds, MEP funds	List of qualified translators	Copies of notices sent to parents
Provide opportunities for parents of 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 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: NA	Administrator	Spring	Local	Agenda	Written strategies developed

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 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
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
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: # 1 District Level Percentage of students identified as G/T. #2 G/T Elementary Percentage compared to G/T Secondary Percentage.	Administrator	Spring	Local	Agenda	Written strategies developed

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
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
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: NA	Administrator	Spring	Local	Agenda	Written strategies developed

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Identify students eligible for program according to district policies/procedures through an extended day, week, or year program	Administrator OEY teachers	Spring/ Summer	OEY	Report cards	List of eligible students
Conduct a pre-assessment and post-assessment of students to identify student strengths and weaknesses and evaluate the overall program	OEY teachers	Spring Summer	OEY, Local	Pre-assessment test	Post assessment test
Address areas of PAS with Risk Levels of 4/3 which are: NA	Administrator	Spring	Local	Agenda	Written strategies developed

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 Special Education – Page 2
Reduce the percentage of special student exemptions from 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, 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

<p>Address DAS areas with Risk Levels of 4/3 which are: #7 TAKS Passing Rates compared to State Standards #10 Percent of dropouts who were students receiving special ed. Services. #12 Potential Disproportion of LEP students in special ed. Identified as having SLI.</p>	<p>Special Education Director</p>	<p>Spring</p>	<p>Local</p>	<p>Agenda</p>	<p>Written strategies developed</p>
<p>Address CAP/AIM areas of need which are:</p>					

Measurable Performance Objective: 90% of At-Risk students will pass TAKS Reading/ElA, Math, Science, and social studies.

SCE/At-Risk-Page 1

Lockney Jr. High Campus 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	Total 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
Develop a policy for identifying, entering, and exiting students from the SCE program	Superintendent/ Principal	August	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 st six weeks and through-out the school year as needed	SCE	At-risk criteria distributed	List of at-risk students identified
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 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 6-8grade students with below 70 avg. in 2 or more subjects through tutorial and summer school.	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

Provide accelerated, intensive program for At-Risk students failing the TAKS through tutoring, computer-assisted instruction, extended day, year, specialized reading/math classes, etc.	Principals	August – May	SCE OEY	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 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
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
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

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, 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
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 registration to assist children in the transition from middle school programs to high school	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
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
Coordinate, integrate, and consolidate Title I, Part A services with other educational services such as LEP programs, special education programs, migratory children, 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, G/T, 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		May	Time	Meetings notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement	Adjustments made to program
Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents		May	Time	Meetings notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement	Sign-in sheets Agenda
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	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
Provide parents information on the level of achievement of parent's child on 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: NA	Administrator	Spring	Local	Agenda	Written strategies developed
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