

GOAL I: TO BECOME A RECOGNIZED DISTRICT BY 2006 ACCORDING TO THE STATE ACCOUNTABILITY SYSTEM

Objective 1: To show improvement on math and reading TAKS scores among 3-10 Hispanic and Economically Disadvantaged students by attaining 80% mastery by 2006.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Disaggregation of data with counselors & teachers ranking objective weaknesses from previous TAKS tests. Devise strategies to address these weaknesses.	❖ Counselors, Principals, Math teachers, Reading teachers	❖ Fund sources: Compensatory, Title I, Local, State Staff Time	❖ Immediately upon receipt of TAKS results	❖ TAKS
❖ Schedule workshops and staff development which emphasize instruction of targeted skills	❖ Curriculum Director, ESC 17 Counselors, Principals	❖ Fund Sources: Local Title I	❖ August	❖ Classroom performance and assessments
❖ Provide many opportunities for parents to become involved in school activities. Examples: Parents night, Parent Meetings, Parent Conferences, Open House, College Night, Music and Band Programs,	❖ Principals, counselors, all teachers and teacher assistants.	❖ Staff time	❖ Scheduled at each campus	❖ TAKS
❖ Conduct curriculum alignment in grades K-12 for the purpose of filling any and all gaps, aligning TEKS, TAKS, and textbooks and supplementary materials.	❖ Teachers, Principals, ESC 17	❖ Local Funds State Funds	❖ August Strategic dates throughout the year	❖ TAKS Classroom assessments Teacher input

GOAL I: TO BECOME A RECOGNIZED DISTRICT BY 2006 ACCORDING TO THE STATE ACCOUNTABILITY SYSTEM

Objective 2: To continue to show improvement on TAKS test scores for all students (to include: Anglo, Hispanic, African American, Economically Disadvantaged, Male, Female, Gifted/Talented, Limited English Proficient, Special Education, CATE, Dyslexic, Migrant, Title I, students who are Parents or are Pregnant, and At-Risk) in all areas tested and attain and maintain a minimum of 80% mastery by 2006.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Disaggregation of data with teachers ranking objective weaknesses from previous TAKS tests. Devise strategies to address these weaknesses.	❖ Curriculum Direc. counselors, teachers	❖ Compensatory, Title I, Local, State	❖ Upon receipt of TAKS results.	❖ TAKS Classroom performance and assessments
❖ Utilization of AEIS-IT to disaggregate data	❖ ESC 17, Tech Director, Curricu. Director	❖ Local	❖ Incrementally prior to TAKS	❖ TAKS
❖ Utilization of PASS Plan software to assess TEKS and evaluate TAKS objectives	❖ Counselors, Curriculum Direc.	❖ Local	❖ Incrementally prior to TAKS	❖ PASS tests TAKS
❖ Schedule staff development which emphasizes instruction on skills targeted for specific demographic groups	❖ ECS 17, Teachers, Counselors, Curriculum Director, Principals	❖ Local, Title I Staff time	❖ Yearly	❖ TAKS
❖ Provide many opportunities for parents to become involved in school activities. Examples: Parents night, Parent Meetings, Parent Conferences, Open House, College Night, Music and Band Programs,	❖ Counselors, principals, all teachers	❖ Local, State	❖ 8-12 weeks prior to TAKS test	❖ TAKS

<ul style="list-style-type: none"> ❖ Conduct curriculum alignment in grades K-12 for the purpose of filling any and all gaps, aligning TEKS, TAKS, and texts. ❖ Incorporate Accelerated programs which compliment mastery of TAKS objectives and beyond, i.e., accelerated reader, reading recovery, alphabetic phonics, Saxon math, accelerated math, Pass Plan, Lightspan, etc ❖ Utilize tutorials and summer school to provide remedial and accelerated programs and instruction for mastery of skills. ❖ Focus efforts, through these special programs as well as through the regular special education efforts, on special education students so that TAKS exemptions may be lowered. ❖ Utilize released TAKS, SDAA & LDAA tests for students exempted through ARD/LEP procedures, with appropriate level determined by these committees. 	<ul style="list-style-type: none"> ❖ Teachers, principals, ESC 17 ❖ Principals, teachers, counselors ❖ Principals, teachers ❖ Special education teachers, principals, counselors, CSSA staff ❖ ARD and LPAC committees 	<ul style="list-style-type: none"> ❖ Local Funds State Funds ❖ SCE, Local ❖ Special Education ❖ Special education ❖ Local 	<ul style="list-style-type: none"> ❖ August ❖ Immediate ❖ Yearly and ongoing ❖ Daily ❖ As needed by ARD/LPAC committees 	<ul style="list-style-type: none"> ❖ Classroom assessments Teacher Input ESC evaluation ❖ TAKS, Classroom assessments, teacher input, ESC evaluation. ❖ Track \$ amounts spent from special programs to determine correlation between these programs and \$ spent from SCE funds, Special Ed. funds, Title I Regular and Migrant funds. ❖ Percentage of students taking TAKS ❖ Release TAKS results.
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Goal I: TO BECOME A RECOGNIZED DISTRICT BY 2006 ACCORDING TO THE STATE ACCOUNTABILITY SYSTEM

Objective 3: To decrease dropout rate at the high school campus to 2% or less in all sub-groups.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Assignment of Liaison person to work with at-risk students, parents and teachers.	❖ Superintendent, Principals	❖ Local & State Funds	❖ Weekly	❖ Evaluation of dropout rate at the conclusion of the school year.
❖ Schedule home visits by Liaison, principal and teachers to counsel with parents and at-risk students.	❖ Principal Counselor	❖ Local & State Funds	❖ As determined by staff	❖ Correlate use of SCE funds to effectiveness of programs.
❖ Encourage involvement of at-risk students in extra-curricular activities.	❖ All Staff	❖ Local effort	❖ Continuous with special emphasis at pre-enrollment.	❖ Promotion rate from 9th grade, failure rate, dropout rate, graduation rate.
❖ Schedule programs, guest speakers and Ethnic role models to encourage students and emphasize importance of staying in school.	❖ Principals, Counselors	❖ SCE funds	❖ At least once each year	❖ TAKS scores, Passing rates, & dropout rates

<ul style="list-style-type: none"> ❖ Work with Juvenile Probation department in programs, which target potential dropouts. ❖ Utilization of tutorials during school day to assist At-Risk students with mastery of TAKS and academic material. ❖ Offer summer school for students who fail TAKS, will otherwise be retained, or have by some other criteria been identified as at risk of failing or dropping out of school. ❖ Provide specialized and intensive counseling services to students at risk of dropping out of school. ❖ DAEP 	<ul style="list-style-type: none"> ❖ Superintendent, Principals, counselor ❖ All teachers ❖ Supt., Principals, Teachers ❖ Counselors ❖ Principal 	<ul style="list-style-type: none"> ❖ SCE funds ❖ Local & State Funds ❖ SCE funds ❖ Local & State Funds ❖ Local & State funds. Hale County JJAEP Center 	<ul style="list-style-type: none"> ❖ Yearly ❖ Daily after 4th period ❖ Identify in March & April. Summer school in June ❖ Yearly ❖ On call every school day 	<ul style="list-style-type: none"> ❖ Passing rates & dropout rates ❖ Passing rates, dropout rates, TAKS scores ❖ Passing rates, Graduation rates, TAKS scores ❖ Teacher & parent input ❖ Discipline referrals
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GOAL II: TO MEET ALL EDUCATIONAL NEEDS OF ALL STUDENTS.

Objective 1: To provide programs which will address the needs of Anglo, Hispanic, African American, Economically Disadvantaged, Male, Female, Gifted/Talented, Limited English Proficient, Handicapped/Special Education, Dyslexic, Migrant, Career/Technology Ed., Title I, Students who are Parents or are Pregnant, and At-Risk students in grades PK-12.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<ul style="list-style-type: none"> ❖ In addition to the regular curriculum, provide specialized programs at each campus and grade level which are appropriately designed to meet these specialized needs, i.e.: Title I (schoolwide), Alphabetic Phonics, Dyslexia, ESL, Accelerated Reader, Accelerated Math, Reading Recovery, mainstream, Content Mastery, Resource, Speech Therapy, PPCD, ELS labs, Classroom Modifications, Physical Therapy, Occupational Therapy, Differentiated Curriculum, Migrant, Advanced Placement, Tech Prep, Reading Improvement, Alternative-Self-Paced placement, Lightspan, Plato Credit recovery Lab. 	<ul style="list-style-type: none"> ❖ Counselors, Teachers, Principals, Superintendent, Board of Trustees 	<ul style="list-style-type: none"> ❖ Migrant, Title I, ESL, Local, State, Compensatory 	<ul style="list-style-type: none"> ❖ Immediate implementation based upon need. 	<ul style="list-style-type: none"> ❖ Performance as evidenced by: grades, teacher observation, follow-up studies, course evaluation, standardized tests, TAKS, ACT, SAT, daily performance. Teacher input, Parent input, Student input
<ul style="list-style-type: none"> ❖ All staff has been or will be trained in the areas identified in the Comprehensive Analysis System (CAP) in the areas of Least Restrictive Environment (LRE), Related Services, Initial Evaluation Timelines, Reevaluation Timelines, and Transition as determined by specific needs. Staff will also be kept abreast of NCLB rules. 	<ul style="list-style-type: none"> ❖ CSSA Staff 	<ul style="list-style-type: none"> ❖ Special education, Release time for staff development 	<ul style="list-style-type: none"> ❖ August 	<ul style="list-style-type: none"> ❖ Annual needs assessment, Teacher sign-in, Staff Development

GOAL II: TO MEET ALL EDUCATIONAL NEEDS OF ALL STUDENTS

Objective 2: To improve the problem-solving and thinking ability of each student.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ As is level appropriate, provide programs, curricula, and lessons, which expose students to various problem solving activities and opportunities.	❖ Principals, Teachers	❖ Staff developed materials, Teacher awareness and training, Local funds as needed	❖ Daily	❖ TAKS, Teacher observations, SAT, ACT, End of course exams, Follow-up studies
❖ Provide curricula, activities and opportunities, which teach students to reach logical conclusions by interpreting clues.	❖ Principals, Teachers	❖ Local and state funds, Release time for students and staff	❖ Daily	❖ TAKS, Teacher observations, SAT, ACT, Follow-up studies

GOAL II: TO MEET ALL EDUCATIONAL NEEDS OF ALL STUDENTS

Objective 3: To attain and maintain a graduation rate of 100%.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<ul style="list-style-type: none"> ❖ Provide instruction, which adequately prepares all students to master TEKS for diploma being sought; i.e., Minimum, Recommended or Distinguished. 	<ul style="list-style-type: none"> ❖ Teachers, principal, Counselor, Parents 	<ul style="list-style-type: none"> ❖ Local, State, SCE, & Federal Funds 	<ul style="list-style-type: none"> ❖ Daily 	<ul style="list-style-type: none"> ❖ Examination of graduates, Lesson plans
<ul style="list-style-type: none"> ❖ Provide counseling, beginning at middle school level, which encourages and demonstrates advantages of Recommended or Distinguished diploma. 	<ul style="list-style-type: none"> ❖ Superintendent, Board of Trustees, Principal 	<ul style="list-style-type: none"> ❖ Local, State, SCE, & Federal Funds 	<ul style="list-style-type: none"> ❖ May, August 	<ul style="list-style-type: none"> ❖ Input from graduates, Staff, and parents. Study success of graduates who attend college.
<ul style="list-style-type: none"> ❖ Provide follow-up programs, remedial programs, enrichment programs--all aimed at assuring mastery of required and desired skills. 	<ul style="list-style-type: none"> ❖ Superintendent, Board of Trustees, Principal 	<ul style="list-style-type: none"> ❖ Local, State, SCE & Federal Funds 	<ul style="list-style-type: none"> ❖ Daily 	<ul style="list-style-type: none"> ❖ Success of programs in removing deficiencies. Graduation rate.
<ul style="list-style-type: none"> ❖ Provide counseling to At-Risk students and their parents, demonstrating merits of obtaining diploma. 	<ul style="list-style-type: none"> ❖ Counselors 	<ul style="list-style-type: none"> ❖ Local, State, SCE, & Federal Funds 	<ul style="list-style-type: none"> ❖ Ongoing 	<ul style="list-style-type: none"> ❖ Graduation rates, Dropout rate

GOAL III: TO ACHIEVE AND MAINTAIN A DISTRICTWIDE ATTENDANCE RATE OF 97% OR HIGHER

Objective 1: To communicate with parents and inform parents of students with poor attendance habits about attendance laws as well as benefits of good attendance and harmful effects of poor attendance.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Regular campus contact with parents of students with poor attendance.	❖ Principals	❖ Incorporated into regular duties	❖ Daily	❖ Attendance Records
❖ Cooperation with Justice of the Peace in working with these parents and students. Charges filed when all else fails.	❖ Principals	❖ Incorporated into regular duties	❖ Daily	❖ Attendance Records. Communication with J.P.
❖ Emphasis on good attendance by whole staff in working with all students in the classroom.	❖ All Staff	❖ Incorporated into daily routine	❖ Daily	❖ Attendance Record, Teacher input
❖ Follow-up by Juvenile Officer with severe cases.	❖ Principals	❖ Incorporated into regular duties	❖ As needed	❖ Attendance records, Input from principals & J.P
❖ Special focus on attendance and on remaining in school for special education students. All above strategies utilized in effort to lower dropout rate among this population.	❖ Principals, Superintendent; Counselors	❖ Special Education funds where needed.	❖ Daily	❖ Attendance records; Dropout statistics from AEIS and local records

GOAL IV: TO SECURE AND MAINTAIN A HIGHLY QUALIFIED STAFF.

Objective 1: To develop screening and recruitment procedures and programs which assures employment of the most qualified personnel when vacancies occur.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Utilize search and screening committees on each campus. Committees will be selected which are appropriate to vacancies being considered. Committee will give input to principals and superintendent.	❖ Principals, superintendent, appropriate teaching staff, school board	❖ Release time as needed for committees; Advertising expense as appropriate	❖ As vacancies occur	❖ PDAS system, observation, Student, parent and community input, NCLB guidelines
❖ Utilize all possible avenues to increase qualified applicant pool, i.e., University placement centers, Education Service Center placement service, professional journals and newsletters, newspapers, online placement services, previous employers.	❖ Superintendent, principals, search committees	❖ Local funds	❖ As vacancies occur	❖ PDAS system, observation
❖ Define and adhere to guidelines of No Child Left Behind in hiring and maintaining staff	❖ Superintendent, principals	❖ Local funds	❖ As vacancies occur	❖ Highly Qualified report

GOAL IV: TO SECURE AND MAINTAIN A HIGHLY QUALIFIED STAFF

Objective 2: To provide meaningful staff development and opportunities for growth for all Professional and Paraprofessional staff members.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<ul style="list-style-type: none"> ❖ Staff will be provided with information and opportunities for growth in their specialized areas. 	<ul style="list-style-type: none"> ❖ Superintendent, Principals 	<ul style="list-style-type: none"> ❖ All appropriate fund sources, as needed. 	<ul style="list-style-type: none"> ❖ Included in each yearly calendar. 	<ul style="list-style-type: none"> ❖ PDAS system, evaluation of staff development by all staff
<ul style="list-style-type: none"> ❖ Staff will be provided with information and opportunities for growth in other related areas, to include, but not limited to: G/T, ESL, Technology, Special Education, Parental Involvement, Drug-free education, TAKS, Migrant, Title I, Special Education, Various instructional techniques and styles, Self-Responsibility, Classroom management, Crisis management. 	<ul style="list-style-type: none"> ❖ Resources: ESC Region 17, Counselors, State Agencies, Private Consultants, Local Staff 	<ul style="list-style-type: none"> ❖ Scheduled time for planning and staff development 	<ul style="list-style-type: none"> ❖ June, July, and August; As opportunities become available locally or at ESC 	<ul style="list-style-type: none"> ❖ Analysis of student performance as related to areas of training
<ul style="list-style-type: none"> ❖ All staff will receive annual training which serves to fulfill C.A.P. Action Plan training requirements. (Training will fulfill needs in all areas listed, to include TIE, LRE, RS, TFR) 	<ul style="list-style-type: none"> ❖ Principals; CSSA Staff 	<ul style="list-style-type: none"> ❖ Scheduled time for Staff development. Special education funds as required. 	<ul style="list-style-type: none"> ❖ August staff development, yearly 	<ul style="list-style-type: none"> ❖ Teacher input; Principal input; CSSA input.

GOAL IV: TO SECURE AND MAINTAIN A HIGHLY QUALIFIED STAFF

Objective 3: To assure that all staff is highly qualified with proper certification.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Accurate and timely records- keeping	❖ Superintendent, Superintendent's Secretary	❖ None needed	❖ Prior to beginning each school year.	❖ Certifications

GOAL V: TO PROVIDE AND MAINTAIN QUALITY FACILITIES

Objective 1: To structure and organize maintenance and custodial staff and programs in such a manner as to keep facilities clean and well-maintained.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<ul style="list-style-type: none"> ❖ Utilize adequate numbers of custodians in each area. ❖ Provide training to custodial staff in proper methods of building care and use of cleaning products and chemicals. ❖ Devise equitable work load for custodial staff, with clear and specific instructions on expectations for building care. 	<ul style="list-style-type: none"> ❖ Superintendent ❖ Superintendent, Jr. High Principal ❖ Principals, Superintendent 	<ul style="list-style-type: none"> ❖ Local funds ❖ Local funds, Supplier trainers, Private trainers ❖ Principal's duties 	<ul style="list-style-type: none"> ❖ Immediate ❖ July ❖ August 	<ul style="list-style-type: none"> ❖ Principal observation ❖ Observation, staff input ❖ Observation Custodian input

GOAL V: TO PROVIDE AND MAINTAIN QUALITY FACILITIES

Objective 2: To budget adequate funds so that existing facilities are upgraded and modernized on a regular basis.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<ul style="list-style-type: none"> ❖ Conduct yearly needs assessment relative to building and facilities as related to academic and other needs. Incorporate the results into budget and planning process ❖ Develop long-range plans for construction and renovation based on needs and available funds. 	<ul style="list-style-type: none"> ❖ Superintendent ❖ Superintendent, Board of Trustees 	<ul style="list-style-type: none"> ❖ Local funds ❖ \$40,000 - \$100,000 annually 	<ul style="list-style-type: none"> ❖ May ❖ Developed, with yearly review and revisions made as needed thereafter. 	<ul style="list-style-type: none"> ❖ Facilities review ❖ Facilities review, Needs assessments, Plan review

GOAL VI: TO PROVIDE STUDENTS AND STAFF WITH A SCHOOL CLIMATE CONDUCIVE TO LEARNING.

Objective 1: To provide a discipline management system which enables students to learn and teachers to teach.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<ul style="list-style-type: none"> ❖ Utilize campus and district committees to formulate behavioral expectations. ❖ Develop and distribute a student handbook and code of conduct which outlines the campus and district discipline system and expectations. ❖ Provide suicide prevention programs through in-house counseling programs and outside programs. 	<ul style="list-style-type: none"> ❖ Superintendent, Principals ❖ Principals 	<ul style="list-style-type: none"> ❖ Staff time ❖ Cost and time 	<ul style="list-style-type: none"> ❖ Quarterly ❖ First week of school, yearly 	<ul style="list-style-type: none"> ❖ Discipline records, Teacher input ❖ Observation of student behavior
<ul style="list-style-type: none"> ❖ Provide conflict resolution training for students and staff. 	<ul style="list-style-type: none"> ❖ Counselors, Principals ❖ Counselors, ESC 	<ul style="list-style-type: none"> ❖ Staff time: Local & state funds ❖ Local & state funds 	<ul style="list-style-type: none"> ❖ Yearly as arranged by counselors; Ongoing in appro. curriculum ❖ Every other year 	<ul style="list-style-type: none"> ❖ Staff input, student input, parent input ❖ Staff & student input. Discipline records.
<ul style="list-style-type: none"> ❖ Develop campus procedures for dealing with areas such as tardies, absences, fighting, etc. ❖ Maintain complete and accurate discipline records on students, for follow-up procedures and repeat offenses. ❖ Provide workshops and training to staff on effective discipline management techniques. 	<ul style="list-style-type: none"> ❖ Principals, Site Based Committees ❖ Principals, counselors, campus secretaries ❖ Principals, Supt. 	<ul style="list-style-type: none"> ❖ Staff time ❖ Regular duties ❖ Local & State funds 	<ul style="list-style-type: none"> ❖ Summer, 2005, with yearly review ❖ Daily ❖ Yearly, as needed 	<ul style="list-style-type: none"> ❖ Attendance & discipline records ❖ Observation ❖ Attendance percentages
<ul style="list-style-type: none"> ❖ Develop Crisis Management Plan and procedures 	<ul style="list-style-type: none"> ❖ Supt., Principals 	<ul style="list-style-type: none"> ❖ Local/time 	<ul style="list-style-type: none"> ❖ Update by May 	<ul style="list-style-type: none"> ❖ Comparison with other plans

GOAL VI: TO PROVIDE STUDENTS AND STAFF WITH A SCHOOL CLIMATE CONDICIVE TO LEARNING

Objective 2: To provide a drug education program and activities which deter drug use.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Maintain drug education program throughout district.	❖ Counselors, Principals, superintendent, teachers	❖ Title IV Drug Free Schools funds, local funds, state funds. ❖ Local & Regional law enforcement; outside drug counselors and consultants	❖ On a regular basis each year; special programs scheduled as they are available	❖ Staff input, student performance, student input, Juvenile Probation Department input, student observation, parent input
❖ Drug testing of students involved in extracurricular activities (grades 7-12)	❖ Board of Trustees, Superintendent, Principals	❖ Local	❖ Monthly (random)	❖ Discipline referrals, teacher input, parent input, observation, drug testing results

GOAL VI: TO PROVIDE STUDENTS AND STAFF WITH A SCHOOL CLIMATE CONDUCIVE TO LEARNING

Objective 3: To create a climate in which students and staff alike function in an atmosphere of mutual respect

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Encourage actions by staff and students which serve to build up students' self-esteem.	❖ Principals, Counselors, Superintendent, All Staff,	❖ Local funds, as needed.	❖ Daily	❖ Academic performance, Teacher observation, Parent observation and input
❖ Put into place procedures and practices which foster good behavior, with the expectation that students treat one another and staff members with respect and courtesy.	❖ Principals, Counselors, Superintendent	❖ Local funds, Employment of outside consultants, as appropriate.	❖ Yearly (as programs become available)	❖ Teacher observation
❖ Encourage practices by staff which, through their own credibility and actions, serve to encourage students to strive for a higher level of behavior and effort.	❖ Principals, Counselors, Superintendents	❖ Local funds,	❖ Daily	❖ Principal observation, teacher observation

GOAL VII: TO INTEGRATE TECHNOLOGY AND TECHNOLOGICAL DEVICES INTO THE CURRICULUM AT A LEVEL APPROPRIATE TO CURRENT DEMANDS.

Objective 1: To address technology needs as outlined in the districts “Plan for Technology”.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<ul style="list-style-type: none"> ❖ Utilize Technology Plan as the guide for technology integration. ❖ Continue work of technology committee in evaluating and updating Plan. ❖ Emphasize training as the most vital component of the Plan. 	<ul style="list-style-type: none"> ❖ Technology Director, District Technology Committee ❖ Technology Director, Superintendent ❖ Superintendent, Principals, Technology Director 	<ul style="list-style-type: none"> ❖ Local and State Technology funds ❖ Local funds & time ❖ Local funds & time 	<ul style="list-style-type: none"> ❖ May ❖ May ❖ Summer 	<ul style="list-style-type: none"> ❖ Observation, Teacher input ❖ Teacher input, Observation ❖ Evaluation of Staff Development

GOAL VII: TO INTEGRATE TECHNOLOGY AND TECHNOLOGICAL DEVICES INTO THE CURRICULUM AT A LEVEL APPROPRIATE TO CURRENT DEMANDS.

Objective 2: To assure that every student is technologically literate by graduation.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Involve every student in technology related courses throughout their school career.	❖ Principals, Counselors	❖ Allot funds for employment of adequate and qualified staff.	❖ Immediate	❖ Teacher input, student input, Evaluation of curriculum
❖ Encourage use of technology in all curriculum areas.	❖ Principals, teachers	❖ Allot funds as available to adequately equip classrooms	❖ Ongoing	❖ Principal and Teacher input
❖ Train teachers in integration of technology into their curriculum.	❖ Principals, Superintendent	❖ Local, State technology, and Grant funds	❖ Summer months, As release time is made available to teachers	❖ Teacher feedback, Principal observation, student input

GOAL VIII: TO ACTIVELY INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN.

Objective 1: To involve an optimum number of parents of our students in parental involvement activities.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<ul style="list-style-type: none"> ❖ Communicate with parents concerning developments with all children. This includes academic and behavioral progress and changes. ❖ Schedule meetings during the first three weeks of school, at night, for the parents of students in each grade. Teachers will explain the expectations for students during the coming year. The counselor will explain the testing that will take place during the coming year. The principal will discuss attendance and other general issues with parents. ❖ Schedule Open House at each campus. Provide opportunity for parents to visit with teachers during this time. Encourage teachers to share openly with parents all aspects of their program. 	<ul style="list-style-type: none"> ❖ Principals and all professional campus personnel ❖ Principals, teachers ❖ Principals 	<ul style="list-style-type: none"> ❖ Local Funds ❖ Time allotted for adequate communication and for meeting times. ❖ Local time and effort 	<ul style="list-style-type: none"> ❖ Daily, as needed ❖ Yearly, during first three weeks of school. ❖ Fall 	<ul style="list-style-type: none"> ❖ Parent feedback, student performance (TAKS) ❖ Observation of student improvement and progress. ❖ Student performance (TAKS)

GOAL VIII: TO ACTIVELY INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN

Objective 2: To provide regular communication to parents from each campus with information concerning their children, programs, opportunities for involvement and means to assist, and campus information in general.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Maintain lines of communication with parents through continuous use of phone calls, personal contacts, e-mails, parent-teacher conferences, memos to parents, and newsletters.	❖ All professional campus personnel	❖ Local time and effort	❖ Regular, weekly and daily activities.	❖ Teacher observation, parent feedback, student progress
❖ Provide information and assistance to parents and students concerning scholarships, Texas Grant awards, and other forms of financial assistance	❖ High School counselor; high school principal	❖ Career & Technology funds; local funds; state funds. Project LEARN	❖ On a regular and ongoing basis, beginning with middle school students	❖ Examination of scholarships received, Parent and student input
❖ Provide information and assistance to parents and students concerning graduation requirements, 3 types of diplomas, and other types of career and job counseling as well as post high school education opportunities	❖ Counselor; LEARN	❖ Utilization of counseling from Govt. funded groups and universities.	❖ On a regular basis to students beginning with Jr. high students	❖ Student and ex-student input, Parent input, local employer input
❖ Provide information to students and parents	❖ Counselor	❖ Local funds, Career	❖ On a regular basis	❖ Examination of

<p>which details the following: Admissions opportunities for the top 10% of the graduating class; Early graduation scholarship program; Financial Aid Texas; Teach for Texas Grants; Higher education admission requirements</p> <ul style="list-style-type: none"> ❖ Conduct periodic parent meetings to review all of these opportunities for graduates with parents of students in grades 8-12 invited. ❖ Provide career counseling to all students beginning in grade 7 with basic information, progressing to in-depth counseling by grades 10, 11 and 12. 	<ul style="list-style-type: none"> ❖ Counselors ❖ Counselors 	<p>& Technology funds, Carl Perkins funds, State funds, Local time and effort</p> <ul style="list-style-type: none"> ❖ Local time and effort ❖ Local time and effort 	<p>in grades 11-12</p> <ul style="list-style-type: none"> ❖ At least two parent meetings per year ❖ Yearly in lower grades; On a regular basis, as needed, in upper grades. 	<p>scholarships received, Parent and student input</p> <ul style="list-style-type: none"> ❖ Student, parent, and ex-student input ❖ Student, parent, and ex-student input
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GOAL VIII: TO ACTIVELY INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN

Objective 3: To integrate use of technology into parent communication techniques.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Provide information on the school website that is available 24 hours a day to all parents, students, or citizens.	❖ Technology Director, Principals	❖ Local, state funds	❖ Updated as new information becomes available	❖ Parent input, student input, Teacher input and observation, Principal observation
❖ Develop teacher websites which are available to all with home internet capabilities	❖ Technology director; teachers	❖ Training of teachers by technologists	❖ Ongoing, as needed	❖ Parent, teacher, student feedback
❖ Utilize e-mail as a means of parent/teacher communication	❖ teachers; principals; counselors, technology director	❖ Lockney ISD e-mail system	❖ Ongoing, as needed	❖ Parent, teacher feedback

GOAL IX: TO PROVIDE AND MAINTAIN AN INDEPTH CURRICULUM.

Objective 1: To provide a curriculum of sufficient variety and quality that the needs of all students are met and that preparation for any level of post-graduate endeavor is attainable.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Analyze and evaluate current level of course offerings.	❖ Curriculum Director, Dist. Site Based Committee	❖ Local, State Funds	❖ During site based meetings	❖ Teacher and committee feedback
❖ Survey students, staff, community and parents to determine curriculum areas in need of enhancement, revision or change.	❖ Curriculum Director, Counselors.	❖ Release time	❖ Spring	❖ Student feedback, graduate feedback
❖ Determine needs for college bound students, vocational school students, and those who will enter the work force directly out of high school.	❖ Curriculum Director, Counselors	❖ ESC 17, Local time and effort	❖ Spring	❖ Parent and community feedback.
❖ Coordinate curriculum needs and staffing patterns.	❖ Curriculum Director	❖ Local time and effort	❖ Spring	❖ Parent & student feedback
❖ Conduct curriculum alignment to assure all areas of subject matter in a particular discipline are being covered in an adequate manner.	❖ Curriculum Director, Teachers, Counselors	❖ Local time and effort	❖ May – August	❖ Administrator feedback.
❖ Plan periodic departmental meetings at campus and district levels.	❖ Curriculum Director, Principal	❖ Local time and effort	❖ As need arises	❖ CD & Principal Observation
❖ Assure adequate offering of vocational/career & technology programs.	❖ Principals, Counselors	❖ State; Carl Perkins; Local	❖ May – August	❖ Parent & student feedback

GOAL IX: TO PROVIDE AND MAINTAIN AN INDEPTH CURRICULUM.

Objective 2: To provide instruction and curriculum which adequately prepares students for the SAT and ACT examinations.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Train key teachers in SAT/ACT preparation strategies.	❖ Principal, Counselors, Curriculum Director	❖ Local funds, time, and effort	❖ To be provided as a part of ongoing instruction within appropriate curriculum areas and as a separate unit where possible on a yearly basis	❖ Students, Ex-students input, Results of SAT and ACT tests, Teacher input
❖ Schedule times during the school year for ACT and SAT instruction	❖ Counselors	❖ Local funds, time, and effort	❖ Early release and other designated staff development days	❖ Sign-in sheets

Measurable Performance Objective: 90% of all students will pass all portions of TAKS.

Lockney ISD 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 Campuses 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's: 8.26	CIP/DIP	CIP/DIP
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Review 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
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 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 and serve 7-12 students with below 70 average in 2 or more subjects through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, accelerated math, accelerated reading, utilization of parent Liaison, special counseling, summer school, credit recovery, etc.	Principals	August – May	SCE Local	Progress reports Report card grades Benchmark tests Identified students placed in program	TAKS Completion rate Report card grades End of year grades
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: <u>None</u>	Administrator	Spring	Local	Agenda	Written strategies developed