

**Goal I: To become an “Exemplary Campus” according to the annual AEIS report**

**Objective A: To show improvement on math TAKS scores among Hispanic and Economically Disadvantaged students.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<p>In addition to our regular math curriculum, place extra emphasis on the following concepts:</p> <ul style="list-style-type: none"> <li>• Pre-K – Number recognition, counting</li> <li>• Kindergarten – Whole number properties</li> <li>• 1<sup>st</sup> Grade – Comparing &amp; ordering whole numbers, whole number properties, addition word problems.</li> <li>• 2<sup>nd</sup> Grade – Recognizing decimal place value using models, perimeter, subtracting whole numbers, estimation with whole numbers, solution strategies, using charts and graphs, reasonableness</li> <li>• 3<sup>rd</sup> Grade - Problem solving using mathematical processes and tools</li> <li>• 4<sup>th</sup> Grade – Probability and statistics, problem solving using mathematical processes and tools</li> <li>• 5<sup>th</sup> Grade – Patterns, relationships, and algebraic reasoning, concepts and uses of measurement, probability and statistics.</li> </ul>	<p>Teachers/Assts. in:</p> <p>Pre-K Kindergarten 1<sup>st</sup> Grade 2<sup>nd</sup> Grade 3<sup>rd</sup> Grade 4<sup>th</sup> Grade 5<sup>th</sup> Grade</p>	<p>TEKS Local Funds Title I Funds Compensatory Funds Saxon Math Accelerated Math Lockney Elementary Needs Assessment</p>	<p>One or more concepts will be addressed at least once per week.</p>	<p>Classroom Assessments Pre-TAKS TAKS (Summative) Lesson Plans</p>

<p>Utilize the Accelerated Math program in grades 2 – 5. An extra math period will be maintained in order to give adequate time to the program. Because of the ability of the program to focus on individual needs of students, it will also be used in our Special Education resource room as well as with our Gifted and Talented Program.</p>	<p>Math Teachers Assistants</p>	<p>Local Funds TEKS Advantage Learning Systems</p>	<p>Program will be used at least 3 times per week.</p>	<p>AM Assessments TAKS (Summative) Star Math Classroom Assessments Lesson Plans</p>
<p>Provide an extended day program for students who need remediation in math. Teachers will work with students in a small group setting and concentrate on individual weaknesses identified through classroom assessment. This class will meet once weekly for 1 hour.</p>	<p>Math Teachers Principal</p>	<p>OEY Funds</p>	<p>February – May weekly</p>	<p>TAKS (Summative) Classroom Assessments</p>
<p>Provide benchmark testing for students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade math. Results of these tests will help teachers adjust instruction and assess student progress.</p>	<p>Teacher Test Coordinator</p>	<p>Local Funds TEA</p>	<p>December 2005</p>	<p>Released TAKS TAKS (summative)</p>

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**Objective B: To Show Improvement on TAKS reading scores among Hispanic and Economically Disadvantaged students.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
Provide incentives for students to read and comprehend what they read through the Accelerated Reader program. The local PTO and Main Street Pizza will provide prizes. Computers for this program are located in every classroom. Some teachers are trained in the Reading Renaissance Program. The Book-It program is a similar program sponsored by Pizza Hut Free pizza coupons are issued to students who reach their goal.	Librarian PTO Teachers/Assistants Principal	PTO Local Funds Advantage Learning Systems	Daily – August 2005 – May 2006	AR Tests Star Tests Teacher Assessments TAKS (Summative)
Provide reading instruction in small groups for at-risk students who will be identified through assessments and teacher observations. Many leveled books are available for this program.	Teachers/Assistants Counselor	Title I Funds Local Funds	Daily – One class period beginning September 2005 through May 2006.	TAKS (Summative) Pre-TAKS TPRI Teacher Assessments
Provide one-on-one instruction for emergent and pre-emergent readers who are below grade level in reading in first grade. Students in this program will perform the following activities daily: re-read familiar books for fluency, read new books (guided or independently), write interactively, and write for fluency. Students will remain in the program from 12 to 24 weeks, or until they reach grade level in reading.	Lab Assistants Accelerated Reading Coordinator 1 <sup>st</sup> Grade Teachers 2 <sup>nd</sup> Grade Teachers	Title I Funds Compensatory Funds Local Funds Accelerated Reading Grants	Daily 12 –16 weeks per child (Depending on pace of progress) Each child spends 30 minutes per day in the lab.	TPRI Star Tests Pre-TAKS Teacher Assessments TAKS (Summative)

<p>Host volunteers (Book Buddies) on our campus who meet with each 2<sup>nd</sup> grade student 30 minutes per week. During this time these volunteers read aloud or listen to students read to them. Stations are set up at various places throughout the building to give each Book Buddy a quiet place to read.</p>	<p>Book Buddy Coordinator Book Buddy Volunteers</p>	<p>Local Funds</p>	<p>Begins in September 2005. Each student has a Book Buddy 30 minutes per week Ends in May 2006.</p>	<p>Pre-TAKS TPRI TAKS (Summative)</p>
<p>Provide the Accelerated Reading program for Kindergarten students who show deficiencies in phonemic, graphonemic, and listening skills on the TPRI. This one-on-one/small group program will help students better develop an understanding of letters and the sounds they make. This program will also help develop listening skills in students.</p>	<p>ARI Coordinator</p>	<p>Accelerated Reading Grant Compensatory Funds</p>	<p>Begins in August 2005. Each student or group of students is served for 30 mins. per day. Ends in May 2006.</p>	<p>TPRI Teacher Assessments TAKS (Summative)</p>
<p>In addition to our regular reading curriculum, place extra emphasis on the following concepts:</p> <ul style="list-style-type: none"> <li>• Pre-K – Phonemic awareness</li> <li>• Kindergarten – phonemic awareness, listening comprehension</li> <li>• 1<sup>st</sup> Grade – Oral reading accuracy</li> <li>• 2<sup>nd</sup> Grade – Prefixes &amp; Suffixes, word meaning, following written directions, fact &amp; non-fact, summarization</li> <li>• 3<sup>rd</sup> Grade – Basic Comprehension, Words in Context, Main Idea, Summarization</li> <li>• 4<sup>th</sup> Grade – Applying knowledge of literary elements and analyzing characters.</li> <li>• 5<sup>th</sup> Grade – Using strategies to analyze sequence of events</li> </ul>	<p>Teachers/Assistants Principal Counselor</p>	<p>TEKS Lockney Elementary Needs Assessment Compensatory Funds Title I Funds Local Funds</p>	<p>One or more concepts will be addressed at least once per week</p>	<p>TPRI Pre-TAKS TAKS (Summative) Lesson Plans</p>
<p>Provide one-on-one computer instruction in the ELS Lab for students who are below grade level in reading or have language deficiencies (including ESL students). This program will help improve reading, spelling, and language skills.</p>	<p>ELS Lab Assistant Special Ed. Teachers Regular Ed. Teachers</p>	<p>Special Ed. Funds Compensatory Funds</p>	<p>30 – 45 Minutes daily.</p>	<p>Pre-TAKS ELS Lab Reports (Pre-Tests/Post – Tests)</p>
<p>Provide the Earobics program for students with central processing problems. This software provides one on one instruction for those id'ed.</p>	<p>ARI Coordinator</p>	<p>Local Funds ARI Funds</p>	<p>August 2005 – May 2006</p>	<p>TAKS (Summative)</p>

<p>Provide an extended day program for students who need remediation in reading. Teachers will work with students in a small group setting and concentrate on individual weaknesses identified through classroom assessment. This class will meet once weekly for 1 hour.</p>	<p>Reading Teachers Principal</p>	<p>OEY Funds</p>	<p>February – May weekly</p>	<p>TAKS (Summative)</p>
<p>Provide regular assessment to analyze student progress. Both teacher-made and commercial assessments will be utilized. Benchmark tests will be used in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. This will be useful in helping teachers adjust instruction.</p>	<p>Teachers Test Coordinator</p>	<p>Local Funds Assessment Companies TEA</p>	<p>Assessments will begin in August and continue as long as the teacher deems necessary. Benchmark tests will be given in December</p>	<p>Reading Assessments TPRI Benchmark tests Released TAKS TAKS (Summative)</p>
<p>Use a 3-tiered approach to reading instruction. All students will be instructed in tier I which is regular reading/language instruction for 90 minutes per day. Students who are not successful in tier one will be included in tier II which will include an additional 30 minutes of individual or small group instruction. Students who are not successful in tier II will be included in tier III which will include an additional 30 minutes of research-based instruction with individuals or small groups.</p>	<p>Teachers Principal</p>	<p>Local Funds Title I Funds Compensatory Funds</p>	<p>Tier I – 1<sup>st</sup> 6 weeks Tier II – 2<sup>nd</sup> and 3<sup>rd</sup> 6 weeks Tier III – 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> 6 weeks The tier where students are successful will continue until May for them.</p>	<p>Reading Assessments Teacher Observation TAKS (Summative)</p>

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**Objective C: To show improvement on the TAKS Writing Exam.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Evaluation
<p>Emphasis should be placed on the following types of writing in each grade:</p> <ul style="list-style-type: none"> <li>• Pre-K – Oral Narrative and proper word usage</li> <li>• Kindergarten – Oral narrative, write labels, notes, and captions for illustrations, possessions, charts and centers, and write messages using knowledge of letters and sounds.</li> <li>• 1<sup>st</sup> Grade – Descriptive and narrative</li> <li>• 2<sup>nd</sup> Grade – Descriptive, narrative, and how-to</li> <li>• 3<sup>rd</sup> Grade – Narrative, how-to, and classificatory</li> <li>• 4<sup>th</sup> and 5<sup>th</sup> Grades – Narrative, how-to, classificatory, and persuasive</li> </ul>	<p>Principal Teachers/Assistants Counselor</p>	<p>Local Funds</p>	<p>August 2005 – May 2006</p>	<p>TAKS (Summative) Teacher Assessments Student Products</p>
<p>Provide opportunities for students to write weekly. Writing can be in the form of journals, essays, poetry, or compositions using writing types including descriptive, narrative, how-to, classificatory, or persuasive.</p>	<p>All teachers Language Teachers Assistants Counselor Principal</p>	<p>Local Funds</p>	<p>August 2005 – May 2006 weekly</p>	<p>TAKS Writing (Summative) Teacher Assessment Student Products</p>

<p>Provide opportunities for students to gain new experiences by:</p> <ul style="list-style-type: none"> <li>• Going on educational field trips</li> <li>• Having guest speakers at school</li> <li>• Letting students speak in front of groups</li> <li>• WebCat, Lightspan, Kidspiration, etc.</li> <li>• Encouraging reading</li> </ul>	<p>Teachers Principal Comp. Lab Asst.</p>	<p>Local Funds</p>	<p>August 2005 – May 2006</p>	<p>TAKS Writing (Summative) Teacher Assessment Student Products</p>
<p>Expand student vocabulary by providing a school-wide vocabulary word daily and making students accountable for that word in every class. Teachers will also have weekly vocabulary words for students to learn. Students will also be exposed to new vocabulary through field trips, guest speakers, reading material, and other growth experiences.</p>	<p>Principal Teachers</p>	<p>Local Funds</p>	<p>August 2005 – May 2006</p>	<p>TAKS Writing (Summative) Local Assessments Student Products</p>
<p>Divide 4<sup>th</sup> grade writing classes into small groups to allow for more individualized instruction in language and writing.</p>	<p>Principal 4<sup>th</sup> Grade Writing Teachers</p>	<p>Local Funds</p>	<p>August 2005 – May 2006</p>	<p>TAKS Writing (Summative) Local Assessment Student Products</p>
<p>Give benchmark tests to students to assess progress for the year in writing.</p>	<p>Test Coordinator Teachers</p>	<p>Local Funds TEA</p>	<p>December 2005</p>	<p>Released TAKS TAKS (Summative)</p>
<p>Develop standards for a campus wide writing curriculum. Teachers will be provided with early release days to complete the task. The writing curriculum will be aligned from Kindergarten through 5<sup>th</sup> grade. Each grade will have a type of writing to be responsible for. Each grade will be required to write as dictated by a schedule.</p>	<p>Principal Teachers</p>	<p>Local Funds Research Data</p>	<p>August 2005 – January 2006</p>	<p>TAKS (Summative) Local Assessment Student Products Lesson Plans</p>

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**Objective D: To show improvement on the TAKS Science Exam.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
Maintain a school-wide science lab. This lab will be available to all science teachers for conducting labs and scientific experiments. Supplies will be added to the lab as the need for them is recognized. Lab tables and other equipment will be maintained for convenience and safety.	Principal Lead Science Teacher	Local Funds Donations	August 2005 – May 2006 (Supplies will be purchased continually as needed)	Summative: Science TAKS Local Assessments TEKS checklist
Align Science curriculum vertically in all grades. After the initial alignment meeting, the lead science teacher will call periodic meetings to target specific issues within the curriculum.	Principal Counselor Lead Science Teacher	Local Funds	August 2005 - May 2006	Summative : Science TAKS TEKS checklist
Use journals to write about activities and outcomes associated with science. This activity is designed to trigger higher level thinking and to improve writing skills.	Science Teachers	Local Funds	Weekly – until May 2006	Summative: Science TAKS Teacher Assessment
Use websites such as Lightspan, Kidspiration, and WebCat to seek areas to explore and to learn through discovery.	Science Teachers Comp. Lab Asst.	Local Funds Kids Grant Funds	August 2005 – May 2006	Summative: Science TAKS Teacher Assessment
Provide benchmark tests in science to all 4 <sup>th</sup> and 5 <sup>th</sup> graders. Teachers will use information to adjust instruction.	Test Coordinator Teachers Principal	Local Funds TEA	December 2005	Released TAKS TAKS (Summative)

<p>In addition to the regular science curriculum, place special emphasis on the following concepts:</p> <ul style="list-style-type: none"><li>• 3<sup>rd</sup> Grade – Nature of science, life science, physical science, earth science</li><li>• 4<sup>th</sup> Grade – Physical science and earth science</li><li>• 5<sup>th</sup> Grade – Physical science and earth science</li></ul>	<p>All Teachers Science Teachers</p>	<p>Local Funds</p>	<p>August 2005 – May 2006</p>	<p>Summative: Science TAKS Teacher Assessment</p>
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**Goal II: To meet the educational needs of each student.**

**Objective A: To provide programs which will address the needs of Anglo, Hispanic, African American, Economically Disadvantaged, Male, Female, Gifted/Talented, LEP, Special Education, Dyslexic, CAPD, ADD/ADHA, Migrant, and At-Risk students.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
Provide a school-wide Title I program for students who are not performing well under the regular curriculum in reading and in math. This program is available for all students in all demographic groups.	Teachers Assistants Counselor	Title I Funds Local Funds	Begin August 2005 Weekly Assessments Progress Reports every 3 weeks	Teacher Assessments TAKS (Summative)
Provide individualized programs for students with handicapping conditions as prescribed by the ARD committee. These students may be assigned to, but not limited to, any of the following placements: Mainstream, content mastery, resource, ELS computer lab, speech therapy, PPCD, modifications in the regular classroom, physical therapy, occupational therapy, and other related services. Each handicapped student will be placed in the least restrictive environment as prescribed by the ARD committee. A general education placement will be considered first. Placement will be based on the students IEP, not on convenience or availability of programs. Students who are instructed on grade level TEKS will take TAKS at that level/subject. All teachers will receive CAP/AIM training at the beginning of each school year.	Educational Diagnostician Teachers/Assistants Counselor Principal Content Mastery Teacher Resource Teacher ELS Lab Assistant PPCD Personnel Speech Therapist ARD Committee Physical Therapist Occupational Therapist	Special Education Funds Caprock Shared Services Arrangement AIM IDEA	ARD committee meets once per year on each child unless an additional meeting is necessary (i.e. a parent calls a meeting, the student has excessive failing grades, or additional testing is necessary). ARD recommendations are valid for 1 calendar year unless the ARD committee changes them. Test every 3 years.	TAKS (Summative) Appropriate Alternative Assessments ARD Committee Review

<p>Provide Alphabetic Phonics for students with dyslexic tendencies. Regular education teachers and the counselor will identify these students. Our campus has 3 teachers trained in the Alphabetic Phonics program by the Scottish Rite Learning Center.</p>	<p>Teachers trained in Alphabetic Phonics Classroom Teachers Counselor</p>	<p>Local Funds Scottish Rite Learning Center</p>	<p>Students are screened and monitored thru 2<sup>nd</sup> grade year. Alpha Phonics classes Begin in 3<sup>rd</sup> grade &amp; ends in 4<sup>th</sup> grade. (One class period)</p>	<p>Teacher Observations Dyslexic Tendencies Checklist TAKS (Summative)</p>
<p>Provide a differentiated curriculum to serve the needs of gifted and talented students. All state guidelines for staff training will be followed. All teachers from Kindergarten &amp; up have required training and annual updates. Notification of the nomination and screening process is sent home in English and Spanish to the parents of all students.</p>	<p>Teachers Counselor Principal</p>	<p>Local Funds G/T Funds ESC Region 17</p>	<p>Kindergarten Screening takes place in Jan. Screening in grades 1-5 takes place in May 6 hr. update - summer preceding school yr. Services provided year-round</p>	<p>TAKS (Summative) Teacher Observation Portfolios</p>
<p>Provide an ESL program for students not proficient in the English language. Home language surveys are completed at time of enrollment on each student. English proficiency tests are given if a language other than English is written on a survey. The LPAC committee makes placements according to data collected. Only recent immigrants to the US will be exempted from TAKS testing.</p>	<p>ESL Teacher ESL Assistant LPAC Committee</p>	<p>ESL Funds Local Funds</p>	<p>RPTE test in March TAKS in March English Proficiency and Achievement tests Given as needed Services provided year-round</p>	<p>English Proficiency Test RPTE TAKS (Summative) Achievement Test</p>
<p>Provide individualized programs for students who do not qualify for a special education, but who are not being successful in the regular curriculum (At-Risk Students) Programs include, but are not limited to, methods to help students with dyslexia, central auditory processing disorder (CAPD), or ADD/ADHD. Instruction will be modified to meet the needs of individual students.</p>	<p>504 Committee: Counselor Principal Teacher(s) Parent(s)</p>	<p>Local Funds Compensatory Funds</p>	<p>Local Assessments will Be administered any time a parent or staff member has a concern that warrants testing. Services provided year-round</p>	<p>TAKS (Summative) Local Assessments</p>

**Goal III: To achieve a high student attendance rate.**

**Objective A: To provide incentives to students with good attendance.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
To provide perfect attendance prizes for students with perfect attendance each six-weeks.	Principal	Local Funds	At the end of each six Weeks	PEIMS - ADA
Hold a drawing for large prizes (including a bicycle) for students who miss fewer than 3 days of school during the entire year. Students with 2 absences are entered in the drawing once. Students with 1 absence are entered in the drawing twice. Students with perfect attendance are entered in the drawing three times. All students in this drawing will receive at least 1 prize.	Principal	Local Funds	This drawing will take place within the last 2 days of school.	PEIMS - ADA

**Goal III: To achieve a high student attendance rate.**

**Objective B: To keep parents of students with poor attendance habits informed on laws and the benefits of good attendance.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
Contact parents of students with poor attendance. Inform them of the laws associated with school attendance and thwarting.	Principal Teachers	Policy Manual	Principal will contact parents as soon as a concern arises from the teacher or when the student falls below the 90% attendance rate	PEIMS -ADA Individual Attendance Records Attendance Rate
Contact the Justice of the Peace to file charges against parents who do not require their children to attend school regularly.	Principal	Justice of the Peace	Principal will contact the Justice of the Peace if attendance does not improve after contact with the parents.	PEIMS - ADA Individual Attendance Records Attendance Rate

**Goal IV: To provide and maintain a highly qualified staff**

**Objective A: To hire highly qualified staff when vacancies occur.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<p>The principal and the superintendent will screen applications and applicants when a position becomes vacant. After interviewing applicants and checking references, the principal will make recommendations to the school board.</p> <p>Recruiting has not been an issue since we have a number of applicants from Wayland Baptist University and from local residents who are certified teachers.</p>	Principal Superintendent	Resumes Previous Employers College Transcripts Other References	April, May, June Or as needed	TAKS (Summative) Pre-TAKS TPRI PDAS Summative)
<p>The principal will appraise all campus teacher assistants to ensure quality instruction for students. Principal training for the Paraprofessional Assessment of Knowledge and Skills (PAKS) has been provided by Region 17 ESC.</p>	Principal	Region 17 ESC	Appraisals – Oct. 2005- May 2006	PAKS (Summative) Principal Observation

**Goal IV: To provide and maintain a highly qualified staff.**

**Objective B: To provide meaningful staff development and opportunities for growth for all staff members.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
Each teacher will attend a 6 hour G/T training provided by Region 17 ESC. This should occur before the beginning of the 2005-2006 school year.	Principal G/T Coordinator	ESC Region 17 Local Funds	Summer 2005	Individual Staff Dev. Records TAKS ( Summative)
Professional staff will be provided with information on staff development and opportunities for growth in the following areas: ESL, Technology, Special Education, G/T, Curriculum, Parent Involvement, Drug-Free Schools, TEKS, Migrant, Instructional Techniques, Learning Styles, Teaching Multicultural Learners, Individual Subjects, and others. Paraprofessional staff will be provided with staff development locally (reading and math areas). They are also encouraged to attend other relevant professional development opportunities.	Principal Counselor Superintendent	Local Funds State Funds Federal Funds ESC Region 17	6 hours required in the summer of 2005. ESC information is issued at the start of the summer and the fall and spring semesters. Other information is issued as soon as it is received.	TAKS (Summative) Pre-TAKS TPRI PDAS (Summative)
Provide information to staff regarding research and new developments in education. This information can be gathered from professional publications, conferences or meetings attended by a group or by an individual, or from various electronic media such as video tapes, the T-star network, or the internet.	Principal Technology Coordinator	ESC Region 17 Local Funds State Funds	Information shared in e-mails.	PDAS (Summative) TAKS (Summative) Pre-TAKS TPRI

<p>Evaluate all staff formatively using informal observation and class walk-throughs to get a sampling of classroom activities. Student assessment will also be monitored closely to determine if deficiencies are present in certain areas. Teachers who score below “Proficient” on the PDAS will be formally evaluated annually using the PDAS instrument.</p>	<p>Principal</p>	<p>PDAS Locally Adopted Assessment Form</p>	<p>Formative Evaluation – August through May Summative Evaluation – April and May 2006</p>	<p>PDAS (Summative) Performance on Locally Adopted Evaluation Form (Summative) Walk-throughs and Daily observation</p>
<p>Inform staff on various forms of assessment available and receive input on which would be the best to use on our campus.</p>	<p>Principal Counselor</p>	<p>State Approved List of Assessment Instruments</p>	<p>Prior to the beginning of school in August</p>	<p>Campus Improvement Committee meeting minutes (Summative) Campus Plan</p>
<p>Provide teachers with a comprehensive needs assessment of weaknesses of students according to testing done in the spring of 2005.</p>	<p>Counselor Principal</p>	<p>Data collected from the following sources: TAKS Pre-TAKS TPRI</p>	<p>Data Collected in May Needs Assessment Formulated in June Needs Assessment given to teachers in August</p>	<p>Campus Improvement Committee meeting Minutes (Summative) Campus Plan</p>

**Goal V: To actively involve parents in the education of their children.**

**Objective A: To involve 100% of the parents of our students in at least some of our parent involvement activities.**

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
<p>Schedule meeting during the first two 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 and will issue TAAS summaries for each student who took TAAS the preceding year. The principal will discuss attendance and other general issues with parents. Parents will be given a time to ask questions they might have.</p>	<p>Principal Teachers Counselor</p>	<p>Students Handbook (Issued at the start of school) Teachers Assistants Parents</p>	<p>August 2005</p>	<p>T Record of Attendance TAKS (Summative)</p>
<p>Continue our parent conference program. Teachers will schedule conferences with the parent or guardian of each child. Teachers will visit or contact any parent who cannot attend the conference. Teachers are asked to keep a positive tone in the meeting. Teachers will also ask parents to sign a Parent-Teacher-Student Compact. This compact emphasizes the responsibilities of each person signing. After all signatures are collected, a copy will be sent home.</p>	<p>Teachers Principal</p>	<p>Teachers Parents Letters to Parents</p>	<p>October 2005</p>	<p>Record of Attendance TAKS (Summative) Signed Parent-Teacher-Student Compacts</p>

<p>Communicate with parents concerning developments with any child. This includes academic and behavioral problems.</p>	<p>Teachers Counselor Principal</p>	<p>Teachers Parents</p>	<p>Contact parents at first sign of problem</p>	<p>Documentation by the Teacher TAKS (Summative)</p>
<p>Other Activities which encourage parental involvement include:  Campus Improvement Committee Meetings (Once per six-weeks or as needed)  ARD Meetings (Annual or as called)  PAC Meetings (3 times per year)  Music Programs (1 per grade per year)  Field Trips (1 per year)  Open Invitation to eat lunch with children</p>	<p>Principal Special Education Coop. Migrant Liaison Music Teacher Teachers</p>	<p>Teachers Parents PAC Committee CIC Committee ARD Committees</p>	<p>See individual timelines under Strategy/Activity/Action</p>	<p>TAKS (Summative)</p>
<p>Send letters out to all elementary students (English &amp; Spanish) advertising our Pre-Kindergarten program. Children who are 4 years old by September 1, 2005, and are limited English proficient, or live in a household that qualifies for the Free &amp; Reduced Lunch Program, or are homeless. Pre-school registration will also be advertised (English and Spanish) so that qualifications and placements can be determined prior to the beginning of school. Students who have never attended school are targeted for this registration, but all students new to the district are welcome.</p>	<p>Principal (Letters and Advertisement for Pre-K program and Registration) School Secretary School Nurse</p>	<p>Local Funds</p>	<p>Letters sent in May, 2005 Advertisement July and August, 2005 Pre-School Registration On August 11, 2005</p>	<p>Copies of letters and Advertisements Existence of Pre-K Program (Summative)</p>

**Goal VI: To provide students and staff with a school climate conducive to learning.**

**Objective A: 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
Issue a student handbook to each student outlining the campus discipline system. Parents will be asked to read the handbook and return a signature page indicating that they have read and understand the contents. Handbook will include various forms of punishment available including the Alternative Education Program (AEP) for our campus.	Principal Teachers	Lockney ISD Policy Manual Student Handbook	August 2005 or; As new students enter	Handbook Issued Returned Signature Pages (Summative)
Send a discipline slip to parents each time a student is referred to the office. The slip will indicate why the student was sent and what consequences were administered. The slip is to be signed by a parent or responsible party and returned to school.	Principal Teachers	Student Handbook Discipline Forms Lockney ISD Policy Manual	Each time a student is referred to the office.	Discipline File (Summative) Teacher Observation
Each grade level will adopt a plan that will outline classroom rules and will state consequences for violating the rules. The final step in the hierarchy of consequences will be to refer the student to the principal's office.	Principal Teachers	"Assertive Discipline" by Lee Canter Teachers Assistants	Grade level plans are Developed prior to the beginning of school (most have been in place for several years but are fined tuned anually)	Teacher Observation Teacher Records (Summative)



## Measurable Performance Objective:

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

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

## Measurable Performance Objective:

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

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

## Measurable Performance Objective:

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

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

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

Measurable Performance Objective:

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

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

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

## Measurable Performance Objective:

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
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: None	Administrator	Spring	Local	Agenda	Written strategies developed

## Measurable Performance Objective:

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

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

Measurable Performance Objective:

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

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
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Develop a policy for identifying, entering, and exiting students from the SCE program	Superintendent/ Principal	August 05	Local	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator, Counselor, Teachers	End of 1 <sup>st</sup> six weeks and through-out the school year as needed	SCE	At-risk criteria distributed	List of at-risk students identified

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

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

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

## Measurable Performance Objective:

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

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

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

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
<p>Coordinate, integrate, and <u>consolidate</u> Title I, Part A services with other educational services such as Head Start, Even Start, Reading First, Early Reading First, other preschool programs, LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, immigrant children, <u>CATE, G/T, At-Risk, and Dyslexia</u> in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program</p>	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	Administrator SBDM	May	Time	Meetings notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement	Sign-in sheets Agenda

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

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

## Measurable Performance Objective:

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Ensure that all teachers/ paraprofessionals teach in the program have the proper certification and/or endorsements	Administration	August	Local, Title I, Part A, Title II, Part A	Interview process	Teacher certificates
Provide research based staff development for professional/ paraprofessional staff with input from staff	Administrator ESC	Fall, Spring, Summer	Local, Title I, Part A, Title II, Part A	Survey, staff development calendar	Attendance certificates
Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities	Administrator SBDM	August – May	Local, Title I, Part A, MEP, ESL, Special Education	Parent involvement activity calendar	Dates on calendar, agendas, minutes of planning meetings, sign-in sheets
Provide a Pre-K curriculum reflecting a balance of all areas of learning and encourages children to be actively involved and experience a variety of activities and materials	Pre-K Teachers	Daily	Local	Observation, Lesson plan	Summary of assessment instruments
Provide activities i.e. registration day, roundup, classroom/campus visitation, to ensure a smooth transition for children into the public school	Pre-K Teachers	Spring	Local, Title I, Part A	Activities scheduled Notification, agenda, handouts	Observation

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Identify four-year-old students through communication to the population in the district with children who are eligible in both English and Spanish	Administration	May – July	Local	Newspapers, Letters, Notices posted, etc.	Copies of notices