

Lockney Junior High School
Campus Improvement Plan
2021 – 2022

Lockney Independent School District

MISSION STATEMENT

For every student entrusted to our care, the Lockney Independent School District mission is to:

- Provide world class instruction
- Encourage academic excellence
- Create a safe and caring environment
- Promote a positive self-image
- Provide real-life experiences through multiple activities
- Help foster an unquenchable thirst for lifelong learning and discovery
- Fully prepare students to function in a free enterprise and informational society

Goal # 1 – All student groups taking the STAAR reading, writing, math, science, and social studies tests will meet or exceed state and federal minimum standards of proficiency.

Objective # 1 – All student groups taking the STAAR reading test will meet grade level at a rate of 80% or higher by May 2022.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
Master schedule will provide for 6 th and 7 th grade students to have a separate reading class and separate writing class	Principal	Local funds Title 1 funds At least 200 min/wk	Aug – May Daily	6 week report card teacher feedback Unit Assessments	2022 STAAR results and State acct. report
Master schedule will provide for a tutorial period and a “Learning Lab” to provide intervention	Principal Teachers	Local funds Title 1 funds At least 300 min/wk	Aug – May Daily	6 week report card Teacher feedback Unit Assessments	2022 STAAR results and State acct. report
STAAR data will be analyzed each year to find strengths and weaknesses in instruction	Principal, teachers	Released tests Eduphoria program Beginning of year SD	Aug – May	Departmental meetings	2022 STAAR results and State acct. report
Reading teachers will ensure that instruction is provided at the scope and sequence of the TEKS Resource system platform	Principal Teachers	Local funds TEKS Resource system	Aug – May	Lesson Plans Principal walk throughs Unit Assessments	2022 STAAR results and State acct. report

Provide benchmark testing for students in 6 th , 7 th , and 8 th grade reading. Results of these tests will help teachers adjust instruction and assess student progress.	Principal Teachers	Local Funds TEA	Feb – March	STAAR released test results	2022 STAAR results and State acct. report
Provide staff development in data analysis and use the data to target skills in need of improvement	Principal Teachers	Local funds Local SD day	Aug – May	Sign in sheets Planning meeting w/ principal	2022 STAAR results and State acct. report
Students will be provided with reading intervention during “Learning Lab” using Istation Reading	Principal Teachers	Local Funds 270 Funds 100 min/wk	Aug - May	Daily Assessment Istation testing data	2022 STAAR results and State acct. report
ESSER3 funds be utilized to provide an after school program and “Monday School” program to close the gaps in learning of all students	Principal Teachers	ESSER3 funds Daily Weekly on “5 th day”	Aug - May	Sign in sheets Unit Assessments 6 weeks grades	2022 STAAR results and State Acct. report
Provide STAAR Mondays in the spring to provide needed (RTI) in response to Benchmark deficits	Principal	Local Funds 4 Mondays in the spring	Feb – Apr	Students products Benchmark results	2022 STAAR results and State Acct. Report
Utilize Step Up to the TEKS curriculum for students in need of intervention	Principal Teachers	Local Funds Federal Grant	Aug – May	Student products Benchmark Results	2022 STAAR results And State Acct. Reports

Goal # 1 – All student groups taking the STAAR reading, writing, math, science, and social studies tests will meet or exceed state and federal minimum standards of proficiency.

Objective # 2 – All student groups taking the STAAR writing test will meet grade level at a rate of 80% or higher by May 2022.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
Master schedule will provide for 6 th and 7 th grade students to have a separate English class	Principal	Local funds Title 1 funds	Aug – May	6 week report card teacher feedback Unit Assessments	2022 STAAR results and State acct. report

Master schedule will provide for a tutorial period and a “Learning Lab” to provide intervention	Principal	Local funds Title 1 funds At least 300 min/week	Aug – May	6 week report card teacher feedback Unit Assessments	2022 STAAR results and State acct. report
STAAR data will be analyzed each year to find strengths and weaknesses in instruction	Principal, teachers	Released tests Eduphoria program Beginning of year SD	Aug – May	Departmental Meetings	2022 STAAR results and State acct. report
Writing teachers will ensure that instruction is provided at the scope and sequence of the TEKS Resource System platform	Principal Teachers	Local funds	Aug – May	Lesson Plans Principal walk-throughs Unit Assessments	2022 STAAR results and State acct. report
Provide benchmark testing for students in 7 th grade writing. Results of these tests will help teachers adjust instruction and assess student progress.	Principal Teachers	Local funds TEA	Jan – Feb	STAAR released test results	2022 STAAR results and State acct. report
Provide staff development in data analysis and use the data to target skills in need of improvement	Principal	Local funds Local SD day	Aug - May	Sign in sheets Planning meeting w/ principal	2022 STAAR results and State acct. report
Emphasis should be placed on the following types of writing in grades 6 th – 8 th : <ul style="list-style-type: none"> Personal Narratives 	Principal Teachers	Local Funds	Aug - May	Lesson Plans	2022 STAAR results and State acct. report

<ul style="list-style-type: none"> Persuasive essays Expository Texts <p>The organization and complexity should increase with each grade level. The use and effectiveness of sensory details and literary elements should increase as the student progresses each year.</p> <p>Students will be provided with writing intervention during “Learning Lab” using *****</p> <p>ESSER3 funds be utilized to provide an after school program and “Monday School” program to close the gaps in learning of all students</p> <p>Provide STAAR Mondays in the spring to provide needed (RTI) in response to Benchmark deficits</p>	Principal Teachers	Local Funds 270 funds	Aug - May	Principal walk-throughs 6 weeks grades Unit Assessments Daily Assessment *****	2022 STAAR results and State acct. report
	Principal	ESSER3 Funds Daily Weekly on “5 th ” day	Aug – May	Sign in sheets 6 weeks grades Unit Assessments	2022 STAAR results and State Acct. report
	Principal	Local funds	Feb - Apr	Student Products Sign in sheets	2022 STAAR results and State Acct. report

Goal # 1 – All student groups taking the STAAR reading, writing, math, science, and social studies tests will meet or exceed state and federal minimum standards of proficiency.

Objective # 3 – All student groups taking the STAAR math test will meet grade level at a rate of 80% or higher by May 2022.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
Master schedule will provide for a tutorial period and a “Learning Lab” to provide intervention	Principal	Local funds Title I At least 300 min/week	Aug – May	6 weeks report cards Unit Assessments	2022 STAAR results and State acct. report
STAAR data will be analyzed each year to find strengths and weaknesses in instruction	Principal, teachers	Released tests Eduphoria program Beginning of year SD	Aug – May	Departmental Meetings	2022 STAAR results and State acct. report
Math teachers will ensure that instruction is provided at the scope and sequence of the TEKS Resource System platform	Principal Teachers	Local Funds	Aug – May	Lesson Plans Principal walk-throughs	2022 STAAR results and State acct. report
Provide benchmark testing for students in each grade. Results of these tests will help teachers adjust instruction and assess student progress.	Principal Teachers	Released tests Eduphoria program TEA	Aug – May	STAAR released testing results	2022 STAAR results and State acct. report

Provide staff development in data analysis and use the data to target skills in need of improvement	Principal Teachers	Local funds Local SD day	Aug – May	Sign in sheets Planning meeting w/ principal	2022 STAAR results and State acct. report
Use the Moby Max Math program and Think Through math program for intervention and STAAR preparation	Principal Teachers	Local funds	Aug - May	Marked progress in program Unit Assessments	2022 STAAR results and State acct. report
Students will be provided with Math intervention during “Learning Lab”	Principal Teachers	Local Funds Title 1 funds	Aug - May	Daily Assessment	2022 STAAR results and State acct. report
ESSER3 funds be utilized to provide an after school program and “Monday School” program to close the gaps in learning of all students	Site Coordinator Principal	ESSER3 funds Daily Weekly on “5 th ” day	Aug – May	Sign in sheets 6 weeks grades Unit Assessments	2022 STAAR results and State Acct. report
Provide STAAR Mondays in the spring to provide needed (RTI) in response to Benchmark deficits	Principal	Local funds	Feb – Apr	Student Products Benchmark results	2022 STAAR results and State Acct. report
Utilize Step Up to the TEKS curriculum for students in need of intervention	Principal Teachers	Local funds 270 funds	Aug - May	Student products Benchmark Results Unit assessments	2022 STAAR results and State Acct. Report

Goal # 1 – All student groups taking the STAAR reading, writing, math, science, and social studies tests will meet or exceed state and federal minimum standards of proficiency.

Objective # 4 – All student groups taking the STAAR science test will meet grade level at a rate of 80% or higher by May 2022

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
Master schedule will provide for a tutorial period and a “Learning Lab” to provide intervention	Principal	Local funds Title I At least 300 min/week	Aug – May	6 weeks report cards Unit Assessments	2022 STAAR results and State acct. report
STAAR data will be analyzed each year to find strengths and weaknesses in instruction	Principal, teachers	Released tests Eduphoria program Beginning of year SD	Aug – May	Departmental Meetings	2022 STAAR results and State acct. report
Science teachers will ensure that instruction is provided at the scope and sequence of the TEKS Resource System platform	Principal Teachers	Local Funds	Aug – May	Lesson Plans Principal walk-throughs	2022 STAAR results and State acct. report
Provide benchmark testing for students in each grade. Results of these tests will help teachers adjust instruction and assess student progress.	Principal Teachers	Released tests Eduphoria program TEA	Aug – May	STAAR released testing results	2022 STAAR results and State acct. report
Provide staff development in data analysis and use the data to target skills in need of improvement	Principal Teachers Principal	Local funds Local SD day	Aug – May	Sign in sheets Planning meetings w/ principal	2022 STAAR results and State acct. report
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.	Teachers	Local Funds Small and Rural School Achievement Program	Aug – May	Laboratory Assessments	2022 STAAR results and State acct. report

Lab tables and other equipment will be maintained for convenience and safety.					
Use Discovery Education video downloads to enhance instruction	Teachers	Local Funds	Aug – May	6 weeks grade reports Unit Assessments	2022 STAAR results and State acct. report
Begin instructional units with Scientific Minds Science starters as an introduction to each unit	Teachers	Local Funds	Aug - May	6 weeks grade reports Unit Assessments	2022 STAAR results and State acct. report
Students will be provided with Science intervention during “Learning Lab”	Principal Teachers	Local Funds	Aug - May	Unit Assessments	2022 STAAR results and State acct. report
ESSER3 funds be utilized to provide an after school program and “Monday School” program to close the gaps in learning of all students	Site Coordinator	ESSER3 funds Daily Weekly on “5 th ” day	Aug – May	Sign in sheets 6 weeks grades Unit Assessments	2022 STAAR results and State Acct. report
Provide STAAR Mondays in the spring to provide needed (RTI) in response to Benchmark deficits	Principal	Local Funds	Feb – Apr	Student Products Benchmark Results	2022 STAAR results and State Acct. report
Provide a class period for students to work on Edgenuity learning system on the Science TEKS and test taking skills	Principal Teachers	Local Funds Federal Grant	Aug – May	Edgenuity Progress Reports	2022 STAAR results and State Acct. Report
Utilize Step Up to the TEKS curriculum for students in need of intervention	Principal Teachers	Local Funds Federal Grants	Aug - May	Student Products Benchmark Results	2022 STAAR results and State Acct. Report

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Goal # 1 – All student groups taking the STAAR reading, writing, math, science, and social studies tests will meet or exceed state and federal minimum standards of proficiency.

Objective # 5 – All student groups taking the STAAR social studies test will meet grade level at a rate of 80% or higher by May 2022

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
Master schedule will provide for a tutorial period and a “Learning Lab” to provide intervention	Principal	Local funds Title I	Aug – May	6 weeks report cards Unit Assessments	2022 STAAR results and State acct. report

STAAR data will be analyzed each year to find strengths and weaknesses in instruction	Principal teachers	At least 300 min/week Released tests Eduphoria program Beginning of year SD	Aug – May	Departmental Meetings	2022 STAAR results and State acct. report
Social Studies teachers will ensure that instruction is provided at the scope and sequence of the TEKS Resource System platform	Principal Teachers	Local Funds	Aug – May	Lesson Plans Principal walk-throughs	2022 STAAR results and State acct. report
Provide benchmark testing for students in each grade. Results of these tests will help teachers adjust instruction and assess student progress.	Principal Teachers	Released tests Eduphoria program TEA	Aug – May	STAAR released testing results	2022 STAAR results and State acct. report
Provide staff development in data analysis and use the data to target skills in need of improvement	Principal Teachers	Local funds Local SD day	Aug – May	Sign in sheets Planning meetings w/ principal	2022 STAAR results and State acct. report
Spiraling testing program that requires each student pass each test or continually correct and retest until mastery is shown	Teachers	Local Funds	Aug – May	6 weeks grades Unit Assessments	2022 STAAR results and State acct. report
Create a word wall that provides visual aides and mnemonic devices to assist in remembering difficult material	Teachers	Local Funds	Aug - May	6 weeks grades Unit Assessments	2022 STAAR results and State acct. report

Students will be provided with Social Studies intervention during “Learning Lab”	Principal Teachers	Local Funds	Aug - May	Unit Assessment	2022 STAAR results and State acct. report
ESSER3 funds be utilized to provide an after school program and “Monday School” program to close the gaps in learning of all students	Principal	ESSER3 funds Daily Weekly on “5 th ” day	Aug – May	Sign in sheets 6 weeks grades Unit Assessments	2022 STAAR results and State Acct. report
Provide STAAR Mondays in the spring to provide needed (RTI) in response to Benchmark deficits	Principal	Local funds	Feb – Apr	Student Products Benchmark Results	2022 STAAR results and State Acct. report
Provide a class period for students to work on Edgenuity learning system on the reading TEKS and test taking skills	Principal Teachers	Local funds Federal Grant	Aug – May	Edgenuity Progress Reports	2022 STAAR results and State Acct. report
Utilize Step Up to the TEKS curriculum for students in need of intervention	Principal Teachers	Local funds Federal Grants	Aug - May	Student Products Benchmark Results	2022 STAAR results and State Acct. report

Goal # 1 – All student groups taking the STAAR reading, writing, math, science, and social studies tests will meet or exceed state and federal minimum standards of proficiency.

Objective # 6 - 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/ADHD, Migrant, and At-Risk students.

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
The Eduphoria program will be utilized to provide testing portfolios for each	Principal Teachers	Local Funds	Aug – May	6 weeks grades Dept. meetings Unit Assessments	2022 STAAR results and State acct. report

individual teacher to review and study on students testing data.					
Students failing STAAR will be placed in a tutorial class enabling them to use programs such as, Edgenuity, Moby Max Math, Think Through Math, and IStation Reading	Principal Teachers	Local Funds Title I Funds	Aug – May	Weekly Reports 6 weeks grades Unit Assessments	2022 STAAR results and State acct. report
Disaggregate all scores by all students' population.	Principal Teachers	Local Funds	Aug – May	Dept. meetings Lesson Plans	2022 STAAR results and State acct. report
Students failing STAAR or otherwise At-Risk will attend mandatory tutorials.	Principal Teachers	Local Funds	Aug – May	6 weeks grades Sign in sheets	2022 STAAR results and State acct. report
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	Educational Diagnostician Teachers/Assistants Counselor Principal Content Mastery Teacher Resource Teacher Speech Therapist ARD Committee	Special Education Funds EPEC	Aug – May	ARD committee meeting minutes	2022 STAAR results and State acct. report ARD Reviews

<p>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 STAAR at that level/subject.</p>	Physical Therapist Occupational Therapist				
<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 & up have required to be GT certified and receive 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>	Principal Counselor GT coordinator	Local funds G/T funds	Aug – May	6 hr. update - summer preceding school yr. Services provided year- round	2022 STAAR results and State acct. report
<p>Provide an ELL 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 STAAR testing.</p>	Principal ELL teacher LPAC comm	Local funds ELL funds	Aug – May	LPAC meetings 6 weeks grades Unit Assessments	2022 STAAR results and State acct. report TELPAS

<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>Aug – May</p>	<p>504 meetings 6 weeks grades Unit Assessments</p>	<p>2022 STAAR results and State acct. report</p>
<p>ESSER3 funds be utilized to provide an after school program and “Monday School” program to close the gaps in learning of all students</p>	<p>Principal</p>	<p>ESSER3 Funds Daily Weekly on “5th” day</p>	<p>Aug – May</p>	<p>6 weeks Grades Unit Assessments</p>	<p>2022 STAAR results and State acct. report</p>
<p>Provide mandatory tutorials and outside of school tutoring to Migrant students in need of (RTI)</p>	<p>Principal</p>	<p>Local funds</p>	<p>Feb - Apr</p>	<p>6 weeks grades Unit Assessments</p>	<p>2022 STAAR results and State acct. report</p>

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Goal: # 2 - During the 2021-2022 school year, Lockney Junior High will address all ten areas of the Title I Part A Components.

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

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
Strategy # 1 Needs assessment will be made each year which will include the following activities:	Principal Counselor Teachers	Local funds	Aug – May	Comprehensive Needs Assessment Document	2020 Testing Results

<p>Conduct a comprehensive needs assessment while including but not limited to: Disaggregated STAAR TPRI.RPTE, AEIS indicators, staff development, SDFSC annual report</p> <p>Special attention will be paid to target groups listed-such as: At-risk, G/T Migrant, ESL, Sp Ed, Ed Advantage, etc.</p> <p>Train campus staff to review, interpret and update the test data and give input into the use of assessment.</p>					
<p>Strategy # 2</p> <p>Strategies to provide opportunities for school wide reform.</p> <p>Provide STAAR tutorials and acceleration for all students</p>	Principal Teachers	Local Funds Title I	Aug – May	Attendance Report 6 weeks grades	2020 Testing Results
<p>Strategy # 3</p> <p>Provide instruction by highly qualified professional staff.</p>	Principal	Title I Part A Title I Part C G/T Staff Development -local funds	Aug – May	Applications on file Interviews held	Staff Development sign in sheets Staff Evaluations

Provide Campus open house Provide Summer School Strategy # 6 Provide transition activities for students from Elementary to Jr. High and Jr. High to High School. Provide orientation to 5 th graders in spring before the new school year Provide parent and student meeting to Explain credits for high school. Individual counseling as to which class program to take.	Principals Counselor	Local funds	May	Students attending	Sign in sheets
Strategy # 7 Provide opportunities for teacher input for use of assessment. Provide opportunity for teacher input into the use of assessment.	Principal Faculty	STAAR data Teacher in-service Time Faculty meeting time	Aug – May	In-service Agenda Faculty Meetings	Minutes of meetings
.Strategy # 8 Strategies to attract high qualified teacher	Principal	Local Funds	Aug - May	Attendance at fairs	100 % teachers hired are highlyl qualified

<p>Administrators will recruit highly qualified teachers at various job fairs(West Texas A&M, Wayland, and Texas Tech)</p> <p>Strategy # 9</p> <p>Provide effective, timely, additional assistance to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas; especially students furthest away from demonstrating proficiency</p> <p>Provide mandatory tutorials for RTI for those students that have failed the previous year's STAAR test</p> <p>Revise student / parent/ school compacts.</p> <p>Strategy # 10</p>	Principal Teachers	Local Funds Title I Funds	Aug – May	6 weeks grades	2020 STAAR results and State acct. report
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<p>Coordinate federal, state, and local services and programs and integration with the school wide program</p> <p>Coordinate, integrate, and consolidate Title I, Part A services with other educational services such as Special Educational, migratory children, homeless children, immigrant, CATE, G/T, At-Risk, and Dyslexia in order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program.</p>	<p>Administration Principal SBDM</p>	<p>Title I, Part A ESL, Special Education, MEP, Title III, CATE, G/T, SCE</p>	<p>Aug - May</p>	<p>schedules, agendas and minutes of planning meetings</p>	<p>Budget reports showing effective use of program funds</p>
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Goal: #3 – Lockney Junior High attendance rate will be 97% in grades 6,7, and 8 by May 2020.

Objective: #1 – Lockney Junior High will implement methods to improve student attendance

Strategy Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation	Summative assessment
	Principal		Daily		Student attendance

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

Activities/Strategies/Initiative	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide vocational and technical education programs to all eligible students	School Board Administration	August	CATE funds	Student choice cards	Courses scheduled
Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of CATE programs	Administrators Counselor CATE staff	May	CATE Fund surveys	Disaggregated data	Annual evaluation report of all individual programs and the overall CATE programs
Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices	CATE staff Program administrator	Fall Spring	CATE funds Perkins funds	Mid-year review of programs	Results of annual program review and update
Integrate CATE and academic program	CATE staff Academic staff	On-going	Tech Prep	Meeting records Written plan for integration	Annual CATE program evaluation
Encourage students to pursue a coherent sequence of courses	Counselor	Spring Semester	Perkins, SCE funds	Student choice cards	Courses scheduled
Ensure CATE students have a four year plan showing the coherent sequence they are pursuing	Counselor	Spring fall		Mid year check of student plans	Strategies developed
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation

Preview PAS/DAS data elements as they relate to CATE programs	Administrators Counselor, SBDM committee	Spring Semester	Perkins funds	PAS/DAS Risk Level report	Student participation/ Schedules/Class rosters
Provide course offerings in the following areas: Vocational Computer	Administration School Board	August	CATE funds Local funds	List of course offerings	Number of CATE students with four year plans on file with counselor
Continue to recruit and retain highly qualified CATE staff including minorities	Administration SBDM	Spring semester/ Summer	CATE funds Local funds	Positions posted	Fully certified staff hired
Provide staff development for professional staff that is researched based with input from staff	Administrators	Fall/ Springs/ Summer	Perkins funds Local funds	Staff development registrations	Attendance certificate
Ensure that information to parents is provided in the home language	Administrators CATE teachers	August – May		List of translators	Copes of notices sent to parents
Provide opportunities for parents of CATE students to participate in school-sponsored activities	Administrators CATE teachers Counselor	Fall/ Spring	Perkins funds, Local funds, Title I funds, MEP funds, ESL funds	School calendar of parent involvement activities	Parent Sign-In sheets
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Strive to provide CATE programs that lead students to receiving professional-level license and/or certification	Administrators School board	August – May	CATE funds, Perkins funds, Technology funds, Local funds	Research presentation of possible course offerings	Courses offered for licensing/certificatio n
Continue to provide Career Awareness programs in grades 8 to 12	Administrator Counselor	Spring	CATE funds, Perkins funds, Local funds	Schedule of programs	List of participating students

Research possibility of offering a Career Investigation course at middle school or a Career Connections course at high school	Counselor	Spring	Local	Presentation of possibility of course offering	Course offerings
Provide transition activities for middle school to high school to work or to post secondary education	Counselor	Spring	Perkins funds Local	Lesson plans	List of senior students participating
Address areas of PAS with Risk Levels of 4/3 which are: # 1 Ethnic Distribution of students served in CATE Level 3	Administrator	Spring	Local	Agenda	Written strategies developed

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

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

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

Provide opportunities for parents of ESL students to participate in school-sponsored activities	Administrators, Teachers, LPAC members, SBDM committee	Fall/Spr.	Local funds, ESL funds, MEP funds, Title I funds, CATE, Special Education funds	School calendar of parent involvement activities	Parent Sign-In sheets
Continue to recruit and retain highly qualified ESL staff including minorities	Administrators SBDM	Spring semester/ Summer	Local funds ESL funds	Positions posted	Fully certified staff hired
Address areas of PAS with Risk Levels of 4/3 which are: NA	Administrator	Spring	Local	Agenda	Written strategies developed

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

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

Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc.	Administrator G/T staff	August – May	Local	Parent involvement calendar	Sign-in sheets, surveys
Address DAS areas with Risk Levels of 4/3 which are: # 1 District Level Percentage of students identified as G/T. #2 G/T Elementary Percentage compared to G/T Secondary Percentage.	Administrator	Spring	Local	Agenda	Written strategies developed

Activities/Strategies/Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Identify and recruit eligible migrant children ages 3-21 through home visits, visibility in community, churches, grocery store, etc.	MEP staff	On going	MEP funds, Local	Logs/Schedules	COE
Remain current on NGS and TMSTPS ages 3-21 and attend training	MEP staff	Fall, Spring, Summer	MEP funds	Report dates, training scheduled	Daily/Weekly schedule
Provide MSC ages 3-21 to coordinate school programs and provide services for migrant families	MSC	Daily	MEP funds Local	Daily schedule	Records of services provided
Ensure graduation enhancement grades 7-12 by compiling data, monitoring progress, and providing educational opportunities to meet student needs	MPE staff Counselor	Each semester	Local MEP funds	NGS Records	Graduation rate of migrant students
Activities/Strategies/Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide secondary credit exchange and accrual grades 9-12 that cross references NGS educational data with official transcript to verify course credit for appropriate placement	MEP staff Counselor	As needed	MEP funds Local	MGS records, transcripts	Credits attained

Provide a parent involvement program ages 3-21 including establishing a PAC, which meets regularly, to work in partnership with families and communicate regularly with children's parents and participates in school-sponsored activities	MEP staff	August – May	MEP funds Local	Parent involvement activity calendar	Agendas, minutes, sign-in sheets of meetings
Conduct a comprehensive needs assessment of migrant student areas of strengths and weaknesses, including preschool students	Administrator MEP staff	April – August	MEP funds, Title I, Part A, Local	Migrant student data disaggregated	Areas of strengths and weaknesses identified
Provide services that are migrant specific i.e. tutorials, remediation, computer-assisted instruction, support services, etc., based on migrant student performance data	Administrator MEP staff	Daily	MEP funds, Title I, Part A, BE/ESL, Special Education, Local	Lit of students who have greatest need (Priority of services students)	STAAR/RPTE/TPRI, checklist scores
Provide researched based staff development opportunities for professionals as well as paraprofessionals with input from migrant staff	ESC Administration	Fall, Spring	Title I, Part A Title II, Part A Local	Staff development calendar/registration/ staff development forms, minutes of meetings, etc.	Attendance certificates
Ensure teachers/ paraprofessionals have proper certification/endorsements	Administration SBDM	Spring, Summer	Local	Job description	Teacher/Para-Professional certificates
Provide a list of the migrant students who have needs of the highest priority and services being provided to students	MEP staff	August – September	MEP funds	MSC schedule	List of students

Address areas of PAS with Risk Level of 4/3 which are: NA	Administrator	Spring	Local	Agenda	Written strategies developed
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