

Goal I: To achieve an overall rating of 85 (B) or better according to the annual Texas Academic Performance Report.

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

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

Utilize the IXL program in grades 3- 5. Math instruction of at least 60 minutes 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.	Math Teachers Assistants	Local Funds TEKS IXL Software	Program will be used at least 3 times per week.	iStation Math IXL Assessments STAAR(Summative) Classroom Assessments Lesson Plans
Provide a tutoring 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 using Mondays or after school on school days.	Math Teachers Principal	OEY Funds	September – May weekly	STAAR (Summative) Unit/Class Assessments
Provide unit assessments for students in 2-5 grade math. Results of these tests will help teachers adjust instruction and assess student progress.	Teacher Test Coordinator	Local Funds TEA	According to TRS as Units are completed	Unit Assessments

Objective B: To Show Improvement on STAAR 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. Students have access through use of their iPads.	Librarian PTO\ Teachers/Assistants Principal	PTO Local Funds	August – May	AR Tests Teacher/Unit Assessments STAAR(Summative)
Provide reading instruction in small groups for at-risk students who will be identified through	Teachers/Assistants Reading Interventionist Counselor	Title I Funds Local Funds	Daily – One class period beginning September	STAAR(Summative) Pre-STAAR TPRI

assessments and teacher observations. Many leveled books are available for this program.			through May.	Teacher Assessments
Access iStation, Nessy, and Flocabulary as intervention and enrichment for students.	Computer lab assistant Classroom teachers assistants	Local funds	January -May	iStation reports
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.	Instructional Assistants Reading Interventionist General Ed. Teachers	Title I Funds Compensatory Funds Local Funds	Daily 12 –16 weeks per child (Depending on pace of progress) Each child spends 30 minutes per day in the lab.	CIRCLE Testing TxKEA Testing TPRI Testing STAR Tests iStation Assessments
Provide the Accelerated Reading program for Kindergarten students who show deficiencies in phonemic, grapho-phonemic, and listening skills on TxKEA testing. 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.	AR Coordinator	Compensatory Funds	Begins in September Each student or group of students is served for 30 mins. per day. Ends in May.	TxKEA testing Teacher Unit Assessments
In addition to our regular HMH reading curriculum, place extra emphasis on the following concepts: <ul style="list-style-type: none"> • Pre-K – Phonemic awareness • Kindergarten – phonemic awareness, listening comprehension • 1st Grade – Oral reading accuracy • 2nd Grade – Prefixes & Suffixes, word meaning, following written directions, fact & non-fact, summarization • 3rd Grade – Basic Comprehension, Words in Context, Main Idea, Summarization 	Teachers/Assistants Principal Counselor	TEKS Lockney Elementary Needs Assessment Compensatory Funds Title I Funds Local Funds	One or more concepts will be addressed at least once per week	TPRI Pre-STAAR STAAR (Summative) Lesson Plans

<ul style="list-style-type: none"> • 4th Grade – Applying knowledge of literary elements and analyzing characters. • 5th Grade – Using strategies to analyze sequence of events <p>Provide computer instruction in the Computer 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>Provide an extended day (HB4545) 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 for 1 hour minimum and be offered throughout the week and/or on Monday in addition to the scheduled RTI time.</p> <p>Provide regular assessment to analyze student progress. Both teacher-made and commercial assessments will be utilized and logged in Eduphoria. Assessment tests will be used in 1st-5th grades. This will be useful in helping teachers adjust instruction.</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>Computer Lab Assistant Special Ed. Teachers Regular Ed. Teachers</p> <p>Reading Teachers</p> <p>Reading Teachers Principal</p> <p>Teachers Test Coordinator</p>	<p>Special Ed. Funds Compensatory Funds</p> <p>271 Grant OEY Funds</p> <p>Local Funds</p> <p>Local Funds Assessment Companies TEA</p>	<p>30 – 45 Minutes daily.</p> <p>August- May</p> <p>February – May weekly</p> <p>Assessments will begin in August and continue as long as the teacher deems necessary. Benchmark tests will be given in February</p> <p>Tier I – 1st 6 weeks Tier II – 2nd and 3rd 6 weeks Tier III – 4th, 5th, and</p>	<p>Istation Assessments</p> <p>STAAR (Summative)</p> <p>Reading Assessments TPRI Benchmark tests Released STAAR STAAR(Summative)</p> <p>Reading Assessments Teacher Observation STAAR (Summative)</p>
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Enroll appropriate staff in the state mandated Science of Teaching Reading course. Over a three year period of time all appropriate educators will successfully complete the course.	K - 3rd Grade Teachers SPED Teacher Dyslexia Teacher Campus Principal	Local Funds Title I Funds Compensatory Funds	August - May of 2020 - 2023	SBEC Certification in Science of Teaching Reading
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Objective C: To show improvement on the STAAR 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 – May (Supplies will be purchased continually as needed)	Summative: Science STAAR Local Assessments TEKS checklist
Align Science curriculum vertically using TEKS 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 – May	Summative : Science STAAR 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 August – May	Summative: Science STAAR Teacher Assessment
Provide benchmark tests in science to all 3-5 th graders. Teachers will use information to adjust instruction.	Test Coordinator Teachers Principal	Local Funds TEA	August – May	Released STAAR STAAR(Summative)

In addition to the regular science curriculum, place special emphasis on the following concepts: <ul style="list-style-type: none"> • 3rd Grade – Nature of science, life science, physical science, earth science • 4th Grade – Physical science and earth science • 5th Grade – Physical science and earth science 	All Teachers Science Teachers	TEKS & TEKS Resource System Local Funds Title I Funds Compensatory Funds IXL Software Lockney Elementary Needs Assessment	August – May	Summative: Science STAAR Teacher Assessment
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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, APD, 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 Weekly Assessments Progress Reports every 3 weeks	Teacher Assessments STAAR (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, ESL, computer lab, speech therapy, modifications in the regular classroom, physical therapy, occupational	Educational Diagnostician Teachers/Assistants Counselor Principal Content Mastery Teacher	Special Education Funds EPEC 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	STAAR (Summative) Appropriate Alternative Assessments ARD Committee Review

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 STAAR at that level/subject. All teachers will receive CAP/AIM training at the beginning of each school year.	Resource Teacher ELS Lab Assistant Speech Therapist ARD Committee Physical Therapist Occupational Therapist		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.	
Provide FOUNDATIONS/Wilson Reading Program for students with dyslexic tendencies. Regular education teachers and the counselor will identify these students.	Teachers trained in FOUNDATIONS /Wilson Reading Classroom Teachers Counselor	Local Funds Scottish Rite Learning Center	Students are screened and monitored thru 2 nd grade year. Wilson Phonics classes Begin in 2 nd grade & ends in 3 rd grade. (One class period)	Teacher Observations Dyslexic Tendencies Checklist STAAR(Summative)
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 training and annual updates. Notification of the nomination and screening process is sent home in English and Spanish to the parents of all students.	Teachers Counselor Principal	Local Funds G/T Funds ESC Region 17	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	STAAR (Summative) Teacher Observation Portfolios
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 STAAR testing.	ESL Teacher ESL Assistant LPAC Committee	ESL Funds Local Funds	RPTE test in March STAAR English Proficiency and Achievement tests Given as needed Services provided year-round	English Proficiency Test STAAR (Summative) Achievement Test

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.	504 Committee: Counselor Principal Teacher(s) Parent(s)	Local Funds Compensatory Funds	Local Assessments will Be administered any time a parent or staff member has a concern that warrants testing. Services provided year- Round	STAAR(Summative) Local Assessments
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Goal III: To achieve a 97% 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 awards for students with perfect attendance for the year.	Principal	Local Funds	At the end of the year awards ceremony	PEIMS - ADA
Students awarded Student of the Month by exhibiting good behavior, good attendance and good grades. Criteria designed by committee. Each 6 weeks, rewards for those qualifying.	Principal, committee	Local Funds, Activity Account, Little Longhorn Parent Club	At the end of each six weeks	PEIMS, ADA, Gradebook
Hold a drawing for large prizes for students who have perfect attendance during the entire year. 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

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
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.	Principal Superintendent	Resumes Previous Employers College Transcripts Other References	As needed	
The principal will appraise all campus instructional assistants to ensure quality instruction for students.	Principal	Region 17 ESC	Locally developed appraisals and walkthroughs August – May	Principal Observation
Continue using a Four Day instructional week model. A fifth day will be used in the work calendar to reflect classroom planning time for teachers	School Board Superintendent	Local Funding	August - May	Teacher Attendance Data Interview Data

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 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

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

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 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 certificate
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

Measurable Performance Objective:

SCE/At-Risk – Page 1

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 \$488,347.00 and FTE's 12.593

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 \$488,347	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 12.593	CIP/DIP	CIP/DIP
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Develop a policy for identifying, entering, and exiting students from the SCE program	Superintendent/ Principal	August 2009	Local	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator, Counselor, Teachers	End of 1 st six weeks and through- out the school year as needed	SCE	At-risk criteria distributed	List of at-risk student identified

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 certificate
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

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 TAKS, TPRI, 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 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

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

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 certificate
Provide, when possible, services to students at his/her campus	Administrator Dyslexia Staff	Daily	Local, Title I	Class schedules	List of students receiving services