

Klondike ISD

District Improvement Plan

2024-2025

Goal # 1: ACADEMIC ACHIEVEMENT- to receive all “A’s” according to the annual TAPRreport.

OBJECTIVE 1.1- Ninety percent of African-American, Hispanic, White, Economically Disadvantaged, Title I, Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant student not in special education will pass all portions of the STAAR test by June 2025.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Needs assessment will be conducted for each student. Assessment will provide information regarding the student’s needs in relationship to STAAR, and TEKS objectives.	Teachers will show correlation of TEKS and STAAR objectives.	Teachers and Principal	August through May annually	TEKS, STAAR objectives, PDAS documents, and AEIS report.	Correlation of TEKS and STAAR objectives as documented by teachers	Lesson plans and AEIS reports
	All faculty and staff will be trained through Staff Development in testing procedures.	Counselor, ESC (if needed for staff development), and Principal	September through February	Testing coordinator handbooks, Title I, Part A funds and ESC	Delivery of information and the understanding test data and regulations regarding testing procedures	Teacher’s Certificates
	Practice STAAR assessment will be administered to all tested grade levels.	Teachers, Counselor, and Principal	Early January through February	Online STAAR test. AEIS-IT data disaggregation software	Delivery of practice STAAR tests to students (not exempted from testing.)	STAAR results and AEIS report
	State assessments will be administered to grades 3-8 and 10-11 level students (not exempted) from testing.)	Teachers, Counselor, and Principal	March through May	State STAAR test for current year	Delivery of State STAAR test to students (not exempted from testing.)	State STAAR results and TAPR report

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Comprehensive needs assessment will be conducted for each student. Assessment will provide information regarding the student’s needs in relationship to STAAR and TEKS objectives.	Disaggregate 2022-2023 data by all student populations. Disaggregate alternative assessment test data for student not required to take STAAR (LEP/ARD exempt students).	Principal, Counselor, and Teachers. Content Mastery teacher, Bi-County Co-op Director, Principal, and Counselor.	May and August. Fall, Spring and annual ARD meeting.	Test Data, Technology and AEIS Report Released TPRI, Interim Assessments Benchmarks, 3 weeks and 6 weeks reports, and daily monitoring.	Teachers will evaluate data and re-teach areas of weakness and reinforce areas of strengths. Monitor student success. Initial fall assessment, understanding, and interpreting data. Continual review assessment of student success.	Student reports sent home to parents, documentation in lesson plans relating to STAAR objectives. Test Data and End of Year Assessment. Student success and progress.

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
<p>1. Identify and implement a comprehensive needs assessment that promotes student’s success for TEKS objectives.</p>	<p>Scheduled STAAR tutorials.</p> <p>At Risk Coordinator and school counselor will conference with all At Risk students relating to social, emotional, physical, and academic needs.</p>	<p>Counselor, Principal and teachers.</p> <p>At Risk Coordinator, counselor, and Principal.</p>	<p>August-May Annually.</p> <p>Weekly through the school year.</p>	<p>State Compensatory Education Money. This money is used for the instruction of STAAR classes.</p>	<p>At-Risk students are identified and served through various programs.</p> <p>At Risk Students are identified and served.</p>	<p>Success of At-Risk students.</p> <p>Success of At Risk students.</p>

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	Continue exemplary school celebration event	Principal.	Prior to Spring STAAR	Local funds, invited entertainment, special lunch menu, and/or field trip.	Monitor student and parent participation throughout the day.	Assess student motivation toward STAAR success
	Publicize success of students through local media.	Principal	Upon receipt of TAPR	Local newspaper.	Community feedback.	TAPR and STAAR
	Purchase and use STAAR remedial software.	Classroom teacher	August-May	Local funds, time, Title I, Part A, technology training, service center.	Monitoring performance during computer time.	TAPR and STAAR,
	Use current reading and math curriculum to ensure continued success.	All teachers	August-May	State adopted textbooks, TEKS, School purchased curriculum, A. R. reading software.	Daily monitoring, test, STAAR tests, project, A. R. reports, report cards.	TAPR and STAAR,

GOAL #2: SPECIAL POPULATIONS-*Early identification of students who need extra help and provide adequate staffing and opportunities so that they will complete their academic requirements successfully.*

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students who are identified with special needs will be provided adequate services to meet those needs.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1. Identify students who qualify for special education, develop IEP's and schedule classes as needed.	Continue to provide Content Mastery/ Resource classes.	Special Education, Teacher, and Principal.	August-May	Local funds and Bi-County Co-op funds.	Monitor daily success	Final evaluation in ARD.
	Regular communication between regular education and special education to monitor and coordinate student progress.	Classroom teacher, and Content Mastery teacher, Principal, Diagnostician.	August-May	Time	Regular discussions of student needs	Final ARD evaluation.
	Individual learner-centered instruction will be emphasized.	Classroom teachers, Special Education Teacher.	August-May	Time	Review of student progress.	Evaluate student success in relation to IEP's
	Each student will have a special education folder for class. Contained in the folder will be IEP's, modifications and examples of previous year's work.	Special Education teacher.	August of each year	Bi-County Co-op funds.	Improvement of modifications made within class.	Improvement of student's grades.

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
(a) Complete initial evaluation in a timely manner.	Refer student(s) having academic difficulty.	Classroom teacher, Principal and Diagnostician.	Completion of assessment process within 60 days; develop IEP within next 30 days.	Time, special education co-op, personnel.	ARD to determine goals.	IEP in place for student.
(b) Student with disabilities is educated with non-disabled	Conduct ARD and assure collaborative planning: 1) for implementation of services for adequate resources considering general education setting first when making placement decisions; 2) for participation in nonacademic and extracurricular activities.	Classroom teachers, special education teacher, principal, and special education co-op personnel.	Complete assessment process within 60 days; develop IEP within 30 days.	Time and scheduling.	Review of student's progress.	Evaluate student success in relation to IEP.

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(c) Provide related services to assist the child to benefit from special education placement.	A multi disciplinary team approach will secure personnel and integrate related services to curriculum to generalize skills in all learning environments.	Special education teachers. Special education co-op personnel, ESC personnel.	From date of placement until dismissal from special education.	Time and Bi-County Co-op Funds local funds.	Monitor daily success.	Final evaluation in ARD.
(d) Schedule reevaluations every three years or more often at request of parent or teacher if student needs indicate a change would benefit the students.	A staff that is knowledgeable about guidelines and reevaluation will collaborate to assure an error-free tracking that assists the student to receive services and instruction in a way that is most advantageous.	Classroom or special education teachers, any person who is responsible for service for child (ESC personnel, specialists)	From date of placement until dismissal from special education.	Time, local fund, and Bi-County Co-op funds.	Monitor and review student progress and success.	Evaluate student success in relation to IEP and any reevaluations that result in changes in student's progress.

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(e) Beginning at age 14, or younger if appropriate, the IEP will include 1) a statement of need transition services, 2) a statement that the parent will be informed that transition services will be part of the IEP meeting, and 3) a statement that the student will be invited.	A collaborative effort involving staff, parents, and students to link the course of study with post secondary goals will assure a successful transition to opportunities at the post secondary level.	Classroom teacher, special education teacher, principal, and special education Co-op personnel.	August –May	Time, local funds and Bi-County Co-op funds.	Regular discussions on the student needs and progress	Evaluate student success in transition to post secondary activity.
2. The performance gap among all special education populations will be less than five percentage points by June 1, 2023.	Application of best practice learning theory and learning styles theory for diverse populations.	Teachers, Special education teachers, Principal.	August-May	Time	Monitor student achievement on six weeks intervals.	STAAR performance.

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3. Develop a strategy to reduce (1) the percentage of students in special education and (2) the number of STAAR exemptions.	Continue to determine needs, provide tutoring in the regular classroom, and evaluate students to determine those who can take STAAR.	Teachers, principal, ARD committee, and counselor.	August-May	Time and personnel and local funds.	Regular discussions on student needs and progress.	Compare Klondike percentages with the state percentages of (1) students in special education and (2) students taking STAAR.
4. Identify G/T students and address their needs.	Assess needs and plan for appropriate activities.	G/T committee teachers and parents.	August-May	Time, local, funds, and G/T funds.	Qualified students placed.	Review placement.
5. Identify and recruit migrant students and address their needs.	Inquire at enrollment and throughout the year and provide extra help.	ESL/Migratory Teacher and Migratory Coordinator.	August-May	Time, local funds, and Title I Part C.	Monitor registration and success of new student.	Review of progress and success.
6. Identify 504 students and address their needs.	Assess special student needs, not qualifying for spec. educ. and provide extra help.	District 504 coordinator, and committee and special education personnel.	August-May	Time, local funds.	Every 6-weeks evaluation of academic progress.	STAAR data, and special testing assessment.
7. Identify LEP and ESL students and address their needs.	Provide class to facilitate learning English.	Principal, Counselor, And ESL (Spanish) teacher, LPAC	August and May	LAS, LPAC, and time, ESL funds, Title I Part C	6-weeks grade report. ESL Progress reports	AEIS and STAAR data.

GOAL #2: SPECIAL POPULATIONS-Identify students who need extra help early and provide adequate and opportunities so that adequate staffing and opportunities so that they will complete their academic requirements successfully.

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
8. Identify at-risk students and ensure equitable learning opportunities and success.	Provide extra help opportunities such as contact with At Risk Coordinator tutoring classroom intervention.	Classroom teacher, principal, and Counselor.	August-May	Title I Part A	State At Risk indicator list. 6-weeks grade report.	AEIS and STAAR.
9. Identify dyslexic students and address their needs.	Schedule students for Dyslexia Intervention Program	Dyslexia coordinator, special education teacher, and principal.	August-May	Local funds.	Review of reading level.	Review of student progress in reading.
10. Identify students who are visually and auditory impaired and successfully address their needs.	Conduct annual prevents blindness vision screening for all students and hearing screening.	School staff and Texas Society for Prevention of Blindness. ESC	August-May	Local funds.	Annually	All students are screened and vision and hearing needs met.
11. Pregnant students identified and needs addressed to ensure equitable learning opportunities.	Inform students of their options to continue their education while pregnant and postpartum.	Principal and counselor.	As situation occurs and school is aware of it.	Time and local funds.	A discussion among principal, counselor, parents, and outside professional concerning student's conditions.	Student progress during homebound situation.

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
12. Home bound students identified and needs addressed to ensure equitable education	Early intervention with students and discussion between school and parents about course work and special needs arrangements in order to meet educational requirements.	Counselor, and principal.	As situation occurs	Time and local funds.	A discussion among principal, counselor, parents, and outside professionals concerning student's condition.	Student progress during homebound.
13. Homeless students identified and needs addresses.	Offer basis opportunities and options to parents in order to meet basic needs of students	Principal and counselor.	As needed.	Time	Assess and use of opportunities offered to better student's situation.	Improve homeless situation for child.
14. Identify students who need speech therapy.	Screening will be performed as recommended by classroom teacher and/or parent. All Kindergarten students will be screened at start of year.	Speech therapist (Bi-County Co-op).	As needed throughout the school year.	Local funds and Bi-County Co-op funds.	Rate of referrals and evaluation by speech therapist.	Spring ARD and evaluations.

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15. Implement a strategy to ensure equitable participation in Title I projects and activities (cultural, linguistic, of economic diversity is a barrier to equitable participation. Strategy (BO2)	Provide a translator to explain the program in the parent's native language.	Appropriate personnel	As the need arises.	Local funds & Title I, Part C	Parents/student feedback.	Non-English speakers will understand the Title I program
16. Need of all economically disadvantaged, students will be addressed to ensure equal education.	Early identification and intervention of individual student needs.	Principal and faculty	Throughout school year	Time, local funds & Title I, Part A	Review of these types of students and their special arrangements.	Student performance and success, STAAR.

GOAL #3: SCHOOL CLIMATE-*Maintain and enhance school climate and opportunities that are conducive to developing healthy students who make safe and healthy decisions.*

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students will be provided a learning environment that is safe and healthy.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide for student's health and safety through immunizations, vision screening, safety instructions and dental awareness.		Trained staff members.	August – May	Medical supplies, health curriculum, and local funds.	Student referrals.	Complete immunization records.
Provide thorough drug education and violence and suicide prevention programs.		All staff and outside resource people.	August - May	Title IV programs through ESC 17, health curriculum, and local funds.	Student participation.	Student success.
		All Staff		Drug curriculum, Drug Sniffing Dog, Red Ribbon Week, Dawson Co. Law Enforcement	Student Participation.	Student Success Number of contracts returned.

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Klondike ISD will continue to pursue an attendance rate of 97% or higher.	Continue to emphasize importance of attendance to parents and students. Award ceremonies.	All staff.	August-May	Time	Daily attendance	ADA
School Health Advisory Comm.	Establish Health Advisory Comm. Continue to monitor student health issues	Supt. & Counselor	August-May	Local	Scheduled Meetings	Minutes of Meetings

GOAL #4: DISCIPLINE MANAGEMENT- *Effective, learner-centered discipline management models will be implemented.*

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students will be expected to follow a discipline management plan, that provides for consistency.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Implement discipline management plans and encourage the development of self-discipline	Set and maintain standards for good behavior.	Teachers, principal, and parents.	Ongoing	Student Handbook	Daily review	Discipline reports
	Improve communication between parents, teachers, students, and principals by the use of Level I-IV infractions and consequences tables.	Teachers, principal, and parents.	Ongoing	Student Handbook	Daily review	Decrease number of discipline reports.
	Discipline AEP will be used by consequences on Level II-IV.	Teachers and principal.	Ongoing		Daily review	Decrease number of referrals to DAEP.

GOAL #4: DISCIPLINE MANAGEMENT- *Effective, learner-centered discipline management models will be implemented.*

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Implement discipline management plans and encourage the development of self-discipline.	Student Code of Conduct and Student Handbook will be updated each year, and Student Code of Conduct will be adopted by the school board.	Principal, Site Base Decision team, and school board.	April-June updates, adoption takes place at the July board meeting.	TASB, TEC 37, local policies, campus team, administration, school board, and TASB Local Policy Manual.	Review of proposed handbook and code of conduct.	Handbook reviewed and code of conduct adopted.
	Student Code of Conduct and Student Handbook will be distributed to parents and students on the first day of school. Parents and students will sign and return acknowledgment pages.	Principal and school office.	August of each year.	Handbook and Code of Conduct.	Monitor daily return within time line.	Percent of return.
	Parents will be notified within 24 hours of any infractions in behavior, etc.	Principal	As needed.			

GOAL #5: STAFF DEVELOPMENT- *Continued pursuit of knowledge and skills will insure a highly qualified staff.*

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students will be provided instruction by highly qualified staff.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Highly qualified and certified staff will be recruited and employed when openings are available.	Needs will be assessed, and the district will maintain pay and benefit plans in excess of state base.	Board of Trustees	Annual budget workshops	Local funds	Teacher's appraisals, principal's walk-through	Summative conference
Staff will have multiple opportunities for relevant and meaningful development including paraprofessionals.	Provide local GT, special education, CPR, and staff development opportunities.	Superintendent and Principal	August-July	Local funds, Title I, and Title II	Staff feedback and participation	Progress in implementing ideas. Application of knowledge
	Continue to make use of Region 17 ESC staff development services and relevant conference and professional development opportunities.	Superintendent and Principal	Ongoing August-July	Time, local, funds, Title I, and Title II	Staff participation	Application of knowledge
Input from teachers regarding assessments used at the campus level.	Staff Meeting	Principal Teachers	Staff Development August/ongoing	Time	SDAA, CLASS STAAR, STAAR Early Lit., STAR report, RTPE, Lexia	Texas Assessment of Knowledge and Skills

GOAL #6: PARENT INVOLVEMENT- *Parents or guardians will have more opportunity to participate in their child’s or children’s educational endeavors.*

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students’ parents or guardians will be given the opportunity to achieve maximum communication and input into their child’s or children’s educational career.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Communication will be enhanced between the educational environment and the parents or guardians.	Communication concerning school activities will be distributed through various types of media including radio, newspaper, school newspaper, principal’s newsletter, and the district’s web site.	Principal and teachers	Ongoing	KPET radio, Lamesa Press reporter, SchoolReach, Pawprint Cougar Newsletter, and district web page (klondike.esc17.net)	Copies of newspapers, newsletters, and updated web page.	Parent and community feedback. HB 5 Survey on website
	Campus will have open house and team meetings. (as needed)	Principal and campus team.	August-May.	Klondike School.		Sign in sheets.

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Notify parents: a. About graduation requirements. (9-12)	Course sign-up and counselor and principal's conference.	Principal and Counselor.	Conferences ongoing. Course Sign up in March of each year.	Student handbook, state graduation plans, and student transcripts.	Credit check and graduation plan.	Student and parent conferences, and sign in sheet at Course sign-up.
b. About financial aid from: (1)Texas grants (2)student loans and pell grants (3) scholarships.	Course sign-up, financial aid meeting, and scholarship meeting.	Principal and counselor.	February-April.	Resources in counselor and principal's office.	Application filled out and correspondence with colleges.	Completion of applications.
1. Schedule teacher/parent conferences to assure thorough communication regarding academic expectations.	Conferences will be scheduled for all Elem. Students and secondary at-risk students.	Principal, classroom teachers.	First semester of school and throughout the year.	STAAR scores	Teacher observation (during regular classroom and intercession).	Parent feedback

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Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
2. Provide opportunities for parents to participate in co-curricular and extra-curricular activities.	Harvest Festival K-8.	Class sponsors teachers.	Fall	Donation, Time	Work schedule.	Parent and community feedback. Community participation and feedback.
	Class parties	Teachers	Through out year	Donation, Time	Sign-in log	Community participation and feedback.
	Parent and Grandparent Appreciation	Principal, Cafeteria staff	Sept. and Nov.	Time	Sign-in log	Community participation and feedback.
	Class Meetings	Teacher	Aug-May	Donation, Time	Sign-in log	Community participation and feedback.
	Face painting, book fair.	Teachers and parents	Aug-May	Time, donation	Sign-in log	Community participation and feedback.
	Back to School Night K-12 Parent/Student assembly.	Administration, faculty	Aug.	Assembly	Sign-in logs and registration materials	Completion of registration materials.
	Music Programs K-12.	Music/Band teacher	Dec.-May	Students, local activity fund	Attendance at performances.	Community participation and feedback.

GOAL #7: TECHNOLOGY- *Prepare students to be technologically competent in order to be successful in society.*

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students will be provided with the most up-to-date educational technology that is available.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Students will have opportunities to: 1) learn about technology 2) learn from advanced equipment.	State-of-the-art hardware and software will be provided.	Principal, technology director and school board.	Ongoing	Local funds, grants, updated computer labs, updated computer in every classroom and NT server.	Monitor student accessibility and feedback.	Review student progress.
	Wireless Remote laptops will be provided for all classes. ITV lab will be available for students, staff, and community.	Principal and technology coordinator.	Ongoing	TIF grant and local funds, ESC 17 and server network.	Monitor number of times lab is used and the number of people who unitize the lab.	Yearly review of progress.
	Technology systems lab will be utilized to provide hands on technology. Additional hardware/software to be purchased as needed.	Principal, technology coordinator, and technology lab instructor.	August-May	Local funds, Technology allotment, and TIF Grant	Students will earn high school credit while working in the Technology lab.	Students will be able to operate technology modules.
	One to One program for all JH & HS students. Provide competent instructional support.	Principal Administration, technology coordinator.	August-May Ongoing	Local funds Local funds and time.	Laptops will be returned at end of yr. except the Seniors. Teacher/student feedback	Review of student progress. Teacher/student performance

GOAL #8: TRANSITION- *Provide for non-stressful transition (elementary to junior high school to high school, and from high school to post secondary school or work force.)*

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students will be provided with information to make a smooth transition at all points of their educational career.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1. Provide activities to insure non-stressful transition for all students.	Annual “Start of school year” assembly. To communicate changes at each grade level.	Principal	August each year.	Student schedules and time.	Question/answer with parents.	Success of first day of secondary school. Sign in sheet.
	Course Sign –up events.	Principal	February or March of each year.	Graduation plan, copy of transcripts, STAAR information, Texas Grant information, and listing of class offerings.	Student and parents able to make course selections.	Sign in sheet.
	Students are provided with two days to visit a college or vocational school.	Principal	High School Career	Time, school, parents, college catalogs, and software.	Student feedback.	Rate of post-secondary enrollment.

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OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students will be provided with information to make a smooth transition at all points of their educational career.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	<p>Kindergarten Roundup and Pre-registration. Invite pre-K students and parents to visit the school and classroom.</p> <p>Principal will visit with 5th grade about expectations and changes for the coming year.</p> <p>Kindergarten Graduation</p>	<p>Principal, and Kindergarten teacher.</p> <p>Principal and Elementary teacher.</p> <p>Kindergarten teacher and Principal.</p>	<p>Spring before enrollment.</p> <p>Spring</p> <p>May</p>	<p>Invitations, time and welcome packet.</p> <p>Time tour of facilities.</p> <p>Invitations, Donations, and Time</p>	<p>Informal discussions with parents and students.</p> <p>Question/Answer segment.</p> <p>Sign-in Log</p>	<p>Kindergarten enrollment.</p> <p>Success of first day along with tracking and monitoring for needs and assistance during year.</p> <p>Diplomas and feedback.</p>

GOAL #8: TRANSITION- Provide for non-stressful transition (elementary to junior high school to high school, and from high school to post secondary school or work force.)

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students will be provided with information to make a smooth transition at all points of their educational career.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
2. Klondike school will continue to maintain a 0% dropout rate and 100% graduation rate.	Attendance committee will meet regularly and review and monitor excessive absences.	Site Base Committee and Principal.	Two times a year, principal will monitor throughout year.	Time, committee, and principal.	Daily attendance reports.	ADA
3. Klondike School will continue to pursue at least a 97% attendance rate.	Daily parent phone contact concerning students not in attendance.	School secretary and principal.	Daily	Phone, time.	Monitoring student attendance.	ADA
4. Students not meeting graduation requirements will be encouraged to pursue a GED.	Refer students to GED program. Emphasize skills and competencies required and review new test elements.	Klondike Principal and Counselor Teachers, counselors, and principal.	As needed.	Klondike counselor and Principal Classroom materials and resources supplied by counselor. Title I, Part A	Class attendance. Teacher observation and student effort.	Percent receiving (GED). Track improvement in ACT/SAT scores.
5. SAT/ACT scores will be improved.	Emphasize monetary value of high SAT/ACT and STAAR scores.	Teachers, counselor, and principal.	August-May August-May	Classroom materials and resources supplied by counselor.	Teacher observation and student efforts.	Track improvement in ACT/SAT scores.

GOAL #9: CAREER AND TECHNOLOGY EDUCATION-*Students will be informed of career and technology choices.*

OBJECTIVE 1.1- One hundred percent of African-Americans, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, and Migrant students will be provided with information regarding career and technology education.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide appropriate preparation and guidance toward higher education or career pathway.	Access needs of individual students.	Principal, teachers and counselor.	August	Time	Student/counselor discussions.	Student success documented.
	Continue to operate and enhance KISD Technology Lab. <i>(if needed)</i>	Principal, Technology director, and technology instructors.	August-May	Local funds, technology allotment and Carl Perkins funds.	Student's participation in labs.	Student schedules.
	Continue to offer coherent sequence of courses in Agriculture Science and Technology Education.	Principal, Agriculture, Science, and Technology teachers.	August-May	Time, local funds, and Carl Perkins funds.	Student's participation in classes.	Students schedules and transcripts
	Provide scholarship and financial aid information to seniors.	Counselors	Junior and Senior year.	Time	Monitor student applications and interest.	Parents and student feedback.

Measurable Performance Objective: Early identification of students who need extra help and provide adequate staffing and opportunities so that they will complete their academic requirements successfully.

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 STAAR Scores
Conduct a comprehensive needs assessment of all BE/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 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	PBMAS
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, CTE, 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

Measurable Performance Objective: Early identification of students who need extra help and provide adequate staffing and opportunities so that they will complete their academic requirements successfully.

Activities/Strategies/Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide vocational and technical education programs to all eligible students	School Board Administration	August	CTE 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 CTE programs	Administrators Counselor CTE staff	May	CTE Funds STAAR surveys	Disaggregated data	Annual evaluation report of all individual programs and the overall CTE programs
Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices	CTE staff Program administrator	Fall Spring	CTE funds Perkins funds	Mid-year review of programs	Results of annual program review and update
Integrate CTE and academic program	CTE staff Academic staff	On-going	CTE funds Perkins funds	Meeting records Written plan for integration	Annual CTE program evaluation
Encourage students to pursue a coherent sequence of courses	Counselor	Spring Semester	Perkins, SCE funds CTE funds	Student choice cards	Courses scheduled
Ensure CTE students have a four year plan showing the coherent sequence they are pursuing	Counselor	Spring/Fall	Local funds	Mid year check of student plans	Strategies developed
Preview PBMAS data elements as they relate to CTE programs	Administrators Counselor, SBDM committee	Spring Semester	Perkins funds	PBMAS Report	Student participation/ Schedules/Class rosters
Provide course offerings in the following areas: <u>Vocational Agriculture:</u> <u>Technology Applications</u>	Administration School Board	August	CTE funds Local funds	List of course offerings	Number of CTE students with four year plans on file with counselor

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide staff development for professional staff that is researched based with input from staff	Administrators	Fall/ Springs/ Summer	Perkins funds Local funds Title II, Part A	Staff development registrations	Attendance certificate
Ensure that information to parents is provided in the home language	Administrators CTE teachers	August – May	Local funds	List of translators	Copes of notices sent to parents
Provide opportunities for parents of CTE students to participate in school-sponsored activities.	Administrators CTE 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
Strive to provide CTE programs that lead students to receiving professional-level license and/or certification	Administrators School board	August – May	CTE funds, Perkins funds, Technology funds, Local funds	Research presentation of possible course offerings	Courses offered for licensing/certification
Continue to provide Career Awareness programs in grades 6 to 12.	Administrator Counselor	Spring	CTE 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

Collaborative meetings will convene to discuss implementation of crosscurricular strategies between core and CTE subject areas.	Administrators CTE Teachers	Fall/Spring	Local	Minutes of Meeting	Lesson Plans
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Dyslexia – Page 1

Measurable Performance Objective: Early identification of students who need extra help and provide adequate staffing and opportunities so that they will complete their academic requirements successfully.

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

Monitor student progress	Dyslexia teacher	Each 6 wks	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, phonemic awareness, fluency, and comprehension.	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

Title I, Part A – Page 1

Measurable Performance Objective: Early identification of students who need extra help and provide adequate staffing and opportunities so that they will complete their academic requirements successfully.

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 STAAR, TPRI, RPTE, SDAA, PBMAS, 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 school-wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, CEI Reading, Saxon Phonics, Saxon Math, Content Mastery Lab, Computer Assisted Instruction, etc.)	Administrators Teachers SBDM	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 STAAR

3 - Ensure instruction of all students by highly qualified staff	Administrators	Daily	Title I Part A Title II, Part A Title II, Part D Title IV, Title V, MEP, ESL, Local, SCE, Title III	List of all teachers providing instruction	Teacher Certificates
4 - Provide research based staff development for professional staff and paraprofessionals	Administrators Teachers, ESC	Fall/ Spring	Title I, Part A Title II, Part A, Local	Staff development calendars	Attendance Certificates
5 - Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high needs schools	Administrators	Spring/ Summer	Local	Course vacancy list	Highly qualified staff hirings
Ensure retention efforts of highly qualified staff are implemented	Administrators	Spring	Local	Teacher Evaluations	Interviews
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
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
8 - Conduct a survey of teachers to decide the use of academic assessments to improve achievement	Administrator, SBDM	Fall	Local	Agenda item and/or survey	List of assessments to be used
9 - Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas; especially students furthest away from demonstrating proficiency	Administrator Counselors Teachers	Each six weeks	Title I, Part A, MEP, ESL, Title III, Local, SCE, Title II, Part A, Title II, Part D, Title IV, Title V	Three week progress reports	Report Cards
Ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless	Homeless liaison	Upon enrollment	Title I, Par A, SCE, Local	Enrollment records	Class Schedules

10 - Coordinate federal, state, and local services and programs and integration with the schoolwide program	Administrator SBDM ESC	Fall	Title I, Part A, ESL, CTE, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title IV, Title V, Title I, Part C, G/T, SCE, Local, Special Education	Agenda, minutes of meetings	List of programs by campus/district
Coordinate, integrate, and consolidate Title I, Part A services with other educational services and other preschool programs, LEP programs, special education programs, migratory children, homeless children, immigrant children, CTE, G/T, At-Risk, and Dyslexia in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program	Administration SBDM	Fall	Title I, Part A, BE/ESL, Special Education, MEP, Title III, <u>CTE, G/T, SCE</u>	Lessons plans, schedules, agendas and minutes of planning meetings	List of programs by campus/district
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
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
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
Provide parents information on the level of achievement of parent’s child on STAAR 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
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
Activities/Strategies/Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
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
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

G/T – Page 1

Measurable Performance Objective: Early identification of students who need extra help and provide adequate staffing and opportunities so that they will complete their academic requirements successfully.

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
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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, Title I, Part A	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, Title II, Part A	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, Title II, Part A	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

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 Title II, Part A	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

Measurable Performance Objective: Early identification of students who need extra help and provide adequate staffing and opportunities so that they will complete their academic requirements successfully.

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 STAAR/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, STAAR, 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

Measurable Performance Objective: Early identification of students who need extra help and provide adequate staffing and opportunities so that they will complete their academic requirements successfully. Klondike ISD has a free-reduced rate of at least 40% & combined federal funds with SCE funds to serve at risk students on our schoolwide campus.

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	SCE	CIP/DIP	CIP/DIP
Develop a policy for identifying, entering, and exiting students from the SCE program	Superintendent/ Principal	August 04	Local	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator, Counselor, Teachers	End of 1 st six weeks and through-out the school year as needed	SCE	At-risk criteria distributed	List of at-risk students identified
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	Principal	Updates provided as needed	Local	List developed	All teachers with list and supporting documentation
Conduct a comprehensive needs assessment which includes but is not limited to STAAR, 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 K-3 students who failed readiness test with accelerated, intensive program for early literacy	Principal	Throughout the school year	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 tutorials, counseling, & “At-risk Coordinator.”	Principal	Fall – May	SCE Local	Identified students placed in program	Report card grades End of year grades Completion rates
Pull out struggling and “at risk” students and provide them tutorials, intervention, counseling and extra help.	ESL Coordinator	Throughout the school year	SCE	Classroom Teacher input	Report card grades End of year grades

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
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 STAAR
Provide accelerated, intensive program for At-Risk students failing the STAAR, 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	STAAR, 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	STAAR completion rate GED
Compile a report that compares STAAR 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
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

