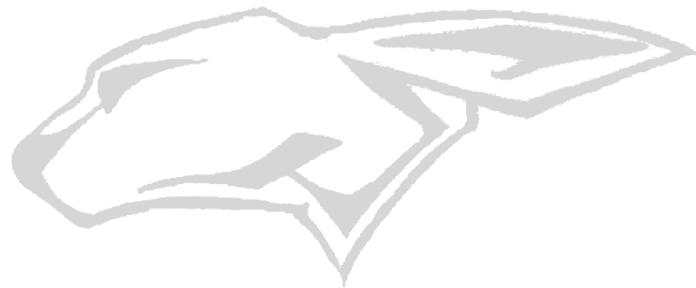


REC

Improvement

Plan



2011-2012

Mission Statement

Establishing a Tradition of Success,
While Promoting the Value of All.

REC Goals

1. Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Gifted and Talented, At-Risk, Special Education, CATE, Males and Females) will be taught an academically challenging curriculum.
2. REC will evaluate and extend identified special population services and programs (GT, LEP, Special Ed, Migrant, CATE, AT-Risk, Title 1, Dyslexia)
3. REC will monitor student attendance rate and dropout rate for all populations through the Academic Excellence Indicator System.
4. REC will support staff needs in personal and professional development and provide research-based staff development.
5. REC will use effective methods of communication with parents, community members and all stakeholders in the education process.
6. REC will provide a safe, secure and orderly school for all stakeholders by promoting an environment where students are well behaved and treat others with respect.
7. REC will promote a technology-rich environment to increase the effectiveness of student involvement in learning.

Campus Goal #1: Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Migrant, CATE, Gifted and Talented, At-Risk, Special Education, Males and Females) will be taught an academically challenging curriculum.

Performance Objective 1: In order to achieve continuous increased student performance and meet the state standard for an acceptable rating on the TAKS Test, all student populations will receive scientifically research-based core **math** instruction.

Summative Evaluation: The AEIS report, AYP, checkpoint assessments and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and the effectiveness of the Math Program.	Principal/Counselor/Staff	Local Funds Title 1	Late Spring Early Summer	Disaggregated Data
◆ Continue to investigate and prepare for the TAKS Test.	Principal/Counselor/Staff	Local Funds	Late Spring Early Summer	Staff Development Sign-Ins
◆ Analyze TEKS and TAKS.	Principal/Counselor/Staff	Local Funds		Sign-Ins/Curriculum Maps
◆ Administer TAKS benchmark assessments to determine individual student needs.	Counselor/Principal/Staff	Title 1 Funding	Late Spring Early Summer Early Spring	Results from checkpoint tests

Campus Goal #1: Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Migrant, CATE, Gifted and Talented, At-Risk, Special Education, Males and Females) will be taught an academically challenging curriculum.

Performance Objective 1: In order to achieve continuous increased student performance and meet the state standard for an acceptable rating on the TAKS Test, all student populations will receive scientifically research-based core **math** instruction.

Summative Evaluation: The AEIS report, AYP, checkpoint assessments and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize the AEIS-It Software Study Island and A+ software to address gaps in curriculum	Principal/Counselor/Staff	Title 1/Local Funding	Late Spring Early Summer	Summary reports from AEIS-It and Web-Cat
◆ All students who fail to meet the minimum standards on the Math TAKS test and students who are bubble students will attend TAKS Tutorials, which will address individual student weaknesses. All students will be allowed to attend tutorials.	Team Lead Teachers/Principal/ Counselor/Math Staff	Local Funding	All Year	Checkpoint tests and semester reports
◆ Offer Summer TAKS Camp for 11th Grade students re-testing in June and July	Principal/Team Leads/Math Staff/Counselor	Local Funding	June/July 2010	Results from July Testing
◆ Utilize computer-based resources for TAKS Assessments and tutorials	Principal/Math Staff/Counselor	UT-Telecampus Free	Fall 2011 Spring 2012	Growth Plans Bench Marks TAKS Results

Campus Goal #1: Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Migrant, CATE, Gifted and Talented, At-Risk, Special Education, Males and Females) will be taught an academically challenging curriculum.

Performance Objective 2: In order to achieve continuous increased student performance and meet the state standard for an acceptable rating on the TAKS Test, all student populations will receive scientifically research-based core **science** instruction.

Summative Evaluation: The AEIS report, AYP, checkpoint assessments and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and the effectiveness of the Science Program.	Principal/Counselor/ Staff	Local	Late Spring Early Summer	Disaggregated Data
◆ Continue to investigate and prepare for the TAKS Test.	Principal/Counselor/ Staff	Local Funding	Late Spring Early Summer	Staff Development Sign-Ins
◆ Analyze TEKS and TAKS.	Principal/Counselor/ Staff	Title 1	Late Spring Early Summer	Sign-Ins/Curriculum Map
◆ Administer TAKS benchmark assessments to determine individual student needs.	Counselor/Principal/ Staff	Local Funding	Early Spring	Results from Tests

Campus Goal #1: Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Migrant, CATE, Gifted and Talented, At-Risk, Special Education, Males and Females) will be taught an academically challenging curriculum.

Performance Objective 2: In order to achieve continuous increased student performance and meet the state standard for an acceptable rating on the TAKS Test, all student populations will receive scientifically research-based core **science** instruction.

Summative Evaluation: The AEIS report, AYP, checkpoint assessments and other documentation will be reviewed to ensure the performance objectives have been achieved

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize the AEIS-It Software along with Study Island and A+ Software to address gaps in the science curriculum.	Principal/Counselor/ Staff	Title 1 Funding	Late Spring Early Summer	Summary reports from AEIS-It and Web-Cat
◆ Offer Summer TAKS Camp for 11th Grade students re-testing in June and July	Principal/Counselor/ Team Lead and Teachers	Local	Fall 2011 Spring 2012	TAKS Results
◆ Utilize online software for TAKS Assessments and tutorials.	Principal/Counselor/ Team Lead and Teachers	Local	All Year	Lesson Designs
◆ Use A Plus software and Study Island website for TAKS prep	Counselor/Teachers/ A plus Teacher	Local	All Year	Passing Rates and credits recovered

Campus Goal #1: Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Migrant, CATE, Gifted and Talented, At-Risk, Special Education, Males and Females) will be taught an academically challenging curriculum.

Performance Objective 3: In order to achieve continuous increased student performance and meet the state standard for an acceptable rating on the TAKS Test, all student populations will receive scientifically research-based core **English Language Arts** instruction.

Summative Evaluation: The AEIS report, AYP, checkpoint assessments and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and the effectiveness of the ELA Program.	Principal/Counselor/ Staff	Local	Late Spring Early Summer	Disaggregated Data
◆ Continue to investigate and prepare for the TAKS Test.	Principal/Counselor/ Staff	Local-Staff Development	Late Spring Early Summer	Staff Development Sign-Ins
◆ Analyze TEKS and TAKS.	Principal/Counselor/ Staff	Vocational Funding	Late Spring Early Summer	Curriculum Maps and Lesson Designs
◆ Administer TAKS Benchmark assessments to determine individual student needs/sample per grading period	Counselor/Principal/ Staff	Local Funding	Early Spring	Results from checkpoint tests

Campus Goal #1: Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Migrant, CATE, Gifted and Talented, At-Risk, Special Education, Males and Females) will be taught an academically challenging curriculum.

Performance Objective 3: In order to achieve continuous increased student performance and meet the state standard for an acceptable rating on the TAKS Test, all student populations will receive scientifically research-based core **English Language Arts** instruction.

Summative Evaluation: The AEIS report, AYP, checkpoint assessments and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize the AEIS-It Software along with Study Island and A+ Software to address gaps in the ELA curriculum.	Principal/Counselor/ Staff	Title 1 Funding	Late Spring Early Summer	Summary reports from AEIS-It and Web-Cat
◆ TAKS tutorials will be available for all students who wish to improve their test scores by addressing individual student weaknesses	Team Lead Teachers/Principal/ Counselor/ ELA Staff	Local Funding	All Year	Checkpoint tests and semester reports

Campus Goal #1: Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Migrant, CATE, Gifted and Talented, At-Risk, Special Education, Males and Females) will be taught an academically challenging curriculum.

Performance Objective 4: In order to achieve continuous increased student performance meet the state standard for an acceptable rating on the TAKS Test, all student populations will receive scientifically research-based core **Social Studies** instruction.

Summative Evaluation: The AEIS report, AYP, checkpoint assessments and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and the effectiveness of the Social Studies Program.	Principal/Counselor/ Staff	Local	Late Spring Early Summer	Disaggregated Data
◆ Continue to investigate and prepare for the SS TAKS Test.	Principal/Counselor/ Staff	Local	Late Spring Early Summer	Staff Development Sign-Ins
◆ Analyze TEKS and TAKS.	Principal/Counselor/ Staff	Local	Late Spring Early Summer	Sign-Ins/Curriculum Maps
◆ Administer TAKS Benchmark assessments to determine individual student needs.	Counselor/Principal/ Staff	Title 1 Funding	Early Spring	Results from Benchmark tests

Campus Goal #1: Using the Texas Essential Knowledge and Skills as a learning standard, all student populations (African-American, Hispanic, White, Limited English Proficient, Economically Disadvantaged, Migrant, CATE, Gifted and Talented, At-Risk, Special Education, Males and Females) will be taught an academically challenging curriculum.

Performance Objective 4: In order to achieve continuous increased student performance and meet the state standard for an acceptable rating on the TAKS Test, all student populations will receive scientifically research-based core **Social Studies** instruction.

Summative Evaluation: The AEIS report, AYP, checkpoint assessments and other documentation will be reviewed to ensure the performance objectives have been achieved

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize the AEIS-It Software along with Study Island and A+ Software to address gaps in the SS curriculum.	Principal/Counselor/Staff	Title 1 Funding	Late Spring Early Summer	Summary reports from AEIS-It and Web-Cat
◆ All students who fail to meet the minimum standards on the SS TAKS test and students who are bubble students will attend TAKS tutorials, which will address individual student weaknesses.	Team Lead Teachers/Principal/Counselor/ SS Staff	Local Funding	All Year	Checkpoint tests and semester reports
◆ Offer Summer TAKS Camp for 11th Grade students re-testing in June and July.	Principal/Counselor/Team Lead and Teachers	Local Funding	Fall 2011 Spring 2012	TAKS Results

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 1: The needs and characteristics of the **Gifted Talented** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
In order to supplement instruction to meet needs of special populations of students, the following instructional settings/ strategies will be provided for GT Students:				
◆ Monitor students as they enter REC.	Counselor/Principal/G T Committee	Local Funding	Fall/Spring Semesters	List and records of students
◆ Investigate possibility of using PASS time for GT projects	GT Committee/ SBDM/Counselor/Principal	Local Funding	Fall 2011	Agendas and Sign ins for GT Meeting
◆ Provide consistent services for GT students in 4 core areas.	All Professional Staff/Counselor/Principal	Local Funding	Each 6 Weeks	Lesson Designs/Administrator observations

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 1: The needs and characteristics of the **Gifted Talented** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Classroom GT certified teachers will provide experiences that enable GT students to communicate effectively and think logically, independently, and creatively through enriched classroom curriculum.	All Professional Staff, Counselor/Principal	GT Funding/Local and Title 1	Each 6 weeks	Lesson Designs/Administrator observations
◆ Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement.	Principal, District GT Committee	Local Funding	Spring Semester	Written Policy/Student Handbook

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 1: The needs and characteristics of the **Gifted Talented** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Continue an annual student nomination process with particular focus on LEP, economically disadvantaged, special education, migrant, and minority student nominations or placements.	Principal/GT Committee/Counselor /Staff/ESL Coordinator	Local	Fall/Spring Semesters	List and records of student nominations
◆ 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.	Principal/GT Committee/Counselor	Local/ GT Funding	Fall and Spring Semesters	List of students tested and test used

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 1: The needs and characteristics of the **Gifted Talented** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 9-12.	Principal/ GT Committee/ Counselor	Local, G/T funds, ESC	Spring Semesters	Three criteria in place
◆ Survey Staff to determine Staff Development needs.	Principal/Counselor	Local	May 2012	Summary of survey
◆ Ensure all GT Students are receiving services in class.	Teachers/Principal /Counselor	Local	School year 2011-2012	Lesson Design documentation.

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 1: The needs and characteristics of the **Gifted Talented** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Revise and update GT curriculum framework showing depth and complexity including the four core areas.	Principal/ GT Committee/ Counselor/ Professional Staff	Local	June 2011	GT Curriculum Revisions
◆ Provide opportunities to work together as a group, work with other students, work independently during the school day as well as the entire school year.	Principal/ Counselor/ Professional Staff	Local/GT Funding	Each Semester	Lesson Designs, Student Schedules, Student Surveys
◆ Conduct an annual evaluation, including survey of families, students, program staff, and other district staff.	Counselor	Local	Spring Semester	Summary Report of Survey
◆ Ensure all teachers who teach in the GT program have the proper certification and/or endorsements and also that all staff receive the 6 hour update	Principal/ Counselor	Local/GT Funding	Fall Semester	Teacher Certificates in Central Office File

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 2: The needs and characteristics of the **Special Education** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
In order to supplement instruction to meet needs of special populations of students the following instructional settings/ strategies will be provided for Special Education Students:				
◆ Ensure all teachers have the proper certification and /or endorsements and/or certificates of training required to teach the special program for which they are teaching.	Principal/ Special Education Staff	Special Education Funds, Title I part A, Title II part A	Fall Semester	Certifications on file
◆ Ensure that all students with disabilities have access to the general curriculum and our AEC.	Principal/ Special Education Staff/ Curriculum Director/ Professional Staff	Special Education Funds, Title I part A, Local	Each 6 Weeks	Student Schedules

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 2: The needs and characteristics of the **Special Education** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide Training for DAEP/REC Staff regarding Manifestation Determination ARDs	EPEC Staff/Principal/Counselor/Special Education Teacher	Special Education Funds	August 2011	Sign in Sheets/agendas
◆ Address CAP/AIM areas of need	Principal/ Special Education Staff/ Curriculum Director/SBDM	Local	September/Oct	Written strategies developed
◆ Ensure that all special education student are receiving appropriate individualized education in all classes.	ESC/ Principal/ Special Education Staff/ EPEC Director	Local	Spring Semester	Progress Reports from Teachers to SE Teacher
◆ Participate in Positive Behavior Support Grant	PBS Team	Local	June 2011-May 2012	Data collected through Grant and PEIMS

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 3: The needs and characteristics of the **LEP** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
In order to supplement instruction to meet needs of special populations of students the following instructional settings/ strategies will be provided for LEP Students:				
◆ Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading and composition of the English Language.	ESL Coordinator/ LPAC/ Professional Staff	ESL funds, Title I, Local, Title III, ESC Coop	Each 6 Weeks	Home Language Surveys, LEP Lists, RPTE, TAKS
◆ Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses	ESL Coordinator/LPAC/Campus Administrators	TAKS, RPTE, LPAC Records, AEIS-It, Spanish TAAS	May 2012	Annual Evaluation of ESL program

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 3: The needs and characteristics of the **LEP** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Continue having limited LEP exemptions on TAKS	LPAC/ESL Coordinator	Local	Fall/Spring Semesters	PBM
◆ Continue having limited number of parent denials for ESL program.	ESL Coordinator/ LPAC	Local	Fall/Spring Semesters (enrollment)	List of parent denials
◆ Provide staff developments for all staff that is researched based with input from staff.	Principal/ ESL Coordinator/ ESC ESL Cooperative	ESC Coop, Title II, Title I, ESL staff development funds	August 2011	Certificates, Sign-in sheets, agendas
◆ Ensure that LEP students are not over represented in special education or underrepresented in GT Education.	ESL Coordinator/ LPAC/ Professional Staff/Principal/GT Coordinator	Local	Ongoing	PBM
◆ Ensure that information to parents is provided in the home language.	ESL Coordinator/ LPAC/ Professional Staff/ Principal	ESL funds, Title I, Title III, Local, MEP Funds	Each 6 Weeks	Copies of notices sent home

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 3: The needs and characteristics of the **LEP** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide opportunities for parents of ESL students to participate in school-sponsored activities.	ESL Coordinator/ LPAC/ Professional Staff/ Principal	ESL funds, Title I, Local, MEP Funds, CATE, Special Education	August/January	Parent sign-in sheets
◆ Continue to recruit and retain highly qualified ESL staff including minorities.	ESL Coordinator/ SBDM/ Principal	Local	Late Spring/Early Fall	Teaching Certificates Training Certificates
◆ 70% of LEP students will pass the Reading/ELA portion of the TAKS test	ESL Coordinator/ Principal/ Counselor	Local/ESL	October-50% January-60% February-70%	Testing Results/AEIS/AEIS- It

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 4: The needs and characteristics of the **Dyslexia** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
In order to supplement instruction to meet needs of special populations of students the following instructional settings/ strategies will be provided for Dyslexic Students:				
◆ Provide services for students who may be eligible under Section 504	Principal/504 Coordinator/ Counselor	Local/Title 1	Each 6 Weeks	List of identified students
◆ Identify students with dyslexia or a related disorder and provide appropriate instructional services.	Principal/Staff/ Counselor	Local	As Needed/Referrals	Staff training
◆ Conduct a comprehensive needs assessment of all identified dyslexic students to determine strengths and weaknesses.	Dyslexia Teacher/Dyslexia Coordinator	Local	August-May	List of students identified
◆ Ensure teachers of dyslexia students have proper training, certification and or endorsements.	Principal	Local, Title 1 Part A, Title II, Part A, ESC Training	Spring and Summer	Certificates

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 4: The needs and characteristics of the **Dyslexia** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide research based staff development for teachers of dyslexia students that uses individualized, intensive, multi-sensory and phonetic methods to teach reading with input from staff.	Principal/Dyslexia Teacher	Local	August 2011	Attendance Certificates
◆ Provide, when possible, services to students at his/her campus.	Dyslexia Teacher/ Principal	Local, Title 1	Daily	Class Schedules/Master Schedule
◆ Annually align SBOE approved procedures and district/campus procedures.	Dyslexia Coordinator/ Dyslexia Teacher/ Principal	Local Time	August	Draft of written procedures
◆ Monitor student progress.	Dyslexia Teacher	Title 1	Each 6 Weeks	Report Cards

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 5: The needs and characteristics of the **Migrant** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
In order to supplement instruction to meet needs of special populations of students the following instructional settings/ strategies will be provided for Migrant Students:				
◆ Identify and recruit eligible migrant children ages 3-21 through home visits, visibility in community, churches, grocery store, etc.	Migrant Services Coordinator	MEP Funds, Local	August 2011- May 2012	COE
◆ Remain current on NGS and TMSTPS ages 3-21 and attend training.	Migrant Services Coordinator	MEP Funds	August 2011- May 2012	Daily/Weekly schedule

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 5: The needs and characteristics of the **Migrant** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ MSC will identify children ages 3-21 to coordinate school programs and provide services for migrant families.	Migrant Services Coordinator	MEP Funds, Local	August 2011- August 2012	Records of services provided
◆ Ensure graduation enhancement grades 7th – 12th by compiling data, monitoring progress, and providing educational opportunities to meet student needs.	Migrant Services Coordinator/Counselor/ Principal	Local	Fall and Spring Semesters	Graduation rate of migrant students
◆ Provide secondary credit exchange and accrual grades 9th –12th that cross references NGS educational data with official transcript to verify course credit for appropriate placement.	Migrant Services Coordinator/Counselor	MEP Funds, Local	August 2011- August 2012	NGS records, transcripts

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 5: The needs and characteristics of the **Migrant** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide a parent involvement program ages 3-21 including continuing with PAC, which meets regularly, to work in partnership with families and communicate regularly children's parents and participates in school-sponsored activities.	Migrant Services Coordinator	MEP Funds, Local	August 2011- August 2012	NGS records, transcripts
◆ Conduct a comprehensive needs assessment of migrant student areas of strengths and weaknesses.	Migrant Services Coordinator/ counselor/ Principal	MEP Funds, Title I, Local	Late Spring- Summer	Migrant Student Data Disaggregated
◆ Provide services that are migrant specific I.e. tutorials, remediation, computer-assisted instruction, support services, etc., based on migrant student performance data.	Migrant Services Coordinator/ counselor/ Principal	MEP Funds, Local, Title I part A, BE/ES: Special Education	August-May (as needed)	TAKS, RPTE, LDAA/ SDAA

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 5: The needs and characteristics of the **Migrant** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide researched based staff development opportunities for professionals as well as paraprofessionals with input from migrant staff.	ESC/ Principal/ Curriculum Director/Migrant Coordinator	Title I part A, Title II part A, Local	August 11- August 12	Certificates, Agendas, sign-in sheets
◆ Provide a list of the migrant students who have needs of the highest priority and services being provided to students updated each six weeks.	Migrant Services Coordinator	MEP Funds	Each 6 Weeks	Copies of List
◆ Ensure teachers and paraprofessionals have proper certification/endorsements.	Migrant Services Coordinator/ Principal/ SBDM	Local	August 11	Certificates
◆ 70% of LEP students will pass the Reading/ELA portion of the TAKS test	ESL Coordinator/Principal/Counselor	Local/ESL	October- 50% January- 60% February- 70%	Testing Results/AEIS/ AEIS-It

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 6: The needs and characteristics of the **At-Risk** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
In order to supplement instruction to meet needs of special populations of students the following instructional settings/ strategies will be provided for At-Risk:				
◆ Determine total amount of SCE funds for campus to reduce the dropout rate and improve student performance for at-risk students.	Superintendent / Business Manager/ Principal	Local	August 11	CIP / DIP
◆ Determine total full time equivalents (FTEs). If a person is funded 100% from SCE = 1 FTE 50% = .5 FTE 25% = .25 FTE	Superintendent / Business Manager/ Principal	SCE FTE.001865 \$694.37	August 11	CIP / DIP
◆ Continue the policy for identifying entering and exiting students from the SCE program.	Principal/ Counselor/ Superintendent	Local	Each 6-Weeks	Local Policy

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 6: The needs and characteristics of the **At-Risk** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Identify students at risk of dropping out of school using state criteria.	Principal/ Counselor,	Local	Each 6 Weeks	List of at-risk students identified
◆ Provide teachers with the confidential list of at-risk students and supporting criteria used for identification.	Counselor	Local/SCE FTE.04761 \$1,247.14	August- September	Developed List
◆ Conduct a comprehensive needs assessment which includes but is not limited to TAKS, dropout rate, RPTE, to identify areas to accelerate.	Counselor,/Professi onal Staff/SBDM	Local, Title I part A, SCE FTE.01469 \$2,447.34	May 12	Disaggregated Data
◆ Serve pregnant students and parents through parenting programs.	Counselor/ Parent Involvement Coordinator	SCE FTE.004198 \$748.20	Each 6 Weeks	Program outline and students placed in program
◆ Promote abstinence as the only 100% effective preventative for STD's & pregnancy include speakers & motivators.	Counselor	Wheeler Foundation	Daily	Presenter evaluation/Lesso n Plans

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 6: The needs and characteristics of the **At-Risk** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Serve At-Risk students through an accelerated program to acquire proficiency in the English Language.	ESL Coordinator/ Teachers/ Principal	ESL Funds, SCE, Local FTE .2857 \$110.21	Aug-May	LPAC Meetings, progress reports, RPTE, TAKS
◆ Provide accelerated, intensive program for at-risk students failing the TAKS through tutoring, computer-assisted instruction, specialized reading/math classes, etc.	Principal/Teachers	SCE FTE 1.0476 \$34,196.56	Each 6 Weeks/Daily	Disciplinary Records, Report Cards GED / TAKS Completion Rate
◆ Provide program for students in DAEP, expelled, on parole, probation, and previous drop-outs.	Principal	Local, SCE FTE .008396 \$1,058.80	Fall and Spring Semesters	Written Report
◆ Compile a report that compares high school completion between students at risk of dropping out of school and all other district students.	Counselor	SCE, AEIS-It FTE .000932 \$209.60	May 12	Written Report

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 7: The needs and characteristics of the **CATE** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
In order to supplement instruction to meet needs of special populations of students the following instructional settings/ strategies will be provided for CATE Students:				
◆ Provide vocational and technical programs to all eligible students.	School Board Administrative Staff	CATE Funds	Fall and Spring Semesters	Class Schedules
◆ Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strengths and weaknesses and the size, scope, quality, and effectiveness of CATE programs.	Administrators, Counselor CATE Staff	CATE Funds	May 12	Disaggregated Data

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 7: The needs and characteristics of the **CATE** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices.	CATE Staff Principal	CATE Funds Perkins Funds	Fall and Spring Semesters	Annual program evaluation and update
◆ Integrate CATE and academic program.	CATE Staff Professional Staff	Tech Prep	Fall and Spring Semesters	Annual program evaluation
◆ Encourage students to pursue a coherent sequence of courses.	Counselor	Local	Fall and Spring Semesters	Course Schedule
◆ Add to student choice for CATE courses.	Counselor/CATE Teachers	CATE Funds	School year 2011-2012	Course requests

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 7: The needs and characteristics of the **CATE** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Ensure CATE students have a four year plan showing the coherent sequence they are pursuing.	Counselor	Local	Yearly Spring Semester	4 year Graduation Plans /Transcripts
◆ Preview PBM elements as they relate to CATE programs.	Principal/ Counselor/ SBDM Committee	Local	Spring 11	Student participation/class schedules
◆ Provide course offering in the area of technology, Agriculture, and Family and Consumer Science.	Principal/Counselor/ School Board	CATE Funds Local Funds	Fall and Spring Semesters	Course Offerings Course Schedules
◆ Provide staff development for professional staff that is researched based with input from staff.	Principal/Curriculum/ Director	Perkins Funds Local Funds	August 11- May 12	Attendance Certificates Sign in Sheets Agendas

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 7: The needs and characteristics of the **CATE** Program will be coordinated, identified and addressed.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Access to Military Recruiters	Counselor	Local	Throughout the year	List of interested students
◆ Offer Testing: ASVAB, Plan, PSAT during school	Counselor	Wheeler Grant	October 11	Number of students participating Testing results Testing results
◆ Provide SAT and ACT study materials and encourage students to take test during Junior year.	Counselor	Local	Fall and Spring Semesters	
◆ Encourage all students to accept challenge of Recommended HS track	Counselor/Principal	Function 11 Source 6300 ESC 17 Grant Money	Beginning of 9th and 10th grade year	4 year degree plan

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 8: The needs and characteristics of all student groups will be coordinated, identified and addressed by providing Title 1 services.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Conduct a comprehensive needs assessment of the entire school which may include but is not limited to TAKS, RPTE, SDAA, PBM, CAP/AIM, AEIS indicators, staff development, SDFSC annual report, etc.	Principal/Special Programs Coordinator/ Counselor	Title I, Part A, AEIS-It	Aug 11	Disaggregated data
◆ Ensure school-wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Content Mastery Lab, Computer Assisted Instruction, etc.)	Principal Counselor Teachers	Title I, Part A, Title II, Part A, Title II, Part D, Title IV, Title V, MEP, ESL, SCE, Local, Title III FTE .01587 \$185.74	Daily	Increased student scores on TAKS
◆ Ensure instruction of all students by highly qualified staff	Principal	Title I, Part A, Title II, Part A, Title II, Part D, Title IV, Title V, MEP, ESL, SCE, Local, Title III FTE .005291 \$258.75	Daily	Teacher certificates

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 8: The needs and characteristics of all student groups will be coordinated, identified and addressed by providing Title 1 services.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide research based staff development for professional staff and paraprofessionals.	Administrators Teachers ESC17	Title I, Part A, Title II, Part A, Local	Aug 11	Staff development calendars, attendance certificates
◆ Attend job fairs, recruit from teacher certification programs, utilize ESC job site to attract highly qualified teachers.	Administration	Local	Aug 11	Highly qualified staff hiring's
◆ Ensure retention efforts of highly qualified staff are implemented.	Administration	Local	Aug 11	Teacher evaluations and interviews

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 8: The needs and characteristics of all student groups will be coordinated, identified and addressed by providing Title 1 services.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Conduct Parent/Teacher/ Counselor Conferences with the students who did not pass any part of the TAKS Test.	Teachers/Team Leads/Counselors	Local	Late Spring/Early Fall	Sign Ins and Parent Letters

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 8: The needs and characteristics of all student groups will be coordinated, identified and addressed by providing Title 1 services.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas; <u>especially students furthest away from demonstrating proficiency</u>	Principal Counselor Teachers	Title I, Part A, MEP, ESL, Title III, Local, Title II, Part A, Title II, Part D, Title IV, Title V	August 11	Progress reports, reports cards
◆ Coordinate federal, state, and local services and programs and integration with the school-wide program	Principal SBDM ESC17	Title I, Part A, ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title IV, Title V, Title I, Part C, G/T, OEY, SCE, Local, Special Education	August 11	Agenda, minutes of meetings

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 8: The needs and characteristics of all student groups will be coordinated, identified and addressed by providing Title 1 services.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Coordinate, integrate, <u>and consolidate</u> Title I, Part A services with other educational services such as LEP programs, special education programs, migratory children, homeless children, immigrant children, G/T, At-Risk, and Dyslexia in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program	Administration/Special Program Coordinator/SBDM	Title I, Part A, BE/ESL, Special Education, MEP, Title III, G/T, SCE FTE .0006530 \$34.64	August 11	Lesson plans, schedules, agendas
◆ Evaluate parent involvement program and include parents in the process	Administration	Evaluation document	May 12	Results of evaluation

Campus Goal #2: REC will evaluate and extend identified special population services and programs. (Gifted and Talented, Limited English Proficient, Title 1, Dyslexia, Migrant, CATE, At-Risk, Special Education)

Performance Objective 8: The needs and characteristics of all student groups will be coordinated, identified and addressed by providing Title 1 services.

Summative Evaluation: Annual review of Lesson Designs, AEIS, Schedules and Calendars will reflect growth of students in each special population.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide parents information on the level of achievement of parent's child on TAKS and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified	Administration	Title I, Part A	August 11	List of teachers that are not certified, Copy of notice sent to parents

Campus Goal #3: REC will monitor student attendance rate and dropout rate for all populations through the Academic Excellence Indicator System.

Performance Objective 1: Maintain REC dropout rate at a level of less than 2%.

Summative Evaluation: The AEIS will show a dropout rate less than 2% and 100% graduation rate.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Offer alternatives to traditional graduation plans	Counselor/ARD Committee	Local	Upon Entrance to REC Program	Transcripts/4 year Graduation Plan
◆ Provide credit recovery.	Counselor	Comp Ed Funds FTE .00081632 \$ 209.65	Fall/Spring	Graduation from REC/PEIMS Data
◆ Provide GED courses through Caprock Community Action.	Counselor/CCA	Local	As needed	HS Equivalency/Attendance Sheets from CCA
◆ Research Cooperative Apprenticeships	Transition Counselor from EPEC	Local	August 11	Individualized Educational Plans
◆ Ensure that all students have a Personal Graduation Plan on file and are active participants in developing it	Counselor/Principal/Students /Parents/Teacher	Local	August 11- until Graduation	Reevaluation of PGP's following TAKS testing in Spring
◆ Parent Contact for students who are behind in course work	Teacher	Grades Samples of students work	On-going	Progress reports Parent Contact log

Campus Goal #3: REC will monitor student attendance rate and dropout rate for all populations through the Academic Excellence Indicator System.

Performance Objective 2: Maintain an Average Daily Attendance of 97%.

Summative Evaluation: 97% on the AEIS Report.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Monetary incentives for perfect attendance.	Principal	Fund 199-11	End of 2nd semester	Daily attendance reports Parent Contact Log
◆ Daily contacts to parents of students who are absent.	Attendance Clerk/Principal	LOCAL/SCE FTE.0001166 \$47.62	Daily	
◆ Provide Time after REC school hours for At-Risk Students who are in jeopardy of not getting credit because of attendance.	Attendance Clerk/Principal	LOCAL/SCE FTE .008396 \$720.00	Weekly	Credit Recovery
◆ Inform parents and students of attendance policy through handbook and conferences	Principal/Teacher/Attendance Clerk	\$1000 Printing and postage Fund 199	August 2011 Also as needed with entering students	Completed signature page

Campus Goal #4: REC will support staff needs in personal and professional development and provide research based staff development.

Performance Objective 1: In order to positively impact student achievement, 100% of REC Staff will be provided opportunities to grow professionally through quality, intensive, and sustained staff development.

Summative Evaluation: Effective staff development will be reflected by increased student performance on the TAKS, RPTE, LDAA, SDAA and reduction in discipline referrals.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Recognition of professional accomplishments	Superintendent/ School Board	Local	May 12	Informal feedback
◆ Investigate possibility of rewards for perfect attendance per semester	Principal/ Superintendent	Local	Fall 11	# of days missed as a staff
◆ Provide team building staff development	Principal/Counselor	Local	August 2011 January 2012	Informal verbal feedback/PDAS Master Schedule
◆ Provide time for teachers to develop higher level questioning skills	Principal/Teacher	LOCAL/SCE FTE .5714 \$127.10	School Year 11-12	
◆ REC Staff will attend the Positive Behavior Support Conference	REC Staff	ESC and Local Funds	Summer 11	Certificates of Completion

Campus Goal #4: REC will support staff needs in personal and professional development and provide research based staff development.

Performance Objective 1: In order to positively impact student achievement, 100% of REC Staff will be provided opportunities to grow professionally through quality, intensive, and sustained staff development.

Summative Evaluation: Effective staff development will be reflected by increased student performance on the TAKS, RPTE, LDAA, SDAA and reduction in discipline referrals.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide substitute training in fall or late summer	Principal	Local	September 11	Sign in list of attendees
◆ Provide substitutes with evaluation of instruction sheets.	Principal	Local	Daily	Evaluation sheets
◆ Provide teacher with evaluation sheets for substitutes.	Principals	Local	As needed	Evaluation sheets
◆ Survey the staff to determine staff development needs .	Principal/Curriculum Director	Local	Early Fall and Late Spring	Survey results/SBDM
◆ Provide research based staff development for professional staff and paraprofessionals.	Principal and Curriculum Director	Local/Title 1/ESC	Ongoing	School Calendar/ESC

Campus Goal #5: REC will use effective methods of communication with parents, community members and all stake holders in the education process.

Performance Objective 1: Communicate with all constituents to maximize positive, productive relationships among students, parents, staff and the community.

Summative Evaluation: Volunteer Login/ List of Participants/Needs Assessment sent to parents.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Create partnership with businesses for career development/investigation as it relates to curriculum	Principal/Counselor	Local	Fall 11	SBDM agenda and minutes
◆ Send out a survey to parents regarding their perceptions of The REC	Principal/SBDM Committee	Local	Spring Semester	Needs Assessment Evaluation
◆ Continue to send Progress report through the mail along with school papers	Teacher/Principal/Counselor	Local/Mailing	Each 6 Weeks	Needs Assessment Evaluation

Campus Goal #5: REC will use effective methods of communication with parents, community members and all stake holders in the education process.

Performance Objective 1: Communicate with all constituents to maximize positive, productive relationships among students, parents, staff and the community.

Summative Evaluation: Documentation of successes through Needs Assessment Survey sent to Parents, sign-ins.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Plan activities that promote community service.	Teachers/Parent Liaison	Campus Activity Account	Fall 11-Spring 12	SBDM agenda
◆ All communications to the parents written in appropriate language	Teacher/Principal	Campus budget	On-going	Copies of Communication
◆ Provide for Volunteer Speakers	Teacher/ Principal	Local	Fall 11-Spring 12	Organization of scheduled speakers
◆ Provide parent-teacher conferences	Teacher	Local	Fall 11-Spring 12	Conferences Sign-in sheets
◆ Drug, violence prevention and conflict resolution	Principal Counselor Teachers		Fall 11-Spring 12	Number of incidents reported

Campus Goal #5: REC will use effective methods of communication with parents, community members and all stake holders in the education process.

Performance Objective *Continued*: Communicate with all constituents to maximize positive, productive relationships among students, parents, staff and the community.

Summative Evaluation: Documentation of successes through Needs Assessment Survey sent to Parents, sign-ins.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Investigate developing parental involvement/ volunteer committee.	Parent Liaison	Title 1	Fall 2011	Parental Involvement Survey Results
◆ Provide help to parents in understanding state performance standards, and how to monitor their child's progress	Counselor/Teacher		May 2012	Obtaining necessary material and reports

Campus Goal #6: REC will provide a safe, secure and orderly school for all stakeholders by promoting an environment where students are well behaved and treat others with respect.

Performance Objective 1: Deter the rising drug abuse problem among REC students.

Summative Evaluation: The PEIMS discipline report will show a decrease in drug related incidents.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Contract with Drug Dog Services	Superintendent/ Principal	SCE	August 2011- May 2012	Documentation of "hits"
◆ Continue Drug Free Campus-Zero Tolerance Procedures	Drug Free Schools Coordinator/ Counselor	Local	Daily	PEIMS Report
◆ Provide Teacher Orientation on Drug Testing Policy	Drug Free Schools Coordinator Principal/SHAC/ SBDM	Local	August 2011	Staff Development Agenda

Campus Goal #6: REC will provide a safe, secure and orderly school for all stakeholders by promoting an environment where students are well behaved and treat others with respect.

Performance Objective 1 Continued: Deter the rising drug abuse problem among REC students.

Summative Evaluation: The PEIMS discipline report will show a decrease in drug related incidents.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Discuss providing drug free privileges in Community & School events	Drug Free Schools Coordinator Principal/SHAC/ SBDM	Title IV/Wheeler Grant	September-May	SBDM Minutes/SHAC Minutes
◆ Cooperate w/local law enforcement regarding prevention	Principal/ Superintendent/ SDFS Coordinator	Local	Daily	Minutes from meeting with Chief of Police
◆ Student Orientation reviewing Drug Testing policies	SHAC Chairman/ Principals	Local	August 2011	Informal Feedback
◆ Continue Drug Testing Policy #2 for Reasonable Suspicion	Principal/Teachers/ Athletic Dir	Local	August 2011- May 2012 School year 11/12	Number of students referred and log of positive results

Campus Goal #6: REC will provide a safe, secure and orderly school for all stakeholders by promoting an environment where students are well behaved and treat others with respect.

Performance Objective 2: 100% of students will understand and practice appropriate behaviors as modeled and taught by staff in order to create a safe environment.

Summative Evaluation: The PEIMS discipline report will show a decrease in discipline referrals as compared to previous year.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Inform teachers/staff of DAEP procedures/forms	Principals/AEP Staff	Local	August 2011	In-service agenda
◆ Contact parents prior to office referrals	Faculty/Principal	Local	Fall and Spring	Log sheets
◆ Post discipline plans in each room-office	Faculty	Local	Daily	Observation prior to first day of school
◆ Revisit Discipline Plan to determine effectiveness	Principal/SBDM/ Faculty	Local	August 2011	Agenda and minutes
◆ Implement School-wide Discipline Management techniques (CHAMPS)	RHS Faculty and Staff	ESC 17/Local	School year 11-12	PEIMS 425 Records

Campus Goal #7: REC will promote a technology rich environment to increase the effectiveness of student involvement in learning.

Performance Objective 1: Utilize existing equipment to enhance communication and curriculum.

Summative Evaluation: Participation in staff development provided by the District, Lesson Designs and RISD Web-Site.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Maintain a student centered interactive web-site	Web-Design Class and Teacher	State Technology Allotment	Fall and Spring Semesters	Web site
◆ Provide software and data for the appropriate subject areas	Teachers/Principal /Technology Coordinator	Technology/Local	Fall and Spring Semesters	Computerized projects
◆ Plan technology staff development to expand possibilities for classroom instruction	Principal	State Technology Allotment and Staff Development Fund	Summer 2011	Lesson plans and student projects

Campus Goal #7: REC will promote a technology-rich environment to increase the effectiveness of student involvement in learning.

Performance Objective 1: Utilize existing equipment to enhance communication and curriculum.

Summative Evaluation: Participation in staff development provided by the District, Lesson Designs and RISD Web-Site.

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Continue to use A+ software to as core curriculum	Counselor/ Teacher/ Principal	SCE Funding	September 2011-May 2012	Comparison of TAKS data to previous year
◆ Continue to use internet and computer software as Teacher Tools	Principal/Tec hnology Director/Staff	199-Technology	School Year 11-12	Observation/Evaluations
◆ Provide computer based enrichment activities for students	Technology Director/ Teacher/ Principal	Technology/Local	September 2011-May 2012	Software review