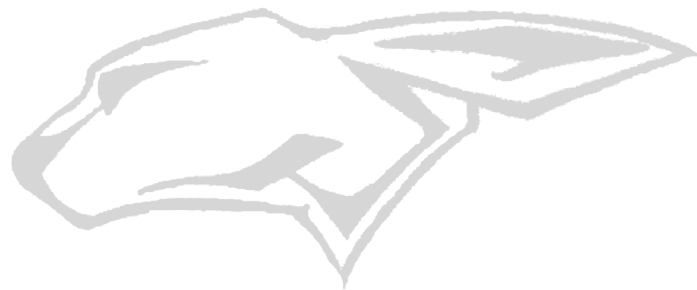


RHS Campus Improvement Plan



2011-2012

Ralls High School Vision

Teach. Involve. Learn. Succeed.

Mission Statement

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

RHS 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. Ralls High School will evaluate and extend identified special population services and programs (GT, LEP, Special Ed, Migrant, CATE, AT-Risk, Title 1, Dyslexia)
3. Ralls High School will monitor student attendance rate and dropout rate for all populations through the Academic Excellence Indicator System.
4. Ralls High School will support staff needs in personal and professional development and provide research-based staff development.
5. Ralls High School will use effective methods of communication with parents, community members and all stakeholders in the education process.
6. Ralls High School 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. Ralls High School will promote a technology-rich environment to increase the effectiveness of student involvement in learning.

Comprehensive Needs Assessment Findings

After reviewing current AEIS, AYP, TAKS Data, and benchmark testing data, Ralls High School has determined some areas of concern. The data has established a clear need for improvement in the areas of science and math. Teachers in these subjects are attending training during the summer to help address the low scores. We will also offer more classes aimed at increasing scores in these areas. We implemented a 1 to 1 computer program in grades 9-12 during the 2009-2010 school year. The 1 to 1 gave teachers and students another media in which to teach and learn.

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 recognized 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/STAAR Test.	Principal/ Counselor/ Math Teachers	Local Funds	Late Spring Early Summer	Staff Development Sign-Ins
◆ Analyze TEKS and TAKS/STAAR.	Principal/Counselor/ Staff	Local Funds		Sign- Ins/Curriculum Maps
◆ Prepare Seniors for ACT and SAT Testing.	Principal/ Counselor/ Staff	Vocational Funding	Summer Each 9 Weeks	Identify Students taking the ACT/SAT
◆ Administer TAKS/STAAR check-point assessments to determine individual student needs.	Counselor/Principal/ Math Team Lead/ Math Staff	Title 1 Funding	Each 6 Weeks	Results from checkpoint tests
◆ Incorporate supplemental math vocabulary for Non-math teachers.	Math Staff	Local	All Year	Pre and Post test

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize the Eduphoria Software to address gaps in curriculum	Principal/Counselor/ Math Staff	Title 1/Local Funding	Late Spring Early Summer	Summary reports from Eduphoria
◆ 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	Team Lead Teachers/Principal/ Counselor/Math Staff	Local Funding	All Year	Checkpoint tests and semester reports
◆ Algebra II, Geometry, Pre-Cal and Algebra I class will incorporate TAKS & STAAR objectives into curriculum through warm-ups	Math Staff	Local	Daily	Checkpoint tests and teacher observation
◆ Offer Summer TAKS Camp for 11th Grade students re-testing in July	Principal/Team Leads/Math Staff/Counselor	Wheeler Grant	June/July 2011	Results from July Testing
◆ Math Staff will engage in TAKS desegregation by all student populations to determine student needs.	Principal/Math Staff/Counselor	Title 1	August	Student Growth Plans/Checkpoi nt Progress Reports
◆ Continue with CSCOPE to make sure that all classes are aligned vertically and horizontally.	Math Staff/ Principal	Stimulus Funds	On-Going	Finished product from both Campuses
◆ Utilize Technology in the form of classroom projectors and active boards to help enhance learning.	Principal/Math Staff	Local	On-going	Bench Marks TAKS/STAAR Results
◆ Utilize individual student laptops to enhance the	Math Staff/ Students	Local	On-going	Benchmarks TAKS/STAAR

learning of TEKS				scores
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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 a recognized rating 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/ Science Team Lead/ Science Teachers/ Curriculum Director	Local	Late Spring Early Summer	Disaggregated Data
◆ Continue to investigate and prepare for the TAKS/STAAR Test.	Principal/Counselor/ Science Team Lead/ Science Teachers	Local Funding	Late Spring Early Summer	Staff Development Sign-Ins
◆ Analyze TEKS and TAKS/STAAR.	Principal/Counselor/ Staff	Title 1	Late Spring Early Summer	Sign- Ins/Curriculum Map
◆ Administer TAKS/STAAR benchmark assessments to determine individual student needs.	Counselor/Principal/ Science Team Lead/ Science Staff	Local Funding	Early Spring	Results from Tests
◆ Utilize the Eduphoria Software to address gaps in the science curriculum.	Principal/Counselor/ Team Lead Teachers	Title 1 Funding	Late Spring Early Summer	Summary reports from Eduphoria
◆ Offer Summer TAKS/STAAR Camp for 11th Grade students re-testing in June and July	Principal/Counselor/ Team Lead and Teachers	Wheeler Grant	Summer	TAKS/STAAR Results

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize online software for TAKS/STAAR Assessments and tutorials.	Principal/Counselor/ Team Lead and Teachers	Local	All Year	Software Reports
◆ Use A Plus software for TAKS/STAAR prep	Counselor/Teachers/ A plus Teacher	Local	All Year	Passing Rates and credits recovered
◆ All Science classes will incorporate TAKS/STAAR objectives into curriculum through warm-ups such as graph/chart Interp. and other TAKS/STAAR material	Teacher/Science Staff	Local Funding	Daily	Checkpoint tests and teacher observation
◆ Science Staff will engage in TAKS/STAAR disaggregation by all student populations to determine student needs.	Principal/Science Staff/Counselor	Title 1	August 2010	Student Growth Plans/Checkpoi nt Progress Reports
◆ Relate hands-on activities to TAKS/STAAR Objective	Science Teachers	Local	All Year	Lessons
◆ Use CSCOPE to make sure that all classes are aligned vertically and horizontally.	Science Team/ Principal	Local	Summer 2010	Finished Products
◆ Utilize Technology in the form of classroom projectors and active boards to help enhance learning.	Principal/Science Staff	Local	On-going	Bench Marks TAKS/STAAR Results
◆ Utilize individual student laptops as an innovative learning tool to enhance the learning of TEKS & TAKS/STAAR objectives.	Science Staff/ Students	Stimulus Funds	On-going	Benchmarks TAKS/STAAR scores

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 maintain the state standard for an exemplary 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/STAAR Test.	Principal/Counselor/ Staff	Local-Staff Development	Late Spring Early Summer	Staff Development Sign-Ins
◆ Analyze TEKS and TAKS/STAAR.	Principal/Counselor/ Staff	Vocational Funding	Late Spring Early Summer	Eduphoria Reports
◆ Prepare Students for ACT and SAT Testing.	Counselor/Staff Principal/ College Coach	Title 1 Funding	Weekly	Results from Weekly Vocabulary Exams
◆ Administer TAKS/STAAR Check point assessments to determine individual student needs/sample per grading period	Counselor/Principal/ ELA Team Lead/ ELA Staff	Local Funding	1-4 6 weeks	Results from checkpoint tests

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize the Eduphoria Software along with released TAKS/STAAR test to address gaps in the ELA curriculum.	Principal/Counselor/ Team Lead Teachers	Title 1 Funding	All Year	Summary reports from Eduphoria
◆ 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
◆ ELA-9-11 classes will incorporate TAKS/STAAR objectives into curriculum through warm-ups.	Team Lead Teacher/ ELA Staff	Local Funding	Daily	Checkpoint tests and Teacher Observation
◆ ELA Staff will engage in TAKS/STAAR disaggregation by all student populations to determine student needs.	Principal/Counselor/ Team Lead/ ELA Staff	Local Funding	August	Student Growth Plans/ Checkpoint Progress reports
◆ ELS 9-11 classes will incorporate TAKS/STAAR writing objectives into curriculum through journal writing	ELA Staff	Local	All Year	Teacher Observation
◆ Offer Summer TAKS/STAAR Camp for 11th Grade students re-testing in June and July	Principal/Counselor Team Leads/Teachers	C & S	Summer	Results from July Test
◆ Increase the number of courses offered through dual credit	Counselor/Principal	ESC/SPC	Fall	Student Schedules/ Master Schedule
◆ Incorporate Holistic Writing.	Team Lead/ELA Teachers	Local	All Year	AEIS and Checkpoints
◆ TAKS enrichment for students to challenge being Commended.	ELA Teachers/ Counselor	Wheeler Grant	Jan. to Early Feb.	AEIS Report
◆ Continue with CSCOPE to make sure that all classes	ELA Team/ Principal	Local	On-going	Finished Products

are aligned vert/horz.				
Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize Technology in the form of classroom projectors and active boards to help enhance learning.	Principal/ELA Staff	Local	On-going	Bench Marks TAKS/STAAR Results
◆ Utilize individual student laptops as an innovative learning tool to enhance the learning of TEKS & TAKS/STAAR objectives.	ELA Staff/ Students	Stimulus Funds	On-going	Benchmarks TAKS/STAAR scores

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 maintain the state standard for an exemplary 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/STAAR 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
◆ Administer TAKS Benchmark assessments to determine individual student needs.	Counselor/Principal/ Staff	Title 1 Funding	Early Spring	Results from Benchmark tests
◆ Implement CSCOPE to make sure that all classes are aligned vertically and horizontally.	SS Team/ Principal	Stimulus Funds	Summer	Finished Products

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize individual student laptops as an innovative learning tool to enhance the learning of TEKS & TAKS/STAAR objectives.	/ Students	Stimulus Funds	On-going	Benchmarks TAKS/STAAR scores
◆ Utilize the Eduphoria Software to address gaps in the SS curriculum.	Principal/Counselor/ Team Lead Teacher	Title 1 Funding	All Year	Summary reports from Eduphoria
◆ All students who fail to meet the minimum standards on the SS TAKS/STAAR test and students who are bubble students will attend TAKS/STAAR 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/STAAR Camp for 11th Grade students re-testing in summer.	Principal/Counselor/ Team Lead and Teachers	Wheeler Grant	Summer	TAKS Results
◆ All SS classes will incorporate TAKS/STAAR objectives into curriculum through warm-ups that focus on weaker objectives.	Team Lead Teacher/ SS Staff	Local Funding	Daily	Checkpoint tests and teacher observation
◆ SS Staff will engage in TAKS/STAAR disaggregation all student populations to determine student needs.	Principal/Team Leads/ SS Staff/Counselor	Local Funding	August	Student Growth Plans/Checkpoint Progress Reports

◆ Analyze TEKS and TAKS.	Principal/Counselor/ Staff	Local	Late Spring Early Summer	Sign-Ins/Curriculum Maps
◆ Administer TAKS checkpoint assessments to determine individual student needs.	Counselor/Principal/ SS Team Lead/ SS Staff	Title 1 Funding	Each 6 Weeks	Results from checkpoint tests
◆ Utilize Technology in the form of classroom projectors & active boards to help enhance learning.	Principal/ELA Staff	Local	On-going	Bench Marks TAKS Results

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Utilize individual student laptops as an innovative learning tool to enhance the learning of TEKS & TAKS/STAAR objectives.	SS Staff/ Students	Stimulus Funds	On-going	Benchmarks TAKS/STAAR scores

Campus Goal #2: Ralls High School 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 HS. (freshmen)	Counselor/Principal/ GT Committee	Local Funding	Fall/Spring Semesters	List and records of students
◆ Provide consistent services for GT students in 4 core areas.	All Professional Staff/Counselor/ Principal	Local Funding	Each 6 Weeks	Lesson Designs/Administrator observations
◆ Offer "virtual" real world experiences through world wide web and ITV.	All Staff/Counselor	GT/Technology Funding	Fall/Spring Semesters	Lesson designs documenting GT and Technology
◆ 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 and transfers.	Principal, District GT Committee	Local Funding	Spring Semester	Written Policy/Student Handbook

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
◆ Provide an advanced and challenging curriculum to all GT students in all grades.	Principal/ District GT Committee	Local/ GT Funding	Every 6 weeks	Student Products/ Lesson Designs/TAKS/ ACT and SAT Testing Scores
◆ 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

◆ 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
◆ Ensure all GT Students are receiving services in class.	Teachers/Principal /Counselor	Local	School year 2011-2012	Lesson Design documentation.
◆ 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/All Teachers	Local/GT Funding	Fall Semester	Teacher Certificates in Central Office File
◆ Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities (UIL, Annual Meeting, etc.)	Principal/GT Committee/Counselor/Staff	Local	Fall Open House	Sign in Sheets/agendas/surveys
◆ An Academic and Art Fair will be held to display 9th-12th grade student products and/or art projects.	GT Committee/Core Teachers/Counselor	Local/GT Funding	Spring	Sign-In Sheets/Products /Lesson Designs
◆ Address specific areas of concern as identified through the PBM indicators.	Principal/Counselor /Curriculum Director/SBDM	Local	September-October	Written strategies developed district wide

Campus Goal #2: Ralls High School 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
◆ Address specific areas of concern as identified through the PBM indicators.	EPEC Staff/Principal/Counselor /Special Education Teacher		Summer and Fall	Written Strategies Developed

◆ Provide Training for DAEP/REC Staff regarding Manifestation Determination ARDs	EPEC Staff/Principal/Counselor/Special Education Teacher	Special Education Funds	August 11	Sign in Sheets/agendas
◆ 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

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities.	Principal/ Special Education Staff/ Counselor	Special Education Funds, Title I part A, Local	Fall and Spring Semester	Sign-in Sheets
◆ Reduce the percentage of special student Exemptions from TAKS.	ARD Committee	Local	Special Education Funds	PBM/AEIS
◆ Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses	Special Education Staff	Local	Special Education Funds	Disaggregated Data

Campus Goal #2: Ralls High School 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 11	Annual Evaluation of ESL program

◆ Continue having limited LEP exemptions on TAKS/STAAR.	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

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ 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

◆ 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
◆ Periodically small group instruction during tutorial time	ESL Coordinator/ Principal/ Counselor	Local	Sept.- Dec. Jan.- May	Progress Reports and Teacher checklists
◆ 70% of LEP students will pass the Reading/ELA portion of the TAKS/STAAR test	ESL Coordinator/Prin- cipal/Counselor	Local/ESL	October-50% January-60% February-70%	Testing Results/AEIS/AEIS-It

Campus Goal #2: Ralls High School 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

◆ 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
◆ Provide opportunities for parents of students with dyslexic students to participate in school sponsored activities.	Principal/ Dyslexia Coordinator and Teacher	Local	Fall and Spring	Sign-in Sheets

<i>Strategy Activities / Actions</i>	<i>Person(s) Responsible</i>	<i>Resource Responsible</i>	<i>Timeline</i>	<i>Formative Evaluation</i>
◆ 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: Ralls High School 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 11-May 12	COE
◆ Remain current on NGS and TMSTPS ages 3-21 and attend training.	Migrant Services Coordinator	MEP Funds	August 10-May 11	Daily/Weekly schedule

◆ MSC will identify children ages 3-21 to coordinate school programs and provide services for migrant families.	Migrant Services Coordinator	MEP Funds, Local	August 11-August 12	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

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 11- August 12	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
◆ 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 09	Certificates
◆ 70% of LEP students will pass the Reading/ELA portion of the TAKS test	ESL Coordinator/Principal/Counselor	Local/ESL	Oct-50% Jan-60% Feb-70%	Testing Results/AEIS/ AEIS-It

Campus Goal #2: Ralls High School 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
◆ Continue the policy for identifying entering and exiting students from the SCE program.	Principal/ Counselor/ Superintendent	Local	Each 6-Weeks	Local Policy
◆ 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,/Professional Staff/SBDM	Local, Title I part A, SCE FTE.01469 \$2,447.34	May/June	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

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Promote abstinence as the only 100% effective preventative for STD's & pregnancy include speakers & motivators.	Counselor	Wheeler Foundation	Daily	Presenter evaluation/Lesson Plans
◆ Serve At-Risk students through an accelerated program to acquire proficiency in the English Language.	ESL Coordinator/ teacher/ 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, PASS Time 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 11	Written Report
◆ Provide research based staff development designed to assist students at-risk of dropping out of school for all staff with input from staff.	Principal, ESC, Curriculum Director	Local, Title I part A, Title II part A, Title V, ESL, MEP	Fall and Spring Semesters	LPAC Meetings, progress reports, RPTE, TAKS

◆ Provide instructional services to homeless students	Counselor/ Principal	Local/SCEFTE .002682 \$557.22SCE, AEIS-It	August-May	List of homeless students
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<i>Strategy Activities / Actions</i>	<i>Person(s) Responsible</i>	<i>Resource Responsible</i>	<i>Timeline</i>	<i>Formative Evaluation</i>
◆ Serve 9th –12th grade students with below 70 avg. in 2 or more subjects through intervention meetings and strategies.	Principal/ Intervention Team/ Counselor	Local, SCE FTE.001865 \$1,436.40	Each 6 Weeks	Identified students placed in the program
◆ Address specific areas of concern as identified through the PBM indicators	Principal/ Curriculum Director/SBDM	PBS Grant ESC 17 and Texas Tech	September/October	Data Collection and PEIMS Written Report

Campus Goal #2: Ralls High School 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/June 11	Disaggregated Data
◆ Senior career and college day at Texas Tech and SPC	Counselors/Staff/Tech Prep Teachers	South Plains Tech Prep School to Careers Partnership	Fall	Documentation of completion
◆ Continue Career Counseling and financial Awareness	Counselor/Principal	Function 11 Source 6300 ESC 17 Grant Money	Beginning of 9th and 10th grade year	4 year degree plan

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
◆ Provide opportunities for parents of CATE students to participate in school-sponsored activities.	Principal/Counselor/CATE Staff	Local	Fall and Spring Semesters	Parent Sign In Sheets
◆ Strive to provide CATE programs that lead students to receiving professional level license and /or certification.	Principal/ Counselor/ SBDM Committee/School Board	CATE Funds, Local Funds, Technology Funds	Fall and Spring Semesters	Course Offerings Course Schedules
◆ Continue to provide Career Awareness programs in grades 7th—12th.	Principal/Counselor	CATE Funds, Local Funds	All Year	List of Participating Students

◆ 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 12	Student participation/class schedules

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ 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
◆ Continue to recruit and retain highly qualified CATE staff including minorities.	Principal SBDM Committee	Local Funds	Late Spring and Summer	Certificates
◆ 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
◆ Ensure that information to parents is provided in the home language.	Principal/ Counselor/ Cate Staff	Local	August 2011	Copies of notices sent home to parents

◆ 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

<i>Strategy Activities / Actions</i>	<i>Person(s) Responsible</i>	<i>Resource Responsible</i>	<i>Timeline</i>	<i>Formative Evaluation</i>
◆ Address specific areas of concern as identified through the PBM indicators.	Principal/ Counselor SBDM	Perkins Funds, Local Funds, Title I Funds	September/October	Written Strategies Developed

Campus Goal #2: Ralls High School 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	May/June	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
◆ Provide research based staff development for professional staff and paraprofessionals.	Administrators Teachers ESC17	Title I, Part A, Title II, Part A, Local	Summer	Staff development calendars, attendance certificates
◆ Attend job fairs, recruit from teacher certification programs, utilize ESC job site to attract highly qualified teachers.	Administration	Local	Summer	Highly qualified staff hiring's

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Ensure retention efforts of highly qualified staff are implemented.	Administration	Local	Aug 11	Teacher evaluations and interviews
◆ Provide parent involvement activities that are planned by parents in order to increase parent involvement.	Principal Counselor Parents SBDM Parental Involvement Coordinator	Title I, Part A, MEP, Local	Year Round	Parent involvement activities scheduled on campus calendar, sign-in sheets
◆ 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
◆ Continue to get input from Parents regarding the Campus Parental Involvement Policy.	Parent Involvement Coordinator/Principals	Local	Spring	Parent Feedback

◆ 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, Spec Ed	August 11	Agenda, minutes of meetings

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Coordinate, integrate, and consolidate 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
◆ Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents	Administration SBDM Parental Involvement Coordinator	Local	May 12	Agenda, sign-in sheets
◆ 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
◆ 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	LOCAL/SCE FTE .002682 \$557.22	Aug 2011	Meeting scheduled, agenda, sign-in sheets

<i>Strategy Activities / Actions</i>	<i>Person(s) Responsible</i>	<i>Resource Responsible</i>	<i>Timeline</i>	<i>Formative Evaluation</i>
◆ Revise annually the School-Parent- Compact and provide in English and Spanish.	Administration SBDM Parent Involvement Coordinator	Local	April 12	Agenda, minutes of meeting, draft of parent compact
◆ Address specific areas of concern as identified through the PBM indicators.	Administration	Local	September/October	Written strategies developed

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

Performance Objective 1: Maintain Ralls High School 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
◆ Continue to utilize A+Software :recovery of credits at RHS campus, REC and TAKS Lessons	Principal/Business Manager/Superintendent	SCE	September 11	Transcripts Report Cards Progress Reports
◆ 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: Ralls High School 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
◆ Evaluate effectiveness of semester test exemptions	Principal	Local/SBDM	End of each semester	RSCCC Report
◆ 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 after school detention 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: Ralls High School 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 Ralls High School 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 and School Board	Local	May 11	Informal feedback
◆ Investigate possibility of rewards for perfect attendance per semester	Principal/Superintendent	Local	Fall 10	# 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	
◆ Provide Apple Training for 1 to 1 computer program.	Principal/ Technology Coordinator	Stimulus Fund	Summer 10	Sign-in Sheets

◆ 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

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ 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: Ralls High School 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 High School	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
◆ Continue Project Graduation	Parent Involvement Coordinator/Principal/Senior Sponsors	Local Business and Individual donations	Spring 11	Final Evaluation in June
◆ Disseminate information to parents and students regarding: ⇒ Notice of entry to any state university if in the top 10% ⇒ Notice of scholarship program for early graduation, financial and Teach in Texas grants ⇒ Texas grant programs ⇒ Higher Education admission requirements	Counselor/Principal and College Coach	Local/Title 1	August 11 – May 12	Greater number of students attending colleges and universities and increased number of students completing recommended high school program or Distinguished Achievement Program.

◆ Plan activities that promote community service.	Teachers/Parent Liaison	Campus Activity Account	Fall 11- Spring 12	SBDM agenda
◆ Provide school news to local newspaper.	Principal Teachers/Counselor	Local	Each 6 Weeks	SBDM agenda and minutes Parental Involvement

<i>Strategy Activities / Actions</i>	<i>Person(s) Responsible</i>	<i>Resource Responsible</i>	<i>Timeline</i>	<i>Formative Evaluation</i>
◆ Investigate developing parental involvement/volunteer committee.	Parent Involvement Coordinator	Title 1	Fall 11	Survey Results
◆ Develop advisory groups with community members.	Counselor/Go Center Counselor/Principal/ College Coach	Local	September 11-April 12	Community and Student Feedback
◆ Incorporate Freshman Orientation for all incoming 9th graders	Counselor/Principal/Student Council/ College Coach	Local	August 2011	Participation and evaluation

Campus Goal #6: Ralls High School 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 Ralls High School 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 11- May 12	Documentation of "hits"
◆ Participate in Red Ribbon Week	Staff/Drug Free Schools Coordinator Teaching Staff	SDFS/SCE	October 11	Lesson Designs
◆ Provide Drug Free Lessons each 6 weeks	Principal/Counselor	Local	Each 6 Weeks	Lesson Designs
◆ 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 11	Staff Development Agenda

◆ Discuss providing drug free privileges in Community & School events	Drug Free Schools Coordinator Principal/SHAC/SBDM	Title IV/Wheelwright 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 11	Informal Feedback
◆ Continue Drug Testing for Extra Curricular Activities Policy #1	Principal/Coaches/ Sponsors/Superintendent/SHAC Committee	Local	School year 11/12	Number of Positive hits and number of repeaters

Strategy Activities / Actions	Person(s) Responsible	Resource Responsible	Timeline	Formative Evaluation
◆ Continue Drug Testing Policy #2 for Reasonable Suspicion	Principal/Teachers/ AD	Local	School year 11/12	Number of students referred and log of positive results

Campus Goal #6: Ralls High School 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 11	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
◆ Safe Schools Walk-through with ESC 17	SBDM	SDFS/Local	Spring 11	Final Evaluation
◆ Revisit Discipline Plan to determine effectiveness	Principal/SBDM/ Faculty	Local	August 11	Agenda and minutes
◆ Continue the PRIDE Program	Principal/Staff	Local	Each 6 Wks	Assemblies
◆ Implement School-wide Discipline Management techniques	RHS Faculty and Staff	ESC 17/Local	School year 11-12	PEIMS 425 Records

Campus Goal #7: Ralls High School 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 Apple Training for 1 to 1 computer instruction	Principal/Technology Coordinator	Stimulus Fund	Summer 11	Sign-in Sheets
◆ Plan technology staff development to expand possibilities for classroom instruction	Principal	State Technology Allotment and Staff Development Fund	Summer 11	Lesson plans and student projects

◆ Continue to utilize ITV lab	Superintendent./Principal/Counselor	Local/Grants	August 11	Scheduled Credit
◆ Continue to use open access labs and mobile lab.	Staff/Technology Coordinator	Local/Technology	August 11	Computer log and lesson designs, projects each 6-weeks
◆ Continue to offer Web based/online courses	Counselor/Principal	Technology/ESC	School Year 11-12	Class Schedules
◆ Continue to use internet and computer software as Teacher Tools	Principal/Technology Director/Staff	Technology	School Year 11-12	Observation/Evaluations