

GOAL #1: ACADEMIC ACHIEVEMENT – To remain a “Met Standard “district according to the annual TAPR report in 2018.

OBJECTIVE: Ninety percent of Hispanic, White, Economically Disadvantaged, Limited English Proficient (Bilingual and ESL), Gifted and Talented, At Risk, Migrant, 504, Pregnant, Dyslexic, male and female, will pass writing, science, social studies, math and reading portions of the STAAR test by June 2018.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Comprehensive needs assessment will be conducted for each student. Assessment will provide information regarding the student's needs in relationship to STAAR and TEKS objectives.	Teachers will show correlation of TEKS and STAAR objectives.	Teachers Principal	August through May annually	TEKS STAAR objectives T-TESS documents TAPR Lesson Plans	Correlation of TEKS and STAAR objectives as documented by teachers	Lesson Plans TAPR
	All faculty and staff will be trained through Staff Development in testing procedures and data disaggregation.	Counselor ESC Principal	October and February	STAAR coordinator's handbook Previous year's test data	Delivery of information and the understanding of test data and regulations regarding testing procedures	Teacher's sign in sheet
	Practice STAAR test will be administered in grades 3-11.	Teachers Principal	Third week in January	Released STAAR test TAPR	Delivery of practice STAAR test to students (not exempted from testing)	STAAR results TAPR
	STAAR assessment will be administered to grades 3-11.	Teachers Principal	Times determined by State calendar yearly	State STAAR test for current year	Delivery of STAAR test to students (not exempted from testing)	STAAR results TAPR

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Disaggregate previous year's test data by all student populations.	Principal Teachers	Fall, Spring, and annual ARD meeting	Practice STAAR results State STAAR assessment results	Teachers will evaluate data and reteach areas of weakness and reinforce areas of strengths.	Student reports sent home to parents. Documentation in lesson plans relating to STAAR objectives and STAAR results
	Disaggregate alternative assessment test data for students not required to take STAAR (LEP/ARD exempt students, K-2). Review 11 th & 12 th grade ACT/SAT test results.	Special Education Teacher Bi-County Co-op Director Principal	August-May	Released STAAR Brigance ISTATION T-TESS STAR reports RTPE Report cards Supplemental reporting periods Daily monitoring Staff	Monitor student success Initial fall assessment, understanding, and interpreting data	Test Data End-of-Year Assessment
	Review and interpret assessment tools.	Teachers Aides Administrator Counselor Special Education teacher Bi-County Co-op director	Upon receipt of TAPR	TAPR Local newspaper	Continual review/assessment of student success	Students' success and progress

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Identify and implement various activities to encourage student progress.	Publicize success of students through local media.	Administrator	Annually	Waiver Staff Time	Community feedback	Community feedback
To enhance student success and provide an atmosphere in which each student can develop a capacity to be creative in thoughts and actions	Request First Day of Instruction Waiver in order to enhance student success by completing the first semester of the school year before the Christmas Break. This also allows for additional staff development days.	SBDM Team Board Administrator		Waiver Staff Time	Continual review of student success	Semester Exams
<p>Goal 2: SPECIAL POPULATIONS- Identify students who need extra help early and provide adequate staffing and opportunities so that they will complete their academic requirements successfully.</p> <p>OBJECTIVE: One hundred percent of Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented (G/T), At Risk, Migrant, 504, Dyslexic students who are identified with special needs will be provided adequate service to meet those needs.</p>						
1. Identify students who qualify for special education, develop IEPs and schedule classes as needed.	Continue to provide Content Mastery and Resource classes.	Special Education Teachers Principals	August-May	Time Special education funds	Monitor daily success Six week IEP Reports Class assessments in academic areas	Final evaluation in ARD, Class end-of-the-year assessment in all applicable academic areas
	Regular communication between regular education and special education to monitor and coordinate student progress	Classroom teachers Special ed. Teacher	August-July	Time Special education funds	Regular discussions of student needs Specific purpose ARD meetings	Final ARD evaluation
	Individual learner-centered instruction will be emphasized.	Classroom teachers Special ed. teacher	Complete assessment process within 60 days. Develop IEP within next 30 days.	Time Special education co-op personnel Special education funds	Review of student progress	Evaluate student success in relation to IEP's

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
a) Complete evaluation in a timely manner	Refer student(s) having academic difficulty.	Classroom teachers Diag.	Complete assessment process within 60 days; develop IEP within 30 days.	Time Special education funds Scheduling	ARD to determine goals	IEP in place for student
(b) Students with disabilities are educated with non-disabled peers in the least restrictive environment.	Conduct ARD and assure collaborative planning: 1) for implementation of services for adequate resources considering general education setting first when making placement decisions; 2) for participation in non-academic and extracurricular activities.	Classroom teachers Special education teacher Principal Special education co-op personnel	From date of placement until dismissal from special education	Time Special Education funds	Review of student's progress Full & Individual Results (FIE)	Evaluate student success in relation to IEP. Full & Individual Evaluation (FIE)
(c) Provide related services to assist the child to benefit from special education placement.	A multi-disciplinary team approach will secure personnel and integrate related services into the curriculum to generalize skills in all learning environments.	Special education teachers Special education co-op personnel ESC personnel	From date of placement until dismissal from special education	Time Special Education funds	Monitor daily success. Related services, i.e. O.T., P.T., OHI, etc. as needed to formulate goals & objectives for students	Final evaluation in ARD Related service evaluations
(d) Schedule re-evaluations every three years or more often at request of parents or teacher. Student needs indicate a change would benefit the student.	A staff that is knowledgeable about guidelines and re-evaluation will collaborate to assure an error-free tracking that assists the student to receive services and instruction in a way that is most advantageous.	Classroom or special education teachers. Any person who is responsible for services for child. Diag.	August-May	Time Local funds Bi-County Co-op funds Community and State agency representative	Monitor and review student progress and success. FIE results	Evaluate student success and FIE in relation to IEP and re-evaluations that result in changes in student's progress.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
(e) Beginning at age 14, or younger if appropriate, the IEP will include 1) a statement of needed transition services, 2) a statement that the parent will be informed that transition services will be part of the IEP meeting, and 3) a statement that the student will be invited. Transition services begin at age 16.	A collaborative effort involving staff, parents, students, and community resources to link the course of study with post secondary goals will assure a successful transition to opportunities at the post secondary level.	Classroom teacher Special education teacher Principal Special Education Co-op personnel	August-May	Time Personnel Local funds	Regular discussions on student needs and progress	Evaluate student success in transition to post secondary activities.
2. Develop a strategy to reduce (1) the percentage of students in special education and (2) the number of STAAR exemptions.	Continue to determine needs, provide tutoring in the regular classroom, and evaluate students to determine those who can take STAAR.	Teachers Principal ARD committee Counselor	August	Special Education Funds Title I, Part A Title II, A	Regular discussions on student needs and progress Class testing and IEP developments	Compare Borden County percentages with the state percentages of (1) students in special education and (2) students taking STAAR.
	Ensure all teachers and teacher assistants have the proper certification and/or certificates of training required to teach in this special program.	Administrator Special Education Director	Fall, Spring, Summer	Special Education Title II, Part A Title I, Part A Principal SDBM Team	Review of personnel files	Teacher/Teacher assistant certificates on file

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Provide research-based staff development with input from staff.	Administrator Special Education Director Teachers Teacher Assistants	August-May	Special Education Local Title I, Part A	Staff Development Calendar	Attendance Certificates
	Ensure that all students with disabilities have access to the general curriculum.	Administrator Special Education Director Special and Regular Ed. teachers	August	Special Education Local	ARD/IEP	Student schedules
	Provide training to teachers regarding modifying the curriculum for students with disabilities.	Special Education Director ESC	Fall, Spring, Summer	Local Special Education Title I, Part A Bi-County SSA Parent Resources ESC XVII Parent Workshops	Agenda	Sign-in sheets
	Provide parental involvement opportunities for parents of students with disabilities to participate in school-sponsored activities.	Administrator Special Education Director	Fall, Spring	Special Education Funds	Parent Involvement Calendar	Sign-in sheets ARD Surveys
	Reduce the percentage of special student exemptions from STAAR.	ARD Committee	August-May	Local made test ISTATION IEP's Local Federal funds	PBMAS	Reduced Percentage

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses.	Special Education Director Special Education Teacher	August	ESC Special Education Funds "Guide to the ARD Process"	Disaggregated data Class testing IEP development	IEP/Needs identified Class-end of the year testing
	Provide training to ARD committee.	Special Education Director ESC	Spring and throughout the school year	Local	Training scheduled	Sign-in sheets
2a. Address PBMAS areas of ethnic distribution and economically disadvantaged students in special education.	Assess and explore options to address student needs before referring students from these two areas.	Special Education Director Principal Teachers	August-May	Local	Monitor special education referrals	Lower numbers in the area of ethnic and economically disadvantaged students
	Monitor the number of students and the reasons used to exempt students from TAKS.	Special Education Director Principal Teacher	August-May	ESC XVII Special Education Personnel	Progress reports IEPS	Increase and decrease use of exemptions &/or alternative testing.
	Address areas of need which are: transition and response to intervention.	General and Special Education Staff	August-May	Time G/T funds	PBMAS	PBMAS
3. Identify G/T students and address their needs.	Assess needs and plan for appropriate activities.	G/T committee Teachers Parents	May-August	Local	Qualified students placed	Review placement.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.	Administrator G/T Staff G/T Selection Committee	August-May	Local	Agendas Minutes Sign-in sheets	Written policies Handbooks
	Continue an annual student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements.	Administrator Teacher G/T Selection Committee	August-May	Local G/T funds ESC	Training of staff on G/T characteristics	List and records of student nominations
	Provide an advanced and challenging curriculum to all G/T students in all grades.	G/T Staff	Fall, Spring	Local G/T Funds	Lesson Plans	Student projects Student scores on STAAR/SAT/ACT
	Ensure equity of opportunity for all students for identification, selection, and placement of students that includes the use of native language and non-verbal assessment.	G/T Staff G/T Selection Committee	Spring	Local G/T Funds ESC	List of students to be tested	List of tests for students with language other than English/Non-verbal tests
	Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 1-12.	G/T Selection Committee G/T Staff	Fall, Spring, Summer	Local Title V G/T Funds	Planning meetings scheduled	Three criteria in place
	Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training.	Administrator	April-August	Local	Staff Development calendar	Attendance Certificates

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas.	G/T Staff	Spring	Local	Notes, minutes from meetings	G/T Curriculum revisions
	Survey staff to determine staff development needs.	Administrator	April-August	Local G/T Funds	Survey	Summary of survey
	Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements.	Administrator	August-May	Local	Interviews	Teacher Certificates
	Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities. i.e. annual meeting, UIL activities, etc.	Administrator G/T Staff	August-May	Time Local funds	Parent Involvement calendar	Sign-in sheets Surveys
4. Identify and recruit migrant students and address their needs.	Inquire at enrollment and provide extra help as needed.	Secretary	August-May	Time Local funds	Monitor registration and success of new students.	Review of progress and success
5. Identify 504 students and address their needs.	Access special student needs not qualifying for special education, and provide extra help.	District 504 coordinator Principal Special Education personnel	August-May	Woodcock/ Munoz LPAC ESL funds Time	Evaluation of academic progress every 6 weeks	STAAR data Special testing assessment
6. Identify LEP and ESL students and address their needs.	Provide class to facilitate learning English.	Principal, counselor, and ESL (Spanish) teacher	Beginning of each school year As new student enrolled	ESL funds Title I funds Local funds Title III funds (ESL/ESC Coop)	6-week grade reports	TAPR and STAAR data

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Identify and provide all LEP Students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language.	ESL certified teachers	September and/or May	STAAR RPTE LPAC Records	Home Language Survey List of ESL students	RPTE Scores STAAR Scores
	Conduct a comprehensive needs assessment of all BE/ESL students to determine strengths and weaknesses.	Administrator	LPAC meetings		Disaggregated scores of students	Written annual evaluation of BE/ESL program
	Reduce the percentage of LEP exemptions on TAKS.	LPAC	As needed		List of students exempted	PBMAS
	Reduce the number of parent denials for BE/ESL program.	Administrator LPAC	Fall and/or Spring	ESC	Conference with parents	List of students with denials
	Provide staff development of professional staff as well as for paraprofessionals that is researched-based with input from staff.	Administrator	Fall/Spring		Registration for Workshop	Attendance Certificates
	Ensure that LEP students are not over-represented or under-represented in G/T education.	Administrator LPAC	Ongoing	ESL funds Title I funds Title III funds Local funds	List of identified/recommended students in either program	PBMAS
	Ensure that information to parents is provided in the home language.	Administrator BE/ESL teachers LPAC	Fall/Spring	Local funds ESL funds Title I funds CATE Special Ed.	List of qualified translators	Copies of notices sent to parents
	Provide opportunities for parents of BE/ESL students to participate in school-sponsored activities.	Administrator Teachers LPAC	Spring semester/Summer	Local funds ESL funds	School calendar of parent involvement activities	Parent Sign-in sheets

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Continue to recruit and retain highly qualified BE/ESL staff including minorities.	Administrator SBDM	Spring	Local	Positions posted	Fully certified staff hired
	Address areas of PBMAS	Administrator	August-May	Time Title I, Part A	Agenda	Written strategies developed
7. Address the needs of students needing Title I assistance.	Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STAAR, TPRI, RPTE, AEIS indicators, staff development, etc.	Principal Title I Teacher Counselor SBDM	August and as needed	Title I, Part A Title II, Part A Title II, Part D Title IV Title V ESL SCE Local Title III	3 & 6 weeks grade reports and disaggregated data	Areas of strengths and weaknesses identified
	Ensure schoolwide reform strategies that address areas of weakness as identified in the comprehensive needs assessment such as: Accelerated Reader, Saxon Phonics, Saxon Math, Computer Assisted Instruction, etc.	Administrator Teachers SBDM	Daily	Title I, Part A Title II, Part A Title II, Part D Title IV Title V ESL Local SCE Title III ESC 17 Contract	Daily Class Schedule	Increase STAAR and Standardized Achievement Test Scores
	Ensure instruction of all students by highly qualified staff.	Administrator ESC 17	August-May	Title I, Part A Title II, Part A Local	List of all teachers providing instruction	Teacher Certification
	Provide researched-based staff development for professional staff and paraprofessionals.	Administrator Teachers	Spring/Summer	Local ESC 17 Contract	Staff development calendars and records of individual staff development	Sign-in sheets and attendance certificates
	Attract highly qualified teachers.	Administrator	Spring	Local	Vacancy list	Hiring highly qualified staff

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Ensure retention efforts of highly qualified staff are implemented.	Administrator	August-May	Title I, Part A Local	Teacher Evaluations	Interviews
	Provide parent involvement activities that are planned by parents in order to increase parent involvement.	Administrator SBDM Parent Representatives	Spring	Title I, Part A Local ESC 17	Parent Involvement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease
	Conduct a preschool registration and/or round-up to assist children in the transition from early childhood to elementary school.	Administrator Early childhood teachers Any programs with early childhood children	Fall	Local	Newspaper articles School newsletter Website Posters Teacher lesson plans List of activities	List of children attending, parents filling out pre-registration information
	Conduct a survey of teachers to decide the use of academic assessments to improve achievement.	Administrator SBDM	Each six weeks	Title I, Part A Title II, Part A ESL SCE Title III Title II, Part D Title IV	Agenda item &/or survey	List of assessments to be used
	Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas: Especially students furthest away from demonstrating proficiency.	Administrator Counselor Teacher	Upon enrollment	Title I, Part A SCE Local ESC 17 Contract	Three week progress reports	Report cards

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Ensure homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.	Homeless liaison	Fall	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 Ed.	Enrollment Records	Class schedules
	Coordinate federal, state, and local services and programs and integration with the schoolwide program.	Administrator ESC SBDM	Fall	Title I, Part A ESL Special Ed. Title III CTE G/T SCE	Agenda, minutes of meetings	List of programs
	Coordinate, integrate, and consolidate Title I, Part A services with other educational services such as LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, immigrant children, CATE, G/T, At-Risk, and Dyslexia in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.	Administrator SBDM	Spring	Evaluation document	Lesson plans, schedules, agendas, and minutes of planning meetings	List of programs by campus/district

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Evaluate parent involvement program and include parents in the process.	Principal	Fall	Time	Results of evaluation	Adjustments made to program
	Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in a Title I, Part A and to explain the requirements and rights of parents to be involved.	Administrator	Spring	Time	Meeting Scheduled	Sign-in sheets Agenda
	Revise annually the School-Parent Compact and provide in English/Spanish.	Administrator SBDM	May, August	Time	Agenda, minutes, draft of compact	Written Compact
	Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school.	Administrator	August-May	ESC 17 Contract Title I Part A ESL	Agenda, minutes, handouts from planning meetings	Staff Development calendar
	Provide information/communication in a format and in a language that parents can understand.	Teachers	Four weeks	Title I, Part A	List of interpreters/translator	Copies of information/ communications
	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.	Administrator	Spring	Local	List of students and teachers not certified	Copy of notice sent to parents

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Address areas of PBMAS.	Administrator	Each August	Total SCE 6100 budget is \$145,505 FTE equals 1.9306 Teachers – \$145,505	Agenda developed	Written strategies
8. Identify at-risk students and ensure equitable learning opportunities and success.	Provide extra help opportunities such as TAKS, tutorial classes and contact with At-Risk coordinator.	Classroom Teachers Aides Principal Counselor	September	Total SCE \$ 163,3240 Supplies= \$3000 Fixed Assets- \$10,000 Travel= \$200 Fees = \$789	State "At Risk Indicator List"	TAPR and STAAR scores
	Determine total amount of SCE funds for campus/district to reduce the dropout rate and improve student performance for at-risk students.	Superintend Principal	September	FTE Teachers- 1.8787	CIP/DIP	CIP/DIP
	Determine total full time equivalents (FTEs). If a person is funded 100% from SCE that is 1 FTE, 50%=.5 FTE, 25%FTE.	Superintenden t Principal	September	Local	CIP/DIP	CIP/DIP
	Develop a policy for identifying, entering, and exiting students from the SCE program.	Super. Principal	End of 1 st six weeks and throughout the school year as needed	SCE	Meeting to develop policy	Local policy
	Identify students at risk of dropping out of school using state criteria.	Administrator Counselor Teacher	Beginning of school	Local	At Risk criteria distributed	List of at-risk students identified
	Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification.	Principal	May or August	Local Title I, Part A SCE	List developed	All teachers with list and supporting documentation

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Conduct a comprehensive needs assessment which includes but is not limited to TAKS, dropout rate, RPTE, to identify areas to accelerate.	Counselor Teachers Site Base Team	Fall-May	SCE Local	Data disaggregated for at-risk students	Results of comprehensive needs assessment
	Serve K-3 students who failed readiness test with accelerated, intensive program for early literacy.	Principal	Fall-May	SCE Local	Identified students failing readiness test placed in program	TPRI results
	Serve 7-12 grade students with below 70 avg. in 2 or more subjects.	Principal	August-May	SCE	Identified students placed in program	Report card grades End of year grades Completion rates
	Serve pregnant students and parents through parenting programs.	Counselor	August-May	ESL funds SCE Local	Program outline and students placed in programs	High school completion rates
	Serve LEP students through an accelerated program to acquire proficiency in the English language.	ESL Teacher Principal	August-May	SCE (\$163,240) Teachers \$145,505 Fixed Assets =10,000 Supplies \$3,000 Travel \$200 Fees = \$789	Progress reports LPAC Meetings	RPTE STAAR
	Provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, specialized reading/math classes, etc.	Principal	August-May	Local	Progress reports Report card grades Benchmark Tests	STAAR Completion Rate
	Provide program for students in AEP, expelled, on parole, probation and previous drop-outs.	Principal	May-August	Local	Disciplinary records Report card grades	STAAR Completion rate GED
	Compile a report that compares STAAR data of students at risk of dropping out of school and all other	Counselor SCE Staff	May	Local	Disaggregated data	Written report

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	district students.					
	Compile a report that compares high school completion between students at risk of dropping out of school and all other district students.	Counselor SCE Staff	May	Local	Data collected	Written Report
	Provide a program that will meet the needs of homeless students, students in custody of the Department of Protective Services, and students who may reside in a placement service.	Counselor Principal SCE Staff	Fall, Spring, Summer	Local Title I, Part A Title II, Part A Title V BE/ESL	Records Progress Reports	STAAR Completion Rate
	Provide research based staff development designed to assist students at-risk of dropping out of school for professional/ paraprofessional staff with input from staff.	Administrator ESC	August-May	SCE FTE	Staff development calendar	Teacher/ Paraprofessional attendance certificates Sign-in sheets
	Serve at-risk students with class-size reduction if necessary.	Teachers	August-May	Local Title I, Part A	Progress reports and/or six-week report card grades	STAAR scores
	Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL, Booster Club, etc.	Administrator SCE Staff	Spring	Local	Parent involvement calendar	Evaluation of parent involvement activities
9. Identify dyslexic students and address their needs.	Schedule students for Wilson Reading.	Dyslexic Coordinator Principal	August, January	Local	Annually	All students are screened and vision needs met.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Identify students with dyslexia or a related disorder and provide appropriate instructional services.	Administrator Dyslexia Staff	August	Local	Staff Training	List of students eligible for services
	Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties.	Dyslexia Staff	August	Local time	Written procedures	Students identified
	Annually align SBOE approved procedures and district/campus procedures.	Dyslexia Staff	Daily	Local Title I	Draft of written procedures	Written procedures adopted
	Provide services for students who may be eligible under Section 504.	Administrator 504 Committee	Summer	Local	List of students identified	List of students served
	Provide research based staff development for teachers of dyslexia students that use individualized intensive, multi-sensory and phonetic methods to teach reading with input from staff.	Administrator	Daily	Local Title I	Training schedule	Attendance certificates
	Provide, when possible, services to students at his/her campus.	Administrator Dyslexia Staff	Each six weeks	Local Title I	Class Schedules	List of students receiving services
	Monitoring student progress	Dyslexia Teacher	Spring Summer	Local Title I, Part A Title II, Part A ESC Training	Report Cards	Skill Mastery
	Ensure teachers of dyslexic students have proper certification and/or endorsements.	Administrator	August-September January – May	Local ISTATION Other assessment tests	List of teachers providing services	Teaching certificates

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses.	Dyslexia Teachers	Daily	Comprehensive needs assessment	List of students identified	Disaggregated data
	Provide services for students according to their needs i.e., SCE, Sp. Ed., G/T, Title I, etc.	Dyslexia Teachers	Fall/Spring	Local	Report Cards	Increase in test scores
	Provide opportunities for parents of dyslexia students to participate in school sponsored activities.	Administrator Dyslexia Teacher	August-May	Local funds	School calendar of parent involvement activities	Parent Sign-in Sheets
10. Identify students who are visually and auditorily impaired and successfully address their individual needs.	Conduct annual vision screening for all students.	School staff Texas Society for Prevention of Blindness	As situation occurs and school is aware of it	Time and local funds	Annually	All students are screened and vision needs met.
11. Pregnant students and students who are parents identified and needs addressed to ensure equitable learning opportunities.	Inform students of their options to continue their education while pregnant and postpartum.	Principal Counselor	As situations occur	Time Local funds	A discussion among principal, counselor, parents, and outside professionals concerning student's condition	Student progress during homebound situation
12. Homebound students identified and needs addressed to ensure equitable education.	Early intervention with students and discussion between school & parents about coursework & special needs arrangements in order to meet educational requirements.	Counselor Principal	As needed	Time	A discussion among principal, counselor, parents, and outside professionals concerning student's condition	Student progress during homebound situation

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
13. Homeless students identified and needs addressed.	Offer basic opportunities and options to parents in order to meet basic needs of students.	Principal Counselor Homeless Education Liaison	As needed throughout the school year	Special Education funds	Access and use of opportunities offered to better student's situation	Improved homeless situation for child
14. Identify students who need speech therapy.	Screening will be performed as recommended by classroom teacher and/or parent	Speech therapist (Bi-County Co-op)	As needed	Special Education funds	Rate of referrals and evaluation by speech therapist	Spring ARD and evaluations
<p>Goal 3: SCHOOL CLIMATE – Maintain and enhance a school climate and opportunities that are conducive to developing healthy students who make safe and healthy decisions.</p> <p>OBJECTIVE: One hundred percent of African-American, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented (G/T), At Risk, Migrant, Pregnant, 504, Dyslexic and Title I students will be provided with a safe, mannerly, and disciplined environment conducive for student learning.</p>						
1. Provide each student and staff with a student handbook and student code of conduct, which outlines expected behavior & discipline strategies.	Issue student handbook and student code of conduct.	Administrator	During the first nine weeks of school	Local funds	100% return or acknowledgement pages	Inform student body, staff, and community.
	Communicate through the student handbook and student code of conduct the use of AEP placements.	Administrator	August-May annually	Local funds	100% return of acknowledgement pages	Informed student body, staff, and community
2. Provide a comprehensive drug education program.	Secure resource people and address drug problems through Snyder Area Council on Alcohol & Drug Abuse Program.	Principal Counselor SACAD rep.	August-May annually	Local funds	Student participation	Student Success
3. Provide for students' health through immunization, visual and hearing	Maintain all health records and advise on visual and hearing needs.	School Nurse	Once a month August-May	Time and local funds	Student medical records	Update and complete records.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
screening.						
4. Maintain and update the Crisis Management Plan.	Student and teacher drills	Principal and teachers	August-May	Auto-Be-Good program information	Documentation by principal	Completed documentation
5. Provide conflict resolution strategies and goals.	Auto-Be-Good	Counselor Teachers	August-May annually	Time Local funds Program information	Student participation	Observation of student behavior
6. Maintain and update programs that promote community awareness and communication.	Continue programs such as bi-weekly newsletters, Borden County Cares Canned Food Drive, Christmas and Spring band and music programs; Awards Program & Banquets, FFA Parent Night, OAP Community Performance.	Administrator Teachers	July	TEC 37, School Law training, examples of discipline management plan from other schools, time, and local funds	Student and community participation	Improved relations in community
7. Update student code of conduct.	Incorporate changes into student code of conduct.	Principal	August-May	Student Code of Conduct, which contains Discipline Management Plan	Discipline consequences published in the Student Code of Conduct	Decrease number of discipline referrals.
8. Update and maintain Student Code of Conduct discipline management plan.	Parents or guardians will continue to be notified when students are not in compliance with Discipline Management Plan	Principal	August-May annually	Time, Student Handbook, Student Code of Conduct	Improved parent or guardian communications	Improved student behavior
	Saturday School and /or DAEP may be used for consequences at Level II-IV.	Principal	August-May	Time	Daily review	Decrease number of discipline reports.
9. Borden County ISD will continue to pursue an attendance rate of	Continue to emphasize importance of attendance to parents and students.	Principal Teachers	Fall of each year	Child Identification Kits	Daily attendance	ADA

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
96% or higher.						
10. Provide Child Identification to parents.	Distribution of information concerning ID of children.	Nurse	Throughout the school year	Title IV programs through ESC 17 Health curriculum Local funds	Child Identification Kits	Parent and student participation
11. Provide proactive education through drug education, violence, and suicide prevention programs.	Secure resource people for programs and address area in curriculum as appropriate.	Teachers Principal Counselor Outside resource people	August-May	Local funds Borden County Extension Office Staff Health Providers	Student participation	Student success
12. Provide a Health Advisory Committee.	Provide opportunities for dental health, pregnancy prevention, health screenings & inoculations, and coordinate health issues with the County Extension Office.	Principal Health Advisory Committee	Monthly August-May	REAP Funds	Contacting various health providers, outside agencies, and maintaining student health issues	Staff, student, and community feedback and participation
13. Provide a Gun and Drug Free Environment for Students.	Provide a drug dog on campus at various times of the year.	Administrator	Annually.	Local Funds ESC 17	Discipline Referrals after visit	Contraband collected
14. Address sexual abuse & maltreatment of students.	Provide training that addresses sexual abuse and other maltreatment of students.	Admin Staff		Local Funds ESC 17	Sign in sheets at training	Staff Feedback and participation.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
<p>GOAL # 4: STAFF DEVELOPMENT – Staff will be given the opportunity for enhancing knowledge and skills through proactive staff development. OBJECTIVE: One hundred percent of African-American, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented (G/T), At Risk, Migrant, Pregnant, 504, Dyslexic and Title I students will benefit from staff being trained in the innovative activities to enhance learning.</p>						
1. Staff will participate in proactive and research based staff development.	Continue to attend ESC 17 workshops especially those on STAAR and TEKS.	Administrator Staff	June-May	Time Local funds	Staff feedback and participation	Application of materials and/or techniques
	Host various speakers with expertise on topics pertinent to staff needs.	Administrator	June-May	Time G/T funds Special Ed. Local funds	Staff feedback and participation	Application of knowledge and skills
	Provide staff development on G/T, special education, and technology programs.	Administrator	August-May	Time Local funds	Staff feedback and participation	Improvement in implementing proposals, application of materials and ideas
	Provide mentors for new teachers.	Experienced staff members	Based on BCISD Appraisal Calendar	PDAS documents	Staff feedback and participation	Application of skills, techniques, and procedures
2. Staff will be evaluated to insure adequate performance.	Professional staff will be evaluated according to the PDAS instrument.	Principal	August-May annually	BCISD Principal's appraisal instrument	The district will have fewer than 10% growth plans written for staff.	PDAS evaluation forms
	Principal will be evaluated using Borden County principal appraisal instrument.	Super.	August-May annually	BCISD Superintendent's appraisal instrument	The district will have fewer than 10% growth plans written.	Completed principal's appraisal
	Superintendent will be evaluated using an approved instrument.	Board of Trustees	August-May annually	BCISD Paraprofessional Appraisal instruments	The district will have fewer than 10% growth plans written.	Completed Superintendent's appraisal
	Paraprofessionals will be evaluated according to locally adopted evaluation form.	Administrator		BCISD Paraprofessional Appraisal instruments	The district will have fewer than 10% growth plans written.	Completed paraprofessional assessment of knowledge & skills

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
<p>GOAL # 5: PARENT INVOLVEMENT – Parents or guardians will have more opportunity to participate in their child or children’s educational endeavors. OBJECTIVE: One hundred percent of African-American, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented (G/T), At Risk, Migrant, Pregnant, 504, Dyslexic and Title I students’ parents or guardians will be given the opportunity to achieve maximum communication and input into students’ educational career.</p>						
1. Schedule teacher/parent conferences to assure thorough communication regarding academic expectations.	Conferences will be scheduled for At-Risk students.	Principal and teachers	By September 1	Compacts	Teacher and parent observation	Parent feedback
	Distribute and collect parent/school compacts.	Principal	Fall and Spring of each year as needed	Time Parents	Monitor daily return.	Percent of return
2. Provide opportunities for parents to be involved in co-curricular and extra-curricular activities.	Booster Club Coyote Opry Spirit Line After-Game time on the field with players, & community youth group involvement and service projects	Administration	Fall	Time	Membership	Community participation and feedback
	Harvest Festival K-12	Class sponsors Parents	Throughout the year	Donation Time	Work Schedule	Community participation and feedback
	Class parties	Teacher Room parents	December February Easter	Students Parents Time Donations	Sign-in log	Community participation and feedback
	Music Programs	Band Director	December May	Parent meetings Local funds	Attendance	Community participation and feedback
	STAAR Awareness	Teacher Principal Counselor	As needed	Time	Sign-in log	Community participation and feedback

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Class meetings	Teacher Room parents	Fall & Spring	Parents Students Time Local funds CATE funds Community	Sign-in log	Community participation and feedback
	FFA Parent Night FFA Banquet	Administrator Ag. Science Teacher	Winter & Spring	Parents Students Time Local funds Teachers Community	Sign-in logs	Community participation and feedback
	OAP performances	Administrator OAP Director	Fall & Spring	Time Community Students, Teachers, Parents	Sign-in logs	Community participation and feedback
	Senior Class Book Fair	Senior Sponsors	August	Student Handbook Dress Code Registration materials Supply list	Advertising posters Paper articles Newsletter Plan of the Week	Community participation and feedback
	Parent and student orientation during registration	Administrator Counselor School Secretary	Each day's activity on the calendar by Thursday of the preceding week	School calendar of events	Signed pre-registration materials by parents	Completion of registration materials and community feedback and participation
	Plan of the Week	School Secretary Administrator	Updated each week and as needed	School calendar and events	Plan of the week will be changed as needed.	Community awareness
	District Web Page	Administrator Technologist	Weekly, August-May	School calendar and events	Increased use of web page	History of contacts to web page

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	Newsletter sent home bi-weekly	Computer class Teacher	Evert other week, all year long	School calendar and events	Sent home with students on Tuesday	Regular communication with parents
	Borden Star School & County Newspaper	Borden County ISD Staff and students	Fall & Spring	ITV Room Technology room CATE funds Computer resources	Mailed to each home that subscribes	Increased communication with parents.
	Technology Classes for the community	Computer technologist	March or April of each year	Student handbook Graduation requirements Student transcripts Four or Five year graduation plan	Sign-in sheets	Community participation and feedback
	Spring course sign-up Grades 8-11, individual conference and class meetings and guidance	Principal Counselor Secondary teachers	March-May and as needed	Nomination Forms	Credit check from transcript and graduation plan	Student and parent conferences and sign in log
	G/T Nominations and Program Notifications	Principal and Selection Committee			Testing	Placement in program

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
3. Notify Parents:						
a. About graduation requirements (9-12)	Course sign-up and counselor and principal's conferences	Principal Teachers Counselor	November	Time Resource personnel Resources from principal and counselor Panhandle Plains Loan Co.	Credit check from student transcript and graduation plan	Student and parent conferences
b. About financial aid from (1) TEXAS Grant Program, Teach for Texas Grant, (2) student loans and Pell Grants, (3) scholarships	Course sign-up, financial aid meeting, and scholarship meetings	Principal Counselor Panhandle Plains Student Loan Rep.	On-going through the school year	College catalogs and the internet	Applications filled out and correspondence with colleges, and/or sign in sheets	Completion of applications
c. About higher education admission requirements	Class guidance meetings and individual conferences with student and parents	Counselor	Every three weeks and six weeks	Student performance	Post graduation plans on each student.	Completion of college applications and student admissions
d. Assessment reports	Distributed to each home	Principal Teachers	On-going through out the year	College catalogs Internet Borden Star Newsletter	Three-week reports	Report Cards
e. Top ten percent of graduating class and state universities	Notification of entry into any state university if in the top 10% of the graduating class	Counselor Principal		College catalogs Internet Borden Star Newsletter	Inform students of their class ranking and stress the importance of grades.	In May, inform the top 10% of the class they qualify.

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
<p>GOAL # 6: TECHNOLOGY – Prepare students to be technologically competent in order to be successful in society. OBJECTIVE: One hundred percent of African-American, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented (G/T), At Risk, Migrant, Pregnant, 504, Dyslexic, and Title I students will be provided with the most up to date educational technology that is available.</p>						
1. Students will have opportunities to 1) learn about technology and 2) learn from advanced equipment	State-of-the-art hardware and software will be provided.	Administrator Technology director School board	Lab will be used ongoing starting in August – May.	TIF & TIE grants Local funds ESC 17 Server network	Monitor student accessibility and feedback.	Review student progress.
	ITV lab will be available for students, staff, and community.	Principal Technology coordinator	August-May	Local funds TIE grant	Monitor number of times lab is used and the number of people who utilize the lab.	Yearly review of progress
	Laptop use in classrooms	Principal Staff		Local funds TIE grant	Monitor number of times Laptop Mobile Cart is checked out.	Review student progress.
<p>GOAL # 7: TRANSITION - Provide for non-stressful transition from home to school, K-1st grade, 6th – 7th grade, and from high school to post secondary or to the work force. OBJECTIVE: One hundred percent of African-American, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented (G/T), At Risk, Migrant, and Title I students will be provided with information to make a smooth transition at all points of the educational career.</p>						
1. Provide activities to insure non-stressful transition for all students.	Kindergarten Roundup & Pre-registration. Invite future kindergarteners to visit school in May.	Principal Kindergarten Teacher	August-May	Time Parents Activities	Informal discussions with parents and students	Kindergarten enrollment forms and pre-registration
	K-1 Activities	Kindergarten 1 st Grade Teacher P.E. & Music Teachers	March or April of each year	Time Teachers	Student Feedback	Ease of transition into 1 st Grade
	Course sign-up will take place for the next school	Principal Counselor	September-Early May	School Parents	Student and parents able to make course	Sign-in Sheet

Measurable Performance Objectives	Sequential Activities	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
	year.			College catalog	selections	
	Students are provided with two days to visit a college or vocational school.	Principal	August-May	Time Place	Student and parents able to make course selection	Sign-in sheet, note from college or vocational school attended
	Students are provided opportunities to visit with college & military recruiters, and financial information.	Principal Counselor				Appointments and calendar entries
2. Borden County school will continue to maintain a 0% dropout rate and 100% graduation rate.	Attendance committee will meet as needed to review and monitor excessive absences.	Site Base Committee Principal Counselor Attendance Clerk	Will monitor throughout the year.	Time Committee Principal	Daily attendance reports	ADA
2a. Monitor leavers and document where they go.	Use current Data Standards and Student Attendance Accounting Handbook	PEIMS Clerk Administrator	Daily August-May	PEIMS Data Standards Attendance Accounting Handbook ESC 17	Daily Attendance Reports	# of Leavers Documented
	Daily parent contact by phone or note concerning students not in attendance.	School secretary and principal or counselor	Daily	Phone Time	Monitoring student attendance	ADA
3. Students not meeting graduation requirements will be encouraged to pursue a GED.	Refer students to Lamesa ISD GED program.	Administrator Counselor Lamesa GED Program Coordinator	As needed	Borden County Counselor Lamesa GED Coordinator	Class attendance	Percent receiving (GED)

4. SAT/ACT scores will be improved.	Emphasize skills and competencies required.	Teachers Counselor Principal	August-May	Classroom materials and resources supplied by counselor	Teacher observation and student effort	Track improvement in ACT/SAT scores.
5. Encourage all students to graduate with the Recommended High School Program.	Strive to provide students with the courses they need to graduate with the Recommended Program.	Principal Counselor	August-May	Time Scheduling Local funds	August scheduling should track all seniors and juniors to make sure they have the required subjects for the Recommended Program.	One hundred percent of our students graduating with the Recommended Program
<p>GOAL # 8: CAREER AND VOCATIONAL EDUCATION – Students will be informed of career and vocational choices. OBJECTIVE: One hundred percent of African-American, Hispanic, White, Economically Disadvantaged, Male/Female, Limited English Proficient (Bilingual and ESL), Gifted and Talented (G/T), At Risk, Migrant, Pregnant, 504, Dyslexic, and Title I students will be provided with information regarding career and technology education.</p>						
1. Provide appropriate preparation and guidance toward higher education or career path.	Provide vocational and technical education programs to all eligible students.	School Board Administrator	August	CTE funds	Student choice at pre-registration	Courses scheduled
	Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weakness and determine the size, scope, quality, and effectiveness of CTE programs.	Administrator TE staff	May	CTE funds surveys	Disaggregated data	Annual evaluation report of all individual programs and the overall CTE programs
	Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices.	CTE Staff Administrator	Fall/Spring	CTE funds	Mid-year review of programs	Results of annual program review and update
	Integrate CTE and academic programs	CTE staff Academic staff	On-going	Tech Prep	Meeting records, Written plan for integration	Annual CTE program evaluation
	Encourage students to pursue a coherent sequence of courses	Counselor	Spring Semester	SCE funds	Student choice at pre-registration	Courses scheduled

	Ensure CTE students have a four-year plan showing the coherent sequence they are pursuing.	Counselor	Spring/Fall		Mid-year check of student plans	Strategies developed
	Preview PBMAS data elements as they relate to CTE programs.	Administrator Counselors SBDM committee	Spring Semester	Local funds	Risk Level report	Student participation schedules/Class rosters
	Provide course offerings in the following areas: Business Education, Agricultural Science and Technology.	Administrator School Board	August	CTE funds Local funds	List of course offerings	Number of CTE students with four-year plans on file with counselor
	Continue to recruit and retain highly qualified CTE staff including minorities.	Administrator SBDM	Spring semester/Summer	CTE funds Local funds	Positions Posted	Fully certified staff hired
	Provide staff development for professional staff that is researched-based with input from staff.	Administrator	Fall/Spring/Summer	Local funds	Staff development registrations	Attendance certificate
	Ensure that information to parents is provided in the home language.	Administrator CATE teachers	August-May	Local funds	List of translators	Copies of notices sent to parents
	Provide opportunities for parents of CTE students to participate in school-sponsored activities.	Administrator CTE teachers Counselor	Fall/Spring	Local funds Title I funds ESL funds	School calendar of parent involvement activities	Parent Sign-in Sheet
	Strive to provide CTE programs that lead students to receiving professional-level license and/or certifications.	Administrator School Board	August-May	CTE funds Technology funds Local funds	Research presentation of possible course offerings	Courses offered for licensing/certification
	Continue to provide Career Awareness programs in grades 6 -12.	Administrator Counselor	Spring	CATE funds Local funds Career Video in Library	Schedule of programs and/or lesson plans	List of participating students
	Provide transition activities for middle school to high school to work or to post-secondary education.	Counselor	Spring	Local	Lesson plans	List of senior students participating

	Address areas of PBMAS.	Administrator	Spring	Local	Agenda	Written strategies developed
<p>GOAL # 9: RETAINING AND RECRUITING HIGHLY QUALIFIED STAFF – Staff will be informed of advantages and incentives for remaining with or coming to Borden County to teach and/or work.</p> <p>OBJECTIVE: Borden County staff members will remain with the district until retirement or until they decide to change professions. When openings do occur, Borden County will have many applications for positions to be filled.</p>						
1. Retain and recruit highly qualified staff.	Provide competitive salaries, contracts, and incentives to live and work in the Borden County School and in Gail, Texas.	School Board Administrator	Yearly	Time Local funds Community support	Minimum turnover of all staff	Number of applications for positions.
	Provide improved housing for staff members.	School Board Administrator	Yearly	Time Local funds Community support	Offer newer housing to staff members as they become available.	New houses are occupied in a timely manner by employees.
Keep the percentage of “highly qualified” staff teaching core academic subject areas at 100%.	Hire highly qualified staff	Administrator	Yearly	Time Local funds	# of “Highly Qualified” Staff	# of “Highly Qualified” Staff
Keep the percentage of teachers receiving high-quality professional development at 100%.	Provide research-based high-quality staff development with input from staff.	Administrator Special Education Director Teachers Para-professionals	Fall, Spring, Summer	Local, State, Federal Funds	# of high quality workshops attended	Evaluations from workshops
Ensure that low-income students and minority students are not taught at higher rates than other student groups by teachers who are not “highly qualified”.	Hire highly qualified staff	School Board Administrator	Yearly	Time Local and State funds	# of highly qualified staff	Principal attestation for highly qualified teachers

