

Sivells Elementary School

Wharton Elementary School

Wharton Junior High School

Wharton High School

**Activities written to coordinate with the
District Goals to provide a**

District Improvement Plan

2008-2009

Wharton Independent School District Goals and Objectives

Goal I: Addressing Declining Enrollment in a Positive and Proactive Manner

- Objective A. Parent Connections - Closer Relationship Between Parents and Those Involved in the Education of Their Children**
- Objective B. Promote Positive Press**
- Objective C. All Teachers Positive Advocates for Wharton I.S.D.**
- Objective D. Personal Safety and Security**

Goal II: Improve Teacher Instruction and Student Academic Performance

- Objective A. C-SCOPE**
- Objective B. Utilize Curriculum and Instruction Principal on Each Campus to Enhance Student Performance**
- Objective C. Diagnostic Software Will Be Used to Discern Progress and Enhance Academic Instruction**
- Objective D. Utilize Consultants to Enhance Student Performance**
- Objective E. Response to Intervention**

**Goal III: Encouraging Shared Positive Behaviors and Attitudes of Students
With the Active Support of the Families and Communities**

- Objective A. New Student Code of Conduct**
- Objective B. Dress Code**
- Objective C. Alternative Educational Placement**
- Objective D. Family Frameworks**
- Objective E. Programs of Postsecondary Education**

**Goal IV: Supporting Classroom Management and Techniques That Improve
the Learning Environment for Students and Staff**

- Objective A. Student Academic Organizational Practices**
- Objective B. Student Character Development**
- Objective C. Teacher/Staff Recruitment and Retention**
- Objective D. Utilize Campus Principals to Serve Non-Core Teachers and Effectively Manage Each
Campus**
- Objective E. District Transportation**

Objective F. Effectively Manage Staff Absences

**Goal V: Continuing to Maintain and Enhance Our Facilities
to Improve the Learning Environment**

Objective A. Streamline Evaluation and Communication Processes Between Administration and Maintenance

Objective B. Streamline Evaluation and Communication Processes Between Administration and Custodial

Objective C. Continue to Improve Academic, Extra-curricular and Co-curricular Facilities

Objective D. Campus Safety and Security

**Goal VI: Proud of its Diversity and Encourages
the Involvement of the Entire Community**

Objective A. Mentoring Programs

Objective B. Community Involvement Programs

Objective C. Parent Involvement

Goal I. Addressing Declining Enrollment in a Positive and Proactive Manner

Objective A. Parent Connections - Closer Relationship Between Parents and Those Involved in the Education of Their Children

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|------------------|---------------|----------------------|----------------------|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|
| 1. Initiate an electronic grade book and email system that parents can access | Sheri Ganske | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | | x | x | x | x | F | M | A | M | J | J | | | | | | | Software and technology | | Staff trained; Parents registered | Direct communication between parents and teachers |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Contract with a website provider to update and maintain websites for district and campuses | Sheri Ganske | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | | F | M | A | M | J | J | x | x | x | x | x | x | Provider; Campus technology personnel; Staff development | | District and campus personnel regularly updating websites | Community accessing district and campus websites for needed information |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Construct scrolling announcement board in a place highly visible in the community | Marjorie Sklar | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | | | | | x | F | M | A | M | J | J | x | x | | | | | Scrolling board; Technology | | Board installed and operating | Increased parent and community awareness of district and campus activities |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Establish Parent Teacher Organizations (PTOs)/Booster Clubs at each campus | Campus Principals; Athletic Director | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Volunteers; Organizational structures; Access to facilities | | Meetings held; Activities planned | Benefit to the students and staff at campus |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Increase parent participation at extra-curricular, co-curricular and assembly events | Directors; Sponsors | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Organizations; Clubs; Teams; U.I.L. Programs; Fine Arts | | Attendance accounting | 85% of parents participating |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective B. Promote Positive Press

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---------|--|---|
| 1. Continue “All Around Wharton” newsletter and Wharton I.S.D. brochures | Marjorie Sklar | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td>x</td><td></td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | | | x | | | F | M | A | M | J | J | | x | | x | | | Current information | \$5,000 | Newsletter published and mailed; Brochures printed and distributed | Increased community awareness of school district events and information |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Teachers and staff give articles and pictures to the press | Marjorie Sklar | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Current information and pictures | | Increased staff involvement in generating articles/pictures | Increased media coverage |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Honor Rolls for each campus published in the newspaper | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td>x</td><td></td><td>x</td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td></td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | x | | x | | F | M | A | M | J | J | x | x | x | | x | | Lists of students on A and A/B Honor Roll | | Grading period information generated | Honor Rolls published |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | x | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Invited members of the media to cover key district and campus events and initiatives | District & Campus Administration | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Media contact list | | Media attending district and campus show-cased events | Increased district and campus coverage in the media |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective C. All Teachers Positive Advocates for Wharton I.S.D.

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---------|--|--|
| 1. Demonstrate examples of positive school advocacy to all staff | Kay Shoppa | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | | | | | | F | M | A | M | J | J | | | | | | | Speakers at Back-To-School convocation | \$1,000 | 100% attentive participation | Staff modeling positive behaviors and attitudes |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Create a positive atmosphere for staff development | Kay Shoppa | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | | | | | | F | M | A | M | J | J | | | | | | | Trainers; Civic Center; Provided lunches and snacks | \$2,900 | 100% attentive participation | Staff effectively practicing the programs |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Increase staff preparation days to ensure positive start of the new year | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | | | | | | F | M | A | M | J | J | | | | | | | Modified school calendar; Five additional preparation days | \$0 | 100% participation in preparation day events | Staff fully prepared for new initiatives and opening of school |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Create elementary and secondary learning communities in order to promote collegiality | Dr. Bartosh Kay Shoppa | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | | | | | | F | M | A | M | J | J | | | | | | | Student data; Reformed site-based committees; Approval from state | \$0 | Elementary and Secondary communities formed | 2009 student data results |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Each staff member must be an advocate for their campus, Wharton I.S.D. and the community | All staff | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | x | Service oriented administration and Board of Trustees | \$0 | Proof of individual advocacy | Individual scores in PDAS Domain 5 reflects that employee is adhering to school district policies and procedures |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective D. Personal Safety and Security

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|-------|--|---|
| 1. Student and employee identification initiatives | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Ability to produce badges | \$400 | Age appropriate students and all employees receiving ID badges | Facilitate employee and student recognition |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Monitor and identify visitors to all school facilities | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | x | Raptor; Cameras; Portable motion detectors; Guest passes | | All visitors identified | Facilitate identification of visitors |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Develop the District Alternative School at Minnie Mae Hopper | Larry Boyette; Chris Flowers | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | | x | F | M | A | M | J | J | x | x | x | | | | Hopper campus and staff; Budget | | Successfully completing term and minimize repeat offenders | Remediation or graduation of 90% of Alternative School students |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Goal II: Improve Teacher Instruction and Student Academic Performance

Objective A. C-SCOPE

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|---------|--|--|
| 1. C-SCOPE online curriculum will be provided to core teachers | C&I staff | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | C-SCOPE online curriculum; Internet; C&I Principals | \$2,000 | Lesson plans; Administrator walkthroughs; Teacher appraisals | Improved academic performance |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. C-SCOPE materials and manipulatives will be provided to teachers | C&I staff | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Instructional resources; Manipulatives; Increased number of Xerox copies | | Increased student participation | Improved TAKS, SAT and ACT scores |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Wharton ISD will provide in-depth training for C-SCOPE | C&I staff | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td></td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | | | x | F | M | A | M | J | J | x | | | | x | | Region XIII | | Trainings scheduled | Increased staff proficiency in using C-SCOPE |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Classroom teachers will evaluate C-SCOPE as it is being used | C&I staff | <table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | | x | x | F | M | A | M | J | J | | | | x | x | | Teacher documentation | | Teachers surveyed by semester | Annual evaluation compiled |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective B. Utilize Curriculum and Instruction Principal on Each Campus to Enhance Student Performance

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|--|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|-----|-----------------------------------|--|
| 1. C&I Principal on each campus will observe documentation and feed back on lessons being taught in the classroom | Jennifer Mann | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Observation documentation | | Observations three per six-weeks | PDAS appraisals |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. C&I Principal will insure that teacher/student pacing is appropriate and acceptable | C&I staff | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | C-SCOPE training; C-SCOPE lesson plans; C-SCOPE scope and sequence | | Administrator formal walkthroughs | PDAS appraisals |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Regular department and team meetings | C&I staff | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | C-SCOPE lesson plans; Student data | \$0 | Minutes of the meetings | Effective implementation of C-SCOPE curriculum |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective C. Diagnostic Software Will Be Used to Discern Progress and Enhance Academic Instruction

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------|---|------------------|---------------|----------------------|----------------------|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|---|--|
| 1. Teachers will use INOVA and AIMS Web data regularly to determine the academic needs and add value to each student | C&I staff | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | INOVA information; AIMS Web data; Focus materials | | Teachers know where each student is academically | TAKS scores for all tests and groups meet or exceed state averages |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Tutorials will be enacted to target desired outcomes | C&I staff | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Appropriate instructional materials | | Progress reports; Six-week report cards; Benchmarks | Tracking student progress annual TAKS scores |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. A part-time TAKS coordinator will provide data interpretation, TAKS training, and current (ever changing) TEA accountability regulations information to staff | C&I staff | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Campus TAKS coordinator at WES, WJH and WHS | | Benchmarks | Increased TAKS scores |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective D. Utilize Consultants to Enhance Student Performance

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|---|------------------|---------------|----------------------|----------------------|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---------|----------------------|--|
| 1. Dr. John Kirby and his team will observe our campuses and consult with administration and community on ways to reach success | Dr. Bartosh | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | | x | F | M | A | M | J | J | x | | | | | | Dr. John Kirby and his team; WISD administration; Community input and resources | \$2,500 | The sharing of ideas | The summary report and implementation |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. A TAP will be provided to WHS to assist with Stage 2 Adequate Yearly Progress (NCLB) required activities | WHS Principal | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | TAP member assigned from the School Improvement Resource Center | \$0 | TAP member assigned | WHS meeting AYP for all student populations in mathematics during 2009 assessments |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective E. Response to Intervention

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------|--|------------------|---------------|----------------------|----------------------|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|---|---|
| 1. Provide assistance for all core subject areas for mainstreamed SPED and regular education students during the school day as a response to intervention tool | C&I staff | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Plato and School w/in a School-WHS/AEP; Grand Central Station-WJH; Voyager-Sivells & WES Technology driven programs and tutorials-All | | Progress reports; Report cards; Tracking data | Students increase or exceed goal expectations |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Provide summer school for selected grade levels | C&I staff | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | x | | | F | M | A | M | J | J | x | x | x | x | x | | State and federal funding sources; Appropriate instructional materials; Staff; Facilities | | Summer school planned and scheduled | Students meet end of year competencies |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Goal III: Encouraging Shared Positive Behaviors and Attitudes of Students With the Active Support of the Families and Communities

Objective A. New Student Code of Conduct

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|--|--|--|--|---|---|---|---|---|---|--|--|--|--|--|--|--|--|---|-------------------------------|
| 1. Educate staff about new Student Code of Conduct and enforcement procedures | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | | | | | F | M | A | M | J | J | | | | | | | Student Code of Conduct document | | Students learn benefits of compliance | Reduction in office referrals |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Inform parents and students of new Student Code of Conduct and the enforcement consequences | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | | | | | F | M | A | M | J | J | | | | | | | Notification to all parents via website; Newspaper; Handouts at registration; Bi-lingual person to explain to parents; Teachers; Principal | | Students demonstrate understanding of the new code; New code is transparent with all stakeholders understanding its content | Reduction in office referrals |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective B. Dress Code

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|--|---|--|---|---|---|---|---|---|---|---|---|--|--|--|--|---------------------|--|---------------------------------------|-------------------------------|
| 1. Educate staff about new dress code and enforcement procedures | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td></td><td>x</td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | | x | | x | F | M | A | M | J | J | x | x | | | | | Dress code document | | Students learn benefits of compliance | Reduction in office referrals |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | | x | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|--|---|---|---|---|---|---|---|---|---|--|--|--|---|---|---|---|---|---|--|--|--|--|--|--|--|--|---|-------------------------------|
| 2. Inform parents and students of new dress code and the enforcement consequences | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | | | | F | M | A | M | J | J | | | | | | | Notification to all parents via website; Newspaper; Handouts at registration; Bi-lingual person to explain to parents; Teachers; Principal | | Students demonstrate understanding of the new dress code; New dress code is transparent with all stakeholders understanding its content | Reduction in office referrals |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective C. Alternative Educational Placement

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------------------|---|------------------|---------------|----------------------|----------------------|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|--|--|
| 1. Students will be placed at AEP who warrant placement according to the Student Code of Conduct | Campus Principals; AEP Director | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Campus discipline management plan; Principals; Teachers; Parent communication | | Student behavior at AEP rehabilitated; Student desire to return to the main campus | Small number of students return to AEP after being placed at AEP and then returning to main campus |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. The number of return AEP students will be measured against the number of students who do not return a second time | AEP Director; Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Comparative data to previous years recidivism | | Student behavior at AEP rehabilitated; Student desire to return to main campus | Small number of students return to AEP after being placed at AEP and then returning to main campus |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective D. Family Frameworks

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------|---|------------------|---------------|----------------------|----------------------|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|---------|---|---|
| 1. Provide Family Frameworks training to staff and community | Marjorie Sklar | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | | | F | M | A | M | J | J | | | | | | | Family Frameworks trainer; Region XIII; On-line curriculum | \$2,200 | The participants learn to use the instrument | 100% of participants attending become trainer-of-trainers |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Practice Family Frameworks as a community-wide prescription for dealing with family concerns | Trainer-of-trainers | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Family Frameworks; On-line curriculum | | Training sessions held on Family Framework topics | Increased shared positive behaviors and attitudes of children in Wharton area |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective E. Programs of Postsecondary Education

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------------------|---|------------------|---------------|----------------------|----------------------|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|--|---|
| 1. Meet with students and provide assistance in filling out proper paperwork to go to a postsecondary program | Jeff Alexander | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | College, apprenticeship, career, technology and financial aid information | | Individual and small group information sessions held | All seniors are enrolled in a postsecondary program |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Students take proper tests to enter postsecondary program | Jeff Alexander; Sue Boyette | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | ACT; SAT; THEA; TAKS commended; PSAT; The Plan; ASVAB | | Student qualification or career plan identified | All sophomores, juniors and seniors take proper exams to get into postsecondary program |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------------------|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|-----|--|--|
| 3. LEAD representatives come to WISD classes to meet with students | WCJC Counselor; Jeff Alexander | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td>x</td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | | | x | x | | F | M | A | M | J | J | x | x | x | | | | LEAD representatives | \$0 | Classroom visits are scheduled and held | WISD students have an early awareness of future vocational and college opportunities |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Facilitate the LEAD program by scheduling time for the students to visit and attend WCJC | Jeff Alexander | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Johnny Svatek; WCJC; Dual and Concurrent Enrollment | | Students enroll in dual or concurrent courses, or postsecondary programs | Increased number of students tracked experiencing postsecondary success programs |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Goal IV: Supporting Classroom Management and Techniques That Improve the Learning Environment for Students and Staff

Objective A. Student Academic Organizational Practices

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|--|---|
| 1. Student and staff training on lockerless schools | Campus Principal | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Visit to lockerless schools; Dissertation materials and data regarding lockerless schools | | Information on lockerless schools is disseminated to staff | Successful implementation of lockerless schools organizational practices |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Academic organization within a lockerless school | Campus Principal | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Trapper Keepers; Folders; PDF; Cell phones; Classroom textbooks | | Needed instructional materials are available at home and at school | Improved student achievement and ease of academic acquisition of subject matter |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective B. Student Character Development

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------------|--|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|---|
| 1. Capturing Kids' Hearts technique will be practiced district-wide | Campus trainers-of-trainers | <table border="1"> <thead> <tr> <th>A</th> <th>S</th> <th>O</th> <th>N</th> <th>D</th> <th>J</th> </tr> </thead> <tbody> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <th>F</th> <th>M</th> <th>A</th> <th>M</th> <th>J</th> <th>J</th> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td></td> </tr> </tbody> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Capturing Kids' Hearts curriculum | | Teachers use Capturing Kids' Hearts techniques daily (greetings, social contracts, redirections, etc.) | Positive relationship between teachers and students |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Campus specific character development activities will be conducted at each school | Campus Principals | <table border="1"> <thead> <tr> <th>A</th> <th>S</th> <th>O</th> <th>N</th> <th>D</th> <th>J</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td>x</td> <td></td> <td></td> <td>x</td> </tr> <tr> <th>F</th> <th>M</th> <th>A</th> <th>M</th> <th>J</th> <th>J</th> </tr> <tr> <td>x</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | A | S | O | N | D | J | | x | x | | | x | F | M | A | M | J | J | x | | x | | | | Character education curriculum | | Character curriculum activities in place | Students exhibit increased personal responsibility |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Coordinate with the Boys and Girls Club of Wharton to provide year round services | Campus Principals | <table border="1"> <thead> <tr> <th>A</th> <th>S</th> <th>O</th> <th>N</th> <th>D</th> <th>J</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <th>F</th> <th>M</th> <th>A</th> <th>M</th> <th>J</th> <th>J</th> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | x | Transportation; Shared services; Shared data; Shared facilities | | Services are planned and provided for students | Increased fulfillment of Boys and Girls Club participants |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective C. Teacher/Staff Recruitment and Retention

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------|--|------------------|---------------|----------------------|----------------------|---|---|---|---|--|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|---|---|
| 1. Conduct recruitment activities to assure highly qualified personnel in all positions | Marjorie Sklar | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | | | | x | | | F | M | A | M | J | J | x | x | x | x | x | x | Participate in job fairs; Posting vacancies in multiple sites; Active web page; TEXAS; Teach for Texas | | Carry out recruitment activities | Personnel files; Highly Qualified teachers; Principal' attestations |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Analyze data from all teachers' certifications, testing, and staff development service records to ensure that all meet highly qualified statute. | Marjorie Sklar | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td>x</td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | x | | | x | | | F | M | A | M | J | J | | | x | x | x | x | Personnel files; Employee data | | Analyses conducted | The NCLB Highly Qualified annual report is filed reflecting all staff meeting Highly Qualified status |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Maintain competitive pay scale and benefits | Marjorie Sklar; Randy Hill | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td></td><td></td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | x | | | | x | F | M | A | M | J | J | x | | | | x | | Funds; Area pay scales | | Ability to recruit qualified applicants | Ability to maintain staff in continuous employment |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective D. Utilize Campus Principals to Serve Non-Core Teachers and Effectively Manage Each Campus

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|
| 1. Student attendance is monitored daily | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Attendance records; PEIMS clerks; SRO Officer | | Daily attendance | Annual attendance |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Maintain student discipline/Student Code of Conduct | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Code of Conduct; Consequences | | Daily discipline recording | Campus annual discipline report |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. General overall management of the facility | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | x | District management policies and procedures; District administration; WISD Maintenance department | | All campuses maintain orderly operations | Students effectively attain all instructional and behavioral goals |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Evaluate non-core staff | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | PDAS procedures; District policies and expectations | | Each non-core teacher is evaluated in accordance with district evaluation policies | Students attain all instructional and behavioral goals |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective E. District Transportation

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------------|--|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|---|
| 1. Continue to study the bus schedules for efficiency | Transportation; Campus Principals | <table border="1"> <tr> <td>A</td> <td>S</td> <td>O</td> <td>N</td> <td>D</td> <td>J</td> </tr> <tr> <td></td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>F</td> <td>M</td> <td>A</td> <td>M</td> <td>J</td> <td>J</td> </tr> <tr> <td>x</td> <td></td> <td></td> <td>x</td> <td>x</td> <td></td> </tr> </table> | A | S | O | N | D | J | | x | x | x | | | F | M | A | M | J | J | x | | | x | x | | Bus schedules | | Operation of daily schedules | The efficient transportation of district students among campuses and/or homes |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. All licensing and safety regulations followed as required | Transportation; Campus Principals | <table border="1"> <tr> <td>A</td> <td>S</td> <td>O</td> <td>N</td> <td>D</td> <td>J</td> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>F</td> <td>M</td> <td>A</td> <td>M</td> <td>J</td> <td>J</td> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td></td> </tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | Transportation regulation information; Cameras; Safety Drills; Staff Development; Driver training; Licensing | | Regulations practiced daily | Safe trips to and from school |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Create safe and orderly pick up and delivery | Transportation; Campus Principals | <table border="1"> <tr> <td>A</td> <td>S</td> <td>O</td> <td>N</td> <td>D</td> <td>J</td> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>F</td> <td>M</td> <td>A</td> <td>M</td> <td>J</td> <td>J</td> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Signage; Traffic studies; Transportation designs; Publicity; Personnel working traffic areas | | Transportation studies carried out; Parents informed | Flow of traffic evaluated twice each year |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective F: Effectively Manage Staff Absences

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|---|
| 1. Create a pool of quality substitutes | Marjorie Sklar; Larry Boyette | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Substitute orientation training; District employee pool; Community employee pool | | Assignment first from the employee pool and second from the community; Teacher evaluation of the substitute; C-SCOPE orientation | Effectively manage staff absences; Analysis of money saved by using sub pool |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Maintain staff perfect attendance incentives | Randy Hill | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | | | x | F | M | A | M | J | J | | | | | x | | Attendance records | | Semester evaluation | Annual evaluation |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Goal V: Continuing to Maintain and Enhance Our Facilities to Improve the Learning Environment

Objective A. Streamline Evaluation and Communication Processes Between Administration and Maintenance

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--------------------------|--|---------------------|---|
| 1. Email communication between administration and maintenance | Campus Principals; Central Administration; Maintenance Director | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | x | Electronic communication | | Email documentation | Timely execution of the documented work order |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|--|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|
| 2. Evaluate the maintenance department | Campus Principals; Central Administration; Maintenance Director | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | | | x | F | M | A | M | J | J | | | | | x | | The maintenance department; Appropriate equipment and tools; Staff; Schedules; Training; Time-on-task | | Jobs completed in a timely manner | Efficient operation of all district plants |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Design a proactive maintenance plan | Dr. Bartosh; Ray Mejorado | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | | | | | x | x | F | M | A | M | J | J | x | x | x | x | x | x | Comprehensive list of all plant assets; List of recommended preventative and predictive maintenance activities | | Comprehensive plan in place; Maintenance activities followed on schedule | Lowered maintenance costs; Fewer “on demand” repairs |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective B. Streamline Evaluation and Communication Processes Between Administration and Custodial

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|-----------------------------------|--|
| 1. Email communication between administration and Service Solutions | Campus Principals; Central Administration; Service Solution Director | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | x | Electronic communication | | Email documentation | Timely execution of the documented requests |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Evaluate custodial services | Campus Principals; Central Administration; Service Solution Director | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | | | x | F | M | A | M | J | J | | | | | x | | Service Solutions and district custodial employees; Appropriate equipment and tools; Schedules; Training; Time-on-task | | Jobs completed in a timely manner | Efficient cleaning of all district plants; All facilities demonstrating cleanliness |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective C. Continue to Improve Academic, Extra-curricular and co-curricular Facilities

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--------------------------|---------------------------------------|
| 1. Complete Phase I of the bond package | Administrative Team | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | | | | | | F | M | A | M | J | J | x | | | | | | PBK; Drymalla; Bond package projects | | Weekly meeting updates | Project completion; Punch-out list |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Consideration of Phase II projects | Administrative Team; Board of Trustees | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | x | x | x | F | M | A | M | J | J | x | x | x | x | x | | PBK; List of projects (see attached list) | | Phase II list studied | Schedule approved projects |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Investigate energy management and efficiencies of all ISD facilities | Kay Shoppa | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | x | Direct Energy; PBK; Energy and utility data | | Energy studies conducted | District-wide improved efficiencies |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective D. Campus Safety and Security

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|------------------|---------------|----------------------|----------------------|---|---|--|--|---|---|--|--|---|---|---|---|---|---|--|--|--|--|--|--|--|----------|--|---|
| 1. Hire a Security Resource Officer to serve Wharton ISD | Dr. Bartosh; Marjorie Sklar; Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td>x</td><td>x</td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | | x | x | | | F | M | A | M | J | J | | | | | | | Purchase police cruiser and necessary supplies and equipment | \$45,000 | Establish and license Wharton ISD department | SRO officer effectively enforcing district policies and state law |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|
| 2. Create lockerless schools | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | | | | | F | M | A | M | J | J | | | | | | | PBK; Wharton ISD Maintenance | | Fewer tardies; Ease of egress; Cleaner environment | Safe, secure and quiet learning environment provided on campuses |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Maintain safety and crisis intervention plans and drills | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | x | x | Staff crisis intervention handbook; Fire drills; Safety drills; Nursing staff | | Staff development conducted and drills held regularly | Operation during an actual crisis |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |

Goal VI: Proud of its Diversity and Encourages the Involvement of the Entire Community

Objective A. Mentoring Programs

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|--|---|
| 1. Encourage and support community mentor programs | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | IMPACT; PALS; Boys and Girls Club; Adopt A Student | | List of mentors/mentees for each program | Students benefitting from mentor services |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Evaluate school funded mentor programs, i.e. 1) PALS; 2) Boys and Girls Club BUGS | Campus Administrators | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | | | | F | M | A | M | J | J | | | | x | x | | District curriculum; Educational mentors; Identified students | | Progress reports (every three weeks) | Annual grades of program participants |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective B. Community Involvement Programs

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------------------|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|--|--|
| 1. Create Key Communicators committee | Dr. Bartosh | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td>x</td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | | x | | | | F | M | A | M | J | J | x | | | | | | Key community individuals representing the community's diversity | | Committee meetings held | Increased communication among all aspects of the community |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Explore the possibility of Shattered Dreams being held every two years | High School Principal | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td></td><td></td><td></td><td>x</td><td></td></tr> </table> | A | S | O | N | D | J | | | | | | x | F | M | A | M | J | J | x | | | | x | | Law enforcement and emergency responder agencies; Civic organizations; Students and staff | | Planning meetings held | Successful event held |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Support community youth organizations | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Pop Werner; Boy Scouts; Girl Scouts; 4-H; Summer sports | | Involvement of facilities and staff | Increased WISD student participation in such activities |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Consider Just Do It Now proposal for Dawson Elementary | Board of Trustees; Dr. Bartosh | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | | F | M | A | M | J | J | | | | | | | Dawson Elementary academic buildings and gym | | Formation of agreement between WISD and Just Do It Now | Donation of facility |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Objective C. Parent Involvement

| Activity/Strategy | Person Responsible | Timeline | Resources Needed | Cost Estimate | Formative Evaluation | Summative Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|------------------|---------------|----------------------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|--|------------------------|--|
| 1. Host district and campus Back-To-School Nights at the beginning of the school year | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td></td><td></td><td></td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td></td><td>x</td><td></td><td>x</td></tr> </table> | A | S | O | N | D | J | x | x | | | | x | F | M | A | M | J | J | | | | x | | x | District coordination; Staff available in evenings | | Sign-in sheets | 85% of parents attending |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | | | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | x | | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Host Spring Open Houses on each campus | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td></td><td></td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | | | | | | F | M | A | M | J | J | x | x | | | | | District coordination; Staff available in evenings | | Sign-in sheets | 85% of parents attending |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Campus-hosted parent programs that address student needs specific to each campus | C&I Principals; Counselors; Librarians; Nurses | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | Family Framework curriculum; Timely topics and needs | | Sign-in sheets | Identified population serviced |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. IRIS used to inform parents on important events going on involving campuses/students | Campus Principals | <table border="1"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>x</td><td>x</td><td>x</td><td>x</td><td></td><td></td></tr> </table> | A | S | O | N | D | J | x | x | x | x | x | x | F | M | A | M | J | J | x | x | x | x | | | IRIS phone system | | Log of IRIS calls made | Parents demonstrating increased awareness of important campus events |
| A | S | O | N | D | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | M | A | M | J | J | | | | | | | | | | | | | | | | | | | | | | | | | |
| x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |