

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

2009-2010

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 by enhancing classroom management and utilizing techniques that better the learning environment.

- Objective A. CScope**
- 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**
- Objective F. Student Academic Organizational Practices**

Objective G. Teacher/Staff Recruitment, Retention, and Development

Objective H. Effectively Manage Staff Absences

Goal III: Encouraging shared positive behaviors and attitudes of our diverse student population with the active involvement of the families and community.

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

Objective F. Mentoring Programs

Objective G. Community Involvement Programs

Objective H. Parental Involvement

Objective I. Student Character Development

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

Goal IV: 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**
- Objective E. Transportation**

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	May 2010 Update																								
1. Maintain and support an electronic grade book and email system that parents can access	Sheri Ganske	<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>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	Included in EDP business office software package	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 host websites for district and campuses	Sheri Ganske	<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>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	\$4,500	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. Explore the possibility of constructing a scrolling announcement board in a place highly visible to the community	Earl Crouch	<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>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					Cost estimates gathered; Locations considered; Bids; Technology	To Be Determined	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"> <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	\$0	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	Campus Principals Athletic 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		Organizations; Clubs; Teams; U.I.L. Programs; Fine Arts	\$0	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																											

6. Contact “no shows” to determine the reason they are not attending school in Wharton I.S.D.	Campus Principals; Charlene Clarke;	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J	X	X				X	F	M	A	M	J	J							Exit interviews; Home visits; telephone calls to parents asking: “Why is the child leaving?” “Is there anything we could have done differently?”	\$1,000	Decrease in students leaving the district for reasons other than families relocating	Maintain 95% or higher attendance	
A	S	O	N	D	J																										
X	X				X																										
F	M	A	M	J	J																										
7. Host a “curriculum night” at Sivells Elementary to address new programs, such as Foundations (phonics) and Guided Reading and I-Station	Judy Barrett	<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></td><td></td><td></td><td></td><td></td></tr> </table>	A	S	O	N	D	J				X			F	M	A	M	J	J							Foundations Kit	\$10,000	Staff in kindergarten and first grade trained	Increased student achievement in writing and reading	
A	S	O	N	D	J																										
			X																												
F	M	A	M	J	J																										
8. Increase parent involvement at Wharton Elementary School through a variety of parent activities scheduled monthly	Mike Smith	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Wharton Elementary School staff volunteers	\$50	Calendar of events throughout the school year	Parental attendance at school events	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
9. Increase parent involvement with report card conference initiative	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							Teachers and staff holding parent conferences to review progress reports	\$0	Increase in parental awareness	50% of parents scheduling a conference	
A	S	O	N	D	J																										
		X	X																												
F	M	A	M	J	J																										
10. Facilitate parent/community meetings to share school updates	Marilyn Clark, Mike Smith	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Cafeteria, Projector, IRIS, Invitations	\$2,900	Sign-in sheets	Parent Survey Results	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
11. Parent survey provided to Wharton Junior High and Wharton High School parents	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></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							IRIS; Xerox	\$25			
A	S	O	N	D	J																										
F	M	A	M	J	J																										

12. Host a Grandparents Week at Sivells Elementary	Kim Vogler	<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							Schedule of visits, name tags, room for refreshments	\$25	Number of grandparents visiting the school	Increased community involvement and student encouragement	
A	S	O	N	D	J																										
	X																														
F	M	A	M	J	J																										
13. Partnership with Head Start at Sivells	Ethel Garrett Judy Barrett	<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			Classroom space	\$0	All staff hired for program; Classes full	Increased student readiness for Pre-kindergarten program	
A	S	O	N	D	J																										
	X	X	X	X	X																										
F	M	A	M	J	J																										
X	X	X	X																												

Objective B. Promote positive press

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
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	\$0	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	\$0	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	Marjorie Sklar; Campus Principals; Stacey Hunt	<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	\$0	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																												
5. Explore the possibility of the coverage of school events being broadcast through the local TV cable system and radio stations	Campus Principals; Athletic 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></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					Cable companies and radio stations agree to broadcast events and provide coverage	\$0	Embrace curriculum	Improve community awareness	
A	S	O	N	D	J																										
	X	X	X		X																										
F	M	A	M	J	J																										
X	X																														
6. Publish district recruiting brochure	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>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>X</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	X	X					Brunswick Press; Ben Sharp Photography	\$3,120	Requested by WEDCO and Wharton Chamber of Commerce for publicity	Observation at job fairs; Repeated requests by Chamber and WEDCO to continue publishing brochures	
A	S	O	N	D	J																										
		X	X																												
F	M	A	M	J	J																										
X	X																														
7. Each teacher and staff member at WHS, WJH, WES, and Sivells will develop a web site	Chris Flowers; Marilyn Clark	<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></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							Internet technology	\$0	Improve public relations	Increase use of school websites	
A	S	O	N	D	J																										
				X	X																										
F	M	A	M	J	J																										
8. Publish a Junior High newsletter to parents and students.	Jaime Cruz	<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>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>X</td><td></td><td>X</td><td></td><td></td></tr> </table>	A	S	O	N	D	J			X		X	X	F	M	A	M	J	J		X		X			Staff up to date on technology	\$20	Increased parent participation	Parent survey results	
A	S	O	N	D	J																										
		X		X	X																										
F	M	A	M	J	J																										
	X		X																												
9. Positive publicity committee formed	Petrusek-Lopez	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Up to date technology communication between organizations and committee	\$0	Increased awareness of Junior High achievements	Parent survey results	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

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

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Demonstrate examples of positive school advocacy to all staff	Campus Principals S Ganske	<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							Powerpoint presentation at Back-To-School convocation involving former students' experiences with Wharton I.S.D.	\$0	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	J 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>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							Collective efficacy and differentiation	\$18,000	100% attentive participation	Staff effectively practicing the programs	
A	S	O	N	D	J																										
x																															
F	M	A	M	J	J																										
3. Conduct staff survey on CScope, efficacy and differentiation	J 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>x</td><td>F</td><td>M</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				F	M	A	M	J	J							Dr. Richard Goddard and Dr. Yvonne Goddard consultants	\$2,000	100% participation in preparation day events	All arrangements for staff development completed in July prior to the start of the school year.	
A	S	O	N	D	J																										
x	F	M																													
F	M	A	M	J	J																										
4. Create elementary and secondary learning communities in order to promote collegiality	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							Student data; Reformed site-based committees	\$0	Elementary and Secondary communities formed	2010 student data results	
A	S	O	N	D	J																										
x																															
F	M	A	M	J	J																										

Objective D. Personal Safety and Security

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Maintain 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	\$200	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. Further develop the District Alternative School at Minnie Mae Hopper	John Clark 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	\$0	Successfully completing term and minimize repeat offenders	Remediation or graduation of 80% 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 by enhancing classroom management and utilizing techniques that better the learning environment.

Objective A. CSCOPE

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. CSCOPE online curriculum will be provided to core teachers	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 online curriculum; Internet; C&I Principals	\$18,000	Lesson plans; Administrator walk-throughs; 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. CSCOPE materials and manipulatives will be provided to teachers	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		Instructional resources; Manipulatives; Increased number of Xerox copies	\$6,000	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 CSCOPE	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></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	\$1,000	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 CSCOPE as it is being used	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></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 and survey	\$0	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	May 2010 Update																								
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	\$0	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 ensure 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			CSCOPE training; CSCOPE lesson plans; CSCOPE scope and sequence	\$0	Administrator formal walk-throughs	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		CSCOPE 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																											
4. Purchase a selected phonics program for the kindergarten through second grade students	J 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>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							Wilson Language materials and teacher training	\$35,000	Implementation of ELARTEK using resources	C&I Principals observe the use of the resources in the classroom	
A	S	O	N	D	J																										
X	X	X																													
F	M	A	M	J	J																										
5. Provide leveled libraries at Sivells and Wharton Elementary schools	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></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							F	M	A	M	J	J							Library books ordered	\$4,591			
A	S	O	N	D	J																										
F	M	A	M	J	J																										
6. Rice University will evaluate the math programs at Wharton High School and Wharton Junior High	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></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							F	M	A	M	J	J							Rice University TEAM	\$7,500	Written Evaluation	Implement Recommendations; PDAS Appraisals	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
7. Apply for the Mathematics Instructional Coaches Pilot Program Cycle 3 competitive grant in order to fund math coaches to assist teachers	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></td><td></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		F	M	A	M	J	J							Model of desired use of math coaches provided by C&I administrators	\$0	Application completed and submitted to TEA for review	Application successfully awarded; Notice of Grant Award received	
A	S	O	N	D	J																										
		X	X	X																											
F	M	A	M	J	J																										

8. Provide math coaching for 6 – 8 teachers	M Clark	<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></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							Region III Debbie Humphreys	\$800	Observations of teachers implementing new math strategies in the classroom	Increase in math achievement	
A	S	O	N	D	J																										
	X	X																													
F	M	A	M	J	J																										
9. Junior High in-house math/reading tutorial and enrichment program	M Clark D Raybon	<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			All teachers	\$0	Benchmarks	Progress monitoring	
A	S	O	N	D	J																										
X	X	X	X	X	X																										
F	M	A	M	J	J																										
X	X	X	X																												
10. Math and reading in-house intervention provided to 6 th graders	D Raybon	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							K Svrcek P West D Sternadel	\$0	Benchmarks	Progress monitoring	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
11. Formulate plans for gradual implementation of Tier 2 and 3 instruction for identified 7 th and 8 th graders in reading and math	D Raybon	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Triumph Learning AIMS Web	\$0	Identification of students	Progress monitoring	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
12. Book study <u>Strategies That Work</u> at Sivells Elementary and Wharton Elementary schools	J Barrett K Moses	<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>X</td><td>X</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	X	X			Books	\$500	100% of teachers participating in book discussion meetings	Increased use of effective, research-based teaching strategies in all classrooms	
A	S	O	N	D	J																										
					X																										
F	M	A	M	J	J																										
X	X	X	X																												
13. Book study <u>Overcoming the Five Dysfunctions of a Team</u> at Wharton Junior High and Wharton High School	J Mann M Clark	<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>X</td><td>X</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	X	X			Books	\$550	100% of teachers participating in book discussion meetings	Increased use of effective, research-based teaching strategies in all classrooms	
A	S	O	N	D	J																										
					X																										
F	M	A	M	J	J																										
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	May 2010 Update																								
1. TAKS Coordinators will use INOVA and AIMS Web data regularly to determine the academic needs of each student	TAKS Coordinators	<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; I-Station; DRA	\$1,500	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	TAKS Coordinators	<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; People’s Education; Curriculum Association; Triumph Learning; Closing the Distance	\$2,000	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 staff of full-time TAKS coordinators will provide data interpretation, TAKS training, and current (ever changing) TEA accountability regulations information	D Thornton D Raybon M Kubecka I 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></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	Salaries	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																											
4. Provide Study Island instructional software to Wharton Junior High science and math classes	M Clark D Raybon	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Software for math and science teachers	\$3,912	Benchmarks; Weekly progress statistics provided	Increased TAKS scores	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

5. Provide I-Station instructional software to elementary campuses	J Barrett K Moses I 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></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		I-Station program, Core team established, Teachers trained		Teachers aware of students' status with in Tiers, provide appropriate pull-out instruction	Monthly benchmarks to track students' progress	
A	S	O	N	D	J																										
	X	X	X	X	X																										
F	M	A	M	J	J																										
X	X	X	X	X																											
6. Assign a head TAKS District Coordinator to oversee the state mandated testing program and to facilitate the INOVA student data analysis software program	Dr. James 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></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							F	M	A	M	J	J							Danette Thornton	\$0	Publicize deadlines and testing dates as Coordinator of all TAKS campus coordinators	Meet all deadlines and testing dates	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

Objective D. Utilize Consultants to Enhance Student Performance

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Dr. Richard Goddard and Dr. Yvonne Goddard will observe our campuses and consult with administration and community on ways to reach success	Dr. Bartosh J 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></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. Richard Goddard; Dr. Yvonne Goddard; WISD administration; Staff input and resources	\$23,000	Survey	The survey report and response	
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	C Flowers J 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>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																											

3. Arrange for consultants to address efficacy and differentiation in the district	J 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></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							F	M	A	M	J	J							Dr. Richard Goddard Dr. Yvonne Goddard	Included in original consulting fee	Staff development scheduled and held; Survey conducted	Results of survey compiled and shared with administration and staff	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
4. Rice University will evaluate the math programs at Wharton High School and Wharton Junior High	J 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></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							F	M	A	M	J	J							Rice University TEAM	\$7,500	Written Evaluation	Implement recommendations; PDAS Appraisals	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
5. Address differentiation needs in the district	J 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></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							F	M	A	M	J	J							Dr. Yvonne Goddard	Included in original consulting fee	Differentiation	Strategies used in classrooms and observed during walk-throughs	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
6. Address efficacy needs in the district	J 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></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							F	M	A	M	J	J							Dr. Roger Goddard	Included in original consulting fee	Efficacy	Strategies used in classrooms and observed during walk-throughs	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

Objective E. Response to Intervention

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
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	TAKS Coordinators	<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; Grand Central Station-WJH; Triumph Learning; I-Station-Sivells & WES; Technology driven programs and tutorials-All	\$0	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	TAKS Coordinators	<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	\$20,000	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																											
3. Institute the Optional Flexible School Year model in order to provide intensive accelerated instruction to students at-risk of academic failure	C 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></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							F	M	A	M	J	J							Staff and community volunteers	To Be Determined	Improve academic performance	Meet all federal and state accountability standards	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
4. Purchase a selected phonics program for the second grade students	J Mann I 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></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							F	M	A	M	J	J							Wilson Language materials and teacher training	\$35,000	Implementation of ELARTEK using resources	C&I principals observe the use of the resources in the classroom	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
5. Create a double blocking schedule at Wharton High School in order to address students with specific academic needs	C 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></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							F	M	A	M	J	J							Accommodate through class schedules	\$0	Improve academic achievement	Meet accountability standards for 2009-2010 school year	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
6. Provide I-Station instructional software to elementary campuses	J Barrett K Moses	<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		I-Station program, core team established, teachers trained	\$0	Teachers aware of students' status with in Tiers, provide appropriate pull-out instruction	Monthly benchmarks to track students' progress	
A	S	O	N	D	J																										
	X	X	X	X	X																										
F	M	A	M	J	J																										
X	X	X	X	X																											
7. Create an additional math, science and/or reading class at Wharton Junior High to address students with specific academic needs	M Clark	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Appropriate materials	\$0	Benchmarks	Increased TAKS scores	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

Objective F. Student Academic Organizational Practices

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Maintain 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	\$0	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; Cubbies	\$0	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																											
3. Strive to provide a 18 to 1 student/teacher ratio in first grade classrooms	E Garrett	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Adequate staff; Title funds		Class rosters formed	Class roster numbers reflecting low student to teacher ratios	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
4. Institute gender grouping for core classes in the 6 th grade in order to alleviate some of the effects of peer pressure in the classroom	M Clark	<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							6 th Grade teachers; Staff development	\$0	Decreased discipline referrals; Academic progress	Increased TAKS scores	
A	S	O	N	D	J																										
X	X	X																													
F	M	A	M	J	J																										

Objective G. Teacher/Staff Recruitment, Retention, and Development

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
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	\$12,000	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 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>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	\$0	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; Increase in insurance benefits; 1.67% raise for employees	Varies	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																											
4. Provide opportunities for teachers to attend the Writing Academy professional development	K Moses	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Staff development at WES; Houston; consultants; participants facility	\$3,000	Attendance and planning time to implement writing strategies; Writing skills improve in all content areas to support curriculum	C&I observe strategies being used in the classroom; Improve student achievement and TAKS Writing scores to 100%	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

5. Provide opportunities for teachers to attend the state math conference held annually in July	J Mann K Moses	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Conference for the Advancement of Mathematics Teaching	\$2,000	Math teachers attend conference	C&I staff observe strategies in the classroom	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
6. Provide a reading coach at Sivells Elementary	J Barrett	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Iann Flowers; Classroom space; books for guided reading library; assistant	Salary for reading coach	Trainings held with grade level teams on effective teaching strategies	Increase in student achievement on DRA and other reading assessments	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
7. Provide a special education teacher to assist on a half-day basis in the Head Start classrooms at Sivells	M Bodungen	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Certified special education teacher	\$22,000	Special education teacher assigned to Head Start classrooms	Increased number of students provided services in a less restrictive environment (code 40 and 41)	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
8. Add a full-time technology person to provide in-classroom training to teachers in the integration of technology into the instructional process	S Ganske	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Heath Roddy	Salary for tech person	Staff development; Personnel hired; Records of mentoring	Personnel; Star Chart; Teacher Evaluation	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

<p>9. Participate in the Beginning Teacher Induction Mentoring Grant 2009-2010 program in order to obtain state funding for teacher mentors for all district teachers new to the profession</p>	<p>K Shoppa M Sklar</p>	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							<p>TXBESS Model and WISD Mentor Handbook; Grant application; Plans made for most effective use of mentors</p>	<p>\$12,500 Grant funds</p>	<p>Application successfully filed with TEA (Spring of 2009); Observation of new teachers by mentors; Mentor checklist followed; Four meetings held at the district level to support mentors; Documentation of walk-throughs and hours of support given by mentors maintained</p>	<p>Grant awarded; Mentors selected and program operational during 2009-2010</p>	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
<p>10. Provide the opportunity for all teachers to receive the state prescribed 30-hour Gifted and Talented training module</p>	<p>J Mann</p>	<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							<p>Dr. Elaine Sharp and Lynda Kieler provided staff development</p>	<p>\$45,000</p>	<p>Teachers are paid to attend staff development; 90% participation</p>	<p>Teachers use information in classrooms; C&I Principals observe strategies during walk-throughs</p>	
A	S	O	N	D	J																										
X																															
F	M	A	M	J	J																										
<p>11. Continue to provide planning dates for core teachers at Wharton Junior High</p>	<p>M Clark</p>	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							<p>Strive to provide one day every six weeks</p>	<p>\$0</p>	<p>Planning dates scheduled and held</p>	<p>Advanced academic achievement in core areas</p>	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

Objective H. Effectively Manage Staff Absences

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Create a pool of quality substitutes	Marjorie Sklar; John Clark; Ethel Garrett	<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	\$125	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; All subs fingerprinted; Sivells will call own subs	
A	S	O	N	D	J																										
x	x	x	x	x	x																										
F	M	A	M	J	J																										
x	x	x	x																												
2. To the extent possible, schedule all staff development after hours or in the summer to decrease the need for substitute teachers in the district	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	None	\$0	Maintain a manageable substitute pool	Reduction in district funds spent on substitute teachers annually	
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 III: Encouraging shared positive behaviors and attitudes of our diverse student population with the active involvement of the families and community.

Objective A. New Student Code of Conduct

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Educate staff about revised 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	\$0	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 revised 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; Bilingual person to explain to parents; Teachers; Principal; Meet the Teacher Night	\$0	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	May 2010 Update																								
1. Educate staff about revised 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></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							Dress code document	\$0	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 revised 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></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 parent; Teachers; Principals	\$0	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																														
F	M	A	M	J	J																										
3. Implement jump suits as discipline consequence	Wharton Junior High and Wharton High School 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>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	F	M	A	M	J	J	X	X	X	X			Jump suits	\$4,000	Improve appearance of student body	Reduction in DAEP assignments	
A	S	O	N	D	J																										
		X	X	X	X																										
F	M	A	M	J	J																										
X	X	X	X																												

Objective C. Alternative Educational Placement

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Students will be placed at AEP who warrant placement according to the Student Code of Conduct	Campus Principals; DAEP 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	Operation of Hopper campus	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	DAEP 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	\$0	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																											
3. Return students receive follow-up visits by DAEP principal/counselor	DAEP Director; DAEP Counselor	<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			Campus discipline management plan; Principals; Teachers; Counselors; Parent communication	\$0	Students have an increased desire to remain on their home campus	End-of-year data reveals a decrease in the number of students receiving multiple assignments to the DAEP setting	
A	S	O	N	D	J																										
	X	X	X	X	X																										
F	M	A	M	J	J																										
X	X	X	X																												
4. Add a counselor to the DAEP for two days a week	DAEP Director; 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>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			Wharton I.S.D. counselor with split assignment to the DAEP	\$25,000	Counselor serving DAEP	Reduction in the disciplinary and emotional issues exhibited by DAEP students	
A	S	O	N	D	J																										
X	X	X	X	X	X																										
F	M	A	M	J	J																										
X	X	X	X																												
5. Update and revise the guidelines and procedures of the DAEP	J Clark C 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></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							Chapter 35 disciplinary guidelines; Effective practices for DAEP settings obtained and studied for use in Wharton I.S.D.	\$0	Guidelines for DAEP updated	More effective operation of the DAEP resulting in greater student success and fewer students returning to the disciplinary setting.	
A	S	O	N	D	J																										
X	X	X																													
F	M	A	M	J	J																										

Objective D. Family Frameworks

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Provide Family Frameworks training to staff and community	Mike Smith	<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; Online 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	Mike Smith	<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	\$2,500	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																											
3. Present Family Frameworks at the TASA/TASB fall conference and at the October meeting of the W.I.S.D. Board of Trustees	Mike Smith	<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></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							Family Frameworks Powerpoint presentation	\$0	Audience attendance at the TASA/TASB convention	Increased awareness of Family Frameworks concept	
A	S	O	N	D	J																										
		X																													
F	M	A	M	J	J																										

Objective E. Programs of Postsecondary Education

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Meet with students and provide assistance in completing proper paperwork to go to a postsecondary program and dual credit	J 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	\$0	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	J Alexander; S 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	\$0	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 to meet with students	WCJC Counselor; J 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	J 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	\$0	Students enroll in dual or concurrent courses, or postsecondary programs	Increased number of tracked students experiencing postsecondary success	
A	S	O	N	D	J																										
	x	x	x	x	x																										
F	M	A	M	J	J																										
x	x	x	x	x																											
5. Coordinate on-line dual credit courses with State U.	J 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></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							F	M	A	M	J	J							Technology infrastructure		Students enrolled in courses	Students successfully completing course work	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

Objective F. Mentoring Programs

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
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;	To Be Determined	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; 3) Dawson Project; 4) Kids' College	Campus Administrators 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></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	\$0	Progress reports (every three weeks)	Annual grades of program participants	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
			x	x																											
3. Implement the PASS program and provide coaches on all campuses	M Bodungen	<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							Behavior coaches; PASS consultants	\$216,000	Reduction in office referrals of targeted students	Increased attendance and increased grades/G.P.A.	
A	S	O	N	D	J																										
x	x																														
F	M	A	M	J	J																										

Objective G. Community Involvement Programs

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
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; Chamber of Commerce Board of Directors; WEDCO; Friday Breakfast group	\$300	Committee meetings held	Increased communication among community members	
A	S	O	N	D	J																										
		x																													
F	M	A	M	J	J																										
x																															

2. Explore the possibility of the complete program of Shattered Dreams being held every two years demonstrating the wreck, funeral and trial	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	\$9,000	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 (baseball; softball); Boys and Girls Club; Kids' College; Little Dribblers	\$30,000	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. Annually develop a Memo of Understanding (MOU) with the Boys and Girls Club and Just Do It Now if services or resources are to be jointly used	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							Administration of Boys and Girls Club and Just Do It Now	\$0	Formation of share between WISD and these organizations	Execution of any MOUs that are developed	
A	S	O	N	D	J																										
	x	x	x	x																											
F	M	A	M	J	J																										
5. Schedule a Family and Friends Fitness Walk (November 13, 2009)	Ethel Garrett Lisa Freese	<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							Snacks; Water	\$125	Planning meetings held	Successful event held	
A	S	O	N	D	J																										
	X	X	X																												
F	M	A	M	J	J																										
6. Schedule a Family Fitness Day (February 2010)	Ethel Garrett Lisa Freese	<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></td><td></td></tr> </table>	A	S	O	N	D	J						X	F	M	A	M	J	J	X						None	\$0	Planning meetings held	Successful event held	
A	S	O	N	D	J																										
					X																										
F	M	A	M	J	J																										
X																															

Objective H. Parent Involvement

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
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	\$4,000	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	\$300	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	\$400	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																												
5. Parent conferences and report card pick-ups scheduled as appropriate	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>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>X</td><td>X</td><td>X</td><td></td><td></td></tr> </table>	A	S	O	N	D	J			X		X	X	F	M	A	M	J	J		X	X	X			Early release day and teaching staff	\$0	Improve parental awareness	50% of parents pick up report cards	
A	S	O	N	D	J																										
		X		X	X																										
F	M	A	M	J	J																										
	X	X	X																												

6. Facilitate parent/community meetings to share school updates	M Clark J Smith	<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			Cafeteria; Projector; IRIS; Invitations	\$75	Sign-in sheets	Parent Survey Results	
A	S	O	N	D	J																										
X	X	X	X	X	X																										
F	M	A	M	J	J																										
X	X	X	X																												

Objective I. Student Character Development

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Capturing Kids' Hearts program will be practiced at Wharton Junior High	J Smith	<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		Capturing Kids' Hearts curriculum	\$2,000	Teachers use Capturing Kids' Hearts program 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. Activities vary by campus and are listed in the campus plans	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></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>x</td><td></td><td></td><td></td></tr> </table>	A	S	O	N	D	J		x	x			x	F	M	A	M	J	J	x		x				Character education curriculum	\$150 Sivells	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. Develop a Memo of Understanding annually with the Boys and Girls Club of Wharton to specify any services to be provided	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></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>x</td><td>x</td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J					x	x	Transportation; Shared services; Shared data; Shared facilities	\$0	Discussions of potential services occur	Memo of Understanding implemented as agreed	
A	S	O	N	D	J																										
F	M	A	M	J	J																										
				x	x																										
4. Provide training to staff on appropriate early childhood discipline techniques	E Garrett C 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></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							F	M	A	M	J	J							<u>Concensus Discipline</u> books and study guides	\$2,000	Instruction is provided to teachers and staff on classroom management skills	Fewer discipline referrals	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

5. Review and explore discipline curriculum at Wharton High School, Wharton Junior High, and Wharton Elementary	Campus Principals	A	S	O	N	D	J	Published discipline curriculums	\$2,000	Improve culture and climate	Reduce discipline issues	
		X	X	X	X	X	X					
		F	M	A	M	J	J					
		X	X	X	X							

Objective J. 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	May 2010 Update																								
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	\$0	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	\$0	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 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>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	To Be Determined	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	\$0	Each non-core teacher is evaluated in accordance with district evaluation policies	Students meet 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																												

Goal IV: 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	May 2010 Update																								
1. Email communication between administration and maintenance	Campus Principals; Coordinator of Auxiliary Services	<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	\$0	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; Coordinator of Auxiliary Services	<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	\$0	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. Establish crews that are able to do construction as well as building repair and maintenance	Coordinator of Auxiliary Services	<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J							Restructure Maintenance staff	\$0	Many jobs being performed in house	Less outsourcing for building and property maintenance	
A	S	O	N	D	J																										
F	M	A	M	J	J																										

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

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Email communication between administration and Service Solutions	Campus Principals; Coordinator of Auxiliary Services; 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	\$0	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; E Crouch	<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	\$0	Jobs completed in a timely manner	Efficient cleaning of all district plants; All facilities exhibit 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	May 2010 Update																								
1. Complete Phase II of the bond package	Dr. Bartosh E Crouch	<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; 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 III 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 III 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	E Crouch	<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							McKinstry/TAC; PBK; Energy and utility data		Energy studies conducted	Study completed; Plan of action created	
A	S	O	N	D	J																										
x																															
F	M	A	M	J	J																										
4. Establish a Coordinator of Auxiliary Services to direct the care, maintenance and upgrades to all district facilities	Dr. James 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>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							Earl Crouch	\$60,000	Weekly meetings	January evaluation	
A	S	O	N	D	J																										
X																															
F	M	A	M	J	J																										
5. Explore updating or renovating weight room facilities	E Crouch	<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></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							S Hunt	To Be Determined	Renovation or construction plans made	Updated weight room available for students	
A	S	O	N	D	J																										
			X	X	X																										
F	M	A	M	J	J																										
6. Examine the road around the football stadium for possible updating		<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></td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J											
A	S	O	N	D	J																										
F	M	A	M	J	J																										

Objective D. Campus Safety and Security

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Continue to employ a Security Resource Officer to serve Wharton ISD and explore department growth.	Dr. Bartosh; Chief Williams	<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 necessary supplies and equipment	\$60,000	Maintain licensed Wharton ISD department	SRO officer effectively enforcing district policies and state law; TCLOSE Evaluation	
A	S	O	N	D	J																										
		x	x																												
F	M	A	M	J	J																										
2. Continue to maintain 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	\$0	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 Chief Williams	<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	\$0	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																										
4. Annually update the Crisis Communication Handbook	M 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></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							Staff crisis intervention handbook; New district directory information	\$20	Book accurately updated	Crisis Communication Handbook procedures followed effectively during any needed event	
A	S	O	N	D	J																										
X																															
F	M	A	M	J	J																										
5. Repair all panic bars on doors at Wharton High School	E Crouch	<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></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							Chief Landy Williams	\$300	Needed repair materials purchased	Work scheduled and completed; All doors secure on campus	
A	S	O	N	D	J																										
			X	X																											
F	M	A	M	J	J																										

6. Increase the number of security cameras at Wharton High School and consider adding installing cameras at Wharton Junior High	E Crouch	<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></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							Chief Landy Williams	\$25,000	Plans drawn up to add cameras; Estimates received	Additional cameras installed; No blind spots on campuses	
A	S	O	N	D	J																										
			X	X	X																										
F	M	A	M	J	J																										
7. Redesign of the Sivells playground to provide greater security	E Crouch E Garrett	<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							Maintenance crews; Materials	Cost of fence	Fewer playground injuries; Increased monitoring of students	Safe playground for students	
A	S	O	N	D	J																										
X	X																														
F	M	A	M	J	J																										

Objective E. Transportation

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation	May 2010 Update																								
1. Continue to study the bus schedules for efficiency	Transportation; Coordinator of Auxiliary Services	<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 match unified campus schedules	\$0	Evaluation of daily operation schedules	The efficient transportation of district students between 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; Coordinator of Auxiliary Services	<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	\$0	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; Coordinator of Auxiliary Services	<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	\$0	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																												