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						<b>District Initiatives</b>											
						<b>Setting Objectives and Providing Feedback:</b> 1. DATA team		x					DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning.	Multiple sources of data will be used to set objectives.	Monthly	Thalia Chaney, Laura Bosquez	
						2. Common Assessments (TEKS based)		x					Nimitz Middle School will pair up with Jackson Middle School in the development of Common Assessments	100% of Common Assessments will adhere to the checklist or rubric for Common Assessments.	Fall and Spring	Laura Bosquez	
						3. Benchmark Testing		x					Core Subject Area Teachers will use benchmark tests to set instructional objectives and provide feedback for instructional improvement.	100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	Per district	Laura Bosquez	
						<b>Research Based Instructional Strategies:</b> 1. Identifying Similarities and Differences-- Classifying		x					Every teacher will use the strategy of Classifying on a regular basis.	100% of walkthroughs will show evidence of students working on Classifying. 100% of common assessments will show evidence of the Classifying strategy.	August 2006 to May 2007	Thalia Chaney	
						2. Vocabulary Development Process		x					Every teacher will teach the core vocabulary in their discipline and grade by using a five step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development work.	August 2006 to May 2007	Thalia Chaney	
						<b>Strategies for Engagement:</b> SAY SOMETHING and THINK-PAIR-SHARE		x					All teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis.	100% of walkthroughs and lesson plans will show evidence of strategies SAY SOMETHING and THINK-PAIR-SHARE.	September 2006 to May 2007	Thalia Chaney	
						Reading		x					Students will use Cornell Notes as method of notetaking.	100% of all students will be using Cornell Notes	2006-2007 school year	Michelle Watson, Ed Mendez, Reading Teachers, Laura Bosquez, Thalia Chaney	

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x						Reading	x					Target vocabulary development in Reading, Science, Social Studies, English, Math, and Fine Arts by teaching common Greek and Latin roots, root word webbing, semantic mapping, and the most frequent affixes in printed school English.	Students will be able to systematically interpret correct meaning of words when reading 70% of the time.	Once every 9 weeks	Department chairs and Academic Dean	
						Reading	x					Continue using five step vocabulary development process.	Students will use core content vocabulary when responding both orally and written.	Progress report, district and campus benchmarks	Michelle Watson, Laura Bosquez	
x						Reading	x					Align and implement reading strategies that reflect Best Practices: KWL, reciprocal teaching, Cornell Notes, think aloud, reflective journaling, Socratic Seminars in Reading, Science, Social Studies, English, Math, and Fine Arts.	Increase passing rates for English Limited English Proficient (6th, 7th, 8th), African American (7th, 8th), Hispanic (7th, 8th), Special Ed (7th, 8th), on Mini Measures, District Benchmarks and TAKS test	Observation forms, Mini Measures (administrations to be determined by Reading, Science, Social Studies, English, Math, Fine Arts department chairs	Michelle Watson, Laura Bosquez	
						Reading	x					Increase use of expository and informational text in grades 6-8. Improve opportunities for understanding by teaching and using strategies from Beers' <i>When Kids Can't Read</i> , as well as Key Word, Sketch to Stretch.	100% of students will apply the use of effective reading strategies to expository and informational text.	Weekly formative assessments	Michelle Watson, Laura Bosquez	
						Reading	x					Continue using district's SSI remedial reading curriculum in order to maintain and increase TAKS Reading passing rate at the sixth and seventh grades.	90% of students enrolled in Reading Workshop will pass TAKS Reading.	Beginning of school year or Initial entry, weekly formative assessments, nine-week summative checks, end of year, state assessment.	SSI Reading Teacher, Michelle Watson, Laura Bosquez	

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						Reading		x				Monitor student progress by continued use of campus Mini Measures.	90% of all students will pass campus Mini Measures.	Mini Measures (administrations to be determined by Reading department chair)	Michelle Watson, Laura Bosquez	
x						English		x				Develop various modes of writing through the 6 traits of writing and apply traits in other core content areas..	All written research and short answer responses in English, Reading, Social Studies and Science will be graded using a 6 trait rubric	2006-2007 school year	Christine Polensky will oversee follow through via Reading, Social Studies, Science department chairs	
x						English		x				Students will know how to write open-ended responses .	Students at each grade level will be able to apply open-ended responses in classroom assessments.	2006-2007 school year	Christine Polensky will oversee follow through via Reading, Social Studies, Science department chairs	
						English		x				Seventh grade students will become more focused writers and respond to writing prompts so that the final draft is at a level 3.	90% of the following 7th grade subpopulations: African American, Hispanic, Economically Disadvantaged, Special Ed, Limited English Proficient will respond to the TAKS writing prompt and score a level 3.	April, 2007 TAKS writing test.	Christine Polensky, Seventh grade English teachers, Laura Bosquez	
						English		x				Students will be able to identify the correct and incorrect use of conventions.	90% of the following 7th grade subpopulations: African American, Hispanic, Economically Disadvantaged, Special Ed, Limited English Proficient will pass the 2007 Writing TAKS test.	2006-2007 school year	Christine Polensky, Seventh grade English teachers, Laura Bosquez	
x						Writing and Speaking		x				Teachers will promote the development of Academic English for Academic Competence by modeling its appropriate use .	100% of students will be able to differentiate the public voice from the private voice & all students will demonstrate the use of Standard (formal) English in their writing.	2006-2007 school year	Academic Teams, Administrative Staff	

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x						Reading, English, Math, Science, Social Studies	x					Establish Pre-AP writing strategies in all Avid Pre-AP (7th grade) and Pre-AP classes.	90% of regular Pre-AP and Avid Pre-AP (7th grade) students will pass courses.	2006-2007 school year	Avid Site Team, Ed Mendez, Pre-AP teachers, Laura Bosquez, Cynthia Garcia, Vacancy AP, Thalia Chaney	
x						Mathematics	x					Use Math Exemplars program combined with N.E. math curriculum at each grade level.	Increase passing rates for African American (6th, 8th), Hispanic (7th, 8th), White(7th, 8th), Economically Disadvantaged (7th, 8th), Limited English Proficient (6th, 7th, 8th) on Mini Measures, District Benchmarks and TAKS test	2006-2007 school year	Deana Doby, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney	
x						Mathematics	x					Students will access Plato/Riverdeep labs to extend previously taught TEKS and/or learn TEKS away from regular classroom setting and in a different format/venue.	Mastery of previously assessed/weak TEKS	2006-2007 school year	Deana Doby, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney	
x						Mathematics	x					Administer benchmark test periodically as assigned by Central Office.	Increased subpop passing rates in district benchmark	2006-2007 school year	Deana Doby, Michelle Watson, Science Dept Chair, Irma Daniels, Christine Polensky and their departments, Laura Bosquez, Thalia Chaney	
x						Mathematics	x					90 minute math block will incorporate Math Exemplars, vocabulary development, student self assessment, Think-Pair-Share sessions.	90% of all students will pass Math TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Deana Doby, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney	Title I funds - \$250,000
						Mathematics	x					Math dept. will hold math tutorials throughout the year and will TAKS Blitz at least 2 weeks prior to testing.	90% of all students will pass Math TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Deana Doby, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney	

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					Mathematics	x					Math dept. will provide all contents, including electives with TAKS warm-ups and focus problems to be taught during blitz week.	90% of all students will pass Math TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Deana Doby, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney			
					Mathematics	x					Math dept. will advance student higher order thinking skills by teaching students to break down & decode multi-step problems as they apply learned strategies.	All students will be able to interpret problems multiple ways; e.g., visual/graphic, rewrite using different terms, simplify.	Ongoing formative assessment, Mini Measures, District Benchmarks, TAKS test	Deana Doby, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney			
					Mathematics	x					Regularly assess campus weaknesses and adjust curriculum to address them.	90% of all students will pass Math TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Deana Doby, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney			
					Mathematics	x					Spiral previously taught TEKS	90% of all students will pass Math TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Deana Doby, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney			
x					Science	x				4A	Utilization of the 5 E's in lesson cycle incorporating effective teaching strategies emphasizing KWL, Word walls and Concept Mapping, problem solving, and organizational skills.	90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney	1,000		
					Science	x					Students will access Plato/Riverdeep labs to extend previously taught TEKS and/or learn TEKS away from regular classroom setting and in a different format/venue.	90% participation as reflected in lab printout, 90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney			

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					Science		x				Students will use Cornell Notes as method of notetaking.	100% of all students will be using Cornell Notes	2006-2007 school year	Science Department Chair, Ed Mendez, Science Teachers, Laura Bosquez, Thalia Chaney			
					Science		x				Teachers will continue receiving training in the development and use of authentic assessment.	100% of students will have three examples of authentic assessments in their portfolio, 90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney			
x					Science		x			4B	Teachers will use interactive web based lessons and assessments, Inquiry-based labs, individual/team assessments.	Cooperative learning checklist/rubric and reflective journals will show 90% mastery of science concepts/TEKS, 90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000		
X					Science		x			4C	TAKS formatted assessments will be used as summative checks.	90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000		
X					Science		x			4D	Utilization of questioning techniques that guide the students to make Unifying Concepts in Science.	90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures, walkthroughs	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000		

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X					Science	x				4E	Inform the community of the requirements and opportunities in Science Education by holding Science Family Night and a Health Fair.	Feedback forms to be filled out by participants.	2006-2007 school year	District Science Specialist, Department Chair, Science Teachers, Family Specialist, Laura Bosquez, Thalia Chaney	\$1,000		
X					Science	x					Implement vocabulary strategies from "Building Background Knowledge for Academic Achievement"	80% passing on weekly quiz	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney			
					Science	x					All science teachers will know and be able to use the Kilgo approach in targeting instruction to address weak student expectations.	90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney			
					Science	x					Vertical collaboration between teachers regarding approaches to student mastery of grade level Student Expectations.	90% passing on identified weak TEKS/Student Expectations to be assessed as needed.	2006-2007 school year	Science Department Chair, Science Teachers, Laura Bosquez, Thalia Chaney			
X					Social Studies	x					Pre-AP students will participate in district History Fair.	90% of Pre-AP students will participate in district History Fair	2006-2007 school year	Irma Daniels, Ed Mendez, Laura Bosquez, AP, Thalia Chaney	500		
X					Social Studies	x					Continue History Alive Curriculum in 6-8th grades.	Lesson Plans for 6th, 7th, 8th grade SS teachers will include History Alive Curriculum, walkthroughs	2006-2007 school year	Irma Daniels, Laura Bosquez, AP, Thalia Chaney			
X					Social Studies	x					Students will use Cornell Notes as a primary method of notetaking.	100% of students will be using Cornell Notes, walkthroughs, journals	2006-2007 school year	Irma Daniels, Ed Mendez, Laura Bosquez, AP, Thalia Chaney			

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					Social Studies	x					Technology based instruction and assessment will be used by all grade levels (Ignite Curriculum, Wireless labs, Alpha Smarts)	Cooperative rubrics, 90% of all 8th grade students will pass American History TAKS test, 80% of all 8th grade students will pass district benchmarks, 80% of all students will pass campus Mini Measures	2006-2007 school year	Irma Daniels, Laura Bosquez, Thalia Chaney			
X					Social Studies	x					Boot Camp and Super Saturday will reinforce TEKS based lessons with an emphasis on TAKS tested student expectations.	Student common assessments will show improvement from Sem 1 to Sem 2 and 8th g SS TAKS scores will result in 90% passing	2006-2007 school year	Irma Daniels, Social Studies Teachers, Laura Bosquez, Thalia Chaney	\$500		
					Social Studies	x					Reduce class sizes in 8th grade Social Studies	Increase 8th grade SS TAKS passing rates	2006-2007 school year	Irma Daniels, Social Studies Teachers, Laura Bosquez, Thalia Chaney	\$45,000 State Compensatory funds		
					Reading, English, Math, Science, Social Studies	x					Advancement Via Individual Determination (AVID) instructional program will be implemented at the seventh grade level	100% of AVID students will pass the Reading, Math, and Writing TAKS test in April, 80% of AVID students will be Commended TAKS passers in Reading, Math, and Writing.	2006-2007 school year	Avid Site Team, Avid Elective Teacher, Pre-AP teachers, Laura Bosquez, Cynthia Garcia, Vacancy AP, Thalia Chaney			
					Reading, English, Math, Science, Social Studies	x					Students at risk of failing TAKS will be tutored by specific content teacher during electives period	Tutoring schedule will identify student, time, content. Student will be tutored a minimum of once weekly.	2006-2007 school year	Team leaders, teachers, Laura Bosquez			
x					Academics	x					After school tutoring and Saturday workshops will focus on TAKS preparation and targeted TEKS	90% of all students will pass the Reading, Writing, Mathematics, Social Studies, and Science TAKS test, 80% passing rate on district benchmarks, 80% of all students will pass campus Mini Measures	2006-2007 school year	Reading, English, Mathematics, Social Studies, Science department chairs, Tania Perez, Laura Bosquez, Thalia Chaney	Title Funds/Project Target TEKS		
					Academics	x					Ten (10) more academic content teachers will be trained in the Kilgo approach to data analysis.	Staff development log	2006-2007 school year	Laura Bosquez, Thalia Chaney	\$3,000		

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x					Academics	x					All teachers will access TRIAND, interpret assessment data, and be able to use the information to direct their instruction.	Increase in mastery based on formative assessments, decrease in target student expectations, 80% passing district benchmarks, 85% passing common assessments, 90% passing TAKS test.	2006-2007 school year	All teachers, Laura Bosquez, Thalia Chaney	
x					Academics	x					Students will use Journal Reflection and Quickwrites to focus on elements learned and/or express thoughts on lesson topics.	100% of students will use Journal Reflection and Quickwrites, lesson plans, walkthroughs and observations.	2006-2007 school year	Core content teams, Ed Mendez, Laura Bosquez, Thalia Chaney	
					Academics	x					Test taking strategies will be vertically and horizontally aligned campuswide.	Lesson plan documentation, walkthroughs, team meeting feedback.	2006-2007 school year	Department Chairs, teams, Laura Bosquez, Thalia Chaney	
x					Academics	x					Students will reinforce their understanding of Science, Social Studies, Reading, English, Math TEKS by completing customized online instruction provided by Plato and Riverdeep.	Improved scores in Common Assessment, campus Mini Measures, District Benchmarks, and state assessments tests, Lab printouts	2006-2007 school year	Science, Social Studies, Reading, English, Math teachers, Laura Bosquez, Thalia Chaney	
					Academics	x					Socratic Seminars will be a major strategy for dialogue and discussion campuswide.	Socratic Seminar observation forms, student Journal Reflection, walkthroughs	2 times per nine week period during 2006-2007 school year	Core Content Teams, Ed Mendez, Laura Bosquez	
					Academics	x					Promote vertical alignment and create bridge between feeder elementary schools and NMS by meeting with fifth grade teachers and counselors.	Action plan updates, meeting minutes	A minimum of two times per school year	Susan McDevitt, Kim Stelter, Family Specialist, Sixth grade teachers, Laura Bosquez, Thalia Chaney	
					Academics	x					Interdisciplinary vocabulary lists will be created by teams of students to learn and use.	Weekly check during advisory	2006-2007 school year	Department chairs, Laura Bosquez, Thalia Chaney	

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					Academics	x					Promote bridging between Nimitz Middle and Lee HS by meeting with 9th grade teachers and counselors.	Action plan updates, meeting minutes	A minimum of two times per school year	Susan McDevitt, Kim Stelter, Family Specialist, Eighth grade teachers, Laura Bosquez, Thalia Chaney			
					ESOL	x					English Language Learners will use Rosetta Stone programmed instruction to increase their English language vocabulary and improve their English syntax and grammar.	Increase the number of ELL students that pass TAKS	2006-2007 school year	Gayle Lyon, Norma Rosas, Laura Bosquez, Thalia Chaney	\$50,000 State Compensatory funds		
					ESOL	x					All teachers and instructional staff that are directly involved in working with English Language Learners and all Administrative staff will complete 3 day SIOP training.	A Train printout.	2006-2007 school year	Reading, English, Mathematics, Reading, English, Math, Science, Social Studies teachers, Norma Rosas, Laura Bosquez, Thalia Chaney			
					ESOL	x					English vocabulary development will include Dolch/Fry lists and specific categories of vocabulary words	Students will comprehend, be able to correctly spell, and be able to correctly apply all words from specific vocabulary as well as all words from Dolch/Fry lists.	Weekly check for mastery	Norma Rosas, Laura Bosquez, Cynthia Garcia			
x					ESOL	x					ESOL teachers and paraprofessionals will provide support to LEP students in core content area classes.	Minutes from department and team meetings, Campus and District benchmarks will reflect an 80% passing rates for ESOL students	2006-2007 school year	Norma Rosas, ESOL teachers and paraprofessionals, core content teachers, Laura Bosquez, Cynthia Garcia, Thalia Chaney			

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x					ESOL	x					Ongoing communication between Gen.Ed. and ESOL teachers will assure continued student success.	Minutes from department and team meetings, Campus and District benchmarks will reflect an 80% passing rate for ESOL students	2006-2007 school year	Norma Rosas, ESOL teachers, ESOL paraprofessionals, core content teachers, Laura Bosquez, Cynthia Garcia, Thalia Chaney			
					ESOL	x					Project based interdisciplinary learning will occur with second and third year ELL students that are at a beginning or intermediate English proficiency level.	Written reports, multimedia projects, oral presentations, science projects (all in English)	2006-2007 school year	Norma Rosas, ESOL teachers and paraprofessionals, Laura Bosquez, Cynthia Garcia, Thalia Chaney			
					ESOL	x					Second year and higher ELL students will communicate in English in all academic settings excluding Spanish class.	Teacher monitoring, walkthroughs	2006-2007 school year	All teachers and instructional staff, Administrative staff			
x					Special Education	x					Special Education teachers will team with general education and provide co teach support in core content classrooms.	90% passing on identified weak TEKS/Student Expectations to be assessed as needed.	2006-2007 school year	Special education teachers, core content teachers, Laura Bosquez, Thalia Chaney			
					Academic Awareness	x					Students will collaborate with their assigned counselor and teacher, mentor or administrator and develop an individualized Academic Action Plan (AAP) for the current school year.	AAP review each grading period.	2006-2007 school year	Academic teams, Administrative Staff			
					Academic Awareness	x					Each student will participate in two student led conference to discuss the progress made in his or her Academic Action Plan (AAP).	100% of students will participate in an end of year AAP student led conference.	2006-2007 school year	Academic teams, Administrative Staff			
					Academic Awareness	x					Every student will have an Individualized Support Plan (ISP)	ISPs will be reviewed every grading period.	2006-2007 school year	Counselors, Academic Dean, Assistant Principals			

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.						NORTH EAST SCHOOL DISTRICT CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN NIMITZ MIDDLE SCHOOL 2006-2007					SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.						
Board Goals						TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES	
1	2	3	4	5			E	M	H	D			Impact on student and/or teacher learning measured quarterly				
						Academic Awareness		x					Every student will participate in a Cumulative Folder Review session that will include discussion and documentation about a student's academic history.	100% of students will have a Cumulative Folder checklist on file	2006-2007 school year	Administrative Staff, Teacher Teams	
						Academic Awareness		x					Monthly college awareness promotions will be held.	Formal and informal student feedback	September, 2006 through May, 2007	Counselors, Academic Dean	
x						Academic Awareness		x					Promote organizational habits and improve study skills by using agenda notebooks at each grade level.	Daily checks, walkthroughs	2006-2007 school year	Classroom teachers, Laura Bosquez, Assistant Principals, Thalia Chaney	\$3,000
						Academic Awareness		x					Sixth graders will participate in Study Whiz	100% of sixth graders will use strategies learned by the end of the school year.	2006-2007 school year	Sixth grade team, Laura Bosquez, Thalia Chaney	Title Funds
						Academic Awareness and Parental Involvement		x					School-Parent-Student-Partnership (SPSP) will be set up to help keep parents informed and included about their child's academic history and progress.	SPSP segment in school newsletter with updates, semester SPSP meetings	2006-2007 school year	Teacher Teams, Susan McDevitt, Kim Stelter, Christine Rios, Norma Rosas, Laura Bosquez, Thalia Chaney	
x						Academic Awareness, Parental Involvement and Community		x					Implement a parent support program. Emphasis on at risk, ESL, and special education population.	Parental logs will be maintained for visits, phone call, and home visits.	Each nine weeks	Family Specialist	Title I Funds - \$3,000
						Academic Awareness, Parental Involvement and Community		x					Seahawk Scholar Program. Mentoring at risk, PALS, college field trips and parent/teacher/student events.	Seahawk Advisory board established with 8th graders, National Junior Honor Society and student council.	2006-2007 school year	PALS teacher, NJHS sponsors, Family Specialist, Laura Bosquez, Susan McDevitt, Kim Stelter, Thalia Chaney	

Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D			Impact on student and/or teacher learning measured quarterly			
					Academic Awareness, Parental Involvement and Community	x					School newsletter will be published to motivate learners, create an awareness of campus initiatives, highlight student achievement, promote parental involvement	Year long TAKS awareness, increased parental involvement	2006-2007 school year	Ed Mendez, Sharlene Alexander	\$1,000
x					Parental involvement	x					Continue to promote and invite parents to the school to assist with activities through PTA.	Increased volunteer hours by 25%.	2006-2007 school year	Family Specialist, Gayle Lyon, Thalia Chaney	Title I Funds - \$2,000
x					Career & Technology	x					Develop curriculum to enhance the Career Connection course to include study skills, character education, career exploration, work ethics, and job preparation skills.	Progress reports, student formal and informal feedback	2006-2007 school year	R. Wanieck, S. Moran	
x					Technology	x					Integrate the use of technology at each grade level, e.g., teacher multimedia stations.	Lesson plans, activities, grades, agenda, and school wide matters placed on multimedia station.	Every nine weeks	Classroom teachers, Laura Bosquez	
x		x			Technology Applications	x					Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of core content teachers will work with students in the wired and/or wireless computer labs a minimum of four times each semester as evidenced by the lab schedule.	Semester	Thalia Chaney, Assistant Principals, teachers, curriculum and instructional technology specialists and coordinators	
x					Attendance	x					Home visits will be conducted on students with attendance concerns.	Home visits documentation	Weekly	Family Specialist	Title I Funds - \$1,000
					Attendance	x					Attendance bulletin board will be updated daily. Numbers of tardies and discipline referrals will be posted weekly.	Improvement in student attendance, drop in the number of tardies and a decrease in discipline referrals.	2006-2007 school year	Assistant principals, Laura Bosquez, Attendance Clerk	
		x			Staff Development	x					Lead mentor will supervise new teacher mentors and ensure the development of instructional capacity in new teachers.	Meet with mentor/mentee teams, new teacher observations and clinical supervision model	2006-2007 school year	Laura Bosquez, Thalia Chaney	

Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D			Impact on student and/or teacher learning measured quarterly			
		x			Staff Development		x				Faculty will participate in three book studies: <i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i> , Edited by Kathryn Parker Boudett, Elizabeth City, and Richard Murnaneata, <i>The Teaching Gap</i> by James W. Stigler, James Hiebert, <i>Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn</i> , Richard DuFour, Robert Eaker, Rebecca DuFour, Gayle Karhanek	Strategies utilized by teachers - community of learners	2006-2007 school year	Thalia Chaney, Laura Bosquez	Title I Funds - \$2,000
					Staff Development		x				Training by Jo Mascorro on best practices for building relationships.	Teacher feedback, school climate.	2006-2007 school year	Thalia Chaney, Laura Bosquez	4,000
x	x		x		Safe and Drug Free Schools		x				Enhance character education efforts with the addition of Character Counts, <i>The Truth About</i> program and <i>Be Cool</i> .	Use of program in advisories, banners, AM/PM announcements, six pillars, words of wisdom, parent education and community connections	2006-2007 school year	Susan McDevitt, Kim Stelter, Family Specialist	
X					At-Risk		x				Peer counseling groups will be utilized to address repeat discipline referrals, excessive tardies and absenteeism.	Improvement in student attendance, drop in the number of tardies and a decrease in discipline referrals.	Monthly	Susan McDevitt, Kim Stelter, Cynthia Garcia, Assistant Principal	