

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007
 Olmos Elementary**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college North East ISD schools will be Recognized in the State Accountability System, meet the F Adequate Yearly Progress, and work toward National Merit Semifinalists.

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.

EXPECTATIONS
[RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.](#)
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and PI
GSF - Goal Setting & Frequent Feedback with students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)
	Rigor	Relevance	Relationship		District Initiatives	E	M						
3			X	Needs Assessment	X			1A	CIP GSF	The community and staff were given the opportunity to complete a comprehensive needs assessment/survey.	The results from the needs assessment were used to develop the CIIP.	August 2006-May 2007	Laura Holson, Leshia Squires, Classroom teachers, Title I teachers
1	X		X	Reading	X			2A	CIP CRW	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the reading TEKS.	85% of all students will score a minimum of 70% on each assessment. Administrators will monitor the assessments to insure that 70% of the assessments are written at a Level 3 and Level 4. 100% of all third, fourth, and fifth grade students will meet the minimum passing standards on the reading TAKS. 50% of third grade students and 30% of fourth and fifth grade students will be Commended on the TAKS reading.	Bi-monthly assessments-- August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1	X	X		Reading	X			2B	CIP CRW GSF	Teachers in grades K-5 will meet with students who are working below grade level and/or who have not demonstrated mastery on on-grade-level TEKS at least twice each week in a small group setting. Mini-assessments will be administered to students in the small group setting to assess their understanding of the TEK.	100% of students in the small group setting will score a minimum of 70% on the mini-assessments.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1	X	X	X	Reading	X			2C	CIP CRW GSF	Teachers and students will collaboratively set goals for improvement in reading following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in reading.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators

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1		X	X	Reading	X			2D	CIP GSF	All students in grades 3 and 4 who failed to meet the minimum passing standards on the TAKS and any 5th grade student who was retained will meet with the counselor within the first three weeks of school to discuss strengths and weaknesses.	100% of students will share goals for improvement with the counselor.	August-September 2006	Deya Escamilla, Mary Martinez and Classroom Teachers
1		X	X	Reading	X			2E	CIP GSF	The Principal will meet with each classroom teacher, as well as, special education teacher in grades 3, 4, 5 once per month to discuss student improvement, intervention strategies, attendance, behavior, as well as, any other issue that impacts student achievement. The Assistant Principal will meet with each classroom teacher, as well as, special education teachers in grades Kinder, First, and Second once per month to discuss student improvement, intervention strategies, attendance, behavior, etc.	100% of teachers will have the opportunity to discuss with an administrator any concerns and/or issues impacting instruction and achievement at least once per month.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires
1		X	X	Reading	X			2F	CIP GSF	The Principal will meet with each student in grades three through five during the first four weeks of school to discuss reading goals, assessments, and concerns. Thereafter, the Principal will meet monthly with students not meeting minimum standards on campus or District assessments, students with failing grades, and/or poor behavior.	100% of students will be motivated to set and meet instructional goals, attend school and demonstrate appropriate behavior in class. Students will score a minimum of 70% on all campus and/or District assessments	August 2006-May 2007	Laura Holson

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1, 2			X	Reading	X			2G	CIP GSF	Teachers will meet in grade levels and/or vertically aligned teams to discuss student work, review the results from District or campus assessments and to plan at least once per month.	100% of teachers will participate in the collegial discussion of student work and or progress.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1, 2			X	Reading	X			2H	CIP ITL	Title I reading facilitator and IIT will observe in each teacher's classroom at least once each six week period.	The reading facilitator will provide feedback to the classroom teacher as to instructional strategies, correct implementation of 4 Blocks, small group instruction, literacy stations, and goal setting.	August 2006-May 2007	Classroom teachers, Elsa Gutierrez, Michele Jackson
1, 3	X		X	Reading	X			2I	CIP CRW ITL	Teachers will collaborate to plan and implement a Literacy Night/Readers' Restaurant for Parents and students.	100% of students & parents will attend the Literacy Night as evidenced by sign in sheets.	Mar-07	Classroom teachers, Elsa Gutierrez, Michele Jackson
1	X		X	Math	X			3A	CIP CRW	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the math TEKS.	85% of all students will score a minimum of 70% on each assessment. Administrators will monitor the assessments to insure that 70% of the assessments are written at a Level 3 and Level 4. 100% of all third, fourth, and fifth grade students will meet the minimum passing standards in math. 35% of students in grades 3-5 and all sub-pops will be Commended on the TAKS Math test.	Bi-monthly assessments-- August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators

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1	X	X		Math	X			3B	CIP CRW GSF	Teachers in grades K-5 will meet with students who are working below grade level and/or who have not demonstrated mastery on on-grade-level TEKS at least twice each week in a small group setting. Mini-assessments will be administered to students in the small group setting to assess their understanding of the TEKS.	100% of students in the small group setting will score a minimum of 70% on the mini-assessments.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1	X	X	X	Math	X			3C	CIP CRW GSF	Teachers and students will collaboratively set goals for improvement in math following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in math.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1		X	X	Math	X			3D	CIP GSF	All students in grades 3 and 4 who failed to meet the minimum passing standards on the TAKS and any 5th grade student who was retained will meet with the counselor within the first three weeks of school to discuss strengths and weaknesses.	100% of students will share goals for improvement with the counselor.	August-September 2006	Deya Escamilla, Mary Martinez and Classroom Teachers
1		X	X	Math	X			3E	CIP GSF	The Principal will meet with each classroom teacher, as well as, special education teacher in grades 3, 4, 5 once per month to discuss student improvement, intervention strategies, attendance, behavior, as well as, any other issue that impacts student achievement. The Assistant Principal will meet with each classroom teacher, as well as, special education teachers in grades Kinder, First, and Second once per month to discuss student improvement, intervention strategies, attendance, behavior, etc.	100% of teachers will have the opportunity to discuss with an administrator any concerns and/or issues impacting instruction and achievement at least once per month.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires

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1		X	X	Math	X			3F	CIP GSF	The Principal will meet with each student in grades three through five during the first four weeks of school to discuss reading goals, assessments, and concerns. Thereafter, the Principal will meet monthly with students not meeting minimum standards on campus or District assessments, students with failing grades, and/or poor behavior.	100% of students will be motivated to set and meet instructional goals, attend school and demonstrate appropriate behavior in class. Students will score 70% on all campus and/or District assessments	August 2006-May 2007	Laura Holson
1, 2			X	Math	X			3G	CIP GSF	Teachers will meet in grade levels and/or vertically aligned teams to discuss student work, review the results from District or campus assessments and to plan at least once per month.	100% of teachers will participate in the collegial discussion of student work and or progress.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1, 2	X		X	Math	X			3H	CIP ITL	Title I math facilitators will observe in each teacher's classroom at least once each six week period.	The math facilitator will provide feedback to the classroom teacher as to instructional strategies, correct implementation of Math Investigations, small group instruction, math work stations, and goal setting.	August 2006-May 2007	Classroom teachers, Nila Parra and New Title I math/science facilitator
1	X		X	Math	X			3I	CIP GSF 3TL	Students in Kinder-5th will complete a minimum of one exemplar per month.	Teachers will meet in their grade level teams to discuss the results from their students' work on the exemplar. When appropriate, the Title I facilitator and/or the District math specialist will participate in the discussion with the grade level teams.	August 2006-May 2007	Classroom teachers, Nila Parra, New Title I math/science facilitator and District Math Specialist.

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1	X			Math	X			3J	CIP GSF ITL	Students will articulate their understanding of math concepts through a daily journal assignment which will be collected and read by Title I facilitators, Classroom teachers, and Administrators. The Principal will collect math journals from students in grades 3-5 at least once per six weeks period. The Assistant Principal will collect math journals from students in 1, 2 in the Fall semester and from Kinder	Classroom teachers, math facilitators and administrators will meet to discuss the students' collective and individual understanding of the math concepts taught and to adjust the curriculum as necessary to insure success on the math TEKS.	August 2006-May 2007	Classroom teachers, Nila Parra, New Title I math/science facilitator, Laura Holson and New Title I math/science facilitator
1, 3	X		X	Math	X			3K	CIP CRW ITL	Teachers will collaborate to plan and implement a combined Family Math and Science Night. Parents and students will explore math and science concepts taught at each grade level K-5.	100% of students and parents will attend the Math/Science Night as evidenced by sign in sheets.	Feb-07	Classroom teachers, Nila Parra, Tracy Wenthe
1	X		X	Writing	X			4A	CIP 3TL	Fourth grade teachers will collaborate with the Title I facilitator and/or District reading specialist to develop a comprehensive plan for teaching writing. The plan will contain: genre to be taught, 6 Trait, mini-lesson, writing prompt/topic to be assigned, as well as, a bi-monthly assessment.	85% of all students will score a minimum of 70% on each assessment. Administrators will monitor the assessments to insure that 70% of the questions are written at a Level 3 and Level 4. 100% of students will meet the minimum passing standards. 100% will write a composition that is scored a minimum of 2 on the TAKS scoring guide. 25% of students will write a composition that scores a 2 and 4. 50% of students will write a composition that is scored a 3.	August 2006 August 2006-February 2007	Classroom teachers, Elsa Gutierrez, District literacy specialist, Laura Holson, Leshia Squires.

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1	X		X	Writing	X			4B	CIP 3TL	Students in the fourth grade will complete at least two compositions each month which will be scored by the classroom teachers, as well as, Title I facilitators and/or administrators	Classroom teachers, Title I teachers, and administrators will discuss how each composition was scored and collaborate as to how to proceed with instruction and intervention strategies Teachers will conference with those students not scoring a 4 on the compositions.	August 2006-February 2007	Classroom teachers, Elsa Gutierrez, District literacy specialist, Laura Holson, Leshia Squires.
1	X		X	Writing	X			4C	CIP 3TL	Students in the third grade will complete at least two compositions each month which will be scored by the classroom teachers, as well as, Title I facilitators and/or administrators.	Classroom teachers, Title I teachers, and administrators will discuss how each composition was scored and collaborate as to how to proceed with instruction and intervention strategies Teachers will conference with those students not scoring a 4 on the compositions.	January 2007-May 2007.	Classroom teachers, Elsa Gutierrez, District literacy specialist, Laura Holson, Leshia Squires.
1	X		X	Science	X			5A	CIP ITL	Students will articulate their understanding of science concepts through a daily notebooking assignment which will be collected and read by Title I facilitators, Classroom teachers, and Administrators. The Principal will collect science notebooks from students in grades 3-5 at least once per six weeks period. The Assistant Principal will collect notebooks from students in 1, 2 in the Fall semester and from Kinder beginning in January.	Classroom teachers, science facilitators and administrators will meet to discuss the students' collective and individual understanding of the science concepts taught and to adjust the curriculum as necessary to insure success on the science TEKS.	September 2006-May 2007	Classroom teachers, Tracy Wenthe, New Title I math/science facilitator, District Science Specialist.
1	X		X	Science	X			5B	CIP	Teachers at all grade levels will complete and/or revise the grade level science curriculum guides.	100% of walkthroughs will indicate that teachers are following the curriculum guides developed by the teams.	August 2006-May 2007	Classroom teachers, Tracy Wenthe, District Science Specialist, Laura Holson, Leshia Squires

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	Rigor	Relevance	Relationship		District Initiatives	E	M						
1	X		X	Science	X			5C	CIP	Teachers will collaborate with the District Specialist and Title I facilitator to vertically align the science program, activities, and experiments.	100% of walkthroughs will indicate vertical alignment of science activities.	August 2006-January 2007	Classroom teachers, Tracy Wenthe, District Science Specialist, Laura Holson, Leshia Squires
1	X		X	Science	X			5D	CIP CRW	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the science TEKS.	85% of all students will score a minimum of 70% on each assessment. Administrators will monitor the assessments to insure that 70% of the assessments are written at a Level 3 and Level 4. 100% of all fifth grade students will meet the minimum passing standards in math. 35% of students taking the test in English will be Commended; 20% of students taking the test in Spanish will be Commended.	Bi-monthly assessments-- August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1	X	X	X	Science	X			5E	CIP	Teachers will collaborate with each student to set monthly science goals.	Students will demonstrate mastery of the science TEKS on District benchmarks and/or campus based assessments. 100% of walkthroughs will indicate that students and teachers are setting goals for individual students and for the class as a whole.	August 2006-May 2007	Classroom teachers, Tracy Wenthe, Laura Holson, Leshia Squires
1, 2	X		X	Science	X			5F	CIP ITL	Title I Science facilitators will observe in each teacher's classroom at least once each six week period.	The science facilitators will provide feedback to the classroom teacher as to instructional strategies, correct implementation of the 5 E's lesson cycle, vocabulary development, and science goal setting.	August 2006-May 2007	Tracy Wenthe, New Title I facilitators, Classroom teachers

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	Rigor	Relevance	Relationship		District Initiatives	E	M						
4			X	Guidance	X			6A	GSF	Counselors will meet with the students and parents prior to the end of the 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant.	Parent sign in sheets will indicate 100% compliance	Apr-06	Deya Escamilla and Mary Martinez
4			X	Guidance	X			6B	GSF	Counselors will meet with all fifth grade students to identify the students' strengths and weaknesses and to set individual goals	100% of all fifth grade students will complete the Student/Counselor Conference Form.	January-March 2007	Deya Escamilla and Mary Martinez
2, 4			X	Guidance	X			6C	GSF	Selected fourth and fifth grade students will attend peer mediation training.	Peer mediators will mediate minor conflicts between students under the supervision of an adult.	September 2006-May 2007	Deya Escamilla, Mary Martinez, Laura Holson, Leshia Squires
2, 4			X	Guidance	X			6D	GSF	Third, fourth and fifth grade students will understand the importance of planning for college and a career by participating in Career Week and the College Fair.	100% of the students in grades 3-5 will be able to articulate the importance of attending college and will gather information about careers that interest them.	May-07	Deya Escamilla, Mary Martinez, Laura Holson, Leshia Squires
2, 3			X	Safe and Drug Free	X			7A	GSF	Provide parent training session with the San Antonio Council on alcohol and Drug Abuse. Parents will be educated on the signs and symptoms of drug abuse and how to talk to children about drugs and alcohol.	100% of parents will attend the training session as evidenced by sign in sheets. Parents will rate the session as a 3 or higher on the evaluation	Fall 2005	Mary Martinez
2, 4		X	X	Safe and Drug Free	X			7B	GSF	Fifth grade students will participate in the Dare 2 program.	100% of students will indicate an understanding of the dangers of drug and alcohol abuse.	August 2006-May 2007	Deya Escamilla, Mary Martinez, Laura Holson, Leshia Squires

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2, 4		X	X	Safe and Drug Free	X			7C	GSF	Continue to implement the Second Step Program to increase students' ability to appropriately resolve conflict.	10% decrease in the number of violent behavior between students as indicated by the discipline referrals	August 2006-May 2007	Classroom teachers, Deya Escamilla, Mary Martinez, Leshia Squires.
2, 3			X	Accelerated Education At Risk Parent Involvement	X			8A	GSF	Provide parents multiple opportunities to attend Parent Academy sessions. Sessions may include the following topics: How to help your child with homework. How to positively discipline your child. How to communicate with your child's teacher. How to apply for employment. How to enroll in higher education courses, etc.	Increase the minimum number of parents who complete the Parent Academy to 30.	August 2006-May 2007	Mary Martinez, Laura Holson, Leshia Squires
2, 3			X	Accelerated Education At Risk Parent Involvement	X			8B	GSF	Provide parents the opportunity to attend Adult ESL classes	A minimum of 15 parents will attend 100% of the ESL classes offered.	September 2006-May 2007	Mary Martinez
2, 3			X	Accelerated Education At Risk Parent Involvement	X			8C	GSF	Provide a computer in the library for parents to access the Parent Portal.	10% of parents will use the library at least once per month to access information from the Parent Portal.	September 2006-May 2007	Velma Latronico, Laura Holson, Leshia Squires, Mary Martinez, Deya Escamilla
2, 3			X	Accelerated Education At Risk Parent Involvement	X			8D	GSF	Provide parents the opportunity to attend "Parenting with Love and Logic" training which will educate their children on how to help them with homework, peer and family conflict, etc.	100% of participating parents will rate the sessions as a 3 or higher on the evaluation. They will articulate one new strategy learned and how they plan to use the strategy with their children. A minimum of 20 parents will attend.	Two sessions in the fall semester; two sessions in the spring semester	Leshia Squires, Deya Escamilla, Mary Martinez

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2, 3			X	Accelerated Education At Risk Parent Involvement	X			8E	GSF	Provide information to parents about TAKS, AEIS, NCLB, academic and behavior expectations, etc.	25% of parents will attend one of the information sessions.	Sep-06	Laura Holson
2, 4			X	Accelerated Education At Risk	X			8F	GSF	Recognize students who exhibit the following Character Traits: honesty, integrity, courtesy, respect, kindness and leadership.	Two students will be chosen from each classroom in grades K-5 to receive the Outstanding Owl certificate and incentives each nine week period.	September 2006-May 2007	Lesha Squires, Classroom teachers
2, 3, 4			X	Accelerated Education At Risk Parent Involvement	X			8G	GSF	SAPD will present information on gang activity in the area and how to protect children from gang involvement and prevention of drug and alcohol abuse.	100% of Olmos Parents will attend the meetings as indicated by sign-in sheets.	Spring 2007	Deya Escamilla and Mary Martinez
1, 3, 4			X	Accelerated Education At Risk Parent Involvement	X			8H	GSF	Principal will hold three "Breakfast with the Principal" sessions for Olmos parents. School goals and objectives, grade level expectations, school/parent partnerships, etc. will be discussed	50% of all Olmos Parents or their representative will attend and participate in the meetings as indicated by the sign -in sheets	Sep-06	Laura Holson, Lesha Squires, Title I facilitators
1	X		X	Accelerated Instruction At Risk Professional Development	X			9A	CIP 3TL	All teachers will complete a book study on Differentiated Instruction, <i>Fulfilling the Promise</i> , by Tomlinson.	100% of teachers will complete the 'study guide' . 100% of walkthroughs will show evidence of differentiated instruction strategies and tools in use.	August 2006-May 2007	Classroom teachers, Laura Holson, Lesha Squires, Title I facilitators
1	X		X	Accelerated Instruction At Risk Professional Development	X			9B	CIP	Administrator and teacher representatives will attend a Professional Learning Communities Institute.	100% of the leadership team and teacher representatives will join the PLC team in presenting PLC philosophy to the staff	August 2006-May 2007	Laura Holson, Tracy Wenthe, Kindergarten representative

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1			X	Accelerated Instruction At Risk Professional Development	X			9B	CIP	Representatives from each grade level, the administrative team and administration will continue to learn about Professional Learning Communities by reading <i>Whatever It Takes</i> by DuFour.	Teachers on the PLC team will present their learning about PLCs to their colleagues.	Aug-06	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1			X	Accelerated Instruction At Risk Professional Development	X			9C	CIP	Classroom teachers in grades 2-5 will attend at least one Margaret Kilgo training session in the areas of Mathematics, Reading, Writing, and/or Science.	Teachers will use the information from the Margaret Kilgo training sessions to build assessments at the appropriate level of difficulty, as well as, to write questions at a difficulty Level 3 or 4.	August 2006-May 2007	Classroom teachers, Laura Holson, Leshia Squires, Title I facilitators
1, 2			X	Accelerated Education At Risk Professional Development	X			9D	CIP GSF	All grade levels will meet at least four times per year to discuss student work, plan for instructional interventions for students working below grade level, and to discuss current research.	100% of classroom teachers will have the opportunity to meet and plan collegially.	September 2006-May 2007	Laura Holson
2, 3			X	Accelerated Education At Risk	X			10	CIP GSF	Parents and students in pre-kinder and/or those entering kindergarten for the first time will be provided the opportunity to visit Olmos to familiarize themselves with the teachers, programs, and expectations.	100% of parents and students in Pre-kinder will attend as indicated by the sign-in sheets.	Spring 2007	Laura Holson, Leshia Squires, Kindergarten teachers, Title I

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1, 2	X		X	Accelerated Education At Risk Personnel--Reading	X			11A	CIP CRW ITL	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in reading through: model teaching, classroom walkthroughs/ feedback, book studies. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, etc. Provide reading intervention for students at SSI grade levels.	August 2006-May 2007	Laura Holson, Leshia Squires, Elsa Gutierrez
1, 2	X		X	Accelerated Education At Risk Personnel--Math	X			11B	CIP CRW ITL	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in math through: model teaching, classroom walkthroughs/ feedback, book studies. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, etc. Provide math intervention for students at third through fifth grades with a focus on the fifth grade.	August 2006-May 2007	Laura Holson, Leshia Squires, Nila Parra

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1, 2	X		X	Accelerated Education At Risk Personnel--Science	X			11C	CIP CRW ITL	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in science through: model teaching, classroom walkthroughs/ feedback, book studies. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, review benchmark data, etc. The Title I teacher will directly teach science TEKS to 4th & 5th grade.	August 2006-May 2007	Laura Holson, Leshia Squires, Tracy Wenthe
1, 2	X		X	Accelerated Education At Risk Personnel--Math and Science Grades K-2	X			11D	CIP CRW ITL	Additional staff to provide professional development opportunities to teachers in grades K-2, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in math and science through: model teaching, classroom walkthroughs/ feedback, book studies. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, review benchmark data, etc.	August 2006-May 2007	Laura Holson, Leshia Squires, new hire
1, 3	X		X	Accelerated Education At Risk	X			11E		Provide additional opportunities for students to participate in activities outside of the general education classroom.	Students will attend functions and participate in activities that may not otherwise be available to them. Activities will enable the students to more fully comprehend the grade level TEKS in reading, math and/or science.	September 2006-May 2007	Laura Holson, Classroom teachers

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1	X			Special Education	X			12A	3TL	All special education students will receive core reading and math instruction in the general education classroom. Resource pull-out will occur during non-core instructional periods, such as, SSR, WWW, and Mountain Math.	100% of special education students will have access to on-grade level instruction in the TEKS. 100% of special education students in grades 3-5 will meet the ARD expectations on the TAKS test or on-grade level SDAA-II.	August 2006-May 2007	Special education teachers, General education teachers, Laura Holson, and Lesha Squires, Title I facilitators
1	X			Special Education	X			12B	3TL GSF	All special education students will participate in all District and campus-based assessments.	100% of special education students will answer correctly at least 15% of the questions on the on-grade-level assessments.	August 2006-May 2007	Special education teachers, General education teachers, Laura Holson, and Lesha Squires
2, 4			X	Discipline Management	X			13A	GSF	Provide weekly incentives to reward outstanding attendance, behavior, most improved and/or academic achievement.	Teachers will give "Awesome Owl" awards to students throughout the week. Two students from each grade level will be chosen to receive the incentive each Friday.	August 2006-May 2007	Lesha Squires, Classroom teachers,
2,3,4		X	X	Discipline Management	X			13B	GSF	All students in grades 1-5 will be provided a bound agenda in which they keep records of their daily agenda and homework assignments. Teachers and parents will use the agenda to communicate.	Increased communication between students, parents and school.	August 2006-May 2007	Classroom teachers, Laura Holson, Lesha Squires
1, 2			X	Attendance	X			14	GSF	Total student attendance for the 2006-2007 school year will increase to 97%.	Students will be present and on time 97% of the school year.	August 2006-May 2007	Laura Holson, Lesha Squires, Rosario Rodriguez

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COST / RESOURCES

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COST / RESOURCES

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COST / RESOURCES
Title I funds-- \$500.00 for resources & materials for College week; \$250.00 for refreshments for guest speakers

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COST / RESOURCES
Title I funds-- \$1,000.00 for materials, resources and snacks.
Title I funds-- \$1,000.00 for materials, resources. And snacks.
Title I funds-- \$600.00 for books and other materials; \$300.00 for personnel; \$400.00 refreshments for parents and children

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COST / RESOURCES
Title I funds--\$ 500.00 for materials and refreshments
Title I funds-- \$5,000 for registration, travel and reimbursements

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COST / RESOURCES
\$5,000.00 Title I funds
Title I funds-- \$10,000,00 for subs
Title I funds-- \$500.00 for materials and resources

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**COST /
RESOURCES**

Title I funds--
Personnel costs
approximately
\$62,000
Resources and
materials \$5,000.

Title I funds--
Personnel costs
approximately
\$55,000
Resources and
materials \$5,000.

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**COST /
RESOURCES**

Title I funds--
Personnel costs
approximately
\$46,000.00.
Resources and
materials \$5,000.

Title I funds--
Personnel costs
approximately
\$50,000.00.

Title I funds--field
trip entry fees:
\$7,200.00;
transportation
costs: \$2,400.00

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COST / RESOURCES
Title I funds-- \$1,500.00 for student rewards
Title I funds--\$6.00 per agenda book; approximate cost \$5,000.00