

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 Barbara Bush Middle School 2005-2006					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					ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE PERSON(S)	COST/RESOURCES
1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly	TIMELINE			
X		X			Site-based Planning and Decision-Making		X			Communicate the process for site-based planning and decision-making, routinely and consistently, to students, parents, staff, faculty, and community.	Communication with stakeholders indicates high level of implementation and understanding.	September, 2005 - May, 2006	Randy Hoyer Campus Leaders		
X		X			Site-based Planning and Decision-Making		X			Define roles / responsibilities for committee membership, co-curricular activities, etc.	All committee members are trained. Names of committee representatives are published in all general communication venues.	2005-2006 School Year	Randy Hoyer Campus Leaders		
	X				Target 2006		X			Target 2006 - Eliminate the achievement gap within student groups. Grow the percent commended by ten percent across disciplines and grade levels. Strive for 98% passing on all tests for all student groups.	TAKS results from the 2006 test.	2005-2006 School Year	Campus		
X					Data Analysis		X			Train faculty and staff on effective utilization of student data (outcome, demographic and process) to identify and target low performers, to evaluate and organize curriculum and instruction, and to increase rigor and challenge. Teachers will become familiar with and utilize the TRIAND data management system.	Minutes from department and team meetings indicate understanding and effective use of data. Reports from each nine week grading period, disaggregated by teacher, department and campus, will highlight and draw attention to student achievement levels.	2005-2006 School Year	Randy Hoyer, Dora McKenzie, Kelly Woodiel, Joy Mazurek, Melinda Spradling, Margaret Boehme, Samantha Hopkins, and Noemi Francis		

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**North East School District
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Barbara Bush Middle School
2005-2006**

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					Data Analysis		X			Inform students of the status of the membership with respect to benchmarks, TAKS, etc. by the use of Data Walls and charts. Student goal setting will also be utilized so that students are familiar with strengths and deficits.	Students will be able to articulate how they are doing in terms of achievement and how their achievement relates to the whole school effort.	2005-2006 School Year	Randy Hoyer, Dora McKenzie, Kelly Woodiel, Joy Mazurek, Melinda Spradling, Margaret Boehme, Samantha Hopkins, and Noemi Francis		
X					Data Analysis		X			Identify students who have failed TAKS/SDAA tests. Create TAKS remediation classes for the identified students in order to offer additional instruction and support and to fulfill the Student Success Initiative mandate.	Passing rates on Benchmarks, common assessments, and TAKS tests.	2005-2006 School Year	Randy Hoyer, Dora McKenzie, Jeff Jackson, Shana Greco		
	X				Data Analysis		X			Develop, administer, and evaluate nine week common assessments across disciplines. The development and evaluation of the assessments is to occur during twice-weekly grade level meetings.	Evaluation of the nine week common assessments will identify performance levels and deficits vertically and across grade levels. Assessments are to incorporate items that reflect the depth and complexity of items found on the TAKS tests.	2005-2006 School Year	Randy Hoyer, Dora McKenzie, Department Heads, Administrative Team		
X							X			Introduce the concept of performance indicators. Each academic team, department/grade level team, and elective will create a list of performance indicators which link directly to the mission of the team/organization.	Regular meetings will incorporate a review of the indicators relative to actual performance.	2005-2006 School Year	Administrative Team		

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X			X		Student Achievement		X			Encourage all students to maximize their potential for learning through motivational messages, advisory activities, adult models, recognition and reward of achievement and involvement in co-curricular activities.	Participation rates of students in different types of co-curricular activities disaggregated by gender, ethnicity, economic status, and special program assignment, etc. is greater than 50%. Student achievement improves.	2005-2006 School Year	School	Randy Hoyer, Dora McKenzie, Evelyn Jacobs, Kathi Kardon, Sarah Goff, Dianna Jarvis, Ruben Escamilla, and Steve Pasterchick	\$500
X			X		Student Achievement		X			Define success and high performance for adults and students at Bush Middle School.	Presentation of material and survey of adults and students indicates understanding of targets.	2005-2006 School Year	School	Randy Hoyer	
X			X		Student Achievement		X			Use CFG protocols on a regular basis to analyze and evaluate student work.	Lesson plans and classroom observations indicate higher levels of complexity.	2005-2006 School Year	School	Randy Hoyer Dora McKenzie	
	X						X			Professional Development Experiences for core academic areas will occur each semester	Protocols will be used to analyze and evaluate instructional practices. Focus is on student work.	2005-2006 School Year	School	Randy Hoyer, Dora McKenzie, department/grade level teams	
X			X		Student Achievement		X			Enhance the concept of inclusion i.e.; special education, LEP, etc.	Performance levels on assessment measures throughout the school year will indicate growth and deficits.	2005-2006 School Year	School	All Staff	
X					Reading		X			Align and implement reading strategies that reflect Best Practices.	Department and grade level meetings will focus on improving reading instruction.	2005-2006 School Year	School	Noemi Francis, Dora McKenzie, Department members	\$1000 per grade level
X					Reading		X			Monitor benchmark assessments to guide reading instruction.	Achievement data will be accessed through TRIAND and will guide lesson planning.	2005-2006 School Year	School	Noemi Francis, Dora McKenzie, Department members	

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X					Reading		X			Develop, implement and monitor common assessments for each nine week grading period.	All students will complete common assessments to determine progress.	2005-2006 School Year	Noemi Francis, Dora McKenzie, Department members		
X					Reading		X			Increase commended in Reading by 10%.	TAKS Reading scores.	2005-2006 School Year	Noemi Francis, Dora McKenzie, Department members		
X					Reading		X			Develop and provide intensive, targeted intervention program for all students identified as struggling readers.	90% of the students participating in the Texas Reading Academy (TRA) program will pass their grade level TAKS.	2005-2006 School Year	Noemi Francis, Dora McKenzie, Department members	\$1,000	
X					Writing		X			Improve student writing by vertical/horizontal alignment of instruction.	100% of students will pass TAKS writing test.	2005-2006 School Year	Virginia Guerrero, Noemi Francis, Margaret Boehme, Dora McKenzie, Reading/English Teachers.	\$1,000	
X					Writing		X			Develop common instructional language and structure for the process of writing.	All language arts teachers will attend professional development on Six Traits of Writing (ideas, organization, voice, word choice, sentence fluency, and conventions).	2005-2006 School Year	Virginia Guerrero, Language Arts Specialists, Margaret Boehme, Dora McKenzie, Noemi Francis	\$500 supplies	
X					Writing		X			Develop and administer assessments with open-ended responses. Training in the process will occur.	Assessments will incorporate open-ended responses. Assessment results will show growth over time.	Nine week grading periods.	Margaret Boehme, Dora McKenzie, English department members		
X					Writing		X			Continue to utilize the Writing Zone prior to TAKS Writing. Refine the effort to ensure quality.	Quality effort will lead to teacher satisfaction and higher number of students mastering minimum skills in writing.	February 1, 2006	Margaret Boehme, Dora McKenzie, English department members		

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X					Writing		X			Develop, implement and monitor common assessments for each nine week grading period.	All students will complete common assessments to determine progress.	2005-2006 School Year	Margaret Boehme, Dora McKenzie		
X					Mathematics		X			Utilize the revised North East Scope and Sequence for all math courses. Monitor benchmark assessments.	All students will score a minimum of 70 on each benchmark assessment. All walk-throughs will indicate adherence to district math sequence.	2005-2006 School Year	Math Specialists, Joy Mazurek, Dora McKenzie		
X					Mathematics		X			Provide professional development to all math teachers on problem-solving and use of technology assisted instruction.	Lesson plans and classroom observations indicate higher order thinking skills, problem solving activities, the language of algebra, and use of technology assisted instruction.	2005-2006 School Year	Math Specialists, Joy Mazurek, Dora McKenzie		
X					Mathematics		X			Maintain the campus focus on TEKS, District Math Philosophy.	All walk-throughs will indicate use of the campus focus on the TEKS and the District Math Philosophy.	2005-2006 School Year	Math Specialists, Joy Mazurek, Dora McKenzie		
X					Mathematics		X			Grow the percent commended on the TAKS math test at each grade level.	Grow the percent commended by 10% compared to prior year.	2005-2006 School Year	Randy Hoyer, Dora McKenzie, Joy Mazurek		
X					Mathematics		X			Develop, implement and monitor common assessments for each nine week grading period.	All students will complete common assessments to determine progress.	2005-2006 School Year	Dora McKenzie, Joy Mazurek, Math Teachers, Instructional Specialists		
X					Mathematics		X			Provide intensive, targeted intervention program for all students who have been identified as not having mastered minimum competencies.	90% of students participating in TMA will pass their grade level TAKS.	2005-2006 School Year	Randy Hoyer, Dora McKenzie, Math Specialists, Joy Mazurek, Department Members	\$800	Revised June 3, 2005

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X					Mathematics		X			Integrate the use of the following Best Practices into the math program: inquiry, class discourse, use of manipulatives and instructional technology.	All walk-throughs will indicate appropriate use of these instructional strategies.	2005-2006 School Year		Randy Hoyer, Joy Mazurek, Department Members	
X					Mathematics		X			Assigned teachers will participate on a vertical team 5-6 and 8-9.	Vertical teams meet a minimum of one time a semester to ensure alignment of curriculum and appropriate placement of students.	2005-2006 School Year		Math Specialists, Joy Mazurek, Dora McKenzie	
X					Mathematics		X			Math teachers will use the strategy of classifying on a regular basis.	100% walk-throughs and common assessments will show evidence of math vocabulary development.	2005-2006 School Year		Joy Mazurek, and Math Teachers	
X					Science		X			Train and incorporate effective teaching and assessment strategies emphasizing KWL, Science vocabulary in Word Walls, Thinking Maps, classifying and inferencing.	All of the walk-throughs will indicate use of effective teaching strategies.	2005-2006 School Year		Randy Hoyer, Dora McKenzie, Melinda Spradling, Department Members	
X					Science		X			Develop, implement and monitor common assessments for each nine week grading period.	All students will complete common assessments to determine progress.	2005-2006 School Year		Randy Hoyer, Dora McKenzie, Melinda Spradling, Department Members	

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X					Science		X			Train teachers in higher level questioning techniques that guide students to make connections to the Unifying Concepts in Science (constancy and change; properties, patterns, and models; systems; and nature of science).	Walk-throughs will indicate the use of effective questioning strategies.	2005-2006 School Year	Campus Administrators, Teachers, Dora McKenzie, Melinda Spradling		
X					Science		X			Identify interested students and offer a school science club to all in order to elevate the level of scientific process within the Science Fair. Club will offer mentors and additional opportunities. Field trips will be included.	The number of students participating in state science competition will be equal to or greater than five.	2005-2006 School Year	Melinda Spradling, Dora McKenzie, Department Members	\$1,500	
X					Science		X			Assigned teachers will participate on a vertical science team 8-12.	Vertical teams meet a minimum of one time a semester to ensure alignment of curriculum and appropriate placement of students.	2005-2006 School Year	Melinda Spradling, Dora McKenzie, Department Members		
X					Science	X	X	X		Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within two years.	2005-2006 School Year	Melinda Spradling, Science Teachers, Administrators		

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X							X			Each grade level will administer common inquiry lab assessments to ensure all students are receiving high level inquiry instruction in place of individual science projects at each grade level.	Grade level teachers will produce one common inquiry lab each nine weeks. Labs are to be vertically aligned to ensure Level 4 inquiry. Common assessment and benchmark data analysis.	2005-2006 School Year	Melinda Spradling, Department Teachers		
X					Social Studies		X			Develop TAKS formatted common assessments for each nine weeks across grade levels.	All students will complete common assessments to determine progress.	2005-2006 School Year	Samantha Hopkins, Dora McKenzie, Department Members		
X					Social Studies		X			Assigned teachers will participate on a vertical Social Studies team 5-6 and 8-9.	Vertical teams will meet a minimum of one time a semester to create sequence of vocabulary and primary document research guidelines for Pre-AP and AP teachers of social studies.	February, 2006	Samantha Hopkins, Dora McKenzie, Department Members		
X					Social Studies		X			Social Studies teachers will use the strategy of classifying and other vocabulary development strategies on a regular basis.	100% walk-throughs and common assessments will show evidence of vocabulary development.	2005-2006 School Year	Samantha Hopkins, Dora McKenzie, Department Members		
X					Foreign Language		X			Implement an instructional program in Spanish and Latin based on developing communicative competency.	Common departmental semester exams (or other appropriate assessments) will indicate that all students are meeting or surpassing proficiency goals.	2005-2006 School Year	Foreign Language Teachers		
X					Foreign Language		X			Increase the percentage of students who participate in foreign language competition.	All foreign language students will be encouraged to participate in foreign language competitions.	February, 2006	Foreign Language Teachers		

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X					Gifted Talented		X			Utilize the G/T curriculum guides from the Intranet to include the new grammar and writing elements.	All G/T teachers will access curriculum on the Intranet.	2005-2006 School Year	G/T Teachers		
X					Gifted Talented		X			Analyze G/T student scores on PSAT; adjust curriculum gaps and monitor student progress.	District officials will meet with all G/T teachers to discuss student performance on PSAT.	August, 2005/January, 2006	G/T Teachers		
X					Gifted Talented High Achiever		X			Provide Enriched Opportunities for G/T and High Achievers across the curriculum.	Lesson plans and classroom observations indicate enriched curriculum/differentiated for the G/T or high achiever.	2005-2006 School Year	Dora McKenzie		
X		X			Library		X			Assist teachers and students in utilizing Big Six Research Strategies and use of all databases provided by the district and campus.	Librarian will guide campus research projects and use of research databases. Student use of these databases will be monitored. Librarian will create a video, with ITC, to promote and train all.	2005-2006 School Year	Jan Greeman, Amanda Taylor, Michelle Haider		
X					Library		X			Continue to develop collection for parent use. Inform parents of the importance and uses of the research databases.	Librarian will be a resource for parents in their search to quest to assist their child to be successful in middle school.	August, 2005/January, 2006	Jan Greeman		
X					Dyslexia		X			Utilize, when indicated, the district's process for regular education dyslexia assessment and provide appropriate instructional program for identified students.	All students identified to receive dyslexia services will be provided service as evidenced by cluster campus rolls and STAT meeting notes.	2005-2006 School Year	Suzanne Wendorf, Noemi Francis, Reading Teachers		

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X					Dyslexia		X			Provide training in appropriate classroom accommodation strategies for identified dyslexic students.	Lesson plans and classroom observations indicate appropriate accommodations for dyslexic students.	2005-2006 School Year	Suzanne Wendorf, Noemi Francis, Reading Teachers		
X					Fine Arts		X			Increase student participation in UIL academic and performance based competition.	Participation in UIL competitions will be incorporated into all advanced academic courses.	2005-2006 School Year	Kathi Kardon, Dora McKenzie, Administration, Sponsors	\$4,000	
X					Fine Arts		X			Connect the learning of Fine Arts to other disciplines.	Lesson plans and classroom observations will indicate collaboration among general education and fine arts teachers.	2005-2006 School Year	Classroom Teachers, Fine Arts Teachers		
X					Parent Involvement		X			Communicate to parents through orientations, Open House, agenda books, hotlines, telephone calls, conferences, Teacher Web, etc., what they can do at home to help their child be successful.	Examination of appropriate documentation will indicate compliance.	2005-2006 School Year	Classroom Teachers / Administrators		
X		X			Parent Involvement		X			Involve parents in educational program through communication, special programs, and Math/Science/Technology experiences.	Survey indicates satisfaction.	2005-2006 School Year	Randy Hoyer, Dora McKenzie, Counselors, Teachers		

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X					Special Education		X			Develop the school's emphasis on Inclusion by maintaining the full continuum of services for students who qualify for special education with emphasis on increased participation in the general education curriculum. Begin the process of co-teach training.	Review of staff development evaluations indicates satisfaction and review of IEP's indicates compliance. A review of data on TAKS exemptions and/or LRE assignments is within recommended district guidelines.	August, 2005		Randy Hoyer, Kelly Woodiel, Department Heads.	
X					Special Education		X			Increase the percentage of students with disabilities taking TAKS and grade level SDAA.	The ARD committee will decide what assessment is best for each child receiving services.	2005-2006 School Year		Randy Hoyer, Kelly Woodiel, Special Education Teachers	
	X				Safe and Drug Free Schools		X			Inform employees about programs that will support the individual (i.e., EAP, Sick Leave Bank, FMLA, Workman's Comp, Crisis Intervention, etc.).	Minutes from faculty meetings, daily bulletins, etc. will indicate compliance.	2005-2006 School Year		Randy Hoyer, Counselors	
	X				Safe and Drug Free Schools Drop Out Prevention		X			Inform parents/students about programs and provide support (i.e., PALS, Mediation, Crisis Intervention, Suicide and Violence Prevention).	Agenda from PTA meetings, parent/counselor meetings, etc. indicate compliance.	2005-2006 School Year		Randy Hoyer, Counselors, Teachers	
X	X		X		Safe and Drug Free Schools Drop Out Prevention		X			Ensure that comprehensive drug/violence prevention curriculum with emphasis on reduction of the use of tobacco, alcohol, other drugs, and violence is integrated into lessons for all students. Support Red Ribbon Week.	Review of lesson plans will indicate safe and drug free school elements with emphasis on reduction of the use of tobacco, alcohol and other drugs and building resilience in students.	2005-2006 School Year		Randy Hoyer, PALS Teacher, Student Council Sponsor	

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X	X	X			Safe and Drug Free Schools		X			Encourage a strong adult presence at school by recruiting volunteers, tutors, and mentors.	Review of volunteer sign in sheet indicates increased number of parents/grandparents on campus.	2005-2006 School Year		Randy Hoyer, PALS Teacher, Student Council Sponsor	
	X	X			Safe and Drug Free Schools		X			Integrate Character Education and education for self-responsibility lessons into the regular curriculum. Implement Second Step, Be Cool Curriculum, and Respect Initiative.	Review of Lesson Plans indicates compliance. Behavior referrals to administrators will decrease.	Ongoing		All Staff	
	X	X			Safe and Drug Free Schools		X			Train staff/faculty on effective communications for a diverse population to minimize undesirable behaviors.	Redirection in number of incidents of harassment, bullying, as reported to staff/faculty.	2005-2006 School Year		All Staff	
	X	X			Safe and Drug Free Schools		X			Communicate to the public via all media what is being done to insure a safe school environment.	Copies of all print/nonprint items that deal with safe schools.	2005-2006 School Year		Randy Hoyer	
X	X				Accelerated Education At Risk/Drop Out Prevention		X			Utilize Student Teacher Assistance Teams (STAT) to ensure student success.	Meetings of team meetings indicate use of STAT.	December, 2005/May, 2006		Team Leaders, Counselors	
X	X				Accelerated Education At Risk		X			Provide extra support to ESOL students who waive program at cluster campus.	Review of ESOL student grades indicate student success.	December, 2005/May, 2006		Team Leaders, Counselors	
X	X				Accelerated Education At Risk/Drop Out Prevention		X			Utilize Academic Coaching for students who are low performing in math, reading and writing and/or who have failed one or more sections of TAKS.	All students receiving Academic Coaching will pass TAKS.	2005-2006 School Year		Academic Teachers, Dora McKenzie	

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X	X		X		Accelerated Education At Risk/Behavior Management		X			Utilize the Behavior Management Class to support the school-wide behavior management plan which emphasizes using misbehavior as an opportunity to learn new, more appropriate behaviors.	Students will complete all assignments. School will experience a decrease in office referrals.	2005-2006 School Year	Behavior Management Committee, Assistant Principals, BMC Teacher		
X	X				Drop-out Prevention		X			Require campus PEIMS coordinator to audit school leaver statistics twice a year.	PEIMS Coordinator will report to the principal twice a year.	2005-2006 School Year	Randy Hoyer, Assistant Principals		
X	X				Attendance		X			Develop specific strategies to establish the adult/student attendance rate at 97% for all populations.	Review of attendance data shows average daily rate > greater than 96%.	2005-2006 School Year	Randy Hoyer		
	X		X		Character Education		X			Develop transition activities that include a "camp" for incoming students, orientation meetings for parents, visits to the campus, etc.	All incoming students will receive orientation about the building, schedule, curriculum, everyday school activities, organization, study skills, making friends, safety, peer pressure, etc. Survey responses of the perceptions of program are positive.	August, 2005	Shelia Morse, Erika Sykes		

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Barbara Bush Middle School
2005-2006**

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Board Goals					TARGET AREA	LEVEL					ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE PERSON(S)	COST/RESOURCES
1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly	TIMELINE			
X					Transition		X			Notify all students and parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. This includes the need for students to make informed curriculum choices to be prepared for success beyond high school and sources of information on higher education admissions and financial aid.	Roster of attendees will signify compliance.	January, 2006		Randy Hoyer, School Counselors	
X	X	X			Guidance		X			Provide 8th grade students with information on high school magnet programs.	Review schedule of transition activities introducing high school programs.	February, 2006		Randy Hoyer, Counselors	
X					Guidance		X			Counsel with 8th grade students to develop individual four year plan.	All 8th grade students will have four year plan.	April, 2006		School counselors	
X					Team Building		X			Support staff, utilizing reward and recognition strategies, including Super Bulldog Awards.	Survey indicates job satisfaction.	2005-2006 School Year		Randy Hoyer	
X					Team Building		X			Maintain spirit activities; i.e. student/faculty competition.	Log of dates for activities.	2005-2006 School Year		All Staff	
X					Team Building		X			Utilize flexible scheduling to balance team planning/department planning, coaching, etc based on student needs.	Minutes of Team/department meetings.	2005-2006 School Year		Randy Hoyer, Dora McKenzie, Team Leaders, Dept. Heads	
X					Team Building		X			Focus on relationships, then tasks. Maintain on-going venues among all stakeholders.	Survey indicates satisfaction.	2005-2006 School Year		Randy Hoyer, Dora McKenzie, Team Leaders, Dept. Heads	

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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly	TIMELINE			
X					Public Relations		X			Build and maintain traditions that are unique to Bush Middle School.	Staff can identify Bush traditions.	2005-2006 School Year		Staff and Faculty	
X					Public Relations		X			Maintain Web Calendar with current events.	Copy of web calendar.	2005-2006 School Year		Shelia Morse	
X					Public Relations		X			Involve community in Veteran's Day, MS Walk, special programs, showcasing student work, etc.	Attendance logs indicate success.	2005-2006 School Year		Administrative Staff	
X					Health Services		X			Provide parent communication with parents and PTA through District HEALS Advisory Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community through internet Health Services sites.	School print and non-print media will contain periodic health related information.	2005-2006 School Year		Diane Bullard	
X					Technology Applications		X			Use the <i>North East Technology Application Student Standards</i> to effectively integrate technology into the curriculum and assess mastery of the essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Quarterly		Campus Administrators, Teachers, Dora McKenzie, Amanda Taylor, Instructional Technology/Division Specialists & Coordinators	

Board Goals					TARGET AREA	LEVEL				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		X			Technology Applications		X			Use classroom computers, computer labs, Alphasmarts, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of administrators and core content teachers will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations. 100% of core content teachers will work with each student a minimum of four class periods each semester using the computer labs as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards (submitted to the Documentation of Integration (Do-It) Binders), lab schedules, and student products.	Quarterly Semester	Campus Administrators, Dora McKenzie, Amanda Taylor, Core Content Area Teachers, Instructional Technology/Division Specialists and Coordinators	

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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly				
X	X			X	Technology Applications		X			Meet once a month with the Campus Technology Committee (CTC) and Educational Technology Staff to identify technology staff professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, w	Using the TEIS survey, 100% of teachers will establish and meet three technology integration goals that are standards based, data driven, and job embedded. 100% of teachers will participate in at least nine hours of technology-related professional development that is aligned with their technology integration goals and documented by A-Train and the TEIS. Campus administrators will monitor progress (through CTC meetings and TEIS data) on the NEISD CTC timeline and the establishment and accomplishment of the top three CTC goals. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Annually Quarterly Monthly	Campus Administrators, Campus Technology Committee, Teachers, Amanda Taylor, Instructional Technology Specialists and Coordinators,		

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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly	TIMELINE			
		X		X	Technology Applications		X			Use Gradespeed and Teacher Web to manage grades and improve communication with staff, students, and parents.	100% of teachers who report numerical grades will use GradeSpeed to record grades. 100% of teachers who report grades will use Gradespeed to upload three, six, and nine-weeks grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template. It should display daily assignments with links to handouts, agendas, and other important information.	Daily to weekly Three, six, and nine weeks Teacher Web (in general) - each nine weeks. Assignments page daily to weekly. It will used in lieu of the information hotline.	Campus Administrators, Rosemary Hartman, Steve Wickwar, Teachers, Instructional Technology Specialists and Coordinators		
X					Technology Applications		X			Extend adult technology competencies in using peripherals such as probes, digital cameras, digital camcorders, scanners and streaming videos.	All teachers will be able to demonstrate use of peripherals.	2005-2006 School Year	Amanda Taylor, Campus Technology Committee		
X					Technology Applications		X			Deliver keyboarding instruction and practice with use of AlphaSmarts.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests (3-8).	Quarterly	Campus Administrators, Teachers, Amanda Taylor, Instructional Technology Specialists & Coordinators		

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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly			
X					Technology Applications		X			Master technology proficiencies as outlined in the North East Educator Technology Standards	100% of teachers will show mastery of the Foundations proficiency level of the North East Educator Technology Standards as measured by proficiency tests.	Annually	Campus Administrators, Teachers, Amanda Taylor, Instructional Technology Specialists & Coordinators	