

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
CASTLE HILLS ELEMENTARY
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				CODE #	ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly.	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
					Initiatives	X				1A	All instructional initiatives will focus on differentiated instructional strategies and structures that elicit student engagement in the learning process.	All strategies will increase student academic performance as exhibited on the benchmark and classroom assessments.	July 2005 - June 2006	L. Gerdin, J. Johnson, S. Nichols, teachers, students	
					Setting Objectives and Providing Feedback	X				1B	1. School Data team will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning. 2. Students will have goal setting opportunities before, during and after state, district and classroom assessments. 3. Assessment Literacy training will be provided to campus instructional teams.	1. CHE will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes. 2. TEKS/TAKS action plans will be completed after state and district assessments. 3. Student goal setting system will be developed and submitted for feedback to School Improvement department. 4. Teachers and administrators will use information gained from Assessment Literacy training in providing feedback to students and parents regarding academic growth.	Daily, weekly, monthly, quarterly, yearly.	L. Gerdin, J. Johnson, S. Nichols, teachers, students	

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					Benchmark Assessments	X				1D	Core Subject Area Teachers will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback for instructional improvement.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives, provide student focused support, and students will analyze, record and set learning goals based on the results.	July 2005 - June 2006	L. Gerdin, teachers, SPED teachers	
					Research Based Instructional Strategies 1. Identifying similarities and differences; classifying; comparing	X				1E	Every teacher will use Classifying and Comparing strategies; graphic organizers to elicit higher order questioning of content by teacher and higher order thinking by students.	100% of snapshots/walkthroughs will show evidence of classifying. Student work will be analyzed and discussed.	July 2005 - June 2006	L. Gerdin, J. Johnson	
					2. Vocabulary development Process	X				1F	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process outlined in <i>Background Knowledge</i> . Lesson plans will reflect strategies and steps in the vocabulary development process.	Teachers will analyze lessons developed with the vocabulary development process to determine student acquisition of identified vocabulary. Student work will reflect an increase of use and comprehension of identified words.	July 2005 - June 2006	L. Gerdin, J. Johnson, S. Nichols, teachers, students	

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					Strategies for Engagement: SAY SOMETHING and THINK-PAIR-SHARE	X				1G	All teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis. THINK will also be adapted to exhibit individual time to reflect on learning. i.e. WRITE-PAIR-SHARE; READ-PAIR-SHARE; TAKE NOTES-PAIR-SHARE	100% of walkthroughs and lesson plans will show evidence of strategies SAY SOMETHING and THINK-PAIR-SHARE. Students knowledge levels will be increased as they interact with content	July 2005 - June 2006	L. Gerdin, J. Johnson, S. Nichols, teachers, students	
X					Reading/ELA	x				2A	Provide teachers instruction and support in before, during, and after reading and thinking strategies such as: activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing and synthesizing.	Using the <i>What to Look for in the Reading Classroom Checklist</i> all snapshot visits or formative walkthroughs will indicate appropriate application of the reading and thinking strategies; 100% of students in grades 3-5 will meet expectations on TAKS reading test.	July 2005 - June 2006	L. Gerdin, J. Johnson, S. Nichols, teachers K-5	
X					Reading/ELA	X				2B	Provide teacher support in vocabulary development for all students using a variety of strategies such as the five step vocabulary process.	Using the <i>What to Look for in the Reading Classroom Checklist</i> all snapshot visits or formative walkthroughs will indicate appropriate application of vocabulary development strategies; 100% of students in grades 3-5 will meet expectations on TAKS reading	July 2005 - June 2006	L. Gerdin, J. Johnson, S. Nichols, K-5 teachers	

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X					Reading/ELA	X				2C	Support implementation of before, during, and after reading strategies in the core content areas using a variety of instructional strategies.	Using the <i>What to Look For in the Reading Classroom Checklist</i> all snapshot visits or formative walkthroughs in content areas will indicate appropriate application of the before, during, and after reading strategies to support content reading.	July 2005 - June 2006	L. Gerdin, S. Nichols, G. Graham	
X					Reading/ELA	X				2D	Provide focus on implementation of best reading practices for struggling readers using differentiation strategies to meet the needs of all students.	Using the <i>What to Look For in the Reading Classroom Checklist</i> as a guide, all snapshot visits or formative walkthroughs will indicate the appropriate application of reading strategies for all students.	July 2005 - June 2006	L. Gerdin, S. Nichols, G. Graham	
X					Reading/ELA	X				2E	Provide training and support for the implementation and deeper application of Building Blocks (K) and Four Blocks (1-5) through campus and district staff development.	Using the <i>Administrator's Guide to the Four Blocks</i> and <i>The Administrator's Guide to Building Blocks</i> as a guide, all snapshot visits and formative walkthroughs will indicate the appropriate implementation and application of Building Blocks (K) and Four Blocks (1-5).	July 2005 - June 2006	L. Gerdin, S. Nichols, G. Graham	

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X					Reading/ELA	X				2F	Provide focused learning opportunities for the IIT to empower her as the campus literacy leader.	The IIT will demonstrate evidence of implementation through reflective feedback at every IIT meeting.	July 2005 - June 2006	S. Nichols	
X					Reading/ELA	X				2G	Develop, implement and monitor a benchmark assessment program to guided reading and writing instruction: Reading Grades 2-5; Writing/ELA Grade 4.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress; 100% of students in grade 4 will be administered periodic benchmark assessments to determine Writing/ELA progress; CHE will have a TEKS/TAKS Action Plan online at SI website for reading and writing based on benchmark results.	July 2005 - January 2006	L. Gerdin, S. Nichols, G. Graham, Classroom Teacher	
X					Reading/ELA	X				2I	Improve student writing instruction by supporting the implementation and ongoing review and revision of the K-12 Writing Score and Sequence; by creating model lessons that support focused instruction of the ELA TEKS.	Using the <i>What to Look for in the Writing Classroom Checklist</i> as a guide, all snapshot visits or formative walkthroughs will indicate appropriate writing instruction that is TEKS-based and that evidences best practices of writing instruction.	July 2005-June 2006	L. Gerdin, G. Graham, Classroom Teacher	District budget

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X					Reading/ELA	X				2L	Develop and sustain common instructional language and structure for the process of writing in all writing/ELA classrooms, K-5 through continued specialist support for all teachers and focused staff development for new teachers. This will include focused instruction in 6-Trait writing and in the vocabulary of writing.	Using the <i>What to Look for in the Writing Classroom Checklist</i> all formative walkthroughs or snapshot visits will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction; 100% of 4th Grade students will meet expectations of TAKS writing test.	July 2005 - June 2006	L. Gerdin, G. Graham, Classroom Teacher	
X					Reading/ELA	X				2M	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, the essential traits of good writing, and strategies for all steps in the writing process.	Using the <i>What to Look for in the Writing Classroom Checklist</i> all snapshot visits and formative walkthroughs during writing instruction will indicate appropriate application of best practices; 100% of 4th Grade students will meet expectations of TAKS writing test.	July 2005 - June 2006	L. Gerdin, G. Graham, Classroom Teacher	
X					Reading/ELA	X				2N	Support teachers as they prepare their students to meet the demands of the TAKS writing test and the TAKS ELA at Grade 4 in all content areas.	Benchmark at Grade 4 will indicate improvement in meeting all TAKS writing/ELA objectives.	Fall 2005; January 2006	L. Gerdin, G. Graham, Classroom Teacher	

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X					Mathematics	X				3A	Utilize the NEISD Scope and Sequence for Grades K-5 for mathematics.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Mathematics	X				3B	Integrate the use of the following Best Practices into the math program: inquiry, class discourse (SAY SOMETHING, THINK-PAIR-SHARE) and use of appropriate tools.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> 100% of formative walkthroughs and snapshot visits will indicate application of skills acquired.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Mathematics	X				3C	Utilize the vocabulary development process to teach all the necessary vocabulary when introducing new mathematical concepts.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> 100% of formative walkthroughs and snapshot visits will indicate appropriate use of these instructional strategies.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Mathematics	X				3D	4th and 5th teachers, vertically, will focus on the implementation of best practices and standards-based math curriculum through professional development and support from the math specialist.	100% of students will score a minimum of 70 on each benchmark assessment. Using the <i>What to look for in the Mathematics Classroom checklist</i> 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	July 2005 - June 2006	L. Gerdin, J. Johnson, J. Rychlick, Classroom Teacher	

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X					Science	X				4A	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 compliance with state standards.	July 2005 - June 2006	L. Gerdin, J. Johnson, S. Gargotta, Classroom Teacher	
X					Science	X				4C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science.	100% of walkthroughs will indicate appropriate use of these inquiry strategies.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Science	X				4D	Integrate the use of the following Best Practices to target diverse learners including: 80-60-40 laboratory and field investigations, Marzano's 9 <i>Strategies that Work</i> , thinking maps, KWL, Word Wall, 5 Step Vocabulary Development Process, SAY SOMETHING, THINK-PAIR-SHARE	100% of walkthroughs will indicate appropriate use of these instructional strategies.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	

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X					Science	X				4E	Use formative and summative assessments to inform instructional decisions.	100% of classroom teachers will incorporate formative assessment strategies such as performance, portfolio, essay, lab reports, presentation of research projects, models, journals, etc. to guide instruction.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Science	X				4F	Teachers will attend Professional Development S.C.O.P.E. sessions which will assist them in developing competency in science with a focus on Earth Science.	100% of walkthroughs will reflect teacher competency in science instruction.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Science	X				4G	Align instructional resources to support standards based instruction (TEKS).	Use exemplary lessons in science that target high impact TEKS (specifically Earth Science) that include high level questioning, technology integration, and accommodations for diverse learners.	July 2005 - June 2006	L. Gerdin, J. Johnson, D., Vann, Classroom Teacher	
X					Social Studies	X				5C	Implementation of instruction through Social Studies Alive! To include strategies and the development of Social Studies Alive coaches.	Evidence of differentiated instruction in the classroom through Social Studies Snapshot, Walk-Throughs and the Social Studies <i>What to Look for Checklist</i> . Increase in students meeting expectations in TAKS Reading at grades 3-5.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	

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X					Social Studies	X				5D	All social studies teachers will utilize the North East vocabulary development process outlined in 1D in social studies classrooms.	Walkthroughs will indicate adherence and use of these instructional strategies.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Social Studies	X				5E	During social studies instruction, all teachers will use the following strategies: 1. classifying; 2. core vocabulary using the 5 step vocabulary development process; 3. SAY SOMETHING and THINK-PAIR-SHARE; 4. questioning strategies that develop higher order thinking.	Evidence of use in the classroom through social studies snapshot, walk-throughs and the Social Studies <i>What to Look for Checklist</i> .	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Social Studies	X				5G	Teachers will utilize the NEISD Scope and Sequence for social studies instruction.	Evidence of use in the classroom through social studies snapshot, walk-throughs and the Social Studies <i>What to Look for Checklist</i> .	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	

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X					Social Studies					5J	Incorporate writing into the context of student work in the social studies classroom such as: open response/short answer writing in the social studies classroom; six trait writing elements.	Evidence of writing in the social studies classroom through snapshot, walk-throughs and the Social Studies <i>What to Look for Checklist</i> . Samples of student work will demonstrate skill in open responses/short answer writing: viable answer; appropriate textual support; and insight into the reading selection from which the question is based.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	
X					Kindergarten	X				6A	Professional development for Kinder teachers focused on deepening understanding of the complexity of the Kinder TEKS with research-based instructional practices such as the vocabulary development process, SAY SOMETHING, THINK-PAIR-SHARE, and classifying that maximize student achievement gains.	Continue to have a representative on the Pre-K/K Task Force. Evidence of teachers using strategies during snapshot visit and walk-throughs.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	

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X					Spanish	X				7A	Implement an instructional program in Spanish that includes the vocabulary development process, SAY SOMETHING and THINK-PAIR-SHARE as part of developing written, reading, and listening communicative competency.	100% of K-5 grade students will obtain more knowledge of the Spanish language as determined by the classroom teacher, nine week tests and progress reports sent home to parents.	July 2005 - June 2006	Spanish teacher - Ligia Garcia	
X	X		X		Gifted/Talented	X				8A	Integration of System Thinking in core G/T curriculum units.	The G/T teacher will incorporate Systems Thinking strategies in core G/T curriculum units. 100% of G/T students will produce a minimum of one systems thinking product.	Each Nine Weeks	G. Mulcahy	
X	X				Gifted/Talented	X				8B	Updated G/T curriculum will be developed that lead of understanding and essential questions of each unit.	The G/T teacher will use updated materials created for G/T Curriculum units. 100% of G/T students will score a minimum of 3 on the "Grade Level Study Progress" section of the G/T report card.	Each Nine Weeks	G. Mulcahy	

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X	X				Gifted/Talented	X				8C	The G/T teacher will attend staff development on the 5th grade Philosophy Unit formatted through UBD.	The G/T teacher will use the UBD Philosophy Unit with 5th Graders. 100% of G/T 5th grade students will score a minimum of 3 on the "End of Year Common Assessment" section of the G/T report card that reflects unit understandings and personal vision.	Jun-06	G. Mulcahy	
X	X				Gifted/Talented	X				8E	Refocus on techniques of Socratic Dialogue.	100% G/T teachers will use Socratic Dialogue. 100% elementary G/T students will practice Socratic Dialogue.	Each Nine Weeks	G. Mulcahy	
X	X				Gifted/Talented	X				8G	Continue the implementation of student engagement; vocabulary development; SAY SOMETHING/THINK-PAIR-SHARE, and classifying in all G/T programs.	100% of G/T teachers will incorporate these strategies into their instruction and indicate usage in lesson plans. 100% of G/T students will be familiar with these terms and can discuss their significance for learning.	July 2005 - June 2006	G. Mulcahy, L. Gerdin	
X					Library Services	X				9A	Use Big 6 Research Skills Grades 1-5	The librarian will guide research projects in Language Arts, Science, and Social Studies.	July 2005 - June 2006	F. Feldman	
X					Library Services	X				9C	The librarian will provide centralized schoolwide and home access to all electronic resources.	100% of librarians will use electronic databases.	July 2005 - June 2006	F. Feldman	

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X					Library Services	X				9D	Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into library curriculum.	July 2005 - June 2006	F. Feldman	
X					Library Services	X				9E	Evaluate campus library programs using revised Texas Library Standards model.	The librarian wil complete output measure data collection.	July 2005 - June 2006	F. Feldman	
X					Fine Arts	X				11A	Begin voluntary participation in selected events at elementary level.	Participate in 3 events at the elementary level.	July 2005 - June 2006	C. Mitchell	
X					Professional Development	X				12E	Attend professional leadership experiences for Principals and Aps.	Each administrator will attend at least five professional development opportunities.	July 2005 - June 2006	L. Gerdin, J. Johnson	
X					Professional Development	X				12I	Provide opportunities for staff to attend professional development on and off campus that fulfill the goals of the campus.	Each teacher will acquire at least 12 hours of professional development as seen on A-Train and through attendance certificates. This training will be seen in use in the classroom during snapshot visits and walkthroughs.	June 9, 2005 - June 1, 2006	L. Gerdin, J. Johnson, Education Staff	

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X					Professional Development	X				12J	CHE staff will participate in a campus book study each semester for the next two years. Book to be studied include: <i>Working on the Work; The Differentiated Classroom; Teaching with the Brain in Mind; Math Talk.</i>	Each semester all education staff members will participate in a book study over the next two years. Group leaders will turn in minutes of meetings to discuss books. Evidence of learning will be seen in use in the classroom and will improve student achievement.	June 9, 2005 - June 1, 2006	L. Gerdin, J. Johnson, P. Finley, CHE Staff	
X					Professional Development	X				12H	Provide opportunities for staff to attend needed Staff Development Plan and provide pre-school campus inservice as follows: Blood born pathagens, Child abuse, DNR Policies, TAKS Implementation, TEKS Assessment, Discipline Management and other needed topics. Continue to provide Staff Development opportunities through school year on TEKS Assessment and TAKS.	100% of certifies staff will receive this information and training. 100% of certified staff will attend campus based staff development.	July 2005 - June 2006	Castle Hills Administration, E. Olivera, K. Mullinax, C. Schmidt	
X					Accelerated Education At-Risk					13D	Provide local credit TAKS success classes in Reading (RAP) and Math (MAP) for students who have failed TAKS and are in jeopardy of retention.	100% of the targeted students enrolled in RAP and MAP will pass TAKS.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher	

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					Accelerated Education At-Risk	X				13H	Teachers will attend professional development designed to implement, assess, and evaluate the effectiveness of services provided to students At-Risk.	Teachers will show evidence through documentation and walkthroughs the ability to implement, assess, and evaluate services provided to students At-Risk.	July 2005 - June 2006	L. Gerdin, J. Johnson, K. Mullinax, C. Schmidt, Sandy Nichols, Teachers, and Educational Assistants	
X					Accelerated Education At-Risk	X				13I	Implement effective parental involvement activities to improve student academic achievement, school performance, and attendance.	1% increase in student attendance at CHE.	July 2005 - June 2006	L. Gerdin, J. Johnson, K. Mullinax, C. Schmidt, Sandy Nichols, Teachers, and Educational Assistants	
s					Accelerated Education At-Risk	X				13Q	Provide educationally related support services to homeless students who do not attend participating Title 1 schools.	Reduce disparity between students At-Risk and all other district students in the four core curriculum areas.	July 2005 - June 2006	L. Gerdin, J. Johnson, K. Mullinax, C. Schmidt, Sandy Nichols, Teachers, and Educational Assistants	
X					Accelerated Education At-Risk	X				13R	Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	100% of students with special needs will pass TAKS.	July 2005 - June 2006	L. Gerdin, J. Johnson, K. Mullinax, C. Schmidt, Sandy Nichols, Teachers, and Educational Assistants	

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X					Special Education	X				14A	Teachers will attend training which supports use of the TEKS analysis of TAKS/SDAA II, benchmark data and district scope and sequence in planning instruction for students.	Increase in number of special education students taking and passing grade level tests.	July 2005 - June 2006	L. Gerdin, J. Johnson, S. Nichols, Classroom Teachers	
					Special Education	X				14B	Teachers and assistants who work with Special Education students will attend training that equips them to differentiate the classroom instruction using a content/process/product model.	Increase passing rates of included special education students as measured from 9 weeks to 9 weeks.	Each Nine Weeks	L. Gerdin, J. Johnson, Classroom Teacher, Special Education Teacher, Assistants	
X					Special Education	X				14C	Enhance access to general curriculum for students with disabilities through collaborative support in all curriculum areas by special ed teachers attending training and co-teaching with reg. ed. teachers.	Increase number of teachers gaining knowledge of district scope and sequence through co-led activities.	July 2005 - June 2006	L. Gerdin, J. Johnson, Classroom Teacher, Special Education Teacher, Assistants	
X					Special Education	X				14D	Implement efficient and consistent management of required paperwork and tracking of progress for students in special education using software tools.	Software programs will be implemented on campus by all special education staff. Compliance with timelines for annual ARD meetings and evaluations will increase.	July 2005 - June 2006	L. Gerdin, J. Johnson, Special Education Teacher	

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X					Special Education	X				14E	Develop, provide training on and implement a problem solving model for students experiencing academic and behavior difficulty which results in appropriate interventions being implemented prior to student being considered for special education or dyslexia testing and services.	Reduction in number of referrals for testing in special education or dyslexia which do not result in placement.	July 2005 - June 2006	L. Gerdin, Special Education Teachers, Sandy Nichols, Classroom Teacher	
X					Special Education	X				14F	Teachers will attend training on the continuum of interventions for students with disabilities of behavior and/or emotional disorders. These interventions include identification of replacement behaviors, development of effective BIPS, use of Redirection Model or inclusion support models, and structure of more extensive behavioral support.	Reduction in percentage of special education students served through disciplinary alternative education programs.	July 2005 - June 2006	L. Gerdin, Special Education Teachers, Sandy Nichols, Classroom Teacher	
X					Special Education	X				14G	Provide access to training on district models for special education instructional arrangements, including co-teaching, content mastery, resource, and AU.	Program elements will be observable in classroom walkthroughs using district checklists which meet NCLB criteria for research based best practice programs.	July 2005 - June 2006	L. Gerdin, Special Education Teachers, Sandy Nichols, Classroom Teacher	

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X	X			X	Technology Application	X				16A	CHE's ITS will meet with our Campus Technology Committee at least once a month to identify and support technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.	Using the TEIS 100% of teachers will establish and meet three technology integration goals that are standards based, data driven, and job embedded. 100% of educators 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, minutes of 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.	July 2005 - June 2006	L. Gerdin, J. Schneider, G. Mulcahy, Grade Level Technology Committee members, Shaney Schaffer	

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X	X			X	Technology Application	X				16B	Teachers will use GradeSpeed and continue to update Teacher Web Pages to manage grades and improve communication with staff, students, and parents.	100% of CHE teachers who report grades will use GradeSpeed to record grades. 100% of teachers will update essential classroom, information as outlined in the TeacherWeb template.	Daily to Weekly	L. Gerdin, J. Johnson, Classroom Teachers, J. Schneider, G. Mulcahy.	
X	X		X		Technology Application	X				16C	Teachers and students will use keyboarding software and equipment for keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by teacher observation (K-2) and proficiency tests (3-5).	Quarterly	L. Gerdin, J. Johnson, Classroom Teachers, J. Schneider, G. Mulcahy.	
X	X		X		Technology Application	X				16D	Teachers and administrators will obtain mastery of technology proficiencies as outlined in the NE Educator Technology Standards.	100% of Teachers and administrators will show mastery of the Foundations proficiency level of the NE Educator Technology Standards as measured by proficiency tests.	Annually	L. Gerdin, J. Johnson, Classroom Teachers, J. Schneider, G. Mulcahy.	
X	X		X		Technology Application	X				16E	Teachers will utilize the NE Technology Applications Student Standards to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Quarterly	L. Gerdin, J. Johnson, Classroom Teachers, J. Schneider, G. Mulcahy.	

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X	X		X		Technology Application	X					16F	Teachers and students will utilize classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Application Standards into the content areas.	100% of teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walkthroughs, and observations. 100% of Classroom Teachers will work with each student a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to content area TEKS and technology application standards, lab schedules, and student products.	Quarterly	L. Gerdin, J. Johnson, Classroom Teachers, J. Schneider, G. Mulcahy.	

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X	X		X		Safe & Drug Free	X				17A	Safe and Drug Free goals and strategies will be developed for substance abuse and violence prevention and intervention on campus addressing the following four areas: Reduce use of tobacco, alcohol and other drugs among students; Reduce incidents of violence/Improve school safety; Increase parental and community involvement in violence and drug prevention activities; Increase student involvement in school activities.	Programs to address the four areas include: 100% of students will participate in Red Ribbon Week activities. Fifth Grade students will attend the 9 week DARE course. Second Step lessons will be taught to 100% of students each month by parents. Guidance lessons will focus on these areas. 100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, Lab Schedules, and student products.	July 2005-June 2006	K. Mullinax and C. Schmidt, Lori Gerdin, Second Step Parent Volunteers, Parents	
X	X		X		Guidance	X				18A	CHE counselors will implement the state-mandated comprehensive developmental guidance program. (TEC 33.001-33.009)	CHE counselors will receive part two of guidance program to include evaluation processes.	July - August 2005	K. Mullinax and C. Schmidt	

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X	X		X		Guidance	X				18B	Develop campus guidance plans supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support.	Counselors will turn in plans supporting the four guidance components.	Jun-06	K. Mullinax and C. Schmidt	
X			X		Guidance	X				18I	Counselor will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up program for the Texas Grant. (TEC 33.001-33.009)	Parent sign-in sheets will reflect 100% attendance or contact if needed by document sent home to parents who were unable to attend the scheduled meeting.	May-06	Kathy Mullinax, Caryn Schmidt, Lori Gerdin	
X	X		X		Guidance	X				18K	All counselors will understand and utilize the new counselor performance evaluation.	Formative and/or summative counselor performance evaluations will be sent to Human Resources and Guidance Office.	November 2005 May 2006	Kathy Mullinax, Caryn Schmidt, Lori Gerdin	
X	X		X		Guidance	X				18L	To continue the Peer Mediation (conflict reschedule training)	100% of students will be introduced to conflict resolution process through guidance lessons	July 2005-June 2006	Kathy Mullinax, Caryn Schmidt-Counselors	
		X			Health Services					19B	Provide parent communication with parents and PTA through HEALS committee on children's health issues. Communicate with parents and community through internet CHE Health site.	PTA Newsletter will contain an article each month on children health issues. CHE Health site will be updated at least once a semester.	July 2005 - June 2006	E. Olivera, Nurse HEALS Chair	

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		X			Health Services	X				19C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Procedures set up on campus to improve attendance and monitor health-related absences.	July 2005 - June 2006	E. Olivera, Nurse	
		X			Health Services	X				19D	Provide CPR training for all fifth grade students.	Two hour training provided by the CPR club at MacArthur HS.	May-06	E. Olivera, Nurse	
	X		X		Discipline management	X				20A	Review and revise the BMP to better meet the needs of CHE students.	The current BMP of CHE will be reviewed and revised. The revised plan will be used by the CHE staff and reflected on at the end of each semester.	July 2005-June 2006 Fall Semester and Spring Semester	L. Gerdin, J. Johnson, K. Mullinax, C. Schmidt, Grade Level Chairs	
	X		X		Discipline management	X				20C	Make continual modifications to the campus BMP based upon CHE discipline data and its analysis.	Written modifications will be incorporated into the BMP.	Jul-05	L. Gerdin, J. Johnson	
	X		X		Discipline management	X				20D	Training and motivation of school personnel for BMP implementation.	Each campus will have completed initial training of staff members allowing for the revised implementation of the BMP and character education module.	Jul-05	L. Gerdin, J. Johnson, K. Mullinax, C. Schmidt, Teachers, and Educational Assistants.	
	X		X		Discipline management	X				20E	Continue the development of the Character Ed. Component of the BMP.	Add to the morning announcements and activities components of Character Ed section of BMP.	July 2005-June 2006	L. Gerdin, J. Johnson	