

CHURCHILL HIGH SCHOOL GOALS: 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.	WINSTON CHURCHILL HIGH SCHOOL CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN 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.
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1	2	3	4	5	AREA	E	M	H	D	#	STRATEGY	MEASURE	TIMELINE	PERSON(S)	RESOURCES
X					Reading			X		1A	100% of the teachers will use the Interactive Reading Process.	100% of teachers will use Best Practice strategies as evidenced by achieving a 2 or above on the Innovation Configuration.	Fall, 2005 and Winter, 2006	Linda Steitle, HS Dean of Instruction for English; Gail Wilson, Reading Teacher	
X					Reading			X		1B	Implement staff development program on writing for secondary reading teacher.	100% of evaluations designed for use of strategies learned in professional development will indicate use of a minimum of one strategy from each workshop.	(Training) Summer Workshops, August, 2005 Curriculum Day	Gail Wilson, Reading Teacher	
X					Reading			X		1C	Reading and English teachers will use a variety of reading strategies (such as SSR).	100% of Teachers will use selected measurement (reading logs, oral/written evaluation) to assess comprehension.	August, 2005- May, 2006	Linda Steitle, HS Dean of Instruction for English; Gail Wilson, Reading Teacher; Classroom Teachers	
X					Reading			X		1D	Teachers will focus on vocabulary development through a variety of strategies (Greek / Latin roots, prefixes, words in context).	100% of walkthroughs, common assessments will show vocabulary development.	September, 2005- May, 2006	Linda Steitle, HS Dean of Instruction for English; Gail Wilson, Reading Teacher; Classroom Teachers	
X					Reading			X		1E	Teachers will use the strategies Say Something/Think, Pair, Share on a regular basis.	100% of walkthroughs will show Say Something/Think, Pair, Share Strategies.	September, 2005- April, 2006	Linda Steitle, HS Dean of Instruction for English; Gail Wilson, Reading Teacher; Classroom Teachers	
X					Writing			X		2A	Improve student writing by aligning instruction through a 6 - 12 scope and sequence for writing.	70% of students will score a 2 or above on the writing portion of the TAKS Test. 30% will score a 3 or better on the TAKS Test.	August, 2005- May, 2006	Virginia Guerrero, English Coordinator; Linda Steitle, Dean of HS Instruction for English.	

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X					Writing			X		2B	Develop common instructional language structure for the process of writing.	100% of English, Reading, and ESL teachers will attend TAKS/writing workshops as documented by certificates for PDAS Evaluation or the A Train.	August, 2005-November, 2005	Virginia Guerrero, English Coordinator; Linda Steitle, HS Dean of Instruction for English; Reading and ESL teachers.	
X					Writing			X		2C	Utilize a benchmark assessment program to guide writing instruction.	100% of students 9 -12 will be administered periodic benchmark tests to guide classroom instruction of TEKS objectives (documented in teacher's lesson plans).	September, 2005	Virginia Guerrero, English Coordinator; Linda Steitle, HS Dean of Instruction for English, English teachers	
X					Writing			X		2D	Develop and implement a common end-of-semester assessment to guide writing instruction.	100% of students will pass the common end-of-semester assessment that is prepared prior to course planning.	August, 2005 - May, 2006	Linda Steitle, HS Dean of Instruction for English; Grade-level Chairpersons; Classroom	
X					Writing			X		2E	Teachers will use Best Practice Strategies (Identifying Similarities and Differences, Classifying)	100% of walkthroughs, common assessments will show use of Identifying Similarities and Differences, Classifying.	September, 2005- April, 2006	Linda Steitle, HS Dean of Instruction for English; English Teachers	
X					Writing			X		2F	Utilize Vertical / Horizontal Planning.	100% of teachers will participate in Vertical / Horizontal planning as documented by attendance at level meetings.	August 2005 - May 2006	Linda Steitle, Dean of Instruction; Grade-level Chairpersons; Classroom teachers	
X					Writing			X		2G	Utilize Pre-AP and AP strategies documented in the Teachers' Guide to AP Language and Literature (published by College Board). Enrollment in Pre-AP and AP classes will be open to students desiring a rigorous course of study.	Review of failure rates will show fewer than Increase the number of students taking AP tests from 249 (2005) to 260 (2006).	August, 2005 -May, 2006	Linda Steitle, Dean of Instruction; Grade-level Chairpersons; Classroom teachers	
X					Writing			X		2H	Teachers will receive inservice training on Truand to access data for TEKS instruction.	100% of the Faculty will receive training as documented by attendance.	August, 2005-May, 2006	Linda Steitle, Dean of Instruction; Classroom Teachers, Technology Instructors	
X					Writing			X		2I	Students who fail to master English I TEKS objectives will be eligible to participate in a Credit Retrieval Program.	100% of students who failed with a 60-69 average must demonstrate 80% mastery of the TEKS objectives in order to receive a passing grade.	June, 2006	Credit Retrieval Instructor, Classroom Teacher	

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X					Writing			X		2J	Teachers will receive inservice training on differentiated instruction.	100% of the faculty will receive training as documented by attendance at inservice.	Spring/Summer 2005	Special Ed Coordinators, Counselors, Special Ed Teachers	
X					Writing			X		2K	Ninth and tenth grade regular education teachers will work with Special Education teachers and assistants to increase student exposure to TEKS based instruction / strategies.	Increase the number of co-teaching classes at the ninth and tenth grade level (from two to three levels).	Fall 2005 - Spring 2006	Special Ed Coordinators, Counselors, Special Ed Teachers, Ninth and Tenth grade Teachers	
X	X				Gifted / Talented (Student Achievement)			X		6G	Analyze PSAT results to adjust curriculum gaps and monitor student progress.	100% of the GT teachers will document objectives in their lesson plans.	August, 2005 January, 2006	Linda Steitle, Dean of Instruction and Teachers	
X	X				Gifted / Talented (Student Achievement)			X		6H	Continue PSAT initiative.	100% of 9th grade students will take a practice PSAT. 100% 10th and 11th grade students will take the PSAT.	October, 2005 January, 2006	G/T Teachers	
X					Dyslexia			X		8A	Continue a dyslexia program that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in STAT meeting notes as well as parent letters.	August, 2005 - May, 2006	Assistant Principals, Reading Teacher, STAT, Classroom Teacher	
X					ESL			X		9A	Implement NESSL Scope and Sequence.	100% of students taking the pre and post oral assessments will gain one-half year of language development. 100% of students taking the RPTE Test will show improvement.	Fall, 2005 - Spring, 2006	ESL Coordinator, ESL Specialists	
X					ESL			X		9B	Utilize TOPP Assessment	100% of the ESL students will demonstrate growth in English literacy.	Fall, 2005 - Spring, 2006	ESL Coordinator, ESL Specialists and English Classroom Teachers	
X					Mathematics			X		3B	Utilize the North East Scope and Sequence in Algebra I.	100% of students will master 70% of the objectives on NEISD benchmark. 100% of formative walkthroughs will indicate adherence to district sequence.	October, 2005 January, 2006 March, 2006 Monthly	Principals; Lu Ann Weynand, Math Coordinator; Tom Burke, Instructional Dean	\$500
X					Mathematics			X			Provide new members of the Algebra I Team with training on the use of the Algebra I Scope and Sequence / Curriculum.	All Algebra I teachers will attend training and planning sessions during a common planning period.	Weekly	Daniel Moczygamba, Assistant Principal for Curriculum; Tom Burke, Instructional Dean; Algebra I team leader	

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X					Mathematics	X	X			3C	Expand the implementation of Math Leadership Teams responsible for maintaining campus focus on TEKS, District Philosophy and Indicators of Excellence.	100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	September, 2005 January, 2006 April, 2006	Lu Ann Weynand, Math Coordinator; Tom Burke, Instructional Dean	\$25,000
X					Mathematics			X	X	3D	Implement high school math vertical leadership team (Algebra Team leader, Geometry Team leader, Algebra II Team leader, Advanced Course Team leader, Math Instructional Dean) responsible for maintaining campus focus on TEKS, instructional best practices, and technology.	100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	December, 2005 May, 2006	Lu Ann Weynand, Math Coordinator; Principals; Tom Burke, Instructional Dean	\$6,500
X					Mathematics	X	X			3E	Expand the implementation of the North East Algebra Curriculum and middle school units of study.	100% of students will score a minimum of 70 on district benchmark tests. 100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	October, 2005 February, 2006	Lu Ann Weynand, Math Coordinator; Principals; Tom Burke, Instructional Dean	\$6,000
X					Mathematics	X	X	X		3F	Monitor benchmark assessments	Churchill staff will review benchmark data, adjust curriculum and meet with principals to discuss results.	October, 2005 January, 2006 Monthly	Lu Ann Weynand, Math Coordinator; Tom Burke, Instructional Dean	
X					Mathematics			X			Provide teachers with Benchmark testing results and information within two weeks of the administration of benchmarks.	100% of teachers involved will be given appropriate data.	October, 2005 January, 2006	Daniel Moczygemba, Assistant Principal for Curriculum; Tom Burke, Instructional Dean; Subject-level team leaders	
X					Mathematics			X		3G	Work collectively with Lee H. S. and I. S. A. to develop and implement campus level common semester assessments for selected courses.	All Algebra I, II and Geometry students will be administered a common end-of- semester assessment created by a collaborative group from the three campuses.	December, 2005 May, 2006	Lu Ann Weynand, Math Coordinator; Tom Burke, Instructional Dean	
X					Mathematics			X		3G	Develop and implement campus level common semester assessments for selected courses.	All Geometry Pre-AP, Algebra II Pre-AP, Pre-Calculus, Pre-Calculus Pre-AP, and Calculus AB students will be administered a common end-of- semester assessment created by a collaborative group of WCHS teachers.	December, 2005 May, 2006	Lu Ann Weynand, Math Coordinator; Tom Burke, Instructional Dean	

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X					Mathematics			X	X	3H	Monitor common assessments.	Churchill staff will review common assessment data, adjust curriculum and meet with principals to discuss results.	January, 2006 June, 2006	Lu Ann Weynand, Math Coordinator; Tom Burke, Instructional Dean	
X					Mathematics			X	X	3I	Develop and field test "Anchor Lessons" for all Geometry and Algebra II students.	100% of teachers involved in development and field testing will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	November, 2005 April, 2006	Lu Ann Weynand, Math Coordinator; Tom Burke, Instructional Dean	
X					Mathematics			X			Encourage student acceleration into upper-level, Pre-AP and AP courses by identifying high-achieving Algebra I and Geometry students and by removing obstacles that would keep them from enrolling in these upper courses.	Enrollment in Pre-AP and AP courses will increase by 15% by sub-population from 2004-05 to 2005-06 school year. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2005-06 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses.	Spring Semester	Math Teachers, Counselors, Administrators	
X					Mathematics	X	X	X		3K	Integrate the use of the following Best Practices into the math program: *inquiry, *class discourse, and *use of appropriate tools.	100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	November, 2005 March, 2006	Principals; Lu Ann Weynand, Math Coordinator; Tom Burke, Instructional Dean	
X					Mathematics			X			Increase student preparation for PSAT and SAT testing.	All students will be given PSAT and SAT preparation materials and opportunities both in and out of class to work toward preparation for testing.	August, 2005 - May, 2006	Mathematics Teachers, Counselors, Daniel Moczygemba, Assistant Principal for Curriculum; Tom Burke, Instructional Dean	
X					Mathematics			X			Provide teachers with TAKS math warm-ups to use with all students, particularly targeting students who have not mastered past TAKS objectives.	All teachers will give students opportunities to prepare for TAKS testing.	August, 2005 - May, 2006	Tom Burke, Instructional Dean; Mathematics Teachers	
X					Mathematics			X			Provide level-appropriate technology training on the use of computers, academic software, curriculum / classroom management software, graphing calculators.	All teachers will attend training sessions during planning periods.	August, 2005 - May, 2006	Tom Burke, Instructional Dean	

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X					Mathematics			X			Continue vertical alignment discussions across high school math departments and middle school math departments.	All teachers will adjust and improve their methods based on discussions.	August, 2005 - May, 2006	Mathematics Teachers	
X					Mathematics			X			All Pre-AP courses will work to include alignment in their curriculum based upon Advanced Placement strategies and techniques.	Each Pre-AP teacher will work with AP teachers to learn the types of strategies utilized in AP classrooms in order to implement these techniques in their classrooms.	August, 2005 - May, 2006	Mathematics Teachers, Tom Burke, Dean of Mathematics Instruction	
X					Mathematics			X			All Mathematics teachers will provide students with alternative assessment opportunities such as presentation, portfolios, etc.	100% of Mathematics students will participate in the development of presentations, portfolios, and other alternative styles of assessments at least once each grading period.	August, 2005 - May, 2006	Mathematics Teachers	
X					Mathematics			X			All Mathematics teachers will create lessons that utilize technology as an enhancement of student learning.	100% of Mathematics students will participate in these lessons at least once each grading period.	August, 2005 - May, 2006	Mathematics Teachers	
X					Mathematics			X			All Mathematics teachers will utilize spiraling techniques to continually reinforce past topics so that students have the opportunity to construct, practice, and refine their learning of content.	100% of Mathematics Teachers will create student work that emphasizes prior topics in addition to current topics.	August, 2005 - May, 2006	Mathematics Teachers	
X					Mathematics			X			All Mathematics teachers will develop strategically-created warm-ups for use in all classes that provide students with reinforcement of prior learning as well as advanced exposure to future topics. Students will use inductive and deductive reasoning skills to create knowledge of	100% of Mathematics students will use these warm-ups in their classes on a daily basis.	August, 2005 - May, 2006	Mathematics Teachers	
X					Mathematics			X			Teachers will meet in subject-area groups for regularly-scheduled discussions and planning during common planning periods.	100% of math teachers will attend all scheduled meetings throughout the school year.	August 2005 - May 2006	Mathematics Teachers	
X					Mathematics			X			TAKS tutoring sessions will be provided for all students in 9th, 10th, and 11th grades during the weeks preceding TAKS testing. All teachers in the department will participate in the planning and implementation of the sessions.	All students identified with Personal Graduation Plans will attend the sessions, as well as those students whose math performance is not at an acceptable level.	August 2005 - May 2006	Mathematics Teachers	

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X					Mathematics			X			All Mathematics students will use teacher-created warm-ups designed for pre-teach experiences to provide advanced access to upcoming units of study.	All Mathematics teachers will utilize the warm-ups in each of their classrooms.	August 2005 - May 2006	Mathematics Teachers	
X					Mathematics			X			Algebra I and Geometry regular education teachers will work with Special Education teachers and assistants to increase student exposure to TEKS based instruction / strategies.	Increase the number of co-teaching classes in Algebra I and Geometry (from two to three levels).	Spring 2005 - Fall 2006	Special Ed Coordinators, Counselors, Special Ed Teachers, Algebra I and Geometry Teachers	
X					Science			X			Science teachers will identify low performing students from previous course grades, Benchmark exams, TAKS and common assessments. Teachers will utilize various instructional strategies such as remediation and peer tutoring to increase the scores.	100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade TAKS.	Identification during August-September 2005	Teachers and Linda Medoza, Instructional Dean	
X					Science			X			Improve and utilize practice TAKS review quizzes and remediation material developed during 2005 - 2006 in all science classes.	100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade TAKS.	January, 2006 -April 2006	Teachers and Linda Medoza, Instructional Dean	
X					Science			X			Use test results from Benchmark tests, TAKS and common assessments to identify which TEKS are not being mastered by students. Modify instruction appropriately.	100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade TAKS.	August, 2005- May 2006	Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			Provide writing opportunities for students including technical writing in lab reports (1 per 9 weeks) and formal writing in response to essay questions or short answer questions (1per test per 9 weeks).	Writing results will increase on TAKS in support of the English department. 100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade TAKS.	August, 2005 -May, 2006	Teachers; Linda Steitle, Instructional Dean of English; Linda Mendoza, Instructional Dean of Science	
X					Science			X			Continue vertical alignment discussions across high school science departments and middle school science departments.	All teachers will adjust and improve their methods based on discussions.	August, 2005 - May, 2006	Science Teachers	
X					Science			X			Include TAKS formatted questions in teacher made unit tests which not only cover current course material, but also review TEKS from previous courses.	100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade Science TAKS.	August, 2005 - May, 2006	Teachers and Linda Mendoza, Instructional Dean	

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X					Science			X			Foster science teacher dialogue and increase professional development to improve teaching methods.	100% of teachers attending on designated conference period.	August 2005 - May 2006 One conference period per nine weeks.	Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			All science courses will develop common assessments.	100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS.	August -September 2005	Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			All science courses will utilize computer technology by developing labs utilizing probeware, simulations or the internet.	100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS.	August, 2005 - May, 2005 with one technology lab per nine weeks	Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			Create a TAKS remediation course within the existing environmental science course for Juniors who fail TAKS.	100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS.	August, 2005 - May, 2006	Environmental Science Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			Increase student access to Pre-AP and AP classes. Provide support mechanisms to retain students.	Enrollment in Pre-AP courses will increase by 10% by sub-population from 2004-2005 to Enrollment numbers in Pre-AP and AP courses will remain stable.	March, 2006	Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			Science instruction will follow the TEKS by utilizing the District's scope and sequence plan. Science instruction will be interactive and utilize a variety of questioning strategies as well hands on lab activities.	100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. Instructional time is 40% lab based. Science Dean will do a "walkthrough" observation of each science teacher and provide constructive feedback.	Each nine weeks.	Science Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			Provide a TAKS tutorial for all students but emphasizing the instruction to identified weak students.	100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. Instructional time is 40% lab based. Science Dean will do a "walkthrough" observation of each science teacher and provide constructive feedback.	January, 2006 -April, 2006	Science Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			Emphasize hands-on activities/lab work to reinforce TEKS	At least 40% of instruction time will be spent in TEK driven lab activities	August, 2005 - May, 2006	Science Teachers and Linda Mendoza, Instructional Dean	
X					Science			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 compliance with standards.	August, 2005-May, 2006	Science Teachers and Linda Mendoza, Instructional Dean	

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X					Science			X			Teachers will receive inservice training in Differentiated Instruction to better facilitate teaching to diverse learning styles	100% of the faculty will receive training as documented by attendance at sessions	July, 2005 - May, 2006	Central Office Specialists, Special Ed Campus Coordinator, Department Chairs, Science Teachers	
X					Science			X			All Science teachers will begin implementing the Thinking Maps Program.	100% of teachers will attend initial training August 10, 2005 and follow-up classes held throughout the year.	August, 2005- May, 2006	Science Teachers and Linda Mendoza, Instructional Dean	
X					Science			X			Biology and IPC regular education teachers will work with Special Education teachers and assistants to increase student exposure to TEKS based instruction / strategies.	Increase the number of co-teaching classes in Biology and IPC (from two to three levels).	Spring 2005 - Fall 2006	Special Ed Coordinators, Counselors, Special Ed Teachers, Biology and IPC	
X					Social Studies			X			All Social Studies teachers will teach the core vocabulary in their discipline using a six step vocabulary development process.	Walkthroughs will show evidence of vocabulary development. Common assessments will show evidence of vocabulary development work.	August 2005-May 2006	Teachers and Lisa Ortega, Instructional Dean	
X					Social Studies			X			All Social Studies teachers will use the strategy of classifying on a regular basis.	Walkthroughs will show evidence of students working on classifying. Common assessments will show evidence of the classifying strategy.	August 2005-May 2006	Teachers and Lisa Ortega, Instructional Dean	
X					Social Studies			X			Every teacher will use strategies for engagement: Say Something and Think, Pair, Share.	Walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share.	August 2005-May 2006	Teachers and Lisa Ortega, Instructional Dean	
X					Social Studies			X			Utilize the North East Scope and Sequence for Social Studies instruction.	Benchmark exams where appropriate, and 100% of walkthroughs will indicate adherence to district scope and sequence.	August 2005-May 2006	Teachers and Lisa Ortega, Instructional Dean	
X					Social Studies			X			Increase student access to Pre AP and AP classes.	Enrollment in Pre AP and AP classes will increase by 10%. Review of Failure rate will show fewer than 10% of students failing Pre AP and AP courses.	May, 2006	Teachers and Lisa Ortega, Instructional Dean	
X					Social Studies			X			Teachers will identify low performing students from course grades and earlier standardized exams and will utilize instructional strategies to increase the performance of students.	100% of students will pass 70% of the objectives on the 10th grade and 97% on the 11th grade TAKS.	August 2005-May 2006	Teachers and Lisa Ortega, Instructional Dean	

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X					Social Studies			X			Teachers will implement a "team" approach to each social studies subject in: 1. Creating common assessments that reflect new TAKS objectives. 2. Modeling of "thinking process". 3. Designing and using contracts in order to clarify expectations of students.	100% of students will pass 70% of the objectives on the 10th grade and 97% on the 11th grade TAKS.	August 2005-May 2006	Teachers and Lisa Ortega, Instructional Dean	
X					Social Studies			X			Work with teachers to correlate World Geography, World History and Early American History.	100% of students will score a minimum of 70% on benchmark assessment.	August 2005-May 2006	Teachers and Lisa Ortega, Instructional Dean	
X					Social Studies			X			Geography and World History regular education teachers will work with Special Education teachers and assistants to increase student exposure to TEKS based instruction / strategies.	Increase the number of co-teaching classes in Geography and World History (from two to three levels).	August 2005-May 2006	Special Ed Coordinators, Counselors, Special Ed Teachers, Geography and World History Teachers	
X					Foreign Language	X	X	X			Implement an instructional program in all languages based on developing communicative competency and awareness of language structure.	Common departmental semester exams will indicate that 85% of students are meeting or surpassing proficiency goals at all levels. The department will evaluate each section (listening, vocab., reading, grammar & culture) of the common exams per language/per level to determine where we should reteach and remediate.	December, 2005 May, 2006	Doris Kays, Coordinator; Debbie Harral, Foreign Language Department Chair; Foreign Language Teachers	\$10,000
X					Foreign Language	X	X			24B	Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, AP and Dual Credit courses.	Enrollment of sub-populations in Pre-AP and AP classes will not vary more than 2% from sub-population in the school. 30% of students enrolled in Level IV and beyond will take the AP language test in 2005-2006. Of the students taking the AP language exam, at least 65% will score a level "3" or higher. Review of failure rates will show fewer than 15% of students failing Pre-AP and AP classes.	Aug./Sept. 2005 May/summer 2006	Doris Kays, Coordinator; Debbie Harral, Foreign Language Department Chair; Foreign Language Teachers	\$2,000
X					Foreign Language			X			All teachers of Pre-AP classes are trained by College Board certified personnel.	All new World Language teachers will have the opportunity to enroll and train in Pre-AP / AP workshops by 2005-2006. World Language teachers meet for vertical planning once per quarter.	December, 2005 May, 2006	Doris Kays, Coordinator World Language Teachers	

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X					Foreign Language			X			Develop measures for students to become aware of the relevancy of second language learning and competency	Enrollment in level 3 language classes will equal or exceed 50% of number of students enrolled in level 2.	Aug./Sept. 2005	Doris Kays, Coordinator; Debbie Harral, Foreign Language Department Chair; Foreign Language Teachers	
X					Foreign Language			X			Teachers will enroll in inservice training in differentiated instruction to facilitate effective teaching to diverse learning styles.	100% of World Languages teachers will attend staff development/in-service training in Differentiated Instruction.	July 2005-May 2006	Central Office trainers and Special Ed. coordinator, campus Special Ed. coordinator, Instructional Deans, Dept. Heads, and Teachers.	
X					Theatre Arts I			X			Theatre I students will study the basic process of characterization. Students will explore: acting, directing, playwrighting, design, movement improvisation.	95% of Theatre I students will perform scenes and monologues with instructor feedback and coaching.	September 2005-May, 2006	Clark Stevens, Andy Thorton	
X					Theatre Arts I			X			Theatre I students will observe and critique a live theatre production.	100% of Theatre I students will complete a play report on a live performance observed.	September 2005-May, 2006	Clark Stevens, Andy Thorton	
X					Theatre Arts I - IV			X			Read diverse plays.	100% of students will read a minimum of two plays.	September 2005-May, 2006	Clark Stevens, Andy Thorton	
X					Theatre Arts II - IV			X			Perform in diverse genres of play production.	100% of students will perform in a play.	September 2005-May, 2006	Clark Stevens, Andy Thorton	
X					Theatre Production I - IV			X			Compete successfully in Dramatic, Humorous, and Duet Acting in TFA Tournaments.	75% of Theatre Production I - IV students will qualify for TFA State.	March, 2006	Clark Stevens, Andy Thorton	
X					Theatre Production I - IV			X			Compete successfully in UIL Prose and Poetry. Rehearse, perform and compete in UIL One-Act Play.	50% of Theatre Production I - IV students selected to compete will advance to Regionals.	April, 2006	Clark Stevens, Andy Thorton	
X					Theatre Production I - IV			X			Design and construct sets, Design and hang lights. Explore all elements of technical theatre including costumes, props, and set design.	85% of students will participate in One Act Play advancing to State.	September 2005-May, 2006	Clark Stevens	
X					Debate and Oral Interp			X			Increase the number of student qualifiers in all TFA tournaments.	Programs will increase attendance at TFA Tournament by 10% compared to the previous year; programs will increase TFA State Qualifications by 3 compared to the previous year.	August 2005 - February 2006	Karen King, Brian Eanes	

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X					Debate and Oral Interp			X			Increase the number of student participants in Debate and Oral Interp summer programs.	There will be 5% more attendance at summer programs compared to the previous summer.	Summer, 2005	Karen King, Brian Eanes	
X					Debate			X			Increase the number of students participating in cross- examination team debate.	A minimum of three active debate teams will be formed.	August, 2005 - May, 2006	Karen King, Brian Eanes	
X					Debate and Oral Interp			X			Increase the number of NFL members and degrees.	There will be ten additional members / degrees.	August, 2005 - May, 2006	Karen King, Brian Eanes	
X					Oral Interp			X			Increase the number of active student participants.	There will be five additional competitors.	August, 2005 - May, 2006	Brian Eanes	
X					Debate and Oral Interp			X			Increase active vertical alignment with middle school feeder programs.	Programs will organize two joint ventures with middle schools - one per semester; sponsors will attempt to establish NJFL programs in middle schools.	August, 2005 - May, 2006	Karen King, Brian Eanes	
X					Debate and Oral Interp			X			Increase attendance at professional meetings and conventions.	All staff will attend 2004 TSCA/TFA Convention per District Guidelines.	October, 2005	Karen King, Brian Eanes	
			X		Art I			X			Maintain challenging success-oriented Art I program that builds fundamental skills and knowledge.	95% semester averages will be passing. 20% increase in number of students enrolling in advanced placement and graphic design courses. 10% increase in number of competition participants.	May, 2006	Erin Albright, Cathy Solis, Kim Barker, Kim Klingman	
X					All Art			X			Provide opportunities for awards, recognitions and scholarships.	10% increase in number of students who receive recognition in school, district, regional, state etc. competitions.	May, 2006	Erin Albright, Cathy Solis, Kim Barker, Kim Klingman	Money for substitutes and teachers workshops
				X	Art I			X			Decrease Art I enrollment for 2005-2006 to 18 sections.	Cap Art I sections to 18 with no more than 27 per class.	April, 2006	Erin Albright, Cathy Solis, Kim Barker, Kim Klingman	Floating Art Teacher
					All Art						Increase enrollment of AP students for 2005 - 2006.	Create AP class of 10 to 20 students. Cap at 20.	April, 2006	Erin Albright, Cathy Solis, Kim Barker, Kim Klingman	
			X		Graphic Design III and IV			X			Maintain enrollment of students in Graphic Design students for 2005-2006.	Graphic Design class of no more than 20 students.	April, 2006	Erin Albright, Cathy Solis, Kim Barker, Kim Klingman	\$1000 for Computer software updates
			X		Painting II			X			Maintain enrollment of Painting II students for 2005 - 2006.	Cap Painting II sections to 3 sections of no more than 27 per class.	April, 2006	Erin Albright, Cathy Solis, Kim Barker, Kim Klingman	

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				X	Painting III and IV			X			Maintain enrollment of Painting III & Painting IV students for 2005 -2006.	Cap Painting III/IV to one section of no more than 27 per class.	April, 2006	Erin Albright, Cathy Solis, Kim Barker, Kim Klingman	
X			X		Journalism and Publication			X			Improve UIL results by increasing participation in all contest areas.	Encourage 100% participation in all contest areas. Result will be used to improve on future contests.	May, 2006	Sue Jett	Entry Fees to practice meets
X			X		Journalism and Publication			X			Improve student awareness of "trends" and the quality of yearbook by having book critiqued and entering book into state and national contest.	Results of contest/critiques, which may be implemented by students to improve future yearbooks.	August, 2005 - May, 2006	Sue Jett	\$300-\$400
X		X	X		Journalism and Publication			X			Improve student awareness of "trends" and the quality of yearbook by having book critiqued and entering book into state and national contest.	Results of contest/critiques, which may be implemented by students to improve future yearbooks.	August, 2005 - May, 2006	Sue Jett	\$300-\$400
			X		Journalism and Publication			X			Improve student awareness of "trends" and the quality of newspaper by having paper critiqued and entering newspaper into state and national contest.	Results of contest/critiques, which may be implemented by students to improve future newspapers.	August, 2005 - May, 2006	Sue Jett	\$300-\$400
X		X	X		Journalism and Publication			X			Increase number of students attending and competing in state and national writing, design, and photography contest/conventions. (JEA/ATPI/ILPC)	Increase number of students participating by 25% as compared to 2004 - 2005 entries.	August, 2005 - May, 2006	Sue Jett	\$1,000
X			X		Journalism and Publication			X			Incorporate more and "new" technology into all aspects of the journalism program.	Become 100% digital and incorporate new software such as Photoshop and InDesign.	June, 2006	Sue Jett	\$3,000
X			X	X	Journalism and Publication			X			Increase number of students writing for the school newspaper.	Maintain a "healthy" number of staff members to continue improvement of school publications.	August, 2005 - January, 2006	Sue Jett	
X					Orchestra I, II, III			X			Increase the number of students who will perfect string techniques of the TEKS.	80% of all students will perfect string techniques as specified by TEKS. Evaluation will be made based on testing and performances.	May, 2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Maintain UIL Sweepstake performances for 2005.	100% sweepstakes results in all orchestras.	March, 2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Increase number of students who will audition for Region 12 Orchestra.	45% of all students enrolled in orchestra will audition for Region Orchestra.	November, 2005	Elaine Heinze and Jason Thibodeaux	

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X					Orchestra I, II, III			X			Increase number of students who will make the Region 12 Orchestra.	50% of all students who audition will be accepted into the Region 12 Orchestra.	December, 2005	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Increase the number of students who will audition for TMEA All-State Orchestra.	15% of all students auditioning for region will audition for All-State.	November, 2005	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Increase the number of students who will make the TMEA All-State Orchestras.	10% of all students auditioning for All-State will be accepted.	February, 2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Increase the number of students participating in UIL Solo/Ensemble at the District level.	45% of all students enrolled in orchestra will perform a solo or ensemble for UIL Solo/Ensemble Contest.	February, 2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Increase the number of students receiving a superior rating for a solo or ensemble at UIL Solo/Ensemble Contest.	80% of all students participating in UIL Solo/Ensemble will receive a superior rating.	February, 2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Increase the number of students who will qualify for State UIL Solo/Ensemble Contest.	30% of all students auditioning will memorize their piece and receive a superior rating to qualify for State UIL Solo/Ens Contest.	May, 2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Increase the number of students who qualify for state to compete at the state level for UIL Solo/Ensemble contest.	90% of all students who qualify for state will attend State UIL Solo/Ens.	May, 2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Increase the number of 9th grade students in orchestra.	90% of all 8th graders in orchestra at the feeder Middle Schools will enroll in Orchestra I at Churchill.	May, 2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Directors will spend more time recruiting at the feeder Middle Schools.	3 or more days during the year will be spent recruiting at the Middle Schools.	January, 2006	Elaine Heinze and Jason Thibodeaux	Buses \$45 per bus
X					Orchestra I, II, III			X			Middle School feeder orchestra students will participate in activities at Churchill with orchestras.	8th grade Orchestra members will be invited to at least 2 activities at Churchill involving the orchestras and will be included in the activities.	All year 2005- 2006	Elaine Heinze and Jason Thibodeaux	

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X					Orchestra I, II, III			X			Director will go to the feeder Middle Schools and clinic the orchestras and work with students auditioning for region or performing a solo at NEISD Invitational String Contest with the purpose of getting to know all the 8th grade orchestra members.	10 days will be spent at the middle schools helping in any way needed.	All year 2005-2006	Elaine Heinze and Jason Thibodeaux	
X					Orchestra I, II, III			X			Continue to work on vertical alignment started in 2003 with Middle School Orchestra Directors who feed Churchill High School.	Try to set up two days during the year to work on alignment with the cluster for the TEKS	All year 2005-2006	Elaine Heinze and Jason Thibodeaux	X
X					Music Theory AP			X			Challenge the Music Theory Students in all aspects of Music Theory for the AP Exam.	80% of all students will understand Theory of Music and will feel comfortable about taking the AP test. Students will be evaluated by the final year exam and the AP test scores.	May, 2006	Mike Stevens	X
X					Music Theory AP			X			Increase the number of Theory students who will take the AP exam at the end of the year.	75% of all theory students will take the AP exam.	May, 2006	Mike Stevens	X
X					Music Theory AP			X			Increase the number of Theory students who will make a 5 on the Music Theory AP exam.	50% of all students who take the AP Music Theory exam will get a 5 on the test.	May, 2006	Mike Stevens	X
X					Music Theory AP			X			Continue to encourage students to become music educators.	Interested students entering into college as a music education major will form a future music educators club sponsored by TMEA and the music educator's at Churchill High School.	May, 2006	Robert Albright, Elaine Heinze, Albert Lo	X
X					Choir I, II, II, IV			X			Singers will practice sightreading by the Solfege method.	85% of all students will be proficient in Sightreading by the Solfege method as indicated by periodic quizzes.	May, 2006	Robert Albright	X
X					Choir I, II, II, IV			X			Students will gain an understanding of the fundamentals of music theory in accordance to the TEKS.	85% of all students will be have an understanding of the fundamentals of music theory as indicated by periodic quizzes.	May, 2006	Robert Albright	X

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X					Choir I, II, III, IV			X			Increase the number of choral students who will audition for All-Region Choir.	60% of choral students will auditions for All-Region Choir.	September, 2005	Robert Albright	X
X					Choir I, II, III, IV			X			Increase the number of choral students who will perform a solo or ensemble for Region UIL Solo/Ensemble Contest.	45% of all choral students will perform a solo or ensemble for Region UIL Solo/Ensemble Contest.	February, 2006	Robert Albright	X
X					Choir I, II, III, IV			X			Increase the number of choral students who participate in All- State Solo and Ensemble Contest.	Qualify at least 10 students for All-State Solo and Ensemble Contest.	February, 2006	Robert Albright	X
X					Choir I, II, III, IV			X			Improve the ratings for all choirs in the UIL Concert and Sightreading competition.	100% of all choirs will receive a Superior rating.	May, 2006	Robert Albright	X
X					Choir I, II, III, IV			X			Provide a concert for both the feeder Middle Schools and the Churchill Choirs for the purpose of recruiting 8th graders into the choral program.	90% of all 8th grade choral members will attend the concert and continue participation in 9th grade choir.	April, 2006	Robert Albright	X
X					Choir I, II, III, IV			X			Increase the number of activities involving the feeder middle school 8th grade choral students and the Churchill Choral Students (Ice Cream Social).	90% of all 8th grade choral students from the feeder middle schools will participate.	April, 2006	Robert Albright	X
X					Choir I, II, III, IV			X			Increase the number of performance at the feeder middle schools by the recruitment choir the "Winston Jazz".	1 to 3 concerts will be performed by the Winston Jazz at the feeder middle schools.	October, 2005 December, 2005 May 2006	Robert Albright	X
X					Fine Arts/Staff Development			X			Fine Arts Instructors will use one day of staff development for vertical alignment with the middle schools that feed Churchill High School.	100% of all fine arts instructors will work with their colleagues from the feeder Middle Schools.	August, 2005 - May, 2006	All Fine Arts Instructors	
X					Fine Arts/Staff Development			X			Fine Arts Instructors will be able to use one day of staff development to do research for their programs.	100% of all fine arts instructors will do off campus research and share with the other fine arts instructors on the Churchill Campus.	August, 2005 - May, 2006	All Fine Arts Instructors	
X					Fine Arts/Staff Development			X			Fine Arts Instructors will be able to use one day of staff development to attend conferences in their areas of expertise.	100% of all fine arts instructors will attend conferences in their teaching field.	August, 2005 - May, 2006	All Fine Art Instructors	
X					Fine Arts/TAKS			X			100% of all Fine Arts Instructors will support the core areas in relationship to TAKS.	95% of all fine art lesson plans will be devoted to the relationship of TAKS to the various fine art programs.	August, 2005 - May, 2006	All Fine Art Classes	

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X					Marching Band			X			The Marching Band will place in the finals of the UIL State Marching Contest.	The band will receive a first division at the District level, place in the top two at Area.	November, 2005	Albert Lo, Mike Stevens, Alan Sharps, Brian Hildreth	
X					Marching Band			X			The Marching Band will place in the top three at the Bands of America Regionals.	100% of the students will memorize the music and have a better understanding of marching fundamentals.	November, 2005	Albert Lo, Mike Stevens, Alan Sharps, Brian Hildreth	
X					Band III, IV			X			Increase the number of students who qualify District, Region and State.	100% of the students will audition for District.	November, 2005	Albert Lo, Mike Stevens, Alan Sharps, Brian Hildreth	\$7.00 per student
X					Band I, II, III, IV			X			Increase the number of students receiving superior ratings for a solo or ensemble at UIL Solo and Ensemble Contest.	60% of the students participating in UIL Solo and Ensemble will receive a superior rating.	February, 2006	Albert Lo, Mike Stevens, Alan Sharps, Brian Hildreth	\$5.00 per student
X					Band I, II, III, IV/8th grade			X			Increase the number of 9th grade band students.	80% of all eighth grade students at the feeder middle schools will enroll in band.	May, 2006	Albert Lo, Mike Stevens, Alan Sharps, Brian Hildreth	
X					Band I, II, III, IV/8th grade			X			Middle School feeder band students will participate in activities at Churchill with Bands.	8th grade band members will be invited and actively involved in at least 2 activities at Churchill involving the band.	May, 2006	Albert Lo, Mike Stevens, Alan Sharps, Brian Hildreth	
X					Dance I			X			Provide an introduction and development level of skills needed for advancement in program.	90% of 9th graders will audition and master skills of intermediate level routines as indicated by TEKS. 100% of 10th graders will perform basic skills presented in knowledge and skills.	May, 2006	Vivian Stewart-Juarez	
X					Dance II			X			Establish a framework for the continuation of skill and development concentrating on skills and technique essentials.	90% of 10th graders will advance into performance group status as indicated by TEKS. 100% of 10th graders will perform dance elements in creative expression / performance.	May, 2006	Vivian Stewart-Juarez	
X					Dance III			X			Explore higher levels of skills, technique, and advance areas of dance.	100% of 11th graders continue advancement in dance along with choreography opportunities. 100% of 11th graders will perform dance elements in creative expression / performance.	May, 2006	Vivian Stewart-Juarez	

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X					Dance IV			X			Enhance the advanced skills that continue to be developed at this level.	100% of 12th graders will be assessed on choreography principles as well as the critique process through solo or small group performances. 100% of all 12th graders will perform dance elements in creative expression /performance.	May, 2006	Vivian Stewart-Juarez	
X					Dance IV			X			Enhance the advanced skills that continue to be developed at this level.	100% of 12th graders will be assessed on choreography principles as well as the critique process through solo or small group performances. 100% of all 12th graders will perform dance elements in creative expression/performance.	May, 2006	Vivian Stewart-Juarez	
X					Special Ed			X			Special Education students identified as low readers (lower than 4th grade level) will be recommended for Lab reading classes to raise reading levels.	100% of identified students will be recommended by the ARD committee for reading improvement program.	Ongoing	Special Education Coordinators, Counselors, Special Education Reading/English Teachers	
X					Special Ed			X			Students will be moved into co-teach classes as a transition, where appropriate, from a Lab setting to a regular setting to provide instruction aligned with TEKS.	Ninth and tenth grade students will be assessed and moved to co-teach classes with an increase of 15% yearly. Co-teach will expand to select 11th grade subjects in 2005-2006 school year.	Ongoing	Special Education Coordinators, Counselors, Special Education teachers, Regular Ed teachers	
X					Special Ed			X			Special Ed coordinators will address grade level assessments at each ARD with parents, students and teachers ARDC will encourage testing either through TAKS or SDAA at grade level to determine student achievement. Results will be used to guide focus of learning.	100% of Special Ed students' tests will be evaluated to determine where individual help is needed to bring abilities toward grade level.	Ongoing	Special Ed Coordinators, Special Ed Teachers, Students, Parents	
X					Special Ed			X			The number of Special Ed students in self-contained classes will be decreased by examining academic success (grades consistently 85 or above) and moving them to a less restrictive environment the next Fall Semester.	100% of Special Ed students' grades will be monitored each semester in core academic classes and approximately 10% will be recommended to move from one or more Lab classes to Regular classes the following year.	Ongoing	Special Ed Coordinators, Counselors, Special Ed Teachers	

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X	X			X	Technology Applications (General Requirements)			X		17A	Campus Technology Committees will meet a minimum of once a month to identify technology staff development needs, technology trainers, and campus infrastructure needs.	Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area. 100% of teachers will participate in at least nine hours of staff development that has a technology component. Technology Committee will work with Instructional Technology Specialists to monitor that 100% of the Campus Technology Readiness Checklist items are addressed as needed.	August 2004 and May February 2005, and June 2005 Monthly	Principals, Campus Technology Committee Representatives (one per department), Instructional Technology Specialists and Coordinators, Campus Network Coordinator	
		X		X	Technology Applications (General Requirements)	X	X	X		17B	Teaching staff will use GradeSpeed and TeacherWeb software 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 numerical grades will use GradeSpeed to upload progress reports and Nine weeks grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly	Principals, Technology Committee, Teachers, Data Processors Campus Network Coordinator, Web Master	
X					Technology Applications (General Requirements)	X	X			17C	Teachers will use North East Technology Applications Standards for students to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by district proficiency tests, rubrics, and a student portfolio.	Nine weeks	Principals, Teachers, Instructional Technology Specialists and Coordinators, Campus Network Coordinator	

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X		X			Technology Applications (General Requirements)			X		17F	Teachers and students will use the classroom computers, wired computer labs or wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of administrators and core content teachers will use the Technology Innovation Configuration to measure utilization of technology during walkthroughs, observations, and reflective practice. 100% of core content teachers will score a two or above on the Technology Innovation Configuration. 100% of core content	Semester	Principals, Teachers, Curriculum and Instructional Technology Specialists and Coordinators, AP of Curriculum	
												teachers will score a two or above on the Technology Innovation Configuration. 100% of core content teachers will work with students a minimum of two times each semester using the wired and/or wireless computer labs evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules and student products.			
X		X			Technology Applications High School Level Courses			X		17G	Provide opportunities for staff development for Technology Applications teachers to stay current with technology used in the Technology Applications courses.	100% of the students will use the latest technology to develop course appropriate products.	Each nine weeks	Technology Applications teachers, Instructional Technology Specialist and Coordinators, Office of Educational Technology	Funded through school and/or Educational Technology funds.
X		X			Technology Applications High School Level Courses			X		17H	Technology Applications teachers attend the staff development summer session provided by Educational Technology Office.	100% of the students will use the latest technology to develop course appropriate products.	Each nine weeks	Technology Applications teachers and Instructional Technology Specialists and Coordinators, Office of Educational Technology	Funded through school and/or Educational Technology funds.

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X		X			Technology Applications High School Level Courses			X		171	Technology Applications teachers will continue education / training through various sources to include, but not limited to, online training, independent study or college courses to maintain Technology Applications certification.	100% of Technology Applications teachers will maintain certification under the new TEA guidelines.	August, 2005	Technology Applications teachers and Instructional Technology Specialists and Coordinators, Office of Educational Technology	Funded through school and/or Educational Technology funds.
	X		X		Safe and Drug-Free			X			Safe and Drug-Free Schools program efforts includes goals and strategies for violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students -- Programs such as "What Part of Zero Don't You Understand", Red Ribbon Wk, Winner's Circle, Not on Tobacco Groups, Teens Against Tobacco Use, use of drug dog as a deterrent will be utilized. STAN Counselor will visit with all students via classroom guidance and video announcements regarding drug education. 2. Reduce incidents of violence / Improve school safety -- Provide conflict resolution, anger management, mediation via PALS, STAN,	Campus plan indicates 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students. 2. Reduction in incidents of violence. Improve school safety. Designation of Churchill as a No Place For Hate school by the Anti-Defamation League. 50% or more of the student body signs the "No Place for Hate Pledge". 3. Increased parental and community involvement in violence and drug prevention activities. 4. Increased student	August, 2005	Principal, SDFS Campus Contacts, Pat Sanford, Dawn Wales	
											PEACE, Counselors, and Asst. Principals. Track STAN, PAL and mediation referrals. Utilize Nat'l Conf for Community/Justice and programs such as Random Acts of Kindness Week, "Rachels Challenge" and "No Place for Hate" to reduce bias related campus incidents. 3. Increase parental/community involvement in violence / drug prevention activities via PTA welcome packets, Charger Time Newsletter, Pride Camp, PTA info sessions and utilize Adept chairman to help coordinate SDFS activities. 4. Increase student involvement in school activities--Provide a club/organizational booklet.				

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X	X		X		Guidance			X			Implement guidance program. (SB518). Counselors will meet with students failing in order to help our retention rate.	Counselors' will contact students at all grade levels who have failing grades on their report card. Counselors will meet with seniors who are failing at progress report time. We will target 9th grade students through our Howdy Visits at the 6 week progress report time. We will meet with them in small groups and go over their progress reports, transcripts, how to see a counselor, services we offer, etc....	May, 2005	Counselors	
X		X			Guidance			X			Counselors will notify students, teachers and parents of financial assistance opportunities. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education and admissions.	We will notify parents through PTA Newsletters, 11th and 12th grade monthly bulletin, telephone reminders to parents, WC College Night, College/Military Rep visits, ASVAB, dual credit letter mailed home to all 11th /12th graders, course catalog, elective night, Co-Step and MERVE and individual parent/student junior conferences, We will notify students through class conferences and 8th grade visits.	May, 2005	Counselors	
X					Guidance			X			Counselor will counsel with students on graduation plans. 85% of Churchill graduates will meet requirements for the Recommended Program Student transcripts will indicate whether the student has completed or is on schedule to complete the State Recommended or Distinguished Achievement Program.	We will notify parents through PTA Newsletters, Parent-Orientation, WC College Night, course catalog, elective night and individual parent/student junior conferences, We will notify students through class conferences, 8th grade visits, advisory and private school registration.	May, 2005	Counselors	

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X					Guidance			X			Increase students' sense of community, accountability, meaningfulness, cohesiveness of relationships, and the curriculum. Decrease students' sense of alienation, anonymity, lack of relevance, fragmentation of relationships, and the curriculum.	100% of freshmen will participate in a freshmen orientation program designed to introduce them to the Churchill faculty and campus. 100% of students will participate in a meaningful Advisory Program throughout the school year. 100% of at-risk students will be provided a faculty mentor who will work closely with the student and parents in developing and monitoring the student's personal graduation plan.	September, 2005 - May, 2006	All Faculty members	
X					Dropout Reduction and Retrieval		X	X	X	21B	Counselor, Assistant Principals, Registrar will track school leavers / dropouts.	Monthly dropout / leaver reports will indicate less than 5 dropouts per month.	August, 2005 - June, 2006	Assistant Principal of Curriculum; Registrar	
X					Dropout Reduction Absences		X	X	X		Assistant Principals and Counselors will counsel students on absences.	Students receiving "N.C.'s will be reduced by 50% as indicated on end of semester reports.	January, 2006 - June, 2006	Paul DeGrove	Comp. Ed. Funds Grant funds
X					Dropout Reduction (Teen parenting component)			X			Counseling services through the School Age Parenting Program.	10% reduction in dropout of teen parents.	August, 2005 - May, 2006	Counselors	
X					Dropout Reduction			X			Decrease barriers for enrolling homeless youth.	All counselors will be familiar with the McKinney Project.	August, 2005 - May, 2006	Counselors	
X					Dropout Reduction			X			Identify homeless children in compliance with the McKinney Project. TEC J21.031(e).	Record of identified Homeless children and youth sent to Central Office.	August, 2005 - May, 2006	Counseling Office	
X					Nurse's Clinic			X		22B	Provide parent communication with parents and PTA through District HEALS Chairperson (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community through internet clinic website.	PTA Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website on a monthly basis.	Monthly Communication	Camille Clark, HEALS Chairperson	\$500.00-included in operational cost(s) Windows '98 computer
X					Nurse's Clinic			X		22C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance.	August, 2004 - May, 2005	Francine Tharp, Candy Mallonee, Camille Clark	Included in operational budget for Health Services

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X					Health Services			X		22D	Develop School Health Education Advisory Council (TEC Section 28.004).	Bi-Monthly Meetings. Membership roster coordinated Health Curriculum Program improved.	5 Meetings of Council	Francine Tharp, Designated Coordinators and Directors	\$1,000
X					Health Services			X		22E	Development of staff education focusing on wellness.	Wellness Fair, PTA Newsletter, Website, informational fliers, monthly faculty meetings, guest speakers, Inservice.	August, 2005 - May, 2006	Camille Clark, Presenters, Athletic Trainers	\$3,000.00-\$5,000.00 per year
	X		X		Discipline Management			X		23C	Training and motivation of school personnel for BMP implementation	Campus will have completed initial training of staff members allowing for initial implementation of the BMP.	August, 2005 (Inservice days)	Principals, Chris Throm	\$1000.00 per campus
	X		X		Discipline Management			X		23C	Conduct orientation sessions/video with every student concerning "Student Code of Conduct."	Teacher rolls will indicate 100% of students receiving orientation make up sessions for absent students will be conducted.	September, 2005	Joe Reasons, Principal; Assistant Principals, Mary Ederer, Michael Randolph	
X					Career & Technology			X	X	16B	Expand opportunities for teachers to obtain industry certifications / licenses in order to provide like opportunities for students.	10% increase of teachers and students obtaining industry certifications and licensors.	June 2005-May 2006	Utilize funds and training opportunities provided by central office. Elizabeth Platt, Becky Walker	No Churchill funds. \$5,000 - cost of training and test (district wide)
			X		Career & Technology (character education)			X	X	16C	Participate in a district writing team project to develop curriculum to enhance the CORE course to include study skills and character education components.	100% of CORE teachers will receive the revised curriculum.	Ongoing	Selected Business Technology Teachers	No campus funds. District will pay \$500 per writing team member.
X					Career and Technology			X	X	16B	Expand opportunities for teachers and students to obtain industry certifications / licenses in Oracle Internet Academy Courses (Database Fundamentals and Programming, Java, Database Design)	10% increase of teachers and students obtaining industry certifications and licensors.	June 2005-May 2006	Utilize funds and training opportunities provided by central office. Elizabeth Platt, Becky Walker	No Churchill funds. \$5,000 - cost of training and test (district wide)
X					Career & Technology			X	X		Provide departmental Staff Development to include technology training for all Career & Technology teachers.	Informative walkthroughs, 100% of Career & Technology teachers will use technology in their classrooms.	Ongoing	Career & Technology Middle and High School teachers, Central Office staff	No campus funds.
X					Dropout Reduction (Teen parenting component)			X	X		1. Counseling services offered through the School Age Parenting Program. 2. School and health services offered. 3. Identify and enroll all pregnant and parenting students.	20% reduction in dropout of teen parents. 20% increase in recovering dropout teen parents. Make tutoring available to all parenting students.	August, 2005 - May, 2006	Instructors, Counselors, Teen parenting Instructor	

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					Career & Technology			X			Provide technology / software for all Career & Technology students.	Each program will obtain at least one new application technology program software to utilize.	Ongoing	Career & Technology Dept. Chair, All Career & Technology teachers	\$7,000.00
X					Career & Technology			X			Students in all career preparation courses will turn in an employer evaluation form each nine week grading period	Students will score an 80% or better on their employer evaluations which measure leadership, dependability, responsibility, initiative, and decision-making on the part of the student at work.	October 2005, December 2005, March 2006, May 2006	Tracy Anderson, Rebecca Hering, Kimberly Lee	
X					Career & Technology			X			Students enrolled in Business Education and Marketing Education Career Preparation will participate in a youth leadership organization.	50% of all students enrolled will participate in youth leadership, career development conferences, and regional competition.	August 2005-May 2006	Tracy Anderson, Kimberly Lee	
X					Career & Technology			X			Students enrolled in Entrepreneurship will create a written business plan which will include a description and analysis of the business situation, proposed marketing and promotion plan, and a proposed financing plan	100% of students enrolled in Entrepreneurship will create a business plan to enable them to gain proficient knowledge of how to start their own business.	Spring 2006	Kimberly Lee	
X					Career & Technology			X			Students enrolled in Marketing Dynamics and Management will be employed within two weeks of entering school and will have a learning plan on file which will identify learning expectations related to employment	100% of the students will have a learning plan on file within two weeks of employment which will include competencies to be performed on the job	Learning plan is dated two weeks after employment (ongoing process)	Kimberly Lee	
X					Career & Technology			X			Students in Business Image Management and Multimedia will create an electronic portfolio web site in Front Page.	100% of the students will demonstrate proficiency in Front Page.	May-06	Melissa Santellan	
X					Career & Technology			X			Students in Business Image Management will create an investigative video using Movie Maker.	100% of the students will demonstrate their video knowledge using Movie Maker.	February -- April 2006	Melissa Santellan	
X					Career & Technology			X			Students in Accounting I will develop skills in accounting theory and practice.	100% of students will demonstrate accounting proficiency by analyzing business transactions, journalizing, posting to ledgers, and preparing end-of-period financial statements. Students will understand service and merchandising businesses organized as proprietorships, partnerships, and corporations. They will also understand the ethics necessary to succeed in the accounting profession.	August 2005-May 2006	Carl Biggs	

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X					Career & Technology			X			Students in BCIS I will develop business skills in MS Word.	100% of students will demonstrate proficiency in MS Word by completing coursework which will include formatting, production, and editing of business letters, business reports, research papers, data tables, newsletters, and resumes.	August-October 2005	Carl Biggs, Jennifer Eggleston, Melody Patton, Melissa Santellan, Tracy Wilson	
X					Career & Technology			X			Students in BCIS I will develop business skills in MS Excel.	100% of students will demonstrate proficiency in MS Excel by completing coursework which will include formatting, formula writing, and graphing.	November-December 2005	Carl Biggs, Jennifer Eggleston, Melody Patton, Melissa Santellan, Tracy Wilson	
X					Career & Technology			X			Students in BCIS I will develop business skills in MS PowerPoint	100% of students will demonstrate proficiency in MS PowerPoint by completing coursework which will include formatting, special effects, multimedia uses including creating and delivering an effective presentation.	April-May 2006	Carl Biggs, Jennifer Eggleston, Melody Patton, Melissa Santellan, Tracy Wilson	
X					Career & Technology			X			Students in BCIS I will develop business skills in MS Access	100% of students will demonstrate proficiency in MS Access by completing coursework which will include creating a database, sorting a database, organizing a database, searching a database and producing and analyzing reports from a database.	April-May 2006	Carl Biggs, Jennifer Eggleston, Melody Patton, Melissa Santellan, Tracy Wilson	
X					Career & Technology			X			Students in BCIS II (8400) will learn to recognize, evaluate, and prepare for an evolving global business environment and implement skills to transition to the workforce and/or postsecondary education through the use of MS Word, Excel, Access, and PowerPoint.	85% of students will become Microsoft Office Certified in at least one application. 100% of students will demonstrate proficiency in Advanced Word, Excel, Access and PowerPoint by completing coursework which will include problem solving, productive work habits, planning projects, examining employment opportunities, and using appropriate technology.	August 2005-May 2006	Melody Patton	
X					Career & Technology			X			Students in CORE will develop character building skills and research career pathways.	100% of students will demonstrate proficiency in CORE by completing assignments and projects relating to building character, surviving and succeeding in high school, searching career pathways, and learning to work cooperatively and productively with others.	August 2005 -- May 2006	Jennifer Eggleston	

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X					Career & Technology			X			Students in Keyboarding will learn to type accurately using the home-row key position.	100% of students will demonstrate proficiency in Keyboarding by preparing business letters and memos, preparing reports and outlines, using proofreader's marks to edit and correct papers, and keying assignments that will increase their timed writing speed and accuracy.	August 2005 -- May 2006	Jennifer Eggleston and Michael Lindsey	
X					Career & Technology			X			Students in Banking and Finance will evaluate the role of money in our economy.	90% of students will earn 80% or better on coursework including the history of money and banking, the money supply, and the Federal Reserve Bank and its role in the economy.	August 2005 -- May 2006	Don Griffith	
X					Career & Technology			X			Students in Banking and Finance will identify the principal functions and services of financial institutions	90% of students will earn 80% or better on coursework including savings accounts, checking accounts, car loans, mortgage loans, and credit cards.	August 2005 -- May 2006	Don Griffith	
X					Career & Technology			X			Students in Banking and Finance will participate in the Stock Market Game.	100% of students will participate in the Stock Market Game online and will practice researching, tracking, and investing in stocks and mutual funds.	August 2005 -- May 2006	Don Griffith	
X					Career & Technology			X			Students in the Automotive Technology program will be involved in Skills USA.	50% of students will compete in district competition at the project, technical information, or speed and skills areas.	February 2006, April 2006	David Dye	
X					Career & Technology			X			Provide instruction for the development of skills and knowledge needed for advancement in the program for Auto Tech I.	Students will master 50% P1 and 40% P2 items on the NATEF task list.	August 2005 -- May 2006	David Dye	
X					Career & Technology			X			Increase the development of skills and knowledge needed for success in the workplace in Auto Tech II.	Students will master 90% of P1 and 80% of P2 items on the NATEF task list.	August 2005-May 2006	David Dye	
X					Career & Technology			X			Seniors in graphic arts work-release program must score 85% on their evaluation submitted by their employers	100% of all graphic arts seniors involved in the graphic arts work-release program will score 85% or better on their employer's evaluation form. They are measured on punctuality, dependability, work related skills, attitude, and work knowledge.	Monthly (August 2005-May 2006)	Frank Gallardo	

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X					Career & Technology			X			All students enrolled in Graphic Arts I and II classes will be involved in PrintEd Certification Accredited Program.	100% of seniors will be given an examination on graphic communication courses of study as a means to measure and demonstrate their success, responding to the growing emphasis on accountability in education.	August 2005 -- May 2006	Frank Gallardo	
X					Career & Technology			X			Juniors and Seniors in graphic arts will be involved in Skills USA VICA.	70% of VICA members will participate and compete in district, regional, and state competition using problem solving, computer software, operating printing equipment and written and verbal skills.	February 2006, March 2006, April 2006	Frank Gallardo	
X					Career & Technology			X			Development of an Advisory Council by each area of the Career and Technology Department composed of business and community leaders who will provide support and industry information to teachers and students regarding industry changes in software, hardware, and equipment.	Business Technology, Technology Education, Trades and Industrial, Marketing, Family and Consumer Science, and Health Sciences will meet and participate with their respective Advisory Councils a minimum of four times a year.	August 2005-May 2006	All Career and Technology Teachers.	
X					Career & Technology			X			Students will learn the basic principals of residential design in Architectural Graphics	90% of students enrolled in this class will complete a set of residential floor plans.	August 2005-May 2006	Marge Dunlap	
X					Career & Technology			X			Students will learn how to use AutoCAD software in Engineering Graphics.	90% of students enrolled in this class will be able to draw, save and print an orthographic projection using AutoCAD.	August 2005 -- May 2006	Marge Dunlap and Rick Taylor	
X					Career & Technology			X			Students will learn how to use PhotoElements software in Computer Applications.	90% of the students enrolled in this class will be able to take digital photographs, download, edit, save and print out the images, and produce a final product using the digital software.	August 2005-May 2006	Rick Taylor	
X					Career & Technology			X			Students in the Technology Education area of the Career and Technology Department will be involved in the Technology Student Association.	50% of the students will compete at the regional contest with their woodworking projects.	Apr-06	Jesse Williams	
X					Career & Technology			X			Students will learn measuring and board feet formulas which will help with their math skills in Manufacturing Systems.	All students must pass a measuring test with 100% and be able to draw their project with the proper board feet.	September 2005-October 2005	Jesse Williams	
X					Career & Technology			X			Students will read, write out, and answer the safety questions for all the safety machines. This will help with their reading and writing skills in Manufacturing Systems.	Students must pass all safety tests with 100% accuracy on all machines.	September 2005-October 2005	Jesse Williams	

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1	2	3	4	5	AREA	E	M	H	D	#	STRATEGY	MEASURE	TIMELINE	PERSON(S)	RESOURCES
X					Career & Technology			X			90% of HSTE I students will plan and prepare an oral presentation	Grading rubric to include research, planning and execution of an oral presentation	Fall 2005	Jan Krog	
X					Career & Technology			X			90% of HSTE I students will interpret medical terminology	Daily warm-up activity consisting of five word parts with a quiz every fifth class day over the previous twenty parts	Fall 2005--Midterm Exam Spring 2006 Final Exam	Jan Krog	
X					Career & Technology			X			90% of HSTE I students will respond to emergencies appropriately	Skills and objective tests as required by the American Red Cross curriculum for certification in First Aid and Cardiopulmonary Resuscitation	Spring 2006	Jan Krog	
X					Career & Technology			X			100% of HSTE III students will use standard precautions in the health care setting	Infection Control Unit Test. Orientation Sessions according to curricula established by the Baptist Memorial Hospital System and the Methodist Hospital System	Fall 2005	Jan Krog	
X					Career & Technology			X			90% of HSTE III students will accurately describe observations and procedures related to patient care	Students will write a report from observations made at the clinical site for the following services: diagnostic, informational, environmental and therapeutics.	Spring 2006	Jan Krog	
X					Career & Technology			X			90% of HSTE III students will research and write a technical report	Students will research and write a technical report based on a required format	Spring 2006	Jan Krog	
X					Career & Technology			X			100% of students will use safety policies in practice at North Central Baptist Hospital. (NCBH) in HSTE II.	Grade of 90% or better on NCBH Mandatory test and Orientation sessions at NCBH	Sep-05	Barbara White	
X					Career & Technology			X			Students will research and present a report on the pathophysiology of a disease in HSTE II.	90% of all students will fulfill expectations by showing the correct classification , etiology, predisposing factors, clinical manifestations, diagnostic tests, course, prognosis, treatment, and complications of the disease.	Spring 2006	Barbara White	
X					Career & Technology			X			Students will research a health career they are interested in pursuing in Introduction to Health Science.	90% of the students will fulfill expectations by showing the correct job description, educational requirements, job outlook, certifications required, salary, and pros and cons of the job/career.	Fall 2005-Spring 2006	Barbara White	
X					Career & Technology			X			Students will research a mental illness including possible treatments for the patient in Mental Health.	90% of all students will fulfill expectations by showing the correct classification , etiology, predisposing factors, prognosis, and treatment of the mental illness.	Fall 2005-Spring 2006	Barbara White	

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X					Career & Technology			X			Students will take and pass the Pharmacy Tech exam for certification in Pharmacology.	30-50% of the students who are 18 years of age, are a high school graduate, and have completed the Pharmacology course will take and pass the Pharmacy Tech exam	Jun-06	Barbara White	
X					Career & Technology			X			All students in Personal Family Development I and Nutrition and Food Science will pass the kitchen safety exam with a score of 100	100% of the students will receive the necessary instruction material, video presentations, and teacher demonstrations and pass the safety exam.	Fall 2005 and Spring 2006	Jeanette Willard, Joan Sciantarelli	
X					Career & Technology			X			Students in Personal Family Development I and Nutrition and Food Science will show proficiency in cooking skills.	100% of the students will demonstrate their proficiency of the cooking skills when participating in laboratory exercises. Students receive instructions in kitchen safety, name and use of utensils, proper use of the equipment, cooking terms and their meanings, how to interpret a recipe, dishwashing, and efficient kitchen arrangement through instructional material, video presentations and teacher demonstrations.	Fall 2005 and Spring 2006	Jeanette Willard, Joan Sciantarelli	
X					Career & Technology			X			Students will demonstrate knowledge in Personal and Family Development	100% of the students will apply knowledge gained in goal setting, decision making, communicating and budgeting while doing role playing activities, cooking, and cooperative learning groups.	Fall 2005 and Spring 2006	Joan Sciantarelli and Jeanette Willard	
X					Career & Technology			X			Students in Elementary Teacher Assistant will have a working knowledge and hands on experience of an elementary classroom by designing bulletin boards, planning and executing lessons, and 1-1/group tutoring of elementary students.	100% of the students will score 80% or better on their teacher evaluations assessing job knowledge, attendance, quality of work, quantity of work, attire and human relations with the students and cooperating teacher.	August 2005-May 2006	Rebecca Hering	
X					Career & Technology			X			Students in Nutrition and Food Science will apply wise nutrition choices to maintain a healthy life.	100% of students will demonstrate good nutrition choices by recording their food intake for a week and evaluating the nutritional value related to vitamins and minerals and the recommended dietary allowances.	Fall 2005 and Spring 2006	Jeanette Willard	
X					Career & Technology			X			Students in Individual Family Life will be prepared to make necessary adjustments related to personal development	100% of the students will evaluate their goals pertaining to health, interpersonal relationships, employment, and society through successful application of the decision making process	Fall 2005 and Spring 2006	Rebecca Hering	

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X					Career & Technology			X			Students in Individual Family Life will gain an understanding of the development of relationships	100% of the students will show that they understand the stages of relationship development by examining their own relationships and analyzing the relationships to determine the stage of development.	Fall 2005 and Spring 2006	Rebecca Hering	
X					Career & Technology			X			Students in Individual Family Life will determine methods that promote an effective family.	By evaluating different family structures 100% of students will describe the family structure, explain the role and responsibilities of the individual within the family, determine if the needs are being met, how the family unite can be strengthened, and determine how the family life cycle will affect the family.	Fall 2005 and Spring 2006	Rebecca Hering	
X					Career & Technology			X			Students will demonstrate proper safety techniques when using the sewing machine and other equipment.	100% of Personal and Family Development II, Apparel, and Fashion Design I students will demonstrate proper safety procedures in the sewing lab and pass the safety test with a 100.	December 2005, May 2006	Mandy Mendieta, Jeanette Willard	
X					Career & Technology			X			Apparel and Fashion Design I students will be able to demonstrate proper use and care of the sewing machine and serger sewing machine.	100% of Apparel and Fashion Design I students will demonstrate and incorporate the use of the serger sewing machine when constructing their projects.	December 2005, May 2006	Mandy Mendieta	
X					Career & Technology			X			Fashion Design I students will participate in a Fashion Show Production.	100% of Fashion Design I students will participate in the end of year Fashion Show demonstrating 3 sewn garments and/or accessories.	April, May 2006	Mandy Mendieta	
X					Career & Technology			X			Child Development students will learn forms, causes, an effects of child abuse; know prevention of child abuse; and understand every citizen's responsibility to report child abuse.	100% of students will pass a child abuse test and of those who do the Baby Think It Over program, 95% will not register shaken baby syndrome	August 2005 -- May 2006	Dawn Wales	
X					Career & Technology			X			Child Development students will analyze growth and development of newborns, toddler, preschoolers, and school-age children	100% of students will complete a Child Development portfolio	August 2005-May 2006	Dawn Wales	
X					Career & Technology			X			Child Development students will do a career connections project, preferably the Baby Think It Over computerized program	90% of students will complete a career connections project	August 2005 -- May 2006	Dawn Wales	

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X					Career & Technology			X			Students in Interior Design will be able to create a Design Board using knowledge and skills learned.	100% of Interior Design students will be able to apply elements and principles of design to interiors. 100% of Interior Design students will demonstrate effective decision-making skills in applying principles of design and space to residential interiors.	August 2005 -- May 2006	Joan Sciantarelli	
X					Career & Technology			X			1. Support services offered through school age parenting program. 2.School and health services offered. 3. Identify and enroll all pregnant and parenting students. 4. Provide tutoring to all parenting students needing this service.	70% of all parenting students will matriculate	August 2005-May 2006	Dawn Wales, counselors, Camille Clark, all teachers	
X			X		JROTC			X			Increase student access to AP classes.	All LET IVs who are eligible.	August - May, 2005-2006	LTC Murguia	
X			X		JROTC			X			Best Practices	All levels	August - May, 2005-2006	1SG Parr & LTC Murguia	
X			X		JROTC			X			Integrate Social Studies TEKS into JROTC curriculum.	All levels	August - May 2005 - 2006	LTC Murguia	
X	X	X	X	X	Health Education	X	X	X	X		Expose all students in course to CPR techniques and training including the use of AEDs.	CPR with AED taught in 100% of health classes.	December 2005-May 2006	Harold Huggins, Derek Huddleston, Pam Neuse, Erin Braun	Manikins and AEDs Exist in district
X	X	X	X	X	Health Education	X	X	X	X		Increase abstinence among teenagers through the presentation of the District's abstinence based sex education program.	Sex education program will be administered in 100% of health classes.	December, 2005-May, 2006	Camillie Clark, Harold Huggins, Derek Huddleston, Pam Neuse, Erin Braun	
X	X	X	X	X	Physical Education	X	X	X	X		The Physical Education students will meet the standards set for the Fitnessgram Test	100% of the studetns will participate in the Fitnessgram testing	December, 2005	Carl Gustafson, Stacey Moore, Mike South, Mike Dutson, John Strahl, Erin Braun	
X	X	X	X	X	Physical Education	X	X	X	X		Increase the number of students that achieve the Healthy Zone for the Pacer Test	90% of the students will achieve the Healthy Zone for the Pacer Test	December, 2005	Carl Gustafson, Stacey Moore, Mike South, Mike Dutson, John Strahl, Erin Braun	
X	X	X	X	X	Physical Education	X	X	X	X		Increase the number of students that achieve the Healthy Zone for the Pushup Test	90% of the students will achieve the Healthy Zone for the Pushup Test	December, 2005	Carl Gustafson, Stacey Moore, Mike South, Mike Dutson, John Strahl, Erin Braun	

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X	X	X	X	X	Physical Education	X	X	X	X		Increase the number of students that achieve the Healthy Zone for the Curl-up Test	90% of the students will achieve the Healthy Zone for the Curl-up Test	December, 2005	Carl Gustafson, Stacey Moore, Mike South, Mike Dutson, John Strahl, Erin Braun	
X	X	X	X	X	Physical Education	X	X	X	X		Increase the number of students that achieve the Healthy Zone for the Trunklift Test	90% of the students will achieve the Healthy Zone for the Trunklift Test	December, 2005	Carl Gustafson, Stacey Moore, Mike South, Mike Dutson, John Strahl, Erin Braun	
X	X	X	X	X	Athletics	X	X	X	X		Encourage all student-athletes to achieve academic success.	100% of the student-athletes will maintain eligibility	May, 2006	All Athletic Staff	
X	X	X	X	X	Freshman Athletics	X	X	X	X		Offer a program that encourages participation to a large number of students	Increase the number of freshmen in athletics	May, 2006	Middle school and freshmen athletic coaches	
X	X	X	X	X	Freshman Athletics	X	X	X	X		Provide instruction of fundamentals and development of skills needed for successful advancement in the program.	95% of the athletes will have a better understanding of sport specific concepts.	May, 2006	Freshmen athletic coaches	
X	X	X	X	X	Junior Varsity Athletics	X	X	X	X		Concentrate on the skills and techniques essential for success and advancement in the program.	100% of the student-athletes will utilize sport specific skills.	May, 2006	Junior Varsity athletic coaches	
X	X	X	X	X	Junior Varsity Athletics	X	X	X	X		Assist the student-athlete in developing leadership skills	95% of the student-athletes will have a better understanding of the skills necessary in a leadership position.	May, 2006	Junior Varsity athletic coaches	
X	X	X	X	X	Junior Varsity Athletics	X	X	X	X		Develop the practice of excellence in competition	Coaches evaluation of skills and performance during practice and game situations.	May, 2006	Junior Varsity athletic coaches	
X	X	X	X	X	Varsity Athletics	X	X	X	X		Provide an environment where student-athletes learn that dedication and hard work are necessary ingredients in performing any task that leads to achieving a goal or life task.	100% of all 11th graders will continue in the athletic program as seniors.	May, 2006	Varsity athletic coaches	
X	X	X	X	X	Varsity Athletics	X	X	X	X		Refine the practice of excellence in competition	coaches evaluation of skills and performance during practice and game situations.	May, 2006	Varsity athletic coaches	
X	X	X	X	X	Varsity Athletics	X	X	X	X		Increase the number of teams that qualify for post district competition in team sports.	90% of the teams will reach post district competition	May, 2006	Varsity athletic coaches	
X	X	X	X	X	Varsity Athletics	X	X	X	X		Increase the number of individuals that qualify for post district competition in individual sports.	60% of individual sport participants will reach post district competition.	May, 2006	Varsity athletic coaches	