

**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  
CLEAR SPRING ELEMENTARY SCHOOL  
2005-2006**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals 1 2 3 4 5					TARGET AREA	LEVEL E M H D				CODE #	ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
X					Reading	X				1A	Align and implement reading strategies that reflect Best Practices: *Reciprocal teaching *Structured note-taking *Think alouds *Six Step vocabulary development *Writing to learn *Graphic organizers *Get the Gist *QAR *Say Something *Classifying *Think, Pair, Share on a regular basis. *Target 4 & 5th grades	100% of elementary teachers will achieve a 2 or above on the Innovation Configuration for Four Blocks and Building Blocks  100% of elementary teachers will attend workshops on Best Reading Practices TAKS/TEKS alignment in order to show growth on the Innovation Configuration.  100% of students will score a minimum of 70 on grade level appropriate benchmark assessment.  100% of formative walkthroughs will demonstrate evidence of strategy instruction. Grade 4 and 5 teachers will implement strategies from teacher reading academies.	2005 - 2006	Teachers, Reading Instructional Interventionist, Language Arts Specialists, Administrators	\$2,000.00
X					Reading	X				1B	Monitor and continue assessments for Reading * TPRI * John's Basic Reading Inventory * Benchmarks * STAR * Informal classroom assessments * Marie Clay	100% of students needing remediation will be targeted through RAP and/or tutoring/Voyager  Teachers, campus instructional leaders and DATA Team will review assessment data and adjust curriculum accordingly.	2005 - 2006	Teachers, Reading Instructional Interventionist, Language Arts Specialists, Administrators	
X					Writing	X				2A	Improve student writing instruction by supporting the implementation, review, and ongoing revision of the K-5 Writing Scope and Sequence.	100% of students will pass TAKS writing test	February 2006	Teachers, Language Arts Specialists, Administrators	

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X					Writing	X				2B	Develop and sustain common instructional language and structure for the process of writing in all writing classrooms, K-5.	100% of teachers will attend workshops on use of writing workshop in the writing block and/or 6-Trait writing as appropriate to grade level.  The 2005 Teacher as Writer Academy will be attended by all 4th grade teachers.	September, 2005 January, 2006 April, 2006	Teachers, Language Arts Specialists, Administrators	
X					Writing	X				2C	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, such as the use of classification as a pre-writing or organizational strategy.	100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Trait Writing instruction and evaluation	2005 - 2006	Teachers, Language Arts Specialists, Administrators	\$2,000
X					Writing	X				2D	Develop, implement and monitor a common assessment for writing instruction.	100% of students in Grades 3 & 5 will be administered an assessment.  Teachers, campus instructional leaders, and DATA Team will review common assessment data and adjust curriculum accordingly.	2005- 2006	Teachers, Language Arts Specialists, Administrators	
X					Writing	X				2E	Develop, implement, and monitor benchmark assessment program to guide writing instruction in K - 5.	100% of students at Grade 4 will be administered periodic benchmark tests to determine progress in writing.  100% of students needing remediation will be targeted through tutoring.	2005- 2006	Teachers, Language Arts Specialists, Administrators	

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X					Mathematics	X				3A	Utilize the revised North East Scope and Sequence for Grades K through 5. Analyze and provide remediation.	100% of students will pass TAKS /SDAAII math test.  100% of formative walkthroughs will indicate adherence to district sequence.  100% of teacher's lesson plans will document District Scope and Sequence.	April 2006  Monthly	Teachers, Math Instructional Interventionist, Math Specialists, Administrators	
X					Mathematics	X				3B	Monitor and continue benchmark assessments for math in grades 2-5.	100% of students needing remediation will be targeted through tutoring.  Teachers, campus instructional leaders, and DATA Team will review assessment data and adjust curriculum accordingly.	2005 - 2006	Teachers, Math Instructional Interventionist, Language Arts Specialists, Administrators	
X					Mathematics	X				3C	Continue implementation of common math assessments to meet TEKS, levels of Blooms and Kilgo's standards with Roosevelt Cluster Teams for students in grades K-5 to guide math instruction.	100% of students in Grades K-5 will be administered common end of unit assessments.  Teachers, campus instructional leaders, and DATA Team will review common assessment data and adjust curriculum accordingly.	2005 - 2006	Teachers, Math Facilitator, Math Specialists, Administrators	
X					Mathematics	X				3D	Maintain training and implementation of Investigations Based Math curriculum.  Provide 4th and 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	100% of teachers will show an increase in at least one area of the Innovation Configuration  100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Fall 2005  Spring 2006	Teachers, Math Facilitator, Math Specialists, Administrators	\$2,000

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X					Mathematics	X				3E	Integrate the use of the following Best Practices into the math program: * Inquiry * Class discourse * Six step vocabulary development * Say something * Think, pair, share * Classifying * Use of appropriate tools.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.  100% of students will score a minimum of 70 on grade level appropriate benchmark assessment.	2005-2006	Teachers, Math Facilitator, Math Specialists, Administrators	
X					Mathematics	X				3F	Utilize the vocabulary development process to teach all the necessary vocabulary when introducing new mathematics concepts.	Using the <u>What to Look for in the Mathematics Classroom Checklist</u> , 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	2005-2006	Teachers, Math Facilitator, Math Specialists, Administrators	
X					Mathematics	X				3G	In a vertical team setting, provide 4th and 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum	85% of students will score a minimum of 70 on each benchmark and common assessment. Using the <u>What to Look for in the Mathematics Classroom Checklist</u> , 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	December 2005 January 2006 May 2006	Teachers, Math Facilitator, Math Specialists, Administrators	
X					Science	X				4A	Improve science instruction by supporting the implementation, review, and ongoing revision of the K-12 Science Scope and Sequence.	100% of students will pass Science TAKS test.  100% of formative walkthroughs will indicate adherence to district sequence.  100% of teacher's lesson plans will document District Scope and Sequence.	2005-2006	Teachers, Science Specialists, Administrators	\$2,000

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X					Science	X				4B	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 Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word Wall, vocabulary development process, say something, think, pair, share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support	100% of teachers will score a 2 or above on the Science Innovation Configuration.  100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	2005 - 2006	Teachers, Administrators, Science Specialist	
X					Science	X				4C	Provide professional development to assist teachers in developing competency in science. (Loose in the Lab)	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Teachers, Administrators, Science Specialist	\$2,000
X					Science	X				4D	Monitor and continue benchmark assessments for science in grade 5.	100% of students needing remediation will be targeted through tutoring.  Teachers, campus instructional leaders, and DATA Team will review assessment data and adjust curriculum accordingly.	2005 - 2006	Teachers, Science Specialist, Administrators	
X					Science	X				4E	Continue development and implementation of common science assessments to meet TEKS, levels of Blooms and Kilgo's standards with Roosevelt Cluster Teams for students in grade 4 to guide science instruction.	100% of students in grade 4 will be administered common end of semester assessments.  Teachers and campus instructional leaders will review common assessment data and adjust curriculum accordingly.	2005-2006	Teachers, Administrators, Science Specialist	

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	X				Science	X				4F	Teachers will align and implement TEKS using a variety of resources, such as Vistas, FOSS, STC, AIMS, GEMS, textbooks, and Loose in the Lab	Lessons plans will reflect a variety of resources  Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners	2005 - 2006	Teachers, Administrators, Science Specialist	\$1,000
X					Science	X				4G	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	Lesson plans will reflect instruction in science lab.	2005-2206	Teachers, Administrators, Science Specialist	
X					Science	X				4H	Ensure that all students have an equal opportunity for learning by providing a science lab with appropriate equipment, and that various experiments in relation to TEKS target 4th grade.	100% of students will use science lab at least 3 times per nine week period  100% of lesson plans will document use of science lab	Every 9 Weeks	Teachers, Administrators, Science Specialist	
	X				Science	X				4I	3rd grade students will conduct various experiments in relation to TEKS.	100% of 3rd grade students will have the opportunity to attend Honey Creek outdoor classroom.	Spring 2006	Teachers, Administrators, Science Specialist	
	X				Science	X				4J	5th grade students will conduct various experiments in relation to TEKS.	100% of 5th grade students will have the opportunity to attend an overnight science field trip.	Fall 2005	Teachers, Administrators, Science Specialist	\$1,400
X					Social Studies	X				5A	Teachers K-5 will review and implement the vertical alignment of the Social Studies TEKS with integration of technology into the subject area through professional development and modeling of best practices such as Classifying, Say Something, Think, Pair, Share, and the Vocabulary Development process.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	2005- 2006	Teachers, Administrators, Social Studies Specialist	

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X					Social Studies	X				5B	Implementation of differentiated instruction through Social Studies Alive!	Teachers will receive staff training for implementation of program.	December, 2005 June 2005	Teachers, Administrators, Social Studies Specialist	
X					Social Studies	X				5C	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners	100% of formative walkthroughs and lesson plans will indicate appropriate use of these instructional strategies.	2005 - 2006	Teachers, Administrators, Social Studies Specialist	
X	X		X		Gifted/Talented	X				6A	Integrate Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies.  100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks  Each nine weeks	GT Teacher campus representative	
X					Library Services	X				7A	Use Big Six Research Strategy, Grades 2 - 5	Librarian will guide research projects in Language Arts, Science, and Social Studies.	First and second semester	Librarian, Administrator	
X					Library Services	X				7B	Provide training in Gale Resources and electronic databases, as well as SIRSI software.	Librarian will train staff on SIRSI software.	Fall 2005	Librarian, Administrator	
X					Library Services	X				7C	All library lesson plans will have a documented TEK focus .	100% of lessons will reflect the integration of TEKS into library curriculum.	Every nine weeks	Librarian, Administrator	
X					Library Services	X				7D	Evaluate campus library program using revised Texas Library Standards model.	Librarian will complete output measure data collection.	First and second semester	Librarian, Administrator	
					Library Services	X				7E	Librarian will be an integral part of providing resources for classroom instruction, as well as instruction that occurs in the library with curriculum integration.	Team leaders will include librarian in monthly planning sessions	2005-2006	Administrator, Teachers, Librarian	
X					Dyslexia	X				8A	Continue implementation of a dyslexia program on campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2005-2006	Beverly Kinsey, Campus Dyslexia Intervention Teacher, Classroom Teachers, STAT	

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X					Professional Development	X				9A	New teachers will attend the North East Academy for Excellence in Teaching (NEAET), a mentoring and district permit program and be provided with a campus mentor to enhance professional growth.	100% of new teachers will participate in and attend the NEAET program.	2005-2006	School Improvement	
X					Professional Development	X				9B	Provide staff development for Para-professionals and auxillary staff	100% of para-professionals and auxillary staf will attend staff development.  Sessions will receive a rating of 3 or above. Follow-up surveys will report the use of skills used in sessions.	2 times each semester	Administrators	
					Professional Development	X				9C	Provide high quality professional development to support instructional mission.	100% of the personnel working at Title I campuses with at-risk students will attend professional development related to methods and instructional strategies to strengthen the core academic program in school.	2005-2006	Administrators	Title I
X					Special Education	X				10A	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Increase the number of students with disabilities served in general education settings to a level below the TEA 125% standard as reported on the data analysis system.	Monthly	Special Education Teachers, Administrators	
X					Special Education	X				10B	Monitor compliance with timelines for initial evaluations and annual ARD's (CAP-Timelines, Initial Evaluations).	ARD's, initial evaluations, and 3 year reevaluations for all students will occur on time.	Monthly	Special Education Teachers, Administrators	

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X					Special Education	X				10C	Provide professional development to general and special education staff on differentiated instructional strategies like Say Something, Think, Pair, Share, Vocabulary Development Process, and Classifying for serving students with disabilities in general education	% of SPED students taking TAKS will increase at each grade and in each subject tested.	Each nine weeks period	Special Education Teachers, Administrators	
X					Accelerated Education At Risk	X				11A	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/SDAA II.	February- April 2006	Teachers, Administrators, Curriculum Specialists, Instructional Interventionists	
		X			Accelerated Education At Risk	X				11B	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	5% increase in parent attendance at school activities.	2005-2006	Family Specialist, Administrators, Teachers	
	X				Accelerated Education At Risk	X				11C	Provide staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend staff development related to teaching the At Risk student and strengthen the core academic program.	2005 -2006	Special Education Teachers, Administrators	
			X		Accelerated Education At Risk	X				11D	Provide effective management of District resources to maximize student achievement	100% compliance with State and Federal laws.	2005 -2006	Teachers, Administrators	
X					Accelerated Education At Risk  Personnel	X				11E	The campus will actively recruit and hire highly qualified teachers and para-professionals.	Personnel rosters and recruiting records will show personnel interviewed and hired for Title I campuses are fully qualified.	July, 2005 through June, 2006	Admiistrators	

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X	X			X	Technology Applications	X				12A	<p>Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)</p>	<p>Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals.</p> <p>100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS.</p> <p>Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met.</p> <p>Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.</p>	<p>2005-2006</p> <p>2005-2006</p> <p>2005-2006</p> <p>2005-2006</p>	Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Administrators	
		X		X	Technology Applications	X				12B	<p>Educational Technology staff will support teachers in the utilization of GradeSpeed, Triand and TeacherWeb software to manage grades and improve communication with staff, students, and parents</p>	<p>100% of teachers who report numerical grades will use GradeSpeed to record grades.</p> <p>100% of teachers who report numerical grades will use GradeSpeed to upload nine-weeks grades.</p> <p>100% of teachers will post essential classroom information as outlined in the TeacherWeb template.</p> <p>100% of teachers will be able to use Triand to disaggregate data,</p>	<p>Daily to Weekly</p> <p>Nine-weeks</p> <p>Daily to Weekly</p>	Principals, Teachers, Facilitators	

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X					Technology Applications	X		12C	Campus Technology Committee will provide teachers and students with keyboarding software, equipment and staff development to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests provided with software and developed by Career and Technology Education.	Twelve-weeks	Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Administrators	
X					Technology Applications	X		12D	Educational Technology staff will support teachers in the utilization of the 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 student products.	Nine-weeks	Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Administrators	
X		X			Technology Applications	X		12E	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations at least twice a semester.  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.	Semester  Nine-weeks	Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Administrators	
X		X			Technology Applications	X		12F	Campus Technology Committee will continue to provide teachers training in the use of digital equipment in order to achieve effective communication for problem solving, group projects and to express ideas.	100% of teachers will be able to show proficiency in the use of four  * Scanner * Smart Board * Digital camera/video * Document camera * Digital microscope * Multi-media computer	2005 - 2006	Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Administrators	

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X	X		X		Safe and Drug-Free	X				13A	Lesson plans and school activities will focus on Safe and Drug-Free Schools program efforts including goals and strategies for violence prevention and intervention. 1. Reduce the use of tobacco, alcohol and other drugs among students through observance of Red Ribbon Week and one antidrug lesson each six weeks. 2. Reduce incidents of violence. Improve school safety through anti-violence lessons each six weeks 3. Increase parental and community involvement in violence and drug prevention activities through PTA presentations.	Campus plan will indicate 100% compliance with Safe and Drug-Free mandates.	Red Ribbon Week Activities - October, 2005	Teachers, Counselor, Safe and Drug Free Coordinator	\$500
X	X		X		Guidance	X				14A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	May 2006	Counselor	\$500 for printing costs
X	X		X		Guidance	X				14B	Organization, planning and evaluation of Campus Guidance Programs	Counselor will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May 2006	Counselor	
X	X		X		Guidance	X				14C	Organization, planning and evaluation of Campus Guidance Programs	Counselor will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September 2005 December 2005 June 2006	Counselor	

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X	X		X		Guidance	X				14D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	Counselor will reduce non-guidance tasks and activities in half.	2005-2006	Counselor	
X					Guidance	X				14E	Develop relationship with elementary cluster counselor in order to enhance program development, impart program expectations, and expedite communication between schools and central office.	Counselor will attend cluster counselor meetings.	Monthly	Counselor	
X		X			Guidance	X				14F	Elementary 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 show 100% compliance.	April 2005  Monthly	Counselor	
					Health Services					15A	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	2005-2006	School Nurse	
	X		X		Discipline Management	X				16A	Implement and review Behavior Management Plan which includes character education (Accountability Pyramid System).	100% of walk throughs reflect use of Campus Behavior Management Plan  Using the PEIMS 425 report, written modifications to the Campus BMP will be incorporated with data of inclusion noted	2005-2006	Student, Parent, Community Team, Administrators, Teachers	
X	X				Art	X				17A	Teachers will provide art instruction.	Students will produce 5 art projects for their portfolio.	2005-2006	Teachers Art Liaison	\$750.00

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X	X				Enrichment-Music & Physical Education	X				18A	Integrate and implement Music and Physical Education TEKS and the North East Standards for Music.	100% of curriculum will reflect the Music and Physical Education TEKS and the North East Standards for Music.  100% of students will participate in the Music & Physical Education Curriculum (CATCH initiative)	2005-2006	Music and Physical Education Teachers	
X					Attendance	X				19A	Provide meaningful instruction, activities and incentives to encourage perfect attendance.	Attendance will be maintained or exceed District average.	2005-2006	Teachers, Administrators	\$750.00
	X	X			Parent Involvement  Health Services	X				20A	Provide parent communication with parents and PTA on children's health issues. Communicate with Parents and Community thru internet Health Services sites.	Campus Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website monthly.	Monthly	School Nurse	
X		X			Parent Involvement	X				20B	Family Specialist will work with data processing to assist parents in accessing information using the Grade Speed software.	100% of parents who wish to access the system will gain access to the system		Family Specialist	
		X			Parent Involvement	X				20C	Provide opportunity for parents to acquire and apply knowledge and skills necessary to fulfill their role as their child's first teacher. Through involvement in <b>Parent Academy</b> training sessions, parents will be motivated, encouraged and empowered to support their children through their education as well as continue their own.	100% of parents registered in the program will receive certification from San Antonio College	2005-2006	Title I Family Specialist, Administrator	

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		X			Parent Involvement	X				20D	Provide <b>English as a Second Language</b> classes for parents each semester to develop communication skills and confidence with which to interact in our school setting and beyond.	Participant Feedback and Evaluations	December 2005 April 2006	Title I Family Specialist, Administrators	
X		X			Parent Involvement	X				20E	Provide an Early Literacy Development Center. Through our <b>Ready, Set, Read! Program</b> , parents can access good literature to use with their children at home. Questioning techniques and interactive activities for parents are provided for each title.  Early Literacy Development training is also provided through KLRN's "Early On" Program	Parent Program Evaluation Forms will indicate satisfaction with the program	2005-2006	Title I Family Specialist, Administrator	Maintenance and additions to program through Title I Funds  KLRN Grant monies
		X			Parent Involvement	X				20F	Develop and maintain the <b>Parent Support Network</b> through which parents are trained to use workroom equipment and materials. Parents volunteer to become involved in preparing materials for classrooms	Parent volunteer hours will be increased by 5%.	2005-2006 Monthly	Title I Family Specialist, Administrators	

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		X			Parent Involvement	X				20G	Maintain a Family Resource Center for parent training, meetings and research. Materials included and available to parents include:  *Parent Resource Library *Continuing education information *Social service information related to housing, childcare, insurance / health issues, clothing and food needs *Computer/ Internet Access for Parents (NEISD Continuing Education Schedules, SAC Information, Job searches, Map Quest)	Increase usage by parents and community members as recorded through sign-in notebook.	May 2006	Title I Family Specialist, Administrator	
X		X			Parent Involvement	X				20H	Develop and maintain Tutor / Mentor Programs and Community Volunteers	Increase usage by parents and community members as recorded through sign-in notebook.	May 2006	Title I Family Specialist, Administrator	
		X			Parent Involvement	X				20I	Provide opportunity and coordinate family support through various community resources.  *Salvation Army's "Shoe In" Program *Alamo Heights Optimist Club "Coats for Kids" *Assistance League of San Antonio "Operation School Bell" *Elf Louise	100% of needy families will benefit from one or more of the community resources.	2005-2006	Title I Family Specialist, Administrator	

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X					Parent Involvement	X				20J	Make home visits to student's residence in order to provide and maintain communication with parent(s) regarding student progress and well-being; assess family needs and provide support accordingly.	100% of teacher referral will be completed in a timely manner.	2005-2006	Title I Family Specialist, Counselor, Administrator	
X					School Initiatives	X				21A	All instructional initiatives will focus on differentiated instruction strategies and structures that elicit student engagement in the learning process. See <i>Working On the Work</i> by Schlechty.	All strategies will increase student academic performance as exhibited on benchmark and classroom common assessments.		Administrator, Teachers, Curriculum Facilitators	
X					School Initiatives	X				21B	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning.	1. School 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 the School Improvement Department.		Administrator, Facilitators, Teachers	
X					School Initiatives	X				21C	Teams will meet on a regular basis to track progress on common assessments.	School will pair up to share and administer Common Assessments. One Common assessment representing partner campus will be used. 2nd-Math 3rd-Writing 4th Science 5th Science		Administrator, Facilitators, Teachers	

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X					School Initiatives	X				21D	Teams will meet on a regular basis to track progress on benchmarks.	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 to provide student focused support. Students will analyze, record and set learning goals based on the results.	Administrator, Facilitators, Teachers	
X					School Initiatives	X				21E	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 and Comparing strategies. Student work will be analyzed and discussed.	2005-2006	Administrator, Facilitators, Teachers	
X					School Initiatives	X				21F	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process outlined in <u>Background Knowledge</u> . 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.	2005-2006	Administrator, Facilitators, Teachers	
X					School Initiatives	X				21G	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.	2005-2006	Administrator, Facilitators, Teachers	

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1	2	3	4	5		E	M	H	D						
X					School Initiatives	X				21H	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 <u>What to Look for in the Reading Classroom Checklist</u> , 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.	2005-2006	Administrator, Facilitators, Teachers	
X					School Initiatives	X				22A	Training will continue with Critical Friends Protocols in an effort to improve communication, share decision making and improve the process of looking at student data and student work.	Teams will meet once a month using "Slice Protocol" to look at student work and record progress.	2005-2006	Administrator, Critical Friends Group coaches	