

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
 JOHN NANCE GARNER MIDDLE SCHOOL
 2005-2006

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Garner Initiatives		X		X	1A	All instructional initiatives will focus on differentiated instruction strategies and structures that elicit student engagement in the learning process.		August, 2005-May, 2006	Principal, Asst. Principals, Dean, Teachers	\$0 District Supported
X					Continue DATA teams. Begin Student Goal Setting See Marzano Book and ppt. <i>Classroom Instruction that Works, - Setting Objectives and Providing Feedback.</i>		X		X	1B	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning. Students will have goal setting opportunities before, during and after state, district and classroom assessments.	100% of Teachers will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes. TEKS/TAKS Action Plans will be completed after state and district assessments. Teachers and administrators will use information gained from Assessment Literacy training in providing feedback to students and parents	Daily, weekly, monthly, quarterly, yearly	Principal, Asst. Principals; Dean, Teachers, Students	\$0 District Supported
X					Common Assessments See District Booklet entitled <i>Collaboration for Leadership and Learning-Benchmark and Common Assessments</i> and DuFour's book, <i>On Common Ground</i>		X		X	1C	Schools will pair up to share and administer Common Assessments. One common assessment representing partner campuses will be used.	100% of Common Assessments will adhere to the checklist or rubric for Common Assessments. Teachers will analyze results, set learning objectives for students who were unsuccessful. Students will analyze and record results and set goals.	October, 2005; December, 2005; March, 2006; May, 2006	Principal; Dean, Asst. Principals, Teachers, Students, SPED Coordinator	\$0

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X					Benchmark Assessments See District Booklet entitled <i>Collaboration for leadership and Learning: Benchmark and Common Assessments</i> and DuFour's book entitled, <i>On Common Ground</i>		X		X	1D	Core Subject Area Teachers will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback for instructional improvement.	100% of teachers will use benchmark data to set learning objectives & provide student focused support. Students will analyze, record and set learning goals based on the results.	August, 2005-May, 2006	Principal, Deans, Teachers, SPED Coordinator	\$1500 for DuFour's book, <i>On Common Ground</i> provided by the district
X					Reading/ELA	X	X	X	X	2A	Implement instruction and support in before, during, and after reading and thinking strategies such as; activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing.	Using the <i>What to Look for in the Reading Classroom Checklist</i> , all snapshot visits or formative walkthroughs will indicate appropriate application of the reading and thinking strategies; 100% of students in grades 3-11 will meet expectations on TAKS reading test.	Fall 2005-Spring 2006		District Supported
X					Reading/ELA	X	X	X	X	2D	Implement the Best Reading Practices for struggling readers using differentiation strategies to meet the needs of all students	Using the <i>What to Look for in the Reading Classroom Checklist</i> , all snapshot visits or formative walkthroughs will indicate appropriate application of reading strategies for all students.	Fall 2005-Spring 2006	Nancy Brischke, Virginia Guerrero; Literacy Specialists, Principal, Asst. Principals, Dean	\$75,000 for Reading Academy (Grades 4, 5, 6) by district

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X					Reading/ELA		X			3A	Use aligned lessons/units of study based on current curriculum for Grade 6 Reading and English classes.	All Grade 6 English and reading department lesson plans will reflect collaborative planning; snapshot visits or formative walkthroughs will reveal collaborative efforts.	Fall 2005-Spring 2006	Nancy Brischke, Virginia Guerrero; Literacy Specialists, Principal, Asst. Principals, Dean	\$0
X					Reading		X			1A	Restudy TAKS information books and SDAA books.	Discussion of information will be documented in Dept. agendas.	Bi-monthly	Dept. Chair, Reading teachers	
X					Reading		X			1A 14D.1	Provide all students including SPED students instruction on grade level using the TEKS.	Grade level assessment	Weekly	All Reading teachers	
X					Reading		X			1A	Use TEKS/ student expectation "hard" cards for all students in reading at all grade levels.	Use of "hard cards" by students as part of instruction	Daily	All Reading teachers	\$551
X					Reading		X			1A.1	Develop and implement Reading Across the Curriculum following the scope and sequences.	100% of students will be involved in silent sustained reading 100% of lesson plans will document implementation. Students will be involved in the use of library resources including electronic texts, periodicals, reference materials, and classic & contemporary works.	Daily during Reading classes Every three weeks Fall, Winter & Spring 2005-2006	All Reading teachers Dept. Chairperson Grace Ryder, Librarian & Reading teachers All reading teachers	\$0 \$0

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X					Reading		X			1A.2	Align and implement reading strategies that reflect Best Practices: reciprocal teaching, structured note-taking, think alouds, writing to learn, and graphic organizers and Interactive Reading Process. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Incorporate THINK-PAIR-SHARE, SAY SOMETHING strategies and classifying and comparing strategies. THINK will also be adapted to exhibit individual time to reflect on learning. i.e. WROTE-PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, TAKE NOTES-PAIR-SHARE.	100% of teachers will use Best Practice strategies as described on the Innovation Configuration rubric. Teachers lessons will reflect 3-5 methods of instruction and 3-5 assessment types. Horizontal & vertical meetings	August, 2005 Curriculum Day September, 2005- May, 2006 September, 2005- May, 2006 Weekly	Nancy Brischke, Instructional Specialists, Susie Hamilton, Reading Dept. Chair, Susan Okaty, Academic Dean, Reading teachers, 8th grade Language Arts Reading Teachers	\$470
X					Reading/ English		X			1B	Implement ninety-minute integrated English Language Arts block in 6th grade.	100% of students will show at least one year's growth on TAKS data.	Monthly from August, 2005 - May, 2006	6th grade English & Reading Teachers, Maureen Rodriguez, Reading Supervisor, Susan Okaty, Academic Dean	

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X					Reading					1C	Administer and use data from benchmarks and common assessments to monitor student progress. Using current data, identify students needing additional support in reading and provide additional tutoring.	100% of students will be administered periodic assessments to determine reading progress. Excel spreadsheet with students' names and supports needed.	Fall, Winter 2005 and Spring 2006 December 2005	Nancy Brischke, Literacy Specialists, Reading Department Head, Reading Teachers, Academic Dean, Special Ed Teachers and Coordinator	
X					Reading					1D	Implement vocabulary development through variety of strategies (Greek and Latin roots, prefixes, suffixes, words in context, voc. workbook, Wordskills and cross-curricular terms, non-linguistic means).	100% of teachers will implement strategies for vocabulary development.	September, 2005 May, 2006	Nancy Brischke, Literacy Specialists, Reading Department Head, all reading teachers	
X					Writing		X			2A.1	Improve student writing using the K-12 writing scope and sequence.	100% of staff will implement writing in their content area instruction and assessment. Use the Write Traits Kit and strategies to address writing. Use sentence composing for middle school, including the use of instructional specialists to elaborate on writing in the content areas.	Two times per six weeks period during the second semester June, 2005 - May, 2006	All campus teachers Special Education and Regular Education English teachers English teachers	\$0

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Writing		X			2A.2	Improve student writing by aligning instruction through a K - 12 scope and sequence for writing. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Incorporate THINK-PAIR-SHARE, SAY SOMETHING strategies and classifying and comparing strategies. THINK will also be adapted to exhibit individual time to reflect on learning. i.e. WROTE-PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, TAKE NOTES-PAIR-SHARE.	100% of students will pass TAKS writing test. English teachers will meet vertically once a month with district department chairs and horizontally once a week.	March, 2006 September, 2005-May, 2006 weekly	Nancy Brischke, Virginia Guerrero, Language Arts Specialists, English Teachers	\$0
X					Writing		X			2B	Develop common instructional language and structure for the process of writing.	100% of Language Arts, English, Reading, and ESL teachers will attend workshops on Writing Workshop and Six Traits writing. 100% of English, Reading, and ESL teachers will achieve a 2 or above on the Innovation Configuration for Process Writing.	September, 2005 January, 2006 April, 2006	Virginia Guerrero, Language Arts Specialists, Sharon Aloy, MS English Dept. Chair, English Teachers, Reading Teachers, Susan Okaty, Academic Dean; Peggy Clemons, Principal	Workshop expense provided by the district

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X					Writing		X			2C	Provide teachers instruction and support in implementation of writing workshop and in the essential elements of good writing.	100% of reading, English, and ESL teachers will receive instruction in Six Traits, or Writing Workshop.	September, 2005-May, 2006	Virginia Guerrero, Carol Mendenhall, Nancy Brischke, Sharon Aloy, MS Dept. Chair, Susan Okaty, Academic Dean, Language Arts Specialists, English Teachers	Substitutes provided by the district
X					Writing		X			2D	Develop and implement a benchmark assessment program to guide writing instruction in K - 12.	100% of students at grades 6-8 will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2005 - 2006	Nancy Brischke, Language Arts Specialists, Virginia Guerrero, Sharon Aloy, English Dept. Chairperson, English Teachers	Central Office will provide benchmark assessments
X					Writing		X			2E	Monitor benchmark assessments	Central Office staff will review benchmark data, adjust curriculum and meet with principals to discuss results. Use common assessments to determine student success	Fall, Winter, and Spring of 2005 - 2006	Nancy Brischke, Language Arts Specialists, Virginia Guerrero, Sharon Aloy, English Dept. Chairperson, Susan Okaty, Academic Dean, English Teachers, Peggy Clemons, Principal, Amy Stengel	\$0

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X					Writing/ Reading		X			2H	All students will be instructed on how to find textual evidence and answering short response questions.	Enrollment numbers in Pre-AP courses will remain stable throughout the school year. Review of failure rates will show fewer than 5% of students failing Pre-AP courses.	2005-2006	Virginia Guerrero, Sharon Aloy, Dept. Chairperson, Susie Hamilton, Reading Dept. Chairperson, Reading Teachers, English Teachers, Susan Okaty, Academic Dean, Peggy Clemons, Principal, Parents, Counselors	Workshop tuition costs provided by the district and campus
X					Mathematics		X			4C	Utilize the vocabulary development process to teach all the necessary vocabulary when introducing new mathematics concepts.	Using the What to Look for in the Mathematics Classroom Checklist, 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Quarterly	Deans, Principal, Assistant Principals	
X					Mathematics		X				Administer and use data from benchmarks and common assessments to monitor student progress. Using current data, identify students needing additional support in math.	100% of students will be administered periodic assessments to determine reading progress. Excel spreadsheet with students' names and supports needed.	Fall, Winter 2005 and Spring 2006 December, 2006	Math Teachers, Susan Okaty, Academic Dean, John Bojeskul, Math Supervisor, Laura Niland, MacArthur Math Dean	
X					Mathematics		X				Restudy TAKS information books and SDAA books	Discussion of information will be documented in Dept. agendas.	Bi-monthly	Dept. Chair, Math teachers	
X					Mathematics		X				Provide all students including SPED instruction on grade level using the TEKS.	Grade level assessment	Weekly	All Math teachers	

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X					Mathematics	X					Use TEKS/ student expectation "hard" cards for all students in reading at all grade levels.	Use of "hard cards" by students as part of instruction	Daily	All Math teachers	\$551
X					Mathematics		X			3A	Utilize the revised North East Scope and Sequence for Grades K through 8 and Algebra I.	100% of students will score a minimum of 50 or better on the 1st benchmark and 70 or better on the second benchmark tests. 100% of formative walkthroughs will indicate adherence to district plan.	October, 2005 February, 2006 Monthly	Peggy Clemons, Principal, Assistant Principals, Math Teachers	Provided by the district
X					Mathematics		X			3C	Embrace the implementation of Math Leadership Teams responsible for maintaining campus focus on TEKS, District Philosophy and Indicators of Excellence.	100% of teachers will use Best Practice strategies as described on the Innovation Configuration rubric.	September, 2005 January, 2006 April, 2006	Math Teachers	Provided by the district
X					Mathematics		X			3C	Grade levels will meet to discuss implementation of district units. Vertical alignment meetings will be scheduled to discuss curriculum issues.	Feedback from teachers will be sought to make the meetings productive. Academic Dean and/or Math administrator supervisor meets with department.	Weekly from August, 2005 to May, 2006 Monthly from September, 2005 to May, 2006	Math Teachers, Susan Okaty, Academic Dean, John Bojeskul, Math Supervisor, Laura Niland, MacArthur Math Dean	\$0

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X					Mathematics		X			3E	Implement the use of North East Algebra Curriculum and Middle School Units of Study in all math classrooms.	100% of students will score a minimum of 50 or better on the 1st benchmark and 70 or better on the second benchmark tests. 100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	October, 2005 February, 2006 Monthly	John Bojescul, Math Supervisor, Math Teachers	Provided by the district
X					Mathematics		X			3F	Monitor benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals to discuss results.	October, 2005 January, 2006 March, 2006	Peggy Clemons, Principal, Math Specialists	Provided by district
X					Mathematics		X			3J	Increase student access to Pre-AP.	Enrollment in Pre-AP courses will increase by 5% for each sub-population from 2004-2005 to 2005-2006 school year. Enrollment numbers in Pre-AP courses will remain stable throughout the 2005-2006 school year. Review of failure rates will show fewer than 5% of students failing Pre-AP courses.	August, 2005 - May, 2006 Every nine weeks	Pre-AP Teachers, Math Specialist, Mike Lara	Provided by the district

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X					Mathematics		X			3K.1	Integrate the use of the following best practices into the math program: * inquiry, * class discourse, and * use of appropriate tools. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE, SAY SOMETHING strategies and classifying and comparing strategies. THINK will also be adapted to exhibit individual time to reflect on learning. i.e. WROTE-PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, TAKE NOTES-PAIR-SHARE.	100% of teachers will use Best Practice strategies as described on the Innovation Configuration rubric. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies. Teachers lessons will reflect 3-5 methods of instruction and 3-5 assessment types.	November, 2005 March, 2006	Math Teachers Administrators	Provided by the district
X					Mathematics		X			3K.2	Implement ninety minutes of math daily for all 6th graders (unless stated otherwise on IEP)	100% of students will score a minimum of 50 or better on the 1st benchmark and 70 or better on the second benchmark tests. 100% of students will show at least one year's growth on the TAKS data.	Monthly from August, 2005 to May, 2006	6th Grade Teachers, Susan Okaty, Academic Dean, Math Supervisor, Administration	\$150

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X					Science	X	X	X		5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at TEA website.	100% of walkthroughs of all secondary campuses will demonstrate compliance with state standards. Campuses not in compliance must provide an action plan for meeting compliance within 3 years.	September, 2005 December, 2005 March, 2006	Patti Castellano; Principal; Assistant Principals; Science Instructional Specialists; Dean; Department Chairman	\$0
X					Science	X	X	X		5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence. 100% of secondary campuses will complete an equipment inventory to be used as a guide for district support.	Every 9 Weeks; Inventory due September 10, 2005	Patti Castellano; Principal; Assistant Principal; Science Instructional Specialists; Dean; Department Chairman	\$0
X					Science	X	X	X		5C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every nine weeks	Patti Castellano; Principal; Assistant Principal; Science Instructional Specialists; Dean; Department Chairman	\$0

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X					Science	X	X	X		5D	Integrate the use of the following best practices to target diverse learners including: 80-60-40 laboratory and field investigations, Marzano's 9 Strategies that Work, Thinking Maps, KWL, Word Wall, 5 STEP VOCABULARY DEVELOPMENT PROCESS, SAY SOMETHING, THINK-PAIR-SHARE, classifying and comparing strategies.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Monthly	Patti Castellano; Principal; Assistant Principals; Science Instructional Specialists; Dean; Department Chairman; Teachers	\$0
X					Science	X	X	X		5E	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of science teachers will incorporate formative assessment strategies such as performance, portfolio, essay, lab reports, presentation of research project, models, journals, etc. to guide instruction. Central Office staff will assist campuses in reviewing common assessment and benchmark data and assist in developing campus action plans	Every nine weeks	Patti Castellano; Principal; Assistant Principals; Science Instructional Specialists; Dean; Department Chairman; Teachers	\$0

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X					Science	X	X	X		5G	Align instructional resources to support standards based instruction (TEKS)	Create and communicate exemplary lessons in science that target high impact TEKS and include questioning, technology integration, and accommodations for diverse learners	August, 2005-May, 2006	Patti Castellano; Principal; Assistant Principals; Science Instructional Specialists; Dean; Department Chairman; Teachers; Special Education; Ed Tech	\$0
X					Science		X			4A	THINK will also be adapted to exhibit individual time to reflect on learning. i.e. WRITE-PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, TAKE NOTES-PAIR-SHARE.	100% of the formative walkthroughs will indicate use of effective teaching strategies.	September, 2005 December, 2005 March, 2006	Administrators, Pam Smith, Department Head, Science Instructional Specialists	Provided by the district
X					Science		X			4C	Develop and implement common semester assessments that are TAKS formatted for selected courses.	All students in science courses will be administered semester assessments that are prepared prior to course planning.	December, 2005 May, 2006	Pam Smith, Department Chair, Science Teachers, Susan Okaty, Academic Dean, Science Instructional Specialists	\$0

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Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Science		X			4D	Monitor common assessments	Science Supervisor will meet with teachers to review benchmark data after implementation of TEKS and adjust curriculum to meet the needs of the students' learning.	January, 2006 June, 2006	Science Teachers, Susan Okaty, Academic Dean, Science Instructional Specialists	\$0
X					Science		X			4H	Integrate technology & multimedia labs (probes, computers, televisions, streaming videos)	100 % of the teachers will implement technology and multimedia labs each 6 weeks.	Fall 2005 - Spring 2006	Pam Smith, Department Chair, Science Teachers, Maureen Rodriguez, Science Supervisor	\$0
X					Social Studies		X	X		6B	Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	5%Increase in students meeting expectations in TAKS Reading and Social Studies at grade 8		classroom teachers	\$0

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X					Social Studies		X	X		6D	Implementation of differentiated instruction through History Alive! To include strategies and the development of District History Alive! Coaches. Submission of one History Alive! Lesson plan for publication on the District Lesson Plan Database for all level II trained teachers.	Evidence of differentiated instruction in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> on web page. Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS. Increase in students meeting expectations in TAKS Reading at grades 8 and 10.	Quarterly	Eric McGarrah; AP's; Classroom Teachers; Department Chairs and Instructional Dean	\$0
X					Social Studies		X	X		6D	All social studies teachers will utilize the North East vocabulary development process outlined in 1D in social studies classrooms.	100% of formative walkthroughs will indicate adherence use of these instructional strategies.	December, 2005 May, 2006	Principal; Eric McGarrah; Social Studies Specialists; Instructional Dean; Department Chairs; AP and Classroom Teachers.	\$0

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Social Studies		X	X		6G	Utilize the North East Scope and Sequence for social studies instruction.	Common assessments and benchmarks, where appropriate, and Social Studies Snapshot Walk-Throughs will indicate adherence to district scope and sequence. Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	Quarterly	Principal; Eric McGarrah; Social Studies Specialists; Instructional Dean; Department Chairs; Asst. Principal and Classroom Teachers.	\$0
X					Social Studies		X	X		6J	Incorporate writing into the context of student work in the social studies classroom. Provide support for: 1. open response/short answer writing in the social studies classroom 2. attend a one-day social studies six traits workshop for teachers of social studies in grades 6 and 7	Evidence of writing in the social studies classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> on web page. Samples of student work will demonstrate skill in open response/short answer writing: 1. viable answer 2. appropriate textual support 3. insight into the reading selection from which the question is based.	Quarterly	Eric McGarrah; Social Studies Specialists; Academic Deans; and Classroom Teachers	\$0

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Social Studies		X			5A	Create common assessments based on TAKS objectives in 8th U.S. History	All students in selected courses will be administered common unit and six weeks assessments. 1/2 of the semester exams will be TAKS formatted	Each six weeks End of Semester	Social Studies Teachers, Department Chair, Academic Dean, Social Studies Coordinator	\$50
X					Social Studies		X			5B.1	Provide resources or reteach/practice at multiple skill levels. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development, Ignite, History Alive, Big Muscles. Incorporate THINK-PAIR-SHARE, SAY SOMETHING strategies, and classifying and comparing strategies. Provide additional materials (resource bank) to utilize in developing strategies for remediations/reteach. THINK will also be adapted to exhibit individual time to reflect on learning. i.e. WROTE-PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, TAKE NOTES-PAIR-SHARE.	Overall improvement of 5% of students meeting expectations on benchmark assessments	School Year 2005-2006	Social Studies Teachers, Department Chair, Academic Dean, Social Studies Coordinator	\$700

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Social Studies		X			5B.2	Monitor common assessments.	Social Studies Supervisor will meet with teachers to review benchmark data after implementation of TEKS and adjust curriculum to meet the needs of the students' learning.	January, 2006 June, 2006	Social Studies Teachers, Department Chair, Academic Dean, Social Studies Coordinator	\$0
X					Social Studies		X			5C	Review revised benchmark assessments in 8th History courses to reflect new TAKS objectives.	100% of students will score a minimum of 70% on benchmark assessments.	February, 2006	Social Studies Teachers, Department Chair, Academic Dean, Social Studies Coordinator	Provided by the district
X					Social Studies		X			5D	Implement AP vertical teams in Social Studies, grades 6-8.	Vertical teams will meet a minimum of three times to create sequence of vocabulary terms and primary document research guidelines for Pre-AP and AP teachers of Social Studies.	September, 2005 December, 2005 March, 2006	Social Studies Teachers, Department Chair, Academic Dean, Social Studies Coordinator	Provided by the district
X	X				Gifted/Talented		X			6E	Implement the use of the G/T Math and English curriculum guides on the Intranet.	100% G/T math and English teachers will access curriculum on the intranet.	September, 2005- May, 2006	GT Math & English Teachers	\$0

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X	X				Gifted/Talented		X			6F	Implement the G/T grammar and writing programs to include Socratic Dialogue in G/T English.	100% G/T teachers will receive training. 100% G/T students will score a 3 or above on the writing benchmarks. 100% G/T Teachers each will use Socratic Dialogue.	October, 2005 January, 2006 October, 2005 January, 2006 Each nine weeks.	G/T Teachers	Provided by the district
X					Library Services		X			7A.1	Use Big Six Research Strategy, Grades 6 - 8	Librarian will guide research project in Lang. Arts, Science, and Social Studies.	First and second semester	Grace Ryder, Librarian, Teachers, Technology Coordinator	\$0
X					Library Services		X			7A.2	Provide staff development on the Big 6 Research strategy.	100% of core content teachers will utilize Big 6 as a research strategy in doing research projects with students	September, 2005-May, 2006	Grace Ryder, Librarian	\$0
X					Library Services English Reading Math Social Studies Science		X			7A.3	Students will complete a research project in each of the core content classes utilizing the Big 6 strategy.	Students will demonstrate mastery of the Big 6 Research strategy through completing a research project in each of their core content classes.	September, 2005-May, 2006	Grace Ryder, Librarian, Department Chairs from Core classes, Teachers from Core Content classes	\$0
X					Library Services		X			7B	Implement SIRSI software after training by central office.	Librarian will use SIRSI as indicated in monthly circulation statistics.	July, 2005 through June, 2006	Grace Ryder, Librarian	Provided by district
X					Library Services		X			7C	Implement Gale Resources and electronic databases after training by central office.	Librarian will use Gale Resources and electronic databases.	July, 2005 through June, 2006	Technology Coordinator, Grace Ryder, Librarian	\$0

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X					Library Services		X			7D	Maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS unit to be posted online in shared library folder.	Every nine weeks	Grace Ryder, Librarian	\$0
X					Dyslexia		X			8A	Implement a dyslexia program that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by the campus rolls and reflected in STAT meeting notes as well as parent letters.	2005-2006 School Year	Dyslexia Supervisor, Peggy Clemons, Principal, Susie Hamilton, Reading Department Chair, Campus Dyslexia Teachers, STAT	Provided by the district
X					ESL		X			9A	Implement NE ESL Scope and Sequence. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	80% of students taking the pre and post oral assessments will gain one-half year of language development	Fall/Spring	Janis Erwin, Bilingual/ESL Teacher, Maureen Rodriguez, ESOL Supervisor	Provided by the district

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X					Fine Arts		X			12A	Increase participation in UIL academic competition Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	Increase participation in academic UIL by 10%. Students who attend after school practice will compete in UIL Meets.	May, 2006 Scheduled meets	Diana Hughes, UIL Coordinator, Phyllis Malone, Lisa Puga, Wyatt Moerdyk, Julia Hvass, Michelle Watkins	\$0
X					Professional Development		X			13I	Increase horizontal and vertical alignment in English, reading, math, social studies and science.	Develop TEKS based lesson plans horizontally and vertically. Design common assessments.	Weekly - once for horizontal and once for vertical For 1st & 2nd semester exams	Department Chairs, English, Reading, Math, Social Studies and Science Teachers, Supervising Administrators	\$50

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X					Professional Development		X			13J	Provide staff development on differentiated instruction, Triand, Plato the research strategies, NEISD Writing Program, TEKS updates, TAKS updates, technology integration, character education, discipline management, 4-MAT Learning styles, questioning strategies, identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	Participation in the professional development opportunities, and integration with library skills.	Weekly Faculty Meetings Staff Development Days Workshops after school Daily lessons and units	All Garner staff.	\$0
X			X		Special Education		X			14B	Provide a statement of transition service needs for students with disabilities 13 years of age and older, focusing on the student's course of study. (CAP-Transition)	All students with disabilities 13 years of age and older will receive information about career opportunities and community resources appropriate to address their individual needs.	Monthly	Special Education Campus Coordinator, ARD Committee	\$0

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X					Special Education		X			14D.1	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 meet NCLB regulations.	Every Six Weeks	Peggy Clemons, Principal, Special Education Coordinator, Special Education Inclusion Teachers, General Education Teachers	\$0
X					Special Education		X			14D.2	Open TLC/CMC to special education and at risk general education students through a co-funded program.	Analyze TLC/CMC data for attendance and failing grades.	Every nine weeks	Linda Logan, Special Education Campus Coordinator, Suzanne Sobel, CMC/TLC Teacher, General Education Staff Member, Substitutes, Peggy Clemons, Principal	\$0
X					Special Education		X			14E	Increase the percentage of students with disabilities taking TAKS and SDAA on grade level.	Analyze SDAA data for student growth.	Each ARD to recommend individual testing level.	ARD Committee, Principal	\$0
X					Special Education		X			14F	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs and initial evaluations for all students will occur on time.	Quarterly	Principal, Campus Coordinator	\$0

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X					Special Education		X				Monitor students' success in general education classes and add additional support when needed.	Excel spreadsheet with student's names and additional support needed.	December, 2005	Inclusion Teachers, Lab Teachers, Administrators, Counselors, Special Ed Coordinator, Reading & Math General Ed. Teachers	\$0
X					Special Education		X			14G	Provide a Redirection Behavior Program to support Emotionally Disturbed students included in general education classrooms. Reduce off campus referrals and maintain seriously Emotionally Disturbed students longer on the home campus.	Evaluate the discipline referrals to the administrators	Every nine weeks	Special Education Redirection Teachers, ARD Committee, Special Education Campus Coordinator, Asst. Principals, and Principal	\$0
X					Special Education		X			14H	Place a Special Education Inclusion teacher on every team to support Special Education students through inclusion, case management and co-teach instruction in the general education classroom.	Increase the number of students with disabilities served in general education classroom from 2003-04 to 2004-05 by 50% to meet the goals of No Child Left Behind.	Every nine weeks and Annual ARD	Special Education Inclusion Teachers and General Education Teachers, Special Education Campus Coordinator, ARD Committee, Principal	\$0

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X					Accelerated Education At Risk		X			15B	Increase affective, cognitive and linguistic needs of the limited English proficient students.	100% of the ESL/Bilingual students will pass TAKS in the language they were assessed in. 100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE).	April, 2006 April, 2006	Janis Erwin, ESL Teacher	\$0
	X				Accelerated Education At Risk Drop Out reduction		X			15C	Allocate counselors to implement and support programs to prevent the possession and distribution of tobacco, alcohol and other drugs by students.	The annual evaluation of Safe and Drug Free Schools and Communities (Title IV) will show a decrease in drug, alcohol and tobacco related incidents at the middle school levels.	August, 2005-May, 2006	Counselors, Peggy Clemons, Principal	\$0
X					Accelerated Education At Risk		X			15D	Provide local credit TEKS enrichment classes in Reading for 7th grade.	100% of the targeted students enrolled in the local credit Reading classes will pass TAKS. Reduce disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students in the four curriculum areas.	May, 2006 June, 2006	Peggy Clemons, Principal	\$0

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					Accelerated Education At Risk		X			15E	Students will be tutored weekly for failing grades and missing work.	10% decrease in failure rate at the end of the year Administrator will keep track of failure database	Yearly in June Each six weeks	Administrators, Teachers	\$0
X	X				Accelerated Education At Risk Discipline Management		X			15G	Provide Behavior Management Class based on a structured environment and course content through an In School Suspension Program.	100% completion of student assignments. 1% decrease in discipline referrals.	June, 2006	Assistant Principals, Counselors, ISS Teacher	\$0
	X				Accelerated Education At Risk		X			15H	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 Drop Out Prevention.	August, 2005 through May, 2006	Peggy Clemons, Principal, Counselors, Staff Development Committee	\$0
X					Accelerated Education At Risk Personnel		X			15Q	The district will actively recruit and hire highly qualified teachers.	Personnel rosters and recruiting records will show personnel interviewed and hired are fully qualified.	July, 2005 through June, 2006	Peggy Clemons, Principal, Human Resources Dept.	\$0
X					Accelerated Education At Risk		X			15R	Counselors will meet with students identified with attendance problems	Reduce disparity in rates of high school completion between students at risk of dropping out of school and all other district students in the four core curriculum areas.	July, 2005 through June, 2006	Peggy Clemons, Principal, Barbara Bading	\$0

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X	X			X	Technology Applications		X			17A	Technology Committee will meet a minimum of once a month with Educational Technology Staff 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 as measured by the Professional Development Planner. Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.	August, 2005 and May, 2006 November, 2005; February, 2006; and June, 2006 Monthly	Peggy Clemons, Principal, Campus Technology Committee Representatives (one per grade level, team, department), Instructional Technology Specialists and Coordinators	\$0
		X		X	Technology Applications		X			17B	Implement GradeSpeed and TeacherWeb software to manage grades, attendance and improve communication with staff, students, and parents.	100% of teachers who report numerical grades and attendance will use GradeSpeed to record grades. 100% of teachers who report numerical grades will use GradeSpeed to upload six-weeks grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Six-weeks Weekly & Monthly	Principals, Teachers, Data Processors	\$0

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Technology Applications		X			17D	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 district proficiency tests, rubrics, and a student portfolio stored on a CD.	Six-weeks	Peggy Clemons, Principal, Teachers, Instructional Technology Specialists, Computer Application Teachers	Provided by the district
X		X			Technology Applications		X			17F	Utilize classroom computers, wired computer labs, and 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 teachers will work with students a minimum of four times each semester using the wired and/or wireless computer labs as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.	Weekly Semester	Peggy Clemons, Principal, Teachers, Susan Okaty, Academic Dean	Provided by the district

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 2005-2006

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Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X		X		Safe and Drug-Free		X			18A	Safe and Drug-Free Schools program including goals and strategies: 1. Reduce the use of tobacco, alcohol and other drugs among students during Red Ribbon Week activities. 2. Reduce incidents of violence/Improve school safety by making announcements over the PA system and monitoring hallways during all passing periods. 3. Increase parental and community involvement in violence- and drug prevention activities. 4. Increase student involvement in school activities by making announcements daily about successes in our programs.	100% of students enrolled will attend a discipline assembly at the beginning of the year and at mid-year. 100% of students will complete 2nd Step lessons by grade level. 100% of students will participate in Red Ribbon Week activities. Team Parents will be utilized by each team at least once per year. Parent volunteers will be utilized by front office, teachers and staff for assistance in organizing events, hosting meetings, and day to day activities.	August, 2005 1st 6 weeks During Red Ribbon Week TBA by Teams As needed	Peggy Clemons, Principal, Counselors, Student Council Sponsor, Assistant Principals, Teachers	\$0

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X	X	X	X		Safe and Drug-Free		X			18B	Plan and implement a comprehensive SDFS program that includes: - Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership program (PAL) - Mediation/Conflict Resolution - Professional Development	Needs assessment data interpreted and utilized to customize programs at local campuses. 100% of campuses will involve community in safe and drug-free activities. Surveys of PAL students will reflect exceeds expectations in 95% of responses. 100% of campuses will have mediation/conflict resolution program.	Monthly Mediation Reports Monthly STAN Quantifiable Measures Report PAL Six Weeks Training and Service Report	Peggy Clemons, Principal, Counselors, PAL Teacher, SDFS Campus Contacts, Pat Sanford	Provided by the district
				X	Safe and Drug-Free		X			18C	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report	5% district reduction in incidents of violence and drug use as indicated in the following: (using yearly data) - PEIMS Data - Drug, Alcohol, and Violence Report from Pupil Personnel Services - Mediation Reports by campus - PAL Six Weeks Training and Service Reports	September, 2004 May, 2005	Counselors, PAL Teacher, Peggy Clemons, Principal	\$0

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X					Safe and Drug-Free		X			18D	Using information from needs assessment, provide professional development opportunities for PAL teachers and SDFS Campus Contacts Using information from needs assessment, provide professional development opportunities for Administrators, Counselors and Teachers.	Staff development evaluations, level one will indicate exceeds expectations in 95% of the responses. Staff development surveys of use will indicate 100% of participants utilized information in current position.	September, 2005-June, 2006	Peggy Clemons, Principal, Counselors, PAL Teacher	\$0
X	X		X		Guidance		X			19A	Implement guidance program.	100% of guidance counselors will receive part one of guidance program. 100% of counselors monthly calendars will show a 10% increase in parents and staff contacts.	August, 200 -May, 2006	Counselors	\$0
X					Guidance		X			19B	Designate cluster counselor for Garner in order to expedite communication between schools and central office.	100% of contact counselors will file agendas of their meetings with their constituency.	Monthly	Counselors	\$0

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X		X			Guidance		X			19C	Notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admission and financial aid.	Sign-in sheets will register 100% compliance	August, 2005 - April, 2006	Counselors	Provided by the district
X					Guidance		X			19D	Meet with every 8th grade student and develop individual four year plan.	All students will have 4 year plan at the end of 8th grade.	August, 2005 - April, 2006	Counselors	\$0
X	X				Guidance		X			19E	Provide behavior management counseling for students assigned to in school suspension program.	100% completion of students assignments. 1% decrease in discipline referrals.	August 2005 - June, 2006	Counselors	\$0
X					Guidance		X			19F	Provide academic counseling and classroom expectations for incoming students	Administer and score benchmark data for incoming students without test data. Provide information on expectations for student excellence at Garner.	Within two weeks of entry At enrollment time	Counselors	\$200
X					Dropout Reduction		X			20A	Conduct campus bi-annual audit	File report.	August, 2005 - June, 2006	PEIMS Coordinator	\$0

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X					Dropout Reduction (Teen Parenting)		X			21B	Provide Compensatory Home Instruction (CEH) and Pregnancy Related Services (PRS) for teen mothers if needed.	Make appropriate and timely referrals for services	August, 2005 - May, 2006	Jeanine Crumrine, Nurse, Counselors	\$0
X					Dropout Reduction		X			21D	Identify homeless children in compliance with the McKinney Homeless Assistance Act. TEC J21.031(e).	Record of identified Homeless children and youth sent to TEA	August, 2005 - May, 2006	Twain Tharp, Barbara Bading, Principals, Counselors, Registrars	Grant funds
	X		X		Discipline Management		X			23C	Utilize training and motivation of school personnel for BMP implementation.	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2005	All administrators	\$0
X					Foreign Language		X			24A	Implement an instructional program in Spanish based on developing communicative competency. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	Common departmental semester exams or other appropriate assessments at the middle school level will indicate that 100% of students are meeting or surpassing proficiency goals.	December, 2005 May, 2006	Debbie Crocker, Department Chair, Foreign Language Teacher, Doris Kays, Coordinator	Provided by the district

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X		X			Parent Involvement		X			25A	Strengthen parent, business, and community involvement in the learning environment in order to increase parent and community participation on the campus.	20% increase in volunteer hours	August, 2005 - June, 2006	Tracy Irizarry, PTA President, Team Parent Coordinator, Peggy Clemons, Principal	\$700
X		X			Parent Involvement		X			25B	Continue to improve the communication between parents and teachers through the implementation of the Team Parent Program. 1. Support teachers and student learning through team parent leaders monthly meetings. 2. Team leaders will be established for each academic team, 8th grade level and special education classes. 3. Team parent procedures will be distributed to Team Leaders and appropriate teachers. 4. Team leaders and/or parent representatives will meet with their assigned team or department to discuss strategies to support teachers and improve communication between school and parents.	20% increase in volunteer hours. A 20% increase in names listed on the volunteer hour sheets will document increased involvement. Agendas from Team Parent Program meetings will show increased support.	August, 2005 - June, 2006 Scheduled meetings as needed	Team Parent Coordinator, Peggy Clemons, Principal, Teachers, Tracy Irizarry, PTA President, Assistant Principals	\$0

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X		X			Parent Involvement		X			25C	10% increase in targeted PTA Committees: Library Committee Publicity/media Mentoring 5th Grade Transition	Increased level of participation in all committees	Scheduled meetings	Committee Chairs and Administrator assigned to that area	\$0
X		X			Parent Involvement		X			25C	Contact parents of at-risk students that are participating in Project TEKS	Logs of conferences	January, 2006	Core Academic Teachers, Academic Dean (Especially Reading & Math)	\$2,172