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1	2	3	4	5		E	M	H	D	#		Impact on student and/or teacher learning measured quarterly			
					Reading		x				Use five step vocabulary development process.	Students will use core content vocabulary when responding both orally and written.	Progress report, district and campus benchmarks	Laura Bosquez, Thalia Chaney	
x					Reading		x				Align and implement reading strategies that reflect Best Practices: KWL, reciprocal teaching, structured note-taking, think alouds, read alouds, writing to learn and graphic organizers in the core content areas (English, social studies, and science).	Increased subpop passing rates on campus and district benchmark, TAKS test	Benchmarks to be given every 3 wks from August 2005 to May 2006	Laura Bosquez, Watson, Polensky, Bird, Charles	
					Reading		x				Increase use of expository and informational text in grades 6-8. Improve opportunities for understanding by teaching and using strategies from Beers' <i>When Kids Can't Read</i> , as well as Key Word, Sketch to Stretch.	100% of students will apply the use of effective reading strategies to expository and informational text.	Benchmarks to be given every 3 wks from August 2005 to May 2006	Laura Bosquez	
					Reading		x				Implement an effective reading system that includes a screening assessment, progress monitoring assessments, diagnostic assessment, and outcome assessments.	100% of students in need of reading acceleration will go through intervention program.	Beginning of school year or Initial entry, every 9 wks, at end of year.	Laura Bosquez	
					Reading		x				Monitor student progress by Implementing a campus developed benchmark based on TEKS taught.	Increased subpop passing rates on campus benchmarks	Benchmarks to be given every 3 wks from August 2005 to May 2006	Laura Bosquez	
x					English		x				Continue to provide extra assistance for students struggling in English by scaffolding instruction, using teacher modeling, use of best practices strategies, smaller class size.)	Increased subpop passing rates on campus and district benchmark, TAKS test	August 2005-May 2006	Gayle Lyon, Peggy Betts, Laura Bosquez	State Compensatory Funds - Staff - \$55,000
x					English		x				Develop various modes of writing through the 6 traits of writing and apply traits in other core content areas..	25% of all written research, and short answer responses in core content areas Reading, Social Studies, & Science will be graded using a 6 trait rubric	Aug. 2005 - May 2006	Polensky, English, Reading, SS, and Science teachers	
x					English and Writing		x				Emphasize grammar and spelling through student writing	9 weeks tests to evidence a decrease in students' errors.	Aug. 2005- May 2006	Classroom teachers	

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x					English and Reading	x					Students will know how to interpret readings with open-ended responses.	Students at every grade level will be able to apply open-ended responses when completing classroom assessments.	Aug. 2005- May 2006	English & Reading classroom teachers	
x					Writing and Speaking	x					Teachers will promote the development of Academic English for Academic Competence by modeling its appropriate use .	100% of students will be able to differentiate the public voice from the private voice & all students will demonstrate the use of Standard (formal) English in their writing.	Aug. 2005 - May 2006	Classroom teachers	
x					Writing	x					Provide training for staff on writing across the curriculum and numerical outlining strategy.	Teachers will use writing strategies with all students.	Aug. 2005 - May 2006	Laura Bosquez & English Dept.	
x					Writing	x					Implement Pre-AP strategies for writing in response to text in all Pre-AP classes.	Review of failure rate will show fewer than 15% of students failing Pre-AP courses.	Aug. 2005- May 2006	English Dept.	
x					Mathematics	x					Implement N.E. Standards TAKS based curriculum to increase TAKS passing at each grade level.	Increased subpop passing rates on campus and district benchmark, TAKS test	August 2005-May 2006	Thalia Chaney, Brenda Cerroni, Dept. Chairs	
x					Mathematics	x					Integration of more technology into the math program that will encourage higher order thinking skills.	Increase students higher order thinking processes.	August 2005-May 2006	Brenda Cerroni, Math Dept.	
x					Mathematics	x					Administer benchmark test periodically as assigned by Central Office.	Increased subpop passing rates in district benchmark	9/2005, 2/2006	Cynthia Garcia, Laura Bosquez, Dept. Chair	
x					Mathematics	x					90 minute math block will incorporate vocabulary development, student self assessment, Think-Pair-Share sessions.	Increased subpop passing rates on campus and district benchmark, TAKS test	Every 3 weeks, each semester, April 2006	Thalia Chaney Mathematics Dept	Title I funds - \$200,000
					Mathematics	x					Math dept. will hold math tutorials throughout the year and will TAKS Blitz at least 2 weeks prior to testing.	40% increase in those passing TAKS who previously failed TAKS.	Aug 2005 to April 2006	Math dept.	
					Mathematics	x					Math dept. will provide other non- TAKS testing disciplines with TAKS warm-ups and focus problems during blitz week.	Increase in TAKS passing rates for all subpops	Aug 2005 to April 2006	Math dept.	
					Mathematics	x					Math dept. will advance student higher order thinking skills by teaching students to break down & decode multi-step problems as they apply learned strategies.	All students will be able to interpret problem two different ways; e.g., visual/graphic, rewrite usng different terms, simplify.	Every two weeks	Thalia Chaney, Brenda Cerroni, Math Dept. Head, Math teachers	

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x					Science		x			4A	Utilization of the 5 E's in lesson cycle incorporating effective teaching strategies emphasizing KWL, vocabulary. Word walls and Concept Mapping, problem solving, and organizational skills. Integrate technology, other disciplines, and use wireless labs. Integrate SATEC technology, lesson plans, probe ware, and hardware.	100% of formative walkthroughs will indicate usage of effective teaching strategies. Vertical alignment, team teaching, integration of technology, high student engagement.	September 2005 December 2005 March 2006	Thalia Chaney, Cynthia Garcia, Garry Hardcastle, Laura Bosquez, Nelda Charles	1,000
x					Science		x			4B	Teachers will attend training to develop and use authentic assessment strategies. Cooperative learning, peer tutoring, portfolios, booklets, and PowerPoint presentations. Interactive explorations of web based lessons and assessments. Inquiry-based labs, self-assessments, team and individual accountability.	100% of students will have three examples of authentic assessments in their portfolio. Self-assessments. Cooperative learning and inquiry based rubrics. Individual and team accountability.	August 2005 to May 2006	Thalia Chaney, Cynthia Garcia, Garry Hardcastle, Laura Bosquez, Nelda Charles	\$1,000
X					Science		X			4C	Develop TAKS formatted assessments for selected courses. Utilize TEA website, TAKS booklets, and TAKS workshops. Holt preparation guides for math, science, and reading. CD-ROM tutor,	Common assessments, district benchmarks, campus benchmarks.	Fall and Spring common assessments, Fall and Spring District benchmarks, campus benchmarks every 3 weeks	Laura Bosquez, Nelda Charles, Science Dept.	\$1,000
X					Science		X			4D	Utilization of questioning techniques that guide the students to make Unifying Concepts in Science. Teachers will attend PRE AP training, SATEC, Science study groups, and TAKS training.	100% of formative walkthroughs will indicate usage of effective teaching strategies.	September, 2005 January, 2006 April, 2006	Laura Bosquez, Nelda Charles, Science Dept.	\$1,000
X					Science		X			4E	Inform the community of the requirements and opportunities in Science Education. Teachers/Campus will sponsor Science Family Night, Health Fair, Career Day.	A science specialist will make a presentation at one parent meeting on each campus	School year 2004-2005	Nelda Charles, Science Teachers, Laura Bosquez, Maureen Mazur	\$1,000

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X					Social Studies	x					Continue 8th grade American History Pre AP Curriculum.	Review of failure rates will show fewer than 15% of students failing Pre AP courses.	Every 6 weeks	Denise Bird, 8th grade SS teachers, Laura Bosquez	2,000
X					Social Studies	x					Continue History Alive Curriculum in 6-8th grades.	Students passing Social Studies will increase by 20%.	August 2005- May 2006	Denise Bird, SS teachers	\$4,000
X					Social Studies	X					Monitor student progress by Implementing a campus developed benchmark based on TEKS taught.	8th grade students taking SDAAII, TAKS, and LAT Math will be administered periodic benchmark assessments.	Benchmarks to be given every 3 wks from August 2005 to May 2006	Laura Bosquez, US History Teachers	\$500
					Social Studies	x					Ignite Social Studies curriculum. Technology based instruction and assessment. Utilization of wireless labs.	Evaluate student achievement through cooperative learning and inquiry. 30% increase on common assessment, benchmarks, and TAKS.	Every nine weeks - November, 2005 and February, 2006	Social studies and special education teachers.	
X					Social Studies	x					Boot Camp and Super Saturday will reinforce TEKS based lessons with an emphasis on TAKS tested student expectations.	Student common assessments will show improvement from Sem 1 to Sem 2 and 8th g SS TAKS scores will increase by 10% over scores from Spring 2005.	Apr-06	Denise Bird and all social studies teachers	
x					Academics	X					After school tutoring and Saturday workshops will focus on TAKS preparation and target weak TEKS	70% of students will pass the TAKS test.	Beginning November 2005 through April 2006	Classroom teachers, Family Specialist, & Laura Bosquez	\$8,000
					Academics	x					English, Reading, Social Studies, and Science will use a thematic approach.	One unit per semester. Evaluation through common assessments.	Once each semester	Academic teams, dept. heads, Laura Bosquez	
x					Academics	x					All teachers will access TRIAND, interpret assessment data, and be able to use the information to help direct their instruction.	Comparative data between student district and campus benchmarks, common assessments, prior TAKS testing	All students completed by end of year with priority on TAKS failures, SpEd, LEP, G/T	All teachers, Laura Bosquez	
x					Academics	x					Students will use self assessment and reflection to check for understanding.	All students in core content areas will use a self assessment and/or reflection journal	Weekly check	Core content teams, math specialist, Laura Bosquez	

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x					Academics	x					All 6th graders will be able to successfully incorporate the 7 mindframes that StudyWhiz presents for thinking and learning.	6th grade core area testing grades will improve, classroom participation will increase, campus benchmark scores will show gains.	Dec. 2005 and May 2006	Study Whiz Teacher, 6th grade teachers, Laura Bosquez, Thalia Chaney	State Compensatory Funds - \$60,000
					Academics	x					Vertical development and implementation of test taking strategies across all core content areas	Department Chairs, Content Team feedback, benchmark student copies	Feedback each nine weeks - November, 2005 and February, 2006	Department Chairs, classroom teachers, Campus Specialists	
x					Academics	x					Students will reinforce their understanding of Math and Reading TEKS by completing customized online instruction provided by Plato and Riverdeep.	Increase benchmark and TAKS passing rates for all subpops	Campus benchmarks every 3 wks August 2005 - May 2006, district benchmarks fall and spring, TAKS testing in April	Math and reading teachers, Laura Bosquez, Thalia Chaney	Title I - \$70,000
					Academics	x					Campus wide training and initial implementation of Socratic Seminars to reinforce critical thinking skills and be used as effective performance assessments in the core content areas (Reading, english, social studies, and science).	All core content area teachers will be trained by mid year.	Two seminars per content area starting January 2006.	Core Content Teams, Laura Bosquez	
x					Academics	x					Implement North East standards/TEKS based curriculum to increase TAKS passing of students at each grade level by desegregated student groups in the 5 content areas.	Lesson Plans, Documented Planning - 90% of students will pass the TAKS tests.	December 2005 and May 2006	Thalia Chaney, Cynthia Garcia, Garry Hardcastle	
					Academics	x					Promote vertical alignment and create bridge between feeder elementary schools and NMS by meeting with 5th g teachers and counselors.	Incoming 5th graders will have reading, writing, math, history, science portfolio on file at Nimitz. Strategies used will be highlighted or underlined per content area.	Mary	Laura Bosquez, Darla Hnter, Susan McDevitt	

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					Academics		x				Promote bridging between Nimitz Middle and Lee HS by establishing Admiral Nimitz Walk and Nimitz-Lee Peer Pairing	8th graders will be introduced to Lee HS expectations before end of school year.	peer pairing should be occurring throughout the year and Adm. Nimitz Walk will take place during the 2nd semester	8th grade teachers, counselors, Cynthia Garcia, Garry Hardcastle, Laura Bosquez	
					ESOL		x				Core content teachers will continue receiving training in Sheltered Instruction including learning the most effective strategies to use with ESOL learners	ESOL student assessment scores will increase throughout the year.	August 2005 to May 2006	Core content and ESOL teachers involved in SIOP training, Laura Bosquez	
					ESOL		x				English vocabulary development will include Dolch/Fry lists and specific categories of vocabulary words	Students will comprehend, be able to correctly spell, and be able to correctly apply all words from specific vocabulary as well as all words from Dolch/Fry lists.	Weekly check for mastery	Norma Rosas, Miltza Cunningham, Peggy Betts, ESOL paraprofessionals	
x					ESOL		x				ESOL teachers and paraprofessionals will provide support to LEP students in core content area classes.	Campus and District benchmarks will reflect an 80% passing rates for ESOL students	Every 3 weeks for campus benchmarks and each semester for district benchmark	ESOL teachers and paraprofessionals, core content teachers, Cynthia Garcia, Thalia Chaney	
x					ESOL		x				Communication between Gen.Ed. and ESOL teacher teams will provide ongoing monitoring to assure continued student success.	Campus and District benchmarks will reflect a 70% to 80% passing rate for ESOL students	Every 3 weeks to yearly	ESOL teachers, ESOL paraprofessionals, core content teachers, Cynthia Garcia, Thalia Chaney	

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x					Special Education		x				Initiate Co Funded CMC to support all students	Small group instruction , opportunity for concept development, higher test scores, improved attendance	Daily during school year	Special education and general education teachers, Special Ed campus coordinator, Laura Bosquez, Thalia Chaney	
x					Special Education		x				Special Education teachers will team with general education and provide co teach support in core content classrooms.	Campus and District benchmarks will reflect an 80% passing rate Special Ed students.	Every 3 weeks for campus benchmarks and each semester for district benchmark	Special education teachers, core content teachers, Laura Bosquez, Thalia Chaney	
x					Math, Science, Technology		x				Integration of Science, Math, & Technology that encourages higher order thinking skills.	Lesson plans will evidence an increase in student activities with technology.	Each nine weeks	Dept. Heads and Laura Bosquez	
x					Career & Technology		x				Develop curriculum to enhance the Career Connection course to include study skills, character education, career exploration, work ethics, and job preparation skills.	100% of Career Connections teachers will receive the revised curriculum.	September 2004 December 2004 March 2005	Career Connections Teacher	
X					Technology		X				Enhance Technology at each grade level, e.g., teacher multimedia stations.	Lesson plans, activities, grades, agenda, and school wide matters placed on multimedia station.	Every nine weeks	Classroom teachers, Laura Bosquez	\$1,500
x		x			Technology Applications		x				Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of core content teachers will work with students in the wired and/or wireless computer labs a minimum of four times each semester as evidenced by the lab schedule.	Semester	Thalia Chaney, Cynthia Garcia, Garry Hardcastle, teachers, curriculum and instructional technology specialists and coordinators	

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					Community						Seahawk Scholar Program. Mentoring at risk, PALS, college field trips and parent/teacher/student events.	Seahawk Advisory board established with 8th graders, NJHS and student council.	Sep-05	Thalia Chaney, Garry Hardcastle, Cynthia Garcia, Diane Hall, teachers, and parents.	
x					Community	x					Implement a parent support program. Emphasis on at risk, ESL, and special education population.	Parental logs will be maintained for visits, phone call, and home visits.	Each nine weeks	Diane Hall	Title I Funds - \$3,000
x					Attendance	x					Home visits will be conducted on students with attendance concerns.	Home visits documentation	Weekly	Diane Hall	Title I Funds - \$300.00
x					Parental involvement	x					Continue to promote and invite parents to the school to assist with activities through PTA.	Increased volunteer hours by 25%.	August 2005- May 2006	Thalia Chaney Diane Hall	Title I Funds - \$5000.00
					School Wide	x					School newsletter will be developed to motivate learners, create an awareness of campus initiatives, highlight student achievement, promote parental involvement	Year long TAKS awareness, increased parental involvement	6 newsletters from August 2005 - May 2006	Academic teams, Laura Bosquez	
x					School Wide	x					Promote organizational and study skill.	Continue the use of Agenda notebooks for each grade level	August 2005 - May 2006	Classroom teachers	\$3,000
		x			Staff Development	x					Lead mentor will supervise new teacher mentors and ensure the development of instructional capacity in new teachers.	Meet with mentor/mentee teams, new teacher observations and clinical supervision model	meetings bimonthly and observations monthly beginning August 2005 and ending May 2006.	Denise Bird, Academic Dean	
		x			Staff Development	x					Implement structures to enhance teambuilding by participating in R.O.P.E.S course.	Quarterly administered campus climate survey will reflect increased use of team approach to team/staff problem solving.	August 2005-May 2006	Thalia Chaney	Title I Funds - \$16,000

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		x			Staff Development		x				Faculty will complete two book studies: Robert J. Marzano, Debra J. Pickering and Jane E. Pollock. <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001)</i> and Robert J. Marzano. <i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools (2004)</i>	Strategies utilized by teachers - community of learners	Fall and Spring	Thalia Chaney, Laura Bosquez	Title I Funds - \$2,000
x	x		x		Safe and Drug Free Schools		x				Enhance character education efforts with the addition of Character Counts, <i>The Truth Aboutp</i> program and <i>Be Cool</i> .	Use of program in advisories, banners, AM/PM announcements, six pillars, words of wisdom, parent education and community connections	August 2005-May 2006	Darla Hunter Diane Hall	
X					At-Risk		x				Peer counseling groups will be utilized to address repeat discipline referrals, excessive tardies and absenteeism.	Improvement in student attendance, drop in the number of tardies and a decrease in discipline referrals.	Monthly	Darla Hunter, Susan McDevitt, Cynthia Garcia, Garry Hardcastle	