

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
 REGENCY PLACE ELEMENTARY
 2005-2006

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

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMEN	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
X					District Initiatives				X	1A	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 the benchmark and classroom common assessments.	August, 2005-May, 2006		\$20,000
X					Setting Objectives and Providing Feedback: 1. Continue DATA/ Leadership teams 2. Begin Student Goal Setting See Marzano Book and ppt. <i>Classroom Instruction That Works,-Setting Objectives and Providing Feedback</i> . 3. Student Goal Setting and Student Led Conferences resources.				X	1B	1. School DATA/ Leadership teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning. 2. Students will have goal setting opportunities before, during and after state, district and classroom assessments. 3. Assessment Literacy trainer of trainers training will be provided to campus instructional teams for presentations and follow ups by campus administrators and deans.	1. 100% of the 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 4. Teachers and administrators will use information gained from Assessment Literacy training in providing feedback to students and parents regarding academic growth.	Daily, weekly, monthly, quarterly, yearly	Colleen Bohrmann Jeff Price Students School Improvement Team IITs Teachers Leadership Team	
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	1C	Regency 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 goal	October, 2005; December, 2005; March, 2006; May, 2006	Colleen Bohrmann Jeff Price Specialists Teachers Students	

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X					Benchmark Assessments See District Booklet entitled <i>Collaboration for Leadership and Learning: Benchmark and Common Assessments and DuFour's book entitled, On Common Ground</i>					X 1D	Core Subject Area Teachers will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback for instructional improvement.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives provide student focused support. Students will analyze, record and set learning goals based on the results.	August, 2005- May, 2006	Colleen Bohrmann Jeff Price Specialists Teachers Students	
X					Research Based Instructional Strategies: 1. Identifying Similarities and Differences-- Classifying; Comparing See Marzano Book and ppt. <i>Classroom Instruction That Works and Student Successes with Thinking Maps</i> by Hyerle					X 1E	Every teacher will use Classifying and Comparing strategies; graphic organizers to elicit higher order questioning of content by teacher and higher order thinking by students.	100% of snapshots/walkthroughs will show evidence of classifying. 100% of common assessments will show evidence of the Classifying and Comparing strategies. Student work will be analyzed and discussed.	August 2005 - May 2006	Colleen Bohrmann Jeff Price Teachers Students	\$14,000
X					2. Vocabulary Development Process See Marzano Book and ppt. <i>Classroom Instruction That Works</i> chapter "Specific Types of Knowledge" and Marzano book, <i>Background Knowledge</i>					X 1F	Every teacher will teach the core vocabulary in their discipline using a five step vocabulary development process outlined in <i>Background Knowledge</i> . Lesson plans will reflect strategies and steps in the vocabulary development process.	Teachers will analyze lessons developed with the vocabulary development process to determine student acquisition of identified vocabulary. Student work will reflect an increase of use and comprehension of identified words.	August, 2005- May, 2006	Colleen Bohrmann Jeff Price Teachers Students	

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X					Strategies for Engagement: SAY SOMETHING and THINK-PAIR-SHARE See Marzano Book, and ppt. <i>Classroom Instruction That Works</i> - "Learning Groups" at SSI website				X	1G	All teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis. THINK will also be adapted to exhibit individual time to reflect on learning. i.e. WROTE PAIR-SHARE, SOLVE-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.	August, 2005 - May 2006	Colleen Bohrmann Jeff Price Teachers Students	\$4,000
X					Parent Involvement				X	1H	Family Specialist and Data Processing staff will assist parents in accessing student information using the North East Parent Portal. Family Guides to TEKS Mastery will be mailed to every household.	100% of parents who wish to access the system will gain access to the system Families can use the guides in conferences and at TEKS parent nights.	August, 2005 - May 2006	Susie Morgenroth Tia Weidenfeller	\$3,000
		X			Target Area	X				1I	Parent training for parent portal.	Parent sign-in sheets will show 100% participation.	August, 2005 - May 2006	Susie Morgenroth Tia Weidenfeller	
X					Reading/ELA/SLA	X				2A	Provide teachers instruction and support in before, during, and after reading and thinking strategies such as; activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing in core content areas.	Using the <i>What to Look For in the Reading Classroom Checklist</i> , all snapshot visits or formative walkthroughs will indicate appropriate application of the reading and thinking strategies; 100% of students in grades 3-5 will meet expectations on TAKS reading test.	Summer, 2005 - Summer, 2006	Irene Allen Iris Morales Elizabeth Garza Teachers, K-5 Bilingual Teachers	

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X					Reading/ELA	X				2B	Support teachers in utilizing SAY-SOMETHING, THINK-PAIR-SHARE, CLASSIFICATION, THE FIVE-STEP VOCABULARY METHOD on a regular basis in the instruction of reading and ELA through direct instruction and by modeling the strategies in department staff development.	Using the <i>What to Look For in the Writing classroom Checklist</i> and <i>What to Look for in the Reading Classroom</i> , all formative walkthroughs or snapshot visits will indicate appropriate application of best practices of writing and reading instruction including the use of strategies like SAY-SOMETHING, THINK-PAIR-SHARE, CLASSIFICATION, THE FIVE-STEP VOCABULARY METHOD	Fall 2005 - Summer 2006	Irene Allen Iris Morales Elizabeth Garza Teachers	
X					Reading	X				2C	"Align and implement reading strategies that reflect Best Practices: reciprocal teaching, structured note-taking, think alouds, read alouds, writing to learn, and graphic organizers, Get the Gist, QAR, Classifying Vocabulary, Say Something and Think, Pair, Share. K-5 teachers will implement TEKS through deep application of Four Blocks. Kinder teachers will implement TEKS through Building Blocks.	100% of K-5 teachers will show an increase in at least one area on the Innovation Configuration for Four Blocks or Building Blocks configurations. 100% of K-5 teach	August, 2005 December, 2005 May, 2006	K-5 Teachers Elizabeth Garza Iris Morales Irene Allen	
X					Reading/ELA	X				2D	Provide teacher support vocabulary development for all students using a variety of strategies such as a study of Greek and Latin roots, prefixes and suffixes, words in context, and the Five Step Vocabulary Process.	Using the <i>What to Look For in the Reading Classroom Checklist</i> all snapshot visits will indicate appropriate application of vocabulary development strategies; 100% of students in grades 3 - 5 will meet expectations on TAKS reading.	Fall 2005 - Spring 2006	Irene Allen Iris Morales Teachers	

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X					Reading/ELA	X				2E	Provide focus on implementation of best reading practices for struggling readers using differentiation strategies to meet the needs of all students	Using the <i>What to Look for in the Reading Classroom Checklist</i> as a guide, all snapshot visits or formative walkthroughs will indicate the appropriate application of reading strategies for all students.	Fall 2005 - Spring 2006	Irene Allen Iris Morales Teachers	
X					Reading	X				2F	K-5 teachers will assist students with additional assistance in a timely manner. K-5 teachers will implement the district RAP (Reading Acceleration Program).	There will be 10% decrease in the number of student 9 weeks failures. 10% of identified RAP students will exit the program.	Every 9 weeks May, 2005	K-5 Teachers Bilingual Specialist K-5 Teachers Elizabeth Garza Iris Morales	
X					Reading/ELA	X				2G	Develop, implement, monitor a benchmark assessment program to guide reading and writing instruction: Reading, Grades 2 - 5; Writing/ELA Grades 4.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress; 100% of students at grade 4 will be administered periodic benchmark assessments to determine writing/ELA progress; 100% of campuses will have a <i>TEKS/TAKS Action Plan online at SI website</i> for reading and writing based on benchmark results.	Fall 2005 - December 2005	Colleen Bohrmann 2nd grade teachers	
X					Reading/ELA Writing	X				3A	Improve student writing instruction by supporting the implementation and ongoing review and revision of the K-5 Writing Scope and Sequence and TEKS.	Using the <i>What to Look for in the Writing Classroom Checklist</i> as a guide, all snapshot visits or formative walkthroughs will indicate appropriate writing instruction that is TEKS-based and that evidences best practices of writing instruction.	Fall 2005 - Spring 2006	Elizabeth Garza Irene Allen K-5 Teachers	

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X					Reading/ELA Writing	X				3B	Teachers in grades 1-5 will participate in staff development so that they are able to implement 6 Traits writing and the essential elements of good writing. Classifying Vocabulary five step development process. Say Something and Think, Pair, Share	100% of language arts teachers will receive instruction in Four blocks, Six Traits, or writing workshop as appropriate to grade level.	August 2005 - June 2006	K-5 Teachers Elizabeth Garza Iris Morales	
X					Reading/ELA Writing	X				3C	Develop and sustain common instructional language and structure for the process of writing in all writing/ELA classrooms, K-5 through continued specialist support for all teachers and focused staff development for new teachers. This will include focused instruction in 6-Trait writing and in the vocabulary of writing.	Using the "What to Look For in the Writing Classroom Checklist" all formative walkthroughs or snapshot visits will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction; 100% of students will meet expectations of TAKS writing test.	Fall 2005 - Spring 2006	Elizabeth Garza Irene Allen K-5 Teachers	
X					Reading/ELA Writing	X				3D	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, the essential traits of good writing, and strategies for all steps in the writing process.	Using the "What to Look For in the Writing Classroom Checklist" all snapshot visits and formative walkthroughs during writing instruction will indicate appropriate application of best practices; 100% of students will meet expectations of TAKS writing test.	Fall 2005 - Spring 2006	Elizabeth Garza Irene Allen K-5 Teachers	
X					Reading/ELA Writing	X				3E	Support teachers as they prepare their students to meet the demands of the TAKS writing test and the TAKS ELA at 4th Grade	Benchmarks for 4th grade will indicate improvement in meeting all TAKS writing/ELA objectives.	Fall 2005	Elizabeth Garza Irene Allen K-5 Teachers	

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X					Reading/ELA Writing	X				3F	K-5 teachers will monitor benchmark assessments to identify strengths and weaknesses in writing.	100% of students in grades K-5 will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring, 2005 - 2006	2-5 Teachers Elizabeth Garza Iris Morales	
X					Reading/ELA Writing	X				3G	Support and review the development and implementation of common end of the semester assessments for selected courses to guide writing instruction.	100% of students in Grades 3 & 5 will be administered common assessments for writing.	Fall 2005 - Spring 2006	All 3rd & 5th Grade Teachers	
X					Mathematics	X				4A	Utilize the North East Scope and Sequence and TEKS for Grades K through 5.	85% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	October 2005 February 2006 Quarterly	Colleen Bohrmann Jeff Price Blossom Stobb K-5 Teachers	
X					Mathematics	X				4B	Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse (SAY SOMETHING, THINK-PAIR-SHARE), and * use of appropriate tools. Align instructional resources to support standards based instruction (TEKS)	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walkthroughs will indicate application of skills acquired.	Quarterly	Colleen Bohrmann Jeff Price Blossom Stobb K-5 Teachers	
X					Mathematics	X				4C	Utilize the vocabulary development process to teach all the necessary vocabulary when introducing new mathematics concepts.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Quarterly	Colleen Bohrmann Jeff Price Blossom Stobb K-5 Teachers	

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X					Mathematics	X				4D	Monitor benchmark assessments and common Math assessment.	Staff will review benchmark data, adjust curriculum and meet with principals and leadership team to discuss results.	November 2004 February 2005	Leadership Team 2-5 Grade Teachers	
X					Mathematics	X				4E	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd grade grade students will be administered a common assessment.	December 2005 May 2006	Colleen Bohrmann Jeff Price Blossom Stobb 2 Grade Teachers	
X					Science	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 will demonstrate compliance with state standards.	September 2005 December 2005 March 2006	Colleen Bohrmann Jeff Price Science Department Chairperson	
X					Science	X				5B	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	Colleen Bohrmann Jeff Price K-5 Teachers	
X					Science	X				5C	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	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.	Monthly	Colleen Bohrmann Jeff Price K-5 Teachers	

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X					Science	X				5D	Teachers K-5 will attend training and use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL and Concept Mapping, Unifying Concepts. Vocabulary six step development process. Say Something and Think, Pair, Share. Before, during and after reading.	100% of the formative walkthroughs will indicate use of effective teaching strategies. Atrain will show participation.	August 2005 Walk-throughs Monthly	Colleen Bohrmann Jeff Price Teachers Spec. Ed Teachers	
X					Science	X				5E	Teachers K-5 will attend training to develop and use authentic assessment strategies.	Atrain will indicate participation.	Fall, Winter, Spring, 2005 2006	K-5 Teachers Science Team	
			X		Science	X				5F	Monitor and continue benchmark assessments for science in grade 3-5. Use benchmark instruction to drive future instruction and remediation.	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 school year	Colleen Bohrmann Jeff Price 3rd-5th Grade Teachers Spec. Ed Teachers	
X					Social Studies	X				6A	Utilize the North East Scope and Sequence and TEKS for social studies instruction.	Common assessments and benchmarks, where appropriate, and Social Studies Snapshot Walk-Throughs will indicate adherence to district scope and sequence.	Quarterly	Colleen Bohrmann Jeff Price Teachers	

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X					Social Studies	X				6B	Every teacher will use the following strategies as identified in the District Improvement Plan: <ul style="list-style-type: none"> • Classifying. • Core vocabulary using the five step vocabulary development process. • Say Something And Think-Pair-Share located on SI web page • Questioning strategies that develop higher order thinking skills 	Evidence of use in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> located on web page	Quarterly	Colleen Bohrmann Jeff Price Teachers	
X					Social Studies	X				6C	Implementation of instruction through Social Studies Alive! To include strategies and the development of District Social Studies Alive! Coaches	Evidence of differentiated instruction in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> .	Quarterly	Colleen Bohrmann Jeff Price Teachers	
X					Social Studies				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	Colleen Bohrmann Jeff Price Teachers	

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X					Kinder	X				7A	Professional development for all K teachers focused on deepening understanding of the complexity of the Kinder TEKS State Guidelines with research-based instructional practices such as the vocabulary development process, SAY SOMETHING, THINK-PAIR-SHARE, and classifying that maximize student achievement gains. This will be pullout days with subs provided.	100% of formative walkthroughs will provide evidence of teaching strategies	Fall/Spring	Colleen Bohrmann K Teachers	
X					Foreign Language	X				8A	Spanish will implement an instructional program based on developing communicative competencies.	Grade level assessments will indicate that 100% of students are meeting or surpassing proficiency goals.	End of 9 weeks	Bonus Teacher	\$500
X	X		X		Gifted/Talented	X				9A	Attend and Implement staff development for integrating Systems Thinking in core G/T curriculum units will be provided. Students will produce a minimum of one systems thinking product.	G/T teacher will incorporate Systems Thinking strategies in core G/T curriculum units. 100% of G/T students will produce a minimum of one systems thinking product .	Each Nine Weeks Each Nine Weeks	Ronnie Retzloff	\$150
X	X				Gifted/Talented	X				9B	G/T teacher will implement <u>Understanding by Design UBD</u> curriculum units.	100% of the curriculum units will reflect UBD design elements. On a rubric designed for UBD, 100% of students will score three or above.	Each 9 weeks 4th Six Weeks	Ronnie Retzloff	

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X					Gifted/Talented	X				9C	Continue the implementation of district initiatives: Student Engagement, Vocabulary Development, SAY SOMETHING/THINK-PAIR-SHARE, and Classifying in all G/T programs.	G/T teacher will incorporate these strategies into their instruction and indicate usage in lesson plans. G/T students will be familiar with these terms and can discuss their significance to learning.	August 2005 May 2006 August 2005 May 2006	Ronnie Retzloff	
X	X				Gifted/Talented	X				9D	Refocus on techniques of Socratic Dialogue through inservice using video presentations of NEISD G/T students	G/T teacher will use Socratic Dialogue. 100% of G/T elementary english students will practice Socratic Dialogue.	Each Nine Weeks Each Nine Weeks	Ronnie Retzloff	
X	X				Gifted/Talented	X				9E	Analyze GT student results on TAKS information from Triand to adjust curriculum gaps and monitor student progress.	GT teacher will use the presented information to adjust curriculum. G/T Teacher lesson plans will reflect changes.	September 2005 -May 2006	Ronnie Retzloff Teachers	
X					Library Services	X				10A	Use Big Six Research Strategy, Grades K - 5	100% of librarians will guide research projects in Lang. Arts, Science, and Social Studies.	One per semester per grade level	Colleen Bohrmann Nicki Weaver	\$7,000
X					Library Services	X				10B	Provide training in SIRSI software.	K-5 studnets will use SIRSI to check out their own books.	August 2005 through May 2006	Colleen Bohrmann Nicki Weaver	

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X		X			Library Services	X				10C	Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources	Teachers and librarians will use electronic databases as indicated in statistics.	August 2005 through May 2006	Colleen Bohrmann Nicki Weaver	
X					Library Services	X				10D	Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into library curriculum.	First and second semester	Colleen Bohrmann Nicki Weaver	

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X					Library Services	X				10E	Implement library scope and sequence correlated with TEKS	100% of lessons will reflect the integration of TEKS into library curriculum.	August 2005 through May 2006	Colleen Bohrmann Nicki Weaver	
X					Bilingual/ESL	X				11B	Implement NEISD ESL Scope and Sequence and TEKS.	80% of students taking the pre and post oral assessments will gain one-half year of language development.	Fall/Spring, 2005-2006	Elizabeth Garza ESL Teachers	
X					Dyslexia	X				12A	Continue implementation of a dyslexia program on our campus that meets state mandated requirements.	100% of identified dyslexia students will show academic improvement as evidenced by nine weeks grade in reading.	2005-2006 school year	STAT Committee Iris Morales K-5 Teachers	\$250
X					Music	X				13A	Music teacher will integrate the learning of fine arts with other core academic subjects.	100% of formative walk throughs will indicate implementation.	Monthly	Pam Mauldin	

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X					Professional Development	X				14A	Principal will participate in the principals' monthly cohort meeting to strengthen leadership skills.	Principal will attend 100% monthly cohort meetings.	Monthly	Colleen Bohrmann Jeff Price	
X					Professional Development	X				14B	Attend a leadership program to include June and July Leadership and Principal's meetings.	100% participation	Monthly	Colleen Bohrmann Jeff Price	
X					Professional Development	X				14C	Paraprofessionals will participate in staff development as provided by the campus.	Paraprofessional self evaluations will reflect strengths & weaknesses.	Monthly	Paraprofessionals	
X					Special Education	X				15A	Special Ed teachers will provide an individualized program for students with disabilities in core 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 in order to decrease the district's ratio above the state's 125% average.	Monthly	K-5 Teachers ARD Committee Special Ed. Teachers	\$1,000
X					Special Education	X				15B	Enhance access to general curriculum for students with disabilities through collaborative support in all curriculum areas.	Increase number of teachers gaining knowledge of District scope and sequence through co-led activities.	December 2005 June 2006	K-5 Teachers Kathleen Dworaczyk Rick Knapp Pam Maples	
X					Special Education	X				15C	Special Ed teacher will monitor compliance with timelines for initial evaluations and annual ARD's (CAP-Timelines, Initial Evaluations).	ARD's and initial evaluations for 100% of students will occur on time.	Quarterly	Kathleen Dworaczyk Rick Knapp Pam Maples	

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X					Special Education	X				15D	Implement efficient and consistent management of required paperwork and tracking of progress for students in special education on all campuses using software tools.	Program will be implemented on campus by all special education staff. Compliance with timelines for annual ARD meetings and evaluations will increase.	Each 9 weeks	Kathleen Dworaczyk Rick Knapp Pam Maples	
X					Special Education	X				15E	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 ed.	% of SPED students taking TAKS will increase to 95% at each grade and in each subject tested.	Close of each semester	Kathleen Dworaczyk Rick Knapp Pam Maples	
X					Special Education	X				15F	Provide training to teachers working with special education students which supports use of the TEKS, analysis of TAKS/SDAA II, benchmark data and district scope and sequence in planning instruction for students.	Increase in number of special education students taking and passing grade level tests.	October, January, February, April 2005-2006	Kathleen Dworaczyk Rick Knapp Pam Maples Teachers	
X					Special Education	X				15G	Provide training to teacher and paraprofessional staff working with special education students that equips them to differentiate classroom instruction using a content/process/product model.	Increase passing rates of included special education students as measured from 9 weeks to 9 weeks	October, December, March, May 2005-2006	Kathleen Dworaczyk Rick Knapp Pam Maples	
X					Special Education	X				15H	Develop, provide training on and implement a problem solving model for students experiencing academic and behavior difficulty which results in appropriate interventions being implemented prior to student being considered for Special Education or Dyslexia testing and services.	Reduction in number of referrals for testing in Special Education or Dyslexia which do not result in placement.	December 2005 June 2006	Kathleen Dworaczyk Rick Knapp Pam Maples	

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X					Special Education	X				15I	Provide training on a continuum of interventions for students with disabilities of behavior and/or emotional disorders. These interventions include identification of replacement behaviors, development of effective BIPS, use of Redirection Model or inclusion support models, and structure of more extensive behavioral support.	Reduction in percentage of special education students served through disciplinary alternative education programs.	Each 9 weeks	Kathleen Dworaczyk Rick Knapp Pam Maples	
X					Accelerated Education At-Risk	X				16A	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).	August 2005 June 2006	Elizabeth Garza K-5 Bilingual Teachers	
				X	Accelerated Education At Risk Resource Management	X				16B	Provide effective management of Campus resources to maximize student achievement.	100% compliance with State and Federal laws.	July 2004 through July 2005	Colleen Bohrmann Anitra Garza	\$20,000
X	X				Accelerated Education At-Risk	X				16C	Attend professional development designed to implement, assess, and evaluate the effectiveness of services provided to students At-Risk of dropping out of school.	Personnel working with At-Risk students will attend professional development related to teaching the At-Risk students, Drop Out Prevention and Differentiated Instruction.	August 2005 through May 2006	Anitra Garza	
X		X			Accelerated Education At-Risk	X				16D	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance. 1% increase in parent attendance at school activities.	June 2005 June 2006	Tia Weidenfeller Colleen Bohrmann Anitra Garza	

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X					Accelerated Education At-Risk Professional Development	X				16E	Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working with at-risk students will attend professional development related to methods and instructional strategies to strengthen the core academic program.	July 2005 May 2006	Leadership Team	
		X			Accelerated Education At-Risk Parental Involvement	X				16F	Provide eligible students enrolled in private nonprofit schools the opportunity to receive services or benefits.	Quarterly reports provided by Region 20 through a Shared Services agreement will show required implementation of services.	July 2005 through June 2006	Tia Weidenfeller Colleen Bohrmann Anitra Garza	
X					Accelerated Education At-Risk Personnel	X				16G	The campus 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	Colleen Bohrmann Jeff Price	
	X				Accelerated Education At-Risk	X				16H	Provide educationally related support services to homeless students.	Report provided by McKinny will show required implementation of services.	July 2005 through June 2006	Tia Weidenfeller	
X	X					X				16I	Encourage student attendance to keep attendance rate over 95% (Picnic on the Patio)	9 Week Attendance rate will indicate 95% or better attendance rate.	August 2005 through May 2006	Colleen Bohrmann Jeff price	

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X	X			X	Technology Applications	X				17A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify and support technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.).	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals that are standards based, data driven, and job embedded. 100% of educators will participate in at least nine hours of technology-related professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS.	Annually Quarterly	Colleen Borhmann Campus Technology Committee Representatives (at least one per grade level, team, department) Teachers Instructional Technology Specialists	\$2,000
X		X		X	Technology Applications	X				17B	Campus Technology Team and Educational Technology staff will support teachers in the utilization of GradeSpeed and Teacher Web Pages to manage grades and improve communication with staff, students, and parents.	100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to weekly Daily to weekly	Colleen Borhmann Jeff Price Technology Specialist Teachers Campus Tech Team	
x					Technology Applications	X				17C	K-5 and Technology staff will provide students with keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by teacher observation (K-2) and proficiency tests (3-5).	Quarterly	K-5 Teachers	

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X		X			Technology Applications	X				17D	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, portable keyboards, 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.	100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period will serve as evidence of implementation.	Quarterly Quarterly	Colleen Borhmann Jeff Price Technology Specialist Teachers	
X	X		X		Safe and Drug- Free Schools	X				18A	Red Ribbon Week PALS, Mentors Classroom Guidance Group Counseling Individual Counseling Grade Level discipline meetings Love & Logic Fish Philosophy Random Acts of Kindness Week Eddie Eagle Accident Prevention Program	No referrals to office, counselor, or family specialist involving drug use at school. Reduction in discipline referrals		Anitra Garza Colleen Bohrmann Jeff Price Teachers School Wide Nancy Starr	\$500
	X		X		Guidance	X				19A	Counselor will 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. Monthly classroom guidance lessons.	Monthly	Anitra Garza .5 Counselor	\$200

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X	X		X		Guidance	X				19B	Develop yearly campus guidance plans supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support.	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.	Aug. 2005	Anitra Garza	
X	X		X		Guidance	X				19C	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2005 June 2006	Anitra Garza Colleen Borhmann .5 Counselor	
X		X			Guidance	X				19D	Counselors 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% participation.	Jan. 2006	Anitra Garza Colleen Borhmann	
X	X		X		Guidance	X				19E	Counselor will create and implement K-5 guidance program including character education.	100% of students will participate in classroom guidance.	Monthly	Anitra Garza .5 Counselor	
	X		X		Discipline Management	X				20A	Training and motivation of school personnel including students for BMP implementation and character education.	Campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module. Staff members new to the campus will be provided District, Campus and Classroom BMP training.	Every Nine Weeks	Colleen Borhmann Jeff Price	

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			X		Discipline Management	X				20B	Students who demonstrate excellence in following the Student Code of Conduct and Chivarty will be recognized.	A 10% decrease will occur in discipline referrals. Knighting Ceremony	Every 9 Weeks Every 9 Weeks	Jeff Price K-5 Teachers Colleen Bohrmann Classroom Teachers	
	X	X			Health Services	X		X		21A	Provide parent communication with parents and PTA through District HEALS Advisory Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community thru internet Health Services sites.	Quarterly meetings of HEALS, PTS Committee. PTA Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website monthly.	Quarterly Meetings	School Nurse	
X	X	X			Health Services	X				21B	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Procedures set up on campus to improve attendance and monitor health-related absences.	School Year	School Nurse	
		X			Parent Involvement	X				22A	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 Parent Academy training sessions, parents will be motivated, encouraged and empowered to support thier 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	Tia Weidenfeller Colleen Bohrmann Jeff Price	\$3,000

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X		X			Parent Involvement	X				22B	Provide English as a Second Language 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	Tia Weidenfeller Colleen Bohrmann Jeff Price	
		X			Parent Involvement	X				22C	Provide an Early Literacy Development Center. Through Little Read Wagon, parents can access good literature to use with their children at home.	Parent Program Evaluation Forms will indicate satisfaction with the program.	2005 - 2006	Nicki Weaver Colleen Bohrmann Jeff Price	
		X			Parent Involvement	X				22D	Develop and maintain Tutor / Mentor Programs and Community Volunteers	Increase usage by parents and community members as recorded through sign-in notebook.	May, 2006	Anitra Garza Colleen Bohrmann Jeff Price	
X		X			Parent Involvement	X				22E	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 *Barrio Comprehensive Health	100% of needy families will benefit from one or more of the community resources.	2005-2006	Tia Weidenfeller Colleen Bohrmann Jeff Price	
X					Parent Involvement	X				22F	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	Tia Weidenfeller Colleen Bohrmann Jeff Price Anitra Garza	