

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
ROOSEVELT HIGH SCHOOL
2005-2006**

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

Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					Reading			X		1A	Teachers align and implement reading strategies across the curriculum that reflect current best practice. <i>Strategies for Engagement</i> located in the District Plan will also be used in every classroom.	Pre- and post-test Reading Assessment results will show a greater than 1.0 average grade level improvement. School Walk Protocols will be used for the dean and reading and English teachers to obtain feedback for instructional improvement. Student data from various assessments will also be analyzed.	August, 2005 and April, 2006.	Principal, Curriculum AP, Head Counselor, Deans/Dep't. Heads, English and Reading Teachers	\$5,000
X					Reading			X		1B	Utilize and re-evaluate reading curriculum/course for all students not in Pre-AP courses.	Students will show a 5% increase of TAKS mastery as assessed on the TAKS ELA exam with 100% of students meeting minimum expectations.	June 2005 and February 2006	Principal, Curriculum AP, English/Reading Instructional Specialists, Reading Teachers	

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X					Reading			X		1C	Implement <i>Academic Literacy Course</i> for struggling readers	Using the <i>Passport Reading Journeys</i> system, reading teachers will work with students daily on reading comprehension strategies. Weekly diagnostic assessments will be evaluated for academic growth.	September, 2005- May, 2006	Principal, Curriculum AP, Reading teachers, English Dean, Instructional Specialists, Nancy Brischke	\$10,000
X					Writing			X		2A	Develop common instructional language and structure for the process of writing across the curriculum through an MLA-based TR Writing Handbook.	Evidence of writing across all academic classrooms as seen by a sample from each student on file. Students will show a 5% increase of TAKS mastery as assessed on the TAKS ELA exam with 100% of students meeting minimum expectations	October, 2005 and April, 2006.	Principal, Curriculum AP, Academic Deans	\$500

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X					Writing			X		2B	<i>Strategies for Engagement</i> from the DIIP focusing on <i>The 6 Step Vocabulary Development Process</i> will be implemented to improve writing proficiency	Evidence of writing across all academic classrooms as seen by a sample from each student on file. Students will show a 5% increase of TAKS/SDAAll mastery as assessed on the TAKS/SDAAll ELA exam with 100% of students meeting minimum expect	October, 2005- May, 2006	Principal, Curriculum AP, Dean, Instructional Specialist, Jenny Guerrero, English Teachers	
X					Writing			X		2C	Book study, <i>Deeper Meaning</i> for all reading and English teachers	Teachers will meet monthly to discuss strategies in book and applications to classroom practice.	August, 2005 - May, 2006	Principal, Curriculum AP, Dean, Instructional Specialist, Jenny Guerrero, Reading & English Teachers	\$350

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X					Writing			X		2D	English teachers will support the Roosevelt faculty in the implementation of writing across the curriculum and will offer specialized workshops during teacher inservice. <i>Six Trait Writing</i> strategies will be the focus for the workshops.	Evidence of teachers assigning more writing in their classrooms as indicated by a sample from each student file. Students will show a 5% increase of TAKS/SDAAII mastery as assessed on the TAKS/SDAAII Reading & ELA exam with 100% of students meeting minimum expectations. Classroom and Benchmark data will be analyzed.	Every nine weeks	Principal, Curriculum AP, English Academic Dean,	
X					Mathematics			X		3A	Utilize the North East Scope and Sequence for Algebra I.	100% of students will master 70% of the objectives on common assessments. Formative school walk protocols will indicate implementation levels to district sequence.	August, 2005, May 2006 Monthly	Principal, Curriculum AP, Math Instructional Specialist, Academic Dean	

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X					Mathematics			X	X	3B	Continue implementation of high school math vertical leadership team (Algebra Team leader, Geometry Team leader, Algebra II Team leader, Advanced Course Team leader, Math Instructional Dean) responsible for maintaining campus focus on TEKS, instructional best practices, and technology	Evidence of implementation through team meeting agendas and monthly school walk protocols. Evaluation and planning during weekly team leader meetings. Common Planning periods will be used to evaluate and plan actions for focusing on instructional improvement. (i.e. student work	December 2005, May 2006	Principal, Curriculum Principal, Math Instructional Specialist, Academic Dean, Math teachers	
X					Mathematics			X		3C	<i>Agile Mind</i> will be implemented in the Algebra I and Geometry courses for the purposes of providing additional TEKS focused, "best practices" support.	Evidence of classroom applications gathered from team/common planning period meeting agendas, school walk protocols. Student work samples and benchmark results will be analyzed. Teachers will answer the questions "What did the students learn and how do you know they learned it (what evidence?)"	September, 2005- May, 2006	Principal, dean, math specialists, Lori Murach, Math teachers	

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X					Mathematics			X		3D	Math warm ups specific to the 9th- Exit Level TAKS test will be conducted by all math teachers in all math classes.	Performance levels by students on warm ups will be shared in team/common planning meetings for the purposes of informing instructional actions by teachers	August, 2005 - May, 2006	Principal, dean, math specialists, Lori Murach, Math teachers	
X					Mathematics			X	X	3E	Utilize "Anchor Lessons" for all Geometry and Algebra II students.	Evidence of implementation through formative school walk protocols.	Monthly	Principal, Curriculum AP, Math Instructional Specialist, Math Academic Dean	
X					Mathematics			X			Integration of Technology	Evidence of classroom applications gathered from team/common planning period meeting agendas, school walk protocols. Student work samples and benchmark results will be analyzed.	August, 2005 - May, 2006	Principal, dean, math specialists, Lori Murach, Math teachers	

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X					Mathematics			X		3F	Continue utilization of Accelerated Algebra I and Geometry courses to provide additional student support.	Monitor and decrease failure rates in Algebra I and Geometry	August 2005, January 2006	Principal, Curriculum AP, Dean, Math specialist teachers	
X					All Core Content			X		4A	Implement campus level common semester assessments for selected courses.	100% of teachers involved in developing and implementing the semester common assessments. Teachers will analyze student data collected from assessment results for instructional planning.	August 2005, May 2006	Principal, Curriculum AP, Academic Deans, teachers	
X					All Core Content			X	X	4B	Focus on implementing scope and sequences using instructional practices of <i>Strategies for Engagement</i> located in the district plan to meet student instructional needs.	Review of classroom, benchmark and common assessment data will be shared for instructional decision making in team/department meetings.	August 2005, June 2006	Principal, Curriculum AP, Academic Deans, Teachers	
X					All Core Content			X		4C	Implement campus level common unit assessment for selected courses.	100% of teachers involved will administer common unit assessments	Every nine weeks	Principal, Curriculum AP, Academic Deans, Teachers	

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X					All Core Content			X		4D	Roosevelt staff will analyze TAKS/SDAAll assessment data to ensure implementation of the TEKS and instructional strategies/structures such as coteaching	Teachers will register and utilize TRIAND 100% of formative school walk protocols will indicate application practices that improve academic success. Student work will be analyzed as well during common planning/team meetings.	August 2005, Monthly	Principal, Curriculum AP, Head Counselor, Deans/Dep't. Heads, Teachers, Specialists	
X					All Core Content		X	X		4E	Increase student access to Pre-AP and AP classes.	Enrollment in Pre-AP and AP courses will increase by 10% by sub-population from 2004-05 to 2005-06 school year. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2005-06 school year. Review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses.	Every nine weeks	Principal, Curriculum AP Counselors, Academic Deans, Pre-AP/AP Teachers	

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X					All Core Content			X	X	4F	Utilize PLATO lab for TAKS/SDAA II remediation	100% of students will meet the minimum expectations on TAKS/SDAA II. Benchmark and common assessment results will be analyzed.	August, 2005-May, 2006	9th-12th Grade Success Initiative Program Administrator and Coordinator, deans, Curriculum AP	
X					All Core Content			X	X	4G	Provide 4MAT training to select core and special education teachers for the purposes of learning how to differentiate instruction based on student learning styles. <i>Create team of 4MAT</i>	School walk protocols will indicate use of 4MAT teaching strategies. Teachers will share lessons and student performance results on classroom assessments.	quarterly	4MAT Campus Trainer, Deans, Classroom teachers, Curriculum AP	
X					Science	X	X	X		5A	The Science Instructional Specialist and Academic Dean will support teachers in using the 5E's Lesson Cycle and in incorporating effective teaching strategies emphasizing Graphic Organizers and Technology based laboratory experiments. <i>Strategies for Engagement</i> will be used to enhance lessons.	School walk protocols will indicate use of effective teaching strategies. Student work samples and various assessments will also be analyzed for evidence of student academic growth through team/department meetings.	Monthly	Principal, Curriculum Principal, Science Instructional Specialist, Academic Dean	

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X					Science	X	X	X		5B	Teachers will develop and use authentic assessment strategies.	Student work samples and various assessments will also be analyzed for evidence of student academic growth through team/department meetings.	Every nine weeks	Principal, Science Instructional Specialist, Science Academic Dean, Teachers	
X					Science	X	X	X		5C	Teachers will utilize questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	School walk protocols will indicate the use of questioning strategies. Student data will be collected for analyzing student performance.	Monthly	Principal, Curriculum AP, Science Instructional Specialist, Science Academic Dean, Teachers	
X					Social Studies		X	X		6A	Utilize the departmental scope and sequence	100% of students will score a minimum of 70% on benchmark assessments.	August, 2005-May, 2006	Classroom teachers, Social Studies Academic Dean, Principal	
X					Social Studies		X	X		6B	Implementation of differentiated instruction through History Alive! To include strategies and the development of campus History Alive! coaches	Evidence of differentiated instruction in the classroom through walk-throughs.	Monthly	Social Studies Academic Dean, Grade level Chairs	

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X					Social Studies				X	6C	Every teacher will use the following <i>Strategies for Engagement</i> -Classifying Vocabulary Dev. Process Say Something & Think Pair-Share <i>Questioning Strategies</i>	Evidence of use in the classroom through school walk protocols, student work samples, student assessment data	Monthly	Academic Dean, Grade Level Chairs, Classroom teachers	
X					Social Studies	X	X			6D	Increase social studies vertical articulation through the formation of AP vertical teams	Enrollment in Pre-AP and AP courses will increase by 5% from the 2004-05 school year. Vertical Teams will meet a minimum of once a quarter during the <i>academic year</i>	Quarterly	Social Studies Specialist, Academic Dean, AP & Pre-AP teachers	
X					Foreign Language	X	X	X		7A	Implement an instructional program in all languages based on developing communicative competency.	Common departmental semester exams (or other appropriate assessments) will indicate that 100% of students are meeting or surpassing proficiency goals.	December 2005, May 2006	Principal, Foreign Language Coordinator, Department Chair, Teachers	
X	X				Gifted/Talented	X	X			8A	Utilize the G/T grammar and writing programs in G/T English.	100% of G/T students will score a 3 or above on the grades 10 & 11 TAKS composition.	October, 2005, January 2006	Principal, G/T Coordinator, Teachers	

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X					Dyslexia	X	X	X		9A	Implement a dyslexia program on each campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2005-2006 school year	Principal, Dyslexia Program Coordinator, Campus Dyslexia Teacher, STAT	
X					ESL	X	X	X	X	10A	Implement NE ESL Scope and Sequence.	Students taking the pre and post oral assessments will increase scores by one level.	December 2005, May 2006	ESL Coordinator, ESL Teacher, LPAC Committee	
	X				Drop Out Reduction		X	X	X	11A	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 high school level.	Monthly June 2006	Principal, Safe and Drug Free Schools Coordinator, STAN Counselor,	
X					Drop Out Reduction		X	X	X	11B	Provide continuous progress program and an extended school year for second year seniors and overage students as needed.	100% of the students involved will pass all sections of the GED attempted. 100% of the students will successfully complete all credits attempted.	June 2006	ACE Principal	

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X					Drop Out Reduction			X	X	11C	Provide additional tutoring through Project TEKS to prevent failures in the 9th and 10th grade core academic courses.	Monitor failure rates in core academic courses. Utilize TRIAND Software. Maintain sign-in sheets at tutoring.	Quarterly	Principal, Curriculum Principal, TAKS Facilitator, Head Counselor	
X					Drop Out Reduction			X	X	11D	Utilize the PLATO lab for credit retrieval in 9-12th grade academic courses.	Monitor failure rates in core academic courses.	December 2004, May 2005	9th-12th Grade Success Initiative Program Administrator and Coordinator	
X			X		Drop Out Reduction			X		11E	Research and develop small, specialized advisory program to incorporate support programs for all students	Utilized TRIAND for data driven needs assessment. Monitor drop-out/completion rates, character development, and failure rates	Ongoing	Principal, Curriculum Principal, Counselors, Academic Deans, Teachers	
X			X		Drop Out Reduction			X		11F	Review and Implement Smaller Learning Communities through magnet programs/ AVID/advisories	Monitor drop-out/completion rates, character development, and failure rates	December 2005, May 2006	Principal, Curriculum Principal, Counselors, Academic Deans, Teachers	
X	X				Discipline Management	X	X			12A	Provide Behavior Management Class based on a structured environment and course content through an in-school suspension program.	100% completion of student assignments. 10% decrease in discipline referrals.	Ongoing	Assistant Principals, Counselors, ISS Monitor	\$500

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X	X		X		Discipline Management	X	X	X		12B	Develop and Implement Safe & Civil Schools Foundations Program in Special Education Co-Teach classes	Monitor discipline referrals of all students 15% Decrease in Special Education disciplinary referrals	2005-06 School Year	Campus Foundations Team, Special Education Teachers, Special Education Campus Coordinators	
X	X		X		Discipline Management	X	X	X		12C	Develop and Implement Re-Direction program with Special Education students	Monitor discipline referrals of all students 15% Decrease in Special Education disciplinary referrals	2005-06 School Year	Special Education Campus Coordinators, Redirection teachers	
	X		X		Discipline Management	X	X	X		12D	Revise and implement the District and Campus Behavior Management Plans	Monitor discipline referrals of all students	2005-06 School Year	Pupil Personnel Director, Behavior Management Plan Committee, Assistant Principals, Counselors	\$500

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	X				Accelerated Education At Risk		X	X		13A	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.	Ongoing	Principal, Counselors, Instructional Staff Development Director, Director of Compensatory Education, STAN Counselor	
X					Career & Technology		X	X	X	14A	Provide Staff Development to include technology training for all Career & Technology teachers.	In formative walkthroughs, 100% of Career & Technology teachers will use technology in their classrooms.	Monthly	Career & Technology teachers, Central Office staff	

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1	2	3	4	5		E	M	H	D						
X	X			X	Technology Applications	X	X	X		15A	<p>Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs.</p> <p>Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area.</p> <p>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.</p> <p>Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.</p>	<p>August 2005 and May 2006</p> <p>November 2005, February 2006, and June 2006</p> <p>Monthly</p>	Principal, Campus Technology Committee Representatives, Instructional Technology Specialists, and Coordinators		

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1	2	3	4	5		E	M	H	D						
		X		X	Technology Applications	X	X	X		15B	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents.	100% of teachers who report numerical grades will use GradeSpeed to record grades. 100% of teaches who report numerical grades will use GradeSpeed to upload progress report and nine weeks' grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Nine-weeks	Principal, Teachers, Data Processors	

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1	2	3	4	5		E	M	H	D						
X		X			Technology Applications			X		15C	<p>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.</p> <p>100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations, and reflective practice. 100% of classroom teachers will score a 2 or above on the Technology Innovation Configuration.</p> <p>100% of classroom teachers will work with students each semester using technology as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.</p>	<p>Weekly</p> <p>Nine-weeks</p>	Principal, Technology Administrator, Teachers, Curriculum and Instructional Technology Specialists, Instructional Technology Coordinators		

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1	2	3	4	5		E	M	H	D						
X	X	X	X		Safe and Drug-Free	X	X	X	X	16A	Utilization of Programs: Student Teacher Assistance Network (STAN) -Peer Assistance and Leadership program (PAL) -Students Against Destructive Decisions (SADD) -Mediation/Conflict Resolution -Professional Development	Roosevelt H.S. will involve community in safe and drug-free activities. Surveys monitoring STAN Program will reflect "exceeds expectations" in 80% of responses. 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 Ongoing	Principal, STAN Counselor, PAL Teacher, SDFS Campus Contact, Safe and Drug Free Schools Coordinator	

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1	2	3	4	5		E	M	H	D						
X		X			Guidance			X		17A	Counselors will 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 admissions and financial aid. (SB158, HB713)	Sign-in sheets will register 100% compliance.	April 2006	Principal, Counselors	
X					Guidance			X		17B	Student transcripts will indicate whether the student has completed or is on schedule to complete the State Recommended or Advanced High School Curriculum required for Texas Grant eligibility. (HB713)	Graduation plan is posted on each high school student's transcript.	April 2006	Principal, Counselors, High School Registrar	

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1	2	3	4	5		E	M	H	D						
X					Special Education			X		18A	<p>Schedule a regular education teacher unit to assist the SPED teacher in the Content Mastery Classroom for the benefit of both regular and SPED students.</p> <p>Schedule a SPED teacher unit to assist the regular ed Reading teacher in selected Reading classes for the benefit of both regular and SPED students.</p> <p>Schedule a SPED teacher unit to assist the regular ed Science department in selected classes for the benefit of both regular and SPED students</p>	Decrease the district's ratio above the 125% average by serving more students with disabilities in the general population setting.	Review numbers served each nine weeks through January 2006.	Principal, Assistant Principals, Special Education Coordinators, Head Counselor	
X					Fine Arts			X		19A	Increase participation in UIL Academic competition	25% increase in UIL Activities	1-May-06	Principal, Campus UIL Coordinator, Fine Arts Department	

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1	2	3	4	5		E	M	H	D						
X					SPED			X		20A	SPED pilot program aligning the Campus Coordinator (C2) positions with the revised C2 District Job Description.	Action Plan from C2 for proposed changes.	15-Dec-05	Principal, C2's	
X					SPED			X		20B	"Lead" C2 will represent SPED at department and dean meetings.	Relay of issues to SPED department	On-going	Principal, C2's	
X					SPED			X		20C	SPED teacher and assistants faculty meet to discuss AYP impact and changes required.	Increase in AYP improvement	Spring Semester	Principal, C2's	
X					SPED			X		20D	Designation of SPED as the "fifth core" at faculty meeting presentation on TAKS. (TRHS TAKS preparation focuses on our core academics.)	Integration of SPED into core TAKS preparations.	Spring Semester	Principal, C2's	
X					SPED			X		20E	Continue Coteaching training and CORE subject area training for all SPED teachers	School walk protocols will indicate implementation of teaching strategies. Teachers will share lessons and student performance results on classroom assessments.	August, 2005- May, 2006	Principal, C2s teachers, deans, Curriculum AP	

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X					SPED			X		20F	C2 Action Plan for departmental TAKS improvement is due to the principal by December 14 with C2 and Principal meeting to discuss the proposals on December 15.	Action Plan from C2 for proposed changes.	15-Dec-05	Principal, C2's	
X					SPED			X		20G	Anticipated benchmarking of SPED core classes.	Check for same in Action Plans.	15-Dec-05	Principal, C2's	Minimal
X					SPED			X		20H	Purchase and use of TAKS/SDAII "hard cards" for SPED teachers and students.	100% of these students will pass TAKS before the end of the school year.	Spring Semester	C2's	\$2,000
X					Graduation Rate and Special Ed.			X		21A	Identify Special Education Seniors who are not meeting graduation requirements on TAKS and placing them in the core class in which they did not meet minimum standards.	100% of these students will pass TAKS before the end of the school year.	May 2005 - May 2006	Special Ed. Coordinators, Counselors, Core Teachers	None

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1	2	3	4	5		E	M	H	D						
X					Graduation Rate and Special Ed.			X		21B	A TAKS focus co-teaching class will be created in core subjects. Special Ed. students and at-risk students will receive regular curriculum with the main focus on TAKS taking skills	100% of these students will pass TAKS following the first scheduled test date.	January 5, 2006	Special Ed, Coordinators, Counselors and Core Teachers	None
X					Graduation Rate and Special Ed.			X		21C	Case Managers will monitor and asses student progress in Core classes and TAKS testing. IEPs and PGPs will be shared among Case Managers and Core Teachers.	100% of these students will pass TAKS and graduate on time.	2005-06 school year	SPED Coordinators, Deans, Counselors	None
X					Graduation Rate and ESL Students			X		22A	Create "Sheltered" classes for ESL students. One teacher from each Core subject will have ESL students. Teachers will be trained in SIOP and TOP.	100% of these students will pass TAKS	2005-06 school year	ESL Teachers, Core Teachers, Counselors, Deans	Training provided by Central Office
X					Graduation Rate and ESL Students			X		22B	Utilize Project TEKS funds for extra tutoring for ESL Students	100% of these students will pass TAKS	2005-06 school year	ESL Teachers, Core Teachers, Counselors, Deans	Project TEKS Funds

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1	2	3	4	5		E	M	H	D						
X					Roosevelt Graduation Rate			X		23A	Create an AVID Program that identifies students who are at-risk of failing. Students will be given learning strategies to help them be successful.	100% of these students will graduate on time	2005-06 school year	Head Counselor, Deans, C & I Administrator	\$7,000
X					Roosevelt Graduation Rate			X		23B	Create accelerated classes in order to keep students on track. Students can recapture credits and graduate on time.	100% of these students will graduate on time	2005-06 school year	Counselors, Deans, C & I Administrator	None
X					Roosevelt Graduation Rate			X		23C	Continue with the PLATO program to help students recapture credits.	100% of these students will graduate on time	2005-06 school year	PLATO Administrator, Counselors, PLATO Teacher	\$3,000
X					Roosevelt Graduation Rate			X		23D	Create an applied skills class for students identified as at-risk of failing a course. These students will meet every day in a core subject in which they have been identified as at-risk of failing.	100% of these students will graduate on time	2005-06 school year	Special Ed Coordinators, Counselors, Deans	None
X					Roosevelt Graduation Rate			X		23E	Identify all students in grade 12 who are at-risk of not graduating on time and place them in an accelerated program.	100% of these students will graduate on time	2005-06 school year	Head Counselor, Deans, C & I Administrator	None

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1	2	3	4	5		E	M	H	D			Impact on student and/or teacher learning measured quarterly			
X					Roosevelt Graduation Rate			X		23F	A TAKS focus co-teaching class will be created in core subjects. Special Ed. students and at-risk students will receive regular curriculum with the main focus on TAKS taking skills	100% of these students will pass TAKS following the first scheduled test date.	August 2005, January 2006	Natalie Bates, Deans, C & I Administrator	None
X					Roosevelt Graduation Rate			X		23G	Identify students in grade 11 who are not currently in a science class or social studies class and provide extra tutoring and Super Saturdays.	100% of these students will pass TAKS following the first scheduled test date.	2005-06 school year	Science & Social Studies Academic Deans, Head Counselor	Project TEKS Funds