

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
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
WOOD MIDDLE 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	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	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
					District Initiatives				X	1A	All instructional initiatives will focus on differentiated instruction strategies and structures that elicit student engagement in the learning process.	All strategies will increase student academic performance as evidenced by benchmark/classroom/comm on assessments.	August, 2005-May, 2006	School Improvement Staff	
					Setting Objectives and Providing Feedback: 1. Continue DATA teams 2. Begin Student Goal Setting 3. Use Student Goal Setting and Student Led Conferences resources.				X	1B	1. DATA team 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.	1. Multiple sources of data will be used to set objectives as evidenced by inclusion in campus plan and CIC minutes. 2. TEKS/TAKS Action Plans will be completed after state and district assessments . 3. Student goal setting system will be developed 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	Fenn; Aguilar, B. Cantu, Angst; White; teachers; students; School Improvement personnel	
X					4. Common Assessments				X	1C	Schools will administer Common Assessments.	Common Assessments will adhere to the checklist or rubric for Common Assessments. Teachers will analyze results and 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	Carol Harle; School Improvement Coordinators; Fenn; Aguilar, B. Cantu, Angst; White; teachers; students; Judith Higgins; Kristen Williams	

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					5. Benchmark Assessments				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 immediately returned to teachers. They will use benchmark data to set learning objectives and provide student focused support. Students will analyze, record and set learning goals based on the results.	August, 2005-May, 2006	Carol Harle; School Improvement Coordinators; Dr, Fenn; Aguilar, B. Cantu, Angst; White; teachers; Judith Higgins and SPED Coordinators	
					Research Based Instructional Strategies: 1. Identifying Similarities and Differences-- Classifying; Comparing				X	1B	Teachers will use Classifying and Comparing strategies and graphic organizers to elicit higher order questioning and thinking.	Walkthroughs will show evidence of classifying. Common assessments will show evidence of the Classifying and Comparing strategies. Student work will be analyzed and discussed.	August 2005 - May 2006	Carol Harle; Curriculum Coordinators; White; B. Cantu; Tim Miller and Educational Technology Specialists; Dr, Fenn; Judith Higgins; Kristen Williams	
X					2. Vocabulary Development Process				X	1C	Teachers will teach the core vocabulary in their discipline using a five step vocabulary development process . 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 in use and comprehension of identified words.	August, 2005-May, 2006	Fenn; Carol Harle and Curriculum Coordinators; Tim Miller and Technology Coordinators/Specialists; Judith Higgins and Spec. Ed. Coordinators	
X					Strategies for Engagement: SAY SOMETHING and THINK-PAIR-SHARE				X	1D	Teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis.	Walkthroughs and lesson plans will show evidence of strategies SAY SOMETHING and THINK-PAIR-SHARE.	August, 2005 - May 2006	Fenn; Carol Harle; Aguilar, B. Cantu, Angst; White; teachers	

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X					Parent Involvement					1G	Educational Technology 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.	Parents will gain access to the system. Families can use the guides in school conferences.	Daily to weekly	Tim Miller; Andrea Tondre	
X					Reading/ELA		X			2A	Monitor teachers for use of 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> , walkthroughs will indicate appropriate application of the reading and thinking strategies; Percentage of students who meet expectations on TAKS reading test will increase.	Summer, 2005 - Summer, 2006	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Jeanine Campion, Karen White	
X					Reading/ELA		X			2B	Monitor teachers for use of 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> , classroom visits will indicate appropriate application of vocabulary development strategies;	Fall 2005 - Spring 2006	Nancy Brischke; Virginia Guerrero, Jeanine Campion, Karen White	
X					Reading/ELA		X			2D	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, walkthroughs will indicate the appropriate application of reading strategies for all students.	Fall 2005 - Spring 2006	Nancy Brischke; Virginia Guerrero; Jeanine Campion, Karen White	

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X					Reading/ELA		X			2G	Develop, implement and monitor a benchmark assessment program to guide reading and writing instruction.	Students at grades 6-8 will be administered periodic benchmark assessments to determine reading/writing progress. Utilize the online <i>TEKS/TAKS Action Plan</i> for reading and writing based on benchmark results.	Fall 2005 - December 2005	Cindy Marthes, Karen White, Jeanine Campion	
					Reading/ELA		X			3A	Increase collaboration and alignment of the middle school reading/ English programs by guiding and supporting the creation of aligned lessons/units of study based on current curriculum for Grade 6 ELA.	Grade 6 English and reading department lesson plans will reflect collaborative planning; walkthroughs will reveal collaborative efforts.	Fall 2005 - Spring 2006	Cindy Marthes, Jeanine Campion, Karen White	
X					Reading/ELA		X			3B	Improve student writing instruction by supporting the implementation and ongoing review and revision of the K-12 Writing Scope and Sequence and the 6-12 English/Language Arts Curriculum Guide.	Using the <i>What to Look for in the Writing Classroom Checklist</i> as a guide, walkthroughs will indicate appropriate writing instruction that is TEKS-based and that evidences best practices.	Fall 2005 - Spring 2006	Cindy Marthes, Jeanine Campion, Karen White	
					Reading/ELA		X			3C	Provide support for a rigorous PreAP and GT ELA curricula and for students taking the PSAT through a variety of support programs: <i>Laying the Foundations</i> training and materials; <i>Junior Great Books</i> training and materials.	Walkthroughs will evidence appropriate use of these materials	Fall, 2005 - Spring 2006	Cindy Marthes, Jeanine Campion and Karen White	

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X					Reading/ELA		X			3D	Develop and sustain common instructional language and structure for the process of writing in all writing classrooms utilizing focused instruction in 6-Trait writing.	Using the <i>What to Look For in the Writing Classroom Checklist</i> , walkthroughs will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction.	Fall 2005 - Spring 2006	Cindy Marthes, Jeanine Campion and Karen White	
X					Reading/ELA		X		X	3E	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 <i>What to Look For in the Writing Classroom Checklist</i> , walkthroughs during writing instruction will indicate appropriate application of best practices.	Fall 2005 - Spring 2006	Cindy Marthes, Jeanine Campion and Karen White	
					Reading/ELA		X				Support teachers as they prepare their students to meet the demands of the TAKS writing test at grade 7.	Benchmarks at grade 7 will indicate improvement in meeting all TAKS writing objectives.	Fall, 2005	Cindy Marthes, Jeanine Campion and Karen White	
X					Reading/ELA		X			3H	Support and review the development and implementation of common assessments to guide writing instruction.	Students in grades 6 & 8 will be administered common assessments for writing.	Fall 2005 - Spring 2006	Cindy Marthes, Jeanine Campion and Karen White	

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					Reading/ELA		X				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> , walkthroughs 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	Cindy Marthes, Jeanine Campion and Karen White	
X					Mathematics		X			4A	Utilize the North East Scope and Sequence for Grades 6 through 8 .	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	Fenn; Aguilar; B. Cantu, Angst; White; Biehl	
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.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , walkthroughs will indicate application of skills acquired.	Quarterly	Fenn; Aguilar, B. Cantu, Angst; White; Kendall Biehl	

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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> , walkthroughs will indicate appropriate use of these instructional strategies.	Quarterly	Fenn; Aguilar, B. Cantu, Angst; White; Kendall Biehl; Math Specialists; Teachers	
X					Mathematics		X		X	4E	Encourage 6th grade teachers to participate in focused professional development in the implementation of best instructional practices and standards-based mathematics curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment. Using the <i>What to Look for in the Mathematics Classroom checklist</i> , walkthroughs will indicate application of the skills acquired.	October, 2005 January, 2006 Quarterly	Kendall Biehl, Secondary Math Specialists	
X					Mathematics				X	4H	Using the Laying the Foundation professional development organization, encourage 7th grade, 8th grade, Algebra I teachers to participate in professional development for the implementation of best instructional practices and standards-based mathematics curriculum with a focus on increasing number of students enrolling in Pre-AP and AP mathematics courses.	85% of students will score a minimum of 70 on each benchmark and common assessment. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , walkthroughs will indicate application of the skills acquired during the professional development.	October, 2005 December, 2005 January, 2006 May, 2006 Quarterly	Kendall Biehl; Secondary Math Specialists	
X					Mathematics		X		X	4I	Monitor benchmark assessments .	Analyze benchmark data, and adjust curriculum appropriately.	November, 2005 February, 2006	Fenn, Aguilar, B. Cantu, Angst; White; Kendall Biehl	

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X					Mathematics		X			4J	Revise campus level common semester assessments to meet TEKS, levels of Blooms and Kilgo's standards.	All grades 6-8 students will be administered a common assessment.	December, 2005 May, 2006	Fenn; White; Biehl	
X					Mathematics		X		X	4K	Monitor common assessments.	Review common assessment data and appropriately adjust curriculum..	January, 2005 June, 2006	Fenn; Aguilar, B. Cantu, Angst; White; Biehl	
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.	Walkthroughs will demonstrate compliance with state standards.	September, 2005 December, 2005 March, 2006	Patti Castellano; Fenn; Aguilar, B. Cantu, Angst; White; Blankenhorn	
X					Science		X			5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based curriculum and by providing equitable equipment and facilities.	Walkthroughs will indicate adherence to the district scope and sequence.	Every 9 Weeks	Patti Castellano; Fenn; Aguilar, B. Cantu, Angst; White; Blankenhorn	
X					Science		X			5C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking and the unifying concepts in science.	All teachers will score a 2 or above on the Science Innovation Configuration. Walkthroughs will indicate appropriate use of these inquiry strategies.	Every nine weeks	Patti Castellano; Dr, Fenn; Aguilar, B. Cantu, Angst; White; Blankenhorn	

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X					Science		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 VOC. DEVELOPMENT PROCESS, SAY SOMETHING, THINK-PAIR-SHARE.	All teachers will score a 2 or above on the Science Innovation Configuration. Walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Patti Castellano; Fenn; Aguilar, B. Cantu, Angst; White; BlankenhoRN	
X					Science		X		X	5E	Use formative and summative assessments to guide instructional decisions (including Common Assessments, Benchmarks, TAKS).	Teachers will incorporate formative assessment strategies such as performance, portfolio, essey, lab reports, presentation of research project, models, journals,	Every nine weeks	Patti Castellano; Fenn; Aguilar, B. Cantu, Angst; White; Blankenhorn	
X					Science		X			5F	Encourage teachers to participate in content specific professional development , such as Science Collaborative on Promoting Excellence (S.C.O.P.E.) sessions, to ensure competency in science with a focus on Earth Science for middle school.	Walkthroughs will reflect teacher competency in science instruction.	Every nine weeks	Patti Castellano; Fenn; Aguilar, B. Cantu, Angst; White; Blankenhorn	
X					Science		X			5G	Align instructional resources to support standards based instruction (TEKS) and post to Triand.	Create and communicate exemplary lessons in science that target high impact TEKS and include questioning, technology integration, and accommodations for diverse	August 2005 – May 2006	Patti Castellano; D. Fenn; Aguilar, B. Cantu, Angst; White; Blankenhorn	

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		X			Science		X		X	5H	Increase student enrollment in Pre-AP classes.	Enrollment numbers will increase by 10% from 2004-05. Provide development in <i>Laying the Foundation</i> for Pre-AP teachers and develop a plan for recruitment and support.	December 2005 - May 2006	Fenn, Burge, White, Blankenhorn	
X					Social Studies		X			6A	Implement before, during, and after reading strategies in grades 6-8 social studies classrooms using a variety of instructional activities, including THINK-PAIR-SHARE, Identifying similarities and differences, and graphic organizers. Provide teachers instruction and support in before, during, and after reading and thinking strategies.	Evidence of implementation of content reading strategies in the classroom through Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> . Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS. Increase in students meeting expectations in TAKS Reading at grade 8.	Quarterly	Eric McGarrah; B. Cantu; White; Halford; teachers	
X					Social Studies		X			6B	Implementation of differentiated instruction through History Alive!	Evidence of differentiated instruction in the classroom through Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> . Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	Quarterly	Eric McGarrah; B. Cantu; Halford; White	

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X					Social Studies		X			6D	All social studies teachers will utilize the North East vocabulary development process outlined in 1D in social studies classrooms.	Walkthroughs will indicate adherence use of these instructional strategies.	December, 2005 May, 2006	Fenn; Eric McGarrah; ; White; Halford; B. Cantu; teachers.	
					Social Studies		X			6E	Every teacher will use the following strategies as identified in the District Improvement Plan: • Classifying. • Core vocabulary using the five step vocabulary development process. • Say Something And Think-Pair-Share • Questioning strategies that develop higher order thinking skills	Evidence of use in the classroom through Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> .	Quarterly	Fenn ; White; Halford; B. Cantu	
					Social Studies		X			6F	Increase student enrollment in Pre-AP SS classes	Enrollment numbers will increase by 5% from 2005-06.	December, 2005 May, 2006	Burge, Fenn, White; Halford; B. Cantu	
X					Social Studies		X			6G	Utilize the North East Scope and Sequence for social studies instruction.	Common assessments, benchmarks, and 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	Fenn; White; Halford; B, Cantu	

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X					Social Studies		X		X	6H	Revise campus common semester assessments to meet TEKS, levels of Blooms and Kilgo's standards.	Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	December, 2005 May, 2006	Fenn; White; B. Cantu; Halford	
X					Foreign Language		X		X	8A	Spanish teacher will utilize strategies that include the vocabulary development process, SAY SOMETHING, and THINK-PAIR-SHARE as part of developing communicative competency.	Semester exam will indicate that 100% of students are meeting or surpassing proficiency goals.	December, 2005 May, 2006	Fenn, Cantu, White	
X	X		X		Gifted/Talented		X			9A	Provide staff development for integrating Systems Thinking in core G/T curriculum units will be provided.	100% of all G/T teachers 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	Fenn, White	
X	X				Gifted/Talented		X			9D	Encourage G/T math curriculum to reflect enrichment activities	100% of G/T math teachers will use at least one additional enrichment activity.	Each Semester	Fenn, White	
X					Library Services		X			10A	Use Big Six Research Strategy, Grades 2 - 8	100% of librarians will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan accepted to Lesson Plan Database per year	Jamie Jennings and all, Teachers	
X					Library Services		X			10B	Participate in training in SIRSI software.	100% of librarians will use SIRSI as indicated in monthly circulation statistics.	August 2005 through May 2006	Jamie Jennings	
X					Library Services		X			10C	Provide training in electronic databases, and centralized school-wide/home access to all electronic resources	100% of librarians will use electronic databases as indicated in statistics.	August 2005 through May 2006	Jamie Jennings	

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X					ESL		X			12C	Participate when available in training in SIOP.	Teachers will use the SIOP in lesson planning as observed by campus administration. Formative evaluation: LEP students will make one level gain in English language proficiency as measured annually. District will meet AMAO targets.	Fall/Spring	Kaye Fenn, Bernice Cantu, and Karen White	
X					Bilingual/ESL		X		X	12F	Utilize the ESL program handbook addressing philosophy, instruction, compliance and reporting procedures, forms, and PEIMS coding.	Campus LPACs will comply with the procedures set forth in the handbook. PEIMS LEP data will be 100% accurate.	Fall	Alexis Villereal, Diana Aguilar	
X					Bilingual/ESL		X		X	12G	Participate in training in the following areas twice a year: LPAC, IPT, LPAC Decision Making Process for the Texas Assessment Program, PEIMS Coding.	Campus LPACs will comply with procedures set forth in Chapter 89, Title III, and procedures developed by TEA. PEIMS LEP data will be 100% accurate.	Fall/Spring	Alexis Villereal, Diana Aguilar	
X					Fine Arts		X			12A	Increase UIL participation.	The campus will see a 10% Increase in UIL participation.	August, 05	Kaye Fenn and John Wyatt	\$500
X					Professional Development		X		X	16	Strengthen the campus mentor program for new teachers.	Survey responses indicate new teacher satisfaction with mentor program.	Sept, Nov, Feb, and April	Kaye Fenn, Karen White, and Heather Brown	
X					Professional Development		X		X	16E	Encourage aspiring administrators to participate in the Administrative Training Program.	Eligible Wood MS staff will apply for the program.	December, 2005 and May, 2006	Kaye Fenn, Karen White, Bernice Cantu	

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					Professional Development		X			16	Provide training for staff and faculty on campus 2005-2006 initiatives.	Survey will indicate all teachers utilizing campus initiatives.	Quarterly	Kaye Fenn and Karen White	
X					Professional Development		X		X	16F	Principals and Assistant Principals will seek additional leadership experiences.	School administrators will participant in at least five professional development opportunities	Monthly	Kaye Fenn	
X					Accelerated Education At-Risk		X		X	18B	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. 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	Alexis Villereal	
X					Accelerated Education At-Risk		X			18D	Provide local credit TAKS success classes in Reading and Math for students who have failed TAKS and are at-risk of retention.	100% of the targeted students enrolled TAKS success courses will pass TAKS.	May, 2005 July, 2005	Kaye Fenn, Bernice Cantu, Karen White	
X	X				Accelerated Education At-Risk Discipline Management		X			18F	Utilize alternative education program as appropriate.	1% decrease in discipline referrals to the district alternative centers and JJAEP.	June, 2005	Kaye Fenn and Leanne Burge	
X	X				Accelerated Education At-Risk Discipline Management		X			18G	Provide Behavior Management Class based on a structured environment and course content.	100% completion of student assignments. 1% decrease in discipline referrals at the middle and high school campuses.	June, 2005 June, 2006	Bernice Cantu, Diana Aguilar and Jim Angst, Leanne Burge, Charles Richardson and Lisa Williams	

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X					Accelerated Education At-Risk		X			18T	Implement, research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the district AEIS report. 100% of students with special needs will pass TAKS.	Sept, 2005	Kaye Fenn and Karen White	
X					Special Education		X			17A	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	October, January, February, April	Kaye Fenn and Kristen Williams	
X					Special Education		X			17B	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	Kaye Fenn and Kristen Williams	

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X					Special Education		X			17C	Enhance access to general curriculum for students with disabilities through collaborative support in all curriculum areas by developing training and support activities.	Increase number of teachers gaining knowledge of District scope and sequence through co-led activities.	December, June	Fenn, White, K. Williams	3000 - IDEA-B
X					Special Education		X			17D	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 all campuses by all special education staff. Compliance with timelines for annual ARD meetings and evaluations will increase.	Each 9 weeks	Fenn, White, K. Williams	
X					Special Education		X			17E	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, June	Fenn, White, K. Williams	

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X					Special Education		X			17F	Provide training on a continuum of interventions for students with disabilities of behavior and/or emotional disorders such as 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	Fenn, White, K. Williams	
X					Special Education		X		X	17G	Develop and provide training on district models for special education instructional arrangements, including, co-teaching, Content Mastery, Resource/lab, ALE/AU/PPCD.	Program elements will be observable in classroom walkthroughs using district checklists which meet NCLB criteria for research based best practice programs.	December, June, 2006	Kaye Fenn and Kristen Williams	
X					Career & Technology		X			19F	Career and technology teachers participate in professional development to include technology training for all Career & Technology teachers.	Informative walkthroughs, 100% of Career & Technology teachers will use technology in their classrooms.	May, 2006	Karen White	
		X		X	Technology Applications		X			20B	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 record and upload grades every three, six and nine-weeks. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to weekly Three, six, and nine weeks Daily to weekly	Kaye Fenn, Karen White, Higdon	

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X					Technology Applications		X			20C	Educational Technology staff will support educators in the mastery of technology proficiencies as outline in the North East Educator Technology Standards.	100% of educators will show mastery of the Foundations proficiency level of the North East Educator Technology Standards as measured by proficiency tests.	Annually	Kaye Fenn and Karen White, Janice Higdon	
X					Technology Applications		X			20D	Educational Technology staff will support teachers in the utilization of the North East Technology Applications Student Standards to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Quarterly	Kaye Fenn, Karen White and Janice Higdon	
X		X			Technology Applications		X			20E	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, instruction, reflection, walk-throughs, and observations. 100% of classroom teachers will work with each student a minimum of nine hours during each grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Quarterly Quarterly	Kaye Fenn, Karen White and Janice Higdon	

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X		X			Technology Applications		X			20F	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, instruction, reflection, walk-throughs, and observations. 100% of core content teachers will work with each student a minimum of four class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Quarterly Semester	Kaye Fenn, Karen White and Janice Higdon	
X		X			Technology Applications			X		20G	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations. 100% of core content teachers will work with each student a minimum of two class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Quarterly Semester	Kaye Fenn, Karen White and Janice Higdon	

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X					Technology Applications		X			20H	Staff will develop lessons in content area curriculum to include Technology Applications Standards.	50% increase in the number of approved lessons in Triand. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accommodations and bilingual/ESL strategies.	Quarterly	Karen White and Janice Higdon	
X	X		X		Safe and Drug-Free Schools		X			21A	Implement Safe and Drug-Free curriculum including goals and strategies for substance abuse, violence prevention and intervention on campus addressing these areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities.	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/Improve school safety 3. Increased parental and community involvement in violence- and drug prevention activities 4. Increased student involvement in school activities	June, 2005	Kaye Fenn and Pat Sanford	
X	X		X		Guidance		X		X	22A	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.	July-August 2005	Burge, Richardson, Williams	

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X	X		X		Guidance		X		X	22B	Develop yearly campus guidance plans supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support.	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May, 2006	Burge, Richardson, Williams	
X	X		X		Guidance		X		X	22C	Implement and evaluate campus guidance programs to assure alignment with the TEA guidance program framework.	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director,.	September 2005 December 2005 June 2006	Burge, Richardson, Williams	
	X		X		Guidance		X		X	22E	Organization, planning and evaluation of Campus Guidance Programs	Develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Burge, Richardson, Williams	
X					Guidance		X		X	22F	Designate a campus contact counselor to enhance program development, impart program expectations, and expedite communication between schools and central office.	Contact counselors will file agendas of their meetings with their constituency.	Monthly	Burge, Richardson, Williams	

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X		X			Guidance		X			22G	Counselors will notify students, teachers and parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program to assist in making informed curriculum choices for success beyond high school, and to be aware of sources of information on higher education admissions and financial aid.	Sign-in sheets will register 100% compliance	April 2005	Burge, Richardson, Williams	
X					Guidance		X			22H	Counselors will meet with every 8th grade student and develop individual four year plan.	All students will have 4 year plans at end of 8th grade.	April 2006	Burge, Richardson, Williams	
X					Guidance		X		X	22K	All counselors and counselor evaluators will understand and utilize the new counselor performance evaluation.	Counselors and Counselor Evaluators will submit Formative and/or Summative Counselor Performance Evaluation to Human Resources and Guidance Office.	November 2005 May 2006	Burge, Richardson, Williams	
X					Guidance		X			22L	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August 2005 January 2006 May 2006	Burge, Richardson, Williams	
					Health Services					24B	Provide parent communication through PTA and District HEALS Advisory Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues.	Quarterly meetings of HEALS, PTS Committee. PTA Newsletter Articles will contain 100% of health related information. Current information placed on website monthly.	Quarterly Meetings	Kathy Rackley	

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					Health Services		X			24C	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	Kathy Rackley	
	X		X		Discipline Management		X			25A	Develop training schedule and materials for first week of school so that staff and students are clear on behavior expectations.	Each component of the BMP will have training, materials, and a process for teachers, administrators, parents, and students.	August, 2005	Kaye Fenn, Diana Aguilar, Bernice Cantu, and Jim Angst	
	X		X		Discipline Management		X			25B	Utilize campus discipline data to assist in evaluating the effectiveness of the campus's BMP and make appropriate revisions.	Track data on student behavior quarterly.	July, 2005	Kaye Fenn, Diana Aguilar, Bernice Cantu, and Jim Angst	