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| School Goals 1 | 2 | 3 | 4 | 5 | TARGET AREA | LEVEL E | M | H | D | CODE # | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S) | COST/ RESOURCES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | | | | | Reading | | | X | | 1A | 100% of the teachers will use the Interactive Reading Process. | 100% of teachers will use Best Practice strategies as evidenced by achieving a 2 or above on the Innovation Configuration. | Fall, 2004 and Winter, 2005 | Linda Steitle, HS Dean of Instruction for English; Gail Wilson, Reading Teacher | |
| X | | | | | Reading | | | X | | 1B | Implement staff development program on writing for secondary reading teacher. | 100% of evaluations designed for use of strategies learned in professional development will indicate use of a minimum of one strategy from each workshop. | (Training) Summer Workshops, August, 2004 Curriculum Day, embedded campus workshops | Gail Wilson, Reading Teacher | |
| X | | | | | Reading | | | X | | 1C | Reading and English teachers will use Sustained Silent Reading. | 100% of Teachers will use selected measurement (reading logs, oral/written evaluation) to assess comprehension. | August, 2004-May, 2005 | Linda Steitle, HS Dean of Instruction for English; Gail Wilson, Reading Teacher; Classroom Teachers | |
| X | | | | | Reading | | | X | | 1D | Teachers will focus on vocabulary development through a variety of strategies (Greek / Latin roots, prefixes, words in context). | 100% of walkthroughs, common assessments will show vocabulary development. | September, 2004-April, 2005 | Linda Steitle, HS Dean of Instruction for English; Gail Wilson, Reading Teacher; Classroom Teachers | |
| X | | | | | Reading | | | X | | 1E | Teachers will use the strategies Say Something/Think, Pair, Share on a regular basis. | 100% of walkthroughs will show Say Something/Think, Pair, Share Strategies. | September, 2004-April, 2005 | Linda Steitle, HS Dean of Instruction for English; Gail Wilson, Reading Teacher; Classroom Teachers | |
| X | | | | | Writing | | | X | | 2A | Improve student writing by aligning instruction through a 6 - 12 scope and sequence for writing. | 80% of students will score a 3 or above on the writing portion of the TAKS Test. | March, 2005 | Virginia Guerrero, English Coordinator; Linda Steitle, Dean of HS Instruction for English. | |

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| X | | | | | Writing | | | X | | 2B | Develop common instructional language structure for the process of writing. | 100% of English, Reading, and ESL teachers will attend workshops as documented by certificates for PDAS Evaluation or the A Train. | Summer, 2004-2005 | Virginia Guerrero, English Coordinator; Linda Steitle, HS Dean of Instruction for English; Reading and ESL teachers. | |
| X | | | | | Writing | | | X | | 2C | Utilize a benchmark assessment program to guide writing instruction. | 100% of students 9 -12 will be administered periodic benchmark tests to guide classroom instruction of TEKS objectives (documented in teacher's lesson plans). | March, 2004 - March, 2005 | Virginia Guerrero, English Coordinator; Linda Steitle, HS Dean of Instruction for English, English teachers | |
| X | | | | | Writing | | | X | | 2D | Develop and implement a common end-of-semester assessment to guide writing instruction. | 100% of students will pass the common end-of-semester assessment that is prepared prior to course planning. | August, 2004 | Linda Steitle, HS Dean of Instruction for English; Grade-level Chairpersons; Classroom teachers | |
| X | | | | | Writing | | | X | | 2E | Teachers will use Best Practice Strategies (Identifying Similarities and Differences, Classifying) | 100% of walkthroughs, common assessments will show use of Identifying Similarities and Differences, | September, 2004-April, 2005 | Linda Steitle, HS Dean of Instruction for English; English Teachers | |
| X | | | | | Writing | | | X | | 2F | Utilize Vertical / Horizontal Planning. | 100% of teachers will participate in Vertical / Horizontal planning as documented by attendance at level meetings. | August 2004 - May 2005 | Linda Steitle, Dean of Instruction; Grade-level Chairpersons; Classroom teachers | |
| X | | | | | Writing | | | X | | 2G | Utilize Pre-AP and AP strategies documented in the Teachers' Guide to AP Language and Literature (published by College Board). Enrollment in Pre-AP and AP classes will be open to students desiring a rigorous course of study. | Review of failure rates will show fewer than 15% of students failing Pre-AP/ AP courses. Increase the number of students taking AP tests from 205 (2004) to 212 (2005). | August, 2004 - May, 2005 | Linda Steitle, Dean of Instruction; Grade-level Chairpersons; Classroom teachers | |

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| X | | | | | Writing | | | X | | 2H | Teachers in all disciplines will receive inservice training on Writing for Critical Thinking. | 100% of the Faculty will receive training as documented by attendance at Strategic Alignment Meetings (SAI) | August, 2004-May, 2005 | Instructional Deans | |
| X | | | | | Writing | | | X | | 2I | Students who fail to master English I TEKS objectives will be eligible to participate in a Credit Retrieval Program. | 100% of students who failed with a 60-69 average must demonstrate 80% mastery of the TEKS objectives in order to receive a passing grade. | Jun-05 | Credit Retrieval Instructor, Classroom Teacher | |
| X | X | | | | Gifted / Talented (Student Achievement) | | | X | | 6G | Analyze PSAT results to adjust curriculum gaps and monitor student progress. | 100% of the GT teachers will document objectives in their lesson plans. | April, 2004<br>August, 2004<br>January, 2005 | G/T Teachers | |
| X | X | | | | Gifted / Talented (Student Achievement) | | | X | | 6H | Continue PSAT initiative. | 100% of 9th grade students will take a practice PSAT. 100% 10th and 11th grade students will take | April, 2004<br>August, 2004<br>January, 2005 | G/T Teachers | |
| X | | | | | Dyslexia | | | X | | 8A | Implement a dyslexia program that meets state mandated requirements. | 100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in STAT meeting notes as well as parent letters. | August, 2004 - May, 2005 | Assistant Principals, Reading Teacher, STAT, Classroom Teacher | |
| X | | | | | ESL | | | X | | 9A | Create and Implement NESSL Scope and Sequence. | 100% of students taking the pre and post oral assessments will gain one-half year of language development. 100% of students taking the RPTE Test will show improvement. | Fall/Spring | ESL Coordinator, ESL Specialists | |
| X | | | | | Mathematics | | | X | | 3B | Utilize the North East Scope and Sequence in Algebra I. | 100% of students will master 70% of the objectives on NEISD benchmark. 100% of formative walkthroughs will indicate adherence to district sequence. | October, 2004<br>January, 2005<br>March, 2005<br>Monthly | Principals; Lu Ann Weynand, Math Specialist; Tom Burke, Instructional Dean | $500 |

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| X | | | | | Mathematics | | | X | | | Provide new members of the Math Department with training on the use of the Algebra I Scope and Sequence / Curriculum. | All Algebra I teachers will attend training and planning sessions during a common planning period. | Weekly | Jeanette Salinas, Assistant Principal for Curriculum; Tom Burke, Instructional Dean; Algebra I team leader | |
| X | | | | | Mathematics | X | X | | | 3C | Expand the implementation of Math Leadership Teams responsible for maintaining campus focus on TEKS, District Philosophy and Indicators of Excellence. | 100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. | September, 2004<br>January, 2005<br>April, 2005 | Lu Ann Weynand, Math Specialist; Tom Burke, Instructional Dean | $25,000 |
| X | | | | | Mathematics | | | X | X | 3D | Implement 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. | 100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. | December, 2004<br>May, 2005 | Lu Ann Weynand, Math Specialist; Principals; Tom Burke, Instructional Dean | $6,500 |
| X | | | | | Mathematics | | X | X | | 3E | Expand the implementation of the North East Algebra Curriculum and middle school units of study. | 100% of students will score a minimum of 70 on district benchmark tests. 100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. | October, 2004<br>February, 2005 | Lu Ann Weynand, Math Specialist; Principals; Tom Burke, Instructional Dean | $6,000 |
| X | | | | | Mathematics | | X | X | X | 3F | Monitor benchmark assessments | Churchill staff will review benchmark data, adjust curriculum and meet with principals to discuss results. | October, 2004<br>January, 2005<br>March, 2005<br>Monthly | Lu Ann Weynand, Math Specialist; Tom Burke, Instructional Dean | |

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| X | | | | | Mathematics | | | X | | | Provide teachers with Benchmark testing results and information within two weeks of the administration of benchmarks. | 100% of teachers involved will be given appropriate data. | October, 2004<br>January, 2005<br>March, 2005 | Jeanette Salinas, Assistant Principal for Curriculum; Tom Burke, Instructional Dean; Subject-level team leaders | |
| X | | | | | Mathematics | | | X | | 3G | Develop and implement campus level common semester assessments for selected courses. | All Algebra I, II and Geometry students will be administered a common end-of-semester assessment. | December, 2004<br>May, 2005 | Lu Ann Weynand, Math Specialist; Tom Burke, Instructional Dean | |
| X | | | | | Mathematics | | | X | X | 3H | Monitor common assessments. | Churchill staff will review common assessment data, adjust curriculum and meet with principals to discuss results. | January, 2005<br>June, 2005 | Lu Ann Weynand, Math Specialist; Tom Burke, Instructional Dean | |
| X | | | | | Mathematics | | | X | X | 3I | Develop and field test "Anchor Lessons" for all Geometry and Algebra II students. | 100% of teachers involved in development and field testing will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. | November, 2004<br>April, 2005 | Lu Ann Weynand, Math Specialist; Tom Burke, Instructional Dean | |
| X | | | | | Mathematics | | X | X | | 3J | Increase student access to Pre-AP and AP classes. | Enrollment in Pre-AP and AP courses will increase by 15% by sub-population from 2002-03 to 2003-04 school year. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-05 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses. | Every nine weeks | Principals; Lu Ann Weynand, Math Specialists; Tom Burke, Instructional Dean | |

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| X | | | | | Mathematics | | | X | | | Encourage student acceleration into upper-level, Pre-AP and AP courses by identifying high-achieving Algebra I and Geometry students and by removing obstacles that would keep them from enrolling in these upper courses. | Enrollment in Pre-AP and AP courses will increase by 15% by sub-population from 2003-04 to 2004-05 school year. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-05 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses. | Spring Semester | Algebra I teachers, counselors, administrators | |
| X | | | | | Mathematics | X | X | X | | 3K | Integrate the use of the following Best Practices into the math program: *inquiry, *class discourse, and *use of appropriate tools. | 100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies. | November, 2004 March, 2005 | Principals; Lu Ann Weynand, Math Specialist; Tom Burke, Instructional Dean | |
| X | | | | | Mathematics | | | X | | | Increase student preparation for PSAT and SAT testing. | All students will be given PSAT and SAT preparation materials and opportunities both in and out of class to work toward preparation for testing. | August, 2004 - May, 2005 | Mathematics Teachers, Counselors, Jeanette Salinas, Assistant Principal for Curriculum; Tom Burke, Instructional Dean | |
| X | | | | | Mathematics | | | X | | | Provide teachers with TAKS math warm-ups to use with all students, particularly targeting students who have not mastered past TAKS objectives. | All teachers will give students opportunities to prepare for TAKS testing. | August, 2004 - May, 2005 | Tom Burke, Instructional Dean; Mathematics Teachers | |

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| X | | | | | Mathematics | | | X | | | Provide level-appropriate technology training on the use of computers, academic software, curriculum / classroom management software, graphing calculators | All teachers will attend training sessions during planning periods. | August, 2004 - May, 2005 | Tom Burke, Instructional Dean | |
| X | | | | | Mathematics | | | X | | | Continue vertical alignment discussions across high school math departments and middle school math departments. | All teachers will adjust and improve their methods based on discussions. | August, 2004 - May, 2005 | Mathematics Teachers | |
| X | | | | | Mathematics | | | X | | | Teachers will meet in subject-area goups for regularly-scheduled discussions and planning during common planning periods. | 100% of math teachers will attend all scheduled meetings throughout the school year. | August 2004 - May 2005 | Mathematics Teachers | |
| X | | | | | Mathematics | | | X | | | TAKS tutoring sessions will be provided for all students in 9th, 10th, and 11th grades during the weeks preceding TAKS testing. All teachers in the department will participate in the planning and implementation of the sessions. | All students identified with Personal Graduation Plans will attend the sessions, as well as those students whose math performance is not at an acceptable level. | August 2004 - May 2005 | Mathematics Teachers | |
| X | | | | | Science | | | X | | | Science teachers will identify low performing students from previous course grades, Benchmark exams, TAKS and common assessments. Teachers will utilize various instructional strategies such as remediation and peer tutoring to increase the performance of these students | 100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade TAKS. | Identification during August - September, 2004, remediation is ongoing. | Teachers and Jeff Vaughan, Instructional Dean | |

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| X | | | | | Science | | | X | | | Improve and utilize practice TAKS review quizzes and remediation material developed during 2004 - 2005 in all science classes. | 100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade TAKS. | January, 2005 - April, 2005 | Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | Use test results from Benchmark tests, TAKS and common assessments to identify which TEKS are not being mastered by students. Modify instruction appropriately. | 100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade TAKS. | August, 2004 - May 2005 | Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | Provide writing opportunities for students including technical writing in lab reports (1 per 9 weeks) and formal writing in response to essay questions or short answer questions (1per test per 9 weeks). | Writing results will increase on TAKS in support of the English department. 100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade TAKS. | August, 2004 - May, 2005 | Teachers; Linda Steitle, Instructional Dean of English; Jeff Vaughan, Instructional Dean of Science | |
| X | | | | | Science | | | X | | | Continue vertical alignment discussions across high school science departments and middle school science departments. | All teachers will adjust and improve their methods based on discussions. | August, 2004 - May, 2005 | Science Teachers | |
| X | | | | | Science | | | X | | | Include TAKS formatted questions in teacher made unit tests which not only cover current course material, but also review TEKS from previous courses. | 100 % of students will pass 70 % of the objectives on the 10th grade and 11th grade Science TAKS. | August, 2004 - May, 2005 | Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | Foster science teacher dialogue and increase professional development to improve teaching methods. | 100% of teachers attending on designated conference period. | August, 2004 - May, 2005, One conference period per nine weeks. | Teachers and Jeff Vaughan, Instructional Dean | |

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| X | | | | | Science | | | X | | | All science courses will develop common assessments. | 100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. | August - September 2004 | Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | All science courses will utilize computer technology by developing labs utilizing probeware, simulations or the internet. | 100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. | August, 2004 - May, 2005 with one technology lab per nine weeks | Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | Create a TAKS remediation course within the existing environmental science course for Juniors who fail TAKS. | 100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. | August, 2004 - May, 2005 | Environmental Science Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | Increase student access to Pre-AP and AP classes. Provide support mechanisms to retain students. | Enrollment in Pre-AP courses will increase by 10% by sub-population from 2003-2004 to 2004-2005<br><br>Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-2005 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses. | March, 2005 | Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | Science instruction will follow the TEKS by utilizing the District's scope and sequence plan. Science instruction will be interactive and utilize a variety of questioning strategies as well hands on lab activities. | 100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. Instructional time is 40% lab based. Science Dean will do a "walkthrough" observation of each science teacher and provide constructive feedback. TEKS based lesson plans are evaluated | Each nine weeks. | Science Teachers and Jeff Vaughan, Instructional Dean | |

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| X | | | | | Science | | | X | | | Provide a TAKS tutoral for all students but emphasizing the instruction to identified weak students. Thursdays at 8:00 a.m. | 100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. Instructional time is 40% lab based. Science Dean will do a "walkthrough" observation of each science teacher and provide constructive feedback. TEKS based lesson plans are evaluated | January, 2005 - April, 2005 | Science Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | Rededicate ourselves to providing science instruction that is hands-on oriented. | At least 40% of instruction time will be spent in TEK driven lab activities | August, 2004 - May, 2005 | Science Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Science | | | X | | | Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards. | 100% of walkthroughs will demonstrate compliance with standards. | August, 2004 - May, 2005 | Science Teachers and Jeff Vaughan, Instructional Dean | |
| X | | | | | Social Studies | | | X | | | All Social Studies teachers will teach the core vocabulary in their discipline using a six step vocabulary development process. | 100% of walkthroughs will show evidence of vocabulary development. Common assessments will show evidence of vocabulary development work. | December, 2004 - May, 2005 | Teachers and Lisa Ortega, Instructional Dean | |
| X | | | | | Social Studies | | | X | | | All Social Studies teachers will use the strategy of classifying on a regular basis. | 100% of walkthroughs will show evidence of students working on classifying. Common assessments will show evidence of the classifying strategy. | December, 2004 - May, 2005 | Teachers and Lisa Ortega, Instructional Dean | |
| X | | | | | Social Studies | | | X | | | Every teacher will use strategies for engagement: Say Something and Think, Pair, Share. | 100% of walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share. | December, 2004 - May, 2005 | Teachers and Lisa Ortega, Instructional Dean | |

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| X | | | | | Social Studies | | | X | | | Utilize the North East Scope and Sequence for Social Studies instruction. | Benchmark exams where appropriate, and 100% of walkthroughs will indicate adherence to district scope and | December, 2004 - May, 2005 | Teachers and Lisa Ortega, Instructional Dean | |
| X | | | | | Social Studies | | | X | | | Increase student access to Pre AP and AP classes. | Enrollment in Pre AP and AP classes will increase by 10%. Review of Failure rate will show fewer than 10% of students failing Pre AP and AP courses. | May, 2005 | Teachers and Lisa Ortega, Instructional Dean | |
| X | | | | | Social Studies | | | X | | | Teachers will identify low performing students from course grades and earlier standardized exams and will utilize instructional strategies to increase the performance of | 100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. | August, 2004 - May, 2005 | Teachers and Lisa Ortega, Instructional Dean | |
| X | | | | | Social Studies | | | X | | | Teachers will implement a "team" approach to each social studies subject in: 1. Creating common assessments that reflect new TAKS objectives. 2. Modeling of "thinking process". 3. Designing and using contracts in order to clarify expectations of students. | 100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS. | August, 2004 - May, 2005 | Teachers and Lisa Ortega, Instructional Dean | |
| X | | | | | Social Studies | | | X | | | Work with teachers to correlate World Geography, World History and Early American History. | 100% of students will score a minimum of 70% on benchmark assessment. | August, 2004 - May, 2005 | Teachers and Lisa Ortega, Instructional Dean | |
| X | | | | | Foreign Language | | X | X | X | | Implement an instructional program in all languages based on developing communicative competency and awareness of language structure. | Common departmental semester exams will indicate that 100% of students are meeting or surpassing proficiency goals at all levels. | December, 2004 May, 2005 | Doris Kays, Coordinator; Debbie Harral, Foreign Language Department Chair; Foreign Language Teachers | $10,000 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | | | | | Foreign Language | | X | X | | 24B | Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, AP and Dual Credit courses. | Enrollment in Pre-AP and AP courses will increase by 10% by sub-population from 2003-2004 to 2004-2005 school year. There will be a 10% increase in number of students taking the AP language test in 2004-2005. Student scores in "3" level or better will increase by 10%. Review of failure rates will show fewer than 15% of students failing Pre-AP and AP classes. | Every nine weeks | Doris Kays, Coordinator; Debbie Harral, Foreign Language Department Chair; Foreign Language Teachers | $2,000 |
| X | | | | | Foreign Language | | | X | | | All teachers of Pre-AP classes are trained by College Board certified personnel. | All new World Language teachers will have the opportunity to enroll and train in Pre-AP / AP workshops by 2004-2005. World Language teachers meet for vertical planning once per semester. | | Doris Kays, Coordinator World Language Teachers | |
| X | | | | | Theatre Arts I | | | X | | | Theatre I students will participate in a play production. | 75% of Theatre I students will participate in a play production. | May, 2005 | Michelle Courtney and Mike Harrison | |
| X | | | | | Theatre Arts I | | | X | | | Theatre I students will observe and critique a live theatre production. | 100% of Theatre I students will complete a play report on a live performance observed. | May, 2005 | Michelle Courtney and Mike Harrison | |
| X | | | | | Theatre Arts I - IV | | | X | | | Read diverse plays. | 100% of students will read a minimum of two plays. | May, 2005 | Michelle Courtney and Mike Harrison | |
| X | | | | | Theatre Arts II - IV | | | X | | | Perform in diverse genres of play production. | 100% of students will perform in a play. | May, 2005 | Michelle Courtney and Mike Harrison | |
| X | | | | | Theatre Production I - IV | | | X | | | Compete successfully in Dramatic, Humorous, and Duet Acting in TFA | 75% of Theatre Production I - IV students will qualify for TFA State. | March, 2005 | Mike Harrison | |

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| X | | | | | Theatre Production I - IV | | | X | | | Compete successfully in UIL Prose and Poetry. | 50% of Theatre Production I - IV students selected to compete will advance to Regionals. | Apr-05 | Mike Harrison | |
| X | | | | | Theatre Production I - IV | | | X | | | Compete successfully in UIL One Act Play. | 85% of students will participate in One Act Play advancing to State. | May, 2005 | Mike Harrison | |
| X | | | | | Debate and Oral Interp | | | X | | | Increase the number of student qualifiers in all TFA tournaments. | Programs will increase attendance at TFA Tournament by 10% compared to the previous year; programs will increase TFA State Qualifications by 3 compared to the previous year. | August 2004 - February 2005 | King, Eanes | |
| X | | | | | Debate and Oral Interp | | | X | | | Increase the number of student participants in Debate and Oral Interp summer programs. | There will be 5% more attendance at summer programs compared to the previous summer. | Summer, 2004 | King, Eanes | |
| X | | | | | Debate | | | X | | | Increase the number of students participating in cross-examination team | A minimum of three active debate teams will be formed. | August, 2004 - May, 2005 | King, Eanes | |
| X | | | | | Debate and Oral Interp | | | X | | | Increase the number of NFL members and degrees | There will be ten additional members / degrees | August, 2004 - May, 2005 | King, Eanes | |
| X | | | | | Oral Interp | | | X | | | Increase the number of active student participants | There will be five additional competitors. | August, 2004 - May, 2005 | Eanes | |
| X | | | | | Debate and Oral Interp | | | X | | | Increase active vertical alignment with middle school feeder programs. | Programs will organize two joint ventures with middle schools - one per semester; sponsors will attempt to establish NJFL programs in middle schools. | August, 2004 - May, 2005 | King, Eanes | |
| X | | | | | Debate and Oral Interp | | | X | | | Increase attendance at professional meetings and conventions. | All staff will attend 2004 TSCA/TFA Convention per District Guidelines. | October, 2004 | King, Eanes | |

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| | | | X | | Art I | | | X | | | Maintain challenging success-oriented Art I program that builds fundamental skills and knowledge. | 95% semester averages will be passing. 20% increase in number of students enrolling in advanced placement and graphic design courses. 10% increase in number of competition | May, 2005 | Albright, Solis, Barker, Klingman | |
| X | | | | | All Art | | | X | | | Provide opportunities for awards, recognitions and scholarships. | 10% increase in number of students who receive recognition in school, district, regional, state etc. competitions. | May, 2005 | Albright, Solis, Barker, Klingman | Money for substitutes and teachers workshops |
| | | | | X | Art I | | | X | | | Decrease Art I enrollment for 2005-2006 to 18 sections. | Cap Art I sections to 18 with no more than 27 per class | April, 2005 | Albright, Solis, Barker, Klingman | Floating Art Teacher |
| | | | | | All Art | | | | | | Increase enrollment of AP students for 2005 - 2006 | Create AP class of 15 to 20 students. | April, 2005 | Albright, Solis, Barker, Klingman | |
| | | | | X | Graphic Design III and IV | | | X | | | Increase enrollment of students in Graphic Design students for 2005-2006. | Create a Graphic Design class of at least 15 students. | April, 2005 | Albright, Solis, Barker, Klingman | $1000 for Computer software updates |
| | | | | X | Painting II | | | X | | | Maintain enrollment of Painting II studetns for 2005 - 2006 | Cap Painting II sections to 3 sections of no more than 27 per class | April, 2005 | Albright, Solis, Barker, Klingman | |
| | | | | X | Painting III and IV | | | X | | | Maintain enrollment of Painting III & Painting IV students for 2005 - 2006 | Cap Painting III/IV to one section of no more than 27 per class. | April, 2005 | Albright, Solis, Barker, Klingman | |
| | | | | X | Art I | | | X | | | Maintain Art I enrollment for 2004-2005 to 20 sections. | Cap Art I sections to 20 with no more that 27 per class. | August, 2004 | Albright, Solis, Barker, Klingman | |
| X | | | X | | Journalism and Publication | | | X | | | Improve UIL results by increasing participation in all contest areas. | Encourage 100% participation in all contest areas. Result will be used to improve on future contests. | May, 2005 | Jett | Entry Fees to practice meets |
| X | | | X | | Journalism and Publication | | | X | | | Improve student awareness of "trends" and the quality of yearbook by having book critiqued and entering book into state and national contest. | Results of contest/critiques, which may be implemented by students to improve future yearbooks. | August, 2004 - May, 2005 | Jett | $300-$400 |

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| X | | X | X | | Journalism and Publication | | | X | | | Improve student awareness of "trends" and the quality of yearbook by having book critiqued and entering book into state and national contest. | Results of contest/critiques, which may be implemented by students to improve future yearbooks. | August, 2004 - May, 2005 | Jett | $300-$400 |
| | | | X | | Journalism and Publication | | | X | | | Improve student awareness of "trends" and the quality of newspaper by having paper critiqued and entering book into state and national contest. | Results of contest/critiques, which may be implemented by students to improve future newspapers. | August, 2004 - May, 2005 | Jett | $300-$400 |
| X | | X | X | | Journalism and Publication | | | X | | | Increase number of students attending and competing in state and national writing, design, and photography contest/conventions. (JEA/ATPI/ILPC) | Increase number of students participating by 25% as compared to 2003 - 2004 entries. | August, 2004 - May, 2005 | Jett | $1,000 |
| X | | | X | | Journalism and Publication | | | X | | | Incorporate more and "new" technology into all aspects of the journalism program. | Increase number of students (75%) using digital photography, scanners, and various software packages from 10% to 60%. | June, 2005 | Jett | $3,000 |
| X | | | X | X | Journalism and Publication | | | X | | | Increase number of students writing for the school newspaper. | Increase the number of newspaper staff members by 25% as compared to 2003-2004 entries. | August, 2004 - January, 2005 | Jett | |
| X | | | | | Orchestra I, II, III | | | X | | | Increase the number of students who will perfect string techniques of the TEKS. | 90% of all students will perfect string techniques as specified by TEKS. Evaluation will be made based on testing and performances. | May, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Maintain UIL Sweepstake performances for 2005 | 100% sweepstakes results in all orchestras | March, 2005 | Heinze | |
| X | | | | | Orchestra I, II,III | | | X | | | Increase number of students who will audition for Region 12 Orchestra. | 60% of all students enrolled in orchestra will audition for Region Orchestra. | November, 2004 | Heinze | |

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| X | | | | | Orchestra I, II, III | | | X | | | Increase number of students who will make the Region 12 Orchestra. | 75% of all students who audition will be accepted into the Region 12 | December, 2004 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Increase the number of students who will audition for TMEA All-State Orchestra. | 25% of all students auditioning for region will audition for All-State. | November, 2004 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Increase the number of students who will make the TMEA All-State Orchestras. | 10% of all students auditioning for All-State will be accepted. | February, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Increase the number of students participating in UIL Solo/Ensemble at the District level. | 60% of all students enrolled in orchestra will perform a solo or ensemble for UIL Solo/Ensemble Contest. | February, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Increase the number of students receiving a superior rating for a solo or ensemble at UIL Solo/Ensemble Contest. | 90% of all students participating in UIL Solo/Ensemble will receive a superior rating. | February, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Increase the number of students who will qualify for State UIL Solo/Ensemble Contest. | 50% of all students auditioning will memorize their piece and receive a superior rating to qualify for State UIL Solo/Ens Contest. | May, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Increase the number of students who qualify for state to compete at the state level for UIL Solo/Ensemble contest. | 100% of all students who qualify for state will attend State UIL Solo/Ens. | May, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Increase the number of 9th grade students in orchestra. | 100% of all 8th graders in orchestra at the feeder Middle Schools will enroll in Orchestra I at Churchill. | May, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Director and orchestra members will spend more time recruiting at the feeder Middle Schools. | 3 or more days during the year will be spent recruiting at the Middle Schools. | May, 2005 | Heinze | Buses $45 per bus |

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| X | | | | | Orchestra I, II, III | | | X | | | Middle School feeder orchestra students will participate in activities at Churchill with orchestras. | 8th grade Orchestra members will be invited to at least 2 activities at Churchill involving the orchestras and will be included in the activities. | May, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Director will go to the feeder Middle Schools and clinic the orchestras and work with students auditioning for region or performing a solo at NEISD Invitational String Contest with the purpose of getting to know all the 8th grade orchestra members. | 10 days will be spent at the middle schools helping in any way needed. | May, 2005 | Heinze | |
| X | | | | | Orchestra I, II, III | | | X | | | Continue to work on vertical alignment started in 2003 with Middle School Orchestra Directors who feed Churchill High School. | At least one or two Staff development days be available for vertical alignment with Middle school Orchestra Directors. | May, 2005 | Heinze | X |
| X | | | | | Music Theory AP | | | X | | | Challenge the Music Theory Students in all aspects of Music Theory for the AP Exam. | 80% of all students will understand Theory of Music and will feel comfortable about taking the AP test. Students will be evaluated by the final year exam and the AP test scores. | May, 2005 | Stevens | X |
| X | | | | | Music Theory AP | | | X | | | Increase the number of Theory students who will take the AP exam at the end of the year. | 75% of all theory students will take the AP exam. | May, 2005 | Stevens | X |
| X | | | | | Music Theory AP | | | X | | | Increase the number of Theory students who will make a 5 on the Music Theory AP exam. | 50% of all students who take the AP Music Theory exam will get a 5 on the test. | May, 2005 | Stevens | X |

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| X | | | | | Music Theory AP | | | X | | | Continue to encourage students to become music educators. | Interested students entering into college as a music education major will form a future music educators club sponsored by TMEA and the music educator's at Churchill High School. | May, 2005 | R. Albright, Heinze, Lo | X |
| X | | | | | Choir I, II, II, IV | | | X | | | Singers will practice sightreading by the Solfege method. | 85% of all students will be proficient in Sightreading by the Solfege method as indicated by periodic quizzes. | May, 2005 | R. Albright | X |
| X | | | | | Choir I, II, II, IV | | | X | | | Students will gain an understanding of the fundamentals of music theory in accordance to the TEKS. | 85% of all students will be have an understanding of the fundamentals of music theory as indicated by periodic quizzes. | May, 2005 | R. Albright | X |
| X | | | | | Choir I, II, II, IV | | | X | | | Increase the number of choral students who will audition for All-Region Choir. | 60% of choral students will auditions for All-Region Choir. | September, 2004 | R. Albright | X |
| X | | | | | Choir I, II, II, IV | | | X | | | Increase the number of choral students who will perform a solo or ensemble for Region UIL Solo/Ensemble Contest. | 45% of all choral students will perform a solo or ensemble for Region UIL Solo/Ensemble Contest. | February, 2005 | R. Albright | X |
| X | | | | | Choir I, II, II, IV | | | X | | | Increase the number of choral students who participate in All-State Solo and Ensemble Contest. | Qualify at least 10 students for All-State Solo and Ensemble Contest. | February, 2005 | R. Albright | X |
| X | | | | | Choir I, II, II, IV | | | X | | | Improve the ratings for all choirs in the UIL Concert and Sightreading competition. | 100% of all choirs will receive a Superior rating. | May, 2005 | R. Albright | X |
| X | | | | | Choir I, II, II, IV | | | X | | | Provide a concert for both the feeder Middle Schools and the Churchill Choirs for the purpose of recruiting 8th graders into the choral program. | 90% of all 8th grade choral members will attend the concert and continue participation in 9th grade choir. | April, 2005 | R. Albright | X |

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| X | | | | | Choir I, II, II, IV | | | X | | | Increase the number of activities involving the feeder middle school 8th grade choral students and the Churchill Choral Students (Ice Cream Social) | 90% of all 8th grade choral students from the feeder middle schools will participate. | April, 2005 | R. Albright | X |
| X | | | | | Choir I, II, II, IV | | | X | | | Increase the number of performance at the feeder middle schools by the recruitment choir the "Winston Jazz". | 1 to 3 concerts will be performed by the Winston Jazz at the feeder middle schools. | October, 2004 December, 2004 May 2005 | R. Albright | X |
| X | | | | | Fine Arts/Staff Development | | | X | | | Fine Arts Instructors will use a staff development day to visit innovative fine arts programs on other high school campuses in the state. | 100% of all fine art instructors will visit other campus providing a detailed report on their observations and sharing with the other fine arts instructors on the Churchill Campus. | August, 2004 - May, 2005 | All Fine Art Instructors | |
| X | | | | | Fine Arts/Staff Development | | | X | | | Fine Arts Instructors will use one day of staff development for vertical alignment with the middle schools that feed Churchill High School. | 100% of all fine arts instructors will work with their colleagues from the feeder Middle Schools. | August, 2004 - May, 2005 | All Fine Arts Instructors | |
| X | | | | | Fine Arts/Staff Development | | | X | | | Fine Arts Instructors will be able to use one day of staff development to do research for their programs. | 100% of all fine arts instructors will do off campus research and share with the other fine arts instructors on the Churchill Campus. | August, 2004 - May, 2005 | All Fine Arts Instructors | |
| X | | | | | Fine Arts/Staff Development | | | X | | | Fine Arts Instructors will be able to use one day of staff development to attend conferences in their areas of | 100% of all fine arts instructors will attend conferences in their teaching field. | August, 2004 - May, 2005 | All Fine Art Instructors | |
| X | | | | | Fine Arts/TAKS | | | X | | | 100% of all Fine Arts Instructors will support the core areas in relationship to TAKS. | 95% of all fine art lesson plans will be devoted to the relationship of TAKS to the various fine art programs. | August, 2004 - May, 2005 | All Fine Art Classes | |

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| X | | | | | Marching Band | | | X | | | The Marching Band will place in the finals of the UIL State Marching | The band will receive a first division at the District level, place in the top | November, 2004 | Lo, Stevens, Sharps, Hildreth | |
| X | | | | | Marching Band | | | X | | | The Marching Band will place in the top three at the Bands of America Regionals. | 100% of the students will memorize the music and have a better understanding of marching | November, 2004 | Lo, Stevens, Sharps, Hildreth | |
| X | | | | | Band III, IV | | | X | | | Increase the number of students who qualify District, Region and State. | 100% of the students will audition for District. | November, 2004 | Lo, Stevens, Sharps, Hildreth | $7.00 per student |
| X | | | | | Band I, II, III, IV | | | X | | | Increase the number of students receiving superior ratings for a solo or ensemble at UIL Solo and Ensemble Contest. | 60% of the students participating in UIL Solo and Ensemble will receive a superior rating. | February, 2005 | Lo, Stevens, Sharps, Hildreth | $5.00 per student |
| X | | | | | Band I, II, III, IV/8th grade | | | X | | | Increase the number of 9th grade band students. | 80% of all eighth grade students at the feeder middle schools will enroll in band. | May, 2005 | Lo, Stevens, Sharps, Hildreth | |
| X | | | | | Band I, II, III, IV/8th grade | | | X | | | Middle School feeder band students will participate in activities at Churchill with Bands. | 8th grade band members will be invited and actively involved in at least 2 activities at Churchill involving the band. | May, 2005 | Lo, Stevens, Sharps, Hildreth | |
| X | | | | | Dance I | | | X | | | Provide an introduction and development level of skills needed for advancement in program. | 90% of 9th graders will audition and master skills of intermediate level routines as indicated by TEKS. 100% of 10th graders will perform basic skills presented in knowledge and | March, 2005 | Stewart-Juarez | |
| X | | | | | Dance II | | | X | | | Establish a framework for the continuation of skill and development concentrating on skills and technique essentials. | 90% of 10th graders will advance into performance group status as indicated by TEKS. 100% of 10th graders will perform dance elements in creative expression / | March, 2005 | Stewart-Juarez | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | | | | | Dance III | | | X | | | Explore higher levels of skills, technique, and advance areas of dance. | 100% of 11th graders continue advancement in dance along with choreography opportunities. 100% of 11th graders will perform dance elements in creative expression / performance. | May, 2005 | Stewart-Juarez | |
| X | | | | | Dance IV | | | X | | | Enhance the advanced skills that continue to be developed at this level. | 100% of 12th graders will be assessed on choreography principles as well as the critique process through solo or small group performances. 100% of all 12th graders will perform dance elements in creative expression/performance. | May, 2005 | Stewart-Juarez | |
| X | | | | | Special Ed | | | X | | | Special Education students identified as low readers (lower than 4th grade level) will be recommended for Lab reading classes to raise reading levels. | 100% of identified students will be recommended by the ARD committee for reading improvement program. | Ongoing | Special Education Coordinators, Counselors, Special Education Reading/English Teachers | |
| X | | | | | Special Ed | | | X | | | The number of Special Ed students in self-contained classes will be decreased by examining academic success (grades consistently 85 or above) and moving them to a less restrictive environment the next Fall Semester. | 100% of Special Ed students' grades will be monitored each semester in core academic classes and approximately 10% will be recommended to move from one or more Lab classes to Regular classes the following year. | Ongoing | Special Ed Coordinators, Counselors, Special Ed Teachers | |

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| School Goals 1 | 2 | 3 | 4 | 5 | TARGET AREA | LEVEL E | M | H | D | CODE # | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S) | COST/ RESOURCES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | X | | | X | Technology Applications (General Requirements) | | | X | | 17A | Campus Technology Committees will meet a minimum of once a month to identify technology staff development needs, technology trainers, and campus infrastructure needs. | Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area. 100% of teachers will participate in at least nine hours of staff development that has a technology component. Technology Committee will work with Instructional Technology Specialists to monitor that 100% of the Campus Technology Readiness Checklist items are addressed as needed. | August 2004 and May 2005 November 2004, February 2005, and June 2005 Monthly | Principals, Campus Technology Committee Representatives (one per department), Instructional Technology Specialists and Coordinators, Campus Network Coordinator | |
| | | X | | X | Technology Applications (General Requirements) | X | X | X | | 17B | Teaching staff will use 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 teachers who report numerical grades will use GradeSpeed to upload progress reports and Nine weeks grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template. | Daily to Weekly Nine weeks Daily to Weekly | Principals, Technology Committee, Teachers, Data Processors Campus Network Coordinator, Web Master | |
| X | | | | | Technology Applications (General Requirements) | X | X | | | 17C | Teachers will use North East Technology Applications Standards for students to assess mastery of essential knowledge and skills. | 100% of students will demonstrate mastery of grade level technology standards as measured by district proficiency tests, rubrics, and a student portfolio. | Nine weeks | Principals, Teachers, Instructional Technology Specialists and Coordinators, Campus Network Coordinator | |

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| X | | X | | | Technology Applications (General Requirements) | | | X | | 17F | Teachers and students will use the classroom computers, wired computer labs or wireless computer labs on a regular basis to integrate technology standards into the content areas. | 100% of administrators and core content teachers will use the Technology Innovation Configuration to measure utilization of technology during walkthroughs, observations, and reflective practice. 100% of core content teachers will score a two or above on the Technology Innovation Configuration. 100% of core content teachers will score a two or above on the Technology Innovation Configuration. 100% of core content teachers will work with students a minimum of two times each semester using the wired and/or wireless computer labs evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules and student products. | Semester | Principals, Teachers, Curriculum and Instructional Technology Specialists and Coordinators, AP of Curriculum | |
| X | | X | | | Technology Applications High School Level Courses | | | X | | 17G | Provide opportunities for staff development for Technology Applications teachers to stay current with technology used in the Technology Applications courses. | 100% of the students will use the latest technology to develop course appropriate products. | Each nine weeks | Technology Applications teachers, Instructional Technology Specialist and Coordinators, Office of Educational Technology | Funded through school and/or Educational Technology funds. |

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| School Goals | | | | | TARGET AREA | LEVEL | | | | CODE # | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S) | COST/ RESOURCES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | | E | M | H | D | | | | | | |
| X | | X | | | Technology Applications High School Level Courses | | | X | | 17H | Technology Applications teachers attend the staff development summer session provided by Educational Technology Office. | 100% of the students will use the latest technology to develop course appropriate products. | Each nine weeks | Technology Applications teachers and Instructional Technology Specialists and Coordinators, Office of Educational Technology | Funded through school and/or Educational Technology funds. |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | | X | | | Technology Applications High School Level Courses | | | X | | 17I | Technology Applications teachers will continue education / training through various sources to include, but not limited to, online training, independent study or college courses to maintain Technology Applications certification. | 100% of Technology Applications teachers will maintain certification under the new TEA guidelines. | Aug-04 | Technology Applications teachers and Instructional Technology Specialists and Coordinators, Office of Educational Technology | Funded through school and/or Educational Technology funds. |
| | X | | X | | Safe and Drug-Free | | | X | | | Safe and Drug-Free Schools program efforts includes goals and strategies for violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students -- Programs such as "What Part of Zero Don't You Understand", Red Ribbon Wk, Winner's Circle, Not on Tobacco PEACE, Counselors, and Asst. Principals. Track STAN, PAL and mediation referrals. Utilize Nat'l Conf for Community/Justice to reduce bias related campus incidents. 3. Increase parental/community involvement in violence / drug prevention activities via PTA welcome packets, Charger Time | Campus plan indicates 100% compliance with Safe and Drug-Free mandates, including the four<br><br>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.<br><br>student involvement in school activites. | August, 2004 | Principal, SDFS Campus Contacts, Pat Sanford, Dawn Wales | |

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| School Goals | | | | | TARGET AREA | LEVEL | | | | CODE # | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S) | COST/ RESOURCES |
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| 1 | 2 | 3 | 4 | 5 | | E | M | H | D | | | | | | |
| | | | | | | | | | | | Newsletter, Pride Camp, PTA info sessions and utilize Adept chairman to help coordinate SDFS activities.<br>4. Increase student involvement in school activities--Provide a club/organizational booklet. | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | X | X | X | | Safe and Drug-Free | | | X | | | Continue the SDFS Campus Advisory Board to address programs and prevention strategies that are based on needs assessment. Train faculty in suicide intervention techniques. | The Campus Advisory Board will meet 4 times a year and function according to SDFS standards and benchmarks. The faculty will be aware of, and utilize the District Suicide Intervention Guide. | 2 reports including SDFS agenda and meeting notes will be turned into Pat Sanford each semester. PAL nine weeks training and service report. The faculty will be trained at the beginning of the school year. | STAN Counselor and SDFS Advisory Board, Dawn Wales, Christina Pelletier | $20,000 |
| X | X | | X | | Guidance | | | X | | | Implement guidance program. (SB518) | All counselors' monthly calendars will show a 10% increase in parent and staff contacts. | May, 2005 | Counselors | |
| X | | X | | | Guidance | | | X | | | 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 highter education<br><br>admissions and financial aid. (SB158, HB713) | We will notify parents through PTA Newsletters, Parent-Orientation, WC College Night, course catalog. | May, 2005 | Counselors | |
| X | | | | | Guidance | | | X | | | Counselor will counsel with students on graduation plans. | 85% of Churchill graduates will meet requirements for the Recommended Program. 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) | May, 2005 | Counselors | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | | | | | Dropout Reduction and Retrieval | | X | X | X | 21B | Counselor, Assistant Principals, Registrar will track school leavers / | Monthly dropout / leaver reports will indicate less than 5 dropouts per month. | August, 2004 - June, 2005 | Assistant Principal of Curriculum; Registrar | |
| X | | | | | Dropout Reduction Absences | | X | X | X | | Assistant Principals and Counselors will counsel students on absences. | Students receiving "N.C.'s will be reduced by 50% as indicated on end of semester reports. | January, 2005 - June, 2005 | Cynthia Birdwell | Comp. Ed. Funds Grant funds |
| X | | | | | Dropout Reduction (Teen parenting component) | | | X | | | Counseling services through the School Age Parenting Program. | 10% reduction in dropout of teen parents. | August, 2004 - May, 2005 | Counselors | |
| X | | | | | Dropout Reduction | | | X | | | Decrease barriers for enrolling homeless youth. | All counselors will be familiar with the McKinney Project. | August, 2004 - May, 2005 | Counselors | |
| X | | | | | Dropout Reduction | | | X | | | Identify homeless children in compliance with the McKinney Project. TEC J21.031(e). | Record of identified Homeless children and youth sent to Central Office. | August, 2004 - May, 2005 | Counseling Office | |
| X | | | | | Nurse's Clinic | | | X | | 22B | Provide parent communication with parents and PTA through District HEALS Chairperson (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community through internet clinic website. | PTA Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website on a monthly basis. | Monthly Communication | Camille Clark, HEALS Chairperson | $500.00-included in operational cost(s) Windows '98 computer |
| X | | | | | Nurse's Clinic | | | X | | 22C | Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students. | Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance. | August, 2004 - May, 2005 | Francine Tharp, Candy Mallonee, Camille Clark | Included in operational budget for Health Services |
| X | | | | | Health Services | | | X | | 22D | Develop School Health Education Advisory Council (TEC Section 28.004). | Bi-Monthly Meetings. Membership roster coordinated Health Curriculum Program improved. | 5 Meetings of Council | Francine Tharp, Designated Coordinators and Directors | $1,000 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | | | | | Health Services | | | X | | 22E | Development of staff education focusing on wellness. | Wellness Fair, PTA Newsletter, Website, informational fliers, monthly faculty meetings, guest speakers, Inservice. | August, 2004 - May, 2005 | Camille Clark, Presenters, Athletic Trainers | $3,000.00-$5,000.00 per year |
| | X | | X | | Discipline Management | | | X | | 23C | Training and motivation of school personnel for BMP implementation | Campus will have completed initial training of staff members allowing for initial implementation of the BMP. | August, 2004 (Inservice days) | Principals, Cynthia Birdwell | $1000.00 per campus |
| | X | | X | | Discipline Management | | | X | | 23C | Conduct orientation sessions/video with every student concerning "Student Code of Conduct." | Teacher rolls will indicate 100% of students receiving orientation make up sessions for absent students will be conducted. | September, 2004 | Joe Reasons, Principal; Assistant Principals, M. Ederer, M. Randolph | |
| X | | | | | Career & Technology | | | X | X | 16B | Expand opportunities for teachers to obtain industry certifications / licenses in order to provide like opportunities for students. | 10% increase of teachers and students obtaining industry certifications and licensors. | May, 2005 | Utilize funds and training opportunities provided by central office. Elizabeth Platt, Becky Walker | No Churchill funds. $5,000 - cost of training and test (district wide) |
| | | | X | | Career & Technology (character education) | | | X | X | 16C | Participate in a district writing team project to develop curriculum to enhance the CORE course to include study skills and character education | 100% of CORE teachers will receive the revised curriculum. | June - July, 2004 | Selected Business Technology Teachers | No campus funds. District will pay $500 per writing team member. |
| X | | | | | Career & Technology | | | X | X | 16 | Participate in district committee to develop and implement a keyboarding proficiency exam to determine % of 8th graders who have mastered proficiency. | 80% of students will obtain proficiency rating on district evaluation of keyboarding proficiency skills. | April, 2004 August, 2004 January, 2005 | Selected Business Technology Teachers to serve on writing committee | No campus funds. |
| X | | | | | Career & Technology | | | X | X | 16F | Provide departmental Staff Development to include technology training for all Career & Technology | Informative walkthroughs, 100% of Career & Technology teachers will use technology in their classrooms. | August, 2004-May, 2005 | Career & Technology Middle and High School teachers, Central Office staff | No campus funds. |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | | E | M | H | D | | | | | | |
| X | | | | | Dropout Reduction (Teen parenting component) | | | X | X | 21B | 1.Counseling services offered through the School Age Parenting Program.<br>2. School and health services offered.<br>3. Identify and enroll all pregnant and parenting students. | 20% reduction in dropout of teen parents.<br>20% increase in recovering dropout teen parents. Make tutoring available to all parenting students. | August, 2004 - May, 2005 | Instructors, Counselors, Teen parenting Instructor | |
| | | | | | Career & Technology | | | X | | 16G | Provide technology / software for all Career & Technology students. | Each program will obtain at least one new application technology program software to utilize. | August, 2004 - May, 2005 | Career & Technology Dept. Chair, All Career & Technology teachers | $7,000.00 |