

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
CLEAR SPRING ELEMENTARY SCHOOL
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

Board 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					Reading	X				1A	Align and implement reading strategies that reflect Best Practices: *Reciprocal teaching *Structured note-taking *Think alouds *Six Step vocabulary development *Writing to learn *Graphic organizers *Get the Gist *QAR *Say Something *Classifying *Think, Pair, Share on a regular basis.	100% of elementary teachers will achieve a 2 or above on the Innovation Configuration for Four Blocks. 100% of elementary teachers will attend workshops on Best Reading Practices 100% of students will score a minimum of 70 on grade level appropriate benchmark assessment. 100% of formative walkthroughs will demonstrate evidence of strategy instruction.	2004 - 2005	Teachers, Reading Instructional Interventionist, Language Arts Specialists, Administrators	\$1,000.00
X					Reading	X				1B	Monitor and continue assessments for Reading * TPRI * John's Basic Reading Inventory * Benchmarks * STAR * Informal classroom assessments * Marie Clay	100% of students needing remediation will be targeted through RAP and/or tutoring. Teachers, campus instructional leaders and DATA Team will review assessment data and adjust curriculum accordingly.	2004 - 2005 school year	Teachers, Reading Instructional Interventionist, Language Arts Specialists, Administrators	

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X					Reading	X	X	X	X	1C	Provide teachers instruction and support in implementation of Best Reading Practices targeting grades 4 and 5. Grade 4 and 5 teachers will implement strategies from teacher reading academies	100% of elementary teachers will receive instruction in Best Reading Practices for TAKS/TEKS alignment in order to show growth on the Innovation Configuration	Summer 2004 Fall and Winter 2004 Spring 2005	Teachers, Reading Instructional Interventionist, Language Arts Specialists, Administrators	
X					Reading	X	X	X	X	1D	Maintain training and implementation of Building Blocks (K) and Four Blocks (1-5)	100% of the elementary teachers will show an increase in at least one area of the Innovation Configuration	Summer 2004 Fall and Winter 2004 Spring 2005	Teachers, Reading Instructional Interventionist, Language Arts Specialists, Administrators	
X					Writing	X	X	X	X	2A	Improve student writing instruction by supporting the implementation, review, and ongoing revision of the K-5 Writing Scope and Sequence.	100% of students will pass TAKS writing test.	February 2005	Teachers, Language Arts Specialists, Administrators	

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X					Writing	X	X	X		2B	Develop and sustain common instructional language and structure for the process of writing in all writing classrooms, K-5.	100% of teachers will attend workshops on use of writing workshop in the writing block and/or 6-Trait writing as appropriate to grade level. The 2005 Teacher as Writer Academy will be attended by at least 1 person on campus.	September, 2004 January, 2004 April, 2005	Teachers, Language Arts Specialists, Administrators	\$20,000 workshop costs
X					Writing	X	X	X	X	2C	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, such as the use of classification as a pre-writing or organizational strategy.	100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Trait Writing instruction and evaluation	2004 - 2005 School Year	Teachers, Language Arts Specialists, Administrators	
X					Writing	X	X	X		2D	Develop, implement and monitor a common end-of-semester assessment for selected courses to guide writing instruction.	100% of students in Grades 3 & 5 will be administered an end-of-semester assessment. Teachers, campus instructional leaders, and DATA Team will review common assessment data and adjust curriculum accordingly.	December, 2004; May, 2005	Teachers, Language Arts Specialists, Administrators	

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X					Writing	X	X	X		2E	Develop, implement, and monitor benchmark assessment program to guide writing instruction in K - 5.	100% of students at Grade 4 will be administered periodic benchmark tests to determine progress in writing. 100% of students needing remediation will be targeted through tutoring.	Fall 2004 Spring 2005 2004-2005 School Year	Teachers, Language Arts Specialists, Administrators	\$30,000 printing costs for tests
X					Mathematics	X				3A	Utilize the revised North East Scope and Sequence for Grades K through 8. Analyze and provide remediation.	100% of students will pass TAKS math test. 100% of formative walkthroughs will indicate adherence to district sequence. 100% of teacher's lesson plans will document District Scope and Sequence.	April 2005 Monthly	Teachers, Math Instructional Interventionist, Math Specialists, Administrators	
X					Mathematics	X				3B	Monitor and continue benchmark assessments for math in grades 2-5.	100% of students needing remediation will be targeted through tutoring. Teachers, campus instructional leaders, and DATA Team will review assessment data and adjust curriculum accordingly.	2004 - 2005 school year	Teachers, Math Instructional Interventionist, Language Arts Specialists, Administrators	

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X					Mathematics	X				3C	Continue development and implementation of common math assessments to meet TEKS, levels of Blooms and Kilgo's standards with Roosevelt Cluster Teams for students in grades K-5 to guide math instruction.	100% of students in Grades K-5 will be administered common end of unit assessments. Teachers, campus instructional leaders, and DATA Team will review common assessment data and adjust curriculum accordingly.	2004 - 2005 School Year	Teachers, Math Instructional Interventionist, Math Specialists, Administrators	Possible stipend for extra hours
X					Mathematics	X				3D	Maintain training and implementation of Investigations Based Math curriculum. Provide 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	100% of teachers will show an increase in at least one area of the Innovation Configuration 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Fall 2004 Spring 2005	Teachers, Math Instructional Interventionist, Math Specialists, Administrators	\$1,000

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X					Mathematics	X				3E	Integrate the use of the following Best Practices into the math program: * inquiry * class discourse * six step vocabulary development * say something * think, pair, share * classifying * use of appropriate tools.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies. 100% of students will score a minimum of 70 on grade level appropriate benchmark assessment.	2004-2005 school year	Teachers, Math Instructional Interventionist, Math Specialists, Administrators	
X					Science	X	X	X	X	4A	Improve science instruction by supporting the implementation, review, and ongoing revision of the K-12 Science Scope and Sequence.	100% of students will pass Science TAKS test. 100% of formative walkthroughs will indicate adherence to district sequence. 100% of teacher's lesson plans will document District Scope and Sequence.	April 2005 Monthly	Teachers, Language Arts Specialists, Administrators	\$7,000 for review, revision, and printing of K-12 Scope and Sequence.

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X					Science	X				4B	Integrate inquiry-based instruction to increase student achievement including: 5 E's, questioning to target higher order thinking, and questioning that targets the unifying concepts in science Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word wall, vocabulary development process, say something, think, pair, share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	2004 - 2005 School Year	Teachers, Administrators, Science Specialist	\$1,000
X					Science	X	X	X		4C	Provide professional development to assist teachers in developing competency in science. (Loose in the Lab)	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Teachers, Administrators, Science Specialist	\$2,000

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X					Science	X				4D	Monitor and continue benchmark assessments for science in grade 5.	100% of students needing remediation will be targeted through tutoring. Teachers, campus instructional leaders, and DATA Team will review assessment data and adjust curriculum accordingly.	2004 - 2005 school year	Teachers, Science Specialist, Administrators	
X					Science	X	X	X		4E	Continue development and implementation of common science assessments to meet TEKS, levels of Blooms and Kilgo's standards with Roosevelt Cluster Teams for students in grade 4 to guide science instruction.	100% of students in grade 4 will be administered common end of semester assessments. Teachers and campus instructional leaders will review common assessment data and adjust curriculum accordingly.	December, 2004 May, 2005	Teachers, Administrators, Science Specialist	\$2,000
	X				Science	X				4F	Teachers will align and implement TEKS using a variety of resources, such as Vistas, FOSS, STC, AIMS, GEMS, textbooks, and Loose in the Lab	Lessons plans will reflect a variety of resources Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners	2004 - 2005 school year	Teachers, Administrators, Science Specialist	

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X					Science	X	X	X		4G	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 either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Teachers, Administrators, Science Specialist	
X					Science	X	X	X		4H	Ensure that all students have an equal opportunity for learning by providing a science lab with appropriate equipment.	100% of students will use science lab at least 3 times per nine week period 100% of lesson plans will document use of science lab	Every 9 Weeks	Teachers, Administrators, Science Specialist	\$25,000
	X				Science	X				4I	3rd grade students will conduct various experiments in relation to TEKS.	100% of 3rd grade students will have the opportunity to attend Honey Creek outdoor classroom.	Spring 2005	Teachers, Administrators, Science Specialist	
	X				Science	X				4J	5th grade students will conduct various experiments in relation to TEKS.	100% of 5th grade students will have the opportunity to attend an overnight science field trip.	Fall 2004	Teachers, Administrators, Science Specialist	

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X					Social Studies	X				5A	Teachers K-5 will review and implement the vertical alignment of the Social Studies TEKS with integration of technology into the subject area through professional development and modeling of best practices such as classifying, say something, think, pair, share, and the vocabulary development process.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	December, 2004 May 2005	Teachers, Administrators, Social Studies Specialist	
X					Social Studies	X				5B	Implementation of differentiated instruction through Social Studies Alive!	Teacher trainers will provide staff development to campus for implementation of program.	December, 2004 June 2005	Teachers, Administrators, Social Studies Specialist	24,000
X					Social Studies	X				5C	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners	100% of formative walkthroughs and lesson plans will indicate appropriate use of these instructional strategies.	December 2004, June 2005	Teachers, Administrators, Social Studies Specialist	\$9,500

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X	X		X		Gifted/Talented	X				6A	Integrate Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies. 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks Each nine weeks	GT Teacher campus representative		
X					Library Services	X				7A	Use Big Six Research Strategy, Grades 2 - 5	Librarian will guide research projects in Language Arts, Science, and Social Studies.	First and second semester	Librarian, Administrator		
X					Library Services	X	X	X		7B	Provide training in Gale Resources and electronic databases.	Librarian will train staff and students on the use of Gale Resources and electronic databases.	Fall 2004	Librarian, Administrator		
X					Library Services	X				7C	Maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS unit to be posted online in the lesson plan database.	Every six weeks	Librarian, Administrator		
X					Library Services	X	X	X		7D	Evaluate campus library program using revised Texas Library Standards model.	Librarian will complete output measure data collection.	First and second semester	Librarian, Administrator		
X					Dyslexia	X	X	X		8A	Continue implementation of a dyslexia program on campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2004-2005 school year	Beverly Kinsey, Campus Principals, Campus Dyslexia Intervention Teachers, Classroom Teachers, STAT	\$8,500 for materials \$4,200 for training	

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X					Professional Development	X	X	X	X	9A	Continue North East Academy for Excellence in Teaching (NEAET), a mentoring and district permit program.	100% of new teachers will participate in and attend the NEAET program.	2004-2005 School Year	Carol Harle, Judy Gamble, Administrators	\$7,500
X					Professional Development	X				9B	Provide mentoring program for new teachers or those new to the district to enhance professional growth	100% of new teachers will be assigned mentor teacher on campus.	2004-2005 school year	Mentor Teachers, Administrators	\$750.00
X					Professional Development	X				9C	Provide staff development for Para-professionals and auxillary staff	100% of para-professionals and auxillary staf will attend staff development. Sessions will receive a rating of 3 or above. Follow up surveys will report the use of skills used in sessions.	2 times each semester	Administrators	\$300.00
X					Special Education	X	X	X		10A	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Increase the number of students with disabilities served in general education settings to a level below the TEA 125% standard as reported on the data analysis system.	Monthly	Special Education Teachers, Administrators	Funds from managed accounts
X					Special Education	X				10B	Monitor compliance with timelines for initial evaluations and annual ARD's (CAP-Timelines, Initial Evaluations).	ARD's, initial evaluations, and 3 year reevaluations for all students will occur on time.	Monthly	Special Education Teachers, Administrators	

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X					Special Education	X	X	X	X	10C	Provide staff development regarding appropriate referrals and service delivery options.	Monthly appraisal report will show a reduction of referrals to special education from the previous school year.	Monthly	Special Education Teachers, STAT, Administrators	Funds from managed accounts
X					Special Education	X	X	X		10D	Provide professional development to general and special education staff on differentiated instructional strategies like say something, think, pair, share, vocabulary development process, and classifying for serving students with disabilities in general education	% of SPED students taking TAKS will increase at each grade and in each subject tested	Each Nine Weeks period	Principals, Judith Higgins, Jan DeHaven, Curriculum Specialists, Teachers, and Special Education teachers	\$20,000
	X				Accelerated Education At Risk	X	X	X		11A	Provide staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend staff development related to teaching the At Risk student and Drop Out Prevention.	August, 2004 through May, 2005	Principals, Counselors, Carol Harle, and Don Dalton	\$5000 SCE Funds
X					Accelerated Education At Risk	X				11B	Increase involvement in student experiences through the SCHOLARS program.	Targeted students will increase language development and experiential awareness by 70%.		Counselor and SCHOLARS committee	\$750.00
		X			Accelerated Education At Risk	X				11C	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	5% increase in parent attendance at school activities.	2004-2005 school year	Family Specialist, Administrators, Teachers	\$1,000.00

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				X	Accelerated Education At Risk Resource Management	X	X	X	X	11D	Provide effective management of District resources to maximize student achievement	100% compliance with State and Federal laws.	July, 2004 through July, 2005	Teachers, Administrators	\$75
X					Accelerated Education At Risk	X	X			11E	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.	100% of students with special needs will pass TAKS.	February- April 2005	Teachers, Administrators, Curriculum Specialists, Instructional Interventionists	Title I Funds
X					Accelerated Education At Risk Personnel	X	X		X	11F	The campus will actively recruit and hire highly qualified teachers and para-professionals.	Personnel rosters and recruiting records will show personnel interviewed and hired for Title I campuses are fully qualified.	July, 2004 through June, 2005	Blanca Zaragosa, Principals	Title I Funds
		X			Accelerated Education At Risk Parental Involvement	X	X			11G	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance at school.	Every nine weeks	Principal, Counselor, Family Specialist	Title I Funds

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X					Accelerated Education At Risk Professional Development	X				11H	Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel will attend staff development related to methods and instructional strategies to strengthen the core academic program in school.	2004-2005 school year	Teachers, Administrators	Title I Funds

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X	X			X	Technology Applications	X	X	X		12A	<p>Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)</p> <p>Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals.</p> <p>100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS.</p> <p>Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met.</p> <p>Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.</p>	<p>Yearly</p> <p>Yearly</p> <p>Monthly</p> <p>Monthly</p>	Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Administrators	<p>\$38,000 (technology survey)</p> <p>\$315,000 (campus staff development stipends)</p>	

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		X		X	Technology Applications	X	X	X		12B	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents	100% of teachers who report numerical grades will use GradeSpeed to record grades. 100% of teachers who report numerical grades will use GradeSpeed to upload 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, Teachers, Data Processors, Sandy Paul, Jerry Baldrige, Steve Young	\$37,000 (TeacherWeb servers and software / GradeSpeed Subscription/Server)
X					Technology Applications	X				12C	Campus Technology Committee will provide teachers and students with keyboarding software, equipment and staff development to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests provided with software and developed by Career and Technology Education.	Twelve-weeks	Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Administrators	\$1,000.00
X					Technology Applications	X				12D	Educational Technology staff will support teachers in the utilization of the 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 stored on a CD.	Nine-weeks	Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Administrators	

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X	X		X		Safe and Drug-Free	X				13A	Lesson plans and school activities will focus on Safe and Drug-Free Schools program efforts including goals and strategies for violence prevention and intervention. 1. Reduce the use of tobacco, alcohol and other drugs among students through observance of Red Ribbon Week and one antidrug lesson each six weeks. 2. Reduce incidents of violence. Improve school safety through anti-violence lessons each six weeks and campus mediators. 3. Increase parental and community involvement in violence and drug prevention activities through PTA presentations.	Campus plan will indicate 100% compliance with Safe and Drug-Free mandates.	2004 - 2005 school year Red Ribbon Week Activities -	Teachers, Counselors, Safe and Drug Free Coordinator	\$500

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X	X	X	X		Safe and Drug-Free	X	X	X	X	13B	Plan and implement a comprehensive SDFS program that includes: - Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership (PAL) program - Mediation/Conflict Resolution - Professional Development - Safe and Drug Free Programs as provided by district coordinator	Needs assessment data interpreted and utilized to customize programs at local campuses. 100% of campuses will involve community in safe and drug-free activities. Surveys of PAL students will reflect exceeds expectations in 95% of responses. 100% of campuses will have mediation/conflict resolution program.	PAL Nine-Week Training and Service Report Safe and Drug Free Lesson Documentation	Principals, STAN Counselors, PAL Teachers, SDFS Campus Contacts, Pat Sanford	\$120,000
X	X		X		Guidance	X	X	X	X	14A	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.	May 2005	Counselors, Guidance Leadership Team, Guidance Director	\$500 for printing costs

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X	X		X		Guidance	X	X	X	X	14B	Organization, planning and evaluation of Campus Guidance Programs	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 2005	Counselors, Guidance Leadership Team, Guidance Director	
X	X		X		Guidance	X	X	X	X	14C	Organization, planning and evaluation of Campus Guidance Programs	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September 2004 December 2004 June 2005	Counselors, Principals, Guidance Director	
X	X		X		Guidance	X	X	X	X	14D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2004-June 2005	Counselors, Principals, Guidance Director	

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X					Guidance	X	X	X	X	14E	Develop relationship with elementary cluster counselor in order to enhance program development, impart program expectations, and expedite communication between schools and central office.	100% of counselors will attend cluster counselor meetings.	Monthly	Counselors, Guidance Director	\$500
X		X			Guidance	X				14F	All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April 2005 Monthly	Elementary Counselors, Principals	
					Health Services					15A	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 through May, 2005	School Nurse	

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	X		X		Discipline Management	X				16A	Implement and review Behavior Management Plan which includes character education (Accountability Pyramid System).	100% of walk throughs reflect use of Campus Behavior Management Plan Using the PEIMS 425 report, written modifications to the Campus BMP will be incorporated with data of inclusion noted	2004 - 2005 School Year	Character Development Team, Administrators, Teachers	
	X		X		Discipline Management	X	X	X		16B	Training and motivation of school personnel for BMP implementation	Campus will have on-going training of staff members allowing for implementation of the BMP and character education module.	2004 - 2005 School Year	Administrators	\$1000.00 per campus
X	X				Art	X				17A	Teachers will provide art instruction.	Students will produce 5 art projects for their portfolio.	2004-2005 school year	Teachers Art Liaison	\$750.00
X	X				Enrichment-Music & Physical Education					18A	Integrate and implement Music and Physical Education TEKS and the North East Standards for Music.	100% of curriculum will reflect the Music and Physical Education TEKS and the North East Standards for Music. 100% of students will participate in the Music & Physical Education Curriculum (CATCH initiative)	2004-2005 school year	Music and Physical Education Teachers	
X					Attendance	X				19A	Provide meaningful instruction, activities and incentives to encourage perfect attendance.	Attendance will be maintained or exceed District average.	2004-2005 school year	Teachers, Administrators	\$750.00

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	X	X			Parent Involvement Health Services	X				20A	Provide parent communication with parents and PTA on children's health issues. Communicate with Parents and Community thru internet Health Services sites.	Campus Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website monthly.	Monthly	School Nurse	
X		X			Parent Involvement				X	20B	Educational Technology staff will work with data processing to assist parents in accessing information using the Grade Speed software.	100% of parents who wish to access the system will gain access to the system	Daily to weekly	Tim Miller Andrea Tondre	\$300,000
		X			Parent Involvement	X				20C	Provide opportunity for parents to acquire and apply knowledge and skills necessary to fulfill their role as their child's first teacher. Through involvement in Parent Academy training sessions, parents will be motivated, encouraged and empowered to support their children through their education as well as continue their own.	100% of parents registered in the program will receive certification from San Antonio College	2004-2005	Title I Family Specialist, Administrators	

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		X			Parent Involvement	X				20D	Provide English as a Second Language classes for parents each semester to develop communication skills and confidence with which to interact in our school setting and beyond.	Participant Feedback and Evaluations	December 2004 April 2005	Title I Family Specialist, Administrators	
X		X			Parent Involvement	X				20E	Provide an Early Literacy Development Center. Through our Ready, Set, Read! Program , parents can access good literature to use with their children at home. Questioning techniques and interactive activities for parents are provided for each title. Early Literacy Development training is also provided through KLRN's "Early On" Program	Parent Program Evaluation Forms will indicate satisfaction with the program	2004-2005	Title I Family Specialist, Administrators	Initial Investment through North East Foundation Grant of \$2500.00, in 2002-03; Maintenance and additions to program through Title I Funds KLRN Grant monies
		X			Parent Involvement	X				20F	Develop and maintain the Parent Support Network through which parents are trained to use workroom equipment and materials. Parents volunteer to become involved in preparing materials for classrooms	Parent volunteer hours will be increased by 5%.	2004-2005 Monthly	Title I Family Specialist, Administrators	

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		X			Parent Involvement	X				20G	Maintain a Family Resource Center for parent training, meetings and research. Materials included and available to parents include: *Parent Resource Library *Continuing education information *Social service information related to housing, childcare, insurance / health issues, clothing and food needs Computer/ Internet Access for Parents (NEISD Continuing Education Schedules, SAC Information, Job searches, Map Quest)	Increase usage by parents and community members as recorded through sign-in notebook.	May 2005	Title I Family Specialist, Administrators	
X		X			Parent Involvement	X				20H	Develop and maintain Tutor / Mentor Programs and Community Volunteers	Increase usage by parents and community members as recorded through sign-in notebook.	May 2005	Title I Family Specialist, Administrators	

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		X			Parent Involvement	X				20I	Provide opportunity and coordinate family support through various community resources. *Salvation Army's "Shoe In" Program *Alamo Heights Optimist Club "Coats for Kids" *Assistance League of San Antonio "Operation School Bell" *Elf Louise	100% of needy families will benefit from one or more of the community resources.	2004-2005	Title I Family Specialist, Administrators	
X					Parent Involvement	X				20J	Make home visits to student's residence in order to provide and maintain communication with parent(s) regarding student progress and well-being; assess family needs and provide support accordingly.	100% of teacher referral will be completed in a timely manner.	2004-2005	Title I Family Specialist, Counselor, Administrators	