

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
 JOHN NANCE GARNER MIDDLE 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	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Reading		X			1A.1	Develop and implement Reading Across the Curriculum.	100% of students will be involved in silent sustained reading 100% of the students will be involved in the Accelerated Reading Program	Daily during reading classes Fall, Winter & Spring 2004-2005	All reading teachers Grace Ryder, Librarian & Reading teachers	\$0 \$5,000
X					Reading		X			1A.2	Align and implement reading strategies that reflect Best Practices: reciprocal teaching, structured note-taking, think alouds, writing to learn, and graphic organizers and Interactive Reading Process. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	100% of teachers will use Best Practice strategies as evidenced by achieving a 2 or above on the Innovation Configuration. Teachers will develop horizontal assessments for each grade level. Horizontal & vertical meetings	August, 2004 Curriculum Day September 2004-May 2005 September 2004-May 2005 Weekly	Nancy Brischke, Instructional Specialists, Susie Hamilton, Reading Dept. Chair, Susan Okaty, Academic Dean, Reading teachers, 8th grade Language Arts Reading Teachers	\$470
X					Reading		X			1B	Implement vocabulary acquisition in grades 6, 7 & 8 through <u>wordskills</u> .	Using a pre and post test format, 100% of 6 & 7 students enrolled in reading and 100% of 8 in Language Arts will gain a minimum of 25% on vocabulary development.	September, 2004 April, 2005	Nancy Brischke, Instructional Specialists, Susie Hamilton, Reading Dept. Chair, reading teachers, 8th grade Language Arts	\$200 for materials

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X					Reading					1C	Administer a benchmark and use results to monitor student progress.	100% of students will be administered periodic benchmark to determine reading progress.	Fall, Winter 2004 and Spring 2005	Nancy Brischke, Literacy Specialists, Reading Department Head, all reading teachers	
X					Reading					1D	Implement vocabulary development through variety of strategies (Greek and Latin roots, prefixes, suffixes, words in context, voc. workbook, Wordskills)	100% of teachers will implement strategies for vocabulary development.	Sept. 2004 May 2005	Nancy Brischke, Literacy Specialists, Reading Department Head, all reading teachers	
X					Writing		X			2A.1	Develop and implement Writing Across the Curriculum. Focus on sentence variety and maturity.	100% of staff will implement writing in their content area instruction and assessment. Use the Write Traits Kit and strategies to address writing. Use content specialists to instruct math, science & history dept. how to write for their discipline. Use sentence composing for middle school.	Two times per six weeks period during the second semester June 2004 - May 2005	All campus teachers Special Education and Regular Education English teachers English teachers	\$0 \$1700

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X					Writing		X			2A.2	Improve student writing by aligning instruction through a K - 12 scope and sequence for writing. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	100% of students will pass TAKS writing test. English teachers will meet vertically once a month with district department chairs and horizontally once a week.	March, 2005 September 2004-May 2005 weekly	Nancy Brischke, Virginia Guerrero, Language Arts Specialists, English Teachers	\$0
X					Writing		X			2B	Develop common instructional language and structure for the process of writing.	100% of Language Arts, English, Reading, and ESL teachers will attend workshops on writing workshop and Six Traits writing. 100% of English, Reading, and ESL teachers will achieve a 2 or above on the Innovation Configuration for Process Writing.	September, 2004 January, 2005 April, 2005	Virginia Guerrero, Language Arts Specialists, Sharon Aloy, MS English Dept. Chair, English Teachers, Reading Teachers, Susan Okaty, Academic Dean; Peggy Clemons, Principal	Workshop expense provided by the district
X					Writing		X			2C	Provide teachers instruction and support in implementation of writing workshop and in the essential elements of good writing.	100% of reading, English, and ESL teachers will receive instruction in Six Traits, or writing workshop.	September 2004-May 2005	Virginia Guerrero, Carol Mendenhall, Nancy Brischke, Sharon Aloy, MS Dept. Chair, Susan Okaty, Academic Dean, Language Arts Specialists, English Teachers	Substitutes provided by the district

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X					Writing		X			2D	Develop and implement a benchmark assessment program to guide writing instruction in K - 12.	100% of students at grades 6-8 will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2004 - 2005	Nancy Brischke, Language Arts Specialists, Virginia Guerrero, Sharon Aloy, English Dept. Chairperson, English Teachers	Central Office will provide benchmark assessments
X					Writing		X			2E	Monitor benchmark assessments	Central Office staff will review benchmark data, adjust curriculum and meet with principals to discuss results. Use common assessments to determine student success	Fall, Winter, and Spring of 2004 - 2005	Nancy Brischke, Language Arts Specialists, Virginia Guerrero, Sharon Aloy, English Dept. Chairperson, Susan Okaty, Academic Dean, English Teachers, Peggy Clemons, Principal, Amy Stengel	\$0
X					Writing		X			2H	Implement Pre-AP and AP strategies for writing in response to text in all Pre-AP and AP classes.	Enrollment in Pre-AP and AP courses will increase by 5% 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.	June, 2004; October, 2004; June, 2005	Virginia Guerrero, Sharon Aloy, Dept. Chairperson, English Teachers, Susan Okaty, Academic Dean, Peggy Clemons, Principal, Parents, Counselors	Workshop tuition costs provided by the district

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X					Mathematics		X			3A	Utilize the revised North East Scope and Sequence for Grades K through 8 and Algebra I.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district plan.	October, 2004 February, 2005 Monthly	Peggy Clemons, Principal, Assistant Principals, Math Teachers	Provided by the district
X					Mathematics		X			3C	Embrace 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 January, 2005 April, 2005	Math Teachers	Provided by the district
X					Mathematics		X			3C	Integrate the math specialist and academic dean into monthly meetings with the 6th grade teachers. Discuss progress of the ninety minute math class program.	Feedback from teachers will be sought to make the meetings productive.	Monthly from August 2004 to May 2005	6th Grade Teachers, Susan Okaty, Academic Dean, Math Specialist, Shelia Morse, Math Supervisor	0
X					Mathematics		X			3E	Implement the use of North East Algebra Curriculum and Middle School Units of Study in all math classrooms.	100% of students will score a minimum of 50 or better on the 1st benchmark and 70 or better on the second benchmark tests. 100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	October, 2004 February, 2005 Monthly	Shelia Morse, Math Supervisor, Math Teachers	Provided by the district

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X					Mathematics		X			3F	Monitor benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals to discuss results.	October, 2004 January, 2005 March, 2005	Peggy Clemons, Principal, Lu Ann Weynand, Math Specialists	Provided by district
X					Mathematics		X			3J	Increase student access to Pre-AP and AP classes.	Enrollment in Pre-AP and AP courses will increase by 5% for each 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.	August 2004 - May 2005 Every six weeks	Pre-AP Teachers, Lu Ann Weynand, Math Specialist, Mike Lara	Provided by the district

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X					Mathematics		X			3K.1	Integrate the use of the following best practices into the math program: * inquiry, * class discourse, and * use of appropriate tools. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	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	Math Teachers Administrators	Provided by the district
X					Mathematics		X			3K.2	Implement ninety minutes of math daily for all 6th graders.(unless stated otherwise on IEP)	100% of students will score a minimum of 50 or better on the 1st benchmark and 70 or better on the second benchmark tests. 100% of students will show at least one year's growth on the TAKS data.	Monthly from August 2004 to May 2005	6th Grade Teachers, Susan Okaty, Academic Dean, Shelia Morse, Math Supervisor, Administration	\$150
X					Mathematics		X			3K.3	Continue staff development training on: "What the 90 Minute Math Class Looks Like", "Best Practices in Math", "Role of the Student... Role of the Teacher", and "Hands on Activities in the Math Classroom"	Math Supervisor will meet with teachers to review benchmark data after implementation of strategies and adjust curriculum to meet the needs of the students' learning.	During August 2004 Staff Development Days	Administration, Susan Okaty, Academic Dean, and Math Specialist, Shelia Morse, Math supervisor	\$100

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X					Science		X			4A	Teachers will attend training to use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL, Science vocabulary in Word Walls, and Concept Mapping. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	100% of the formative walkthroughs will indicate use of effective teaching strategies.	September, 2004 December, 2004 March, 2005	Administrators, Pam Smith, Department Head, Science Instructional Specialists	Provided by the district
X					Science		X			4B	Teachers will attend training to develop and use authentic assessment strategies.	100% of students will have 3 examples of authentic assessments in their portfolio.	Fall 2004 Training Weekly Monthly	Administrators, Pam Smith, Department Head, Science Instructional Specialists, Justin Oxley, Science Supervisor	\$50
X					Science		X			4C	Develop and implement common semester assessments that are TAKS formatted for selected courses.	All students in science courses will be administered semester assessments that are prepared prior to course planning.	December, 2004 May, 2005	Pam Smith, Department Chair, Science Teachers, Susan Okaty, Academic Dean, Science Instructional Specialists	\$0

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X					Science		X			4D	Monitor common assessments	Science Supervisor will meet with teachers to review benchmark data after implementation of TEKS and adjust curriculum to meet the needs of the students' learning.	January, 2005 June, 2005	Science Teachers, Susan Okaty, Academic Dean, Science Instructional Specialists	\$0
X					Science		X			4E	Teachers will attend training to learn questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of formative walkthroughs will indicate the use of questioning strategies.	September, 2004 January, 2005 April, 2005	Campus Administrators, Science Teachers, Susan Okaty, Academic Dean, Science Instructional Specialists	Provided by the district
X					Science		X			4G	Inform the community of the requirements and opportunities in Science Education	Schedule a parent meeting to disseminate the information	Between January 2005-March 2005	Justin Oxley, Science Supervisor, Pam Smith, Department Chair, Science Teachers	\$50
X					Science		X			4H	Integrate technology & multimedia labs (probes, computers, televisions, streaming videos)	100 % of the teachers will implement technology and multimedia labs each 6 weeks.	Fall 2004 - Spring 2005	Pam Smith, Department Chair, Science Teachers, Justin Oxley, Science Supervisor	\$0
X					Social Studies		X			5A	Create common assessments based on TAKS objectives in 8th U.S. History	All students in selected courses will be administered common unit and six weeks assessments. 1/2 of the semester exams will be TAKS formatted	Each six weeks End of Semester	Social Studies teachers, Department Chair, Academic Dean, Social Studies Coordinator	\$50

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X					Social Studies		X			5B.1	Provide resources or reteach/practice at multiple skill levels. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	Provide additional materials (resource bank) to utilize in developing strategies for remediations/reteach.	School year 2004 - 2005	Social Studies teachers, Department Chair, Academic Dean, Social Studies Coordinator	\$700
X					Social Studies		X			5B.2	Monitor common assessments.	Social Studies Supervisor will meet with teachers to review benchmark data after implementation of TEKS and adjust curriculum to meet the needs of the students' learning.	January, 2005 June, 2005	Social Studies teachers, Department Chair, Academic Dean, Social Studies Coordinator	
X					Social Studies		X			5C	Review revised benchmark assessments in 8th History courses to reflect new TAKS objectives.	100% of students will score a minimum of 70% on benchmark assessments.	February, 2005	Social Studies teachers, Department Chair, Academic Dean, Social Studies Coordinator	Provided by the district
X					Social Studies		X			5D	Implement AP vertical teams in Social Studies, grades 6-8.	Vertical teams will meet a minimum of three times to create sequence of vocabulary terms and primary document research guidelines for Pre-AP and AP teachers of Social Studies.	September, 2004 December, 2004 March, 2005	Social Studies teachers, Department Chair, Academic Dean, Social Studies Coordinator	Provided by the district

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X	X				Gifted/Talented		X			6E	Implement the use of the G/T Math and English curriculum guides on the Intranet.	100% G/T math and English teachers will access curriculum on the intranet.	September 2004-May 2005	GT math & English Teachers	\$0
X	X				Gifted/Talented		X			6F	Implement the new G/T grammar and writing programs in G/T English.	100% G/T teachers will receive training. 100% G/T students will score a 3 or above on the writing benchmarks	October, 2004 January, 2005 October, 2004 January, 2005	G/T Teachers	Provided by the district
X					Library Services		X			7A.1	Use Big Six Research Strategy, Grades 6 - 8	Librarian will guide research project in Lang. Arts, Science, and Social Studies.	First and second semester	Grace Ryder, Librarian, Teachers, Technology Coordinator	
X					Library Services		X			7A.2	Provide staff development on the Big 6 Research strategy.	100% of core content teachers will utilize Big 6 as a research strategy in doing research projects with students	September 2004-May 2005	Grace Ryder, Librarian	
X					Library Services English Reading Math Social Studies Science		X			7A.3	Students will complete a research project in each of the core content classes utilizing the Big 6 strategy.	Students will demonstrate mastery of the Big 6 Research strategy through completing a research project in each of their core content classes.	September 2004-May 2005	Grace Ryder, Librarian, Department Chairs from Core classes, teachers from Core Content classes	
X					Library Services		X			7B	Implement SIRSI software after training by central office.	Librarian will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	Grace Ryder, Librarian	
X					Library Services		X			7C	Implement Gale Resources and electronic databases after training by central office.	Librarian will use Gale Resources and electronic databases.	July, 2004 through June, 2005	Technology Coordinator, Grace Ryder, Librarian	

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X					Library Services		X			7D	Maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS unit to be posted online in shared library folder.	Every six weeks	Grace Ryder, Librarian	
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 the campus rolls and reflected in STAT meeting notes as well as parent letters.	2004-2005 school year	Dyslexia Supervisor, Peggy Clemons, Principal, Susie Hamilton, Reading Department Chair, Campus Dyslexia Teachers, STAT	Provided by the district
X					ESL		X			9A	Implement NE ESL Scope and Sequence. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	80% of students taking the pre and post oral assessments will gain one-half year of language development	Fall/Spring	Chiara Villegas, Bilingual/ESL Teacher, Shelia Morse, ESOL Supervisor	Provided by the district
X					Fine Arts		X			12A	Increase participation in UIL academic competition Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	Increase participation in academic UIL by 10%. Students will attend Garner Pride UIL classes . Students who attend after school practice will compete in UIL Meets.	May, 2005 Twice a week Scheduled meets	Diana Hughes, UIL Coordinator, Phyllis Malone, Gary Doby, Lisa Puga, Choir Teacher, Michelle Watkins	\$2,000

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X					Professional Development		X			13I	Increase horizontal and vertical alignment in English, reading, math, social studies and science.	Develop TEKS based lesson plans horizontally and vertically. Design common assessments. File all assessments in folders for Cluster alignment meetings.	Weekly - once for horizontal and once for vertical For 1st & 2nd semester exams	Department Chairs, English, reading, math, social studies and science teachers, Supervising administrators	\$50
X					Professional Development		X			13J	Provide staff development on the Big 6 Research strategy, NEISD Writing Program, TEKS updates, TAKS updates, technology integration, character education, discipline management and questioning strategies.	Participation in the professional development opportunities	Weekly Faculty Meetings Staff Development Days Workshops after school	All Garner staff.	\$200
X			X		Special Education		X			14B	Provide a statement of transition service needs for students with disabilities 13 years of age and older, focusing on the student's course of study. (CAP-Transition)	All students with disabilities 13 years of age and older will receive information about career opportunities and community resources appropriate to address their individual needs.	Monthly	Linda Logan, Special Education Campus Coordinator	0
X					Special Education		X			14D.1	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 by 5% from 2003-04 to 2004-05 in order to decrease Garner's ratio.	Every Six Weeks	Peggy Clemons, Principal, Linda Logan, Special Education Coordinator	0

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X					Special Education		X			14D.2	Open TLC/CMC to special education and at risk general education students.	Analyze TLC/CMC data for attendance and failing grades.	Every six weeks	Linda Logan, Special Education Campus Coordinator, Suzanne Sobel, CMC/TLC Teacher, general education staff member, Peggy Clemons, Principal	
X					Special Education		X			14E	Increase the percentage of students with disabilities taking TAKS.	Analyze SDAA data for student growth and readiness to take TAKS	Each ARD	Linda Logan, Special Education Campus Coordinator, ARD Committee, Peggy Clemons, Principal	0
X					Special Education		X			14F	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs and initial evaluations for all students will occur on time.	Quarterly	Peggy Clemons, Principal, Linda Logan, Campus Coordinator	0
X					Special Education		X			14G	Provide a Redirection Behavior Program to support to Emotionally Disturbed students are included in general education classrooms Reduce off campus referrals and maintain seriously Emotionally Disturbed students longer on the home campus	Evaluate the discipline referrals to the administrators	Every nine weeks	Special Education Redirection teachers, Special Education Campus Coordinator, Asst. Principals, and Principal	

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X					Special Education		X			14H	Extend the Co-teaching environment with the general education teacher and Special Education teacher in one classroom in the History and Science to include Reading thus implementing No Child Left Behind by serving more students with disabilities in the school environment.	Increase the number of students with disabilities served in general education classroom from 2003-04 to 2004-05 by 10% to meet the goals of No Child Left Behind.	Every nine weeks and Annual ARD	Special Education and General Education teachers, Special Education Campus Coordinator, ARD committee, Principal	
X					Accelerated Education At Risk		X			15B	Increase affective, cognitive and linguistic needs of the limited English proficient students.	100% of the ESL/Bilingual students will pass TAKS in the language they were assessed in. 100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE).	April 2005 April, 2005	Chiara Villegas, ESL Teacher	0
	X				Accelerated Education At Risk Drop Out reduction		X			15C	Allocate counselors to implement and support programs to prevent the possession and distribution of tobacco, alcohol and other drugs by students.	The annual evaluation of Safe and Drug Free Schools and Communities (Title IV) will show a decrease in drug, alcohol and tobacco related incidents at the middle school levels.	August 2004- May 2005	Counselors, Peggy Clemons, Principal	0

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X					Accelerated Education At Risk		X			15D	Provide local credit TEKS enrichment classes in Reading for 7th grade.	100% of the targeted students enrolled in the local credit Reading classes will pass TAKS. Reduce disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students in the four curriculum areas.	May, 2005 June, 2005	Peggy Clemons, Principal	0
					Accelerated Education At Risk		X			15E	Students will be tutored weekly for failing grades and missing work.	10% decrease in failure rate at the end of the year Administrator will keep track of failure database	Yearly in June Each six weeks	Administrators, Teachers	0
X	X				Accelerated Education At Risk Discipline Management		X			15G	Provide Behavior Management Class based on a structured environment and course content through an In School Suspension program.	100% completion of student assignments. 1% decrease in discipline referrals.	June, 2005	Assistant Principals, Counselors, ISS Teacher	0
	X				Accelerated Education At Risk		X			15H	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, 2003 through May, 2003	Peggy Clemons, Principal, Counselors, Staff Development Committee	0

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X					Accelerated Education At Risk Personnel		X			15Q	The district will actively recruit and hire highly qualified teachers.	Personnel rosters and recruiting records will show personnel interviewed and hired are fully qualified.	July, 2004 through June, 2005	Peggy Clemons, Principal, Personnel Dept.	0
X					Accelerated Education At Risk		X			15R	Counselors will meet with students identified with attendance problems	Reduce disparity in rates of high school completion between students at risk of dropping out of school and all other district students in the four core curriculum areas.	July, 2004 through June, 2005	Peggy Clemons, Principal, Barbara Bading	0
X	X			X	Technology Applications		X			17A	Technology Committee will meet a minimum of once a month with Educational Technology Staff 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 as measured by the Professional Development Planner. Instructional Technology Specialists will monitor to insure 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	Peggy Clemons, Principal, Campus Technology Committee Representatives (one per grade level, team, department), Instructional Technology Specialists and Coordinators	0

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
		X		X	Technology Applications		X			17B	Implement GradeSpeed and TeacherWeb software to manage grades, attendance and improve communication with staff, students, and parents	100% of teachers who report numerical grades and attendance will use GradeSpeed to record grades. 100% of teachers who report numerical grades will use GradeSpeed to upload six-weeks grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Six-weeks Weekly & Monthly	Principals, Teachers, Data Processors,	0
X					Technology Applications		X			17D	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.	Six-weeks	Peggy Clemons, Principal, Teachers, Instructional Technology Specialists, Computer Application Teachers	Provided by the district

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X		X			Technology Applications		X			17F	Utilize classroom computers, wired computer labs, and 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.	Weekly	Peggy Clemons, Principal, Teachers, Susan Okaty, Academic Dean	Provided by the district
											100% of core content teachers will work with students a minimum of four times each semester using the wired and/or wireless computer labs as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.		Semester		

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X		X		Safe and Drug-Free		X			18A	Safe and Drug-Free Schools program including goals and strategies: 1. Reduce the use of tobacco, alcohol and other drugs among students during Red Ribbon Week activities. 2. Reduce incidents of violence/Improve school safety by making announcements over the PA system and monitoring hallways during all passing periods. 3. Increase parental and community involvement in violence- and drug prevention activities. 4. Increase student involvement in school activities by making announcements daily about successes in our programs.	100% of students enrolled will attend a discipline assembly at the beginning of the year and at mid-year. 100% of students will complete 2nd Step lessons by grade level. 100% of students will participate in Red Ribbon Week activities. Team Parents will be utilized by each team at least once per year. Parent volunteers will be utilized by front office, teachers and staff for assistance in organizing events, hosting meetings, and day to day activities.	August, 2004 1st 6 weeks During Red Ribbon Week TBA by Teams As needed	Peggy Clemons, Principal, Counselors, Student Council Sponsor, Assistant Principals, Teachers	0

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X	X	X	X		Safe and Drug-Free		X			18B	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 program (PAL) - Mediation/Conflict Resolution - Professional Development	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.	Monthly Mediation Reports Monthly STAN Quantifiable Measures Report PAL Six Weeks Training and Service Report	Peggy Clemons, Principal, Counselors, PAL Teacher, SDFS Campus Contacts, Pat Sanford	Provided by the district
				X	Safe and Drug-Free		X			18C	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report	5% district reduction in incidents of violence and drug use as indicated in the following: (using yearly data) - PEIMS Data - Drug, Alcohol, and Violence Report from Pupil Personnel Services - Mediation Reports by campus - PAL Six Weeks Training and Service Reports	September, 2004 May, 2005	Counselors, PAL Teacher, Peggy Clemons, Principal	\$0

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X					Safe and Drug-Free		X			18D	Using information from needs assessment, provide professional development opportunities for PAL teachers and SDFS Campus Contacts Using information from needs assessment, provide professional development opportunities for Administrators, Counselors and Teachers.	Staff development evaluations, level one will indicate exceeds expectations in 95% of the responses. Staff development surveys of use will indicate 100% of participants utilized information in current position.	September 2004 - June 2005	Peggy Clemons, Principal, Counselors, PAL Teacher	\$0
X	X		X		Guidance		X			19A	Create and implement guidance program	100% of guidance counselors will receive part one of guidance program. 100% of counselors monthly calendars will show a 10% increase in parents and staff contacts.	August 2004 - May, 2005	Counselors	0
X					Guidance		X			19B	Designate cluster counselor for Garner in order to expedite communication between schools and central office.	100% of contact counselors will file agendas of their meetings with their constituency.	Monthly	Counselors	0

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X		X			Guidance		X			19C	Notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admission and financial aid.	Sign-in sheets will register 100% compliance	August 2004 - April, 2005	Counselors	Provided by the district
X					Guidance		X			19D	Meet with every 8th grade student and develop individual four year plan.	All students will have 4 year plan at the end of 8th grade.	August 2004 - April, 2005	Counselors	0
X	X				Guidance		X			19E	Provide behavior management counseling for students assigned to in school suspension program.	100% completion of students assignments. 1% decrease in discipline referrals.	August 2004 - June, 2005	Counselors	0
X					Guidance		X			19F	Provide academic counseling and classroom expectations for incoming students	Administer and score benchmark data for incoming students without test data. Provide information on expectations for student excellence at Garner.	Within two weeks of entry At enrollment time	Counselors	\$200
X					Dropout Reduction		X			20A	Conduct campus bi-annual audit	File report.	August 2004 - June 2005	PEIMS Coordinator	0

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X					Dropout Reduction (Teen Parenting)		X			21B	Provide Compensatory Home Instruction (CEH) and Pregnancy Related Services (PRS) for teen mothers if needed.	Make appropriate and timely referrals for services	August 2004 - May 2005	Becky Rendon, Nurse, Counselors	0
X					Dropout Reduction		X			21D	Identify homeless children in compliance with the McKinney Homeless Assistance Act. TEC J21.031(e).	Record of identified Homeless children and youth sent to TEA	August, 2004 through May, 2005	Twain Tharp, Barbara Bading, Principals, Counselors, Registrars	Grant funds
	X		X		Discipline Management		X			23C	Utilize training and motivation of school personnel for BMP implementation.	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2004	All administrators	0
X					Foreign Language		X			24A	Implement an instructional program in Spanish based on developing communicative competency. Incorporate research based strategies - Identifying Similarities and Differences, Setting Objectives and Providing Feedback, and Vocabulary Development Process. Incorporate THINK-PAIR-SHARE and SAY SOMETHING strategies.	Common departmental semester exams or other appropriate assessments at the middle school level will indicate that 100% of students are meeting or surpassing proficiency goals.	December, 2004 May, 2005	Debbie Crocker, Department Chair, Foreign language Teacher, Doris Kays, Coordinator	Provided by the district

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X		X			Parent Involvement		X			25A	Strengthen parent, business, and community involvement in the learning environment in order to increase parent and community participation on the campus.	20% increase in volunteer hours	August 2004 - June 2005	Patricia Wallace, PTA President, Karen Rogers, Team Parent Coordinator, Peggy Clemons, Principal	\$700
X		X			Parent Involvement		X			25B	Continue to improve the communication between parents and teachers through the implementation of the Team Parent Program. 1. Support teachers and student learning through team parent leaders monthly meetings. 2. Team leaders will be established for each academic team, 8th grade level and special education classes. 3. Team parent procedures will be distributed to Team Leaders and appropriate teachers. 4. Team leaders and/or parent representatives will meet with their assigned team or department to discuss strategies to support teachers and improve communication between school and parents.	20% increase in volunteer hours. A 20% increase in names listed on the volunteer hour sheets will document increased involvement. Agendas from Team Parent Program meetings will show increased support.	August 2004 - June 2005 Scheduled meetings as needed	Karen Rogers, Team Parent Coordinator, Peggy Clemons, Principal, teachers, Patricia Wallace, PTA President, Assistant Principals	\$0

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X		X			Parent Involvement		X			25C	10% increase in targeted PTA Committees: Library Committee Publicity/media Mentoring 5th Grade Transition	Increased level of participation in all committees	Scheduled meetings	Committee Chairs and administrator assigned to that area	0