

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
HIDDEN FOREST 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				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D					
					Setting Objectives and providing feedback: 1. DATA teams				X	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	Hidden Forest will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Quarterly	Administrators, Data Team	
X					2. Common Assessments				X	Teachers from more than one school will come together to create, share and administer Common Assessments.	100% of common assessments will adhere to the checklist or rubric for common assessments.	October, 2004; December 2004; March 2005; May 2005	Carol Harle; Content Area Coordinators; Administrators, Teachers	
					3. Feedback-- Benchmark Testing				X	Administrators will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004 March, 2005	Curriculum Coordinators Carol Harle, Administrators, Teachers	
					Research Based Strategies: 1. Identifying Similarities and Differences-- Classifying				X	Every teacher will use the strategy of classifying on a regular basis.	100% of walkthroughs will show evidence of students working on classifying. 100% of common assessments will show evidence of the classifying strategy.	December, 2004 - May, 2005	Carol Harle, Curriculum and Technology Coordinators and Specialists, Administrators, Teachers	
X					2. Vocabulary Development Process				X	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development work.	December, 2004; April, 2005	Carol Harle; Administrators; Curriculum and Technology Coordinators and Specialists, Teachers.	

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X					Strategies for Engagement: Say Something and Think, Pair, Share				X	Every teacher will use the strategies Say Something and Think, Pair, Share on a regular basis.	100% of walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share.	December, 2004; April, 2005	Carol Harle; Administrators; Curriculum Division Specialists, Teachers.	
X					Parent Involvement				X	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 Teachers, Data Processor	
X					Reading	X				Administer and monitor Benchmark assessments and offer appropriate tutoring.	All students in grades 2-5 will take the Reading Benchmark. Administrative staff will review benchmark data and meet with teachers to discuss results and adjust curriculum.	Fall, Winter, and Spring of 2004-2005	Classroom teachers, Campus Administrators, Counselors, Instructional Interventionist	\$0
X					Reading	X				Hold Reading Night, (alternating with Math/Science Night) to stress importance of Reading and to enhance Reading skills.	At least 20% of families will participate in Family Reading Night as evidenced by sign in sheets.	Spring 2005	Reading Committee, Reading Specialist, Campus Administrators, Teachers	\$200
X					Reading	X				Teachers will instruct using before, during, and after reading strategies that reflect best practices. Elementary level - Building Blocks/Four Blocks	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will demonstrate evidence of strategy instruction.	September, 2004-May, 2005	Teachers, Administrators	

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X					Reading	X				Teachers will engage in professional development which supports before, during and after reading strategies such as say something in the core content areas (English, social studies and science).	100% of the elementary teachers will implement before, during, and after content reading strategies.	Fall & Winter 2004 Spring 2005	Nancy Brischke, Teachers, Administrators, Literacy Specialists	
X					Reading	X				Provide all teachers instruction and support in implementation of best reading practices, targeting grades 4 & 5.	100% of elementary language arts teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS and show growth on the Innovation Configuration. Grade 4 & 5 teachers will implement strategies from Teacher Reading Academies.	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Grade 4-5 Teachers, Administrators	
X					Reading	X				Maintain training and implementation of Building Blocks (K) and Four Blocks (1-5)	100% of the Language Arts teachers will show an increase in at least one area of the Innovation Configuration	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke, Literacy Specialists, Teachers, Administrators	
X					Reading	X				Implement and monitor a benchmark assessment program to guide reading instruction grades 2-5.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress. Data will be reviewed by Central Office and Campus Staff to guide instruction.	Fall 2004, Winter and Spring 2005	Literacy specialists, Instructional Interventionist, Teachers, Administrators	

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X					Writing	X				Implement staff development program on writing for elementary language arts teachers.	95% of session evaluations will register an exceeds expectations. 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 Curriculum Day, embedded campus workshops, (survey @ Semester and May, 2005)	Virginia Guerrero, Instructional Specialists, Campus Administrators	\$1,000
X					Writing	X				Improve student writing by aligning instruction through a K - 5 scope and sequence for writing.	100% of students will pass TAKS writing test at Grade 4.	February, 2005	Virginia Guerrero, Language Arts Specialists, Classroom teachers, Campus Administrators	\$100 paper costs
X					Writing	X				Implement common instructional language and structure for the process of writing.	100% of new elementary Language Arts teachers will receive instruction in Four Blocks, Six Traits, or Writing Workshop as appropriate to grade level. Use district formative assessment.	October, 2004 and April, 2005	Reading Specialist, Classroom teachers, Campus Administrators	\$0
X					Writing	X				Support differentiated writing instruction by providing teachers instruction and support in implementation of writing workshop and in the essential elements of good writing.	100% of walkthroughs and observations during writing will reveal use of process writing, writing workshop, and Six Trait writing.	March, 2004- June, 2005	Virginia Guerrero, Language Arts Specialists, Campus Administrators	\$500

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X					Writing	X				Implement a school-wide writing assessment program to guide writing instruction in K - 5.	100% of students at grades K-5 will be administered periodic assessment tests to determine progress in writing.	Fall, Winter, and Spring of 2004 - 2005	Classroom teachers, Campus Administrators	\$0
X					Writing	X				Administer and monitor benchmark assessments and offer appropriate tutoring.	All students in grade 4 will take Writing Benchmark, and administrative staff will review benchmark data and meet with teachers to discuss results and adjust curriculum.	Fall, Winter, and Spring of 2004 - 2005	Classroom teachers, Campus Administrators, Counselors	\$0
X					Writing	X				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. Data will be reviewed by Central Office and Campus staff to guide instruction.	December, 2004; May, 2005	Virginia Guerro, Teachers, Administrators	
X					Mathematics	X				Utilize the revised North East Scope and Sequence for Grades K through 5.	100% of students will score a minimum of 70% on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence. Common semester assessments for Grades 2 & 5 will be utilized.		Math Specialist, Administrators, Teachers, LuAnn Weynand	\$0

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X					Mathematics	X				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 and March, 2005	Math Specialist, Teachers, Administrators, LuAnn Weynand	\$250
X					Mathematics				X	Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	October, 2004 March, 2005	Administrators, LuAnn Weynand, Math Specialists, Teachers	
X					Mathematics				X	Provide 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	100% of students will score a minimum of 70% on each benchmark assessment. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development.	October, 2004 January, 2005	Lu Ann Weynand Elementary Math Specialist, Administrators	
X					Mathematics	X				Math units will be taught using at least 4 Investigations Guides.	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.	August, 2004 - May, 2005	Classroom teachers, Math Specialist, Campus Administrators	\$250

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X					Mathematics	X				Teachers will include Math Exemplars and other higher level math problems as a problem solving assessment tool and will discuss results as a team.	100% of students will score a minimum of 70% on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	K-2 once a Six Weeks 3rd - Monthly 4-5 - 3 times a month	Classroom teachers, Math Specialists, Campus Administrators	\$250
X					Mathematics	X				Monitor benchmark assessments.	2nd - 5th grade teachers will review benchmark data, adjust curriculum and meet with administrators to discuss results.	November, 2004 February, 2005	Classroom teachers and Administrators	
X					Mathematics	X				Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd and 5th grade students will be administered a common end-of-semester assessment.	December, 2004 May, 2005	Administrators, 2nd and 5th Grade Teachers	
X					Science	X				Provide all students with a safe environment in which to learn science by fully implementing the Texas	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence.	August, 2004 - May, 2005	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	

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X					Science	X				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.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every 9 Weeks	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	\$2,000
X					Science	X				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 inclusion support.	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.	Monthly	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				Provide professional development to assist teachers in developing competency in science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	

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X					Science	X				Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners.	August 2004 – May 2005	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				Involve students in a least 6 hands on lessons in the school-wide Science lab.	100% of the formative walkthroughs will indicate use of effective teaching strategies.	August, 2004- May, 2005	Classroom teachers, Parent volunteers, Campus Administrators	\$500
X					Social Studies	X				Integrate technology into the subject area through professional development, creation of exemplar lessons, and modeling of best practices such as classifying, say something, think, pair, share, and the vocabulary development process.	Each social studies teacher will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	December, 2004 May 2005	Classroom teachers, Eric McGarrah	
X					Social Studies	X				Implement differentiated instruction through Social Studies Alive! to include strategies and the development of District Social Studies Alive! Coaches	90 teachers trained at Level 1, 30 at Level 2, and 30 at Level 2 (Social Studies Alive! Coach). Classroom observations.	December, 2004 June 2005	Classroom teachers, Grade level chairs, Social Studies Points of Contact, Eric McGarrah,	

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X					Kindergarten	X				Provide Professional Development for ALL Kindergarten teachers focused on deepening understanding of the complexity of the Kinder TEKS with research-based instructional practices such as the vocabulary development process, say something, think, pair, share, and classifying that maximize student achievement gains. This will be pullout days with subs provided.	Continue Kindergarten Task Force. A representative will provide the engagement in common planning and implementation of curriculum. Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching, and pair-teaching.	Fall 2004 Spring 2005	Coordinators and Carol Harle, Kindergarten Teachers	
X					Kindergarten	X				Provide afternoon trainings based on survey of Kindergarten teachers' needs - Behavior Management, Higher Ordered Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies	Teacher Evaluations and Task Force Feedback	Monthly 2004-2005	Coordinators and Carol Harle, Kindergarten Teachers	
X	X		X		Gifted/Talented	X				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	Kay Stotts, G/T Teachers	\$0

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X	X				Gifted/Talented	X				Implement <u>Understanding by Design (UBD)</u> curriculum units and create or refine all rubrics for <u>UBO</u> units.	100% of the curriculum units will reflect <u>UBD</u> design elements. On a rubric designed for <u>UBD</u> , 100% of students will score three or above.	Each nine weeks 4th nine weeks	Kay Stotts, G/T Teacher	\$0
X	X				Gifted/Talented				X	Implement the vocabulary development process, say something, think, pair, share; and classifying as research based strategies in all G/T programs.	All curriculum units will incorporate these strategies.	Each nine weeks	Kay Stotts, G/T Teachers	
X	X				Gifted/Talented				X	Analyze Innovation Configuration results to plan necessary inservice focuses.	100% of G/T teachers will show higher scores in identified areas of need.	Sept, 2004 May, 2005	Kay Stotts	\$0
X					Library Services	X				Use Big Six Research Strategy, Grades 2 - 5.	Librarian will guide research projects in Lang. Arts, Science, and Social Studies.	First and second semester	Librarian, Teachers, Technology Coordinator, Diane Hopkins	\$0
X					Library Services	X				Provide training in SIRSI software.	Librarian will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	Processing Coordinators, Diane Hopkins, Librarian	\$0
X					Library Services	X				Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources.	Librarian will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	Technology Coordinator, Diane Hopkins, Librarian	\$0

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X					Library Services	X				Maintain focus on TEKS and curriculum integration.	Librarian will create Integrated TEKS units to be posted to lesson plan database.	Every six weeks	Diane Hopkins, Librarian	\$0
X					Library Services	X				Evaluate library program using revised Texas Library Standards model.	Librarian will complete output measure data collection.	First and second semester	Librarian, Diane Hopkins	
X					Dyslexia	X				Continue implementation of 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.	2004-2005 school year	Beverly Kinsey, STAT Committee, IIT, Principal	
X					Professional Development				X	Continue North East Academy for Excellence in Teaching (NEAET), a mentoring and district permit program.	Evaluations of 3 or above will be obtained in all sixteen sessions. Quarterly surveys will indicate 100% of teachers have used information from the sessions in their current position. Semester surveys will indicate exceeds expectations on the content and process of the program.	Evaluations taken in September, November, February and April	Carol Harle, Judy Gamble, Assistant Principal, New Teachers	
X					Professional Development				X	Continue Principal cohorts as learning communities.	100% of surveys will indicate principal learning goals being met.	January, 2004 June, 2005	Alicia Thomas Carol Harle, Principal	

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X					Professional Development	X				Continue to involve certified staff members in the Reflective Practice Model.	All Certified staff members will attend RPM meetings to be held 4 times a year.	Each nine weeks	RPM Team, Certified Staff	
X					Professional Development				X	Provide Administrative Training Program for aspiring administrators.	Supervisor survey result will average a 3 or above.	December, 2004 and May, 2005	Mark Scheffler, Frances Heath	
X					Professional Development				X	Provide additional leadership experiences for Principals and Assistant Principals.	All school administrators will participate in at least five professional development opportunities.	Monthly	Mark Scheffler, Frances Heath, Administrators	
X					Professional Development				X	Provide professional development for administrative staff support, and auxiliary staff.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath, Administrators, Support, Administrative and Auxiliary Staff	
X					Professional Development				X	Provide a leadership program for administrators to include June and July Leadership and monthly leadership meetings.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath, Carol Harle, Administrators	
					Professional Development				X	Provide an Assistant Principal Academy during the summer and school year.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath, Carol Harle, Assistant Principal	
X					Special Education				X	Provide professional development regarding appropriate referrals and service delivery options to campus STAT leaders.	Monthly appraisal report will show a 10% reduction of referrals to special education from the previous school year.	Monthly	Principal, Judith Higgins and Judy Telese, Stat Leader	

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X					Special Education	X				Provide staff development regarding various service delivery options, methodology and behavior management to all teachers.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions. 10% reduction of referrals to special education.	Annually	Campus Administrators, Counselors, Special Education Team, STAT Team, Judith Higgins, Judy Telese	\$0
X					Special Education	X				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.	Every nine weeks	Special Education Teachers, Counselors, Campus Administrators	\$0
X					Special Education	X				Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and 3 year reevaluations for all students will occur on time.	Monthly	Lynn Matherne, Principal, Campus Coordinators, Special Education Educators	\$0
X					Special Education	X				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 Special Ed. students taking TAKS will increase by 10% at each grade and in each subject tested.	Close of each semester	Administrators, Judith Higgins, Jan DeHaven, Curriculum Specialists & Technology	

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1	2	3	4	5		E	M	H	D					
X					Special Education	X				Monitor implementation of modifications in the regular ed. classrooms and assist teachers as needed.	Special education students will receive report card grades of 70 or above.	Every nine weeks	Special Ed. Teachers	\$0
X					Special Education	X				Provide content mastery support to qualifying general ed. students.	Co-funded CMC, "The Falcons' Nest", will use special ed. and general ed. staff to support special ed. and identified general ed. students.	August 2004 - May, 2005	Special Ed. and General Ed. Staff	\$0
X					Accelerated Education At Risk	X				Increase affective, cognitive and linguistic skills of the limited English proficient students who deny the ESL program.	100% of the ESL/Bilingual students who deny the program will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE).	April, 2005	Campus Bilingual Coordinator, Classroom teachers, Counselors, Administrators	\$0
X	X				Accelerated Education At Risk Discipline Management				X	Provide a quality alternative education program (established under Section 37.005) in a highly structured environment at the JJAEP and district alternative centers.	1% decrease in discipline referrals to the district alternative centers. 1% decrease in enrollment at Alternative Centers and JJAEP.	June, 2005 June, 2005	Administrators, Counselors	
	X				Accelerated Education At Risk	X				Provide professional 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 professional development related to teaching the At Risk student and Drop Out Prevention.	August, 2004 through May, 2005	Aministrators, Counselors, Carol Harle, Don Dalton, Teachers	

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		X			Accelerated Education At Risk	X				Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance. 1% increase in parent attendance at school activities.	June, 2005 June, 2005	Administrators, Counselors, Don Dalton, Barbara Bading	
X			X		Accelerated Education At Risk				X	Provide students with additional instructional time (beyond the required instructional days) to strengthen state content and performance standards.	Students will attend a minimum of 90% of the program days.	June, 2004 through August, 2005	Summer School Principal, Don Dalton	
X					Accelerated Education At Risk				X	Provide small group reading instruction to increase mastery of TEKS reading objectives.	Students receiving small group instruction through the reading program will master 100% of the skills.	April, 2005	IIT, Teachers	
				X	Accelerated Education At Risk Resource Management				X	Provide effective management of District resources to maximize student achievement.	100% compliance with State and Federal laws.	July, 2004 through July, 2005	Administrators, Don Dalton	
X					Accelerated Education At Risk Professional Development				X	Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working with At Risk students will attend professional development related to methods and instructional strategies to strengthen the core academic program in school.	July, 2004 May, 2005	Administrators, Teachers, Parents, Don Dalton	

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X					Accelerated Education At Risk				X	Provide educationally related support services to homeless students who do not attend participating Title I schools.	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	Principal, Don Dalton, Barbara Bading	
X					Accelerated Education At Risk	X				Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the district AEIS report. 100% of students with special needs will pass TAKS or SDAA.	Sept, 2004 May 2005	Principal, Don Dalton, Curriculum Coordinators, Counselors, IIT	

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1	2	3	4	5		E	M	H	D					
X	X			X	Technology Applications	X				<p>Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs.</p> <p>Using TEIS, 100% of teachers will gain proficiency in at least three technology knowledge and skill areas.</p> <p>100% of teachers will participate in at least nine hours of staff development that are aligned with their technology integration goals as documented by ATrain.</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>Hidden Forest CTC will follow NEISD CTC Time Line.</p>	<p>Yearly</p> <p>Yearly</p> <p>Monthly</p> <p>Monthly</p>	Principal, Campus Technology Committee Representatives (one per grade level), Instructional Technology Specialists, and Coordinators	\$0	

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1	2	3	4	5		E	M	H	D					
		X		X	Technology Applications	X				Teachers will utilize 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 update essential classroom information as outlined in the TeacherWeb template. 100% of teachers who report numerical grades will use GradeSpeed to create progress reports for students who are failing or are in danger of failing.	Daily to Weekly Nine Weeks Daily to Weekly As needed each Nine Weeks	Principal, Teachers, Data Processors, Chairperson of Technology Committee	\$0
X					Technology Applications	X				Teachers will provide K-5 students with keyboarding software and equipment to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine Weeks	Principal, Teachers, Instructional Technology Specialists and Coordinators	\$0

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X					Technology Applications	X				Teachers will utilize 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 student products. 100% of students will create a multi-media project to be stored on CD.	Nine Weeks Yearly	Campus Administrators, Teachers, Instructional Technology Specialists and Coordinators	\$550
X		X			Technology Applications	X				Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations, and reflective practice. 100% of classroom teachers will work with students a minimum of nine hours during each nine weeks period using the wired and/or wireless computer lab as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.	Semester Nine Weeks	Campus Administrators, Teachers, Curriculum and Instructional Technology Specialists, Instructional Technology Coordinators	\$0

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1	2	3	4	5		E	M	H	D					
X	X		X		Safe and Drug-Free	X				Include Safe and Drug-Free Schools program efforts including goals and strategies for violence prevention and intervention addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students. 2. Reduce incidents of violence/Improve school safety. 3. Increase parental and community involvement in violence- and drug prevention activities. 4. Increase student involvement in school activities.	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students. 2. Reduction in incidents of violence/Improve school safety. 3. Increased parental and community involvement in violence- and drug prevention activities. 4. Increased student involvement in school activities.	August, 2004 - May, 2005	Principal, SDFS Campus Contacts, Pat Sanford	\$0

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1	2	3	4	5		E	M	H	D					
X					Safe and Drug-Free	X				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. - Mediation/Conflict Resolution (Second Step, and Guidance Lessons). - Professional Development. - WHO (Personal Safety Program). - Here's Looking at You, 2000 (Drug Prevention Program). - Assembly. - Peer Assistance & Leadership Program (PAL). - Project Heart. Experiential Learning. - Professional Development.	Needs assessment data interpreted and utilized to customize programs. Involve community in safe and drug-free activities.	August, 2004 - May, 2005	Counselors, SDFS Campus Contacts, Pat Sanford	\$500
X					Safe and Drug-Free	X				Administrators, counselors, and teachers (as needed) will engage in professional development opportunities to promote our campus as a safe and drug free school.	Staff development surveys will indicate 100% of participants utilized information in current position.	As needed and available	Pat Sanford, Principal, SDFS, Campus Contact	\$0

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X					Guidance	X				Counselors will attend elementary cluster counselors' meetings in order to expedite communication between Hidden Forest and Central Office.	Contact counselors will file agendas of their meetings with their constituency.	August, 2004 - May, 2005	Theresa Miller, Counselors	\$0
X		X			Guidance	X				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.	Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance.	April, 2005	Elementary Counselors, Principal	\$0
X	X		X		Guidance	X				Counselors will develop and implement Campus Guidance Programs.	Counselors 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. Counselors will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director.	September, 2004	Counselors, Theresa Miller Counselors, Principal, Theresa Miller	

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1	2	3	4	5		E	M	H	D					
	X		X		Guidance	X	X	X	X	Organize, plan and evaluate Campus Guidance Programs.	Campus Guidance department will develop monthly guidance plans which incorporate level-appropriate time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Counselors	
X	X		X		Guidance	X				Counselors will decrease non-guidance tasks to increase time in counselor role and guidance program components.	Counselors will reduce non-guidance tasks and activities in half.	August, 2004 - May, 2005	Counselors, Principals, Guidance Director	
X					Dropout Reduction				X	Decrease barriers for enrolling homeless youth and children by providing training for Hidden Forest Personnel.	Professional and office staff as well as cafeteria personnel will attend in-service.	As scheduled	Twain Tharp, Barbara Bading, Principal, Counselors, Secretary, Data Processor	
X					Dropout Reduction				X	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	Principal, Counselors, Secretary, Data Processor, Twain Tharp, Barbara Bading	

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					Health Services	X				Provide parent communication with parents and PTA through District HEALS Advisory Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community thru internet Health Services sites.	PTA Newsletter Articles Current information placed on website monthly.	Quarterly	School Nurse	
					Health Services	X				Provide support to parents/teachers regarding health-related absences. 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	
	X		X		Discipline Management	X				Staff will participate in training methods and materials to improve behavior management.	Each component of BMP will have training design, materials, and process for teachers, administrators, parents, and students.	Fall 2004	Administrators, Teachers, Counselors	\$500
	X		X		Discipline Management	X				Make modifications to campus BMP based upon school discipline data and its analysis.	Written modifications to the Campus BMP will be incorporated with data of inclusion noted.	August, 2005	Administrators	
	X		X		Discipline Management	X				Staff will continue to participate in training and motivation for BMP implementation and teaching of character education.	All staff members will have training allowing for initial implementation of the BMP and character education module.	August, 2004	Administrators, Teachers, Counselors, Paraprofessionals	