

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
Ronald Reagan High 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					All Academic Areas Strategies for Engagement:			X			Every teacher will use strategies Say Something and Think, Pair, Share on a regular basis.	100% of walk-thrus and lesson plans will show evidence of using these strategies to improve student learning.	August-May	Campus Administration/PDAS evaluators	
X					All Academic Areas Researched Based Strategies- Identifying similarities and differences-- Classifying			X			Every teacher will use the strategy of classifying on a regular basis.	100% of walk-thrus and lesson plans will show evidence of using these strategies to improve student learning.	August - May	Campus Administration/PDAS evaluators	
X					All Academic Areas Vocabulary Development Process			X			Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process.	100% of walk-thrus and lesson plans will show evidence of using this process to improve student learning. 100% of common assessments will show evidence of the vocabulary development process.	August - May	Campus Administration/PDAS evaluators	
X					Writing			X			Continue to improve student writing by aligning instruction through a 9 - 12 scope and sequence for writing.	100% of students will pass TAKS writing test.	April, 2004	Curriculum AP and English Department	
X					All Core Areas Benchmark Testing			X			Monitor Benchmark assessments.	Central Office Staff and campus instructional leaders will review assessment data and adjust curriculum accordingly.	Fall, Winter, and Spring of 2004 - 2005	Central Office personnel, Curriculum AP, High School Instructional Deans	
X					All Academic Areas Common Assessments			X			By working with teachers from another school, teachers will continue to develop and implement a common end-of-semester assessment for selected courses to guide instruction.	100% of common assessments will adhere to the checklist or rubric for common assessments.	October & December, 2004 March & May, 2005	High School Instructional Deans and teachers	
X					All Academic Areas			X			Continued implementation of Pre-AP and AP strategies in all Pre-AP and AP classes.	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	Secondary Principal, High School Instructional Deans, Department Chairs, and Pre-AP and AP teachers.	
X					All Academic Areas			X			Continue to implement AP vertical teams, grades 8-12. Teachers will attend appropriate seminars offered through the College Board.	Vertical teams will meet a minimum of one time per semester to review strategies and alignment of curriculum .	September, 2004 December, 2004 March, 2005	Classroom teachers, Department Chairs, Deans of Instruction, Curriculum Specialists	

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X					Reading			X			Provide teachers instruction and support in before, during, and after reading strategies that reflect best practices. Secondary level - Interactive Reading Process - reciprocal teaching, readers' workshop, literature circles, think alouds, writing to learn, graphic organizers, structured note-taking	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will demonstrate evidence of strategy instruction.	Fall 2004 and Winter 2005 Monthly	Nancy Brischke, Instructional Specialists, MS Reading Dept. Chairs, HS Dean of Instruction for English, Elementary Principals	
X					Reading			X			Support before, during and after reading strategies such as say something in the core content areas (English, social studies and science) through professional development	100% of the secondary core content teachers (English, social studies, and science) and the secondary reading teachers will implement before, during, and after content reading strategies.	Fall 2004 and Winter 2004 Spring 2005	Nancy Brischke, Literacy Specialists, HS Deans HS reading teachers	
X					Reading			X			Develop and implement a common end of semester assessment for students in Reading I and II and Reading grade 10 to guide reading instruction	100% of Reading I and II students and Reading Grade 10 will be administered common end of semester assessments	December 2004 and May, 2005		
X					Reading			X			Monitor benchmark assessments	Central Office will review benchmark data, adjust curriculum and meet with campus staffs to discuss results and guide instruction	Fall 2004 Winter and Spring 2005	Nancy Brischke, Virginia Guerrero, Literacy Specialists, MS and HS Deans, MS department	
X					Mathematics			X			Offer Zero Hour Study Skills support classes in Algebra I, Geometry and Algebra II.	100% of students will receive credit for the current semester.	December 2004 and May, 2005	Math Instructional Dean, Zero Hour teachers	
X					Mathematics			X			Offer Zero Hour Credit retrieval classes in Algebra I, Geometry and Algebra II.	100% of students will receive credit for the failed semester.	May, 2004	Math Instructional Dean, Zero Hour teachers	
X					Science	X	X	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. 100% of secondary campuses will complete an equipment inventory to be used as a guide for district support.	Every 9 Weeks; Inventory due September 10, 2004	Patti Castellano, Campus Administrators, Science Instructional Specialists, Science Deans of Instruction, Department Chairmen,	
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, Deans of Instruction.	

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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.	Every 9 weeks	Patti Castellano, Campus Administrators, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons, Teachers	
X					Science			X			Teachers will continue to use 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.	Monthly	Campus Administrators, Teachers, Instructional Deans/Science, Science Instructional Specialists	
X					Science			X			Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction. Central Office staff will assist campuses in reviewing common assessment and benchmark data and assist	Every nine weeks	Patti Castellano, Campus Administrators, Science Instructional Specialists, Deans of Instruction, Department Chairpersons, Teachers	
X					Science			X			Teachers will develop and implement appropriate technology-based lessons in all Science classes.	Students will perform a minimum of 3 technology-based lessons/labs per year in each Science course.	May, 2005	Science Teachers and Science Instructional Deans Instructional Technology Specialists.	
X					Social Studies			X			Integration of 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, Department Chairs and Instructional Deans, Eric McGarrah, Instructional Technology Specialists.	
			X		Social Studies			X			Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners	Presentation of student samples and teachers assignments for discussion with peers. Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	December 2004, June 2005	Eric McGarrah, Instructional Deans, Department Chairs, and classroom teachers	
X					Foreign Language			X			Continue to implement an instructional program in all languages based on developing communicative competency.	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	Doris Kays, Coordinator, Foreign Language Department Chairs, Foreign Language Teachers	

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X					Foreign Language			X			Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, and AP.	90% of language teachers will be trained in Pre-AP and AP teaching strategies. Enrollment in Pre-AP and AP courses will increase by 10% 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.	Every 9 weeks	Doris Kays, Foreign Language Department Chairs, Foreign Language Teachers	
X					Parent Involvement			X			Educational Technology staff will work with Data Processing to assist parents in accessing information using the GradeSpeed software . Teachers will keep grades in GradeSpeed updated so that parents may receive the most current information available.	100% of teachers will keep grades updated in GradeSpeed software throughout each grading period. 100% of Parents wishing to access the system will gain access.	Every 3 weeks	Teachers, Asst. Principals, Principal	
X	X				Gifted/Talented			X			Evaluate/create G/T math curriculum to reflect enrichment activities.	Each grade level will have at least one additional enrichment activity.	Sept, 2004 Jan, 2005	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	
X	X				Gifted/Talented			X			Transfer all G/T Math and English curriculum guides to the Intranet.	100% of G/T math and English teachers will access curriculum on the Intranet.	May, 2005	Kay Stotts, G/T Teachers	

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X	X				Gifted/Talented			X			Refine G/T grammar and writing programs in G/T English.	100% G/T teachers will receive additional training. 100% G/T students will score a 3 or above on the writing benchmarks.	Sept, 2004 January, 2005 October, 2004 January, 2005	Kay Stotts, G/T Teachers	
X	X				Gifted/Talented			X			Analyze GT student results on PSAT; adjust curriculum gaps; and monitor student progress.	Central Office staff will analyze PSAT results, meet with 100% of the GT teachers to adjust curriculum. 100% of students will show 25% increase on PSAT practice	September, 2004 January, 2005	Kay Stotts	
X					Fine Arts			X			Increase participation in UIL academic competition.	All campuses will increase participation in academic UIL by 10%	May, 2005	Diana Schumacher and campus coordinators	
X					Accelerated Education At Risk			X			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, 2004 April, 2004	Elmosa Herrera, Sherrie Jowers, ESL Specialists	
X					Accelerated Education At Risk			X			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	Elmosa Herrera, Sherrie Jowers, ESL Specialists	
	X				Accelerated Education At Risk Drop Out reduction			X			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 and high school levels.	Monthly Monthly June, 2005	Pat Sanford, STAN Counselors, Principal	
X	X				Accelerated Education At Risk			X			Provide Behavior Management Class (ISS) based on a structured environment and course content through an in school suspension program.	100% completion of student assignments. 1% decrease in discipline referrals at the middle and high school campuses.	June, 2004	Assistant Principals, Counselor, ISS Aides	
			X		Accelerated Education At Risk			X			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	Principal, Counselors, Carol Mendenhall, Sue Moran	
X					Career & Technology			X			Provide Staff Development to include technology training for all Career & Technology teachers.	Informative walkthroughs. 100% of Career & Technology teachers will use technology in their classrooms.	August, 2004	Career & Technology Middle and High School teachers, Central Office staff	

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X		X			Technology Applications			X			Educational Technology staff will support teachers and students in the utilization of 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. 100% of core content teachers will work with students a minimum of two 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.	On - going	Principal, Teachers, Curriculum and Instructional Technology Specialists and Coordinators, Tim Miller	
X	X	X	X		Safe and Drug-Free			X			Continue to plan and implement a comprehensive SDFS program that includes: -Advisory Boards (H Level) -Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals -Student Teacher Assistance Network (STAN) -Peer Assistance and Leadership program (PAL) -Mediation/Conflict Resolution -Professional Development	Advisory board will meet and function according to Safe and Drug Free Schools standards and benchmarks. Needs assessment data will be interpreted and utilized to customize programs at local campuses. Reagan will involve community in safe and drug-free activities. Surveys monitoring STAN Program will reflect exceeds expectations in 80% of responses. Surveys of PAL students will reflect exceeds expectations in 95% of responses. Reagan will continue to have mediation/conflict resolution program.	Monthly Mediation Reports Monthly STAN Quantifiable Measures Report PAL Six -Weeks Training and Service Report	Principal, STAN Counselors, PAL Teachers, SDFS Campus Contact, Pat Sanford	
X	X		X		Guidance			X			Create and implement guidance program. (SB518)	100% of guidance counselors will receive part one of guidance program. 100% of counselors monthly calendars will show a 10% increase in parent and staff contacts. 100% of campuses will submit Guidance Plans to Theresa Miller, to be monitored quarterly.	Quarterly	Counselors, Guidance Leadership Team,	
X					Guidance	X	X	X	X		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, Teresa Miller	

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X		X			Guidance	X	X	X	X		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, Teresa Miller	
X	X		X		Guidance	X	X	X	X		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 2004	Counselors, Principals, Teresa Miller	
X	X		X		Guidance	X	X	X	X		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, Teresa Miller	
	X		X		Guidance	X	X	X	X		Organization, planning and evaluation of Campus Guidance Programs	100% of campus guidance departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Counselors, Principals, Teresa Miller	
X					Guidance			X			Designate elementary cluster counselors and secondary contact counselors for each school in order to enhance program development, impart program expectations, and expedite communication between schools and central office.	100% of contact counselors will file agendas of their meetings with their constituency.	Monthly	Contact counselors, Teresa Miller	
X		X			Guidance			X			All high school & middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program.	Sign-in sheets will register 100% compliance	April 2005	Secondary Counselors, Principals	
X					Guidance			X			Student transcripts will indicate whether the student has completed or is on schedule to complete the State Recommended or Distinguished Achievement program required for Texas Scholar and Texas Grant eligibility.	Graduation plan is posted on each high school student's transcript.	April 2005	High school Registrar, Counselors, Principals	

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X					Guidance			X			All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August 2004 January 2005 May 2005	Middle and High Counselors, Middle and High Principals	
X					Dropout Reduction			X			Require campus PEIMS coordinator to hold dropout/school leaver campus audit bi-annually	100% of campuses will file campus reports biannually	October, 2004 March, 2005	Twain Tharp	
X					Dropout Reduction (Teen parenting component)			X			Provide Compensatory Education Home Instruction (CEHI) and Pregnancy Related Services (PRS) for teen mothers when pregnancy prevents the student from attending school during the pre-natal and postpartum duration.	10% reduction in dropout of teen parents. Increased academic performance during CEHI, as evidenced by student grades. 10% increase in recovering dropout teen parents.	August, 2004 through May, 2005	Twain Tharp, Barbara Bading, CEHI Instructors	
					Professional Development						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	
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	
X			X		Special Education			X			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	Henry Gonzales, Special Education Campus Coordinators	
X			X		Special Education			X			Provide appropriate transition planning for students with disabilities 16 years of age and older, including information regarding access to community services and agencies (CAP-Transition).	For all students with disabilities 16 years of age and older an individual transition plan will be developed which will identify student expectations, needed network of support, timelines and needed transition services.	Monthly	Henry Gonzales, Special Education Campus Coordinators	
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.	Monthly	Judith Higgins, Marcia Narveson, Principal	