

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
STONE OAK ELEMENTARY
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 E | CODE # | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S) | COST/ RESOURCES |
|-------------|---|---|---|---|-------------|---------|----------|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | | | | | | | | |
| X | | | | | Reading | X | 2A | Reading strategies that reflect Best Practices: Four Blocks; TPRI; Benchmarking; RAP; Reading Inventories; Think Alouds; Literature Circles; Readers Theatre; Accelerated Reader; Book Buddies; Writing to Learn; and Graphic Organizers will be used. Strategies learned in book studies will be implemented. | 100% of teachers will show an increase in at least one area of the Innovative Configuration. | Summer, Fall and Winter 2004 Spring 2005 | Terri Chidgey, Kristen Ray, IIT, Classroom and Special Education Teachers | \$1,000 for Guided Reading materials and book studies |
| X | | | | | Reading | X | 2A 2E | Maintain training and support of Best Reading Practices including Four Blocks, Building Blocks and Reading Academies grades 4 & 5. | 100% of language arts teachers will attend district workshops on Best Reading Practices. Teachers in grades 4 & 5 will implement strategies from Teacher Reading Academies. | Summer, Fall and Winter 2004 Spring 2005 | Terri Chidgey, Kristen Ray, IIT, Classroom and Special Education Teachers | |
| X | | | | | Reading | X | 2C | Maintain training and support of before, during and after reading strategies such as Say Something in the core content areas (English, social studies and science). | 100% of language arts teachers will implement before, during and after reading strategies. | Fall and Winter 2004 Spring 2005 | Terri Chidgey, Kristen Ray, IIT, Classroom and Special Education Teachers | |
| X | | | | | Reading | X | 2F | Administer benchmark assessment to guide reading instruction in grades 2-5. | 100% of students in grades 2-5 will be administered periodic benchmark assessments to determine reading progress. | Fall 2004 Winter 2005 | Sammie Mokate, Lynnelle Boyd, IIT, Classroom and Special Education Teachers | |

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| X | | | | | Reading | X | 2G | Monitor benchmark results. | Administrators, IIT and teachers grades 2-5 will review benchmark data, adjust curriculum and meet with data team and grade levels to discuss results and intervention. | Fall 2004 Winter 2005 | Terri Chidgey, Kristen Ray, IIT, Data Team, Classroom and Special Education. Teachers | |
| X | | | | | Writing | X | 3A | Improve student writing by aligning instruction through a K - 5 scope and sequence for writing. | 100% of grade 4 students will pass TAKS writing test. | February 2005 | Terri Chidgey, Kristen Ray, Classroom Teachers, IIT | |
| X | | | | | Writing | X | 3B | Provide all new teachers training in common instructional language and structure for the process of writing in all writing classrooms K-5. | 100% of new teachers will receive training in the use of Writing Workshop and/or 6-Trait writing as appropriate to grade level. | August 2004 May 2005 | Cluster Reading Specialist, Terri Chidgey, Kristen Ray, Classroom Teachers, IIT | |
| X | | | | | Writing | X | 3D | Administer a benchmark assessment program to guide writing instruction in grade 4. | 100% of grade 4 students will be administered periodic benchmark tests to determine progress in writing. | Fall 2004 Winter 2005 | Terri Chidgey, Kristen Ray, Nancy Davis, Grade 4 Teachers, IIT | |
| X | | | | | Writing | X | 3E | Monitor benchmark results. | 100 % of grade 4 teachers will review benchmark data, adjust curriculum to match student needs and tutor students working below grade level. | Fall 2004 and Spring 2005 | Terri Chidgey, Kristen Ray, Grade 4 Teachers | |
| X | | | | | Writing | X | 3F | Develop and implement a common end of semester assessment for students in grade 3. | 100% of the students in grade 3 will be administered an end of semester assessment . | December 2004 May 2005 | Grade 3 Teachers | |

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| X | | | | | Writing | X | 3G | Monitor common assessment results. | 100% of the teachers will review common assessment data and adjust curriculum accordingly. | December 2004 May 2005 | Terri Chidgey, Kristen Ray, 2-5 Classroom Teachers | |
| X | | | | | Mathematics | X | 4A | Utilize the revised North East Scope & Sequence for Grades K-5 | 100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Cluster Math Specialist, K-5 Classroom Teachers | |
| X | | | | | Mathematics | X | 4B 4C | Integrate the use of the following Best Practices into the math program: *inquiry (TERC Investigations) *class discourse (Think, Pair, Share; identifying similarities and differences; classifying; build vocabulary; Say Something) and use of appropriate tools and teaching strategies *Problem solving strategies *Exemplars *Vocabulary development process | 100% of formative walkthroughs will indicate appropriate use of these instructional strategies. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Cluster Math Specialist, K-5 Classroom Teachers | \$1,000 |
| X | | | | | Mathematics | X | 4H | Administer and monitor benchmark assessments in grades 2-5. | 100% of teachers grades 2-5 will administer the benchmark and review benchmark data, adjust curriculum to match student needs and tutor students working below grade level. | Fall 2004 and Winter 2005 | Terri Chidgey, Kristen Ray, Cluster Math Specialist, 2- 5 Classroom Teachers | |

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| X | | | | | Mathematics | X | 3I | Revise and monitor a common end of semester assessment for grade 2. | 100% of the students in grade 2 will score at least a 70% on the end of semester assessment. | December 2004 May 2005 | Terri Chidgey, Kristen Ray, Cluster Math Specialist, Grade 2 Teachers | |
| X | | | | | Science | X | 5A | Teachers will provide all students with a safe environment in which to learn science by implementing the Texas Science Safety Standards. | 100% of the formative walkthroughs will demonstrate compliance to the Texas Science Safety Standards. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Cluster Science Specialist, Classroom Teachers | |
| X | | | | | Science | X | 5B | Teachers will ensure that all students have an equal opportunity for learning by implementing a standards-based education. | 100% of the formative walkthroughs will indicate adherence to the district scope and sequence. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Cluster Science Specialist, Classroom Teachers | |
| X | | | | | Science | X | 5C | Integrate inquiry based instruction to increase student achievement including: *5 E's *Questioning to target higher order thinking *Questioning that targets the unifying concepts in science | 100% of the teachers will score a 2 or above on the Science Innovative Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Cluster Science Specialist, Classroom Teachers | \$500 |

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| X | | | | | Science | X | 5D | 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. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Cluster Science Specialist, Classroom Teachers | |
| X | | | | | Science | X | 5E | Develop and implement a common end of semester assessment for grade 4. | 100% of the students in grade 4 will be administered an end of semester assessment . | December 2004 May 2005 | Terri Chidgey, Kristen Ray, Cluster Science Specialist, Grade 4 Teachers | |
| X | | | | | Science | X | 5E | Administer and monitor benchmarks grade 5. | 100% of the students in grade 5 will be administered benchmark tests. Teachers will review benchmark data, adjust curriculum to match student needs and tutor students working below grade level. | Fall 2004 Winter 2005 | Grade 5 teachers | |

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| X | | | | | Science | X | 5G | 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 through May 2005 | Terri Chidgey, Kristen Ray, Cluster Science Specialist, Classroom Teachers | |
| X | | | | | Social Studies | X | 6A | Implementation of technology into subject area and Core Knowledge units through professional development, exemplar lesson plans and modeling best practices such as: classifying; Say Something; Think, Pair, Share; and the vocabulary development process. | Each grade level will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology for publication on the district lesson plan database. | June 2004 through May 2005 | Terri Chidgey, Kristen Ray, POC-Eric McGarrah, Classroom Teachers | |
| X | | | | | Social Studies | X | 6C | Begin training teachers for the implementation of differentiated instruction through Social Studies Alive! | 1 teacher trained for grades K-2, 1 teacher for grades 3-5 . | June 2004 through May 2005 | Terri Chidgey, Kristen Ray, POC-Eric McGarrah, Classroom Teachers | |

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| | X | | X | | Kinder | X | 7A | Teachers will attend Professional Development in order to incorporate the Kindergarten TEKS with research based instructional practices such as : vocabulary development process; Say Something;Think, Pair, Share, and classifying that maximize student achievement gains. | One Stone Oak Kinder teacher will represent our campus on the District Task Force to provide the engagement in common planning and implementation of curriculum. Cognitive coaching, and paired teaching strategies will be taught during grade level planning. | Fall 2004 Winter 2005 | Terri Chidgey, Kristen Ray, Carol Harle, Coordinators, Kinder Classroom Teachers | |
| | X | | X | | Kinder | X | 7B | Kinder teachers will attend afternoon trainings based on survey of teacher needs-Behavior Management, Higher Order Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies. | Training will receive a 3 or above on teachers' evaluations. | 2004-2005 Monthly | Terri Chidgey, Kristen Ray, Carol Harle, Coordinators, Kinder Classroom Teachers | |
| X | X | | X | | Gifted/Talented | X | 9A | 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, Laura Caruso | |
| X | X | | | | Gifted/Talented | X | 9C | Implement <u>Understanding by Design (UBD)</u> curriculum units. | 100% of the curriculum units will reflect UBD design elements. On a rubric designed for UBD, 100% of students will score three or above. | Each nine-weeks Third and fourth nine-weeks | Kay Stotts, Laura Caruso | |

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| X | | | | | Library Services | X | 10A | Use Research Methods, Techniques, and Strategies such as Big Six in grades 1-5. | The librarian and classroom teachers grades 1-5 will guide research projects and activities in curricular areas. One lesson plan by the librarian submitted and approved to Lesson Plan Database per year. | August 2004 through May 2005 | Debra Martilla, Classroom Teachers | |
| X | | | | | Library Services | X | 10C | Provide training for and promote the use of appropriate print and electronic resources with grades 2 - 5. Provide centralized school wide and home access to all electronic resources. | 100% of the students and teachers will have access to the electronic resources on campus and at home. | August 2004 through May 2005 | Debra Martilla, Classroom Teachers | |
| X | | | | | Library Services | X | 10D | Continue to focus on TEKS and Core Knowledge Curriculum integration. | Librarian and classroom teachers will create and/or continue to integrate TEKS and Core Knowledge units for each grade level K-5. One lesson plan by the librarian posted to Lesson Plan Database. | August 2004 through May 2005 | Debra Martilla, Classroom Teachers | |
| X | | | | | Dyslexia | X | 11A | Continue a dyslexia program that meets state mandated requirements. | 100% of identified dyslexia students will be offered services as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Beverly Kinsey, Nancy Davis, STAT Committee, Classroom Teachers | |

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| X | | | | | Professional Development | X | 16D | Provide mentoring program for teachers new to the district to enhance professional growth. | 100% of new teachers will have collaborative support from their mentor teacher. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Mentors, New Teachers | |
| X | | | | | Professional Development | X | 16B | Principal will attend learning cohorts. | Principal's calendar will reflect attendance of cohorts. | Monthly August 2004 through May 2005 | Terri Chidgey | |
| X | | | | | Professional Development | X | 16H | Stone Oak administrators will attend the June, July, and monthly leadership programs. | Leadership sessions will receive a rating of 3 or above. | Monthly August 2004 through May 2005 | Terri Chidgey, Kristen Ray | |
| X | | | | | Professional Development | X | 16I | Assistant Principal will attend the Assistant Principal Academy during the summer and school year. | Sessions will receive a rating of 3 or above. | Monthly August 2004 through May 2005 | Kristen Ray | |
| X | | | | | Special Education | X | 17A | Provide and attend professional development regarding appropriate referrals and service delivery options to campus STAT leaders. | The monthly appraisal will show a 10% reduction of referrals to special education from previous school year. | August 2004 through May 2005 | Lynnelle Boyd, Sammie Mokate, Special Education Teachers, General Education Teachers | |
| X | | | | | Special Education | X | 17D | 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 the general education settings. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Special Education Teachers, General Education Teachers | |
| X | | | | | Special Education | X | 17E | Comply with timelines for initial evaluations and annual ARDs (CAP-Timelines). | ARDs, initial and three year evaluations for all students will be in compliance with the state mandates. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Leslie Boyd, Special Education Teachers | |

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| X | | | | | Special Education | X | 17F | General and special education staff will attend professional development on differentiated instructional strategies like: Say Something; Think, Pair, Share; development process; and classifying for serving students with disabilities in general education. | The number of Special Education students taking TAKS will increase by 10% at each grade and in each subject tested. | December 2004, May 2005 | Terri Chidgey, Kristen Ray, Special Education Teachers, General Education Teachers | |
| X | | | | | Accelerated Education At Risk Parental Involvement | X | 18H | Stone Oak staff members will attend 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 Stone Oak staff 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 | Terri Chidgey, Kristen Ray, Special Education Teachers, General Education Teachers | |
| X | | | | | Accelerated Education At Risk Parental Involvement | X | 18I | Implement effective parent involvement activities to improve student academic achievement, school performance and attendance. Monitor daily student attendance to ensure academic success of all students. | Parent activities will be attended by at least 90% of all parents. Maintain 97% school-wide student attendance. Award assemblies will be held to recognize student attendance .The students will be awarded coupons donated by community supporters. | August 2004 through May 2005 First Friday of second-fourth nine-weeks | Terri Chidgey, Kristen Ray, Cindy Jory, Classroom Teachers, PTA Board, Community Supporters, Reagan High School Student | |

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| X | | | | | Accelerated Education At Risk | X | 18S | Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, students with disabilities and disadvantaged students. Staff will implement STAT procedures, tutor At Risk Students, hold parent conferences, and participate in RAP. | Assess the results of the school's AEIS report. 100% of students with special needs will pass TAKS. | August 2004 through May 2005 | Lynnelle Boyd, Sammie Mokate, ESL Coordinator, Special Education Teachers, General Education Teachers | |

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| | X | | | X | Technology Applications | X | 20A | Stone Oak 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 (lab maintenance, troubleshooting procedures, etc.) | Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals. 100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Tim Miller, Steve Young, Derek Nichols, Instructional Technology Specialists and Coordinators, Campus Technology Committee Representatives (one per grade level, team, department) | \$8055.00 |
| X | | X | | X | Technology Applications | X | 20B | Teachers will utilize GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents. | 100% of K-5 teachers will use GradeSpeed to record and upload grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template. | Daily to Weekly Nine-weeks | Terri Chidgey, Kristen Ray, Data Processors, Classroom Teachers | |
| X | | | | | Technology Applications | X | 20C | Students will utilize keyboarding software to enhance and improve keyboarding skills. *Grades K-3 KidKeys and Type to Learn *Grades 4-5 AlphaSmart | 100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Instructional Technology Specialists, Teachers | |

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| X | | | | | Technology Applications | X | 20D | Teachers will utilize 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 student products. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Tim Miller, Becky Adams, Instructional Technology Specialists and Coordinators, Teachers | |
| | | X | | | Technology Applications | X | 20E | Teachers and students will utilize classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content area. | 100 % of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walkthroughs, and observations at least twice a semester. 100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Tim Miller, Curriculum and Instructional Technology Specialists and Coordinators, Teachers | |

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|-------------|---|---|---|---|-------------------------|---------|--------|---|--|-------------------------------|--|-----------------|
| 1 | 2 | 3 | 4 | 5 | | | | | | | | |
| X | | | | | Technology Applications | X | 20H | Teachers utilize the approved lesson in the Lesson Plan Database. | 100% of classroom teachers will use the Lesson Plan Database as evidenced in their lesson plans at least once a semester. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Teachers | |
| | X | X | X | | Safe and Drug Free | X | 21B | Plan and implement a comprehensive SDFS program that includes; Reagan Peer Assistance and Leadership Program (PAL), Mediation/Conflict Resolution, Professional Development, Teens Against Tobacco Use (TATU), "Character Counts" Performance, Red Ribbon Week, and a Mentor Program. | Campus will involve community in safe and drug-free activities as is reflected in sign in sheets. Reagan PAL teacher surveys will reflect exceeds expectations in 95% of the responses. Mediation/conflict resolution program will reduce office referrals by 10%. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Lynnelle Boyd, Sammie Mokate, Rachel Lara, PTA Adept Chairperson | |
| X | X | | X | | Guidance | X | 22A | Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009) | 100% of counselors' monthly calendars will show a 10% increase in parent and staff contacts. Stone Oak Counselors will submit Guidance Plans to Teresa Miller. They will include; guidance curriculum, individual planning, responsive services, and system support. | May2005 September 2004 | Lynnelle Boyd Sammie Mokate, Teresa Miller | |

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
STONE OAK ELEMENTARY
2004-2005**

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|-------------|---|---|---|---|-------------|---------|--------|---|--|--------------------------------------|--|-----------------|
| 1 | 2 | 3 | 4 | 5 | | | | | | | | |
| X | X | | X | | Guidance | X | 22B,C | Stone Oak Counselors will develop, implement and submit yearly plans which incorporate level- appropriate percentages of time spent in the four guidance components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. Plans will be submitted to Teresa Miller and evaluated bi-annually. | Stone Oak Counselors' calendars will reflect implementation of the four guidance components. | August 2004 through May 2005 | Terri Chidgey, Lynnelle Boyd, Sammie Mokate, Teresa Miller | |
| X | X | | X | | Guidance | X | 22D | Decrease non-guidance tasks to increase time in counselor role and guidance program components. | Guidance counselors' calendars will reflect a reduction in non-guidance tasks and activities. | August 2004 through May 2005 | Lynnelle Boyd, Sammie Mokate | |
| X | | | | | Guidance | X | 22F | Consult with elementary cluster counselors, including the cluster contact counselor, to enhance program development, impart program expectations, and expedite communication between schools and Central Office. | Guidance counselors will keep accurate records of all cluster meetings and file their agendas with their constituency. | Monthly August 2004 through May 2005 | Lynnelle Boyd, Sammie Mokate | |
| | | X | | | Guidance | X | 22I | Stone Oak Counselors will consult 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. (HB713, SB158) | Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance. | April 2005 | Terri Chidgey, Kristen Ray, Lynnelle Boyd, Sammie Mokate | |

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|-------------|---|---|---|---|-----------------------|---------|--------|---|---|---|--|-----------------|
| 1 | 2 | 3 | 4 | 5 | | | | | | | | |
| | X | | X | | Discipline Management | X | 25A | Provide training to staff on Behavior Management Plan. | Sign in sheets will reflect 100% of staff attendance. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Behavior Management Team, General Education Teachers | |
| | X | | X | | Discipline Management | X | 25B | Discipline committee will analyze data and use results to assist in evaluating the effectiveness of the campus BMP. | An analysis of the GRU0062 data processing report will reflect 90% or more of the students received an E or S in conduct for each nine week period. A review of the GRU0062 report of students receiving N or U in conduct will target the students who need extra support. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Sammie Mokate, Lynnelle Boyd, Behavior Management Team, General Education Teachers | |
| | X | | X | | Discipline Management | X | 25C | Make modifications to campus BMP based upon Stone Oak's discipline data and its analysis. | Written modifications to the Campus BMP will incorporate data analysis results. | August 2004 through May 2005 | Terri Chidgey, Kristen Ray, Behavior Management Team, Classroom Teachers | |
| | X | | X | | Discipline Management | X | 25D | Training and motivation of school personnel and parents for BMP implementation. | Stone Oak will have completed initial training of staff members allowing for initial implementation of the BMP incorporating a character education module to be presented to parents and students. | Parent Orientation Night September 2004 | Terri Chidgey, Kristen Ray, Behavior Management Team, Classroom Teachers | |