

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
 THOUSAND OAKS ELEMENTARY SCHOOL
 2004-2005

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

Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					Reading	X	X	X	X	1A	Align and implement reading strategies that reflect Best Practices: reciprocal teaching, structured note-taking, think alouds, writing to learn, and graphic organizers. Elementary level - Four Blocks	100% of teachers will achieve a 2 or above on the Innovation Configuration for Four Blocks.	August, 2004 Curriculum Day Four Blocks December, 2004; May, 2005	Nancy Brischke, Instructional Specialists, Janet Dietel, Principal, Debbie Fey, Assistant Principal, and Martha Chandler, Reading Committee Chairperson	\$4,200 for staff development
X					Reading	X	X	X	X	2A	Provide teachers instruction and support in 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.	Fall 2004 and Winter 2005 Monthly	Nancy Brischke, Instructional Specialists, MS Reading Dept. Chairs, HS Dean of Instruction for English, Elementary Principals	\$15,000 for professional development
					Reading	X				2E	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, MS and HS Deans, MS reading department heads, and selected teachers	

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					Reading					2D	Provide all teachers instruction and support in implementation of better reading practices, targeting grades 4 and 5.	100% of elementary language arts and secondary reading 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, Instructional Specialists, Janet Dietel, Debbie Fey, Martha Chandler	
X					Reading	X					Communicate to parents reading strategies and techniques	P.R.I.N.T. Publication (Parents' Reading Information and Tips)	Every nine weeks with report card	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Michelle Case, IIT, Martha Chandler, Reading Chairperson and Reading Committee members K-5 & Specials	\$100
X					Reading	X					Parent and Student Learning Convention addressing reading skills	80% of the Thousand Oaks Families will register on site.	October, 2004	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt, Pam Brook, counselors, Learning Convention Committee, and all certified staff members	\$500

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X					Reading				X	1F	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; Nancy Mills, Janet Dietel, Debbie Fey, Classroom teachers	
					Reading				X	1C	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	\$35,000
X					Reading	X					Early identification of struggling readers communicated to the parent or guardian	Parent conferences; 85% of attendance documented on sign in sheets.	October 2004 and March 2005	Reading interventionist, Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt and Pam Brook, counselors	
X					Writing	X	X	X	X	2A	Improve student writing by aligning instruction through a K - 12 scope and sequence for writing.	100% of students will pass TAKS writing test.	March, 2004	Nancy Brischke, Virginia Guerrero, Language Arts Specialists, K-5 teachers	\$7,000 development and printing costs

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X					Writing	X	X	X		2B	Develop common instructional language and structure for the process of writing.	100% of Special Ed. and Regular Ed. teachers will attend workshops on writing workshop and Six Traits writing. 100% of Special Ed. and Regular Ed. 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, Janet Dietel, Principal, Debbie Fey, Assistant Principal, K-5 Teachers	\$2,000 printing of Innovation Configuration
X					Writing	X	X	X	X	2C	Provide teachers instruction and support in implementation of writing workshop and in the essential elements of good writing.	100% of teachers will receive instruction in Four Blocks, Six Traits, or writing workshop as appropriate to grade level.	Aug. 2004-May 2005	Virginia Guerrero, Carol Mendenhall, Debe Palmer, Language Arts Specialists	\$60,000 workshop costs; substitutes for teachers
X					Writing	X	X	X		2D	Develop and implement a benchmark assessment program to guide writing instruction in K - 12.	100% of students at grades 2-5 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	\$22,000 printing of benchmark tests
X					Writing	X	X	X	X	2E	Monitor benchmark assessments	Central Office staff will review benchmark data, adjust curriculum and meet with principals to discuss results.	Fall, Winter, and Spring of 2004 - 2005	Nancy Brischke, Language Arts Specialists, Virginia Guerrero	
X					Writing						Monitor student progress in writing	Review individual student portfolios to determine student progress and/or gaps in student writing	Every nine weeks	Janet Dietel, Principal, Debbie Fey, Assistant Principal, K-5 teachers	\$500.00

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X					Mathematics	X	X			3A	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.	October, 2004 February, 2005 Monthly	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Lu Ann Weynand, Math Specialists	\$1,500
X					Mathematics	X	X			3C	Expand 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	Lu Ann Weynand, Math Specialists	\$25,000
X					Mathematics	X	X	X		3K	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 March, 2005 Monthly	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Lu Ann Weynand, Math Specialists	\$5,000
X					Mathematics	X					Parent and Student Learning Convention addressing math skills and Best Practices.	Thousand Oaks Families will register on site.	October, 2004	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt, Pam Brook, counselors, Learning Convention Committee and all certified staff members	\$500

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X					Mathematics	X					Provide a tutorial program to increase problem solving skills with identified third and fourth grade students.	100% of tutorial students will score a minimum of 70 on district benchmark tests.	October 2004 - April 2005 Weekly	Third grade teacher, fourth grade teacher (TBA)	\$3,000
X					Science	X					Parent and Student Learning Convention addressing science skills(Science Fair)	Thousand Oaks Families will register on site.	Spring 2005	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt, Pam Brook, counselors, Learning Convention Committee and all certified staff members	\$500
X					Science	X	X	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.	100% of the formative walkthroughs will indicate use of effective teaching strategies. Elementary students will have a portfolio with a minimum of four products that reflect the 5E's.	September, 2004 December, 2004 March, 2005	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Science Instructional Specialists, Science Committee	\$1,000
X					Science	X	X	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	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Classroom Teachers K-5, Science Instructional Specialists	\$1,000

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X					Science	X	X	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	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Teachers, Science Instructional Specialists	\$2,000
X					Science	X				4F	Science will be taught using the 5 E's Lesson Cycle.	Every science student will develop a portfolio with a minimum of four products that reflect the 5E's.	Weekly, Monthly	Janet Dietel, Principal, Debbie Fey, Assistant Principal, K-5 Teachers, Science Instructional Specialists	
		X			Science Community Relations	X	X	X	X	4G	Inform the community of the requirements and opportunities in Science Education.	A science specialist will make a presentation at one parent meeting on each campus.	School year of 2004 - 2005	Science Instructional Specialists	\$2,000
						X	X	X	X	4H	Monitor benchmark assessments	Central Office staff will review benchmark data, adjust curriculum and meet with principals and deans to discuss results	November, 2004 February, 2005	Principals, academic Deans Math Instructional Deans, Lu Ann Weynand, Math Specialists	
						X	X	X	X	4I	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd, 5th, 7th, 8th, Algebra I,II, and Geometry students will be administered a common end-of-semester assessment	December, 2004 May, 2005	Principals, Academic Deans Math Instructional Deans, Lu Ann Weynand, Math Specialists	

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						X	X	X	X	4J	Monitor common assessments.	Central Office staff will review common assessment data, adjust curriculum and meet with principals to discuss results.	January, 2005 June, 2005	Principals, Lu Ann Weynand, MS Academic Deans, High School Instructional Deans/Math	
X					Social Studies	X	X	X		6A	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, for publication on the district lesson plans database.	December, 2004 May 2005	Classroom teachers, social studies committee, Debbie Fey, Janet Dietel	
					3. Feedback-Benchmark Testing				X	1C	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	Data from benchmark will be distributed to teachers one week after administration. 100% with numbers of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004 March, 2005	Carol Harle, Janet Dietel, Debbie Fey, Shirley Gebhardt, Pam Brook, All certified staff members	\$35,000
X					Social Studies	X				6C	Implementation of 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	\$24,000

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					2. Vocabulary Developemnt Process				X	1E	Every teacher will teach the core vocabulary and their discipline using a six step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessment will show vocabulary development work.	December, 2004 April, 2005	Carol Harle; Principals; Curriculum and Technology Coordinators and Specialists	
					Stategies for Engagement: Say Something and Think, Pair, Share				X	1F	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 strategy Say Something and Think, Pair, Share.	December 2004; April 2005	Carol Harle; Principals; Curriculum Division Specialists.	
X					Social Studies	X				5F	Teachers will attend training to understand and implement vertical alignment of Social Studies TEKS and their relationship to secondary assessments.	100% of formative walkthroughs will provide evidence of teaching strategies applicable to TEKS and to secondary assessments.	March, 2005	Janet Dietel, Principal, Debbie Fey, Assistant Principal, classroom teachers, Grade level chairs, Social Studies coordinator	

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X	X		X		Gifted/Talented	X				6A	Integrate Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies. 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks Each nine weeks	Kay Stotts, Sherry Hicks, ELP Teacher	\$5,000
X	X				Gifted/Talented	X				6B	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 Fourth nine weeks	Kay Stotts, Sherry Hicks, ELP Teacher	\$5,000
X					Library Services	X	X			7A	Use the Big Six Research Strategy, Grades 2 - 8 and Think,Pair, Share.	100% of librarians will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year.	Candy Casseb, Librarian, Teachers, Technology Coordinator, Diane Hopkins	Training \$3,500
X					Library Services	X	X	X		7B	Provide training in SIRSI software.	100% of librarians will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	Candy Casseb	
X					Library Services	X	X	X		7C	Provide training in electronic databases, and provide centralized school wide and home access to all electronic resources.	100% of librarians will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	Candy Casseb	

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X					Library Services	X	X	X		7D	Maintain focus on TEKS and curriculum integration.	100% of librarians will create integrated TEKS units to be posted to lesson plan database.	First semester and second semester.	Candy Casseb, Librarian, Classroom teachers	
X					Dyslexia	X	X	X		8A	Implement 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 as well as parent letters.	2004-2005 school year	Nancy Brischke, Janet Dietel, Principal, Debbie Fey, Assistant Principal, Campus Dyslexia Teacher, STAT	A portion of: \$1,712,000 for staffing \$8,500 for materials \$4,200 for training
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, G/T Teachers	\$500
X	X				Gifted/Talented				X	9B	The G/T teacher will use district strategies of 1)classifying, 2) Core Vocabulary for G/T, and 3) Say Something & Think, Pair, Share	100% of walkthroughs will show evidence of students working on Classifying, G/T vocabulary, and Say Something/Pair Share.	Each nine weeks. Each nine weeks.	Sherry Hicks G/T Teacher	\$0
X	X				Gifted/Talented	X				9C	Create or refine all rubrics for all <u>Understanding by Design (UBD)</u> curriculum units (adding writing components) in relation to common assessments.	100% of the curriculum units will reflect rubrics for UBD design elements. On the UBD section of the G/T report card, 100% of students will score three or above.	Each nine weeks. 4th Nine Weeks.	Kay Stotts, G/T Teachers	\$500
X					Professional Development	X	X	X	X	13B	Continue principal cohorts as learning communities.	100% of surveys will indicate principal learning goals being met.	January 2005 June 2005	Janet Dietel, Principal	
					Professional Development	X	X	X	X	13F	Provide additional leadership experiences for the principal and assistant principal.	School administrators will participate in at least five professional development opportunities	Monthly	Mark Scheffler, Frances Heath, Janet Dietel, Debbie Fey	A portion of \$7500

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X					Professional Development	X	X	X	X	13H	Attend a leadership program for administrators to include July Leadership and monthly leadership meetings.	Administrators will comply with attendance.	Monthly	Frances Heath, Carol Mendenhall, Janet Dietel, Principal, Debbie Fey, Assistant Principal	A portion of \$4500
X					Special Education	X	X	X	X	14A	Provide staff development regarding various service delivery options, methodology and behavior management to all NEISD educators.	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.	Every Nine weeks	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Dr. Higgins, Karen Robinson, Carol Mendenhall, Frances Heath	Funds from managed accounts
X					Special Education	X	X	X		14D	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 10% from 2001-02 to 2002-03 in order to decrease the district's ratio above the state's 125% average.	Every Nine Weeks	Dr. Higgins, Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt and Pam Brook, counselors, Special Ed. Teachers, Regular Ed. Teachers	Funds from managed accounts
X					Special Education	X	X	X		14E	Increase the percentage of students with disabilities taking TAKS.	Increase the number of students with disabilities taking TAKS by 10%.	October, 2004, April, 2005	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Special Ed. Teachers, Shirley Gebhardt & Pam Brook, Counselors, ARD Committee	Funds from managed accounts

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X					Special Education	X	X	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	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt and Pam Brook, counselors, Special Ed. Teachers, Regular Ed. Teachers, LSSP	Funds from managed accounts
	X				Accelerated Education At Risk	X	X	X		15H	Provide professional 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.	September, 2004	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt & Pam Brook, Counselors, Classroom teachers, Carol Mendenhall, Sue Moran	A portion of: \$5000 SCE Funds
		X			Accelerated Education At Risk	X				15I	Implement effective parental involvement activities to improve student academic achievement, school performance, and attendance.	Increase in student attendance 1% on our campus	June, 2005	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt & Pam Brook, Counselors, Teachers, Sue Moran, Barbara Bading	A Portion of: \$590,400 SCE Funds 9.7 FTE
				X	Accelerated Education At Risk Resource Management	X	X	X	X	15M	Provide effective management of District resources to maximize student achievement	100% compliance with State and Federal laws.	July, 2004 through July, 2005	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Sue Moran	\$75

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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					Accelerated Education At Risk	X	X		X	15R	Provide educationally related support services to homeless students attending Thousand Oaks Elementary	Reduce disparity 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	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt & Pam Brook, Counselors, Sue Moran, Barbara Bading	Title I Funds	
X					Accelerated Education At Risk	X	X			15S	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 campus AEIS report. 100% of students with special needs will pass TAKS.	Sept, 2004	Don Dalton, Curriculum Coordinators, Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt & Pam Brook, Counselors	A portion of: Title I Funds	

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X	X			X	Technology Applications	X	X	X			17A	<p>Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs(lab maintenance, troubleshooting procedures, work order system, etc.)</p> <p>Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals.</p> <p>100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS.</p> <p>Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met. Campus Administrators will monitor to insure that the CTC follows the NEISD CTC timeline.</p>	<p>Yearly</p> <p>Yearly</p> <p>Monthly</p> <p>Monthly</p>	<p>Janet Dietel, Principal, Debbie Fey, Assistant Principal, Campus Technology Committee Representatives (at least one per grade level, team, department), Instructional Technology Specialists and Coordinators, Steve Young, Derek Nichols, Tim Miller</p>	<p>\$315,000 (campus professional development stipends)</p>	

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		X		X	Technology Applications	X	X	X		17B	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Nine-weeks Daily to Weekly	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Teachers, Data Processors, Sandy Paul, Jerry Baldrige, Steve Young, Derek Nichols, Tim Miller	\$37,000 (GradeSpeed Subscription)	
					Technology Applications	X					Teachers will develop weekly lesson plans and post them on the staff shared folder.	100% of teachers will post their weekly lesson plans on the staff shared folder	Weekly	Debbie Fey, Assistant Principal, Janet Dietel, Principal		
X					Technology Applications	X	X			17C	Educational Technology staff will provide K-5 teachers and students with keyboarding software, equipment and professional development to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Teachers, Instructional Technology Specialists and Coordinators, Becky Adams, Tim Miller	\$105,000 (Keyboarding equipment and professional development)	

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X					Technology Applications	X	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 student products.	Nine-weeks	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Teachers, Instructional Technology Specialists and Coordinators, Tim Miller	
X		X			Technology Applications	X				17E	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 standards into the content areas	100% of administrators and classroom teachers will use the Technology Innovation Configuration for planning, instruction, reflection, walkthroughs, and observations at least twice a semester. 100% of classroom teachers will score a two or above on the Technology Innovation Configuration. 100% of classroom teachers will work with each student a minimum of nine hours during each nine weeks period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Semester Nine-weeks	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Teachers, Curriculum and Instructional Technology Specialists, Instructional Technology Coordinators, Tim Miller	

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X					Technology Applications	X	X	X		17H	Educational Technology staff will expand the core content area curriculum to include Technology Applications Standards	50% increase in the number of approved lessons in the Lesson Plan Database. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accomodations.	Nine-weeks	Teachers, Librarians, Curriculum and Instructional Technology Specialists and Coordinators, Steve Young, Tim Miller	
X					Parent Involvement				X	17I	Educational Technology will work with data processing to assist parents in accessing information using GradeSpeed software	100% of parents who wish to access the system will gain access to the system.	Daily to Weekly	Tim Miller, Andrea Tondre	\$300,000
X	X		X		Safe and Drug-Free	X	X	X		18A	The Safe and Drug-Free Schools program efforts will include goals and strategies for violence prevention and intervention on campus 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	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt & Pam Brook, Counselors, SDFS Campus Contacts, Pat Sanford	

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X	X	X	X		Safe and Drug-Free	X	X	X	X	18B	Plan and implement the comprehensive SDFS program "Second Step" - Program 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 - Experiential Learning	The leadership team 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. The campuses will involve the 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. The campus will have a mediation/conflict resolution program.	PAL Nine Weeks Training and Service Report	Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt & Pam Brook, Counselors, PAL Teachers, SDFS Campus Contacts, Pat Sanford	\$2256.00 from campus funds; \$4000.00 from SDFS district funds.

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X					Safe and Drug-Free	X	X	X	X		Using information from needs assessment, provide professional development opportunities for 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. Lesson plans will serve as documentation for SDFS activity lesson.	2004-2005Monthly	Pat Sanford, Janet Dietel, Principal, Debbie Fey, Assistant Principal, Shirley Gebhardt & Pam Brook, Counselors	A portion of: \$20000
X	X		X		Guidance	X	X	X	X	19A	Implement the state mandated comprehensive developmental guidance program	Counselors monthly calendars will show a 10% increase in parent and staff contacts. Counselors will submit Guidance Plans to Theresa Miller, to be monitored quarterly.	May, 2005 Quarterly	Pamela Brook, Shirley Gebhardt, Guidance Janet Dietel, Principal, Debbie Fey, Assistant Principal, Theresa Miller	\$500 for printing costs
					Guidance	X				19B	Incorporate an anti-violence/anti-substance abuse lesson into guidance program	Counselors' monthly plan will reflect lesson	Monthly	Counselors	\$0.00
X					Guidance	X	X	X	X	19C	Elementary counselors will serve to expedite communication between other schools and central office.	Counselors will file agendas of their meetings with their constituency.	Monthly	Theresa Miller, Shirley Gebhardt & Pam Brook, counselors	A portion of: \$500

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X		X			Guidance	X				19D	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. (HB713, SB158)	Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance.	April, 2005	Shirley Gebhardt & Pam Brook, Counselors, Janet Dietel, Principal, Debbie Fey, Assistant Principal	
x	x		x		Guidance	x	x	x	x	19E	Organization, planning, and evaluation of Campus Guidance Program	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.	September, 2004	Shirley, Gebhardt, Pamela Brook, Counselors, Guidance Leadership Team, Teresa Miller, Guidance Director	
x	x		x		Guidance	x	x	x	x	19F	Organization, planning, and evaluation of Campus Guidance Program	Counselors will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September, 2004 December, 2004 June, 2005	Shirley Gebhardt, Pamela Brook, Counselors, Janet Dietel, Principal, Teresa Miller, Guidance Director	
x	x		x		Guidance	x	x	x	x	19G	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 - June 2005	Shirley Gebhardt, Pamela Brook, Counselors, Janet Dietel, Principal, Theresa Miller, Director of Guidance	

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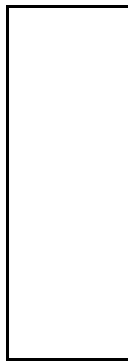
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	x		x		Guidance	x	x	x	x	19H	Organization, planning, and evaluation of Campus Guidance Program	Counselors will develop monthly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services and system support.	Monthly	Shirley Gebhardt, Pamela Brook, Counselors, Janet Dietel, Principal, Theresa Miller, Director of Guidance	
x					Guidance	x	x	x	x	19I	Counselors will enhance program development, impart program expectations, and expedite communication between schools and central office.	Counselors will file agendas of their cluster meetings with the campus principal.	Monthly	Shirley Gebhardt, Pamela Brook, Counselors, Janet Dietel, Principal, Theresa Miller, Director of Guidance	
	X		X		Discipline Management	X	X	X		23C	Train and motivate school personnel for BMP implementation.	The campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2004	Janet Dietel, Debbie Fey, Discipline Management Team	A portion of: \$1000.00 per campus
					Discipline Management	X				23C	Teachers will attend training and implement the Self Manager Discipline Program	100% of students will participate in the Self Manager Program	August 2004 - May 2005	Janet Dietel, Debbie Fey, Discipline Management Team	
					Guidance	X				19J	Counselors will attend <i>Second Step Program</i> training	Two day training attendance certificate will be obtained.	August, 2004	Counselors	\$350.00 from campus budget

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					Guidance	X				19K	Counselors will provide parents with parenting skills and strategies using the <i>Second Step</i> Program	6 weekly sessions with parents	August ,2004 - May, 2005	Pamela Brook, Shirley Gebhardt, Counselors; Pat Sanford	\$150.00
					Guidance	X				19L	Counselors will use the <i>Working Together for our Children</i> Video and present each segment to Kinder and 1st grade and Pre-school parents	6 weekly sessions with parents	August, 2004-May, 2005	Pamela Brook, Shirley Gebhardt, Counselors	\$150.00
					Attendance	X					Recognize students with perfect attendance through nine-week awards	The attendance report will reflect 97% attendance for the 2004-2005 school year.	August 2004 - May 2005	Classroom teachers, Pamela Brook, Shirley Gebhardt, Counselors, Debbie Fey, Assistant Principal, Janet Dietel, Principal	\$600.00
					Enrichment-Music & Physical Education	X					Integrate & Implement Music and Physical Education TEKS & the North East Standards for Music/P.E.	100% of curriculum will reflect the Music & Physical Education TEKS & the North East Standards for Music. 100% of students will participate in the Music & Physical Education Curriculum.	Each 9 weeks	Enrichment Team: Kathy Lopes, Elise Sisley, Jeremy Rizzo, Jayme Carrell	Funds from managed account



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