

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN OLMOS ELEMENTARY
2008-2009
Olmos Elementary**

*"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith*

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

<p>DISTRICT GOAL</p> <p>To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.</p>	<p align="center">CODES FOR STUDENT-CENTERED STRATEGIES</p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
--	---

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
3	Needs Assessment	The community and staff will be given the opportunity to complete a comprehensive needs assessment/survey.	The results from the needs assessment will be used to modify the CIP for the year.	CLP	August 2008-May 2009 (administered May 2008, results to be studied Aug./Sept. 2008)	Principal, Assistant Principal, Teachers	None
3	Leadership Team Effectiveness	Through consistent collaborative planning, bi-monthly meetings, and professional communication, the leadership team will identify teachers and students in need, plan for assistance, provide support, and monitor for success.	Review of data and scores on individual students, classes, and grade levels will show an increase in student performance. Leadership team meeting notes will indicate areas of concern, plans of action, and progress monitoring.	CLP, IA	August 2008-June 2009	Leadership team to include Principal, Assistant Principal, Counselors, Title I teachers, Bilingual specialist, IIT	
1	Reading	Teachers in grades PreK-5 will collaborate to develop assessments to track the progress of students as they master the reading TEKS.	100% of all students will score a minimum of 70% on each assessment. Administrators and Title I teachers will monitor the assessments to insure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of all third, fourth, and fifth grade students will meet the minimum passing standard on the reading TAKS. 50% of all third, fourth and fifth grade students will be Commended on the TAKS reading assessment.	CLP CRW	Bi-monthly assessments-- Aug 08 to June 09	Teachers, Principal, Assistant Principal, Title I facilitators	None

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Reading	Teachers in grades K-5 will meet with students who are working below grade level and/or who have not demonstrated mastery on grade level TEKS at least twice each week in a small group setting. Mini-assessments will be administered to students in the small group setting to assess their understanding of the TEK.	100% of students in the small group setting will score a minimum of 70% on the mini-assessments.	CLP GSF CRW	Weekly August 2008 to June 2009	Teachers, Principal, Assistant Principal, Title I facilitators	None
1	Reading	Teachers and students will collaboratively set goals for improvement in reading following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in reading.	CLP GSF CRW	August 2008 - June 2009	Teachers, Principal, Assistant Principal, Title I facilitators	None
1	Reading Math Writing Science	All students in grades 3 and 4 who failed to meet the minimum passing standards on the TAKS reading test and all 5th grade students who were retained will meet with the counselor within the first three weeks of school to discuss strengths and weaknesses. Each student will develop a plan of action to insure success.	100% of this student group will establish a plan of action to insure success in reading. Students who continue to perform below grade level will meet with the counselor at the nine-week mark in each succeeding marking period.	CLP GSF	August 2008 - June 2009	Counselors, Teachers	None
1	Reading Math Writing Science	The Principal will meet with classroom teachers, as well as, the special education teachers, in grades 3-5, once each 9 week period to discuss student performance, intervention strategies, attendance, behavior, as well as, any other issue that impacts student achievement. The Assistant Principal will meet with classroom teachers, as well as, the special education teachers in grades PreK-2 to discuss the above issues.	100% of teachers will develop an intervention plan for each student who is working below grade level or whose achievement is impacted by other issues such as behavior, attendance, etc.	CLP GSF	August 2008 - June 2009	Principal, Assistant Principal, Teachers	None
1	Reading Math Writing Science	The Principal will meet with students in grades K-5 within the first nine weeks of school to discuss learning goals, assessments, discipline and concerns. (Discipline assemblies) Thereafter, the Principal (grades 3-5) or Asst. Principal (grades PreK-2) will meet with students not meeting minimum standards on campus or District assessments, students with failing grades in core content areas and/or poor behavior as needed or individually.	100% of students will be motivated to set and meet personal achievement goals, attend school regularly and demonstrate appropriate behavior in class. Students will score a minimum of 80% on all campus and/or District assessments.	CLP GSF CRW	August 2008 - June 2009	Principal	None
1, 2	Reading Math Writing Science	Teachers will meet in grade level teams and/or vertically aligned teams to discuss student work, review results from District and/or campus assessments at least once per month.	100% of teachers will participate in the collegial discussion of student work and student performance. Teachers will develop plans to address student needs.	CLP GSF 3TL	August 2008 - June 2009	Principal, Assistant Principal, Teachers, Title I facilitators	None
1, 2	Reading	The Title I reading facilitator and the Instructional Intervention Teacher will observe classroom teachers in each of the four reading blocks, i.e. Guided Reading, Working with Words, Self-Selected Reading and Writing.	The Title I reading facilitator will observe in each classroom in grades 3-5, while the IIT observes in each classroom in grades PreK-2. They will provide written and/or verbal feedback to the classroom teachers as to instructional strategies, correct implementation of 4 Blocks reading, small group instruction, literacy stations, and goal setting. Each teacher will be observed at least once per nine weeks, with new teachers being observed at two times during each nine week period.	CLP ITL	August 2008 - June 2009	Title I reading facilitator, IIT, Teachers	None
2, 3	Reading	Classroom teachers will collaborate to plan and implement a Family Reading/Literacy Night.	At least 80% of all students and parents will participate in the Family Reading/Literacy Night as indicated by sign-in sheets.	CLP CRW	Spring 2009	Title I reading facilitator, IIT, Teachers, Principal, Assistant Principal	\$50.00 per grade level or \$300.00 for the activity

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Math	Teachers in grades PreK-5 will collaborate to develop assessments to track the progress of students as they master math TEKS.	100% of all students will score a minimum of 70% on each assessment. Administrators and Title I teachers will monitor the assessments to insure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of all third, fourth, and fifth grade students will meet the minimum passing standard on the math TAKS. 50% of all third, fourth and fifth grade students will be Commended on the TAKS reading assessment.	CLP CRW	Bi-monthly assessments-- Aug. 2008- June 2009	Teachers, Principal, Assistant Principal, Title I facilitators	None
1	Math	Teachers in grades K-5 will meet with students who are working below grade level and/or who have not demonstrated mastery on grade level TEKS at least twice each week in a small group setting. Mini-assessments will be administered to students in the small group setting to assess their understanding of the TEK.	100% of students in the small group setting will score a minimum of 70% on the mini-assessments.	CLP GSF CRW	Weekly August 2008 thru May 2009	Teachers, Principal, Assistant Principal, Title I facilitators	None
1	Math	Teachers and students will collaboratively set goals for improvement in math following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in math.	CLP GSF CRW	August 2008 - June 2009	Teachers, Principal, Assistant Principal, Title I facilitators	None
1, 2	Math	Title I math facilitators will observe in each classroom during the Math Investigations and small group instruction sessions	The Title I math facilitators will observe in each classroom in grades PreK-5. They will provide written and/or verbal feedback to the classroom teachers as to instructional strategies, correct implementation of Math Investigations, small group instruction, work stations, and goal setting. Each teacher will be observed at least once per nine weeks, with new teachers being observed at two times during each nine week period.	CLP ITL	August 2008 - June 2009	Title I math facilitators, Teachers	None
1	Math	Students will articulate their understanding of math concepts through journal assignments. Students will respond in pictures, numbers and words to the problem assigned by the teacher.	The Principal will collect math journals from students in grades 3-5 at least once per nine weeks. The Assistant Principal will collect math journals from grade 2 students at least once per nine weeks and from K and 1 beginning in the second semester. Administrators will respond to students and to teachers about their students' individual and collective understanding of the math concepts taught. Teachers will adjust the curriculum and instructional strategies as necessary to insure success on the math TEKS. Title I math facilitators will collect, read, and respond to student journals at least once per nine week period.	CLP GSF ITL	August 2008 - June 2009	Principal, Assistant Principal, Title I math facilitators, classroom teachers	None
2, 3	Math Science	Classroom teachers will collaborate to plan and implement a Family Math and Science Night.	At least 80% of all students and parents will participate in the Family Math and Science Night as indicated by sign-in sheets.	CLP CRW	Fall 2008	Title I math facilitators, Teachers, Principal, Assistant Principal	\$50.00 per grade level or \$300.00 for the activity
1	Writing	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the writing TEKS.	100% of all students will score a minimum of 70% on each assessment. Administrators and Title I teachers will monitor the assessments to insure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of all fourth students will meet the minimum passing standard on the math TAKS. 50% of all students will be Commended on the TAKS writing assessment. 100% of students will write a composition that is scored a minimum of 2 on the TAKS scoring guide. 25% of students will write a composition that scores a 2 or a 4, while 50% of students will write a composition that scores a 3.	CLP CRW	Bi-monthly assessments-- Aug. 2008- June 2009	Teachers, Principal, Assistant Principal, Title I facilitators	None
1	Writing	Fourth grade students will complete two compositions each month to be scored by the classroom teachers, as well as, Title I facilitators and/or administrators.	Classroom teachers and/or Title I reading/IIT teachers or administrators will score the compositions using the TAKS Scoring Rubric. Once scored, teachers and administration will meet to discuss student performance, as well as, intervention strategies. Teacher will adjust instruction accordingly. Teachers will conference with students scoring less than a 4.	CLP GSF CRW	Bi-monthly August 2008 - June 2009	Teachers, Principal, Assistant Principal, Title I facilitator and IIT	None

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Writing	Third grade students will complete compositions each month to be scored by the classroom teachers, as well as, Title I facilitators and/or administrators.	Classroom teachers and/or Title I reading/IT teachers or administrators will score the compositions using the TAKS Scoring Rubric. Once scored, teachers and administration will meet to discuss student performance, as well as, intervention strategies. Teachers will adjust instruction accordingly. Teachers will conference with students scoring less than a 4.	CLP GSF CRW	Bi-monthly August 2008 - June 2009	Teachers, Principal, Assistant Principal, Title I facilitator and IIT	None
1	Science	Implement the use of 60 minutes every school day to provide quality science instruction to insure that our students, especially those who are economically disadvantaged, have access to a full range of science vocabulary, hands-on experiences, and are well prepared for science assessments.	100% of formative walk throughs during science instruction will indicate that teachers are following the daily science requirement of 60 minutes.	AL, CT, DI	August 2008- June 2009	Principal, Assistant Principal, Title I science facilitator, classroom teachers	
1	Science	K-5th grade students will articulate their understanding of science concepts through notebooking assignments which will be collected and read by classroom teachers, Title I facilitators and administrators.	The Principal will collect science notebooks from students in grades 3-5 at least once per nine weeks. The Assistant Principal will collect science notebooks from grade 2 students at least once per nine weeks and from K and 1 beginning in the second semester. Administrators will respond to students and to teachers about their students' individual and collective understanding of the science concepts taught. Teachers will adjust the curriculum and instructional strategies as necessary to insure success on the science TEKS. The Title I science facilitator will collect, read, and respond to student notebooks at least once per nine week period.	CLP GSF ITL	August 2008 - June 2009	Principal, Assistant Principal, Title I math facilitators, classroom teachers	None
1	Science	Teachers will use the district scope and sequence, clarifying statements and other resource documents to insure that our students who are Economically Disadvantaged will perform at exceptional levels (80% or higher) on science assessments.	100% of formative walk throughs will indicate that teachers are following the science scope and sequence and implementing use of SCOPE resources.	AV, AL, DI	August 2008- June 2009	Principal, Assistant Principal, Title I science facilitator, classroom teachers	
1	Science	Teachers at each grade level will complete and/or revise the grade level curriculum guides.	100% of walkthroughs will indicate that teachers are following the curriculum guides developed by the teams.		August 2008 - June 2009	Principal, Assistant Principal, Title I science facilitator, classroom teachers	None
1	Science	Teachers in grades PreK-5 will collaborate to develop assessments to track the progress of students as they master the science TEKS.	100% of all students will score a minimum of 70% on each assessment. Administrators and Title I teachers will monitor the assessments to insure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of fifth grade students will meet the minimum passing standard on the science TAKS. 50% of fifth grade students will be Commended on the TAKS science assessment.	CLP CRW	Bi-monthly assessments-- Aug. 2008- June 2009	Teachers, Principal, Assistant Principal, Title I facilitator	None
1	Science	Teachers will collaborate with each student to set monthly science learning goals.	Students will demonstrate mastery of the science TEKS on District and or campus-based assessments. 100% of walkthroughs will indicate that students have worked with teachers to set personal learning goals.	CLP	August 2008 - June 2009	Teachers, Principal, Assistant Principal, Title I facilitator.	None
1, 2	Science	The Title I science facilitator will observe in classrooms during science instruction.	The Title I science facilitator will observe in classroom in grades K-5. She will provide written and/or verbal feedback to the classroom teachers as to instructional strategies, work stations, and goal setting. Each teacher will be observed at least once per nine weeks, with new teachers being observed at two times during each nine week period.	CLP ITL	August 2008 - June 2009	Title I science facilitator, Teachers	None

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
4	Guidance	Counselors will meet with fifth grade students and their parents prior to the end of the fifth grade to discuss taking a rigorous curriculum in middle school.	100% of fifth grade students and parents will meet with the counselors as indicated by sign-in sheets.	GSF	APRIL 2009	Counselors	None
4	Guidance	Counselors will meet with all fifth grade students to identify areas of strength and weakness.	Each fifth grade student will conference with the counselors and complete the Student/Counselor Conference Form.	GSF	APRIL 2009	Counselors	None
2, 4	Guidance	Selected fourth and fifth grade students will attend peer mediation training.	Peer mediators will successfully complete the peer mediation training. Using their training, they will mediate minor conflicts between students under the supervision of an adult.	GSF	Oct. 2008- June 2009	Principal, Assistant Principal, Counselors	None
2, 4	Guidance	Third, fourth, and fifth grade students will understand the importance of planning for college and/or career by participating in Career Week and the College Fair.	100% of the students in grades 3-5 will be able to articulate the importance of attending college and will gather information about careers that interest them.	GSF	Spring 2009	Counselors, Principal, Assistant Principal	\$250.00 materials and refreshments for Speakers
2, 4	Safe and Drug Free	Staff will implement the CHAMPS program to effectively teach students grades PreK through 5 how to behave appropriately in a variety of instructional settings.	Discipline referrals to the office will decrease by 10% for the year.	GSF	August 2008 - June 2009	Counselors, Principal, Assistant Principal, Teachers (CHAMPS team)	None
2, 4	Safe and Drug Free	Continue to implement the Second Step Program to increase the students' ability to appropriately resolve conflict.	There will be a 10% decrease in the number of referred to the office for violent behavior.	GSF	August 2008 - June 2009	Classroom teachers, Counselors, Assistant Principal, Principal	None
2, 3	Accelerated Education At-Risk Parent Involvement	Provide parents with numerous opportunities to attend Parent Academy sessions that may include classes on: How to help your child with homework, how to positively discipline your child, how to communicate with your child's teacher/the school, how to apply for employment or how to enroll in GED or higher education courses.	The number of parents who complete the Parent Academy will increase to a minimum of 30.		Sept. 2008- June 2009	Family Specialists, Assistant Principal, Principal	\$500.00 for materials and refreshments
2, 3	Accelerated Education At-Risk Parent Involvement	Provide parents the opportunity to attend adult ESL classes.	The number of parents who attend and complete the adult ESL sessions will increase to 25.		Sept. 2008- June 2009	Family Specialists, Assistant Principal, Principal	\$200.00 for materials and refreshments
2, 3	Accelerated Education At-Risk Parent Involvement	Provide parents the opportunity to use computers in the library to access the Parent Portal and/or other library resources.	15% of parents will be trained to access the on-line resources, as well as, register on the Parent Portal.		Sept. 2008- June 2009	Librarian, Assistant Principal, Principal	None
2, 3	Accelerated Education At-Risk Parent Involvement	Provide parents the opportunity to attend "Parenting with Love and Logic" training sessions which will help parents know how to help their children with homework, how to handle conflict within the family, etc. Sessions will be conducted in both English and Spanish.	A minimum of 30 parents will attend the Love and Logic sessions. 100% of the participating parents will rate the sessions as a 3 or higher on the evaluation forms. They will also be able to articulate one new strategy that they learned and implemented at home with their children.		One session in the Fall and one sessions in the Spring.	Counselors, Family Specialists, Administration, Bilingual Specialist	\$600.00 for books/resource materials and refreshments
2, 3	Accelerated Education At-Risk Parent Involvement	Provide information to parents about Title I requirements, TAKS, NCLB, as well as, grade level/campus expectations for behavior and academic performance. "Breakfast with the Principal" sessions.	A minimum of 25% of parents will attend one or more of the information sessions		Sept. 2008 and Oct. 2008	Principal	\$150.00 for materials and refreshments

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1. 2. 4	Accelerated Education At-Risk	Students who exhibit the following character Traits will be recognized: honesty, integrity, courtesy, respect, kindness and leadership	Two students will be chosen from each classroom in grades K-5 to receive the Outstanding Owl certificate and incentives each nine week period.		Sept. 2008- June 2009	Assistant Principal, Classroom teachers	\$1000.00 for incentives
2, 3, 4	Accelerated Education At-Risk Parent Involvement	Local law enforcement will present information on gang activity in the area and how to protect their children from gang involvement, as well as, how to help prevent their children from abusing drugs and alcohol.	80% of parents will attend the meetings as indicated by sign-in sheets		Spring 2009	Counselors	None
1	Accelerated Education At-Risk Professional Development	All Certified staff members will complete a book study on building the connection between reading and writing by reading Mentor Text. Teachers will implement newly learned strategies into their classrooms, highlight lessons, share out in vertical teams.	100% of certified staff members will complete the book study by reading and responding to the book in vertical and horizontal teams.	CLP	August 2008- June 2009	Principal, Assistant Principal, Counselors, Title I facilitators, IIT, and district Reading specialist.	None
1	Accelerated Education At-Risk Professional Development	Classroom teachers in grades 2-5 will attend at least one Margaret Kilgo training session in one of the following areas: math, reading, writing, science	Teachers will use the information from these sessions to build assessments at the appropriate level of difficulty, specifically at Levels 3 and 4.	CLP	Fall 2008	Principal	\$7,500 for registration; \$2,200 for subs
2, 3	Accelerated Education At-Risk	Parents of students entering Pre-kinder and Kindergarten will be given the opportunity to visit Olmos Elementary to familiarize themselves with the teachers, programs, and expectations.	Parent participation will be verified by the use of sign-in sheets.		Spring 2009	Principal, Assistant Principal, Pre-Kindergarten teachers, Kindergarten teachers, Counselors	None
1, 2	Accelerated Education At-Risk Personnel-Reading	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in reading through: model teaching, classroom walkthroughs w/ feedback, book studies, etc. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, as well as provide reading intervention for students at SSI grade levels.	3TL CRW CLP	August 2008 - June 2009	Title I reading teacher, Principal	\$50,000 salary
1, 2	Accelerated Education At-Risk Personnel-Math	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in math through: model teaching, classroom walkthroughs w/ feedback, book studies, etc. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, as well as provide math intervention for students at SSI grade levels.	3TL CLP	August 2008 - June 2009	Title I math teachers, Principal	\$50,000 salary each Teacher 3-5 and Teacher PreK-2
1, 2	Accelerated Education At-Risk Personnel-Science	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in science through: model teaching, classroom walkthroughs w/ feedback, book studies, etc. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, as well as provide science intervention at grade 5.	3TL CLP	August 2008 - June 2009	Title I science teacher, Principal	50,000 salary
1	Special Education	All special education students will receive core reading and math instruction in the general education classroom. Resource pull-out will occur during non-core instructional periods, such as, SSR and WWW.	100% of special education students will have access to on-grade level instruction on the TEKS. 100% of special education students in grades 3-5 students will meet the ARD expectations on the TAKS test or TAKS-M tests.	3TL GSF	August 2008 - June 2009	Special education teachers, General education teachers, Title I teachers, Principal and Assistant Principal	None

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Special Education	All special education students will participate in all District and campus-based assessments.	100% of special education students will answer correctly at least 30% of the questions on the on-grade-level assessments.	3TL GSF	August 2008 - June 2009	Special education teachers, General education teachers, Title I teachers, Principal and Assistant Principal	None
2, 4	Discipline Management	Provide the opportunity to receive incentives for behavior, most improved, and/or academic achievement.	Teachers will award "Awesome Owl" tickets to students throughout the week for excellent behavior, extra effort, etc. Two students from each grade level will be chosen to receive the incentive each Friday during the school year.	GSF	August 2008 - June 2009	Assistant Principal, Classroom teachers	\$1,200 for incentives
1, 2	Attendance	Total student attendance for the 2008-09 school year will increase to 97.5% through the use of incentives and perfect attendance awards.	Students will be present and on time for school 97.5% of the time.	GSF	August 2008 - June 2009	Assistant Principal, Classroom teachers, Data Processor	\$500 for incentives