

**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  
OLMOS ELEMENTARY SCHOOL  
2005-2006**

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Board Goals					TARGET AREA	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly			
X					Research Based Strategies: 1. Identifying Similarities and Differences-- Classifying				X	Every teacher will use the strategy of classifying on a regular basis.	100% of walkthroughs will show evidence of students working on classifying. 100% of common assessments will show evidence of the classifying strategy.	August 2005-May 2006	Curriculum Coordinators, Laura Holson, Lesha Squires, Title I facilitators, IIT	
X					Vocabulary Development Process				X	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development.	August 2005-May 2006	Carol Harle, Laura Holson, Lesha Squires, Title I facilitators, IIT	
X					Strategies for Engagement: Say Something, and Think-Pair-Share				X	Every teacher will use the strategies	100% of walkthroughs and lesson plans will show evidence of strategies. Say Something and Think-Pair-Share	August 2005 May 2006	Carol Harle, Laura Holson, Lesha Squires, Title I facilitators, IIT	

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X					Reading	X				Continue to implement reading strategies that reflect Best Practices: reciprocal teaching, structured note-taking, think alouds, writing to learn, and graphic organizers.  Elementary level - Four Blocks (NCLB PL107-110-1B)	100% of elementary teachers will achieve a 3 or above on the Innovation Configuration for Four Blocks.  100% of students will pass the TAKS reading tests at grades 3-5. The number of students who receive the "Commended" rating will increase to a minimum of 30% of the total # of students taking the test.	August 2005 May 2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, All teachers	
X					Reading	X				Implement the District's benchmark assessments in grades 2-5 and Campus benchmark assessments for grades K, 1 NCLB PL107-110-1-A, H, I	100% of all students K-5 will be administered periodic assessments to determine reading progress. 100% of students will achieve a minimum score of 70% on each district benchmark assessment.	Monthly	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Bilingual specialist, All teachers	
X					Reading	X				Monitor benchmark assessments NCLB PL107-110-1-I, H, I	Administrative and data teams will use benchmark data to adjust curriculum. Meet w/ each grade level to discuss results and design intervention plans for each student not meeting standards.	August 2005-May 2006	Laura Holson, Leshia Squires, Administrative team, All teachers	

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X					Reading	X				Implement a common end-of-semester assessment for grades 3-5 students in order to guide reading instruction NCLB PL107-110-1-A, H	100% of grades 3-5 students will be administered common end-of-semester assessments.	August 2005-May 2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Biling. specialist, Teachers in grades 3-5	
X					Writing	X				Implement the K-5 scope and sequence for writing.	100% of students will pass TAKS writing test at grade 4. Number of students receiving "Commended" will increase to a minimum of 30% of the total number of students taking the test.	February, 2006	Classroom teachers, Laura Holson, Leshia Squires and administrative team	
X					Writing	X				Implement common instructional language and structure for the process of writing.	100% of classroom teachers will achieve a 3 or above on the Innovation Configuration for Process Writing.	August 2005-May 2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Biling. Specialist, All teachers	
X					Writing	X				Continue to provide teachers the opportunity to receive instruction and support in implementation of the writing workshop and in the essential elements of good writing. NCLB PL 107-110 C	100% of teachers will receive instruction in Four Blocks, Six Traits, or writing workshop as appropriate to grade level.	August 2005-May 2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Biling. Specialist	

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X					Writing	X				Continue to assess the writing program to guide instruction in K - 5 NCLB PL107-110-1-A, H, I	100% of students at grades K - 5 will be administered periodic assessments to determine progress in writing.	Fall, Winter, and Spring of 2005-2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Biling. Specialist, All teachers	
X					Writing	X				Monitor benchmark assessments NCLB PL107-110-1-A, H, I	Administrative and data teams will use benchmark data to adjust curriculum. Meet w/ each grade level to discuss results and design intervention plans.	August 2005-May 2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Biling. Specialist, All teachers	
X					Mathematics	X				Continue to implement the North East Scope and Sequence for Grades K through 5	100% of students will score a minimum of 70 on each district benchmark assessment.  100% of formative walkthroughs will indicate adherence to district sequence. 100% of students will pass TAKS math test at grades 3-5. Number of students receiving "Commended" will increase to a minimum of 30% of the total number of students taking the test.	October, 2005 February, 2006; monthly	Laura Holson, Leshia Squires, Nila Parra, All teachers	

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X					Mathematics	X				Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse, and * use of appropriate tools. (NCLB PL107-110-1B)	100% of teachers will score a 3 or above in teaching mathematics on the Mathematics Innovation Configuration.  100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	August 2005 - May 2006	Laura Holson, Leshia Squires, Nila Parra, All teachers	
X					Mathematics	X				Continue to implement the campus-based assessment program to guide mathematics instruction in grades K-5 NCLB PL107-110-1-A, H, I	100% of students at grades K-5 will be administered periodic assessments to determine progress in mathematics	Fall, Winter, and Spring of 2005-2006	Laura Holson, Leshia Squires, Nila Parra, All teachers	
X					Mathematics	X				Monitor district benchmark assessments NCLB PL107-110-1-A, H, I	Administrative team will use benchmark data to adjust curriculum. Meet w/ each grade level to discuss results and design intervention plans.	Fall, 2005 Winter, 2005 Spring 2006	Laura Holson, Leshia Squires, Nila Parra, All teachers	
					Mathematics	X				Use Math Exemplars as a way to extend and differentiate instruction	100% of teachers, K-5 will use exemplars to reinforce a math concept taught.	Minimum of one exemplary per month September 2005 to May 2006	Laura Holson, Leshia Squires, All teachers.	

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X					Science	X				Integrate the use of effective teaching practices into the science program including the 5 E's Lesson Cycle, KWL, Word Walls, and Concept Mapping (NCLB PL107-110-1B)	100% of the formative walkthroughs will indicate use of effective teaching strategies.	August 2005 - May 2006	Laura Holson, Lesha Squires, All teachers	
X					Science	X				Develop and implement common semester assessments NCLB PL107-110-1-A, H, I	100% of students in grades 1-5 will participate in the common semester assessments.	December, 2005 May, 2006	Laura Holson, Lesha Squires, Tracy Wenthe All teachers	
X					Science	X				Teachers will attend training to develop the use of effective questioning techniques that guide the students to make connections to the Unifying Concepts in Science NCLB PL 107-110 C	100% of formative walkthroughs will indicate the use of questioning strategies	2005-2006	Laura Holson, Lesha Squires, Tracy Wenthe, All teachers	
X					Science	X				Science will be taught using the 5 E's Lesson Cycle. (NCLB PL107-110-1B)	Students in classes piloting the electronic student portfolio will include a minimum of five products that reflect the 5E's.	August 2005 - May 2006	Laura Holson, Lesha Squires, Tracy Wenthe Teacher volunteers	

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X					Science	X				Students will demonstrate knowledge of the science process by conducting research and producing a product for the school science fair or participate in a combined Math/Science night (NCLB PL107-110-H, I	Every student in grades K-5 will participate in a school-wide science fair/Math and Science Night	Fall 2005	Laura Holson, Lesha Squires, Science Committee, All teachers	\$50.00 per grade level for materials-- budgeted funds
X					Social Studies	X				Teachers will understand and implement vertical alignment of Social Studies TEKS and their relationship to secondary assessments. NCLB PL 107-110 C	100% of formative walkthroughs will provide evidence of teaching strategies applicable to TEKS and to secondary assessments.	2005-2006	All teachers, Science/SS committee, Laura Holson, Lesha Squires	
X					Library Services	X				Use Big Six Research Strategy, Grades 2 - 5NCLB PL 107-110-1-B	Librarian will guide research projects in Lang. Arts, Science, and Social Studies.	First and second semester	Librarians, Teachers, Technology Coordinator,	
X					Library Services	X				Librarian will implement an incentive program to encourage students to increase the time spent on reading and/or number of books read.	Student check out of library materials will increase by 10%.	On-going	Librarian, Teachers and students	
X					Library Services	X				Maintain focus on TEKS and curriculum integration.	Librarians will create integrated TEKS unit to be posted online in shared library folder.	Every six weeks	Diane Hopkins, Principal	

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X					Dyslexia	X				Continue to implement a dyslexia program that meets state mandated requirements. NCLB PL107-110-1-B	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.	Meet a minimum of four times per week	Laura Holson, Michele Jackson, All teachers, STAT teams	
X					ESL/Bilingual	X				Implement NE ESL Scope and Sequence	80% of students taking the pre and post oral assessments will gain at least one-half year of language development.	Fall 2005 Spring 2006	Bilingual/ESL Specialist, Bilingual/ESL teachers, Teachers with LEP denials	
X					Spanish Reading	X				Bilingual teachers will attend staff development to strengthen Spanish Building Blocks and Four Blocks Model with a focus on integrating technology. NCLB PL 107-110 C	The staff development evaluations will indicate exceeds expectations in 95% of the responses.  Staff development surveys of use will indicate 100% of participants used information in current position.	September, 2004 December, 2004 March, 2005	Laura Holson, District bilingual literacy specialist, Biling. Specialist, All Bilingual teachers	
X					Special Education	X				Attend staff development regarding appropriate referrals and service delivery options to campus STAT leaders. NCLB PL 107-110 C	10% reduction of referrals to special education.	August 2005-May 2006	Laura Holson, Lesha Squires, Deya Escamilla, Mary Martinez, Special education teachers	

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X					Special Education	X				Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum. NCLB PL107-110-H, I	Increase the number of students with disabilities served in general education settings by 5%	Monitor each nine weeks period	Laura Holson, Lesha Squires, Deya Escamilla, Mary Martinez, Special education teachers	
					Special Education	X				Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations). NCLB PL 107-110-1-A, H	ARDs and initial evaluations for all students will occur on time.	Monthly	Laura Holson, Lesha Squires, Special education teachers	
X					Accelerated Education At Risk	X				Provide extended day tutoring sessions for those students needing additional academic support	100% of students needing additional support will be offered extended day tutoring.	September 2005-May 2006	Laura Holson, Lesha Squires, Title I specialists and all classroom teachers.	

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X					Accelerated Education At Risk	X				Increase affective, cognitive and linguistic needs of the limited English proficient students NCLB PL 107-110-1-B, G, H, I	100% of the ESL/Bilingual students will pass TAKS in the language in which they are assessed  100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE).	April 2006  April, 2006	Bilingual/ESL Specialist, Bilingual/ESL teachers	
X					Accelerated Education At Risk  Discipline Management	X				Provide a quality alternative education program (established under Section 37.005) in a highly structured environment at the JJAEP and district alternative centers. NCLB PL 107-110-1-J	1% decrease in discipline referrals to the district alternative centers.  1% decrease in enrollment at Alternative Centers and JJAEP.	June, 2006	Laura Holson, Leshia Squires, Deya Escamilla, Mary Martinez	
	X	X			Accelerated Education At Risk	X				Implement effective parental involvement activities to improve student academic achievement, school performance and attendance. NCLB PL 107-110-1-F	1% increase in student attendance campus wide  1% increase in parent attendance at school activities at each elementary Title I campus.	June, 2006  June, 2006	Laura Holson, Leshia Squires, Deya Escamilla, Mary Martinez, Data processor	

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X					Accelerated Education At Risk Professional Development	X				Provide professional development in Differentiated Instruction	100% of the teachers will take part in two book studies on Differentiated Instruction and implement strategies learned in their daily instruction.	Summer 2005 and Spring 2006	Administrators and all teachers	
X					Accelerated Education At Risk Professional Development	X				Provide professional development in Differentiated Instruction and Questioning Strategies	100% of the personnel will attend professional development provided by the campus and district.	Monthly in extended planning sessions and/or faculty meetings	Laura Holson, Lesha Squires, Title I facilitators and IIT	
X					Accelerated Education At Risk Professional Development	X				Provide professional development that will improve the quality of student conversation and discussion occurring during math classes	100% of classroom teachers will participate in book study on Math Talk. Administrators will observe an increase in the quantity and quality of student discussion about math concepts.	September 2005-December 2005 (book study) Implementation of strategies and improvement in discussion September 2005 - May 2006	Laura Holson, Lesha Squires, Math Facilitators, All classroom teachers.	
X					Accelerated Education At Risk Professional Development	X				Provide high quality professional development that will improve the teaching of academic subjects. NCLB PL 107-110-1-D	100% of the personnel working at Title I campuses with At Risk students will attend staff development related to methods and instructional strategies to strengthen the core academic program in school.	August 2005 - May 2006	Laura Holson, Lesha Squires, Title I specialists, All Teachers	Title I Funds

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		X			Accelerated Education At Risk  Parental Involvement	X	X			Implement effective parent involvement activities to improve student academic achievement, school performance and attendance. NCLB PL 107-110-1-F	1% increase in student attendance districtwide at the Title I elementary and middle school campuses.	Every nine weeks	Laura Holson, Lesha Squires, Deya Escamilla, Mary Martinez	Title I Funds
X					Accelerated Education At Risk	X	X			Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the district AEIS report and present results to staff  100% of students with special needs will pass TAKS and/or SDAA II.	Sept, 2005	Laura Holson, Lesha Squires, All teachers	
X					Accelerated Education At Risk Personnel	X				Principals will actively recruit and hire highly qualified teachers NCLB 107-110-1-C	Personal rosters and recruiting records will show personnel interviewed and hired for Title I campuses are fully qualified	June 2005 -May 2006	Laura Holson, Lesha Squires	
X				X	Technology Applications	X				Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify staff development needs in technology, technology trainers, and campus infrastructure needs	100% of Technology Committee members will be represented at every meeting.	Monthly	Laura Holson, Lesha Squires, Campus Technology Committee Representatives (one per grade level, team, department).	

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X				X	Technology Applications	X				Campus Technology Committees will meet a minimum of once per month with Educational Technology Staff to identify staff development needs in technology, technology trainers, and campus infrastructure needs	Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area.  100% of teachers will participate in at least nine hours of staff development that has a technology component as measured by the Professional Development Planner.	Yearly  Semester	Laura Holson Campus Technology Committee Representatives (one per grade level, team, department),	
	X	X		X	Technology Applications	X				Teachers will utilize GradeSpeed, Pandion, and TeacherWeb software to manage grades and improve communication with staff, students, and parents	100% of teachers who report numerical grades will use GradeSpeed to record grades.  100% of teachers who report numerical grades will use GradeSpeed to upload nine-weeks grades.  100% of teachers will post essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly  Nine weeks  Daily to Weekly	Laura Holson, Leshia Squires, Carmen Juarez (DP), Classroom teachers.	

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X					Technology Applications	X				Teachers and students will utilize keyboarding software, equipment and staff development to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests provided with software and developed by Career and Technology Education.	Twelve-weeks	Laura Holson, Leshia Squires, Classroom teachers, Campus Technology Experts	
X					Technology Applications	X				Teachers and students will utilize classroom computers, digital cameras and scanners to create electronic student portfolios.	100% of students in each of the pilot classrooms will demonstrate mastery of grade level technology standards by creating electronic portfolios and by saving to CD. Portfolios will showcase completed student work. Teachers will also create a professional electronic portfolio that will become part of the teachers' summative conference.	On-going	Laura Holson, Leshia Squires, Pilot teachers, students, and Ed Tech specialist.	Budgeted funds
X					Technology Applications	X				Classroom teachers K- 5 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 district proficiency tests, rubrics, and a student portfolio stored on a CD.	Nine weeks	Laura Holson, Leshia Squires, Classroom teachers, Campus Technology Experts	Budgeted funds



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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly			
X				X	Safe and Drug-Free	X				Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report	5% campus reduction in incidents of violence and drug use as indicated in the following: (using yearly data) - PEIMS Data - Drug, Alcohol, and Violence Report from Pupil Personnel Services - STAN Quantifiable Measures Report - Mediation Reports by campus - PAL Six Weeks Training and Service Reports	September, 2005 May, 2006	Laura Holson, Leshia Squires, Deya Escamilla, Mary Martinez, PAL teachers at Lee H.S.	
X			X		Guidance	X				Organization, planning, and evaluation of campus guidance programs	110% of campuses will submit yearly guidance plansm program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress	September, 2005 December 2005, June, 2006	Laura Holson, Leshia Squires, Deya Escamilla, Mary Martinez, Guidance Director	
X	X	X			Guidance	X				Decrease non-guidance tasks to increase time in counselor role and guidance program components	100% of guidance counselors will reduce non-guidance tasks and activities in half	August 2005-June 2006	Laura Holson, Deya Escamilla, Mary Martinez, Guidance Director	

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		X			Guidance	X				All elementary 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 (TEC 33.001-33.009)	Parent sign-in sheets will show 100% compliance	April 2005	Laura Holson, Leshia Squires, Deya Escamilla, Mary Martinez	
					Guidance	X				Meet with all fifth grade students to identify students' strengths and weaknesses and to identify individual goals	100% completion of the Student/Counselor Conference Form	January-March 2006	Deya Escamilla, Mary Martinez	
	X		X		Discipline Management	X				Continue to implement Behavior Management Plan which includes character education for district-wide implementation.	Review the district-wide behavior management plan	August, 2005	Laura Holson, Leshia Squires	
	X		X		Discipline Management	X	X	X		Staff development for all school personnel for BMP implementation	100% of staff members will receive training.	August, 2005	Laura Holson, Leshia Squires	
X	X	X			Reading	X				Implement a combined Technology and Literacy Night for parents and students. NCLB PL 107-110-1-F	100% of students and parents grades K-5 will attend the Technology/Literacy Night	Spring, 2006	Laura Holson, Leshia Squires, classroom teachers, Elsa Gutierrez	\$50.00 per grade level for materials-- budgeted funds
X	X	X			Reading	X				Implement a TAKS Information Night for parents NCLB PL 107-110-1-F	100% of parents of students in grades 3-5 will attend the TAKS awareness night	October, 2005, February, 2006	Laura Holson, Leshia Squires, third, fourth, fifth grade teachers, Elsa Gutierrez, Michele Jackson, Tina Gonzales	\$50.00 for handouts-- budgeted funds

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X					Reading	X				Implement campus-based assessments at grades K-5 to guide reading instruction	100% of students at grades K-5 will be administered periodic assessments to determine progress in reading	August 2005 - May 2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Classroom teachers	
X					Reading	X				Implement periodic assessments of students' progress on specific reading skills, including comprehension	100% of students at grades K-5 will demonstrate mastery of reading skills taught through periodic assessments, Marie Clay (Kinder), TPRI, TSSPRI, John's BRI.	August 2005-May 2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Classroom teachers.	
X					Reading	X				Implement periodic assessment of students' fluency	100% of students at grades 1-3 will demonstrate reading fluency. First grade--60 wpm, Second grade--90 wpm, Third grade--120 wpm	Monthly	Laura Holson, Leshia Squires, Elsa Gutierrez, Michele Jackson, Classroom teachers	
X					Mathematics	X				Implement a TAKS Information Night for parents NCLB PL 107-110-1-F	100% of parents will attend the training sessions.	Fall, 2005	Laura Holson, Leshia Squires, Nila Parra, Classroom teachers	\$50.00 for graphics-- budgeted funds

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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly			
X					Mathematics	X				Implement a "Math Answer of the Week"	Students will be given an answer each week. Students will work as individuals/partners/groups to create a math problem to match the answer. Teachers will verify accuracy and turn in to the Title I math facilitator. Facilitator will choose the most creative and accurate representation of the problem/answer at each grade level.	August 2005-May 2006	Laura Holson, Leshia Squires, Nila Parra, Classroom Teachers	\$400.00 in incentives-- budgeted funds
X			X		Mathematics and Science	X				Implement a Parent Involvement Night NCLB PL 107-110-1-F	100% of students and parents grades K-5 will attend the Family Math and Science Night	Fall 2005	Laura Holson, Leshia Squires, Nila Parra, Classroom teachers	\$ 50.00 per grade level for materials
X			X		Mathematics	X				Continue to implement Math Investigations as the framework for teaching mathematics in grades K-5.	100% of formative walkthroughs will indicate use of Math Investigations in classrooms K-5.	August 2005 - May 2006	Laura Holson, Leshia Squires, Nila Parra, Classroom Teachers	
X					Professional Development	X				Provide staff development regarding assessment.	Teacher representatives will attend Margaret Kilgo training on how to write assessments that are aligned with TEKS and TAKS.	Oct-05	Teacher representatives in grades 1-5.	

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X					Professional Development	X				Provide staff development regarding data analysis as taught by Margaret Kilgo	Teacher representatives will attend Margaret Kilgo training, return and teach the remainder of their team. Information learned will be used in planning instruction.	Fall 2005	Teacher representatives in grades 2-5.	
X					Professional Development	X				Provide staff development for teachers regarding TEKS and TAKS.	100% of teachers will be able to articulate the TEKS at their grade level and in the core subject areas as tested on TAKS. TEKS taught will be indicated in lesson plans.	Weekly; August 2005-May 2006	Laura Holson, Leshia Squires, Elsa Gutierrez, Nila Parra, Michele Jackson, Biling. Specialist	
			X		Safe and Drug-Free	X				Provide a parent training session (S.A. Council on alcohol and Drug Abuse) on the signs and symptoms of drug abuse and how to talk to children about drugs and alcohol. NCLB PL 107-110-1F, J	100% of parents will attend the training sessions and will rate the session as a 3 or higher on the evaluation	Fall 2005	Mary Martinez	
	X		X		Safe and Drug-Free	X				Provide a student training session at grade 5 (SACADA) on The Danger of Drugs and What to do if Someone Approaches You With Drugs.	100% of fifth grade students will be able to articulate the dangers of drugs to kinder and first grade students within their vertically aligned "family".	Fall 2005	Mary Martinez, classroom teachers	

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	X	X	X		Technology Applications and Library Services Parent and community involvement	X				Librarian will offer and implement a class for parents and community members that will introduce them to the Library portal and other library data bases.	Parental use of the library will increase by 10%.	Fall 2005 Spring 2006	Velma Latronico	
			X		Safe and Drug-Free	X				Continue to implement the Second Step Program to increase students' ability to appropriately resolve conflict. NCLB PL 107-110-1-J	100% of teachers will implement the program. There will be a 10% decrease in violent behavior in students in grades K-5 as indicated by discipline referrals.	Discipline referrals tabulated monthly August through May	Laura Holson, Leshia Squires, Classroom teachers	
X	X	X	X		Accelerated Education At Risk Parent Involvement	X				Provide parents the opportunity to attend Parent Academy sessions intended to increase parental involvement in the school, educate parents on how to help their children and to introduce parents to the opportunities of higher education. NCLB PL 107-110	Increase the number of parents who complete the Parent Academy from 25 to 30.	August 2005-May 2006	Laura Holson, Leshia Squires, Mary Martinez	
X		X	X		Accelerated Education At Risk Parent Involvement	X				Provide parents the opportunity to attend Adult ESL classes	A minimum of 10 parents will attend 100% of the offered ESL classes	August 2005-May 2006	Mary Martinez	

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1	2	3	4	5				Impact on student and/or teacher learning measured quarterly				
X	X	X	X		Accelerated Education At Risk Parent Involvement	X		Provide parents the opportunity to attend Parenting with Love and Logic training which will educate parents on how to help their children with homework, peer/family conflict, etc. NCLB PL 107-110-1-D, F, J	100% of participating parents will rate the sessions as a 3 or higher on the evaluation. They will articulate one new strategy learned and how they plan to use the strategy with their children. There will be a 10% increase in the number of parents attending these sessions.	Two sessions in the Fall 2005; two sessions in the Spring 2006	Lesha Squires, Deya Escamilla, Mary Martinez, Araceli Rios, Cindy Cardenas, Victoria Martinez	\$100.00 for refreshments, \$200.00 for paraprofessional overtime (babysitting services) and \$500.00 for materials including books.
	X		X		Discipline Management	X		Continue to implement a weekly incentive program to reward outstanding attendance, behavior, most improved and/ or academic achievement	Teachers will give "Awesome Owl" awards to students throughout the week. Two students from each grade level will be chosen to receive the incentive each Friday.	August through May	Lesha Squires, Classroom teachers	\$1,300.00 annually
	X		X		Accelerated Education At Risk	X		Implement a recognition program for students exhibiting honesty, integrity, courtesy, respect, kindness, and leadership	Two students from each classroom K-5 will be chosen to receive the Outstanding Owl certificate and incentive each nine weeks.	Each nine weeks period	Laura Holson, Lesha Squires, Classroom teachers	
	X		X		Accelerated Education At-Risk Parent Involvement	X		Continue the "Breakfast with the Principal" information sessions at which parents will receive information about student achievement, programs, NCLB, academic expectations, etc. NCLB 107-110 1-A, F	20% of parents at any one grade level will attend the sessions.	September, 2005 May, 2006	Laura Holson, Lesha Squires, Bilingual specialist, Elsa Gutierrez, Nila Parra, Michele Jackson	\$600.00 for materials and refreshments

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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly			
	X		X		Discipline Management	X				All kindergarten students will be provided with a communication folder.	Students will take the communication folder home each week for parent signature and discussion of contents	August 2005-May 2006	Kindergarten teachers, Leshia Squires, Laura Holson	
	X		X		Discipline Management	X				All students in grades 1-5 will be provided a bound agenda in which they will write the daily agenda and homework. Teacher will communicate with parents through the agenda.	Students will take the agenda home daily for parent discussion and signature.	August 2005-May 2006	Classroom teachers, Leshia Squires, Laura Holson	Approximately \$3.00 per student in grades 1-5 (600) for a total cost of approximately \$ 1,800. Students will pay. Students will pay full replacement cost of \$6.00.
	X		X		Safe and Drug-Free	X				SAPD and the Wuzz Up program will present information on gangs and how to avoid involvement in gangs to students in grades 4, 5. NCLB PL 107-110-1-F, j	All students in grades 4, 5 will be able to articulate to parents and teachers the dangers of gang involvement and how they plan to avoid involvement.	Spring 2005	Deya Escamilla, Mary Martinez	
					Attendance	X				Total student attendance for the 2005-2006 school year will increase to 97%	Students will be present and on time 97% of the school year.	Monthly	Laura Holson, Leshia Squires, Carmen Mendoza, Classroom Teachers, Counselors, Family Specialists	

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	X	X	X		Accelerated Education At Risk Parent Involvement	X				SAPD will present information on gang activity in area and how to protect children from gang involvement and prevention of drug/alcohol abuse. NCLB PL 107-110-1-F, J	100% of Olmos Parents will attend meeting on prevention of drug/alcohol abuse and gang involvement as evidenced by sign-in sheets.	Spring 2005	Deya Escamilla, Mary Martinez	
X	X		X		Safe and Drug-Free	X				Implementation of Safe and Drug Free Guidance Lessons Grades K-5 NCLB PL 107-110-1-B, J	Counselor lesson plans will indicate 100% compliance	October, 2005	Deya Escamilla, Mary Martinez	\$50.00
X	X		X		Safe and Drug-Free	X				Plan and implement Red Ribbon Week activities for drug awareness NCLB PL 107-110-1-B, F, J	Calendar of events to be posted on the campus web page and distributed to parents and the community.	October, 2005	Deya Escamilla, Mary Martinez	\$250.00
X	X				Safe and Drug-Free	X				Establish individual and small group counseling sessions to discuss the responsibilities of being drug free in grades K-5 NCLB PL 107-110-1-J	Counselor logs will indicate compliance	Fall, 2005 Spring, 2006	Deya Escamilla, Mary Martinez	\$100.00
X	X				Safe and Drug-Free	X				Schedule the Lee PALS to perform the Proud to be Drug Free play for all students K-5 NCLB PL 107-110-1-J	Counselor logs will indicate 100% compliance. Students will design posters that indicate what a drug free community looks like. Winners from each grade level will be chosen and displayed in front office.	Fall, 2005	Deya Escamilla, Mary Martinez, Lee and ISA PALS	

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X	X				Accelerated Education At Risk Professional Development	X				Staff will meet to design common assessment instruments, discuss TEKS, plan intervention programs for students working below grade level and research Best Practices NCLB PL 107-110 C	100% of all classroom teachers will meet during the scheduled extended planning session a minimum of two times each month.	Extended planning sessions, 2 per semester (1/2 day sessions per grade level) and extended planning sessions at least 2 times per month (additional 50 min)	Laura Holson, Lesha Squires, Elsa Gutierrez, Nila Parra, Michele Jackson, Biling. Specialist	\$6,600.00 for substitutes for 4 1/2 day sessions --Title I
					Special Education	X				Provide training for general education teachers in differentiated learning and teaching strategies, modifications, strategies for working with the ADD and ADHD student NCLB PL 107-110 C	100% of all classroom teachers will receive staff development as evidenced by sign in sheets	Fall 2005	Laura Holson, Lesha Squires, Special education coordinator, Special education teachers	
					Accelerated Education At-Risk	X				Provide opportunity for parents and children in pre-kindergarten to visit Olmos to familiarize themselves with the teachers, programs, and expectations NCLB PL 107-110-1-F, G	100% of students in pre-kindergarten classes within the District will attend as evidenced by sign-in sheets.	Spring 2006	Laura Holson, Kindergarten teachers, Elsa Gutierrez, Nila Parra, Michele Jackson, Bilingual specialist	\$200.00 for materials and refreshments

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					Accelerated Education At-Risk	X				Provide additional opportunities for remediation in reading, writing, and math NCLB PL 107-110-1-I	Students, in grades K-5, scoring less than 70% on district benchmarks or campus assessments will attend tutoring sessions provided: before, during or after school	September 2005-April 2006	Laura Holson, Leshia Squires, Classroom teachers	