

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning..

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
STONE OAK ELEMENTARY
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL E	CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5					Impact on student and/or teacher learning measured quarterly			
X					Reading/ELA	X	2C	Support implementation of before,during and after reading strategies in the core content areas using a variety of instructional activities. Best Practices to be used include: Four Blocks; TPRI; Benchmarking; RAP; Reading Inventories; Think Alouds; Literature Circles; Readers Theatre; Accelerated Reader; Book Buddies; Writing to Learn; and Graphic Organizers, Strategies learned in book studies will be implemented.	All walkthroughs will indicate appropriate application of the reading and thinking strategies; 100% of students in grades 3-5 will meet expectations on TAKS reading test.	Fall 2005-Spring 2006	Terri Chidgey, Kristen Ray, John Purcell, IIT, Classroom and Special Education	\$2,500.00
X					Reading/ELA	X	2E & 2M	Provide training, support and deeper application of Building Blocks(K) and Four Blocks(1-5), as well as writing workshop, the essential traits of good writing, and strategies for all steps in the writing process through campus and district staff development.	Using the Administrator's Guide to the Four Blocks the Administrator's Guide to Building Blocks, and using "What to Look For in the Writing Classroom Checklist", walkthroughs will indicate the appropriate implementation and application of Building Blocks(K) and Four Blocks (1-5), writing workshop, the essential traits of good writing, and strategies for all steps in the writing process.	Fall 2005-Spring 2006	Terri Chidgey, Kristen Ray, John Purcell, IIT, Classroom and Special Education Teachers	

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X					Reading/ELA	X	2G	Implement and monitor a benchmark assessment program to guide reading and writing instruction: Reading grades 2-5; Writing/ELA grade 4.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress; 100% of students at grade 4 will be administered periodic benchmark assessments to determine writing/ELA progress.	Fall 2005 December 2006	Terri Chidgey, Kristen Ray, John Purcell, IIT, Data Team, Classroom and Special Education Teachers	
X					Reading/ELA	X	2I	Improve student writing by aligning instruction through a K - 5 scope and sequence for writing.	100% of grade 4 students will pass TAKS writing test.	February 2006	Terri Chidgey, Kristen Ray, Classroom Teachers, IIT	
X					Reading/ELA	X	2L	Provide all new teachers training in common instructional language and structure for the process of writing in all writing classrooms K-5.	100% of new teachers will receive training in the use of Writing Workshop and/or 6-Trait writing as appropriate to grade level.	August 2005 May 2006	Cluster Reading Specialist, Terri Chidgey, Kristen Ray, Classroom Teachers, IIT	
X					Reading/ELA	X	2O	Develop and implement a writing common end of semester assessment for students in grade 3.	100% of the students in grade 3 will score a minimum of 70 on the end of semester assessment .	December 2005 May 2006	Grade 3 Teachers	

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					Reading/ELA	X	2P	Support teachers in utilizing Say Something, Think Pair-Share, Classification, The Five Step Vocabulary Method on a regular basis in the instruction of reading and ELA through direct instruction and by modeling the strategies in department staff development.	Using the "What to Look For in the Writing Classroom Checklist" and "What to Look for in the Reading Classroom", all formative walkthroughs or snapshot visits will indicate appropriate application of best practices of writing and reading instruction including the use of strategies like Say-Something, Think-Pair Share, Classification, The Five Step Vocabulary Method.	Fall 2005-Summer 2006	Terri Chidgey, Kristen Ray, John Purcell, IIT	
X					Mathematics	X	3A	Utilize the revised North East Scope & Sequence for Grades K-5.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Cluster Math Specialist, K-5 Classroom Teachers	

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1	2	3	4	5					Impact on student and/or teacher learning measured quarterly			
X					Mathematics	X	3B 3C	Integrate the use of the following Best Practices into the math program: *inquiry (TERC Investigations) *class discourse (Think, Pair, Share; identifying similarities and differences; classifying; build vocabulary; Say Something) and use of appropriate tools and teaching strategies *Problem solving strategies *Exemplars *Vocabulary development process	Using the "What to Look for in the Mathematics Classroom Checklist", 100% of formative walkthroughs will indicate application of skills acquired.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Cluster Math Specialist, K-5 Classroom Teachers	\$1,000
X					Mathematics	X	3J	Administer and monitor benchmark assessments in grades 2-5.	100% of teachers grades 2-5 will administer the benchmark and review benchmark data, adjust curriculum to match student needs and tutor students working below grade level using Destination Math.	Fall 2005 and Winter 2006	Terri Chidgey, Kristen Ray, John Purcell, Cluster Math Specialist, 2- 5 Classroom Teachers	
X					Mathematics	X	3K	Monitor and administer common end of semester assessment for grade 2 to meet the TEKS, levels of Bloom's and Kilgo's standards.	100% of the students in grade 2 will be administered a common assessment and score at least a 70% on the end of semester assessment.	December 2005 May 2006	Terri Chidgey, Kristen Ray, Cluster Math Specialist, Grade 2 Teachers	

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X					Science	X	4A	Teachers will provide all students with a safe environment in which to learn science by implementing the Texas Science Safety Standards.	100% of the formative walkthroughs will demonstrate compliance to the Texas Science Safety Standards.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Cluster Science Specialist, Classroom Teachers	
X					Science	X	4B	Teachers will ensure that all students have an equal opportunity for learning by implementing a standards-based education.	100% of the formative walkthroughs will indicate adherence to the district scope and sequence.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Cluster Science Specialist, Classroom	
X					Science	X	4C	Integrate inquiry based instruction to increase student achievement including: *5 E's *Questioning to target higher order thinking *Questioning that targets the unifying concepts in science	100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Cluster Science Specialist, Classroom Teachers	\$300
X					Science	X	4D	Integrate the use of the following best practices to target diverse learners including: 80-60-40; laboratory and field investigations; KWL; Word Wall; vocabulary development process; Say Something; Think, Pair, Share; classifying; concept mapping; reflection journals; using technology to enhance critical thinking; and content specific inclusion support.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Cluster Science Specialist, Classroom Teachers	

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X					Science	X	4E	Administer and monitor end of semester common assessment in grade 5 and benchmark tests.	100% of the students in grade 5 will be administered benchmark tests. 100% of the students in grade 4 will be administered the common assessment at the end of the semester. Teachers will review benchmark data and common assessment results and adjust curriculum to match student needs and tutor students working below grade level.	December 2005 May 2006 (common assessment) Fall 2005-Winter 2006 (benchmark tests)	Terri Chidgey, Kristen Ray, John Purcell Cluster Science Specialist, Grade 4 Teachers	
					Science	x	4F	Teachers will attend professional development such as Science Collaborative on Promoting Excellence (S.C.O.P.E.) sessions, to assist teachers in developing competency in science with a focus on Earth Science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every nine weeks	Terri Chidgey, Kristen Ray, John Purcell, Cluster Science Specialist, Classroom Teachers	
X					Science	X	4G	Align instructional resources to support standards based instruction (TEKS) including specific areas posted on Triand.	Access and use district exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners. 100% of grade 5 teachers will have access to Triand.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Cluster Science Specialist, Classroom Teachers	

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X					Social Studies	X	5A	Utilizing the North East Scope and Sequence for social studies instruction, teachers will implement technology into subject area and Core Knowledge units through professional development, exemplar lesson plans and modeling best practices such as: classifying; Say Something; Think, Pair, Share; and the vocabulary development process.	Fifth grade common assessment and social studies snapshot walkthroughs will indicate adherence to district scope and sequence. Instructional strategies in social studies that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners.	June 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, POC-Eric McGarrah, Classroom Teachers	
	X		X		Kinder	X	6A	Teachers will attend Professional Development in order to incorporate the Kindergarten TEKS with research based instructional practices such as: vocabulary development process; Say Something; Think, Pair, Share, and classifying that maximize student achievement gains.	One Stone Oak Kinder teacher will represent our campus on the District Task Force to provide the engagement in common planning and implementation of curriculum. Cognitive coaching, and paired teaching strategies will be taught during grade level planning.	Fall 2005 Winter 2006	Terri Chidgey, Kristen Ray, John Purcell, Carol Harle, Coordinators, Kinder Classroom Teachers	

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	X		X		Kinder	X	6B	Kinder and PPCD teachers will attend afternoon trainings based on survey of teacher needs- Behavior Management, Higher Order Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies.	Teachers will implement two strategies in his/her classroom that were presented in afternoon training sessions.	2005-2006 Monthly	Terri Chidgey, Kristen Ray, John Purcell, Carol Harle, Coordinators, Kinder Classroom Teachers/PPCD Teacher	
X	X		X		Gifted/Talented	X	8A	GT teacher will integrate Systems Thinking in the four core G/T curriculum areas.	100% of G/T teachers will incorporate Systems Thinking strategies in core G/T curriculum units.	Each nine-weeks	Kay Stotts, Laura Caruso	
X	X				Gifted/Talented	X	8C	GT teacher will implement Understanding by Design (UBD) curriculum units.	100% of the curriculum units will reflect UBD design elements. On a rubric designed for UBD, 100% of students will score three or above.	Each nine-weeks Third and fourth nine-weeks	Kay Stotts, Laura Caruso	
					Gifted/Talented	x	8E	Refocus on techniques of Socratic Dialogue through inservice using video presentations of NEISD G/T students.	100% of G/T teachers will use Socratic Dialogue. 100% of G/T elementary students will practice Socratic Dialogue.	Each Nine Weeks Each Nine Weeks	Kay Stotts, Laura Caruso	

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					Gifted/Talented	x	8G	Continue the implementation of district initiatives: Student Engagement, Vocabulary Development, Say Something; Think-Pair-Share, and Classifying in all G/T programs.	100% of G/T teachers will incorporate these strategies into their instruction. 100% of G/T students will be familiar with these terms and discuss significance to learning.	Each Nine Weeks Each Nine Weeks	Kay Stotts, Laura Caruso	
X					Library Services	X	9A	Use Research Methods, Techniques, and Strategies such as Big Six in grades 1-5.	The librarian and classroom teachers grades 1-5 will guide research projects and activities in curricular areas. One lesson plan per year will be submitted by the librarian and approved to the Lesson Plan Database .	August 2005 through May 2006	Debra Martilla, Classroom Teachers	
X					Library Services	X	9C	Provide training for and promote the use of appropriate print and electronic resources with grades 2 - 5. Provide centralized school wide and home access to all electronic resources.	100% of the students and teachers will have access to the electronic resources on campus and at home.	August 2005 through May 2006	Debra Martilla, Classroom Teachers	

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X					Library Services	X	9D	Continue to focus on TEKS and Core Knowledge Curriculum integration.	Librarian and classroom teachers will create and/or continue to integrate TEKS and Core Knowledge units for each grade level K-5. One lesson plan by the librarian will be posted to the Lesson Plan Database. 100% of lessons will reflect the integration of TEKS into library curriculum.	August 2005 through May 2006	Debra Martilla, Classroom Teachers	
					ESL	x	10G	The ESL teachers will attend training in the following areas twice a year: LPAC, IPT, LPAC Decision Making Process for the Texas Assessment Program, PEIMS Coding.	Campus LPAC's will comply with procedures set forth in Chapter 89, Title III and procedures developed by TEA. PEIMS LEP data will be 100% accurate.	Fall/Spring	ESL Team	
					ESL	x	10K	The ESL team will participate in a comprehensive evaluation of the ESL program.	ESL strengths and weaknesses will be identified, and program recommendations will be made to improve services to the ESL students to improve achievement.	Dec. 2005	ESL Team	
X					Professional Development	X	12A	Teachers new to the district will attend New Teacher Induction Program that orients new teachers to NEISD's beliefs and practices, builds professional "capacity" and retains new teachers.	Formative walkthroughs will reflect utilization of NEISD's beliefs and practices.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Mentors, New Teachers	

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					Professional Development	x	12B	Teachers will participate in the mentoring program that guides, coaches, and models professional teaching and learning.	100% of new teachers will have collaborative support from their mentor teacher.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Mentors, New Teachers	
X					Professional Development	X	12E	Principal and Assistant Principals will attend leadership experiences.	All school administrators will participate in at least five professional development opportunities.	Monthly	Terri Chidgey, Kristen Ray, John Purcell	
					Professional Development	x	12F	Administrative staff support, auxiliary staff, and supervisors will attend professional development sessions.	Sessions will receive a rating of 3 or above.	Monthly	Office Support Staff	
X					Professional Development	X	12G	Stone Oak administrators will attend the June, July and monthly leadership programs.	Leadership sessions will receive a rating of 3 or above.	Monthly August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell	
X					Accelerated Education At Risk Parental Involvement	X	13N	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance. Monitor daily student attendance to ensure academic success of all students.	Parent activities will be attended by at least 90% of all parents. Maintain 97% school-wide student attendance. Award assemblies will be held to recognize student attendance .The students will be awarded coupons donated by community supporters.	August 2005 through May 2006 First Friday of second-fourth nine-weeks	Terri Chidgey, Kristen Ray, John Purcell, Cindy Jory, Classroom Teachers, PTA Board, Community Supporters, Reagan High School Student	

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X					Accelerated Education At Risk	X	13R	Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient students, students with disabilities and disadvantaged students. Staff will implement STAT procedures, tutor At Risk Students, hold parent conferences, and participate in RAP and MAP.	Assess the results of the school's AEIS report. 100% of students with special needs will pass TAKS.	August 2005 through May 2006	Lynnelle Boyd, Sammie Mokate, ESL Coordinator, Special Education Teachers, General Education Teachers	
X					Special Education	X	14A	Special Education staff will attend professional development which supports the use of the TEKS, analysis of TAKS/SDAA II, benchmark data and district scope and sequence in planning instruction for students.	Increase in number of special education students taking and passing grade level tests.	February, April	Lynnelle Boyd, Sammie Mokate, Special Education Teachers, General Education Teachers	
X					Special Education	X	14B	Special Education staff including paraprofessionals will attend training that equips them to differentiate classroom instruction using content/process/product model.	Increase passing rates of included special education students as measured at the conclusion of each 9 weeks.	October, December, March, May	Terri Chidgey, Kristen Ray, John Purcell, Special Education Teachers, General Education	

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X					Special Education	X	14C	Include special education students in general education classrooms through collaborative support in all curriculum areas.	Increase number of teachers gaining knowledge of District scope and sequence through co-led activities.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Leslie Boyd, Special Education	
X					Special Education	X	14D	Implement efficient and consistent management of required paperwork and tracking of progress for students in special education using software tools.	All services and paperwork will be in compliance with timelines for annual ARD meetings and evaluations.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Special Education Teachers, General Education	
					Special Education	x	14E	Special Education teachers will attend training and implement a problem solving model for students experiencing academic and behavior difficulty which results in appropriate interventions being implemented prior to student being considered for Special Education or Dyslexia testing and services.	Reduction in percentage of referrals for testing in Special Education or Dyslexia which do not result in placement.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Special Education Teachers, General Education Teachers	

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					Special Education	x	14F	Stone Oak staff will attend training on a continuum of interventions for students with disabilities of behavior and/or emotional disorders. These interventions include identification of replacement behaviors, development of effective BIPS, use of Redirection Model or inclusion support models, and structure of more extensive behavioral support.	Reduction in percentage of special education students served through disciplinary alternative education programs.	Each 9 weeks	Stone Oak Staff	
					Special Education	x	14G	Stone Oak staff will provide special education instructional arrangements including, co-teaching, Content Mastery, Resource, ALE, PPCD.	Program elements will be observable in classroom walkthroughs using district checklists which meet NCLB criteria for research based best practice programs.	August 2005 through May 2006	Stone Oak Staff	

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	X			X	Technology Applications	X	16A	Stone Oak Technology Committee will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system etc.).	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals that are standards based, data driven, and job embedded. 100% of teachers will participate in at least nine hours of technology-related professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	August 2005 through May 2006 Monthly	Terri Chidgey, Kristen Ray, John Purcell, Campus Technology Committee Representatives (one per grade level, team, department) Educational Technology Department	\$4000.00

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**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
STONE OAK ELEMENTARY
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL E	CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5					Impact on student and/or teacher learning measured quarterly			
X		X		X	Technology Applications	X	16B	Teachers will utilize 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 and upload grades. 100% of teachers who report grades will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Monthly	Terri Chidgey, Kristen Ray, John Purcell Data Processors, Teachers	
X					Technology Applications	X	16C	Students will utilize keyboarding software to enhance and improve keyboarding skills. *Grades K-3 KidKeys and Type to Learn *Grades 4-5 AlphaSmart	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by teacher observation (K-2) and teacher observation and proficiency tests (3-5).	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Instructional Technology Specialists and Coordinators, Teachers	
X					Technology Applications	X	16D	Teachers will utilize the North East Technology Applications Proficiencies for Students to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of the Foundations proficiency level of the North East Educator Technology proficiencies as measured by student products.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Campus Technology Committee Representatives (one per grade level, team, department)	

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1	2	3	4	5					Impact on student and/or teacher learning measured quarterly			
		X			Technology Applications	X	16F	Teachers and students will utilize classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Applications Standards into the content area.	100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Campus Technology Committee Representatives (one per grade level), team, department	
	X	X	X		Safe and Drug Free	X	17B	Plan and implement a comprehensive SDFS program that includes; Reagan Peer Assistance and Leadership Program (PAL), Mediation/Conflict Resolution, Professional Development, Teens Against Tobacco Use (TATU), "Character Counts" Performance, Red Ribbon Week, and a Mentor Program.	Campus will involve community in safe and drug-free activities as is reflected in sign in sheets. Reagan PAL teacher surveys will reflect exceeds expectations in 95% of the responses. Mediation/conflict resolution program will reduce office referrals by 10%.	August 2005 through May 2006	Lynelle Boyd, Sammie Mokate, Teresa Miller, Dennis Mergele	

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X	X		X		Guidance	X	18A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of counselors' monthly calendars will show a 10% increase in parent and staff contacts. Stone Oak Counselors will submit guidance plans to Teresa Miller. They will include; guidance curriculum, individual planning, responsive services, and system support.	August 2005 through May 2006	Lynnelle Boyd Sammie Mokate, Teresa Miller, Dennis Mergele	
X	X		X		Guidance	X	18B	Stone Oak Counselors will develop, implement and submit yearly plans which incorporate level- appropriate percentages of time spent in the four guidance components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. Plans will be submitted to Teresa Miller and evaluated bi-annually.	Stone Oak Counselors' calendars will reflect implementation of the four guidance components.	August 2005 through May 2006	Terri Chidgey, Lynnelle Boyd, Sammie Mokate, Teresa Miller, Dennis Mergele	

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X	X		X		Guidance	X	18D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	Guidance counselors' calendars will reflect a reduction in non-guidance tasks and activities.	August 2005 through May 2006	Lynnelle Boyd, Sammie Mokate	
X					Guidance	X	18F	Consult with elementary cluster counselors, including the cluster contact counselor, to enhance program development, impart program expectations, and expedite communication between schools and Central Office.	Guidance counselors will keep accurate records of all cluster meetings and file their agendas with their constituency.	Monthly August 2005 through May 2006	Lynnelle Boyd, Sammie Mokate	
		X			Guidance	X	18I	Stone Oak Counselors will consult with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance.	April 2005	Terri Chidgey, Kristen Ray, John Purcell, Lynnelle Boyd, Sammie Mokate	
					Health Services	X	19C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Campus procedures will be implemented to improve attendance and monitor health-related absences.	August 2005 through May 2006	Rachel Lara, Laurie Walton	
	X		X		Discipline Management	X	20A	Designated Stone Oak staff will attend training on each component of the BMP.	Sign in sheets will reflect 100% of attendance.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Behavior Management Team, General Education Teachers	

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	X		X		Discipline Management	X	20B	The Bobcat Leadership Team will analyze data and use results to assist in evaluating the effectiveness of the campus BMP and goals set for improved behavior in common areas identified.	90% of students will receive an E or S in conduct for each nine week period.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Sammie Mokate, Lynnelle Boyd, Behavior Management Team, General Education Teachers	
	X		X		Discipline Management	X	20C	Make modifications to campus BMP based upon Stone Oak's discipline data and its analysis.	Written modifications to the Campus BMP will incorporate data analysis results.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Behavior Management Team, Classroom Teachers	
	X		X		Discipline Management	X	20D	Training and motivation of school personnel and parents will take place to ensure effective BMP implementation.	Stone Oak will have completed initial training of staff members allowing for initial implementation of the BMP incorporating a character education module to be presented to parents and students.	August 2005 through May 2006	Terri Chidgey, Kristen Ray, John Purcell, Behavior Management Team, Classroom Teachers	