

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 IMPROVEMENT PLAN
REDLAND OAKS ELEMENTARY SCHOOL
2004-2005**

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

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Reading	X				2A	Training and support will be provided to all teachers (K-5th) in before-during-after reading strategies that reflect Best Practices. (Teachers will implement Four Blocks in grades 1-5 and Building Blocks in Kinder.)	100% of students will score a minimum of 70 on benchmark assessments in grades 2-5. 100% of formative walkthroughs will demonstrate evidence of strategy instruction.	Fall 2004 and Winter 2005	Nancy Brischke, Literacy Specialists, Jackie Lee, Price Allen	District Funds
X					Reading	X				2C	Training will support before-during-after reading strategies such as say something in the core content areas (English, social studies and science).	100% of the elementary teachers will implement before, during, and after content reading strategies.	Fall 2004 through Spring 2005	Nancy Brischke, Literacy Specialists, Jackie Lee, Price Allen	District Funds
X					Reading	X				2D	Provide all teachers instruction and support in implementation of best reading practices, targeting grades 4 and 5.	100% of elementary teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS and show growth on the Innovation Configuration. Grade 4 & 5 teachers will implement strategies from Teacher Reading Academies.	Summer 2004 Fall 2004 through Spring 2005	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Jackie Lee, Price Allen	District Funds

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X					Reading	X				2E	Maintain training and implementation of Building Blocks (K) and Four Blocks (1-5).	100% of the language arts teachers will show an increase in at least one area of the Innovation Configuration.	Fall 2004 through Spring 2005	Nancy Brischke, Literacy Specialists, Jackie Lee, Price Allen	District Funds
X					Reading Benchmark	X				2F	Implement a benchmark assessment to guide reading instruction in grades 2-5.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress.	Fall 2004 through Spring 2005	Nancy Brischke, Literacy Specialists, Jackie Lee, Price Allen, Teachers	District Funds
X					Writing	X				3A	All teachers will improve student writing by using the District K-12 Writing Scope and Sequence.	100% of students at Grade 4 will meet expectations on the TAKS writing test.	Fall 2004 through Spring 2005	Virginia Guerrero, Literacy Specialists, Teachers	
X					Writing	X				3B	Teachers will utilize common instructional language and structure for the process of writing in grades K-5.	100% of our teachers will receive instruction in Writing Workshop and/or Six Traits writing as appropriate to grade level. 100% of the teachers will score a 2 or above on the Innovation Configuration for Process Writing.	Fall 2004 through Spring 2005	Virginia Guerrero, Literacy Specialists, Teachers	District Funds
X					Writing	X				3C	All teachers will implement Writing Workshop, the essential traits of good writing, and strategies for all steps in the writing process, such as the use of classification as a pre-writing or organizational strategy.	100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Trait Writing instruction and evaluation.	Fall 2004 through Spring 2005	Teachers, Jackie Lee, Price Allen	
X					Writing Benchmark	X				3D	Implement a benchmark assessment in grade 4 to guide writing instruction in grades K-5.	100% of students at Grade 4 will be administered periodic benchmark tests to determine progress in writing.	Fall, 2004 and Winter, 2005	Virginia Guerrero, Literacy Specialists, Teachers	District Funds

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X					Writing Common Assessment	X				3F	Grades 3 & 5 will develop and implement a common end-of-semester assessment for writing.	100% of students in Grades 3 & 5 will meet expectations on a common end-of-semester assessment in writing.	December, 2004; May, 2005	Teachers, Jackie Lee, Price Allen	
X					Mathematics	X				4A	Teachers in grades K-5 will utilize the North East Math Scope and Sequence.	100% of formative walkthroughs and lesson plans will indicate adherence to district sequence.	Fall 2004 through Spring 2005	Teachers, Jackie Lee, Price Allen	
X					Mathematics	X				4B	Teachers in grades K-5 will integrate the use of the following Best Practices into the math program: * inquiry, * class discourse ("Say Something" and "Think,Pair,Share) * use of appropriate tools.	100% of the teachers will score a 2 or above on the Mathematics Innovation Configuration.	Fall 2004 through Spring 2005	Teachers, Jackie Lee, Price Allen	
X					Mathematics	X				4C	All teachers will utilize the <u>vocabulary development process</u> to teach all the necessary vocabulary in mathematics classrooms.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Fall 2004 through Spring 2005	Teachers, Jackie Lee, Price Allen	
X					Mathematics	X				4D	Provide 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	100% of formative walkthroughs will indicate implementation of content and strategies of the professional development.	October, 2004 January, 2005	Lu Ann Weynand Elementary Math Specialists	District Funds

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X					Mathematics Benchmark	X				4H	Implement a benchmark assessment in grades 3-5 to guide math instruction.	100% of students will score a minimum of 70 on each benchmark assessment.	Fall 2004 and Winter 2005	Lu Ann Weynand Elementary Math Specialists, Jackie Lee, Price Allen	
X					Mathematics Common Assessment	X				4I	Grades 2 & 5 will develop and implement a common end-of-semester assessment for math.	100% of students in Grades 2 & 5 will meet expectations on a common end-of-semester assessment in math.	December, 2004; May, 2005	Teachers, Jackie Lee, Price Allen	
X					Science	X				5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Patti Castellano Science Instructional Specialists, Jackie Lee, Price Allen	
X					Science	X				5B	All teachers will follow the District Scope and Sequence for Science.	100% of walkthroughs will indicate adherence to the district scope and sequence.	Fall 2004 through Spring 2005	Teachers, Jackie Lee, Price Allen	
X					Science	X				5C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Fall 2004 through Spring 2005	Teachers, Jackie Lee, Price Allen	

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X					Science	X				5D	Integrate the use of the following Best Practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word wall, vocabulary development process, say something, think-pair-share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Fall 2004 through Spring 2005	Teachers, Jackie Lee, Price Allen	
X					Science Benchmark	X				5E	Implement a benchmark assessment in grade 5 to guide science instruction.	100% of students will score a minimum of 70 on each benchmark assessment.	Fall 2004 and Winter 2005	Patti Castellano, Science Instructional Specialists, Jackie Lee, Price Allen, Teachers	
X					Science Common Assessment	X				5E	Grade 4 will develop and implement a common end-of-semester assessment for science.	100% of students in grade 4 will meet expectations on a common end-of-semester assessment in science.	December, 2004; May, 2005	Teachers, Jackie Lee, Price Allen	
X					Science	X				5F	Provide professional development to assist teachers in developing competency in science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Patti Castellano, Science Instructional Specialists, Jackie Lee, Price Allen	District Funds

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X					Science	X				5G	Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners.	Fall 2004 through Spring 2005	Patti Castellano, Science Instructional Specialists, Jackie Lee, Price Allen, Teachers	
X					Social Studies	X				6A	Professional development will support the Integration of technology into the subject area through the creation of exemplar lessons, and modeling of Best Practices, such as, classifying, Say Something, think-pair-share, and the vocabulary development process.	Each teacher grades K-5 will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	Fall 2004 through Spring 2005	Eric McGarrah, Jackie Lee, Price Allen	District Funds
X					Social Studies	X				6C	Professional development will support the implementation of differentiated instruction through Social Studies Alive!	90 teachers trained at Level 1, 30 at Level 2, and 30 at Level 3 (Social Studies Alive! Coach). Classroom observations.	December, 2004 June 2005	Eric McGarrah, Jackie Lee, Price Allen, Teachers	District Funds
X					Social Studies	X					All teachers will follow the District Scope and Sequence for Social Studies.	100% of walkthroughs will indicate adherence to the district scope and sequence.	Fall 2004 through Spring 2005	Teachers, Jackie Lee, Price Allen	

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X					Pre-K/K	X				7A	Professional Development for all PreK/K teachers will focus on deepening understanding of the complexity of the Kinder TEKS and PreK State Guidelines with research-based instructional practices such as the vocabulary development process, Say Something, think-pair-share, and classifying that maximize student achievement gains. (Pullout days with subs provided twice a year.)	Continue PreK/K Task Force (Representatives from each campus) to provide the engagement in common planning and implementation of curriculum. Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching, and pair-teaching.	Fall 2004 through Spring 2005	Carol Harle, Coordinators	District Funds
X					Pre-K/K	X				7B	Provide afternoon trainings based on survey of PreK/K teachers needs - Behavior Management, High Order Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies	Teacher Evaluations and Task Force Feedback	Monthly 2004-2005	Carol Harle, Coordinators	District Funds
X	X		X		Gifted and Talented	X				9A	The G/T teacher will integrate Systems Thinking in the four core G/T curriculum areas.	All G/T curriculum units will incorporate systems thinking strategies. 100% of G/T students in grades 3-5 will produce a minimum of one Systems Thinking product in each core area.	Each 9-weeks Each 9-weeks	Kay Stotts, Fran Awbrey	

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					Gifted and Talented	X				9B	The G/T teacher will use district strategies of 1) classifying, 2) Core Vocabulary for G/T, and 3) Say Something & Think-Pair-Share.	G/T lesson plans will reflect these strategies.	Fall 2004 through Spring 2005	Fran Awbrey	
X	X				Gifted and Talented	X				9C	G/T teacher will create or refine all rubrics for all <u>Understanding by Design (UBD)</u> curriculum units (adding writing components) in relation to common assessments.	100% of the G/T teacher's curriculum units will reflect rubrics for UBD design elements. On the UBD section of the G/T report card, 100% of students in grades 3-5 will score three or above.	Each 9-weeks 4th 9- Weeks	Kay Stotts, Fran Awbrey	
X					Library Services	X				10A	Librarians will use Big Six Research Strategy, Grades 2 - 5.	100% of librarians will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Sharon Swarner, Diane Hopkins, Priscilla Fisher	
X					Library Services	X				10B	Librarians will be provided with training in SIRSI software.	100% of librarians will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	John Allen, Diane Hopkins	District Funds
X					Library Services	X				10C	Librarians will be provided training in electronic databases, and provide centralized school-wide and home access to all electronic resources.	100% of librarians will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	Sharon Swarner, Diane Hopkins, Priscilla Fisher	District Funds
X					Library Services	X				10D	Librarians will maintain focus on TEKS and curriculum integration.	100% of librarians will create integrated TEKS units to be posted to lesson plan database.	First and second semester	Technology Coordinator, Priscilla Fisher	

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X					Library Services	X				10E	Librarians will evaluate the District library programs using revised Texas Library Standards model.	100% of librarians will complete output measure data collection.	First and second semester	Sharon Swarner, Diane Hopkins, Priscilla Fisher	
X					Dyslexia					11A	Continue implementation of a dyslexia program on each campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in STAT meeting notes and parent letters.	Fall 2004 through Spring 2005	Beverly Kinsey, Linda Roukey, STAT	District Funds
X					Professional Development	X				16B	The principal will continue to participate in monthly cohorts as learning communities.	Agendas will be kept on file.	Monthly	Jackie Lee	
X					Professional Development	X				16F	Leadership experiences will be provided for Principals and Assistant Principals.	All school administrators will participate in at least five professional development opportunities.	Monthly	Jackie Lee, Price Allen	District Funds
X					Professional Development	X				16G	Professional development will be provided for administrative staff support, auxiliary staff, and supervisors.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath, Jackie Lee	District Funds
X					Professional Development	X				16H	A leadership program will be provided for administrators to include June and July leadership and monthly leadership meetings.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath, Carol Harle, Jackie Lee, Price Allen	District Funds
X					Professional Development	X				16I	An Assistant Principal Academy will be provided during the summer and school year.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath, Carol Harle, Price Allen	District Funds

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X					Special Education	X				17A	Provide professional development regarding appropriate referrals and service delivery options to campus STAT leaders.	Monthly appraisal report will show a 10% reduction of referrals to special education from the previous school year.	Monthly	Judith Higgins, Judy Telese, Jackie Lee, Linda Roukey	District Funds
X					Special Education	X				17D	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Increase the number of students with disabilities served in general education settings to a level below the TEA 125% standard as reported on the data analysis system.	Monthly	Judith Higgins, Marcia Narveson, Jackie Lee	
X					Special Education	X				17E	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Judith Higgins, Marcia Narveson, Pam Palmer, Stehanie Swann-Mendez, Lisa Gibson, Jackie Lee	
X					Special Education	X				17F	Provide professional development to general and special education staff on differentiated instructional strategies like Say Something, think-pair-share, vocabulary development process, and classifying for serving students with disabilities in general education.	The % of SPED students taking TAKS will increase by 10% at each grade and in each subject tested.	Close of each semester	Judith Higgins, Jan DeHaven, Curriculum Specialists & Technology, Jackie Lee	District Funds

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X	X				Accelerated Education At Risk Discipline Management	X				18F	Provide a quality alternative education program (established under Section 37.005) in a highly structured environment at district alternative centers.	1% decrease in discipline referrals to the district alternative centers.	June, 2005	Jackie Lee, Price Allen, Elizabeth Long, Barbara Schulze	SCE Funds
	X				Accelerated Education At Risk					18H	Provide professional development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend professional development related to teaching the At Risk student and Drop Out Prevention.	Fall 2004 through Spring 2005	Carol Harle, Don Dalton, Jackie Lee, Price Allen, Elizabeth Long, Barbara Schulze	SCE Funds
		X			Accelerated Education At Risk					18I	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance districtwide at the elementary level. 100% of students in grades 3-5 will pass all TAKS tests.	June, 2005	Don Dalton, Barbara Bading, Jackie Lee, Price Allen, Elizabeth Long, Barbara Schulze	SCE Funds

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	X	X		X	Technology Applications	X				20A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.).	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals. 100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS. Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and that the top three CTC goals are established and met. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly Yearly Monthly Monthly	Campus Technology Committee Representatives (at least one per grade level, team, department), Instructional Technology Specialists and Coordinators, Steve Young, Derek Nichols, Tim Miller, Jackie Lee, Price Allen	District Funds

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		X		X	Technology Applications					20B	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents.	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Nine-weeks Daily to Weekly	Teachers, Data Processors, Sandy Paul, Steve Young, Jerry Baldrige, Derek Nichols, Tim Miller, Jackie Lee, Price Allen	
X					Technology Applications					20C	Educational Technology staff will provide K-5 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Each Nine-weeks	Teachers, Instructional Technology Specialists and Coordinators, Becky Adams, Tim Miller, Jackie Lee, Price Allen	District Funds
X					Technology Applications					20D	Educational Technology staff will support teachers in the utilization of the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Each Nine-weeks	Teachers, Instructional Technology Specialists and Coordinators, Tim Miller, Jackie Lee, Price Allen	District Funds

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X		X			Technology Applications	X				20E	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations at least twice a semester. 100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Semester Each Nine-weeks	Teachers, Curriculum and Instructional Technology Specialists and Coordinators, Tim Miller, Jackie Lee, Price Allen	District Funds
X					Technology Applications	X				20H	Educational Technology staff will expand the core content area curriculum to include Technology Applications Standards	50% increase in the number of approved lessons in the Lesson Plan Database. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accommodations.	Each Nine-weeks	Teachers, Librarians, Curriculum and Instructional Technology Specialists and Coordinators, Steve Young, Tim Miller	

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

**NORTH EAST SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
REDLAND OAKS ELEMENTARY SCHOOL
2004-2005**

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

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X		X		Safe and Drug-Free	X				21B	Plan and implement a comprehensive SDFS program that includes: Programs based on needs assessment. Prevention strategies include family and community involvement. M.S. Peer Assistance and Leadership (PAL) program. Experiential Learning	Needs Assessment data interpreted and utilized to customize the school's program. Records indicating parent and community involvement. Survey of teachers will indicate PAL program success.	Fall 2004 through Spring 2005	Jackie Lee, Elizabeth Long, Barbara Schulze	None
X	X		X		Guidance	X				22A-C and E	Counselors will implement the state-mandated comprehensive developmental guidance program.	Guidance counselors will receive part two of guidance program to include evaluation processes. Guidance yearly plans will incorporate four guidance components: guidance curriculum, individual planning, responsive services, and system support. The monthly plans will incorporate level-appropriate percentages of time. Guidance Plans will be submitted to the guidance director and principal.	Fall 2004 through Spring 2005	Elizabeth Long, Barbara Schulze	District Funds
X	X		X		Guidance	X				22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	Guidance counselors will reduce non-guidance tasks and activities in half.	Fall 2004 through Spring 2005	Elizabeth Long, Barbara Schulze	None

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Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X		X			Guidance	X				22I	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.	Parent sign-in sheets will show 100% compliance.	April, 2004	Elizabeth Long, Barbara Schulze	None
X	X		X		Health	X					All students will participate in the CATCH program. In addition, 3rd-5th grade teachers will utilize the CATCH program curriculum to promote good nutrition and healthy bodies.	Special CATCH activities will be scheduled throughout the year. 100 % of walkthroughs will indicate a focus on the CATCH program in P.E. and in classroom activities for grades 3-5.	Fall 2004 through Spring 2005	Sherry Blanco, Diane Blackwood, Jackie Lee, Price Allen	None
	X				Health Services	X				24B	The nurse will provide parent communication on children's health issues.	PTA newsletter articles will have 100% of health related information from the school nurse.	Each 9-Weeks	Mary Solis	
	X				Health Services	X				24C	The nurse will support parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Calls to parents regarding absences will be documented.	Fall 2004 through Spring 2005	Mary Solis Kay Davidson	
	X		X		Discipline Management	X				25D	Provide training and motivation for all teachers on the utilization of the District's Behavior Management Plan which includes character education.	100% of the staff will attend training.	Aug., 2004	Jackie Lee, Price Allen	None