

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
REGENCY PLACE ELEMENTARY
2004-2005**

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

Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					Reading	X				1A	Align and implement reading strategies that reflect Best Practices: reciprocal teaching, structured note-taking, think alouds, read alouds, writing to learn, and graphic organizers, Get the Gist, QAR, Classifying Vocabulary, Say Something and Think, Pair, Share. K-5 teachers will implement TEKS through Four Blocks. Kinder teachers will implement TEKS through Building Blocks.	100% of K-5 teachers will show an increase in at least one area on the Innovation Configuration for Four Blocks or Building Blocks configurations. 100% of K-5 teachers will attend workshops on Best Reading Practices.	August, 2004 December, 2004 May, 2005 Summer, 2004 Fall & Winter, 2004 Spring, 2005	K-5 Teachers Elizabeth Garza Iris Morales	\$2,000.00
X					Reading					1B	K-5 teachers will assist students with additional assistance in a timely manner. K-3 teachers will implement the district RAP (Reading Acceleration Program).	There will be 10% decrease in the number of student 9 weeks failures. 10% of identified RAP students will exit the program.	Every 9 weeks May, 2005	K-5 teachers, Bilingual Specialist K-3 teachers, Elizabeth Garza Iris Morales	
X					Reading	X				1C	Develop and implement a benchmark assessment program to guide reading instruction K-5	100% of students 2- 5 will be administered reading benchmark to determine reading progress	Summer, 2004 Fall, Winter, 2004 Spring, 2005	2- 5 teachers	
X					Reading	X				1D	Monitor benchmark assessments	Campus, grade level and teachers will review results	Fall, Winter, 2004 Spring, 2005	2 - 5 teachers	

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X					Reading					1E	Develop and implement a common end of semester assessment.	100% of students will be administered common assessments	December, 2004 May, 2005	K-1 Teachers	
X					Writing	X				2A	All teachers K-5 will improve student writing by using the district K-12 scope and sequence and TEKS which will align writing.	78% of students will score a 3 or above on TAKS writing rubric in grades 3, 4 & 5.	September, 2004 November, 2004 January, 2005 March, 2005	K-5 Teachers Elizabeth Garza Iris Morales	\$1,000.00
X					Writing	X				2B	Teachers in grades 1-5 will participate in staff development so that they are able to implement 6 Traits writing and the essential elements of good writing. Classifying Vocabulary six step development process. Say Something and Think, Pair, Share Teachers will develop common instructional language and structure for the process of writing.	100% of language arts teachers will receive instruction in Four blocks, Six Traits, or writing workshop as appropriate to	August, 2004 - June, 2005 August, 2004 December, 2004 May, 2005	K-5 Teachers Elizabeth Garza Iris Morales	\$500.00
X					Writing	X				2C	K-5 teachers will monitor benchmark assessments to identify strengths and weaknesses in writing.	100% of students in grades K-5 will be administered periodic benchmark tests to determine progress in writing .	Fall, Winter, and Spring, 2004 - 2005	2-5 Teachers Elizabeth Garza Iris Morales	

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X					Writing	X				2D	Develop and implement a common end-of-semester assessment for selected courses to guide writing instruction.	100% of students in Grade 3 will be administered an end-of-semester assessment	December, 2004 May, 2005	3rd Grade Teachers	
X					Mathematics	X				3A	Teachers in grades K-5 Will utilize the revised North East Math Scope and Sequence and TEKS.	100% of formative walkthroughs will indicate adherence to district sequence.	Walkthroughs Monthly	Colleen Bohrmann Marshay Wolff K-5 Teachers Blossom Stobb	\$1,000.00
X					Mathematics	X				3B	Teachers in grades 2-5 will administer math benchmark test, utilizing results to guide instruction.	100% of students will score a minimum of 70% on each benchmark assessments. 100% of teachers lesson plans will document scope & sequence.	October, 2004 February, 2005 Weekly	Colleen Bohrmann, K-5 Teachers,	
X					Mathematics	X				3C	To be able to implement the TEKS, K-5 teachers will integrate the use of the following Best Practices into the math program: * inquiry, * class discourse, and * use of appropriate tools.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies. 100% of teacher lesson plans will document these practices.	September, 2004 March, 2005	K-5 Teachers Blossom Stobb Math Team	\$3,000.00

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X					Mathematics	X				3D	Vocabulary six step development process. Say Something and Think, Pair, Share. Provide 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum. Align instructional resources to support standards based instruction (TEKS)	100% of teachers will score a 2 or above on the Math Innovation Configuration	September, 2004 May , 2005	K-5 Teachers Blossom Stobb Math Team	\$3,000.00

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X					Science	X				4A	Teachers K-5 will attend training and use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL and Concept Mapping. Vocabulary six step development process. Say Something and Think, Pair, Share. Before, during and after reading	100% of the formative walkthroughs will indicate use of effective teaching strategies. Teachers will utilize the Science Innovation Configuration as self evaluation. Elementary students will have a portfolio with a minimum of products that reflect the 5E's.	August, 2004 Walkthroughs: Monthly	Colleen Bohrmann, K-5 Teachers Science Team	\$500.00
X					Science	X				4B	Teachers K-5 will attend training to develop and use authentic assessment strategies.	100% of students will have 3 examples of authentic assessments in their portfolio.	Fall, Winter, Spring, 2004-2005	K-5 Teachers Science Team	
X					Science	X				4C	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 3years	September, 2004 December, 2004 March, 2005	K-5 Teachers Science Team	

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X					Science	X				4D	Teachers K-5 will attend training to learn questioning techniques that guide the students to make connections to the Unifying Concepts in Science. Implementing a standards-based education Provide professional development to assist teachers in developing competency in science.	100% of formative walkthroughs will indicate the use of questioning strategies, standards based education and implementation of staff development	August, 2004 January, 2005 April, 2005 Walkthroughs: Monthly	K-5 Teachers Science Team	
X					Science	X	X	X		4E	Ensure that all students have an equal opportunity for learning by providing a science lab with appropriate equipment.	100% of students will use science lab at least 3 times per nine week period 100% of lesson plans will document use of science lab.	Every 9 Weeks	Teachers, Administrators, Science Specialist	
			X		Science	X				4F	Monitor and continue benchmark assessments for science in grade 5.	100% of students needing remediation will be targeted through tutoring. Teachers, campus instructional leaders, and DATA Team will review assessment data and adjust curriculum accordingly.	2004 - 2005 school year	Teachers, Science Specialist, Administrators	

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X					Social Studies	X				5A	Teachers K-5 will attend training to understand and implement vertical alignment of the Social Studies TEKS and their relationship to secondary assessments.	100% of formative walkthroughs will provide evidence of teaching strategies applicable to TEKS and to secondary assessments.	Training: August, 2004	K-5 Teachers	
X					Social Studies	X				5B	Implementation of differentiated instruction through Social Studies Alive!	Teacher trainers will provide staff development to campus for implementation of program.	December, 2004 June, 2005	Teachers, Administrators, Social Studies Specialist	
X					Social Studies	X				5C	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners	100% of formative walkthroughs and lesson plans will indicate appropriate use of these instructional strategies.	December, 2004 June, 2005	Teachers Administrators, Social Studies Specialist	
X					Kinder	X				6A	Professional Development for all K teachers focused on deepening understanding of the complexity of the Kinder TEKS and 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. This will be pullout days with subs provided.	Continue Kinder Task Force 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 Spring, 2005		

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X					Kinder	X				6B	Provide afternoon trainings based on survey of Kinder 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		
X					Foreign Language		X			7A	Spanish will implement an instructional program in Spanish based on developing communicative competencies.	Grade level assessments will indicate that 100% of students are meeting or surpassing proficiency goals.	End of 9 weeks	Maria Mirisoleiman	\$500.00
X	X		X		Gifted/Talented	X				8A	The G/T teacher will integrate Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies. 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each 9 weeks	Ronnie Retzloff	\$100.00
X	X				Gifted/Talented	X				8B	G/T teacher will implement <u>Understanding by Design</u> 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 9 weeks 4th Six Weeks	Ronnie Retzloff	\$100.00

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X					Gifted/Talented	X				8C	Classifying, Core Vocabulary for G/T, and Say Something & Think, Pair, Share.			Ronnie Retzloff	
X					Library Services	X				9A	The librarian will use the Big Six Research Strategy Grades 2 - 5.	The librarian will guide curriculum integrated research projects as evidenced by 100% of 2-5 students creating one project per semester as evidenced by published monthly calendar.	First and second semester	Nicki Weaver, K-5 Teachers	\$500.00
X					Library Services	X				9B	The librarian will be provided training in SIRSI software to students.	The librarian will use SIRSI as indication of monthly circulation.	August, 2004 through June, 2005	Nicki Weaver	
X					Library Services	X				9C	The librarian will be provided training in Gale Resources and electronic databases.	The Librarian will use Gale Resources and electronic databases when teaching lessons	2 per semester	Nicki Weaver	
X					Library Services	X				9D	The librarian will create integrated TEKS units to maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS units to be posted online in shared library folder.	Every 9 weeks	Nicki Weaver	\$5,000.00
X					Library Services	X	X	X		9E	Evaluate District library programs using revised Texas Library Standards model.	100% of librarians will complete output measure data collections	First and second semester	Nicki Weaver	

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X					Dyslexia	X				10A	Continue implementation of a dyslexia program on each campus that meets state mandated requirements.	100% of identified dyslexia students will show academic improvement as evidenced by six weeks grade in reading.	2004-2005 school year	STAT Committee Iris Morales K-5 Teachers	\$200.00
X					ESL	X				11A	Create and implement NE ESL Scope and Sequence.	80% of students taking the pre and post oral assessments will gain one-half year of language development.	Fall/Spring, 2004-2005	Elizabeth Garza ESL Teachers	\$500.00
X					Reading Spanish	X				12A	K-5 Bilingual teachers will strengthen Spanish Building Blocks and 4Blocks Reading Model by attending staff development with a focus on integrating technology.	100% of formative walk throughs will indicate implementation.	September, 2004 December, 2004	Elizabeth Garza K-5 Bilingual Teachers	\$1,000.00
X					Music	X				13A	Music teacher will integrate the learning of fine arts with other core academic subjects.	100% of formative walk throughs will indicate implementation.	Monthly	Pam Mauldin	\$500.00
X					Professional Development	X				14A	Principal will participate in the principals' monthly cohort meeting to strengthen leadership skills.	Principal will attend 100% monthly cohort meetings.	Monthly	Colleen Bohrmann	

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X					Professional Development	X				14B	Paraprofessionals will participate in staff development as provided by the campus.	Paraprofessional self evaluations will reflect strengths & weaknesses.	Monthly	Paraprofessionals	\$50.00
X					Special Education	X				15A	Special Ed teachers will provide an individualized program for students with disabilities in core 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 in order to decrease the district's ratio above the state's 125% average.	Monthly	K-5 Teachers, ARD Committee, Special Ed. Teachers	\$600.00
X					Special Education	X				15B	Special Ed teacher will monitor compliance with timelines for initial evaluations and annual ARD's (CAP-Timelines, Initial Evaluations).	ARD's and initial evaluations for 100% of students will occur on time.	Quarterly	Lead Special Ed Teacher, Special Ed Teachers, Colleen Bohrmann	
X					Special Education	X	X	X	X	15C	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 form the previous school year.	Monthly	STAT	

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X					Special Education	X	X	X		15D	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.	% of SPED students taking TAKS will increase to 95% at each grade and in each subject tested.	Close of each semester	Special Ed Teachers Regular Ed Teachers	
X					Accelerated Education At Risk	X				16A	ESL teacher will increase affective, cognitive and linguistic ability needs of the limited English proficient students.	100% of the ESL/Bilingual students will pass TAKS in the language they were assessed in. 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, 2005 February, 2005	Elizabeth Garza ESL Teachers	\$500.00
				X	Accelerated Education At Risk Resource Management	X	X	X	X	16B	Provide effective management of Campus resources to maximize student achievement.	100% compliance with State and Federal laws.	July, 2004 through July, 2005	Colleen Bohrmann	\$20,000

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X					Accelerated Education At Risk Professional Involvement	X	X		X	16C	Provide high quality professional development that will improve the teaching of academic subjects.	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.	July, 2004 May, 2005	Colleen Bohrmann Teachers	
		X			Accelerated Education At Risk Parental Involvement	X	X			16D	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance districtwide at the Title I elementary and middle school campuses.	Every 9 weeks	Colleen Bohrmann Counselor Family Specialist	\$1,000
X					Accelerated Education At Risk Personnel	X	X		X	16E	The district will actively recruit and hire highly qualified teachers.	Personnel rosters and recruiting records will show personnel interviewed and hired for Title I campuses are fully qualified	July, 2004 through June, 2005	Colleen Bohrmann	

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X	X			X	Technology Applications	X				17A	Campus 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.	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 A Train. Development Planner. Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.	Yearly Semester Monthly	Campus Technology Committee, Instructional Technology Specialists and Coordinators, K-5 Teachers	\$1,500.00
		X		X	Technology Applications	X				17B	Campus Technology Committee 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 numerical grades will use GradeSpeed to record grades. 100% of teachers who report numerical grades will use GradeSpeed to upload six-weeks grades.	Weekly 9 weeks	K-5 Teachers, Data Processors, Ed Tech Staff	

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X					Technology Applications	X	X			17C	Educational Technology staff will provide teachers and students with keyboarding software, equipment and staff development to deliver keyboarding instruction and practice	100% of student 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	Colleen Bohrmann K-5 Teachers Instructional Technology Specialists and Coordinators	
X					Technology Applications	X				17D	Teachers 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.	Every 9 weeks	Instructional Technology Specialists and Coordinators, K-5 Teachers	\$1,500.00

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X		X			Technology Applications	X				17E	Teachers will utilize the classroom computers, and computer labs on a regular basis to integrate technology standards into the content areas.	100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations, and reflective practice. 100% of classroom teachers will score a two or above on the Technology Innovation Configuration. 100% of classroom teachers will work with students in the wired/or wireless computer labs a minimum of five hours each six-weeks grading period as evidenced by lab schedules and lesson plans and student products	Monthly 3 times per year 9 Weeks	K-5 Teachers, Instructional Technology Specialists, Data Processor Colleen Bohrmann Marshay Wolff	\$500.00

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1	2	3	4	5		E	M	H	D						
X	X		X		Safe and Drug Free	X				18A	Staff will Implement a Safe and Drug Free School program including goals and strategies for violence prevention and intervention. It will address the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/improve school safety 3. Increase parental and community involvement in violence-and drug prevention activities 4. Increase student involvement in school activities	Review of the campus plan will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/improve school safety 3. Increased parental and community involvement in violence-and drug prevention activities 4. Increased student involvement in school activities	August, 2004 October, 2004	Olga Dimas K-5 Teachers Family Specialist	\$250.00
X	X		X		Guidance	X				19A	Counselor will create and implement K-5 guidance program including character education.	100% of students will participate in classroom guidance.	Bi-weekly	Olga Dimas	\$200.00
X	X		X		Guidance	X	X	X	X	19B	Implement the state-mandated comprehensive developmental guidance program.	Counselor will receive part two of guidance program to include evaluation processes.	May, 2005	Olga Dimas	\$50.00

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X	X		X		Guidance	X	X	X	X	19C	Organization, planning and evaluation of Campus Guidance Program	Counselor departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May, 2005	Olga Dimas	
X	X		X		Guidance	X	X	X	X	19D	Organization, planning and evaluation of Campus Guidance Program	Counselor will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September, 2004 December, 2004 June, 2005	Olga Dimas	
X	X				Guidance	X	X	X	X	19E	Decrease non-guidance tasks to increase time in counselor role and guidance program components	Counselor will reduce non-guidance tasks and activities in half.	August, 2004 June, 2005	Olga Dimas	
X		X			Guidance	X				19F	Counselor 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, 2005	Olga Dimas	\$50.00

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					Health Services					20A	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific	Calls to parents/physicians regarding absences. Care procedures to improve attendance	August, 2004 through May, 2005	Barb Nelson	
	X		X		Discipline Management	X				21A	Provide training and motivation for all teachers on the utilization of the District's Behavior Management Plan which includes character education. Students who demonstrate excellence in following the Student Code of Conduct and Chivarly will participate in Knighting Ceremonies.	A 10% decrease will occur in discipline referrals. Knighting Ceremony	Every 9 Weeks Every 9 Weeks	Marshay Wolff, K-5 Teachers Colleen Bohrmann Classroom Teachers	\$500.00
X					PE	X				22A	PE teacher will implement the CATCH initiative & PE TEKS.	PDAS observations and lesson plans will indicate implementation of PE curriculum.	Weekly Walkthroughs	Ken Ellis	\$500.00
X					Attendance	X				23A	Provide meaningful instruction, activities and incentives to encourage perfect attendance. Picnic on the Patio	Attendance will be maintained or exceed District average.	2004-2005 School Year	Teachers, Administrators	\$750.00

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	X	X			Parent Involvement	X				24A	Provide parent communication with parents and PTA on children's health issues. Communicate with Parents and Community through Internet Health Services sites.	Campus Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website monthly.	Monthly	School Nurse	
X		X			Parent Involvement				X	24B	Educational Technology staff will work with data processing to assist parents in accessing information using the Gradespeed software.	100% of parents who wish to access the system will gain access to the system.	Daily to weekly	Tim Miller Andrea Tondre	
		X			Parent Involvement	X				24C	Provide opportunity for parents to acquire and apply knowledge and skills necessary to fulfill their role as their child's first teacher. Through involvement in Parent Academy training sessions, parents will be motivated, encouraged and empowered to support their children through their education as well as continue their own.	100% of parents registered in the program will receive certification from San Antonio College.	2004 - 2005	Tia Weidenfeller Colleen Bohrmann Marshay Wolff	

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		X			Parent Involvement	X					24D	Provide English as a Second Language classes for parents each semester to develop communication skills and confidence with which to interact in our school setting and beyond.	Participant Feedback and Evaluations	December , 2004 April, 2005	Tia Weidenfeller Colleen Bohrmann Marshay Wolff	
X		X			Parent Involvement	X					24E	Provide an Early Literacy Development Center. Through Little Read Wagon, parents can access good literature to use with their children at home.	Parent Program Evaluation Forms will indicate satisfaction with the program.	2004 - 2005	Nicky Weaver Colleen Bohrmann Marshay Wolff	Initial Investment through North East Foundation Grant of \$2500.00 Maintenance and additions to program through Title I Funds
		X			Parent Involvement	X					24F	Develop and maintain the Parent Support Network through which parents are trained to use workroom equipment and materials. Parent volunteer to become involved in preparing materials for classrooms.	Parent volunteer hours will be increased by 5%	2004 - 2005 Monthly	Tia Weidenfeller Colleen Bohrmann Marshay Wolff	

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		X			Parent Involvement	X				24G	Maintain a Family Resource Center for parent training, meetings, and research. Materials included and available to parents include: *Parent Resource Library *Continuing education information *Social service information related to housing, childcare, insurance/health issues, clothing and food needs *Computer/Internet Access for Parents (NEISD Continuing Education Schedules, SAC Information, Job searches, Map Quest)	Increase usage by parents and community members as recorded through sign-in notebook.	May, 2005	Tia Weidenfeller Colleen Bohrmann Marshay Wolff	
X		X			Parent Involvement	X				24H	Develop and maintain Tutor / Mentor Programs and Community Volunteers	Increase usage by parents and community members as recorded through sign-in notebook.	May, 2005	Olga Dimas Colleen Bohrmann Marshay Wolff	

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1	2	3	4	5		E	M	H	D						
		X			Parent Involvement	X				24I	Provide opportunity and coordinate family support through various community resources: *Salvation Army's "Shoe In" Program *Alamo Heights Optimist Club "Coats for Kids" *Assistance League of San Antonio "Operation School Bell" *Elf Louise *Barrio Comprehensive Health	100% of needy families will benefit from one or more of the community resources.	2004 - 2005	Tia Weidenfeller Colleen Bohrmann Marshay Wolff	
X					Parent Involvement	X				24J	Make home visits to student's residence in order to provide and maintain communication with parent(s) regarding student progress and well-being; assess family needs and provide support accordingly.	100% of teacher referral will be completed in a timely manner	2004 - 2005	Tia Weidenfeller Colleen Bohrmann Marshay Wolff Olga Dimas	

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1	2	3	4	5	AREA	E M H D	#					