

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
 WINDCREST 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				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D			TIMELINE	PERSON(S)	RESOURCES
X					Reading	X				Align and implement reading strategies that reflect Best Practices: KWL, reciprocal teaching, structured note taking, think alouds, read alouds, writing to learn, and graphic organizers. Teachers will implement Four Blocks in grades 1-5. Teachers will implement Building Blocks in Kinder.	100% of elementary teachers will score a 2 or above on the Innovation Configuration for Four Blocks.	August 2004 Curriculum Day December 2004, May 2005	Kinder through Fifth Grade teachers, Special Ed staff and Instructional Interventionist, Jeanie Weidenbach, Assistant Principal	\$2,000.00
X					Reading	X				All teachers Kinder through Fifth will participate in a school-wide book study, <i>Strategies That Work, during the second nine weeks of school.</i>	100% of teachers in Kinder through fifth grade will implement strategies learned in book study - documented through lesson plans and walk-through observations.	October, 2004 through May, 2005	Kinder through Fifth Grade teachers, Special Ed staff and Instructional Interventionist, Reading Specialist, Jeanie Weidenbach, Assistant Principal	\$1,000.00
X					Reading	X				Align and implement strategies that reflect Best Practices: reciprocal teaching, graphic organizers, think alouds, Get the Gist, QAR, vocabulary and writing to learn	100% of the teachers in Kinder through fifth grade will attend workshops on Best Reading Practices.	Summer 2003, Fall and Winter 2003, Spring 2004	Kinder through Fifth Grade teachers, Special Ed staff, Instructional, Intervention Specialist	
X					Reading	X				All teachers in Kinder through fifth grade will be provided instruction and support in implementation of Best Reading Practices.	100% of Kinder through fifth grade teachers will demonstrate understanding of Best Reading Practices as reflected in their lesson plans and Innovation Configuration.	Summer 2003, Fall and Winter 2003, Spring 2004	Kinder through Fifth Grade Teachers, Special Ed staff, and Instructional Interventionist.	

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1	2	3	4	5	AREA	E	M	H	D			TIMELINE	PERSON(S)	RESOURCES
X					Reading	X				Align and implement "before, during, and after" reading strategies in the core content areas(English, social studies, and science)	100% of the teachers in Kinder through fifth grade will implement at least one strategy for each of the following: "before, during, and after" reading of content materials.	Summer 2004, Fall and Winter 2004, Spring 2005	Kinder through Fifth Grade teachers, Special Ed staff and Instructional Interventionist	
X					Reading	X				All teachers in Kinder through fifth grade will maintain training and implementation of Building Blocks(K) and Four Blocks (1-5).	100% of the teachers in Kinder through fifth grade will show an increase in at least one area of the Innovation Configuration.	September 2004 through May 2005	Kinder through Fifth Grade teachers, Special Ed staff, Instructional Specialist, J. Weidenbach, Assistant Principal	
X					Reading	X				All teachers in second through fifth grade will administer benchmark assessment program to guide reading instruction.	100% of students in grades second through fifth will be administered periodic benchmark assessments to determine reading progress.	Summer 2004, Fall and Winter 2004, Spring 2005	Second through fifth grade teachers	
X					Reading	X				Teachers in second through fifth grade will monitor benchmark assessment results.	Teachers in second through fifth grade will monitor benchmark assessment results and make changes in reading instruction to meet the needs of individual students.	January 2004 and June 2005	Second through fifth grade teachers, Special Ed teachers, and Instructional Interventionist, Jeanie Weidenbach and Assistant Principal	

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1	2	3	4	5	AREA	E	M	H	D			TIMELINE	PERSON(S)	RESOURCES
X					Reading	X				Third grade teachers will participate in the development and implementation of cluster common assessment in the area of reading.	100% of third grade students will be administered common end of semester assessments.	December 2004 and May 2005	Third grade teachers, Special Ed teachers, Instructional Interventionist, Jeanie Weidenbach and AP	\$200.00
X					Reading	x				Teachers in grades K through fifth will meet to review individual subject TEKS while focusing on vertical alignment.	Teachers will review the alignment of subject matter TEKS to ensure alignment and make adjustments as needed	Fall 2004 Winter and Spring 2005	All Kinder through fifth grade teachers, IIT, Principal, and AP	
X					Reading	X				Monitor common reading assessments for third grade.	Third grade teachers will review common assessment data and adjust curriculum accordingly.	Fall 2004 Winter and Spring 2005	Third grade teachers, Instructional Interventionist, Jeanie Weidenbach and Nancy Mills	
X					Writing	X				All teachers Kinder through fifth will improve student writing by using the district K - 12 scope and sequence, which will align writing.	78% of students will score a 3 or above on TAKS writing test	March, 2005	First through fifth grade teachers, Reading Specialist, Instructional Interventionist	
X					Writing	X				Teachers in grade one through five will participate in staff development so that they are able to implement writing workshop and the essential elements of good writing. Teachers will develop common instructional language and structure for the process of writing.	100% of new Language Arts teachers will receive instruction in Four Blocks, Six Traits, or writing workshop as appropriate to grade level. 100% of the teachers in grades four and five will score a 2 or above on the Innovation Configuration for Process Writing.	Fall, Winter, and Spring of 2004-05	New First grade through Fifth grade Teachers	

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X					Writing	X				Teachers in grade two through five will administer writing benchmark tests, utilizing the results to guide instruction.	100% of students at grades two through five will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2004-2005	Jeanie Weidenbach, second through fifth grade teachers, and Reading Specialist	
X					Writing	X				Kinder through fifth grade teachers will utilize a common instructional language for the process of writing in all writing classrooms.	Campus Staff and Reading Specialist will attend training in the use of Writing worksho.	August 2004, November 2004, June 2005	Kinder through fifth grade teachers, IIT	
X					Writing	X				Second through fifth grade teachers will monitor benchmark assessments.	Campus Staff and Reading Specialist will review and discuss benchmark data results, curriculum and instructional strategies will be adjusted to meet identified areas of need.	Fall, Winter, and Spring of 2004-2005	Jeanie Weidenbach, second through fifth grade teachers, Instructional Interventionist and Reading Specialist	
X					Writing	X				Teachers in grades 3,4 &5 will adminster a common end of semester assessment for selected courses to guide writing instruction.	Campous staff and IIT will review the common assessment results and instructional strategies will be adjusted to meet identified areas of need.	December 2004 and May 2005	Principal, IIT, third through fifth grade teachers, Cluster specialist	
X					Writing	X				Kinder through fifth grade teachers will administer grade level appropriate common writing composition assessment three times a year to monitor student growth.	Campus Staff and Reading Specialist will review and discuss writing assessment data results, curriculum and instructional strategies will be adjusted to meet identified areas of need.	Monthly Walk-throughs, October 2004 February, 2005 Weekly lesson plans	J. Weidenbach, Kinder through fifth grade teachers, Reading Specialist and Instructional Interventionist	

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X					Mathematics	X				Teachers in grades K-5 will utilize the revised North East Math Scope and Sequence. Teachers in grades 2-5 will administer math benchmark test, utilizing results to guide instruction.	100% of formative walk-throughs will indicate adherence to district sequence. 100% of students will score a minimum of 70% on each benchmark assessment. 100% of teacher lesson plans will document scope and sequence.	September, 2004 November, 2004 February, 2005 April, 2005	Math Leadership Team, LuAnn Weynand, Math Specialist, Kinder through fifth grade teachers, and Administration	
					Mathematics	X				The Math Leadership Team will provide staff training in order to assist in maintaining the campus focus on Math TEKS, District Philosophy and Indicators of Excellence.	100% of teachers will achieve a two or above in teaching mathematics on the Mathematics Innovation Configuration.	September, 2004 May, 2005	LuAnn Weynand, Math Vertical Leadership Teams, Kinder through Fifth grade teachers, Math Specialist, Jeanie Weidenbch, AP	
X					Mathematics	X				Utilize the campus Math Vertical Leadership Team to meet with cluster Vertical Teams to revise common grade level appropriate assessments to meet the TEKS, levels of Blooms and Erikson's standards.	100% of students will score a minimum of 70% on the cluster	September 2004 through May 2005	Math Leadership Team, LuAnn Weynand, Math Specialist, Kinder through fifth grade teachers	
X					Mathematics	X				Teachers in Kinder through fifth grade will monitor common assessment results.	Teachers will make adjustments to curriculum as needed.	At the end of each six weeks - September, 2004, October 2004, December 2005, February 2005, April 2005, May 2005	Jeanie Weidenbach, Kinder through fifth grade teachers	

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X					Mathematics	X				Teachers in grades Kinder through fifth will utilize authentic assessment strategies.	100% of students in grades Kinder through fifth will have a minimum of one example of authentic assessment per math strand in their portfolio.	August 2004 through May 2005	Jeanie Weidenbach, Math Specialist, Kinder through fifth grade teachers	
X					Mathematics	X				Teachers in grades Kinder through fifth grade will utilize the vocabulary development process to teach all the necessary vocabulary in math	100% of formative walk-throughs will indicate appropriate use of these instructional practices. 100% of teacher lesson plans will indicate use of these strategies.	August 2004-April 2005	Administration, Kinder through fifth grade teachers	
X					Mathematics	X				Teachers in grade five will participate in professional development which supports the implementation of best instructional practices and standards-based mathematics curriculum.	75% of fifth grade students will score a minum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	August 2004 through May 2005	Administration, Math Cluster Specialist, fifth grade teachers	
X					Mathematics	X				Teachers in grades Kinder through fifth will participate in professional development which supports higher order thinking strategies.	100% of formative walk-throughs will indicate appropriate use of higher thinking strategies.	Fall 2004 through Spring 2005	Administration, Kinder through fifth grade teachers, Math Cluster Specialist	\$3,000
X					Mathematics	X				Teachers in grades Kinder through fifth will integrate the use of the following Best Practices into the math program: inquiry, class discourse, and use of appropriate tools.	100% of formative walk-throughs will indicate appropriate use of these instructional strategies. 100% of teacher lesson plans will document these practices.	September 2004, December 2004, March 2005 Monthly Walk-throughs	Jeanie Weidenbach, Kinder through fifth grade teachers	\$500.00

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X					Science	X				Teachers will integrate the use of the 5E's Lesson Cycle, incorporating effective teaching strategies into the Science program: emphasizing KWL, Science vocabulary in Word Walls, and Concept Mapping.	100% of the formative walk-throughs will indicate use of effective teaching strategies. Elementary students will have a portfolio with a minimum of six products that reflect the 5E's.	Fall, Winter, and Spring of 2004-2005	Science Instructional Specialist, Jeanie Weidenbach, Kinder through fifth grade teachers	\$500.00
X					Science	X				Teachers Kinder through fifth will attend training to develop and use authentic assessment strategies.	100% of students will have examples of authentic assessments in their portfolio. Grade Level teams will meet each six weeks to discuss, and assess student work that should be included in the portfolio.	September 2004, January 2005, April 2005, Monthly Walk-throughs	Science Instructional Specialist, Jeanie Weidenbach, Assistant Principal Kinder through fifth grade teachers	
X					Science	X				Teachers Kinder through fifth grade will attend training to learn questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of formative walk-throughs will indicate the use of learned questioning strategies.	September 2004, January 2005, April 2005, Monthly Walk-throughs	Science Specialist and Kinder through fifth grade teachers	
X					Science	X				Science Teachers in grades Kinder through fifth grade will incorporate into the Science Curriculum an opportunity for students to learn about inventors and participate in an Invention Convention.	100% of students in Kinder through fifth grade will participate in Invention Convention and will have either a group or individual invention to display.	Instruction: Weekly Portfolio: Monthly	Science Instructional Specialist, Jeanie Weidenbach, Assistant Principal, Kinder through fifth grade teachers	\$1,000.00

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X					Science	X				Science Teachers in grade five will utilize the opportunity and lesson plans provided by the John Knox Ranch - Outdoor education.	All students in fifth grade will be provided the opportunity to participate in an outdoor field experience at the John Knox Ranch. Students will journal their experiences and share with staff upon returning to campus.	School Year of 2004-2005	Fifth Grade Teachers, Jeanie Weidenbach, and John Knox Ranch educational team.	\$6,000.00
X					Science	X				Teachers in Kinder through fifth grade will utilize the Science Lab/materials conducting activities appropriate to their grade level a minimum of two times each nine weeks.	All students in grades Kinder through fifth grade will be provided the opportunity to work in the Science Lab. Lesson plans and Science Lab master schedule will reflect use of the lab a minimum of two times each nine weeks.	School Year of 2004-2005	Kinder through fifth grade teachers, Administration, Science cluster specialist	\$3,000.00
X					Science	X				Kinder through fifth grade teachers will review the grade level science TEKS, and fifth grade science TAKS release test, identifying grade level TEKS and developing an action plan to address science goals at each grade level.	Staff development records will reflect opportunity to develop action plan. Each grade level will turn in an action plan. Lesson plans will reflect action plans incorporated throughout grade level lessons. 100% of formative walk-throughs will reflect evidence of action plan.	Fall 2004-Spring 2005	Kinder through fifth grade teachers, Administration, Science cluster specialist	

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X					Science	X				Kinder through fifth grade teachers will use the following best practices to target diverse learners including: laboratory and field investigations, KWL, word wall, classifying, concept mapping, reflection journals, and using technology to enhance critical thinking .	100% Kinder through fifth grade teachers will score a 2 or above on the science innovation configuration. 100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	Monthly Walk-throughs, October 2004 February, 2005 Weekly lesson plans	Kinder through fifth grade teachers, Administration, Science cluster specialist	
X					Science	X				Inform parents and community regarding the nature of science as well as the requirements and opportunities in Science Education.	Grade Level Orientations as well as Family Nights will reflect this topic on the presentation agendas.	August 2004 and Fall 2004	Kinder through fifth grade teachers, Administration, Science cluster specialist	
X	X				Social Studies	X				Teachers in Kinder through fifth grade will attend training to understand and implement vertical alignment of the Social Studies TEKS and their relationship to secondary assessments.	100% of formative walk-throughs will provide evidence of teaching strategies applicable to TEKS and to secondary assessments.	Each six weeks, 2004-2005	Kinder through fifth grade teachers, Grade level chairs, Social Studies representative	
X	X		X		Gifted/Talented	X				The Gifted and Talented teacher will integrate Systems Thinking in the four core Gifted and Talented 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 nine weeks	Gifted and Talented Teacher	\$100.00
X					Gifted/Talented	X				Gifted and Talented will implement <u>Understanding by Design UBD</u> curriculum units.	100% of the curriculum units will reflect UBD design elements. On a rubric designed for UBD, 100% of students will score a three or above.	Once every nine weeks, Weekly walk throughs	Gifted and Talented Teacher - Celeste Roberts	

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X					Gifted/Talented	X				The Gifted and Talented teacher will provide staff development with focus on higher order thinking instructional strategies and materials to be implemented in the general education classrooms.	Lesson Plans will reflect integration of strategies learned. Formal and informal walk-throughs will document materials and strategies observed.	First and second semester	Gifted and Talented Teacher - Celeste Roberts, Kinder through fifth grade teachers, Jeanie Weidenbach	\$200.00
X					Library Services	X				The librarian will use the Big Six Research Strategy with Grades 2-5.	The librarian will guide research projects in Language Arts, Science, and Social Studies.	July 2004 through June 2005	Audrey Washington and Cluster Technology Coordinator	
X					Library Services	X				The Librarian will be provided training in SIRSI software.	The librarian will use SIRSI as indication of monthly circulation statistics.	July 2004 through June 2005	Audrey Washington and Cluster Technology Coordinator	
X					Library Services	X				The Librarian will utilize the Gale Resources and electronic databases.	The Librarian will use Gale Resources and electronic databases.	Every six weeks, Fall 2004 - Spring 2005	Audrey Washington	
X					Library Services	X				The Librarian will create integrated TEKS units to maintain focus on TEKS and curriculum integration for Kinder through fifth grade.	Librarian will create integrated TEKS units to be posted online in shared library folder. Periodic walk-throughs will evidence use of integrated units with grade level classes.	2004-2005school year	Audrey Washington	\$200.00
X					Dyslexia	X				A dyslexia program will be implemented at the campus level to meet state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected on STAT meeting minutes, as well as, parent letters.	2004-2005Weekly	Jeanie Weidenbach, Instructional Intervention Teacher	\$500.00

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X					Music	X				Connect the learning of fine arts with other curriculum areas/TEKS	Classroom observations and lesson plans will indicate that students are using the arts to learn about other cultures and disciplines.	Fall 2004 through Spring 2005	Tony Nunez, Music Teacher	
X					Professional Development	X				Principal will participate in the principals' monthly cohort meeting.	Principal will attend monthly cohort meetings.	Monthly	Jeanie Weidenbach	
X					Professional Development	X				Principals will participate in professional development opportunities.	All school administrators will participate in at least five professional development opportunities.	Monthly	Jeanie Weidenbach and Deandra Gabriel	
X					Professional Development					The administrators in the TR cluster will meet as an elementary group to discuss concerns, plan for common cluster goals, and brainstorm solutions.	All elementary cluster principals will participate and minutes of meeting discussions will reflect plans and items discussed.	Monthly	TR Principals and Assistant Principals	\$500.00
X					Professional Development	X				Kinder through fifth grade teachers, administrative staff, and classified staff members will participate in a cohort book study.	Faculty Meeting minutes will reflect CoHort presentations.	Fall 2004	Administration, Kinder through fifth grade teachers, classified personnel	\$1,000.00
X					Professional Development	X				Paraprofessionals (administration staff, auxiliary staff) will participate in staff development as provided by the district.	Follow-up surveys will report use of skills used in sessions.	Every six weeks.	Paraprofessionals	
X					Special Education	X				Provide staff development regarding appropriate referrals and service delivery options to campus staff.	Monthly appraisal report will show a 10% reduction of referrals to special ed from the previous school year.	Fall 2004 through Spring 2005	Special Ed Teachers, Counselors, and Special Ed Coordinator	

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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.	Increase the number of students identified with disabilities served in the general education settings by 10% from 2002-2003 to 2003-2004 in order to decrease the district's ratio above the state's 125% average.	Fall 2004 through Spring 2005	Special Ed Teachers, Counselors, Hart Team, Administration, Special Ed Coordinator	
X	X				Special Education	X				Increase the percentage of students with disabilities taking the TAKS.	Windcrest will increase the number of students identified with disabilities taking TAKS by 5%.	Quarterly	Lead Special Ed Teacher, Special Ed Teachers, Counselors, and Jeanie Weidenbach	
X					Special Education	X				Monitor compliance with timelines for initial evaluations and annual ARD's (CAP-Timelines, Initial Evaluations.)	ARD's and Initial evaluations for all students will occur on time..	August 2004 and May 2004 November 2004, February 2005, and June 2005 Monthly	Special Ed Teachers, Counselors, Administration, and Special Ed Coordinator	\$300.00

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X		X		X	Technology Applications	X				Campus Tecnology Committee will meet a minimum of once a month with Educational Technology Staff to identify 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 the Professional Development Planner. Instructional Technology Specialist will monitor to insure 100% of the Technology Readiness Checklist items are addressed as needed.	August 2004 through June 2005	Jeanie Weidenbach, Technology Team, and Cluster Technology Specialist	
X				X	Technology Applications					Educational Technology staff will support teachers in the utilization of GradeSpeed and Teacher Web 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. 100% of teachers will post essential classroom information as outlined in the Teacher Web template.	Every twelve weeks	Jeanie Weidenbach, Instructional Technology Specialist, Kinder through fifth grade teachers	

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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				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D			TIMELINE	PERSON(S)	RESOURCES
X					Technology Applications	X				Educational Technology staff will provide teachers and students with 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 the software and developed by Career and Technology Education.	Every six weeks.	Jeanie Weidenbach, Kinder through fifth grade teachers, Instructional Technology Specialist, Technology Committee	
X	X	X			Technology Applications	X				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 district proficiency tests, rubrics, and a student portfolio stored on a CD.	Weekly	Jeanie Weidenbach, Curriculum and Instructional Technology Specialist, Kinder through fifth grade teachers	\$500.00
x	x		X		Technology Applications	X				Educational Technology staff will support teachers and students in the utilization of 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 walk-throughs, observations, and reflective practice. 100% of classroom teachers will score a 2 or above on the Technology Innovation Configuration. 100% of classroom teachers will work with students in the wired computer labs a minimum of six times each six weeks grading period as evidenced by lab schedules and lesson plans.	August 2003 through May 2004	Jeanie Weidenbach, Isabel Jensen, Kathryn Schwab, DARE Officer Pena, Kathy Schneider, nurse, and Kinder through fifth grade teachers	\$100.00

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
WINDCREST ELEMENTARY SCHOOL
2004-2005**

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Board Goals					TARGET	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D			TIMELINE	PERSON(S)	RESOURCES
X		X			Technology Applications	X				Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas	100% of administrators and core content teachers will use the Technology Innovation Configuration to measure utilization of technology during walk-throughs, observations, and reflective practice. 100% of content teachers will score a 2 or above on the Technology Innovation Configuration.	August 2003 through May 2004	Jeanie Weidenbach, Teachers, Curriculum and Instructional Technology Specialists and Coordinators, Tim Miller	
X			x		Safe and Drug Free	X				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 to 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 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 and improve school safety. 3. Increased parental and community involvement in violence and drug prevention activities. 4. Increased student involvement in school activities.	August 2004 through May 2005	Isabel Jensen and Kathryn Schwab	

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Board Goals					TARGET	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D			TIMELINE	PERSON(S)	RESOURCES
X					Guidance	X				The Counselors will create and implement a guidance program.	100% of guidance counselors will receive part one of guidance program. 100% of counselors monthly calendars will show a 10% increase in parent and staff contact. Campuses will submit Guidance Plans to Jeannie McDaniel, to be monitored quarterly.	August 2004 through May 2005	Isabel Jensen, Kathryn Schwab, Cluster Counselors, Jeanie Weidenbach	\$100.00
		X			Guidance	X				Counselors will participate in monthly cluster counselor's meetings.	100% of cluster counselors will file agendas and minutes of their meetings with their principal and Jeannie McDaniel.	August 2004 through May 2005	Isabel Jensen, Kathryn Schwab	\$50.00
X					Guidance	X				Counselors will meet with students and parents prior to the end of fifth grade to discuss taking rigorous curriculum and the Gear-Up Program for the Texas Grant.	Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance.	August 2004 through May 2005	Kathy Schneider	
	X				Health Services	X				The nurse will participate in Staff development sessions focusing on documentation and medication.	Five sessions per year on improved skills in physical assessment and emergency response. Evaluations of sessions will reflect a score of 3 or above.	August 2004 through May 2005	PE Teacher - Melissa Shutz	\$500.00
	X		X		Athletics	X				PE teacher will attend in-service and share sessions focused on physical fitness, dance, coordination activities, and the CATCH initiative.	PDAS observations and lesson plans will indicate use of curriculum and ideas learned.	August 2004 through May 2005	Jeanie Weidenbach, , Behavior Management Team	

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1	2	3	4	5	AREA	E	M	H	D			TIMELINE	PERSON(S)	RESOURCES
X			X		Discipline Management	X				Teachers will continue the utilization of the District's Behavior Management Plan which includes character education.	A district wide behavior management plan will be released at July Management. A training design, materials, and process for teachers, administrators, parents, and students will be provided.	August 2004 through May 2005	Jeanie Weidenbach, Behavior Management Team, Kinder through Fifth grade teachers, and counselors	\$500.00