



Jones Elementary 2005-06 Campus Improvement Plan

Committee: All Instructional Staff
Campus Improvement Plan Review

Campus:
Contact:

- ☐ All districts receiving federal funds must adopt the following **No Child Left Behind (NCLB)** goals:
- Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
 - Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
 - Performance Goal 5: All students will graduate from high school.
- The goals should be reflected in the campus plans, as appropriate.*

In addition, districts will also be required to adopt the NCLB performance targets, at a minimum, for the 2005-2006 school year.

State and Federal Mandate	CIP Required Component	Evidence/Comments	Recommendations
SB1 Title I	<p>Needs Assessment: Each CIP must assess the academic achievement for each student group using the AEIS.</p> <p>Needs Assessment: Schoolwide programs must include a comprehensive needs assessment of the entire school based on student performance data related to state content standards (TEKS) and performance standards (TAKS) (Note: Most of the federal programs require LEAs to conduct needs assessments to determine appropriate allocations and expenditures of funds.)</p>	<p>___ Clearly Evident ___ Somewhat Evident ___ Not Evident</p> <p>Comments:</p>	___ No Recommendations
SB 1	Long Range Goals: The board of trustees shall annually approve district and campus performance objectives and shall ensure that district and campus improvement plans, at a	<p>___ Clearly Evident ___ Somewhat Evident ___ Not Evident</p>	___ No Recommendations

All Federal Programs	<p>minimum, support the state goals (TEKS) and objectives under Chapter 4.</p> <p>(Note: Include NCLB goals above.)</p>	Comments:	
SB 1	<p>Performance Objectives: Each CIP must set the campus performance objectives based on the AEIS, including objectives for special needs students (special populations).</p> <p>(Note: Include NCLB information regarding performance indicators above.)</p>	<p><input type="checkbox"/> Clearly Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
All Federal Programs			
SB 1	<p>Strategies, Activities, Implementation Timelines: Each CIP must</p> <ul style="list-style-type: none">▪ identify how the campus goals will be met for each student▪ identify staff needed to implement the plan▪ set timelines for reaching the goal.	<p><input type="checkbox"/> Clearly Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
Title I	<p>Schoolwide Reform Strategies: Each CIP must should include strategies that:</p> <ul style="list-style-type: none">▪ provide opportunities for all students to meet the state performance standards (TAKS)▪ are based on effective methods and use instructional strategies that are based on scientifically based research that:<ul style="list-style-type: none">- strengthen the core academic program in the school;- increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs)- provide enriched and accelerated curriculum- include strategies for meeting the needs of historically		

	<p>underserved populations;</p> <ul style="list-style-type: none">– address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and– the integration of vocational and technical education programs.		
Title I	Instruction by Highly Qualified Teachers and Strategies to Attract High-Quality Qualified Teachers to High-Need Schools, Especially for High-Need Schools. Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers (as defined by NCLB).	<p><input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
Title I	Transition of Preschool Children from Early Childhood Programs to Local Elementary School: Each CIP must include strategies/activities for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or other state programs to local elementary school program.	<p><input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
Title I	Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (TEKS- TAAS/TAKS): Activities should include <ul style="list-style-type: none">▪ measure to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance▪ staff development for teachers related to identification of learning and academic difficulties	<p><input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>

	<ul style="list-style-type: none">▪ teacher/parent conferences to discuss<ul style="list-style-type: none">– what the school will do to help the student meet the standards– what the parents can do to help the student’s performance, and– additional assistance at the school or elsewhere in the community.		
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SB 1	Parental Involvement: The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members.	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<input type="checkbox"/> No Recommendations
Title I	Parental Involvement: Each school shall jointly develop with and distribute to parents of participating students a written parental involvement policy, agreed upon by such parents and agreed upon periodically. The school parental involvement policy should describe parental involvement strategies related to the school-parent compact, capacity-building, and accessibility. Parent Involvement must also include: <ul style="list-style-type: none">- An annual meeting to inform parents of their child’s participation in Title I, Part A, program requirements, and their right to be involved;- Flexible number of meetings, e.g., morning and evening (the campus may provide transportation, child care, or home visits);- Their involvement in an organized, ongoing, timely way, in the planning, review and improvement of the Title I, Part A program, including the development of the parent involvement policy and the schoolwide plan;- Providing parents with timely information about the Title I, Part A program; a description and explanation of the curriculum; forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children; and- Sharing information about professional qualifications of	Comments:	

Title I	<p>their child’s teachers; achievement level of their child in each of the state’s academic assessments (including RPTE and TPRI); and timely notice that their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified, as defined by NCLB.</p> <p>At the beginning of each year, the LEA must notify the parents of each student attending any Title I, Part A campus that the LEA will provide the parents in a timely manner upon request by the parent, information regarding the professional qualifications of the student’s classroom teachers.</p> <p>(The schoolwide campus must also jointly develop a School-Parent Compact that is signed by the school and parents. This document should be placed in the students’ cumulative record folder.)</p>		
SB 1 Title I	<p>Staff Development: The SBDM committee must decide approve staff development.</p> <p>Professional Development: Each schoolwide campus must provide high-quality, ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, other pupil services personnel, parents, and school staff to enable all children in the school to meet the state’s student academic and achievement standards.</p>	<p>___ Clearly Evident ___ Somewhat Evident ___ Not Evident</p> <p>Comments:</p>	<p>___ No Recommendations</p>
SB 1 Title I	<p>Resource Allocation: Each CIP must determine the resources needed to implement the plan.</p> <p>Resource Allocation: The schoolwide CIP must list all federal, state, and local programs that are included in the schoolwide program and describe how the school will use resources from</p>	<p>___ Clearly Evident ___ Somewhat Evident ___ Not Evident</p> <p>Comments:</p>	<p>___ No Recommendations</p>

	<p>Title I with other resources to implement all the CIP components.</p> <p>Coordination and Integration of Federal, State, and local services and programs: Each CIP must identify how programs and services are integrated at the campus.</p>		
<p>SB 1</p> <p>Title I</p>	<p>Evaluation: Each CIP must measure progress toward the performance objectives periodically to ensure that the information included in the CIP is resulting in academic improvement. Each CIP must provide for formative and summative evaluation measures.</p> <p>Evaluation: Student assessment in at least reading and mathematics must be included. This assessment will be the primary means of determining the yearly performance of each campus.</p> <p>Under NCLB, campuses are required to demonstrate Annual Yearly Progress (AYP), while narrowing the achievement gaps for the campus. Each LEA must review annually the progress of each campus served with Title I, Part A funds to determine whether the campus is making AYP. If the campus does not meet AYP for two or more consecutive years, the campus will enter School Improvement status under NCLB. (Additional guidance regarding AYP is expected from USDE and TEA.)</p>	<p><input type="checkbox"/> Clearly Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>

Notes / Other Considerations:

- The Title I Schoolwide Plan should reflect all fund sources combined in the implementation of this plan, e.g., **State Compensatory Education funds** and other eligible funds.
- If the campus is combining State Compensatory Funds (SB 702), the plan must reflect:

- The intent to combine the fund sources;
- The size and scope of the SCE budget; and
- FTEs funded from SCE.

The information may be provided either in the “Resource” column **or** via a preface or an appendix page.

- Program Coordination – Campus improvement plans should reflect coordinated/integrated professional development activities, e.g., Title II, Part A and Title II, Part D, etc.
- Title II, Part A (Teacher and Principal Training and Recruiting Fund) program activities for recruiting and retaining staff, providing professional development, improving the quality of the work force, and reducing class size should be included in the plan, as appropriate.
- Title IV (Safe and Drug Free Schools) fund expenditures for allowable activities should be noted in the CIP, when appropriate, including progress toward reducing violence and illegal drug use.
- Special Education – Include any of the five (5) areas of CAP, as appropriate. Include strategies/activities for addressing training for SB1196 (Texas Behavior Support Initiative) and SB1727 (support for general education teachers who provide instruction for special education students).
- SB1 – Include strategies/activities to address conflict resolution, discipline, and technology training.

Comments:

Reviewed by:

CAMPUS IMPROVEMENT PLAN 2005-06

TECHNOLOGY

CAMPUS-GOAL: Jones Elementary staff and students will continue to use technology as a teaching and learning tool.

LONG-RANGE GOAL: Increased and successful use of technology by staff and students.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Staff will participate in staff development planned to increase educators’ effectiveness in the use of technology. 4hrs/month Word, Excel, AR, Grade Speed, Web Search	Local Technology \$	Technology director – Noe Maldonado Principal	August 2005 – May 2006	Staff will continue to become more proficient at utilizing technology.	Sign-in logs of training presented.

Power Point, Desktop Organizing Network					
Purchase technology as prioritized in the District Technology Plan.	Local Technology \$	Technology director – Noe Maldonado	August 2005– May 2006	Improve student performance.	Purchase of equipment and software.
Every classroom will be equipped with 5 computers, grade level software and printers.	Technology \$	Technology director – Noe Maldonado	August 2005– May 2006	Reinforce language arts, math, science, social studies skills and develop computer skills.	Lesson plans Computer software Internet use
Update older model computers with new computers. (Priority)					
Work towards two printers in each classroom.					
Check out carts available for teachers with play stations, DANA's and Achieve Now Software computer discs.			September 05 – May 06		
Teachers and students will have access to the Distance Learning Lab	Region 20	Teachers		On site Lessons	
K.A.R.E. after school program	LSL Grant	Susan David	TPRI Star Testing	Reading Achievement	Reading Assessments
Lesson Plan on Gradespeed	Gradespeed	Tech Director – Noe Maldonado		Teacher record lesson plans on Gradespeed	
Lap top computers for every teacher	Tech \$	Tech Director – Noe Maldonado		Teacher access web-based Grading system	

CAMPUS IMPROVEMENT PLAN 2005-06

SAFE AND DRUG FREE SCHOOLS

CAMPUS GOAL: Jones will provide a safe and drug-free learning environment for students and staff.

LONG-RANGE GOAL: BISD will be a drug and violence free district.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
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Provide character education for all students.	Character Education	Principal Counselor Teachers	(Principal's daily message) and classroom activities.	An increase in students' respect to peers and staff will be evident.	
All students will be informed about the characteristics and negative effects of bullying.	Counselor's office library	Counselor	Sign-in sheets (class presentations)	A reduction in the frequency and severity of bullying-related incidents.	
Teach students ways of showing respect for students of the opposite gender.	Life-skills literature	Principal Counselor Social Worker	Less plans Parent conference documentation	Reduced number of gender-related misbehaviors reported to the principal's office.	
Monitor traffic in/out of the building.		Office staff	Provide badges and book for visitors to sign in and receive badge.	All visitors must sign in at the office and receive a visitor or volunteer badge. They must sign out when leaving and leave their badge.	Logs of sign in/out
Provide a safe learning environment for students and staff.	No cost	All staff	Review the code of conduct and procedures	The code of conduct will be enforced. Parents and students will be informed of and given copies of the code in student handbooks.	Decrease in office/incident referrals.
Maintain a drug-free environment for students and staff.	Local	Administrator Counselor	Unscheduled visits from drug dog. Red Ribbon Week Character Education Activities in lesson plans.	The company contracted to do unscheduled sweeps of the building with the drug dog will continue. Red Ribbon Week and character education activities will raise students' awareness of supporting a drug and violence free lifestyle and being a good person.	Reports from drug dog sweeps. Red Ribbon Week Activity sheets.
Safe passage of students traveling from classrooms to campus destinations (i.e. library, nurse, etc.)	No cost	All staff	Buddy passes	Pre – K through 3 rd grade students will use the buddy system when traveling to destinations outside their classroom. 4 th – 6 th grade students will have a hall pass when out of the classroom.	Accountability and safe travel around the campus.

Establish traffic patterns that will increase safety of students during drop-off and pick-up times.		Principal Maintenance supervisor	August 06	Pre-K through 6 th grades will arrive and leave from school safely.	No student injuries/accidents
Verify and account for student absences and tardiness.	No cost	Teachers Office staff	Review procedures in handbook with parents.	Parents should notify the school when their child will be absent. Late students (after 8:05 a.m.) will check in at the office and receive a tardy slip.	Accountability of students. Reduced numbers of tardies from fall to spring semester.

CAMPUS IMPROVEMENT PLAN 2005-06

STAFF DEVELOPMENT

GOAL: The staff of Jones Elementary will better understand the goals of our district. We will be better prepared to meet the needs of our diverse student population.

LONG-RANGE GOAL: Recruit, retain, and retrain highly qualified teachers.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Campus Staff Development in August 2004: 2 days PDAS Safety Employee Handbook Student Handbook Parent Communication Campus Procedures and information Drug & Safe Schools update Special Programs: Regulations, Mandates and Accountability Stress Management ESL Strategies	Local	Principal Special Programs Coordinators	Campus expectations for the school year. Safety goals for the year. PDAS Requirements Weekly Progress Reports Review student and employee handbooks	Campus staff will be knowledgeable of campus operations and procedures in all of the areas listed.	School will begin in a safe and orderly fashion with all stakeholders involved. Spring 2006 TAKS scores will improve for each subgroup. Increased teacher collaboration and collaborative interventions.
6 Hours GT recertification required for all GT trained staff.	Local	GT Coordinator	Aug 2005	More effective utilization of GT resources and opportunities for identified students.	PDAS Documentation Lesson Plans
Continue professional development for all core subject teachers for Gifted/Talented (30 hours).	Local	GT Coordinator Principal	August – December 2005	Teachers will be prepared to meet the needs of the gifted student.	ECS Certification
Dyslexia strategies for the classroom and strategies for	Local	Teachers	Spring 06	More effective instruction for dyslexic or	Sign in sheets.

the dyslexic reader.				struggling readers.	
TAKS & TEKS Specific workshops by content or grade area.	ARI/AMI	ECS Fall & Spring Offerings	Spring 06 TAKS data	Staff will be prepared to meet the short and long-term goals of our campus/district. We will be better prepared to meet the needs of our diverse student population.	ECS Certificates PDAS

CAMPUS IMPROVEMENT PLAN 2005-06

MATH

CAMPUS GOAL: By the end of the 2005-06 school year, a minimum of 85% of all students at each TAKS grade level and 80% in each student subgroup will pass the TAKS Math test.

LONG-RANGE GOAL: By the end of the 2006 – 07 school year, 85% of all students and 80% of all subgroups will pass the TAKS Math test at the 5th grade level.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Formal and informal teacher discussions (Examining and sharing of student data towards mastery of TAKS objectives) to increase the effectiveness of instruction.	No Cost	Math teachers	Math 6 week tests	Improve ability of staff in making formative assessments of individual students in order to make timely interventions for student success	Spring 2006TAKS Math results
Continue implementation and improvement of the daily Math Skills at grades K – 6 th with Math Investigations.	No Cost	Teachers	Daily Unit tests 6 week tests	Improve students' understanding of written and oral language skills and concepts involving math; improve students' understanding of effective problem solving.	Spring 2006 TAKS Math results
Students at grades K – 6 who have been identified at risk will be identified. Tutored in school or after school will be monitored every 6 weeks.	No Cost	Teachers CARE Team Special Programs teachers	Daily grades Unit tests	Increased number of students will master the TEKS.	Spring 2006TAKS Math results

Use the CEI lab to assess, prescribe lessons, and evaluate students' progress in math. Incorporate instruction from Lightspan and Power Plus Media and My Skills Tutor.com	Title 1:	Teachers CEI Instructional aide	6 week tests September 2005 (pretests) – May 2006(posttests) Various reports available to teachers throughout the year	Improve use of software as a diagnostic and remediation tool for individual student growth	Spring 2006 TAKS Math results TMDS
Teachers will incorporate creative and abstract problem solving activities into their daily lessons.	No cost	Teachers	Daily grades Unit grades 6 week test grades	Improved creativity and problem solving skills in daily use and testing situations.	Spring 2006 TAKS Math results
In school/after school tutorials	Local	Teachers	November 2005– May 2006	Improved 6 weeks grades	Spring 2006TAKS Math results

CAMPUS IMPROVEMENT PLAN

GOAL #

ACADEMIC EXCELLENCE INDICATOR:

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Administer Math Benchmark at least once before Math TAKS TEST.	No Cost	Teacher	Released TAKS TEST	To show students mastery of TAKS objectives	Spring 2006 TAKS MATH Results
Use Quick Flip Questions for Critical Thinking	No Cost	Teacher	None	Higher Level Thinking in students	Spring 2006 TAKS MATH Results
St. Henry de Oso Project for identified at risk students in 1 st and 2 nd Grades	Community Volunteers Project Leaders	Dr. Smith Teachers	None	To teach the parents how to help their children with school work. To improve on parent teacher communication	Student Progress – Report Card
Summer School for students identified at risk	Local or Title 1 or Stage 1	Teachers		Improve students understanding of effective various math objective for lower achieving students.	
STAFF Development Resource Mary Cook * Creating a classroom of Algebraic thinkers	Stage 1 Funds	Math Teachers		To learn strategies for improvement TAKS objectives	Spring 2006 Math TAKS Results

CAMPUS IMPROVEMENT PLAN 2005-06

READING

CAMPUS GOAL: By the end of the 2005-06 school year, a minimum of 80% of all students at each TAKS grade level will pass the Reading test; 80% of the students in all sub-groups will pass the TAKS Reading test.

LONG –RANGE GOAL: By the end of the 2006 – 07 school, 85% of all students and 80% of all subgroups will pass the Reading test at the 3rd & 5th grade levels.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Professional Development <ol style="list-style-type: none"> 1. Region 20 Workshops 2. Virtual Workshops through Library 3. DKC training K- 6th Reading Teachers 3. K-6th Teacher Reading Academy 	Academy	Principal Classroom teachers	Implement New Materials	Student Performances	TAKS TPRI'S
Curriculum <ol style="list-style-type: none"> 1. Grades Pre-K- 6th will utilize a consistent and research –based reading method at their level 2. Implement Saxon Phonics –K – 3rd Grade 3. Edcon Reading Comprehension Vocabulary Development Series for At-Risk Students 		Principal Classroom teachers	6 Weeks Test Weekly Assessments	Increased Mastery of Reading Objectives aligned with the TAKS	Spring 2006 TAKS scores in Reading TRPI

Technology Utilize Digital Knowledge Central (DKC) for all grade levels		Classroom Teachers Librarian		Completed projects through technology assistance	TAKS and TPRI
Enrichment <ol style="list-style-type: none"> 1. Accelerated Reading Program 2. TEXAS BLUEBONNET AWARD Reading Program 3. Literacy through our School and Library (LSL) 4. Weekly Reader 5. Drop Everything and Read (DEAR TIME) 6. Mari Carbo (Taped book method) 7. Six Flags 6 Hour Reading Program 	Books \$300	Classroom Teachers Librarian Librarian Classroom Teachers Classroom Teachers	Star Diagnostic Testing Fall & Spring August 2005 – Jan 2006 Improved TAKS Scores	Improved reading comprehension skill, increased interest in reading Encourage Texas children to read more books, to explore a variety of current books and to identify their favorite books through the voting process. Enhance reading abilities	AR Growth Report Bluebonnet Certificate of Participation Participation in LSL program – meeting goals
Develop Student At-Risk Folders (SAR)	Intervention Programs	Teachers Care Team	Care Team	Use of all intervention programs	TAKS
Tutorials / Remediation CEI Reading Lab – prescribe lessons, and evaluate students progress in reading and to target specific skills	Title 1 FTE 1.00 \$15,000	Principal Title 1 Computer Aide	Teacher recommendation or CARE Team recommendation to the program. Progress reported to teacher.	Increase mastery of reading objectives	TPRI End of Year scores for K – 2 nd Spring 2006 TAKS scores in Reading
Parents <ol style="list-style-type: none"> 1. Continue the 2x2 Reading Program for Pre-K- through 2nd Grade 2. PTO Sponsored Annual Book Fair 	Books \$250 No Cost	Librarian Parents PTO Secretary	August 2005- May 2006 2005-06 School Year	Increase at home reading between parents and students Provide students the opportunity to select books for their personal library at a reasonable cost; Increase in reading and vocabulary enrichment	End of Year TPRI for K-2 Student booklist of offering
Community Jones Elementary will continue partnership with the St. Henry de Osso Early Literacy Project	No Cost	Principal 1st and 2nd Grade Teachers	September – December 2005	In-Home reading tutoring for recommended 1 st and 2 nd grade and their parents	TPRI Scores

CAMPUS IMPROVEMENT PLAN 2005-06

WRITING

CAMPUS GOAL: At the end of the 2005-06 school year, 85% of all students will pass the 4th grade TAKS Writing test; 80% of students in all subgroups will pass the TAKS Writing test.

LONG-RANGE GOAL: By the end of the 2006 –07 school year, 90% of all students and 85% of all subgroups will pass the 4th grade TAKS Writing test.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Formal and informal teacher discussions (examining and sharing of student data towards mastery of TAKS objectives) to increase the effectiveness of instruction. (6-week cluster meetings.)	No cost	Teachers	Vertical Alignment meetings 2X 6-week tests	Improve ability of staff in making formative assessments of individual students in order to make timely interventions of student success.	Spring 2006 TAKS writing results
Students will have regular opportunities to practice all modes of process writing (progressively increase length of compositions)	No cost	Teachers	Lesson Plans Walk-through observations Completed projects	Students being tested in grade 4 will be able to master TAKS writing objectives and there will be an increase in the number of students scoring a 3 or better on the writing prompt	Spring 2006 TAKS writing results
Campus-wide journal writing at least 2 times week		Teachers	August 2005 – May 2006	Improved written compositions.	Spring 2006 TAKS writing results
Tutorials	Local	Teachers	August 2005 – May 2006	Improved 6 weeks grades	Improved Spring 2006 TAKS writing scores

Continue using Shurly grammar and spelling programs. Saxon Phonics in 2 nd , and Spalding Phonics in 6 th will be used as supplemental resources. DRL handwriting practice student/teacher conferencing Parents help put together school newspaper		Teachers	August 2005 – May 2006	Improved writing skills, vocabulary reading comprehension, word meaning. Improved spelling skills, mechanics, editing skills	Improved Spring TAKS and Writing scores Improved grades
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CAMPUS IMPROVEMENT PLAN 2005-06

SCIENCE

CAMPUS GOAL: By the end of the 2005-06 school year, a minimum of 80% of all students and all subgroups will pass the 5th grade TAKS Science test.

LONG-RANGE GOAL: By the end of the 2006-07 school year, 80% of all students and all subgroups will pass the 5th grade TAKS Science test.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Teachers in grades K –6 th are to follow the Science TEKS for their grade level. Teachers will implement different kinds of technology devices as teaching strategies. Ex. Digital Curriculum, internet, etc.	No cost	Teachers Principal	August 2005 – May 2006 lesson plans. Unit tests	Increased alignment of Science to TEKS. Grades K – 4 will contribute to the mastery of science in grade 5. Grade 6 will contribute to the mastery of science on grade 7	Spring 2006 5 th grade TAKS Science results.
Increase in the use of Science labs as a teaching strategy.	Consumable materials	Teachers	August 2005 – May 2006 lesson plans.	Improve students' knowledge and understanding of lab equipment and the scientific process.	Spring 2006 5 th grade TAKS Science results.

			Unit tests		
			Lab activities		
All students in grades K – 6 will participate in campus level Spring Science Fair. Participation by grades K – 4 th is voluntary.	Consumable materials	Teachers	Science Fair Guidelines	Improve students' understanding of science concepts in relations to the scientific process.	Spring 20065 th grade TAKS Science results
			Project grades		

CAMPUS IMPROVEMENT PLAN 2005-06

SOCIAL STUDIES

CAMPUS GOAL: Jones Elementary students will show an annual mastery of Social Studies TEKS per grade level.

LONG-RANGE GOAL: By 2006, former Jones Elementary students will pass the 8th grade TAKS Social Studies test.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
A review of the maps and globes being used in classrooms will continue. As many as possible will be replaced yearly.	Local	Principal	As needed and May 2006	Outdated maps and globes will be phased out of use.	Plan for replacement is in place.

Teachers will continue to integrate the instruction of social studies with LA.	No cost	Teachers	6 week tests Grades 1	Increased integrations of language arts and social studies. More emphasis on units. Increased use of trade books in both LA and Social studies as needed	Spring 2006TAKS Reading results
Social studies and Reading teachers will use Weekly Reader newspaper to teach current events in grades K – 6.	Title 1 \$1,200.	Teachers	Weekly	Increase knowledge of current events around the world. Reinforce social studies, Reading, Math and LA TEKS.	Report Cards Spring 2006 3 rd – 6 th Reading & Math TAKS. TPRI results

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GOAL #

ACADEMIC EXCELLENCE INDICATOR:

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Character Education will be integrated into the curriculum.	No Cost	Teachers Counselor	Weekly	Increase Knowledge on students own actions and manners. Reinforce good choices	Teachers evaluates
Ag Day- Shows community workers and support	No Cost	County Extension Agent	1 time a year Grades K- 4th	Increase knowledge of community workers / jobs and supports involvement	None / teachers choice

CAMPUS IMPROVEMENT PLAN 2005-06

ECONOMICALLY DISADVANTAGED AND AT RISK

CAMPUS GOAL: Jones Elementary economically disadvantaged and at risk students will be monitored in order to be successful.

LONG-RANGE GOAL: BISD economically disadvantaged and at risk students will be taught the skills to succeed socially, emotionally, and academically.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Provide economically disadvantaged students with	Local businesses	Nurse Francine Collins	Aug 05 – May 06	Focus on economically disadvantaged	Attendance

necessary school supplies; medical services, eyeglasses, and supportive experiences.	and service clubs	Counselor Principal		students having what they need to be able to get the full benefit of school	Spring 2006 TAKS results
Students will participate in counseling sessions as needed or as scheduled per parent, teacher, or CARE team request.	Local	Counselor	August 2005 – May 2006	Students will gain knowledge of skills for being more successful socially, emotionally, and academically.	Counselor log of activities.
Specialized instruction will be given for those students identified by the 504 or ARD committees as qualifying for dyslexia instruction.	Local	Principal Diagnostician	August 2005 – May 2006	District identified dyslexic students will be able to perform satisfactorily in academic classes as well as on TAKS/SDAA.	Spring TAKS/SDAA 2006 results.
Accelerated Reading instruction will be offered to those students that do not perform satisfactorily on the TPRI or at the recommendation of the CARE team. Title 1 Reading and CEI Math (Grades 3 – 6 th) instruction will be offered to those students that do not perform satisfactorily on TAKS tests or benchmark tests given by the classroom teacher or at the recommendation of the CARE team.	Title 1 Reading:	ARI Instructor Title 1 Reading CEI 1 Math	August 2005 – May 2006 August 2005 – May 2006	Interventions will be made in a timely manner to enable all students to succeed. Interventions will be made in a timely manner to enable all students to succeed.	May 2005 TPRI results Spring 2006 3 rd grade TAKS reading results Spring 2006 3 rd – 6th grade TAKS Reading and Math results
Offer extended school year program (summer school) for those students who have not mastered TEKS for their grade level.	OEY	Principal	June 2006	Mastery of TEKS; reduction in number of students retained.	Summer school promotion lists.

CAMPUS IMPROVEMENT PLAN

GOAL #

ACADEMIC EXCELLENCE INDICATOR:

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Mentorship(paring kids with responsible ones)	Responsible High School Students	Teacher principal		Establish relationships and opportunities for leadership and academic growth	
Library Computer after school (Grant Money)	Library Grant \$	Librarian Mrs. Curry		Reading Achievement through Literacy in the Library	TPRI Star Testing in the spring

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CAMPUS IMPROVEMENT PLAN 2005-06

ATTENDANCE

CAMPUS GOAL: Jones Elementary will attain an attendance rate of 98% for the 2005-06 school year.

LONG-RANGE GOAL: By the end of the 2006-07 school year, Jones Elementary will maintain an attendance rate of 98% for the year.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Home visits	None	Counselor Social Worker	Documentation of parent conferences held at homes	A positive change in attendance pattern for students deemed at-risk of retention due to attendance	
Students with perfect attendance will receive a perfect attendance pencil each 6-weeks.	No cost	Principal	August 2005 – May 2006	Improve weekly attendance.	Daily attendance.
Students with perfect attendance will have their name printed in the Brackett News.					

6-week celebration for the class with the highest percentage attendance for each 6-weeks. There will be a PK – 3 rd grade division and a 4 th -6 th division.	Activity Fund	Principal	August 2005 – May 2006	Improve attendance of all populations.	Improved attendance rate each 6-weeks.
Awards ceremony at the end of the year for perfect attendance.	No cost	Principal	May 2005	Students will receive recognition with their peers for perfect attendance.	Awards

CAMPUS IMPROVEMENT PLAN 2005-06

CRISIS MANAGEMENT

CAMPUS GOAL: Jones Elementary will have a trained crisis team available for crisis situations.

LONG-RANGE GOAL: By 2010, Jones Elementary will have all staff trained to be crisis team members.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Teacher education	None	Principal Counselor Social worker	Lesson plans Sign-in sheets	An increase in the number concerns expressed by teachers to the principal, counselor, or social worker	
Maintain a campus Crisis Team to assist staff in the event of a crisis situation.	Local	Principal	Fall 06 Training	To assure the parents, students, and staff that Jones Elementary is a safe place to be.	Crisis Team in place Documentation of incidents.
All certified staff will be recertified for CPR training.	Local	Brackett EMTs Principal	Fall 04 Training	All teachers that go on field trips with students will be CPR trained.	Training participation certificates

CAMPUS IMPROVEMENT PLAN 2005-06

CAMPUS MANAGEMENT

CAMPUS GOAL: Jones Elementary staff will develop, encourage, and promote more effective means of communication and knowledge of school policies.

LONG-RANGE GOAL: Staff will communicate in an effective manner about school policies at school, with parents and in the community.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Update, redistribute, and review a campus emergency plan.	Local	Principal	November 2005	Organized response to a crisis.	Completed and distributed plan; monthly fire drills; at least one Code Red drill per semester.
Staff orientation for all new employees and assigned to a mentor teacher.	Local	Principal Counselor Central Office	August 2005 Mentor program – August 2005 – May 06	Staff awareness of organizational procedures. Staff awareness of campus resources, materials, procedures, and expectations.	Increased effectiveness of teachers; effort toward campus procedures being uniform will continue to progress. Increased retention of quality staff.
All teachers will use the GRADESPEED program to enter grades and distribute progress reports to all students.	No cost	Teachers	Weekly progress reports. 3-week progress reports with pass/fail.	More consistency in grading and reports going home. Increased awareness of student's individual progress.	Spring 2006 TAKS scores will show gains in all subgroups. TPRI scores will show gains in all areas.
Provide more staff development on classroom management. In service for administrators on DAEP placement..	Local	Principal OCS teacher as needed (sub)	August 2005 – May 2006 Evaluation of referrals	Number of discipline referrals, suspensions, and expulsions will decrease.	05-06referrals will decrease compared to 04-05.

Computer Lab available for all teachers to schedule for their class(es).	No cost	Teachers	August 2005	Improved technology and internet skills when doing research or web-based activities.	Lesson Plans
Weekly parent-teacher communication through weekly progress reports for academics and social skills (discipline).	No cost	Librarian Teachers	6 weeks	Increased parent communication and a decrease in discipline referrals and an increase in students' completion of assigned homework.	Fewer students failing through increased home/school communication.
Technology will be used to develop cultural awareness and expand the experience of students.	No cost	Teachers Librarian	Lesson plans E-field trip schedule	E-field trips will be used to extend and enhance classroom activities.	Increased cultural awareness and experiences; increase vocabulary.
Continue community involvement activities: Meet the Teacher Night Community Unity St. Henry deOsso Reading Program St. Henry deOsso Parenting Series Ag Day Red Ribbon Week Activities Kindergarten Round-UP Headstart visits Spring Open House 100 th Day of School 5 th /6 th Career Day Field Day Arts Council Spring activity PTO Parent Conferences Literacy Through The School Library	Local: \$500.	Principal Counselor Teachers	Fall 2005 – Spring 2006 Events calendar	Provide opportunities for parents, grandparents, and patrons to visit and tour campus.	News releases Photos
Access to internet services provided for all teachers.	Local	Technology director: Frank Taylor	August 2005 – May 2006	Help find new teaching materials and activities to incorporate in daily lessons; explore and implement new teaching materials in all subject areas.	Lesson plans Internet use
Continue to use digital cameras by grade level	Local	Teachers	August 2005– May 2006	Promote pride in student performance; build students' self-esteem.	Displays in rooms, hallways, and on computers.

Continue to offer extended year program for K – 6 th students who have experienced failure or weak achievement.	OEY	Teachers	June 2006	Accelerate students' performance in language arts and math.	End of year report cards; summer school grades
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CAMPUS IMPROVEMENT PLAN 2005-06

ESL

CAMPUS GOAL: Improve English language proficiency of LEP students in regular classroom settings using appropriate ESL TEKS.

LONG-RANGE GOAL: The number of students requiring ESL support upon entering grade 4 will continue to decline.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Parents of migrant students will have opportunities to participate in migrant/ESL parent meetings.	No cost	ESL coordinator Migrant coordinator	Scheduled meetings	Increased communication between school and home.	ESL/migrant documentation of attendance at meetings.
More teachers are encouraged to pursue ESL certification	ECS \$500	Principal	August 2005 – May 2006	Improve student performance by improving teaching strategies to diverse populations.	Increase number of ESL certified teachers.
ESL staff development through ESC 20.	\$200.	ESL coordinator	August 2005 – May 2006	Improve ESL teaching strategies and enhance student performance.	Report cards, progress reports, proof of staff development attendance.
Translators provided for parent meetings, registration, parent conferences.	No cost	ESL coordinator	August 2005 – May 2006	Improve communication between home and school. Improve performance of all ESL students.	Sign in sheets, report cards, progress reports, parent conference sign in logs.

Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL students' academic performances	No cost	ESL coordinator Classroom Teachers	End-of-Year LAS; Teacher assessments; Applicable State Assessment Tests.	Improve ESL students' acquisition of oral/academic English. Improve ESL students' academic performances.	State assessment tests will show "Met Expectations" ratings.
The ESL Program will make available to immigrant monolingual children (Spanish speakers) learning materials in Spanish for Grades K – 6 th , donated to the district by the Mexican Secretariat of Foreign Affairs and the Mexican Secretariat of Public Education.	No Cost	ESL coordinator Classroom Teachers	Teachers' observations of ESL students' rate of academic participation in an all English curriculum setting.	Enhance ESL students' social and academic development; acquisition of oral/academic English; academic performances; preparedness for applicable State Assessment Tests.	Applicable state assessment tests will show "Met Expectations" ratings.

CAMPUS IMPROVEMENT PLAN 2005-06

FINE ARTS

GOAL: Jones Elementary students will have the opportunity to participate in Vocal Music at grades K – 6 and in Band or Vocal Music at 5th & 6th grades. Students will be exposed to a variety of Fine Arts experiences.

LONG-RANGE GOAL: Former Jones Elementary students will choose to participate in the Fine Arts program at the Secondary level.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
5 th – 6 th grade students will participate in Vocal Music class for 30 minutes daily for the 2005-06 school year 6 th grade non-band students will participate in a recorder class and a vocal music class 3 days per	Local	Teachers	Lesson plans	5th – 6th grade students will have the opportunity to perform in vocal programs for various events.	Spring 2005 TAKS Reading and Math scores. Increased participation

week. K- 4 th students will participate in vocal music activities that reinforce core subjects				Reading and math skills will be enhanced in the Music classroom. Language arts Social Studies	in Secondary Fine Arts program.
5 th grade students will participate in Band with recorders and be introduced to instruments. 6 th grade students may participate in Band.	Local	Band Director	Lesson Plans	5 th & 6th grade band students will have the opportunity to develop their instrumental and vocal skills and perform at various events. Reading and math skills will be enhanced in the Band and vocal music classrooms.	Spring 2005 TAKS Reading and Math scores. Increased participation in Secondary Fine Arts program.
Students will be exposed to a variety of Fine Arts experiences such as plays, theatre, vocal groups, and musicals as possible.	Local	Principal Parent Volunteers	Scheduled events (1 per semester)	Students will develop an appreciation of the fine arts. These experiences will stimulate and/or enhance learning and increase cultural experiences.	Attendance logs
K-6 th grades will participate in musical productions for the PTO meetings. K- 6 th Composer / Artist of the Month During announcements – one day a week display poster in the hall	Local	Principal Teachers Principal Mrs. Montei	Monthly Morning Announcements	Students will develop an appreciation of the fine arts. These experiences will stimulate and/or enhance learning and increase cultural experiences. Students will develop musical and appreciation art and vocabulary	Attendance logs and scheduled PTO meetings.

CAMPUS IMPROVEMENT PLAN 2005-06

GIFTED AND TALENTED PROGRAM

CAMPUS GOAL: Jones Elementary will identify GT candidates and enhance their learning environment through the GT Program.

LONG-RANGE GOALS: Improved teaching strategies to provide a learning continuum that reinforces the strengths, needs, and interests of GT students.

ACTIVITIES/ STRATEGIES	RESOURCE(S)	PERSON(S) RESPONSIBLE	FORMATIVE ASSESSMENT(S)	EXPECTED QUALITY OUTCOME	SUMMATIVE EVALUATION
<u>Professional Development</u> a. GT Library available to all staff. b. Intra-District Colleague Facilitators to maintain 6 hour Recertification requirements c. Train testing coordinator	1. GT Library 2. ESC 20	1. GT Coordinator 2. Principal 3. Teachers	1. Sept-Dec 2005 2. Jan-May 2006	1. Improve teacher performance and enhance opportunities for professional development to facilitate the natural needs of the gifted student(s).	1. Documentation of ongoing GT Training hours.
<u>Student Assessment</u> a. Students will receive at least 3 quantative and qualitative assessments.	1. \$4,175 for testing materials	1. Testing Administrator	1. Aprenda 2. Stanford 10 3. Toni 4. Renzulli	1. Identify GT students in their areas of giftedness.	1. Testing 2. Student Performance Evaluations
<u>Curriculum & Instruction</u> a. Opportunities are provided for students to engage in higher level thinking skills, guided and independent research. In intellectual, creative and artistic areas as well as leadership qualities that assist in shaping career strengths. b. Teacher implementation of GT extensions through differentiation techniques.	1. No cost	1. GT Teachers	1. Lesson plans and/or the completed product or research	1. Teacher provides opportunities for students to use higher thinking skills in their gifted areas. 2. Students will engage in quality activities that encourage higher thinking skills in their gifted areas.	1. Individual assessment of student's progress by GT teacher. 2. Teacher evaluation
<u>Family – Community Involvement</u> a. The district or campus provides orientation at the beginning of the school year. b. GT pamphlets and handbooks will be available at each campus c. Surveys and questionnaires at the end of the school year d. Letter e. Parent Conference f. Pamphlet g. GT student progress report will be	1. No Cost	1. GT Coordinator 2. GT Teacher 3. Counselor 4. Parents	1. Formative Assessment 2. Questionnaires	1. Greater parent understanding of the GT program and areas in which they can assist their child in higher thinking skills	1. Survey 2. Progress reports and parent feed back.

shared with parents every 6 weeks					
Campus-Wide GT committee will strive for the continued improvement of the district wide program	1. No Cost	1. GT Committee 2. GT Testing Administrator	1. State GT Plan	1. Increase parent/school communication about the program and services offered. 2. To enhance the learning environment of GT students	1. Meetings 2. Agendas 3. BISD Website 4. Surveys 5. Teacher in-put

CAMPUS IMPROVEMENT PLAN 2005– 06

PHYSICAL EDUCATION

CAMPUS GOAL: Jones Elementary will promote healthy lifestyles through daily Physical Education classes.

LONG-RANGE GOAL: Jones Elementary students will demonstrate healthy lifestyles by the choices they make in daily living.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Kinder – 4 th grade students will participate in a 30 minute Physical Education class daily. 5 th and 6 th grade students will participate in a 40 minute Physical Education class daily. Walk for life on Wednesdays Learn about nutrition	None needed None Needed Text Book	Physical Education teacher Physical Education Teacher Physical Education Teacher	Lesson plans Master schedule Testing their heart rate Lesson Plan	Students will increase their knowledge of healthy lifestyles and the benefits of physical activity. To develop a healthy life style at home. They will know the benefits of walk to get parental involvement with their child at home walking. Make student aware of proper nutrition	Improved physical stamina & agility. Making sure the heart is at normal See if they know the basic food groups
The Physical Education teacher will integrate classroom objectives into structured activities during PE.		Physical Education teacher	Lesson plans	Reading, language arts, and Math TEKS will be supported in the physical education curriculum.	2006 Spring TAKS Reading, Writing, & Math scores.

An Educational Aide will be employed to assist with Physical Education instruction and supervision.		Principal P.E. Instructor			TPRI results
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CAMPUS IMPROVEMENT PLAN 2005-06

SPECIAL EDUCATION

CAMPUS GOAL: Jones Elementary Special Education students will be carefully evaluated on an individual basis to assure:

- Students demonstrate progress on individually targeted objectives
- Students are taking appropriate state mandated tests
- Students are placed in the most appropriate and conducive learning environment

LONG-RANGE GOAL: BISD Special Education students will complete their requirements and graduate from BHS.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Special Education staff will present information on the Districts referral process to campus faculty. Staff Development on Pre-referral Process.	No cost	Special Education director/teacher Cluster V	Aug/Sept 2005	All teachers will be familiar with the referral process	Sign – in sheets
Special Education brochures will be available to faculty, parents and the community	No cost	Special Education director/teacher	Aug/Sept 2005	Brochures will make all more familiar with the District's Special Education program.	Brochures displayed and available
The CARE team process will be evaluated and streamlined. A pre-referral process and questionnaire will be used for each child and each child will be	Pre-referral checklist	Counselor Special Education Staff	Aug 05-May 06 CARE team schedule	Educational needs of all students met effectively, and all students assured of FAPE. And LRE. Reduce the % of	CARE team referral packets

evaluated on an individual basis. This process will assure intervention strategies and support services will be utilized prior to considering Special Education referral.				students identified to receive special education services.	
ARD meetings will evaluate each student at least once yearly prior to and during annual ARD to ascertain possible changes in students placement and progress in current program. Student data will be reviewed carefully – LRE and possible dismissal from Special Education will be assessed as will state mandated testing	State test scores Diagnostician's data Teacher information	ARD committee	As scheduled	Educational needs of all students met effectively, and all students assured of FAPE. And LRE. Reduce the % of students not taking the TAKS.	Special Education student data
Continue to use CLASS software in the preparation and monitoring of IEP's.	Sped Ed \$	Special Education Staff	August 2005 – May 2006	Improved consistency and standardizing of IEP preparation and monitoring	Completed IEP's