

Turning Point Elementary
Campus/Department Improvement Plan
2009-2010

Campus/Department Improvement Plan 2009-2010

Turning Point Elementary

Overview

Turning Point Elementary is in its tenth year. We received 543 referrals for both long-term and short term assignments. Approximately 95% of those referrals were males between the ages of 7-12 from single parent household situations. In order to address the social and developmental needs of our students as well as their academic needs, we seized the opportunity to hire more males teachers to serve as excellent role models and as academic leaders for our students. Effective 2007-2008, Turning Point Elementary added to our staff a full time Social Worker to assist students and families with basic needs that relate to student success at school.

With more diversity in the teacher ranks, a full-time counselor, Boys Town Trainer and Social Worker, we look forward to marked improvements academically and socially for our students.

The 2008-2009 school year showed significant academic progress. Because our population changes every semester, we will continue with our goal of increased individual performance in all academic areas. Several of our students earned academic recognition on the TAKS and we look forward to increased performance beyond minimum expectation.

The areas of safe environment, parental involvement, academic progress and interventions will continue to be the focus of the 2009-2010 goals.

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Comprehensive Needs Assessment

Sources of Data

Required form for
Campus/Department Plans

A Comprehensive Needs Assessment was conducted with the Committee on _____

Participants in Attendance	Data Sources Examined
Grace Alaman, Principal	School Plans Budget
Davey Jones	Technology Plans Evaluations & Other Reports
Elena Lopez	Curriculum and Assessment Materials Lesson Plans Student Work
Andrea Rockwell	School Reports Observation Reports
Laura Summers	School Calendar Minutes of Faculty Meetings
Clifford Hawkins	Instructional Staff Families/Students Information Reports
Laura Pyburn	
Dominique Smith	
Audrey Langlais	
Jay Hirmath	
Tammy King	

To be submitted with CIP/DIP

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Comprehensive Needs Assessment **Summary of Findings**

Required form for
Campus/Department Plans

Date Completed: _____

Provide a written summary of the findings from the data analysis:

A review of the total number of discipline referrals, student behavioral point sheets, attendance and academic records verify and support the campus needs that are prioritized below.

Prioritized Needs	
Needs	Data Source
To improve the school climate Campus Goal: Prevent campus violence and ensure appropriate methods of intervention	Review of office referrals Review of student point sheets Review of days requiring OCS placement
To increase student performance through high expectations and research based practice in the area of reading Campus Goal: Develop subject area vertical alignment	Review and comparison of academic grades in reading every three weeks and six weeks Student work
To increase student performance through high expectations and research based practices in the area of writing Campus Goal: Develop subject area vertical alignment	Review and comparison of academic grades in writing every three weeks and six weeks Student work
To increase student performance through high expectations and research based practices in the area of mathematics Campus Goal: Develop subject area alignment	Review and comparison of academic grades in mathematics every three weeks and six weeks Student work
To increase student performance through high expectations and research based practices in the area of science Campus Goal: Develop subject area alignment	Review and comparison of academic grades in science every three weeks and six weeks Student work
To increase student achievement through high expectations for students and staff Campus Goal: Reduce course/subject failure rate	Evaluations and Other reports

To be submitted with CIP/DIP

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Goal: To improve the school climate

Performance Objective: End of the year review and discussion will show marked improvement in a Positive School Climate with emphasis on improvements in helping students manage anger and aggressive behavior. This goal will be continued for the 2009-2010 school year.

Summative Evaluation: End of the year review and discussion will show marked improvement with emphasis on improvements in helping students manage anger and aggressive behavior. This goal will be continued for the 2009/2010 year.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Teachers will be trained in using the Boys Town Education Model in all classes. Teachers/staff will be trained in using "Love and Logic" in all classes. Teachers/staff will be trained in Character Counts.	Boys Town training materials & workshops through Region XI Service Center and/or School District. Love and Logic training materials and building staff development.	Boys Town Trainer, Tammy King Love and Logic Trainer, Elena Lopez & Andrea Rockwell Character Counts-Grace Alaman	8/24/2009 - 6/3/2010	Documentation of training	<div style="border: 1px solid gray; padding: 2px; display: inline-block;">Add</div> <div style="border: 1px solid gray; padding: 2px; display: inline-block;">Del</div>
Students will practice the Boys Town skills in the classroom along with Principles of Love and Logic and Character Counts	\$1000 for reinforcement items to be used with point system (local) \$200 for printing of materials and point sheets (local)	G. Alaman TPE Staff	8/24/2009 - 6/3/2010	Daily point sheets and Discipline referrals	<div style="border: 1px solid gray; padding: 2px; display: inline-block;">Add</div> <div style="border: 1px solid gray; padding: 2px; display: inline-block;">Del</div>
Teachers will spend an average of 30 minutes per day staffing about the students and progress within the team along with other issues concerning the academic team.	Daily team planning period 2-3 p.m.	G. Alaman D. Jones, AP E. Lopez, Counselor A. Rockwell, Social Worker	8/24/2009 - 6/3/2010	Team notes concerning students	<div style="border: 1px solid gray; padding: 2px; display: inline-block;">Add</div> <div style="border: 1px solid gray; padding: 2px; display: inline-block;">Del</div>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
All staff will attend at least 1 hour role-play per month using teacher interactions with sample discipline situations in both the Boystown Model, Love and Logic, and Anger Management strategies.	N/A	G. Alaman T. King, Trainer E. Lopez, Counselor A. Rockwell, Social Worker TPE Staff	10/1/2009 - 6/3/2010	List of persons attending role play sessions	<input type="button" value="Add"/> <input type="button" value="Del"/>
Student behavior will be evaluated with a detailed behavior assessment scale to promote effective praise & criticism.	N/A	G. Alaman TPE Staff	8/24/2009 - 6/3/2010	Documentation of training	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students will participate in anger management training and practice conflict resolution skills.	Audio/Video equipment	G. Alaman E. Lopez, Counselor A. Rockwell, Social Worker	10/1/2009 - 6/3/2010	Follow-up evaluation completed by teachers and students	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Goal: To increase student performance through high expectations and research based practices in the area of reading.

Performance Objective: A large percentage of students who enter TPE each year with behavior problems also reflect evidence of the negative impact that behavior frequently has on academic success & performance on standardized tests.

Summative Evaluation: Students enrolled at TPE at least 2 consecutive grading periods will show an average of 75% or above in reading courses while enrolled at TPE.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will receive instruction in problem solving, planning and goal setting as well as in study skills	Social Skills Effective Class (local)	TPE Teachers	08/24/2009 - 6/3/2010	Lesson Plans from social skills classes	Add Del
Students will receive direct instruction in core subject areas as well as individualized help in mastering concepts presented	N/A	TPE Teachers	08/24/2009 - 6/3/2010	Lesson Plans	Add Del
Teachers will administer pre and post tests and benchmarks which are linked to the TEKS and subject area curriculum guides in reading	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Pre-tests, post-tests and benchmarks	Add Del
Teachers will continuously review progress and goals with students as well as provide written feedback to students and parents as to academic performance each 3 week period	N/A	G. Alaman TPE Teachers	9/1/2009 - 6/3/2010	3rd Week Progress Reports & 6 Week Report Cards as well as parent contact records for each teacher.	Add Del
Teachers will produce lessons in core subjects which correlate with TEKS and include accommodations for individual student learning styles.	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Teacher Lesson Plans	Add Del
Parents are required to attend an initial orientation visit in the process of enrolling their student. Teachers will contact parents with phone call or descriptive note to the home at least once every 6 weeks in order to increase parental involvements.	Teacher phones (local) Printed parent handbooks (local)	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Student folders with documentation of parent attendance at orientation as well as calls made to parents	Add Del

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will spend at least 20 minutes per day in independent reading. they will be encouraged to share views about books read. Students will keep a list of books thy have read.	N/A	G. Alaman TPE Teachers	9/1/2009 - 6/3/2010	Student Reading Lists	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan 2009-2010

Turning Point Elementary

Goal: To increase student performance through high expectations and research based practices in the area of writing.

Performance Objective: A large percentage of students who enter TPE each year with behavior problems also reflect evidence of the negative impact that behavior frequently has on academic success & performance on standardized tests.

Summative Evaluation: Students enrolled at TPE at least 2 consecutive grading periods will show an average of 70% or above in writing courses while enrolled at TPE.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will receive instruction in problem solving, planning and goal setting as well as in study skills, enhanced by personal writing journals.	Social Skills Effective Class (local)	TPE Teachers	8/24/2009 - 6/3/2010	Lesson Plans form Skills classes	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students will receive direct instruction in core subject areas as well as individualized help in mastering concepts presented.	N/A	TPE Teachers	8/24/2009 - 6/3/2010	Lesson Plans	<input type="button" value="Add"/> <input type="button" value="Del"/>
Teachers will administer pre and post tests and benchmarks which are linked to .the TEKS and the curriculum guide writing	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Pre-tests, post-tests and benchmarks	<input type="button" value="Add"/> <input type="button" value="Del"/>
Teachers will continuously review progress and goals with students as well as provide written feedback to students and parents concerning academic performance each 3 week period.	N/A	G. Alaman TPE Teachers	9/1/2009 - 6/3/2010	3rd Week Progress Reports & 6 Week Report Cards as well as parent contact records for each teacher	<input type="button" value="Add"/> <input type="button" value="Del"/>
Teachers will produce lessons in core subjects which correlate with TEKS and which will include accommodations for individual student learning styles	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Teacher Lesson Plans	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Parents are required to attend an initial orientation visit in the process of enrolling their student. Teachers will contact parents with phone call or descriptive note to the home at least once every 6 weeks in order to increase parental involvement.	Teacher phones (local) Printed parent handbooks (local)	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Student folders with documentation of parent attendance at orientation as well as calls made to parents	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students will produce and receive feedback on writing samples at least once every 5 days. Students will offer feedback as well.	N/A	TPE Teachers	9/1/2009 - 6/3/2010	Lesson Plans & Writing Portfolio Samples	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Turning Point Elementary

Goal: To increase student performance through high expectations and research based practices in the area of mathematics

Performance Objective: A large percentage of students who enter TPE each year with behavior problems also reflect evidence of the negative impact that behavior frequently has on academic success & performance on standardized tests.

Summative Evaluation: Students enrolled at TPE at least 2 consecutive grading periods will show on average of 70% or above for math courses while enrolled at TPE.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will receive instruction in problem solving, planning and goal setting as well as in study skills.	Social Skills Effective Class (local)	TPE Teachers	8/24/2009 - 6/3/2010	Lesson Plans from skills classes	Add Del
Students will receive direct instruction in core subject areas as well as individualized help in mastering concepts presented in math.	N/A	TPE Teachers	8/24/2009 - 6/3/2010	Lesson Plans	Add Del
Teachers will administer pre and post tests and benchmarks which are linked to the TEKS and subject area curriculum guides in mathematics.	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Pre-tests, post-tests and benchmarks	Add Del
Teachers will continually review progress and goals with students as well as provide written feedback to students and parents as to academic performance each 3 week period.	N/A	G. Alaman TPE Teachers	9/1/2009 - 6/3/2010	3rd Week Progress Reports & 6 Week Report Cards as well as parent contact records for each teacher	Add Del
Teachers will produce lessons in core subjects which correlate with TEKS and include accommodations for individual student learning styles.	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Teacher Lesson Plans	Add Del
Parents are required to attend an initial orientation visit in the process of enrolling their student. Teachers will contact parents with phone call or descriptive note to the home at least once every 6 weeks in order to increase parental involvement.	Teacher phones (local) Printed parent handbooks (local)	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Student folders with documentation of parent attendance at orientation as well as calls made to parents	Add Del

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will take weekly test to determine levels of increased skills in math.	Weekly tests for math	G. Alaman TPE Teacher	9/1/2009 - 6/3/2010	Tests and feedback from scoring	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students will practice math skills daily for 10-15 minutes in supervised Math 24 Games.	Weekly Test for Math	C. Hawkins TPE Staff	9/1/2009 - 6/3/2010	Documentation of daily activity	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Goal: To increase student performance through high expectations and research based practices in the area of science

Performance Objective: A large percentage of students who enter TPE each year with behavior problems also reflect evidence of the negative impact that behavior frequently has on academic success & performance on standardized tests.

Summative Evaluation: Students enrolled at TPE at least 2 consecutive grading periods will show an average of 70% or above for science courses while enrolled at TPE.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will receive instruction in problem solving, planning and goal setting as well as in study skills.	Social Skills Effective Class (local)	TPE Teachers	8/24/2009 - 6/3/2010	Lesson Plans from Skills Classes	Add Del
Students will receive direct instruction in core subject areas as well as individualized help in mastering concepts presented in Science	N/A	TPE Teachers	8/24/2009 - 6/3/2010	Lesson Plans	Add Del
Teachers will administer pre and post tests and benchmarks which are linked to the TKS curriculum guides in science.	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Pre-tests, post-tests and benchmarks	Add Del
Teachers will continuously review progress and goals with students as well as provide written feedback to students and parents as to academic performance each 3 week period.	N/A	G. Alaman TPE Teachers	9/1/2009 - 6/3/2010	3rd Week Progress Reports and 6 Week Report Cards as well as parent contact records for each teacher	Add Del
Teachers will produce lessons in core subjects which correlate with TEKS and which will include accommodations for individual student learning styles	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Teacher Lessons Plans	Add Del
Parents are required to attend an initial orientation visit in the process of enrolling their student. Teachers will contact parents with phone call or descriptive note home at least once every 6 weeks in order to increase parent involvement.	Teacher phones (local) Printed Parent Handbooks (local)	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Student folders with documentation of parent attendance at orientation as well as calls made to parents.	Add Del

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will take a weekly test for science and receive feedback.	Weekly test for science	G. Alaman TPE Teachers	9/1/2009 - 6/3/2010	Tests and feedback from scoring	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan 2009-2010

Turning Point Elementary

Goal: To increase student achievement through high expectations for students and staff

Performance Objective: A large percentage of students who enter TPE each year with behavior problems also reflect evidence of the negative impact that behavior frequently has on academic success & performance on standardized tests.

Summative Evaluation: Students enrolled at TPE for at least 2 consecutive grading periods will show a 30% increase in skills as measured on teacher make pre and post tests for core subjects.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will receive training in test taking methods and practices at least 1 of each 10 class periods in each core class.	Test taking student materials (local)	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Lesson Plans	<div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Teachers will produce lessons in core subjects which correlate with TEKS and which will include accommodations for individual students learning styles.	N/A	G. Alaman TPE Teachers	8/24/2009 - 6/3/2010	Teacher Lesson Plans	<div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Students will produce and receive feedback on writing samples at least once every 5 days. Students will offer feedback as well.	N/A	TPE Teachers	9/1/2009 - 6/3/2010	Lesson Plans & Writing Portfolio Samples	<div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Students will spend at least 20 minutes per day in independent reading. They will be encouraged to share views about books they read. Students will keep a list of books they have read.	N/A	G. Alaman TPE Teachers	9/1/2009 - 6/3/2010	Student reading lists	<div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Students will take a weekly test for math and science and receive feedback	Weekly tests for math and science	G. Alaman TPE Teachers	9/1/2009 - 6/3/2010	Tests and feedback from scoring	<div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 20px; margin: 0 auto;">Del</div>

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Goal: To increase parent involvement through positive school-home relations

Performance Objective: A large percentage of parents are not involved with TPE as discussed in meeting with staff.

Summative Evaluation: Parents will show more involvement with TPE as evidenced by parent contacts and reviews of conference.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Teachers will contact parents once a month or once a week if necessary and report on student's progress.	Conference Time (local)	G. Alaman D. Jones TPE Teachers	9/1/2009 - 6/3/2010	Documentation of Calls	Add Del
Administrator will conference with parents at least once a semester.	N/A	G. Alaman D. Jones	9/1/2009 - 6/3/2010	Documentation of Conferences	Add Del
Articles will be shared regarding parental involvement with parents at least once a month.	Various Publications	G. Alaman E. Lopez, Counselor A. Rockwell, Social Worker	9/1/2009 - 6/3/2010	Documentation of date sent	Add Del
Counseling service provided for students and parenting skills for parents at least once a month.	N/A	G. Alaman E. Lopez, Counselor A. Rockwell, Social Worker	9/1/2009 - 6/3/2010	Documentation of Meetings	Add Del

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Goal: To ensure that all 3rd grade students pass the Reading TAKS exam required for promotion.

Performance Objective: A percentage of students who enter TPE each year with behavior problems have difficulty reading.

Summative Evaluation: Students enrolled at TPE at least 2 consecutive grading periods will show an average of 70% or above in their reading skills while enrolled at TPE

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will receive direct instruction in reading areas as well as individualized help in mastering concepts presented.	N/A	Teacher: Currently unfilled position	8/24/2009 - 6/3/2010	Lesson Plans	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px auto;">Del</div>
Teacher will administer pre and post tests which are linked to the TEKS and subject area curriculum guides in reading.	N/A	G. Alaman E. Lopez, Counselor A. Rockwell, Social Worker Teacher: Currently unfilled position	8/24/2009 - 6/3/2010	Pre-tests as well as post-tests	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px auto;">Del</div>
Teacher will continuously review progress and goals with students as well as provide written feedback to students and parents as to academic performance each 3 week period.	N/A	G. Alaman Teacher: Currently unfilled position	9/1/2009 - 6/3/2010	3rd Week Progress Reports & 6 Week Report Cards as well as parent contract records for each teacher	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px auto;">Del</div>
Students will receive training in test taking methods and practices.	Test taking study materials (local)	G. Alaman Teacher: Currently unfilled position	8/24/2009 - 6/3/2010	Lesson Plans	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px auto;">Del</div>
Teacher will produce lessons in reading which correlate with TEKS and which will include accommodations for individual student learning styles.	N/A	G. Alaman Teacher: Currently unfilled position	8/24/2009 - 6/3/2010	Teacher Lesson Plans	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px auto;">Del</div>

Campus/Department Improvement Plan 2009-2010

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will spend at least 20 minutes per day in independent reading. They will be encouraged to share views about books they read. Students will keep a list of books they have read	N/A	G. Alaman Teacher: Currently unfilled position	9/1/2009 - 6/3/2010	Student reading lists	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Turning Point Elementary

Goal: To ensure that all 5th grade students pass the Reading and Mathematics TAKS exam required for promotion

Performance Objective: A percentage of students who enter TPE each year with behavior problems have difficulty with reading and mathematics

Summative Evaluation: Students enrolled at TPE at lease 2 consecutive grading periods will show an average of 70% or above in their reading and mathematics skills while enrolled at TPE

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Students will receive direct instruction in reading and mathematics areas as well as individualized help in mastering concepts presented.	N/A	Teacher: L. Summers	8/24/2009 - 6/3/2010	Lesson Plans	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Teacher will administer pre and post tests which are linked to the TEKS and subject area curriculum guides in reading and mathematics.	N/A	G. Alaman Teacher: L. Summers	8/24/2009 - 6/3/2010	Pre-tests as well as post-tests	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Teacher will continuously review progress and goals with students as well as provide written feedback to students and parents as to academic performance each 3 week period.	N/A	G. Alaman Teacher: L. Summers	9/1/2009 - 6/3/2010	3rd Week Progress Reports & 6 Week Report Cards as well as parent contact records from each teacher	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Students will receive training in test taking methods and practices.	Test taking study materials (local)	G. Alaman Teacher: L. Summers	8/24/2009 - 6/3/2010	Lesson Plans	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Teacher will produce lessons in reading and mathematics which correlate with TEKS and include accommodations for individual student learning styles.	N/A	G. Alaman Teacher; L. Summers	8/24/2009 - 6/3/2010	Teacher Lesson Plans	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>

Add New Goal or Objective

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