

Red Oak Independent School District

Russell P. Schupmann Elementary

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

"Realizing Our Individual Students' Dreams"

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Goals




Goal 1: Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Utilize district common assessments, DRA2, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Support Instructional Coach Classroom Teachers Special Education Teacher	<p>Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and reduction of students in Tier 2 and Tier 3 intervention groups.</p> <p>Utilize Eduphoria</p>			
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Support Instructional Coach Classroom Teachers Special Education Teacher	<p>DRA2 results TPRI RTI</p>			

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) ELA instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing and writing across the contents. The major activities used to support this strategy include:</p> <p>Thinking Maps Write from the Beginning Empowering Writers Target Time After school tutoring Foundations Writing Across Content Word Wall Activities/Grammar Activities Writing Stations ELL Consultant/PD ELAR Consultant/PD Jeff Anderson Training</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach ELAR Teachers Special Education Teachers Dyslexia Therapist Reading Support	Student progress on ELAR CBAs, formative and summative assessments, including STAAR tests, TELPAS, and writing assessments.			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>4) Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include:</p> <p>Manipulatives Number Talks TEKSing Toward STAAR Lone Star Math Think Through Math Target Time Dream Box</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Math Vertical Math Teachers	Curriculum Based Assessments STAAR Testing Pre-Assessments			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Support Instructional Coach Classroom Teachers Special Education Teacher	Calendar and Notes from Planning			



 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 1: Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Target/ Intervention Time. Additional Targeted Support: Closing the Gaps, Status and Data Tables indicate that 5 groups missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Instructional Coach Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher	Eduphoria RTI progress monitoring			
Funding Sources: 211 Title I - 0.00						
<p>2) Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with Pre - Kindergarten and Kindergarten teachers in the spring for PreK students to visit kinder classrooms</p>	2.4, 2.5, 2.6, 3.1	Principal Assistant Principal Counselor Instructional Coach Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher	ITESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment			









<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>3) Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2018-2019 will be: Balanced Literacy Foundations Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data</p>	<p>2.4, 2.5, 2.6</p>	<p>All professional Staff Members</p>	<p>Students and staff will be more aware of their growth and will set goals for continued growth.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Source(s) 3:

Summative Evaluation 3:



Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide a campus mentor/ support for first and second year teachers (new to campus and new to Red Oak ISD) as part of the District New teacher program.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Coordinator of Advanced Academics & Professional Development	Meeting Notes/ Agenda			
<p>2) Team Leaders will lead the staff in book study from the book "The No Complaining Rule" by Jon Gordon, once a month at a Learning Opportunity.</p>	2.4, 2.5, 2.6	Team Leaders Instructional Coach Counselor Principal	Power Points/Notes			
<p>3) Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices. Includes ELL consultant and ELAR consultant and Guided Reading consultant.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Reading Support Team Leads ROISD Curriculum Department				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						







Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Provide opportunities for students to participate in extracurricular activities such as: VIP's Safety Patrol Chess Club DI Choir Flag patrol GT Robotics STEAM Club	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff	Participation in programs			
2) Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.	2.4, 2.5, 2.6	GT Specialists	Open House Lesson Plans			






<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, English as a Second Language students, 504 students, Gifted and Talented (GT) students, and Limited English Proficiency (LEP) students). Additional Targeted Support: "Closing the Gaps" Status and Data Tables indicate that 5 groups missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal All professional staff members</p>	<p>Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.







Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide monthly school professional development that gives teachers with the tools to incorporate the technology provided at Russell P. Schupmann Elementary.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Team Lead All professional staff Technology Committee	Teachers and students use of technology in the classroom. Observation and walk-through data			
<p>2) Utilize 21st Century tools including interactive boards, Chromebooks and iPads as well as web tools and apps to support Bring Your Own Device (BYOD) for engagement of learners and provide instant student feedback.</p>	2.4, 2.5	Campus Administration All teaching staff	Lesson Plans Observation and walk-through data Learning Opportunities			
<p>3) Utilize mobile technology and classroom computers for instructional purposes.</p>	2.4, 2.5	Campus Administrators All teaching staff	Student login data Lesson plans Observation and walkthrough data			
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator once per grading period.</p>	2.5	Campus Administration	Eduphoria			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>5) Participation in the Texas Regional Science Collaborative</p>		5th Grade Science Teachers Principal ROISD Math Coordinator	Professional Development logs Lessons PLCs			

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>6) Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports</p>		<p>Campus Administration Instructional Coach Leadership Team</p>	<p>CBA data Team Lead Agendas Faculty meeting Agendas</p>			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) Staff development on this campus in Math includes the following:</p> <p>Use of manipulatives Math centers Number Talks Supporting struggling learners Horizontal team meetings across the district and/or area CAMT conference</p>	<p>2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Curriculum Dept.</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports</p>			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:</p> <p>Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Notice Gretchen Bernabei Writing training DRA TPRI Comprehension Toolkit Foundations</p>	<p>2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Reading Support</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report</p>			







<p>Comprehensive Support Strategy</p> <p>9) Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district Project Lead the Way Training for all teachers who teach Science. including Special Education Teachers</p>	<p>2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Coach Science teachers Science teachers Special Education Teacher</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Creation of School-wide discipline program that focus on the concept of REACH (Respect, Encourage, Appreciate, Communicate, Honor). The campus Discipline Culture Committee created a rubric for how REACH should look for students and staff in every area of our school including: Classroom Hallways Restrooms Recess Cafe Students will receive Talon Tickets for showing REACH in these common areas.</p>	2.5	Principal Assistant Principal Counselor All of School Community	REACH card documentation. Office Referral Data			
<p>2) Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying</p>	2.5, 2.6	Principal Assistant Principal Counselor	Lesson plans			
<p>Critical Success Factors CSF 6</p> <p>3) Continue student recognition programs and student service groups.</p>	3.2	Campus Administrators Counselor Teachers	Monthly Campus Celebration Assemblies VIP Ambassadors			
<p>4) Maintain a welcoming campus environment that students, parents, staff and community take pride in.</p>	3.1, 3.2	All ROISD Staff	Safety Patrol Customer Care REACH Card			

5) Monitor student attendance to attain targeted 97% campus attendance rate.		Principal Assistant Principal Registrar Teachers	Incentives Attendance Awards			
Critical Success Factors CSF 5 CSF 6	3.1, 3.2	Campus Administration	Campus Administration			
6) Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year.						
Critical Success Factors CSF 5 CSF 6	3.1, 3.2	Principal Assistant Principal Counselor PTA All Staff	Surveys Parent Conference Documentation Phone Calls/Emails			
7) Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.</p>		Campus Police Office ROISD Chief of Police Campus Administration	Drill Schedule Drill Logs Fall Safety Day Spring Safety Day			
<p>Critical Success Factors CSF 6</p> <p>2) Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p>		Campus Administration District Trainer Director of Special Education Special Education Teachers & Aides	Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event			
<p>Critical Success Factors CSF 6</p> <p>3) Fire Department visit with students on fire and life safety one time during the school year.</p>		Campus Administration Counselor	Campus Calendar Photos of the event on Social Media Accounts			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities.</p>	3.1, 3.2	Principal	Campus attendance Participation sign in sheets			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide opportunities for volunteer support and leadership opportunities- including but not limited to All Pro Dads Book Fairs Hawktoberfest ALL Pro Dad I Moms Thursday Night Love and Logic Parenting Nights to coincide with Thursday Night Lights tutoring.</p>	3.2	Principal Professional Staff PTA board	PTA board Number of volunteers			
Funding Sources: 211 Title I - 0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide current data on events and school information on our website and social media outlets.</p>		Principal Assistant Principal	Number of posts on website and social media outlets.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Provide opportunities for students to do service projects: VIP's Safety Patrol Flag Crew Recycling Club Collect Can Food for the Ellis County Food Bank. Collect items at Christmas for Ronald McDonald House.</p>	2.6	Principal Assistant Principal Campus Officer	Completion of service projects.			
<p>Critical Success Factors CSF 6</p> <p>2) Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p>	2.4, 2.6	Campus Administrators Classroom Teachers	VIP REACH Cards Schupmann Success Assemblies			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide opportunities for community members to participate in school events</p>	3.2	Professional staff	Grandparents lunch Thanksgiving lunch Service opportunities Social media Mentor program			
<p>Critical Success Factors CSF 6</p> <p>4) Create opportunities for families and staff to socialize and connect outside of school hours.</p>	3.2	Campus Administration Team Leaders Counselor	Social Media Reading Under The Stars STEAM Night Curriculum Night			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize district common assessments, DRA2, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.
1	1	2	Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies.
1	1	3	ELA instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing and writing across the contents. The major activities used to support this strategy include: Thinking Maps Write from the Beginning Empowering Writers Target Time After school tutoring Foundations Writing Across Content Word Wall Activities/Grammar Activities Writing Stations ELL Consultant/PD ELAR Consultant/PD Jeff Anderson Training
1	1	4	Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Manipulatives Number Talks TEKSing Toward STAAR Lone Star Math Think Through Math Target Time Dream Box
1	1	5	Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.
1	2	1	Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Target/ Intervention Time. Additional Targeted Support:Closing the Gaps,Status and Data Tables indicate that 5 groups missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc
1	2	3	Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2018-2019 will be: Balanced Literacy Foundations Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2018 Data
2	1	3	Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, English as a Second Language students, 504 students, Gifted and Talented (GT) students, and Limited English Proficiency (LEP) students). Additional Targeted Support:“Closing the Gaps” Status and Data Tables indicate that 5 groups missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc

Goal	Objective	Strategy	Description
2	2	5	Participation in the Texas Regional Science Collaborative
2	2	6	Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports
2	2	7	Staff development on this campus in Math includes the following: Use of manipulatives Math centers Number Talks Supporting struggling learners Horizontal team meetings across the district and/or area CAMT conference
2	2	8	Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Notice Gretchen Bernabei Writing training DRA TPRI Comprehension Toolkit Foundations
2	2	9	Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district Project Lead the Way Training for all teachers who teach Science. including Special Education Teachers