

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

NORTH EAST SCHOOL DISTRICT  
BRADLEY MIDDLE SCHOOL INSTRUCTIONAL  
IMPROVEMENT PLAN  
2004-2005

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

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
					Target Area										
X					Reading		X			2A	Align and implement before, during, and after reading strategies that reflect Best Practices: Reciprocal teaching, structured note-taking, think alouds, writing to learn, graphic organizers, and the strategies Say Something and Think, Pair, Share	100% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will demonstrate evidence of strategy instruction.	Fall 2004 and Spring 2005  Monthly	Reading Dept. Chair, Academic Dean, Classroom Teachers, Principal, Asst. Principals	
											Interactive Reading Process - reciprocal teaching, readers' workshop, literature circles, think alouds, writing to learn, graphic organizers, structured note-taking	One year improvement evidenced on beginning and end of year exam	August 2004 May 2005		
											Improve reading comprehension by using Accelerated Reader	STAR Reading Test	August 2004 December 2004 May 2005		
											Accelerated Reader Program		August 2004 - May 2005		
X					Reading		X			2B	Encourage teachers to focus on vocabulary development through a variety of strategies (Greek and Latin Roots, prefixes and suffixes, words in context), and word families	100% of teachers will implement strategies for vocabulary development	September, 2004 April, 2005	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Reading Dept. Chair	

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X					Reading	X	X	X	X	2D	Provide all teachers instruction and support in implementation of best reading practices	100% of secondary reading teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS and show growth on the Innovation Configuration.	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke, Virginia Guerrero Literacy Specialists, Reading Dept. Head,	
X					Reading		X				Maintain support and strategy implementation of the Interactive Reading Process (6-12) and vocabulary development process. ( 6-12)	100% of the language arts teachers will show an increase in at least one area of the Innovation Configuration	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke, Academic Dean, Department Heads Teachers	
X					Reading		X			2F 2G	Administer and monitor a benchmark assessment program to guide reading instruction	100% of students at grades 6-8 will be administered periodic benchmark assessments to determine reading progress  Data teams will review results to guide instruction	Summer 2004 Fall 2004, Winter and Spring 2005	Nancy Brischke, Virginia Guerrero, Principal, Academic Dean, Asst. Principals, Data Team	
X					Reading		X			2H 2I	Develop, implement and monitor a common end of semester assessment for students in grades 6	100% of 6th grade students will be administered common end of semester assessments	December 2004 May 2005	Academic Dean, Department Head, Teachers Data Team Principal Asst. Principals	
X					Writing		X			3A	Improve student writing by aligning instruction through a K-12 scope and sequence	100% of students at Grades 7 will meet expectations on the TAKS writing test	Feb-05	Academic Dean, Teachers Data Team	

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X					Writing		X			3B	Develop and sustain common instructional language and structure for the process of writing in all writing classrooms, 6-8	100% of Language Arts teachers will attend training in the use of writing workshop and/or 6-Trait writing as appropriate to grade level.	August, 2004; November 2004; June 2005	Academic Dean, Reading Department Head, Teachers	
X					Writing		X			3C	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, the essential traits of good writing, and strategies for all steps in the writing process, such as the use of classification as a pre-writing or organizational strategy.	Walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Trait Writing instruction and evaluation	March, 2005	Virginia Guerrero, Literacy Specialists Language Arts Teachers	
X					Writing		X			3D	Develop and implement a benchmark assessment program to guide writing instruction in 6-8.	100% of students at Grades 7 will be administered periodic benchmark tests to determine progress in writing	Fall, 2004 and Winter, 2005	Virginia Guerrero, English Department Chairperson, Academic Dean	
X					Writing		X			3E	Monitor benchmark assessments	Central Office staff will review benchmark data, adjust curriculum and meet with principals to discuss results.	Fall 2004 and Winter 2005	Teachers, English Department Chair, Academic Dean Data Team	
X					Writing		X			3F 3G	Develop, implement, a common end-of-semester assessment for selected courses to guide writing instruction.	100% of students in Grades 6 & 8 will be administered a common end-of-semester assessment.	December, 2004; May, 2005	Teachers, English Department Chair, Academic Dean Data Team	

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X					Writing		X			3G	Monitor common assessments.	Campus instructional leaders will review common assessment data, and adjust curriculum accordingly.	December, 2004; May, 2005	Classroom Teachers, English Department Chair, Academic Dean Data Team Virginia Guerrero Nancy Brischke	
X					Writing		X			3H	Implement Pre-AP and AP strategies for writing in response to text in all Pre-AP and AP classes.  All Pre-AP teachers will attend week long introduction	New and end-of-year enrollment in Pre-AP and AP classroom will increase by 10% district-wide; 10% more students will score at least a 3 on AP English exams; 10% more students will earn Score Point 3 on the TAKS short answer response questions	May, 2005	Virginia Guerrero, Nancy Brischke, Academic Dean	
X					Mathematics		X			4A	Utilize the North East Scope and Sequence for Grades 6 through 8 .	100% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will indicate adherence to district sequence.  Common Semester Assessments will be administered to students in grades 7-8.	October, 2004 February, 2005  Monthly  August 2004 - May 2005	Principals, Academic Dean, Math Specialist	

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X					Mathematics		X			4B	Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse (say something, think, pair, share), and * use of appropriate tools.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	November, 2004 March, 2005	Principal, Asst. Principals, Math Teachers	\$10,000
X					Mathematics				X	4C	Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	October, 2004 March, 2005	Principal, LuAnn Weynand, Math Specialists, Teachers	
X					Mathematics		X			4F	Expand the implementation of the North East Algebra Curriculum and Middle School Units of Study.	100% of students will achieve a "scope score" of 70 or better on district benchmark tests.	October, 2004 January, 2005	Lu Ann Weynand, Academic Dean, Secondary Math Specialists	\$2,000
X					Mathematics		X			4H 4J	Monitor benchmark and common assessments.	Data Team and Teachers will review benchmark data and coordinate with central office staff to make needed adjustments to curriculum.	November, 2004 February, 2005	Principal, Academic Dean, Lu Ann Weynand, Campus Data Team	
X					Mathematics		X			4I	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 7th & 8th, Algebra I and Geometry students will be administered a common end-of-semester assessment.	December, 2004 May, 2005	Principals, Academic Dean, Classroom Teachers	

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X					Science		X			5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Patti Castellano, Campus Administrators, Department Chair	
X					Science	X	X	X		5C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every 9 Weeks	Patti Castellano, Campus Administrators, Academic Dean Department Chair	\$2,000
X					Science	X	X	X		5D	Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word wall, vocabulary development process, say something, think, pair, share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Patti Castellano, Campus Administrators, Science Instructional Specialists, Dean, Department Chairperson, Teachers	\$2,000

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X					Science		X			5E	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction. Central Office staff will assist campuses in reviewing common assessment and benchmark data and assist in developing campus action plans.	Every 9 Weeks	Patti Castellano, Administrators, Science Instructional Specialists, Dean, Department Chairperson, Teachers	\$2,000
X					Science	X	X			5G	Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners	August 2004 – May 2005	Patti Castellano, Campus Administrators, Science Instructional Specialists, Dean , Department Chairperson, Teachers	\$25,000
		X			Science		X			5H	Increase student access to Pre-AP and AP classes	Enrollment numbers will increase by 15% from the 2003-2004 school year.	December 2004 - May 2005	Patti Castellano, Science Instructional Specialists, Science Deans of Instruction	\$2,000

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X					Social Studies		X			6A 6B	Integration of technology into the subject area through professional development, creation of exemplar lessons, and modeling of best practices such as classifying, differentiated instruction, say something, think, pair, share, and the vocabulary development process.	Each social studies teacher will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	December, 2004 May 2005	Classroom teachers, Department Chair, Dean, Eric McGarrah	
X					Social Studies		X			6B	Implementation of differentiated instruction through History Alive! to include strategies and the development of District History Alive! Coaches	4 teachers trained at level 2	December, 2004 June 2005	Classroom teachers, Social Studies Department Chair, Dean, Eric McGarrah,	\$19,500
X					Social Studies		X			6C	Implementation of differentiated instruction through Social Studies Alive! to include strategies and the development of District Social Studies Alive! Coaches	4 teachers trained at level 2	December, 2004 June 2005	Classroom teachers, Grade level lead teacher, Social Studies Points of Contact, Eric McGarrah,	24,000
X					Social Studies		X			6D	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners	Presentation of student samples and teachers assignments for discussion with peers. Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	December 2004, June 2005	Eric McGarrah, Dean, Department Chair, and classroom teachers	\$9,500

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X					Social Studies		X			6C	Continue the Mill Springs Cabin 7th Grade Docent Program to 4th grade students from elementary schools within the district	All students will be monitored and graded on performance during field trips by their appropriate teacher  Feedback surveys from visitors will be reviewed	February 2005 - May 2005	7th grade level department team, Mike Bailey, department chair	
X					Foreign Language		X			8A	Implement an instructional program in all languages that includes the vocabulary development process, say something, and think, pair, share based on developing communicative competency.	Common departmental semester exams (or other appropriate assessments at the middle school level) will indicate that 100% of students are meeting or surpassing proficiency goals.	December, 2004 May, 2005	Foreign Language Department Chair, Foreign Language Teachers	\$10,000
X					Foreign Language		X			8B	Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, and AP.	90% of language teachers will be trained in Pre-AP and AP teaching strategies.  Enrollment in Pre-AP and AP courses will increase by 10% by sub-population from 2003-04 to 2004-05 school year.  Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-05 school year.  Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses.	Every six weeks	Foreign Language Department Chair, Foreign Language Teachers	\$5,000

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X	X				Gifted/Talented				X	9B	Implement the vocabulary development process, say something, think, pair, share; and classifying as research based strategies in all G/T programs.	All curriculum units will incorporate these strategies.	each nine weeks	Kay Stotts, G/T Teachers	
X	X				Gifted/Talented		X			9D	Evaluate/create G/T math curriculum to reflect enrichment activities.	Each grade level will have at least one additional enrichment activity.	Sept, 2004 Jan, 2005	Kay Stotts, G/T Teachers	\$7,500
X	X				Gifted/Talented		X			9G	Refine G/T grammar and writing programs in G/T English.	100% G/T teachers will receive additional training. 100% G/T students will score a 3 or above on the writing benchmarks.	Sept, 2004 January, 2005 October, 2004 January, 2005	Kay Stotts, G/T Teachers	\$7,500
X					Library Services		X			10A	Use Big Six Research Strategy, Grades 6- 8	100% of librarians will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Librarian, Teachers, Sharon Swarner, Diane Hopkins	
X					Library Services		X			10D	Maintain focus on TEKS and curriculum integration.	100% of librarians will create integrated TEKS units to be posted to lesson plan database.	First and second semester	Librarian, Sharon Swarner, Diane Hopkins	
X					Dyslexia		X			11A	Continue implementation of a dyslexia program that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in STAT meeting notes and parent letters.	2004-2005 school year	Beverly Kinsey, Principal, Reading Chairs, Campus Dyslexia Intervention Teachers, STAT	
X					Fine Arts		X			15A	Increase participation in UIL academic competition.	All campuses will increase participation in UIL activities by 25%.	May, 2005	Diana Schumacher & Campus Coordinators	\$20,000

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X					Special Education		X			17A	Provide professional development regarding appropriate referrals and service delivery options to campus STAT leaders.	Monthly appraisal report will show a 10% reduction of referrals to special education from the previous school year.	Monthly	Principal, Judith Higgins, Judy Telese	\$25,000
X			X		Special Education		X			17B	Provide a statement of transition service needs for students with disabilities 13 years of age and older, focusing on the student's course of study. (CAP-Transition)	All students with disabilities 13 years of age and older will receive information about career opportunities and community resources appropriate to address their individual needs.	Monthly	Henry Gonzales, Special Education Campus Coordinators	
X					Special Education		X			17D	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Increase the number of students with disabilities served in general education settings to a level below the TEA 125% standard as reported on the data analysis system.	Monthly	Judith Higgins, Marcia Narveson, Principals on each level	\$15,000
X					Special Education		X			17E	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Judith Higgins, Marcia Narveson, Pam Palmer, Principals, Campus Coordinators	

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X					Special Education		X			17F	Provide professional development to general and special education staff on differentiated instructional strategies like say something, think, pair, share, vocabulary development process, and classifying for serving students with disabilities in general education	% of SPED students taking TAKS will increase by 10% at each grade and in each subject tested	Close of each semester	Principal, Judith Higgins, Jan DeHaven	\$20,000
	X				Accelerated Education At Risk  Drop Out reduction		X			18C	Allocate counselors to implement and support programs to prevent the possession and distribution of tobacco, alcohol and other drugs by students.	The annual evaluation of Safe and Drug Free Schools and Communities (Title IV) will show a decrease in drug, alcohol and tobacco related incidents at the middle school level.	Monthly  Monthly  June 2005	Pat Sanford, STAN Counselors, Principal	SCE Funds
X	X				Accelerated Education At Risk  Discipline Management		X			18G	Provide Behavior Management Class based on a structured environment and course content through an in school suspension program.	100% completion of student assignments.  1% decrease in discipline referrals at the middle and high school campuses.	June, 2005  June, 2005	Assistant Principals, Counselors, ISS Aides	SCE Funds
	X				Accelerated Education At Risk		X			18H	Provide professional development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend professional development related to teaching the At Risk student and Drop Out Prevention.	August, 2004 through May, 2005	Principal, Counselors, Carol Harle, Don Dalton	SCE Funds

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X			X		Accelerated Education At Risk		X			18K	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards	Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion prescribed by Section 28.021.	June, 2004 through August, 2005	Summer School Principal, Don Dalton	
X	X			X	Technology Applications		X			20A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals.  100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS.  Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met.  Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly  Yearly  Monthly  Monthly	Principals, Campus Technology Committee Representatives (at least one per grade level, team, department), Instructional Technology Specialists and Coordinators, Steve Young, Derek Nichols, Tim Miller	

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		X		X	Technology Applications		X			20B	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents	100% of teachers who report grades will use GradeSpeed to record grades.  100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades.  100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly  Nine-weeks  Daily to Weekly	Principal, Teachers, Data Processors, Sandy Paul, Steve Young, Jerry Baldrige, Derek Nichols, Tim Miller	
X					Technology Applications		X			20D	Educational Technology staff will support teachers in the utilization of the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine-weeks	Principal, Assistant Principals, Academic Dean, Teachers, Instructional Technology Specialists and Coordinators, Tim Miller	



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BRADLEY MIDDLE SCHOOL INSTRUCTIONAL  
IMPROVEMENT PLAN  
2004-2005**

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Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X		X		Safe and Drug-Free Schools		X			21A	All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/Improve school safety 3. Increased parental and community involvement in violence- and drug prevention activities 4. Increased student involvement in school activities	June, 2004	Principals, STAN Counselors, SDFS Campus Contacts, Pat Sanford, Mary Alice Smallbone	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X	X	X		Safe and Drug-Free		X			21B	Implement a comprehensive SDFS program that includes: - Advisory Boards (H Level) - Programs based on needs assessment - Prevention strategies that include family and community involvement as a key element in achieving program goals - Student Teacher Assistance Network (STAN) - Peer Assistance and Leadership (PAL) program - Mediation/Conflict Resolution - Winner's Circle - Silver Star - Respect Initiative - Experiential Learning - Professional Development	Advisory Boards will meet and function according to Safe and Drug free schools standards and benchmarks.  Needs assessment data interpreted and utilized to customize programs at local campuses.  100% of campuses will involve community in safe and drug-free activities.  Surveys monitoring STAN Program will reflect exceeds expectations in 80% of responses.  PALS students will become trainers/presenters in classrooms using guidance lessons on respect  Host Silver Star receptions bi-annually  Surveys of PAL students will reflect exceeds expectations in 95% of responses.  100% of campuses will have	Monthly Mediation Reports  Monthly STAN Quantifiable Measures Report  PAL Nine Weeks Training and Service Reports	Principals, STAN Counselors, PAL Teachers, SDFS Campus Contacts, Pat Sanford, Mary Alice Smallbone, Pete O'Connor, Barbara Hooper	\$120,000

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Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
				X	Safe and Drug-Free Schools	X	X	X	X	21C	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report	5% district reduction in incidents of violence and drug use as indicated in the following: (using yearly data) - PEIMS Data - Drug, Alcohol, and Violence Report from Pupil Personnel Services - STAN Quantifiable Measures Report - Mediation Reports by campus - PAL Six Weeks Training and Service Reports	September, 2004 May, 2005	Pat Sanford, Annette Millard, Bruce Schneider, STAN Counselors, PAL Teachers, Principals	
X	X		X		Guidance		X			22B	Organization, planning and evaluation of Campus Guidance Programs	Counselors will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May 2005	Counselors, Guidance Leadership Team, Teresa Miller	
X	X		X		Guidance		X			22C	Organization, planning and evaluation of Campus Guidance Programs	Counselors will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September 2004 December 2004 June 2004	Counselors, Principals, Teresa Miller	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X		X		Guidance		X			22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	Guidance counselors will reduce non-guidance tasks and activities in half.	August 2004-June 2005	Counselors, Principals, Teresa Miller	
	X		X		Guidance		X			22E	Organization, planning and evaluation of Campus Guidance Programs	Guidance counselors will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Counselors, Principals, Teresa Miller	
X		X			Guidance		X			22G	All middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. (TEC §§ 33.001-33.009)	Sign-in sheets will register 100% compliance	April 2005	Secondary Counselors, Principals	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Guidance		X			22H	All middle school counselors will meet with every 8th grade student and develop individual four year plan.	All students will have 4 year plans at end of 8th grade.	April 2004	Middle School Counselors and Principals	
X					Guidance		X			22K	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August 2004 January 2005 May 2005	Counselors, Principal	
X					Dropout Reduction		X			23A	Bradley campus PEIMS coordinator will hold dropout/school leaver campus audit bi-annually	100% of campuses will file campus reports biannually	October, 2004 March, 2005	Twain Tharp Susan Gonzales	
X					Dropout Reduction (Teen parenting component)		X			23B	Provide Compensatory Education Home Instruction (CEHI) and Pregnancy Related Services (PRS) for teen mothers when pregnancy prevents the student from attending school during the pre-natal and postpartum duration. During the CEH Instruction, these Pregnancy Related Services will be provided: 1. Counseling services through the School Age Parenting Program. 2. School and health services 3. Child care tuition assistance for student's child 4. Case management/social services.	10% reduction in dropout of teen parents.  Increased academic performance during CEHI, as evidenced by student grades.  10% increase in recovering dropout teen parents.	August, 2004 through May, 2005	Twain Tharp, Barbara Bading, CEHI Instructors	\$97,000 Grant funds

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Dropout Reduction		X			23C	Decrease barriers for enrolling homeless youth and children by providing training for NEISD Personnel.	All level professional staff as well as registrars and cafeteria personnel will attend in-service.	August, 2004 through May, 2005	Twain Tharp, Barbara Bading, Principals, Counselors, Registrar	\$2,000
X					Dropout Reduction		X			23D	Identify homeless children in compliance with the McKinney Homeless Assistance Act. TEC J21.031(e).	Record of identified Homeless children and youth sent to TEA	August, 2004 through May, 2005	Twain Tharp, Barbara Bading, Principals, Counselors, Registrar	\$8,000
	X		X		Discipline Management		X			25C	Campus Discipline Committee will make modifications to campus BMP based upon district discipline data and its analysis	Written modifications to the Campus BMP will be incorporated with data of inclusion noted	July, 2005	Each campus principal and administrative team	No monetary cost above current budget.
	X		X		Discipline Management		X			25D	Training and motivation of school personnel for BMP implementation	All staff will have completed initial training allowing for initial implementation of the BMP and character education module.	August, 2005	Principals	\$1,000.00