

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  
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN  
 2005-2006

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.

## COKER ELEMENTARY

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
					Professional Development	X				1A	Professional Development will focus on differentiated instruction strategies and structures that elicit student engagement in the learning process. See <i>Working On the Work</i> by Schleckty.	All strategies will increase student academic performance as exhibited on the benchmark and classroom common assessments.  Protocal Walk will show evidence of differentiated instructions.	August 2005 - May 2006	Administration, Differentiation Team	
											Book Study: 1) Fulfilling the Promise of the Differentiated Classroom 2) How to Differentiate Instruction in Mixed Ability Classrooms	All book study groups will give a presentation highlighting sections of the book.			

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					Setting Objectives and Providing Feedback: 1. Continue DATA teams. 2. Begin Student Goal Setting See Marzano Book and ppt. Cxclassroom Instruction That Works, Setting Objectives and Providng Feedback.3. Student Goal Setting and Student Led Conferences resources.	X				1B	1. School DATA teams will met on a regular basis to evaluate multiple data sources and set campus objectives for studetn learning. 2. Students will have goal setting opportunities before, during and after state, district and classroom assessments. 3. Instructionalteam will attend Assessment Literacy.	1. Use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes. 2. TEKS/TAKS Action Plans will be completed after state and district assessments. 3. Student goal setting system will be developed and submitted for feedback to the School Improvement department. 4. Teachers and administrators will use information gained from Assessment Literacy training in providing feedback to students and parents.	Daily,m weekly, monthly, quarterly, yearly	Principals, Asst. Principals, IITs, Teachers	
X					Reading/ELA	X				2A	Provide instruction and support in before, during, and after reading strategies that reflect best practices- Building Blocks/Four Blocks	100% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will demonstrate evidence of reading strategy instruction.	Fall 2005 and Winter 2006  Monthly	Administrators Teachers	
X					Reading/ELA	X				2B	Support before, during and after reading strategies such as say something and think, pair, share in the core content areas (English, social studies and science) through professional development	100% of the teachers will implement before, during, and after content reading strategies.	Fall and Winter 2005 Spring 2006	Administrators, IIT, and Teachers	

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X					Reading/ELA	X				2C	Maintain training and deeper application of Building Blocks (K) and Four Blocks (1-5) and strategies from Teacher Reading Academies through staff development.	100% of the language arts teachers will show growth on the Innovatiuon Configuration.  100% of walkthroughs will demonstrate evidence of implementation of district reading initiatives.	Summer 2004 Fall and Winter 2004 Spring 2005	Administrators, Literacy Specilaists, IIT, and Teachers	
X					Reading/ELA	X				2D	Implement best of reading practices for struggling readers using differentiation strategies to meet the needs of all students.	Using the <i>What to Look for in the Reading Classroom Checklist</i> as a guide, all snapshot visits of formative walkthroughs will indicate the appropriate application of reading strategies for all students.	Fall 2005 - Spring 2006	Literacy Specialists	
X					Reading/ELA	X				2E	Provide vacabulary development for all students using a variety of strategies such as a study of roots, prefixes and suffixesm, words in context, and the Five Step Vocabulary Process.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress.	Summer 2004 Fall 2004, Winter and Spring 2005	Administrators, IIT, and Teachers	
X					Reading/ELA	X				2F	Implement a benchmark assessment program to guide reading and writing instruction 2-5.	100% of will be administered peridoic benchmark assessments to determine progress. Grade 2-5 reading, Grade 4 writing.	August 2005 - May 2006	Administrators, IIT, and Teachers	

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					Reading/ELA	X				2G	Monitor benchmark assessments in reading and writing using Triand.	Data committee and teachers will review benchmark data and adjust instruction as needed in order to provide intervention.	August 2005 - May 2006	Administrators, IIT, and Teachers	
					Reading/ELA	X				2H	Continue to implement the K-12 Writing Scope and Sequence. All K-5 teachers will submit writing samples from students in their classroom beginning, middle and end of year.	100% of students at Grade 4 will meet expectations on the TAKS writing test.	May-06	Administrators, Teachers	
X					Reading/ELA	X				2I	Implement common instructional language and structure for the process of writing in all writing classrooms, K-5.	100% of new teachers will attend training in the use of writing workshop and/or 6-Trait writing as appropriate to grade level.	August, 2005 - May 2006	Administrators Teachers	Cost of subs if not provided by the district.
X					Reading/ELA	X				2J	Provide differential writing instruction by implementing writing workshop, the 6 Traits Writing, and strategies such as classification in pre-writing or organization.	100% of 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	August 2005 - May 2006	Administrators Teachers	
X					Reading/ELA	X				2K	Implement a common end-of-semester assessment in the third grade guide writing instruction.	100% of students at Grade 3 will be administered an end-of-semester common assessment.	December 2005 - May 2006	Administrators Teachers	

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X					Writing	X				2L	Monitor benchmark assessments	Data committee and teachers will review benchmark data and adjust instruction to provide intervention.	December 2005 - May 2006	Administrators, Data Committee, Teachers	
X					Mathematics	X				4A	Utilize the North East Scope and Sequence for Grades K through 5.	85% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will indicate adherence to district sequence.	October, 2005 February, 2006  Quarterly	Administrators, Teachers	
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.  Use "What to Look for in the Mathematics Classroom" checklist.	Quarterly	Administrators, Teachers	
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.	Quarterly	Administrators, Teachers	

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X					Mathematics	X				4D	4th & 5th grade teachers will implement best instructional practices and standards-based mathematics curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment.  100% of formative walkthroughs will indicate implementation of content and strategies of the professional development.  Use "What to Look for in the Mathematics Classroom" checklist.	October, 2005 January, 2006	Administrators, Teachers	
X					Mathematics	X				4H	Monitor benchmark assessments.	Data committee and teachers will review the benchmark data and adjust instruction as needed to provide intervention .	November, 2005 February, 2006	Administrators, Data Committee, and Teachers	
X					Mathematics	X				4I	Revise and administer campus level common assessments for K-2 to meet TEKS, levels of Blooms and Kilgo's standards.	All K-2 students will be administered a common end-of-semester assessment.	December, 2005 May, 2006	Adminstrators, Teachers	
X					Mathematics	X				4J	Monitor common assessments.	Data committee and teachers will review the common assessment data and adjust instruction as needed to provide intervention .	January, 2005 June, 2006	Administrators, Data Committee, and Teachers	
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 compliance	September, 2004 December, 2005 March, 2006	Administrators, Teachers	

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X					Science	X				5B	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	Administrators, Teachers	
X					Science	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	Administrators, Teachers	
X					Science	X				5E	Attend professional development with a focus on earth science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Administrators, Teachers	
X					Science	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	Administrators, Teachers	

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X					Social Studies	X				6A	Differentiate instruction through Social Studies Alive!	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.	December, 2005 June 2006	Administrators, Teachers, Differentiation Team	
X	X		X		Gifted/Talented	X				9A	Implement G/T Curriculum Units for Grades 3-5 with teacher created materials that lead to the understandings and essential questions of each unit.	G/T teachers will use updated materials created for G/T Curriculum Units.  100% of G/T students will score a minimum of 3 on the "Grade Level Study Progress" of the G/T report	Each nine weeks  Each nine weeks	G/T Teachers	
X	X				Gifted/Talented	X				9B	Format the 5th grade Philosophy Unit through UBD>	G/T teachers will use the UBD Philosophy Unit with 5th graders.  100% of G/T 5th grade students will score a	Each nine weeks	Kay Stotts, G/T Teachers	
X	X				Gifted/Talented	X				9C	Refocus on techniques of Socratic Dialogue through inservice using video presentations of NEISD G/T students.	100% G/T teachers will use Socratic Dialogue.  G/T elementary students will practice Socratic Dialogue.	Each nine weeks  Each nine weeks	G/T Teachers	
X	X				Gifted/Talented	X				9D	Integrate Systems Thinking in the four core G/T curriculum areas,	All curriculum units will incorporate systems thinking strategies.  100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks  Each nine weeks	G/T Teacher	

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X	X				Gifted/Talented	X				9E	Continue the implementation of district initiatives: Student Engagement, Vocabulary Development, SAY SOMETHING/THINK-PAIR-SHARE, and Classifying.	100% of G/T teachers will incorporate these strategies into their instruction and indicate usage in lesson plans.  100% of G/T students will be familiar with these terms and can discuss their significance to learning.	August 2005-May 2006	G/T teachers	
X	X				Gifted/Talented	X				9F	Analyze GT student results on PSAT and TAKS information from Triand to adjust curriculum gaps and monitor student progress.	100% of the GT teachers will use the presented information to adjust curriculum. G/T Teacher lesson plans will reflect changes.	September 2005 - May 2006	Kay Stotts, G/T Teachers	
X					Library Services	X				10A	Use Big Six Research Strategy, Grades 2 - 8	Librarian will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Carol Muska	
X					Library Services	X				10B	Provide training in SIRSI software.	Librarian will use SIRSI as indicated in monthly circulation statistics.	July 2005 through June 2006	Carol Muska	
X					Library Services	X				10C	Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources	Librarian will use electronic databases as indicated in semester statistics.	July 2005 through June 2006	Carol Muska	
X					Library Services	X				10D	Maintain focus on TEKS and curriculum integration.	Lessons will reflect the integration of TEKS onto library curriculum	First and second semester	Carol Muska	
X					Library Services	X				10E	Evaluate District library programs using revised Texas Library Standards model.	Librarian will complete output measure data collection.	First and second semester	Carol Muska, Sharon Swarner, Diane Hopkins	

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X					Dyslexia	X				11A	Continue implementation of a dyslexia program on each campus 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.	2006-2006 school year	IIT, Administrators	
X					Special Education	X				17A	Teachers working with Spec Ed students will attend training and plan instruction which supports use of the TEKS, analysis of TAKS/SDAA II, benchmark data and district scope and sequence.	Increase in number of special education students taking and passing grade level tests.	Monthly	Administrators Teachers	
X					Special Education	X				17B	Teachers and paraprofessional staff working with special education students will attend training differentiate instruction using a content/process/product model.	Increase passing rates of included special education students as measured from 9 weeks to 9 weeks	October, December, March, May	Monitoring done by principal	
X					Special Education	X				17C	Enhance access to general curriculum for students with disabilities through collaborative support in all curriculum areas by developing training and support activities delivered by both School Improvement and Special Education staff.	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Administrators, Campus Coordinators, and Teachers	

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X					Special Education	X				17C	Enhance access to general curriculum for students with disabilities through collaborative support in all curriculum areas by developing training and support activities delivered by both School Improvement and Special Education staff.	Increase number of teachers gaining knowledge of District scope and sequence through co-led activities.	December, June	Administrators Teachers	
X					Special Education	X				17D	Use software tools to implement efficient and consistent management of required paperwork and tracking of progress for students in special education	Program will be implemented by all special education staff. Compliance with timelines for annual ARD meetings and evaluations will increase.	Each 9 weeks	Administrators, Teachers	
X					Special Education	X				17E	Implement a problem solving model for students experiencing academic and behavior difficulty which results in appropriate interventions being implemented prior to student being considered for Special Education or Dyslexia testing and services.	Reduction in number of referrals for testing in Special Education, Speech, or Dyslexia which do not result in placement.	December, June	Administrators, Teachers	
X					Special Education	X				17F	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	Administrators, Campus Coordinators, and Teachers	

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X					Special Education	X				17G	Provide a continuum of interventions for students with disabilities of behavior and/or emotional disorders. These interventions include identification of replacement behaviors, development of effective BIPS, use of Redirection Model, or inclusion support models, and structure of more extensive behavioral support.	Reduction in percentage of special education students served through disciplinary alternative education programs.	Each 9 weeks	Administrators, Teachers	
					Special Education	X				17H	Implement district models for special education instructional arrangements, including, co-teaching, Content Mastery, and Resource/lab.	Program elements will be observable in classroom walkthroughs using district checklists which meet NCLB criteria for research based best practice programs.	December 2005, June 2006	Administrators, Teachers	
X					Accelerated Education At-Risk	X				18A	Increase affective, cognitive and linguistic needs of the limited English proficient students that denied the bilingual program.	100% of the "denials" will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE) and Teacher Observation Protocol (TOP)	August 2005 Spring 2006	Counselors, Classroom Teachers, Bilingual point of contact	
	X				Accelerated Education At-Risk	X				18B	Utilize professional development designed to implement, assess, and evaluate the effectiveness of services At-Risk	100% of the personnel working with At-Risk students will attend professional development related to teaching the At-Risk students and Differentiated Instruction	August 2005 through May 2006	Principals, Assistant Principals, Counselors and Classroom Teachers	

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		X			Accelerated Education At-Risk	X				18C	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance (PTA programs, parent orientation , parent conferences, school newsletter)		Principal, Counselor, and Classroom Teachers	
X					Accelerated Education At-Risk	X				18D	Implement, reseach based accelerated education progrmas to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the district AEIS report.  100% of students with special needs will pass TAKS.	Sept. 2005	Principal, Counselors, Teachers	

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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, Instructional Technology Specialists and Coordinators	

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		X		X	Technology Applications	X	X	X		20B	Teachers will utilize GradeSpeed to manage grades and TeacherWeb software to improve communication with staff, students, and parents. 100% of teachers will provide a progress report every 3rd week for failing students and every 6th week for all students.	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  Quarterly	Principals, Teachers, Data Processors	
X					Technology Applications	X				20C	K-5 teachers will utilize keyboarding software and equipment and will attend professional development in order to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by teacher observe and proficiency tests.	Nine-weeks	Principals, Teachers, Instructional Technology Specialists and Coordinators	
X					Technology Applications	X				20D	Teachers will utilize 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	Administrators Teachers, Instructional Technology Specialists and Coordinators	

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## COKER ELEMENTARY

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			Technology Applications	X				20E	Teachers will demonstrate mastery of technology proficiencies as outlined in the North East Educator Technology Standards.	100% of teachers will show mastery of the Foundations proficiency level of the North East Tech Standards as measured by proficiency tests.	Annually	Principals, Assistant Principals, Teachers, and Instructional Technology Specialists	
X					Technology Applications	X	X	X		20H	Teachers will expand the core content area curriculum to include Technology Applications Standards	50% increase in the number of approved lessons in the Lesson Plan Database. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accommodations. 100% of teachers will implement one lesson per semester from the Lesson Plan database.	Nine-weeks	Teachers, Librarians, Curriculum and Instructional Technology Specialists and Coordinators,	

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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. Continue an awareness of potential future drug, alcohol and tobacco use among students. 2. Reduce incidents of violence/Improve school safety. School-wide Character Education lessons to include classroom guidance, Character Education assemblies, Courage to Stand Pledge on morning announcements, anti-bullying programs, and review and practice Crisis Plan once per semester. 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the following areas: 1. Continue an awareness of potential future 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 through peer mediation and intervention techniques for 3rd -5th grade. 5. Continue utilization of the Second Step program in all classrooms. 6. Implement the "Teacher to Student" mentoring program	Aug. 05-May 06 Weekly Lesson Plans reflect instructions in	Administrators, Counselors, Teachers	

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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	X	X	X	21B	Plan and implement a comprehensive SDFS program that includes: -Programs based on needs assessment -Prevention strategies that include family and community involvement and a key element in achieving program goals. - Peer Assistance and Leadership (PAL) program - Mediation/Conflict Resolution -Professional Development	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 of PAL students will reflect exceeds expectations in 95% of responses. 100% of campuses will have mediation/conflict resolution	Monthly mediation reports PAL Nine Weeks Training and Service Reports	Principals, Counselors, PAL Teachers, SDFS Campus Contacts	
				X	Safe and Drug-Free Schools	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)  -Drug, Alcohol and Violence Report from Pupil Personnel Services -Mediation Reports by campus -PAL Six Weeks Training and Service Reports	September 2005 - May 2006	PAL Teachers , Principals	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
					Safe and Drug-Free Schools	X				21D	Using information from needs assessment, provide professional development opportunities for PAL teachers and SDFS Campus Contacts, administrators and counselors. Using information from needs assessment, provide professional development opportunities for Administrators, Counselors and Teachers	Professional development evaluations, level one wil. Indicate exceeds expectations in 95% of the responses. Professional development surveys of use will indicate 100% of participants utilized information in current position.	2005-2006 Monthly	Pat Sanford, Principals, PAL Teachers, Counselors, SDFS Campus Contacts.	
X	X		X		Guidance	X				22A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	Guidance counselors will receive part two of guidance program to include evaluation processes.	August 2005	Counselors	
X	X		X		Guidance	X				22B	Counselors will develop and implement yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Counselors will submit yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	August 2005	Counselors	
X	X		X		Guidance	X				22C	Implement and evaluate campus guidance programs to assure alignment with the TEA guidance program framework.	Counselors will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-	September 2005 June 2006	Counselors, Administrators	

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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.	Counselors will reduce non-guidance tasks and activities in half.	August 2005-June 2006	Counselors	
	X		X		Guidance	X				22E	Organization, plan and evaluate Campus Guidance Programs	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	
X		X			Guidance	X				22I	Counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April 2006	Elementary Counselors, Administrators	
					Health Services	X				24C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance	August, 2005 through May, 2006	Diane Myrick	
	X		X		Discipline Management	X				25C	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, 2006	Administrative Team	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
	X		X		Discipline Management	X				25D	Continue ongoing training and motivation of school personnel on BMP implementation and character education module- lesson plans and monthly calendar of activities to reinforce character development and BMP.	Implementation of the BMP and character education module.	August 2005-June 2006	Administrators	