

**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  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
FOX RUN ELEMENTARY 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
					District Initiatives										
					Setting Objectives and providing feedback: 1. DATA teams				X	1A	School DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	School will use multiple sources of data to set objectives as evidenced by inclusion in CIC minutes.	Monthly	Administration, Grade Level Teams 1-5, CIC	
X					2. Common Assessments				X	1B	Teachers will come together to create, share and administer Common Assessments	100% of common assessments will adhere to the checklist or rubric for common assessments.	October, 2004; December 2004; March 2005; May 2005	Administration, Grade Level Teams 1-5	
					3. Feedback-- Benchmark Testing				X	1C	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004 March, 2005	Administration, Grade Level Teams 3-5 teachers	
					Research Based Strategies: 1. Identifying Similarities and Differences-- Classifying				X	1D	Every teacher will use the strategy of classifying on a regular basis.	100% of walkthroughs will show evidence of students working on classifying. 100% of common assessments will show evidence of the classifying strategy.	December 2004 - May 2005	Administration, Grade Level Teams 1-5	
X					2. Vocabulary Development Process				X	1E	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development work.	December 2004; April 2005	Administration, Grade Level Teams 1-5	

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					<b>District Initiatives</b>										
X					Strategies for Engagement: Say Something and Think, Pair, Share				X	1F	Every teacher will use the strategies Say Something and Think, Pair, Share on a regular basis.	100% of walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share.	December 2004; April 2005	Administration, Grade Level Teams 1-5	
X					Parent Involvement				X	1G	Educational Technology and Data Processing staff will assist parents in accessing student information through the North East Parent Portal.	100% of parents who wish to access the system will gain access to the system	Daily to weekly	Classroom Teachers K-5 Administrative Team	
X					Reading	X	X	X	X	2A	Provide teachers instruction and support in before, during, and after reading strategies that reflect best practices.  Maintain Building Blocks (K)/Four Blocks (1-5)  Students will be provided with a variety of reading resources to aid in critical reading skills: *Accelerated Reader will support the goals of 4 Blocks in self-selected reading. *Bluebonnet Book Program 3rd, 4th, and 5th.	100% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will demonstrate evidence of strategy instruction. 100% of the students (3-5) will pass TAKS reading. 100% of the language arts teachers will show an increase in at least one area of the Innovation Configuration	Fall 2004 and Winter 2005  Monthly	Gr. K-5 Teachers	\$2500.00 for professional development
X					Reading	X	X	X	X	2F	Develop and implement a benchmark assessment program to guide reading instruction 2-5 Monitor benchmark assessments	100% of students at grades 2-10 will be administered periodic benchmark assessments to determine reading progress	Summer 2004 Fall 2004, Winter and Spring 2005	Teachers K-5 Counselor CIC Committee	

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X					Writing	X	X	X	X	3A	Improve student writing instruction by implementation a of the K-5 Writing Scope and Sequence	100% of students at Grades 4 will meet expectations on the TAKS writing test	May, 2005	Teachers K-5	
X					Writing	X	X	X	X	3B	Develop and sustain common instructional language and structure for the process of writing in all writing classrooms, K-12.	100% of new elementary language arts teachers, English teachers, and ESL will attend training in the use of writing workshop and/or 6-Trait writing as appropriate to grade level. The 2005 Teacher As Writer Academy will be attended by at least 25 additional teachers.	August, 2004; November 2004; June 2005	Teachers K-5	workshops provided by the district plus \$1500 local workshop costs
X					Writing	X	X	X	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.	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 100% of students in Grades 3 & 5, will be administered an end-of-semester assessment common to that course and campus. (to be developed)	March, 2004	Teachers K-5	District workshops Use of lesson bank for K-5

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON'S)	RESOURCES
X					Mathematics	X	X			4A	Utilize the North East Scope and Sequence for Grades K 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.  100% of campuses will utilize common semester assessments for grades 2, 5, 7 and 8.	October, 2004 February, 2005  Monthly	Teachers K-5 Principals, Adm. Team	
X					Mathematics	X	X	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	Teachers K-5 Principals, Adm. Team	District workshops
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	Teachers K-5 Principals	District workshops
X					Mathematics	X	X	X	X	4H	Monitor benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals to discuss results.	November, 2004 February, 2005	Teachers 2-5 Principals, Counselors	

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X					Mathematics	X	X	X		4I	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd, 5th, students will be administered a common end-of-semester assessment.	December, 2004 May, 2005	Teachers 2nd and 5th Principals, / Adm. Team	
X					Mathematics	X	X	X	X	4J	Monitor common assessments.	Staff will review common assessment data, adjust curriculum and meet with grade level teams and the principals to discuss results.	January, 2003 June, 2004	Teachers Principals / Adm. Team CIC	
X					Science	X	X	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 with Safety Standards.	September, 2004 December, 2004 March, 2005	Principal / Adm. Team Teachers Campus Science Committee Campus Science Coordinator	
X					Science	X	X	X		5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence. Campus will maintain a complete an equipment inventory to be used as a guide for district support.	Every 9 Weeks; Inventory due September 10, 2004	Principal / Adm. Team Campus Science Committee Campus Science Coordinator	\$2,500 for materials
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	Principal / Adm. Team Campus Science Committee Campus Science Coordinator,	District Staff Development

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON'S)	RESOURCES
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	Principal / Adm. Team Campus Science Committee Campus Science Coordinator,	\$2,000
X					Science	X	X	X	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	Principal / Adm. Team Teachers Campus Science Committee Campus Science Coordinator	
X					Science	X	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	Principal / Adm. Team, Campus Science Committee, Campus Science Coordinator	

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X					Social Studies	X	X	X		6A	Integration of technology into the subject area through professional development, creation of exemplar lessons, and modeling of best practices such as classifying, 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, Social Studies Coordinator, Social Studies Committee	
X					Pre-K/K	X				7A	Professional Development for ALL PreK/K teachers focused on deepening understanding of the complexity of the Kinder TEKS and PreK State Guidelines with research-based instructional practices such as the vocabulary development process, say something, think, pair, share, and classifying that maximize student achievement gains. This will be pullout days with subs provided twice a	Continue PreK/K Task Force (Representatives from each campus) to provide the engagement in common planning and implementation of curriculum Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching, and pair-teaching	Fall 2004 Spring 2005	Kindergarten Teachers, Coordinators, and Carol Harle	District Staff Dev. and materials
X					Pre-K/K	X				7B	District will provide afternoon trainings based on survey of PreK/K teachers needs - Behavior Management, High Order Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies	Teacher Evaluations and Task Force Feedback	Monthly 2004- 2005	Kindergarten Teachers, Coordinators, and Carol Harle	Staff Dev. and materials provided by the District

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X	X		X		Gifted/Talented	X				9A	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	Kay Stotts, G/T Teachers	
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. 100% of walkthroughs will show evidence of inclusion.	each nine weeks	Kay Stotts, G/T Teachers	
X					Gifted/Talented	X				9C	Create or refine all rubrics for all Understanding by Desing (UBD) curriculum units (adding writing componenets) in relation to common assessments.	100% of the curriculum units will reflect ru rics for UBD design elements. On the UBD section of the G/T report card, 100% of students will score three or above.	Each nine weeks 4th Nine Weeks	Kay Stotts, G/T Teachers	\$500
X	X				Gifted/Talented	X	X	X	X	9E	Analyze Innovation Configuration results to plan necessary inservice focuses.	100% of G/T teachers will show higher scores in identified areas of need.	Sept., 2004 Jan., 2005	Kay Stotts, G/T Teachers	
X					Library Services	X	X			10A	Use Big Six Research Strategy, Grades 2 - 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	Librarians, Teachers, Sharon Swarner, Diane Hopkins	
X					Library Services	X	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	Librarians, Technology Coordinator, Director	

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X					Dyslexia	X	X	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.	2004-2005 school year	Beverly Kinsey, Campus Principals, Campus Dyslexia Intervention Teachers, STAT	
X					ESL	X	X	X	X	12A	Create and implement NE ESL Scope and Sequence and action strategies such as classifying, say something, think, pair, share and the vocabulary development process.	80% of students taking the pre and post oral assessments will gain one-half year of language development.	Fall/Spring	Elmosa Herrera, Bilingual/ESL Coordinator	Cost of test - \$4.00 per student
X					Special Education	X	X	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	Principals, Teachers, Judith Higgins, Marcia Narveson,	
X					Special Education	X	X	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	Teachers Principals / Adm Team Campus Coordinators	

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X					Special Education	X	X	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	Principals, / Adm. Team, Teachers, Jan DeHaven Curriculum Specialists & Technology	
		X			Accelerated Education At Risk	X				18I	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1.5% increase in student attendance at the campus level	June, 2005	Principal, Assistant Principal, Counselor, Classroom Teachers	
X					Accelerated Education At Risk		X		X	18L	Provide Individualized reading instruction to increase mastery of TEKS reading objectives.	Students receiving individualized instruction through the Co-teach reading program and/or tutoring will master 100% of the skills taught.	April, 2005	Classroom Teachers, Co-teach assistants, Principal / Adm. Team	

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X	X			X	Technology Applications	X	X	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,	

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		X		X	Technology Applications	X	X	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	Principals, Teachers, Data Processors	
X					Technology Applications	X				20C	Educational Technology staff will provide K-5 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Principals, Teachers, Instructional Technology Specialists and Coordinators, Becky Adams, Tim Miller	
X					Technology Applications	X	X	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	Principals, Assistant Principals, Teachers	



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X	X		X		Safe and Drug-Free Schools	X	X	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	1-Jun-04	Principals, Adm. Team, Counselors, Pat Sanford, Teachers, Parent Involvement (PTA)	

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X	X	X	X		Safe and Drug-Free	X	X	X	X	21B	Plan and 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 - 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.  Surveys of PAL students will reflect exceeds expectations in 95% of responses.  100% of campuses will have mediation/conflict resolution program.	2004 - 2005 School Year	Principals / Adm. Team, Counselors, Teachers, Campus Contact-Pat Sanford, PTA	

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**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
				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 - Mediation Reports by campus - PAL Six Weeks Service Reports	September, 2004 May, 2005	Pat Sanford, Annette Millard, Bruce Schneider, STAN Counselors, PAL Teachers, Principals	
X	X		X		Guidance	X	X	X	X	22A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	May 2005	Counselors, Guidance Leadership Team, Teresa Miller	

**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  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
FOX RUN ELEMENTARY 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		Guidance	X	X	X	X	22B	Organization, planning and evaluation of Campus Guidance Programs	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: 1. guidance curriculum (classroom guidance, Career Assembly) , 2. individual planning (STAT, 6th grade pre-registration, Gear-Up Program), 3. responsive services (group counseling, individual counseling, Mentors, PALS, behavioral contracts), 4. system support (Testing, CIC, committee participation).	May 2005	Counselors, Guidance Leadership Team, Teresa Miller	
X	X		X		Guidance	X	X	X	X	22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2004-June 2005	Counselors, Principals, Teresa Miller	
X	X		X		Guidance	X	X	X	X	22C	Organization, planning and evaluation of Campus Guidance Programs	100% of campuses 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		Guidance	X	X	X	X	22E	Organization, planning and evaluation of Campus Guidance Programs	100% of campus guidance departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: 1. guidance curriculum, 2. individual planning, 3. responsive services, and 4. system support.	Monthly	Counselors, Principals, Teresa Miller	
X					Guidance	X	X	X	X	22F	Designate elementary cluster counselors for each school in order to enhance program development, impart program expectations, and expedite communication between schools and central office.	100% of contact counselors will file agendas of their meetings with their constituency.	Monthly	Contact counselors, Teresa Miller	
X		X			Guidance	X				22I	All elementary 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 2004	Elementary Counselors, Principals	
X					Dropout Reduction		X	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, Data Processor	

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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
					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, 2004 through May, 2005	School Nurse, Director of Health Svs.,	
	X		X		Discipline Management	X	X	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, 2005	Each campus principal and administrative team	No monetary cost above current budget.
	X		X		Discipline Management	X	X	X		25D	Training and motivation of school personnel for BMP implementation  Train students in the use of good character traits based on Six Pillars Program.	The campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2004	Principal and administrative team  Teachers	