

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.

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| 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 teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning. | The team will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes. | Monthly | Campus Administrators, Data Team Members | |
| X | | | | | 2.Common Assessments | X | | | | 1B | Teachers from more than one school 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 | Classroom teachers, Content Area Coordinators | |
| | | | | | 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 | Classroom Teachers Curriculum Coordinators | |
| | | | | | 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 | Classroom Teachers Curriculum and Technology Coordinators and Specialists | |
| 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 | Classroom Teachers Campus Administrators; Curriculum and Technology Coordinators and Specialists | |

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| 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 | Classroom Teachers, Campus Administrators Curriculum Division Specialists | |
| 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 | Data Processor, Campus Administrators | |
| X | | | | | Reading | X | | | | 2A | Align and implement before, during, and after reading strategies that reflect best practices. Elementary level - 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 strategy instruction. | Fall 2004 and Winter 2005 Monthly | Classroom teachers, Instructional Interventionist, Instructional Specialists, Campus Administrators | |
| X | | | | | Reading | X | | | | 2B | Support before, during and after reading strategies such as say something 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 2004 Spring 2005 | Nancy Brischke, Reading Specialists, Classroom Teachers | |

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| X | | | | | Reading | X | | | | 2C | Align and implement the best reading practices, targeting grades 4 and 5 | Classroom teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS and show growth on the Innovation Configuration. Grade 4 & 5 teachers will implement strategies from Teacher Reading Academies. | Summer 2004 Fall and Winter 2004 Spring 2005 | Nancy Brischke, Virginia Guerrero, Reading Specialists, Classroom Teachers | |
| X | | | | | Reading | X | | | | 2D | Continue training and implementation of Building Blocks (K) and Four Blocks (1-5) | 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, Reading Specialists, Classroom Teachers | |
| X | | | | | Reading | X | | | | 2E | Implement a benchmark assessment program to guide reading instruction 2-5 | 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 | Nancy Brischke, Virginia Guerrero, Reading specialists, Classroom Teachers | |
| X | | | | | Reading | X | | | | 2F | Monitor benchmark assessments | Classroom teachers, Instructional Interventionist, campus administrators and data team will review benchmark data, adjust curriculum, and meet to discuss results and support. | Fall 2004 Winter and Spring 2005 | Classroom Teachers, Instructional Interventionist, Data Team and Campus Administrators | |

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| X | | | | | Writing | X | | | | 3A | Improve student writing instruction by supporting the implementation and ongoing review and revision of the K-5 Writing Scope and Sequence | 100% of students at Grades 4 will meet expectations on the TAKS writing test | May, 2005 | Virginia Guerrero, Classroom Teachers, Campus Administrators | |
| X | | | | | Writing | X | | | | 3B | Implement common instructional language and structure for the process of writing in grades K-5 | 100% of new elementary language arts teachers 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 additional teachers. | August, 2004; November 2004; June 2005 | Virginia Guerrero, Classroom 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. | 100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Traits Writing instruction and evaluation | March, 2004 | Virginia Guerrero, Classroom Teachers | |

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| X | | | | | Writing | X | | | | 3D | Implement a benchmark assessment program to guide writing instruction in K - 5 | 100% of students at Grade 4 will be administered periodic benchmark tests to determine progress in writing | Fall, 2004 and Winter, 2005 | Virginia Guerrero, Classroom Teachers, Campus Administrators | |
| X | | | | | Writing | X | | | | 3E | Develop and implement a common end-of-semester assessment for selected courses to guide writing instruction. | 100% of students in Grades 3 & 5 will be administered an end-of-semester assessment common to that course and campus. | December, 2004; May, 2005 | Campus Administrators, Classroom Teachers | |
| X | | | | | Writing | X | | | | 3F | Monitor common assessments. | Campus Administrators, Classroom Teachers and Data Team will review Benchmark data, adjust curriculum and discuss results | December, 2004; May, 2005 | Campus Administrators, Classroom Teachers, Data Team | |

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| X | | | | | Mathematics | X | | | | 4A | Utilize the North East Scope and Sequence for Grades K -5 | 100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence. Teachers will utilize common semester assessments for grades 2 and 5. | October, 2004 February, 2005 Monthly | Campus Administrators, Classroom Teachers, Lu Ann Weynand, and Math Specialists | |
| 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 | Campus Administrators Lu Ann Weynand, Classroom 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. | October, 2004 March, 2005 | Campus Administrators, LuAnn Weynand, Math Specialists, Classroom Teachers | |
| X | | | | | Mathematics | X | | | | 4D | 5th grade teachers will attend professional development training and implement the best instructional practices and standards-based mathematics curriculum. | 100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development. | October, 2004 January, 2005 | Lu Ann Weynand Elementary Math Specialists | |

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| X | | | | | Mathematics | X | | | | 4E | Conduct a Family Math and Science Night | Increased interest and participation among parents and students involving Math and Science. Sign in sheets | Nov-04 | Classroom Teachers, Math Leadership Team, Science Coordinator, Campus Administrators | \$100 |
| X | | | | | Mathematics | X | | | | 4F | Monitor benchmark assessments. | Classroom Teachers, Campus Administrators and Data Team will review benchmark data, adjust curriculum and meet to discuss results | November, 2004 February, 2005 | Classroom Teachers, Campus Administrators, Data Team, Math Specialist | |
| X | | | | | Mathematics | X | | | | 4G | Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards. | All 1st, 2nd and 5th gradestudents will be administered a common end-of-semester assessment. | December, 2004 May, 2005 | Classroom Teachers, Campus Administrators, Math Specialist | |
| X | | | | | Mathematics | X | | | | 4H | Monitor common assessments. | Classroom Teachers, Campus Administrators and Data Team will review common assessment data, adjust curriculum and meet with principals to discuss results. | January, 2003 June, 2004 | Classroom Teachers, Campus Administrators, Data Team, Math Specialist | |
| 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, Science Instructional Specialists, Classroom Teachers | \$1,000 |

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| X | | | | | Science | 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. | Every 9 Weeks; Inventory due September 10, 2004 | Patti Castellano, Campus Administrators, Science Instructional Specialists, Classroom Teachers | \$1,000 |
| X | | | | | Science | 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, Science Instructional Specialists, Classroom 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 | Patti Castellano, Campus Administrators, Science Instructional Specialists, Classroom Teachers | |
| X | | | | | Science | X | | | | 5E | Attend professional development training to better develop competency in science. | 100% of walkthroughs will reflect teacher competency in science instruction. | Every 9 Weeks | Patti Castellano, Science Instructional Specialists, Classroom Teachers | |

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| X | | | | | Science | X | | | | 5F | 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, Classroom Teachers | |
| X | | | | | Science | X | | | | 5G | Conduct a Family Math and Science Night | Increased interest and participation among parents and students involving Math and Science. Sign in sheets | Nov-04 | Classroom Teachers, Science Coordinator, Math Leadership Team, Campus Administrators | \$100 |
| 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, Eric McGarrah | |
| X | | | | | Social Studies | X | | | | 6B | Teachers will attend training in order to implement the differentiated instruction through Social Studies Alive! to include strategies and the development of District Social Studies Alive! Coaches | Selected teachers trained at Levels 1,2 and 3 (Social Studies Alive! Coach). Classroom observations. | December, 2004 June 2005 | Classroom teachers, Grade level chairs, Social Studies Points of Contact, Eric McGarrah, | |

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| X | | | | | Pre-K/K | X | | | | 7A | Teachers will attend 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 | 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 | Pre-K and Kinder Teachers | |
| X | | | | | Pre-K/K | X | | | | 7B | Teachers will attend afternoon trainings based on survey of PreK/K teachers needs - Behavior Management, Higher Order Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies | Teacher Evaluations and Task Force Feedback | Monthly 2004-2005 | PK and Kinder Teachers | |
| X | X | | X | | Gifted/Talented | X | | | | 8A | Integrate Systems Thinking in the four core G/T curriculum areas. Implement district initiatives involving vocabulary, say something, and Think, Pair, Share | 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. Will be reflected in G/T units of study. | Each nine weeks Each nine weeks | Kay Stotts,Lynn Hurt | |

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| X | X | | | | Gifted/Talented | X | | | | 8B | Create or refine all rubrics for all <u>Understanding by Design (UBD)</u> curriculum units (adding writing components) in relation to common assessments. | 100% of the curriculum units will reflect rubrics 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, Lynn Hurt | |
| X | X | | | | Gifted/Talented | X | | | | 8C | Analyze Innovation Configuration results to plan necessary inservice focuses. | G/T teacher will show higher scores in identified areas of need. | Sept, 2004 May, 2005 | Kay Stotts, Lynn Hurt | |
| X | | | | | Library Services | X | | | | 9A | Use Big Six Research Strategy, Grades 2 - 5 | Librarian will guide research projects in Lang. Arts, Science, and Social Studies. | One lesson plan submitted and approved to Lesson Plan Database per year | Missy McBee, Sharon Swarner, Diane Hopkins | |
| X | | | | | Library Services | X | | | | 9B | Attend training in SIRSI software. | Librarian will use SIRSI as indicated in monthly circulation statistics. | July, 2004 through June, 2005 | Missy McBee, John Allen, Diane Hopkins | |
| X | | | | | Library Services | X | | | | 9C | attend 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, 2004 through June, 2005 | Missy McBee, Sharon Swarner, Diane Hopkins | |
| X | | | | | Library Services | X | | | | 9D | Maintain focus on TEKS and curriculum integration. | Librarian will create integrated TEKS units to be posted to lesson plan database. | First and second semester | Missy McBee, Technology Coordinator, Director | |
| X | | | | | Library Services | X | | | | 9E | Evaluate District library programs using revised Texas Library Standards model. | Librarian will complete output measure data collection. | First and second semester | Missy McBee, Sharon Swarner, Diane Hopkins | |

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| X | | | | | Dyslexia | X | | | | 10A | 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 | 2004-2005 school year | Beverly Kinsey, Campus Administrators, Caryn Maika-IIT, STAT | |
| X | | | | | Professional Development | X | | | | 11A | Provide staff development in the area of technology to better integrate technology into all areas of curriculum | 100% of walkthroughs will show evidence of students and teachers implementing and integrating technology into all subject areas. | January, 2004 June, 2005 | Campus Administrators, Campus Technology Committee | |
| X | | | | | Professional Development | X | | | | 11B | Provide mentoring program for new teachers or those teachers new to the district to enhance professional growth | Supervisor survey result will average a 3 or above. Walkthroughs and evaluations. | December 2004 and May 2005 | Campus Administrators, Mentoring Team | |
| X | | | | | Special Education | X | | | | 12A | 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 | Campus Administrators, Judith Higgins and Judy Telese | |
| X | | | | | Special Education | X | | | | 12B | 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, Campus Administrators | |
| X | | | | | Special Education | X | | | | 12C | Comply 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, Campus Administrators, Campus Coordinators | |

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| X | | | | | Special Education | X | | | | 12D | 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 | Campus Administrators, Judith Higgins, Jan DeHaven Curriculum Specialists & Technology | |
| X | | | | | Accelerated Education At Risk | X | | | | 13A | Allocate teachers to reduce student teacher ratio in prekindergarten classes. Increase student abilities and achievement in core academic areas and social/emotional skills | Enrollment analysis indicates student teacher ratio is lower than state mandated average. Prekindergarten students will show improvement based on the comparison between the fall and the end of the year assessment using the Prekindergarten Checklist. | Monthly September, 2004 May, 2005 | Don Dalton Mike Lara, | SCE Funds |
| X | X | | | | Accelerated Education At Risk Discipline Management | X | | | | 13B | Provide a quality alternative education program (established under Section 37.005) in a highly structured environment at the JJAEP and district alternative centers. | 1% decrease in discipline referrals to the district alternative centers. 1% decrease in enrollment at Alternative Centers and JJAEP. | June, 2005 June, 2005 | Campus Administrators and Counselors | SCE Funds |
| | X | | | | Accelerated Education At Risk | X | | | | 13C | 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 | Campus Administrators and Counselors, Carol Harle, Don Dalton | SCE Funds |

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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 | | | | | Accelerated Education At Risk | X | | | | 13D | Provide educationally related support services to homeless students who do not attend participating Title I schools. | Reduce disparity in rates of high school completion between students at risk of dropping out of school and all other district students in the four core curriculum areas. | July, 2004 through June, 2005 | Campus Administrators and Counselors, Don Dalton, Barbara Bading | Title I Funds |
| X | | | | | Accelerated Education At Risk | X | | | | 13E | Implement, research based accelerated education programs 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, 2004 | Campus Administrators and Counselors, Classroom Teachers, Don Dalton, Curriculum Coordinators | Title I Funds |

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|-------------|---|---|---|---|-------------------------|-------|---|---|---|------|---|---|--|--|-----------|
| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | RESOURCES |
| X | X | | | X | Technology Applications | X | | | | 14A | 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 | Campus Administrators, 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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| Board Goals | | | | | TARGET AREA | LEVEL | | | | CODE # | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S) | COST/ RESOURCES |
|-------------|---|---|---|---|-------------------------|-------|---|---|---|--------|--|---|--|--|-----------------|
| 1 | 2 | 3 | 4 | 5 | | E | M | H | D | | | | | | |
| | | X | | X | Technology Applications | X | | | | 14B | Teachers will utilize 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 | Campus Administrators, Classroom Teachers, Technology Committee, Data Processors, Sandy Paul, Steve Young, Jerry Baldridge, Derek Nichols, Tim Miller | |
| X | | | | | Technology Applications | X | | | | 14C | K-5 teachers and students will use 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 | Campus Administrators, Classroom Teachers, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Becky Adams, Tim Miller | |
| X | | | | | Technology Applications | X | | | | 14D | Teachers will utilize 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 | Campus Administrators, Campus Technology Committee, Classroom Teachers, Instructional Technology Specialists and Coordinators, Tim Miller | |

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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 | | | | 15A | Plan and implement Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and violence prevention and intervention 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 | Campus Administrators and Counselors, SDFS Campus Contacts, Pat Sanford, Mary Alice Smallbone | |
| X | X | X | X | | Safe and Drug-Free | X | | | | 15B | Plan and implement a comprehensive SDFS program that includes: an assembly for the entire student body presented by Nacho Estrada, Just Say No Club for 4th and 5th grades, Peace Club for 3rd-5th grades, participate with the Churchill and Eisenhower PALS, 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. 100% of campuses will have mediation/conflict resolution program. | Monthly Mediation Reports | Campus Administrators and Counselors, SDFS Campus Contacts, Pat Sanford, Mary Alice Smallbone, Pete O'Connor, Barbara Hooper | |

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|-------------|---|---|---|---|--------------------|-------|---|---|---|------|---|---|----------------------|--|-----------|
| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | RESOURCES |
| X | | | | | Safe and Drug-Free | X | | | | 15C | Teachers, Administrators and Counselors will take advantage of staff development opportunities. | Professional development evaluations, level one will indicate exceeds expectations in 95% of the responses. Professional development surveys of use will indicate 100% of participants utilized information in current position. | 2004-2005 Monthly | Pat Sanford, Campus Administrators and Counselors, Mary Alice Smallbone, Pete O'Connor, Barbara Hooper | |
| X | X | | X | | Guidance | X | | | | 16A | Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009) | Campus counselors will receive part two of guidance program to include evaluation processes. | May 2005 | Marianne Tong , Lisa McGinnis, Guidance Leadership Team, Teresa Miller | |
| X | X | | X | | Guidance | X | | | | 16B | 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 | Marianne Tong, Lisa McGinnis, Guidance Leadership Team, 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 | | | | 16C | 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 | Marianne Tong, Lisa McGinnis, Campus Administrators, Teresa Miller | |
| X | X | | X | | Guidance | X | | | | 16D | 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 2004-June 2005 | Marianne Tong, Lisa McGinnis, Campus Administrators, Teresa Miller | |
| | X | | X | | Guidance | X | | | | 16E | Organization, planning and evaluation of 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 | Marianne Tong, Lisa McGinnis, Campus Administrators, Teresa Miller | |
| X | | X | | | Guidance | X | | | | 16F | 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 | Marianne Tong, Lisa McGinnis, Campus Administrators | |

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|-------------|---|---|---|---|-----------------------|-------|---|---|---|------|---|--|------------------------|---|-----------|
| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | RESOURCES |
| | | X | | | Health Services | X | | | | 17A | 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 – May 2005 | Karen Lhota-School Nurse | |
| | X | | X | | Discipline Management | X | | | | 18A | Development of staff training methods and materials | Each component of BMP will have training design, materials, and process for teachers, administrators, parents, and students. | August, 2004 | Caampus Administrators, Campus Discipline Committee, Don Dalton, Bruce Schneider | |
| | X | | X | | Discipline Management | X | | | | 18B | Utilize Discipline data analysis to assist in effectiveness of the campus's BMP | Following submission of PEIMS 425 report in June of each year, the analysis report will be compiled and sent to the campus principal | July, 2004 | Campus Administrators, Campus Discipline Committee, Bruce Schneider and Pupil Personnel Services Department | |
| | X | | X | | Discipline Management | X | | | | 18C | 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, 2004 | Campus Administration and Discipline Team | |
| | X | | X | | Discipline Management | X | | | | 18D | Training and motivation of school personnel for BMP implementation | Complete initial training of staff members allowing for initial implementation of the BMP and character education module. | August, 2004 | Campus Administrators, Campus Discipline Committee, Bruce Schneider and Pupil Personnel Services Department | |