

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged.

NORTH EAST SCHOOL DISTRICT
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
 JACKSON-KELLER 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 AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
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					Setting Objectives and providing feedback: 1. Data Teams				X	1A	DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	Multiple sources of data will be used to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	Principal, Assistant Principal	
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	Principal	
					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	Carol Harle Principal	\$35,000.00
					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	
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	
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	

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X					Parent Involvement				X	1G	Educational Technology staff will work with data processing to assist parents in accessing information using the Grade Speed software.	100% of parents who wish to access the system will gain access to the system.	Daily to Weekly	Tim Miller Andrea Tondre	\$300.00
X					Reading NCLB Title 1 schoolwide reform (B)	X				2A	Implement reading strategies that reflect Best Practices: KWL, reciprocal teaching, structured notetaking, think alouds, read alouds, writing to learn, graphic organizers. Title 1 small group support - Grade 2-5 and Rap Intervention for K,1,2,3,4	100% of elementary teachers will score a 2 or above on the Innovation Configuration for Four Blocks. 100% of students will pass TAKS reading test. Get the Gist, QAR, Vocabulary	August, 2004 Curriculum Day August, 2004	Principal, Classroom Teachers, Title Teachers, ILT	\$2,000.00
					Reading Additional Assistance (T)	X				2B	School-wide tutoring for children below 70%	Benchmark Tests	September, 2004, November 2004, January 2005	Classroom Teachers	
X					Reading	X				2C	Elementary level - Four Blocks	100% of elementary teachers will score a 2 or above on the Innovation Configuration for Four Blocks.	Four Blocks December, 2004;May, 2005		
X					Writing NCLB Title 1 Comprehensive Needs Assessment (A)	X				3A	Improve student writing instruction by implementing the K-5 Writing Scope and Sequence.	100% of students will pass TAKS writing test.	September 2004,January 2005, April 2005	Classroom Teachers	
X					Writing	X				3B	Implement common instructional language and structure for the process of writing in all writing classrooms, K-5.	100% of Language Arts teachers will attend workshops on writing workshop and/or Six Traits writing as appropriate to grade level.	September, 2004 January, 2005, April, 2005	Classroom Teachers	

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X					Writing	X				3C	Implement writing workshop and teach the essential elements of good writing.	100% of English and Reading teachers will score a 3 or above on the Innovation Configuration for Process Writing.	March 2004 - June 2005	Classroom Teachers	
X					Writing	X				3D	Utilize a benchmark assessment program to guide writing instruction in K-5.	100% of students at grade 4 will periodically take benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2004-2005	Classroom Teachers	
X					Writing NCLB (H) Title 1	X				3E	Monitor benchmark assessments	Jackson-Keller teachers will review benchmark data, adjust curriculum and meet with grade levels to discuss results.	Fall, Winter, and Spring of 2004-2005	Principal, Grades 3-5	
X					Mathematics	X				4A	Utilize the revised North East Scope and Sequence for Grades K through 5.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	October, 2004 February, 2005	Principal, K-5 Title I	\$2,000.00
X					Mathematics	X				4B	Integrate the use of the following Best Practices into the math program: *Inquiry, *class discourse, *use of appropriate tools, *Exemplars, *Title 1 small group support	100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	November, 2004 March, 2005	Principals, Math Teacher and Title 1 Math Teacher	
X					Mathematics	X				4C	Revise campus level common assessments for selected courses to meet TEKS, Blooms, Kilgo standards	All 2nd grade will be administered a common end-of-semester assessment	December 2004- May 2005	2nd grade Teachers and Math Specialist	

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X					Mathematics NCLB Title 1 - (I)	X				4D	School-wide tutoring for children below 70% on benchmark tests	Benchmark Tests	September 2004, November 2004, January 2005	Teachers	
X					Mathematics	X				4E	Utilize benchmark assessment results to direct planning and instruction.	Grade level will review data to adjust curriculum and meet with administration.	November, 2004 February, 2005	Principal, Title I, Math Specialist	
X					Mathematics	X				4F	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	Math Specialists, Teachers	
X					Mathematics	X				4G	Provide 5th grade teachers with opportunities to attend professional development and receive support in the implementation of 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	Math Specialists, Principals	\$500.00
X					Science	X				5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards. (Science Lab)	100% of walkthroughs will demonstrate compliance or a written action plan for meeting compliance within 3 years.	September 2004, December 2004, March 2005	Campus Administrators	\$500.00
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	Campus Administrators, Science Instructional Specialists, Teachers	

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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.	Fall Semester Spring Semester	Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				5D	Integrated the use of the following best practices to target diverse learners including: laboratory and field investigations, KWL, Word wall, vocabulary development process, 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, Science Instructional Specialists, Teachers	
X					Science	X				5E	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction.	Every 9 Weeks	Campus Administrators, Science Instructional Specialists, Teachers	\$500.00
					Science	X				5F	Provide professional development to assist teachers in developing competency in science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 weeks	Campus Administrators, Science Instructional Specialists, Teachers	\$250.00

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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	
X					Social Studies	X				6B	Teachers will attend training to understand and implement vertical alignment of Social Studies TEKS.	100% of formative walkthroughs will provide evidence of teaching strategies applicable to TEKS	2004-2005	Classroom Teachers, Grade Level Chairs	
X					Pre-K/K	X				7A	Professional Development for ALL Pre-K/K teachers focused on deepening understanding of the complexity of the Kinder TEKS and Pre-K 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.	Continue Pre-K/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	Coordinators; Carol Harle; Kindergarten Teachers	

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X	X		X		Gifted/ Talented	X				8A	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	
X	X				Gifted/ Talented	X				8B	Create or Refine all rubrics for all <u>Understanding by Design</u> Curriculum units.	100% of the curriculum units will reflect rubrics for UBD design elements. On the UBD section of the report card, 100% of the students will score 3 or above.	Each nine weeks 4th nine weeks	G/T Teacher	
X	X				Gifted/ Talented				X	8C	Implement the vocabulary development process, say something, think, pair, share; and classifying as research based strategies in all G/T programs.	All curriculum units will incorporate these strategies.	Each nine weeks	Kay Stotts, G/T Teachers	
X	X				Gifted/ Talented	X	X	X	X	8D	Analyze Innovation Configuration results to plan necessary in-service focuses.	100% of G/T teachers will show higher scores in identified areas of need.	Sept. 2004 May 2005	Kay Stotts	
X					Library Services	X				9A	Use Big Six Research Strategy, Grades 2-5	Librarian will guide research project in Language Arts, Science, or Social Studies for 4th and 5th grades.	First to second semester	Librarian, Teachers	\$1,000.00
X					Library Services	X				9B	Provide training in SIRSI software.	Librarian will use SIRSI as indicated in monthly circulation statistics.	August 2004 - May 2005	Librarian	
X					Library Services	X				9C	Provide training in Gale Resources and electronic databases.	Librarian will use Gale Resources and electronic databases.	August 2004 - May 2005	Librarian, Technology Coordinator	

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X					Library Services	X				9D	Maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS unit to be posted online in shared library folder.	Each Semester	Librarian	
X					Dyslexia	X				10A	Provide dyslexia program on the campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2004-2005 school year	Instructional Interventionist	\$1,000.00
X					Professional Development NCLB Title 1 (D,E) - Qualified Staff	X				11A	Provide support for new teachers to Jackson-Keller	All new teachers will participate in the new teacher support group.	Monthly	Principal, Chair	\$500.00
X					Professional Development NCLB Title 1 (D,E) - Qualified Staff	X				11B	Implement Basic School Framework of 4 C's to improve school performance.	100% of classroom teachers will complete the Basic School informational survey to indicate needs for professional development and classroom support.	September 2004, May 2005	Principals, Classroom Teachers, Basic School Committee Chair	
X					Professional Development NCLB Title 1 (D,E) - Qualified Staff	X				11C	Implement Exemplars Math to support TERC	Teachers will share student work to gain a better understanding of the Exemplary Program.	Monthly	Exemplar Trainers, Teachers	
					Professional Development NCLB Title 1 (C,E) - Qualified Staff	X				11D	Utilize the Urban Perceiver Instrument for hiring	All new teachers hired will score at a level indicating highly qualified as stated on Urban Perceiver	June and July 2004	Principal	

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X					Special Education	X				12A	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 by 10% from 2003-2004 to 2004-2005 in order to decrease the district's ratio above the state's 125% average.	Monthly	Principals, Special Education Teachers, Speech Pathologist	
X					Special Education	X				12B	Increase the percentage of students with disabilities taking TAKS.	Identified schools will increase the number of students with disabilities taking TAKS by 5%.	October 2004, April 2005	Principals, Special Education Teachers	
X					Special Education	X				12C	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations)	ARDs and initial evaluations for all students will occur on time.	Monthly	Special Education Teachers	
X					Special Education	X				12D	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	STAT Committee Leaders Special Ed. Teachers General Ed. Teachers	
X					Accelerated Education at Risk	X				13A	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance districtwide at the elementary level. 1% increase in parent attendance at school activities at each elementary Title 1 campus.	June, 2004 June, 2004	Principal, Family Specialist	\$500.00 Title 1 Funds

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X					Accelerated Education At Risk Professional Development NCLB High Quality Teachers (E,C,D)	X				13B	Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working at Title 1 campuses with AT Risk students will attend staff development related to methods and instructional strategies to strengthen the core academic program in school.	July, 2004 May, 2005	Teachers	
X					Accelerated Education At Risk Parental Involvement NCLB Title1 (F)	X				13C	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance districtwide at the Title 1 elementary campuses.	Every nine weeks	Principal, Counselor, Family Specialist	
X					Accelerated Education At Risk NCLB Title 1 (G)	X				13D	Implement Kindergarten Readiness activities to inform pre school parents of school expectations.	50% increase in parent attendance	Every nine weeks	Family Specialist, Kinder Teachers	Title 1 Funds

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X	X			X	Technology Applications	X				14A	Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs including lab maintenance, trouble shooting guidelines, and workorder systems.	1.Using,TEIS 100% of teachers will gain proficiency as defined by district plan and classroom application in three technology integration goals. 2.100% of teachers will participate in at least nine hours of staff development that has a technology component such as curriculum mapping and district staff development classes as measured by A-Train. 3.Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed. 4.Monitor to insure CTC documents progress on all TEIS campus indicators and top 3 CTC goals are established and met.	August 2004 and May 2005 November 2004, February 2005, and June 2005 Monthly Monthly	Principals, Campus Technology Committee Representatives (one per grade level, team, department), Instructional Technology Specialists and Technology Committee Campus Administration	
		X		X	Technology Applications	X				14B	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 grades 2-5 who report numerical grades will use GradeSpeed to record grades 100% of teachers who report numerical grades will use GradeSpeed to upload nine-weeks grades 100% of teachers will post essential classroom information as outlined in the Teacher Web template. (see addendum)	Daily to Weekly Nine weeks Daily to Weekly	Principals, Teachers, Data Processor, Tim Miller	

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X					Technology Applications	X				14C	Educational Technology staff will provide teachers and students with keyboarding software, equipment and staff development to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests provided with software and developed by Career and Technology Education.	Nine weeks	Principals, Teachers, Instructional Technology Specialists - Tim Miller	
X					Technology Applications	X				14D	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 district proficiency tests, rubrics, and a student portfolio stored on a CD.	Nine weeks	Principals, Teachers, Instructional Technology Specialists - Tim Miller	
X		X			Technology Applications	X				14E	Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, planning/instruction observations, and reflective practice. 100% of classroom teachers will score a 2 or above on the Technology Innovation Configuration. 100% of classroom teachers will work with students a minimum of 9 times during each 9 week period using the wired and/or wireless computer lab for a minimum of 45 minutes each time as evidenced by lesson plans correlated to Content Area, Tech. Application TEKS, lab schedules, and student products.	Semester Nine weeks	Principals, Teachers, Curriculum and Instructional Technology Specialists	

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X					Technology Applications	X	X	X		14F	Educational Technology staff 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.	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.	Nine weeks	Teachers, Librarians, Curriculum and Instructional Technology Specialists and Coordinators, Steve Young, Tim Miller
X	X		X		Safe and Drug-Free NCLB Title 1 (J) - Coordination of Federal, State, Local	X				15A	Jackson-Keller's Safe and Drug-Free Schools program will include goals and strategies for violence prevention and intervention on campus addressing the following four areas: 1. Reduce potential 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 plan will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in potential 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	Jun-04	Principals, Counselors, SDFS Campus Contacts, Pat Sanford	\$200.00

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X	X	X	X		Safe and Drug-Free NCLB Title 1 (A)	X				15B	Plan and implement a comprehensive SDFS program that includes: -Prevention strategies that include family and community involvement as a key element in achieving program goals -Peer Assistance and Leadership program (PAL) - Mediation/Conflict Resolution -Professional Development -DARE	Involve community in safe and drug-free activities (i.e. campus activities). Have mediation/conflict resolution program. JK students will participate in PAL program with students from ISA	Parent sign-in sheets for campus based activities Monthly Mediation Reports Scheduled visits from PALS	Principals, Counselors, SDFS Campus Contacts, Pat Sanford	
X					Safe and Drug-Free	X				15C	Using information from needs assessment, provide professional development opportunities for Administrators, Counselors and Teachers SDFS Representative will attend and inform administrators, counselors and teachers about development opportunities.	Attend professional Development opportunities, use and share these opportunities	2004-2005 Monthly	Pat Sanford, Principals, Counselors,	

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NORTH EAST SCHOOL DISTRICT
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
 JACKSON-KELLER 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 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		X		Guidance	X				16A	Provide a comprehensive guidance program.	Receive and implement part one of guidance program. Monthly calendar will show a 10% increase in parent and staff contacts. Submit Guidance Plans to the Counselors to be monitored quarterly.	May, 2005 Quarterly	Counselors, Guidance Leadership Team, Teresa Miller	
X		X			Guidance	X				16B	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. (HB713,SB158)	Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance.	Apr-05	Elementary Counselors, Principals	
					Guidance	X				16C	Organize, plan and evaluate campus guidance program	Develop a yearly plan to incorporate appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May-05	Counselors	
					Guidance	X				16D	Organize, plan and evaluate campus guidance plan	Submit yearly guidance plan, program improvement plan, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September 2004 December 2004 June 2005	Counselors, Principals, Teresa Miller	

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1	2	3	4	5		E	M	H	D						
					Guidance	X				16E	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	Reduce non-guidance tasks and activities in half.	August 2004-June 2005	Counselors, Principals, Teresa Miller	
					Guidance	X				16F	Organize, plan and evaluate compus guidance plan	Develop and submit monthly guidance plans which incorporate level appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Counselors, Principals, Teresa Miller	
					Guidance	X	X	X	X	16G	Meet with designated elementary cluster counselors monthly in order to enhance program development, impart program expectations, and expedite communication between schools and central office.	Attend monthly cluster meetings and follow through with agenda items.	Monthly	Counselors	
	X		X		Discipline Management	X				17A	Training and motivation of school personnel for BMP implementation.	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	Aug-04	Principals	
					Discipline Management	X	X	X	X	17B	Development of staff training methods and materials	Each components of BMP will have training design, materials, and process for teachers, administrators, parents, and students.	Aug-04	Administration	

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	X		X		Discipline Management	X	X	X	X	17C	Discipline data analysis to assist in effectiveness of the campus BMP	Following submission of PEIMS 425 report in June of each year, the analysis report will be reviewed by Administration.	July, 2004	Administration	
	X		X		Discipline Management	X	X	X		17D	Make modifications to campus BMP based upon campus discipline data and its analysis.	Written modifications to the Campus BMP will be incorporated with data of inclusion noted.	July, 2005	Principal and Administrative Team	
	X		X		Discipline Management	X	X	X		17E	Training and motivation of school personnel for BMP implementation	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2004	Administration	
					Drop-Out Reduction	X				18A	Identify homeless children in compliance with the McKinney Homeless Assistance Act.	Record of identified homeless children and youth sent to TEA.	Aug-04	Counselor	
		X			Health Services Community Involvement	X				19A	Provide communication and representative liaison with medical community and health agencies as directed by NEISD School Health Advisory Committee.	Participation in Children's Health Insurance Program Attendance/representation at community meetings. Consultation/reporting of specific campus needs to Health Services.	Monthly Monthly	Director of Health Service, Francene Tharp, RN, School Nurse	
					Health Services	X				19B	Provide parent communication with parents and PTA on children's health issues. Communicate with Parents, Community thru internet Health Services sites.	PTA Newsletter Articles will denote campus related health issues with communication items emphasized.	Quarterly Meetings	Director of Health Services, Francene Tharp, RN, School Nurse	

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					Health Services	X				19C	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	Director of Health Services, Francene Tharp, RN, School Nurse	
					Health Services	X				19D	Communicate/inform school Health Advisory Council of campus needs and activities.	Utilize/practice Health Curriculum Program Analysis of Health Services data and student/teacher interaction.	5 meetings of Council Monthly Health Services report to central office	School nurse	