

**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  
JAMES MADISON HIGH SCHOOL  
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				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST RESOURCES
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					Setting Objectives and providing feedback: 1. Data Teams				X	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	DATA teams use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes	Monthly	Assistant Principals, Deans, teachers	
X					2. Common Assessments				X	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	Deans and core teachers	
					3. Feedback--Benchmark Testing				X	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004 March, 2005	Deans and core teachers	
					Research Based Strategies: 1. Identifying Similarities and Differences--Classifying				X	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	Principal, Assistant Principals, Deans and Teachers	
X					2. Vocabulary Development Process				X	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	Principal, Assistant Principals, Deans and Teachers	
X					Strategies for Engagement; Say Something and Think, Write, Pair, Share				X	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	Principals, Assistant Principals, Deans	

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X					Reading			X		Provide teachers instruction and support before, during, and after reading strategies that reflect best practices. (Interactive Reading Process, reciprocal teaching, readers' workshop, literature circles, think alouds, writing to learn, graphic organizers)	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 Winter 2005	English Dean of Instruction	
X					Reading			X		Encourage teachers to focus on vocabulary development through a variety of strategies (Greek and Latin Roots, prefixes and suffixes, words in context)	100% of English teachers will implement strategies for vocabulary development	September, 2004 April, 2005	English Dean of Instruction	
X					Reading			X		Implement reading strategies to encourage student engagement such as Say Something and Think-Pair-Share	100% of English and reading teachers will implement strategies before, during and after professional development	Fall and Winter, 2004 Spring, 2005	English Dean of Instruction, Reading and English teachers	
X					Reading			X		Implement best reading practices to ensure TEKS vertical alignment and success on TAKS	100% of English and Reading teachers will show growth on the Innovation Configuration	Summer, 2004 Fall and Winter, 2004 Spring, 2005	English Dean of Instruction, Reading and English teachers	
X					Reading			X		Continue Implementation of the Interactive Reading Process and the vocabulary development process	100% of English and Reading teachers will show an increase in at least one area of the Innovation Configuration	Summer, 2004 Fall and Winter, 2004 Spring, 2005	English Dean of Instruction, Reading and English teachers	
X					Reading			X		Utilize benchmark assessment program to guide reading instruction	100% of students in grades 9 and 10 will be administered benchmark assessments to determine reading progress	Summer, 2004 Fall and Winter, 2004 Spring, 2005	English Dean of Instruction, Reading and English teachers	

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X					Reading			X		Monitor benchmark assessments	English and Reading teachers will review benchmark data, and meet to adjust curriculum, discuss results, and guide instruction	Fall, 2004 Winter and Spring, 2005	English Dean of Instruction, Reading and English teachers	
X					Reading			X		Develop and implement a common end of semester assessment for students in Reading I and II and Reading grade 10 to guide reading instruction	100% of Reading I and II students and Reading Grade 10 will be administered common end of semester assessments	December, 2004 May, 2005	English Dean of Instruction, Reading and English teachers	
X					Reading			X		Monitor common reading assessments for Reading I and II, and Reading Grade 10	English and Reading teachers will review common assessment data and adjust curriculum accordingly	Fall, 2004 Winter, 2005	English Dean of Instruction, Reading and English teachers	
X					Writing			X		Improve student writing instruction by reviewing the revision of the 9-12 Writing Scope and Sequence and the 9-12 English/Language Arts Curriculum Guides	100% of students in grades 9, 10 and 11 will meet expectations on the TAKS writing test	May, 2005	English Dean of Instruction and English teachers	
X					Writing			X		Sustain common instructional language and structure for the process of writing in all 9-12 writing classrooms	New English teachers and ESL teachers will attend training in the use of writing workshop and/or 6-Trait writing.	August, 2004 November, 2004 June, 2005	English Dean of Instruction and English teachers	
X					Writing			X		Utilize differentiated writing instruction by utilizing writing workshop and by using the essential elements of good writing for all students, such as classifying as a pre-writing 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 strategy	Fall, 2004 Winter, 2005	English Dean of Instruction and English teachers	

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X					Writing			X		Utilize a benchmark assessment program to guide reading writing instruction	100% of students in grades 10 and 11 will be administered periodic benchmark tests to determine progress in writing.	Fall 2004 Winter 2005	English Dean of Instruction and English teachers	
X					Writing			X		Monitor benchmark assessments	English and reading teachers will review benchmark data, and meet to adjust curriculum, discuss results and guide instruction	Fall 2004 Winter 2005	English Dean of Instruction and English teachers	
X					Writing			X		Develop and implement a common end of semester assessment for selected courses to guide writing instruction	100% of students in grades 9 and 10 will be administered an end-of-semester assessment common to that course and campus	December, 2004 May, 2005	English Dean of Instruction and English teachers	
X					Writing			X		Monitor common assessments	English and reading teachers will review common assessment data and adjust curriculum accordingly	December, 2004 May, 2005	English Dean of Instruction and English teachers	
X					Writing			X		Increase new and sustained enrollment in Pre-AP and AP programs and increase success by all students on the TAKS short response questions by implementing critical reading and writing strategies in response to text in all classes	New and end-of-year enrollment in Pre-AP and AP classrooms will increase by 10% and 10% more students will score at least a 3 on AP English exams; 10% more students will earn Score Point 3 on the TAKS short answer response questions	May, 2005	English Dean of Instruction and English teachers	
X					Gifted/Talented			X		Integrate Systems Thinking in the 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	English and Math Deans of Instruction and G/T teachers	

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X					Gifted/Talented			X		Implement the vocabulary development process, Say Something, Think-Pair-Share and classifying as research based strategies in all G/T courses	All curriculum units will incorporate these strategies	Each nine weeks	English and Math Deans of Instruction and G/T teachers	
X					Gifted/Talented			X		Create and 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 <u>UBD</u> design elements; 100% of students will score three or above on the <u>UBD</u> section of the G/T report card	Each nine weeks 4th nine weeks	English and Math Deans of Instruction and G/T teachers	
X					Gifted/Talented			X		Evaluate/create G/T math curriculum to reflect enrichment activities	Each G/T math class will have at least one additional enrichment activity	September, 2004 January, 2005	Math Dean of Instruction and G/T teachers	
X					Gifted/Talented			X		Use Innovation Configuration results to incorporate necessary focuses	100% of G/T teachers will show higher scores in identified areas of need	Sept., 2004 May, 2005	English and Math Deans of Instruction and G/T teachers	
X					Gifted/Talented			X		Transfer all G/T Math and English curriculum guides to the Intranet	100% of G/T Math and English teachers will access curriculum on the Intranet	May, 2005	English and Math Deans of Instruction and G/T teachers	
X					Gifted/Talented			X		Implement G/T grammar and writing program refinements	100% of G/T English teachers will receive additional training; 100% of G/T English students will score a 3 or above on the writing benchmarks	Sept., 2004 January, 2005 October, 2004 January, 2005	English Dean of Instruction and G/T English teachers	
X					Gifted/Talented			X		Analyze G/T student results on PSAT; adjust curriculum gaps and monitor student progress	English and Math Deans of Instruction and G/T teachers will analyze PSAT results and adjust curriculum gaps; 100% of G/T students will show a 25% increase on PSAT practice tests	Sept., 2004 January, 2005	English and Math Deans of Instruction and G/T teachers	

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X					Mathematics			X		Integrate the use of the following best practices into the math program: inquiry, class discourse (Say Something, Think-Pair-Share) and the use of appropriate tools	100% of walkthroughs will indicate appropriate use of these instructional strategies	November, 2004 March, 2005	Instructional Dean of Math	
X					Mathematics			X		Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms	100% of walkthroughs will indicate appropriate use of these instructional strategies	October, 2004 March, 2005	Instructional Dean of Math	
X					Mathematics			X		Utilize the North East scope and sequence for high school mathematics courses	100% of walkthroughs will indicate adherence to district sequence	Dec., 2004 May, 2005	Instructional Dean of Math	
X					Mathematics			X		Expand the implementation of the North East Algebra I curriculum and Algebra II Instructional Resources	100% of students will achieve a "scope score" of 70 or better on district benchmark tests	October, 2004 January, 2005	Instructional Dean of Math and Math teachers	
X					Mathematics			X		Provide Algebra I and Algebra II teachers with focused professional development and support in the implementation of best instructional practices such as classifying, and standards based mathematics curriculum	100% of walkthroughs will indicate implementation of content and strategies of the professional development	October, 2004 January, 2005	Instructional Dean of Math	
X					Mathematics			X		Evaluate benchmark assessments and adjust curriculum as needed	Math teachers will meet to review benchmark data and adjust curriculum	October, 2004 January, 2005 March, 2005	Instructional Dean of Math and Math teachers	

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X					Mathematics			X		Revise common semester assessments to meet TEKS, levels of Bloom's and Kilgo's standards	Algebra I, Algebra II and Geometry students will be administered a common end of semester assessment	Dec., 2004 May, 2005	Instructional Dean of Math and Math teachers	
X					Mathematics			X		Evaluate common assessments	Math teachers will meet to review common assessment data and adjust curriculum	January, 2005 June, 2005	Instructional Dean of Math and Math teachers	
X					Mathematics			X		Implement high school math vertical leadership team, (Algebra team leader, Geometry team leader, Algebra II team leader, Advanced Course team leader, Math Instructional Dean) responsible for increasing Pre-AP and AP enrollments	Enrollment in Pre-AP and AP courses will increase by 15% of sub-population from 2003-2004 to 2004-2005 school year; enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-2005 school year; review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses	Every nine weeks	Vertical Leadership Team	
X					Science			X		Provide all students with a safe environment in which to learn science	Teachers will complete a chemical inventory and facility checklist bi-annually. Eye washes and safety showers will be checked monthly.	October 2004, May 2005; Monthly	Chemistry safety officers, designated safety trained staff members, teachers, campus safety administrator	
X					Science			X		Inquiry-based instruction will be evident in teaching strategies, including: 5 E's, higher order thinking questioning	100% of walkthroughs will reflect use of these teaching strategies	Once each 9 weeks	Campus administrators, science specialists, deans of instruction	
X					Science			X		Diverse learners will be targeted through the incorporation of research-based best practices, strategies into lesson cycles.	At least 1 inservice day will be structured for training in "best practices."	May, 2005	Campus administrators, science specialists, dean of instruction, teachers	

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X					Science			X		Within each discipline, common unit and semester assessments in the TAKS format will be developed	100% of students will be administered these assessments	Every 9 weeks	Campus administrators, science specialists, dean of instruction, teachers	
X					Science			X		Alternative assessment methods will begin to be developed for diverse learners.	At least one inservice day will be structured for training in the development of these.	May, 2005	Campus administrators, science specialists, dean of instruction, teachers	
X					Science			X		Increase student access to PreAP and AP classes.	Enrollment in these classes will increase by 10%	Registration 2005	Dean of Instruction, Teachers	
X					Social Studies			X		Develop and implement common end of semester assessments for selected social studies courses.	100% of students in the selected courses will be administered end-of-semester assessments.	September, 2004 February, 2005	Instructional Dean for Social Studies and Social Studies teachers	
X					Social Studies			X		Monitor common assessments	Teachers will meet to review common assessment data, and adjust curriculum accordingly.	August, 2004 January, 2005	Instructional Dean for Social Studies and Social Studies teachers	
X					Social Studies			X		Pre-AP and AP Social Studies teachers will participate in vertical team building and course alignment.	Course curriculum will reflect the focus on vertical alignment.	Every nine weeks	Instructional Dean for Social Studies and Pre-AP and AP Social Studies teachers	
X					Social Studies			X		Utilize a benchmark assessment program to guide Social Studies instruction.	100% of students in grades 10 and 11 will be administered periodic benchmark tests to determine progress in Social Studies.	Fall 2004 Winter 2005	Instructional Dean for Social Studies and Social Studies teachers	
X					Social Studies			X		Monitor benchmark assessments	Social Studies teachers will review benchmark data, and meet to adjust curriculum, discuss results and guide instruction.	Fall 2004 Winter 2005	Instructional Dean for Social Studies and Social Studies teachers	

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X					Social Studies			X		Integrate technology into the subject area through professional development, creation of exemplar lessons and model best practices such as classifying, Say Something, Think-Pair-Share, and the vocabulary development process.	Each subject area team will contribute lessons to the district lesson plan database.	December, 2004 May, 2005	Instructional Dean for Social Studies and Social Studies teachers.	
X					Social Studies			X		Implement content reading strategies in all Social Studies classrooms to address the needs of all learners.	Each subject area team will contribute lesson plans demonstrating use of content reading strategies.	December, 2004 June, 2005	Instructional Dean for Social Studies and Social Studies teachers.	
X					Foreign Language			X		Develop communicative competency based on implementation of the NEISD instructional program in all Foreign Languages (Communication, Culture, Communities, Connections, and Comparisons).	Common departmental semester exams (or other appropriate assessments will indicate 85% students are meeting or surpassing proficiency goals.	December, 2004 May, 2005	Foreign Language Department Chairs, Foreign Language Teachers	
X					Foreign Language			X		Implement the Pre-AP and AP curricula along with the vertical teaming in levels I, II, III, IV, and AP by having mentoring from AP classes throughout the year.	Enrollment in Pre-AP and AP courses will increase by 15% in sub-population from 2004-05 to 2005-06 school year.	Every nine weeks	Foreign Language Department Chairs, Foreign Language Teachers	
X					Foreign Language			X		Encourage students to continue Foreign Language study beyond minimum requirements.	Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-05 school year.	Every nine weeks	Foreign Language Department Chairs, Foreign Language Teachers	

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X					Foreign Language			X		First and second year language teachers will carefully advise qualified students to progress on to Pre-AP and AP classes.	Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses.	Every nine weeks	Foreign Language Department Chairs, Foreign Language Teachers	
x					Fine Arts/ UIL Activities			x		<p>Increase participation in UIL academic competition in 21 events.</p> <p>Academic Coaches will recruit students from regular, Pre-AP, AP, &amp; GT classes to participate in UIL academic events.</p> <p>Academic Coaches will schedule regular practice times for their teams.</p> <p>Academic Coaches and their teams will attend two UIL practice meets before the District Meet.</p>	Increase participation in academic UIL by 10%. Note: Some events are limited by # ie. Drama, Poetry, Prose, etc.	May, 2005	UIL Coordinator, Academic Coaches	

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X					Fine Arts			X		Encourage continued participation in Visual and Performing Arts which include: Art, Band, Choir, Dance, Debate, Journalism, Orchestra, Speech, Spirit Groups, and Theatre.  Teachers will utilize 8th Grade Night and Course Fair as recruiting tools.	Maintain consistent level of performance in UIL or equivalent competitive events.	May, 2005	Fine Arts Chair, Art Teachers, Band Teachers, Choir Teachers, Dance/Spirit Group Teachers, Debate/Speech teachers, Journalism Teacher, Orchestra Teacher, Theatre Teachers	
X					Special Education			X		Provide staff development regarding various needs and disabilities, service delivery options, methodology and behavior management via inservice and conference period training.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions. 10 % reductions of referrals to special education.	Quarterly Yearly	Principal, Assistant Principals, Campus Coordinators, Department Chairs	
X			X		Special Education			X		Provide appropriate transition planning for students with disabilities 14 years of age and older, including information regarding access to community services and agencies (CAP-Transition).	For all students with disabilities 14 years of age and older an individual transition plan will be developed which will identify student expectations, needed network of support, timelines and needed transition services.	Annually	Special Education Campus Coordinators VIC/VAC	

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X					Special Education				X	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 by implementation of academic teaming.	Increase the number of students with disabilities served in general education settings by 10% from 2003-03 to 2004-04 in order to decrease the district's ratio above the state's 125% average.	Every nine weeks	Principal, Curriculum Assistant Principal, Campus Coordinators, Department Chairs	
X					Special Education				X	Increase the percentage of students with disabilities taking TAKS by teaching TAKS/TEKS objectives in Resource classes.	Identified schools will increase the number of students with disabilities taking TAKS by 5 %.	October 2004. April 2005	Campus Coordinators, Special Education Teachers	
X					Special Education				X	Monitor compliance with timelines for initial evaluations upon receipt of CIA from Assessment Personnel.	ARDs and initial evaluations for all students will occur on time.	Monthly	Principal, Campus Coordinators, LSSP	
X					Special Education				X	Monitor compliance with timelines for Annual and REED ARDs.	ARDs and REEDs for all students will occur on time.	Monthly	Principal, Campus Coordinators, LSSP	
X					Special Education			X		Reduce the percentage of students with disabilities taking 4 or more special education classes. (Self-contained placement.)	Increase accommodations in general education classroom.  Provide additional co-teaching classes.	Oct.-April	Campus Coordinators, Special Education Teachers, General Education teachers, Instructional Deans.	

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	X				Special Education			X		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, Judith Higgins, Jan DeHaven, Curriculum Specialists & Technology	
X					Career & Technology			X		Develop coherent sequence of Technology Applications and Career & Technology courses.	Courses will include all Technology Applications and Career and Technology Education courses that count for graduation.	September, 2004	Teacher Representatives (Technology Applications, Business Education and Technology Education Instructors)	
X					Career & Technology			X		Expand opportunities for teachers to obtain industry certifications/licensures in order to provide like opportunities for students.	10% increase of teachers and students obtaining industry certifications and licensures.	May, 2005	Career & Technology teachers, Central Office staff	
X					Career & Technology			X		Support the implementation of the NATEF certification of 1 Automotive Technology Lab.	100% compliance to meet and maintain the certification.	June, 2004	C&T Department Chair, Automotive Instructor	
X					Career & Technology			X		Provide Staff Development to include technology training Multimedia and Animation instruction.	Improved instruction will provide students a better link to higher education.	August, 2004	Multimedia and Animation Teacher	\$300

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X					Career & Technology		X			Increase opportunities for students to participate in youth leadership organizations (YLO).	Stress importance of student involvement in high school (YLO).	August, 2004	YLO sponsors and advisors	
X					Technology Applications			X		Campus Technology Committee will meet once every month with Educational Technology staff.	Using the Technology Excellence Indicator System, 100% of teachers will establish and meet three technology integration goals.  100% of teachers will participate in at least nine hours of professional development that is aligned with their technology integrated goals and which is documented by Atrain and the TEIS.  Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met.  Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly  Yearly  Monthly  Monthly	Principals, Campus Technology Committee Representatives, Instructional Technology Coordinator	

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X					Technology Applications			X		Teachers will use Gradespeed and Teacher Web software to manage grades and improve communication with staff, students, and parents.	100% of teachers will use GradeSpeed to record grades, upload grades.  100% of teachers will update essential classroom information as outlines in the TeacherWeb template.	Daily to Weekly  Nine Weeks	Principal, Teachers, Data Processor	
X					Technology Applications			X		Teachers will utilize North East Technology Application Standards to help students 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, Instructional Deans, Teachers	

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X					Technology Applications			X		Teachers will use classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content area.	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction at least twice a semester.  100% of classroom teachers will work with each student a minimum of nine hours during each nin-weeks as evidenced by lesson plans correlated to Content Area TEKS and Technology Application standards.	Semester  Nine-Weeks	Principals, Assistant Principals, Instructional Deans, Teachers	
X					Technology Applications			X		Working with Educational Technology staff, teachers will create approved lessons for the Lesson Plan Database.	50% increase in the number of approved lessons in the Lesson Plan Database.	Nine-weeks	Instructional Deans, Teachers, Librarian	
X					Library			X		Use Research Strategy	Librarians will guide research projects in Lang. Arts, Science, Social Studies, Career & Technology, etc.	Aug., 2004 - May, 2005	Librarians, Teachers	
X					Library			X		Provide training in SIRSI/BISTRO software	Librarians will use SIRSI/BISTRO with staff, classes and for circulation statistics and checkout.	Aug., 2004 - May, 2005	Librarians	

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X					Library			X		Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources	Librarians will teach electronic databases to staff and students	Aug., 2004 - May, 2005	Librarians	
X					Library			X		Maintain focus on TEKS and curriculum integration	Work with teachers and provide materials and lessons that reinforce TEKS and curriculum	First and second semester	Librarians	
X					Library			X		Evaluate library programs using revised Texas Library Standards model	Librarians will complete output measure data collection and implement changes to comply with new standards	First and second semester	Librarians	
X	X		X		Guidance			X		Implement state-mandated comprehensive developmental guidance program. (SB 518)	Counselors will devote time to all parts of the comprehensive guidance program, including yearly and monthly planning, delivery, and evaluation.	Monthly	Madison Counselors	
X					Guidance			X		Student transcripts will indicate whether the student has completed or is on schedule to complete the State Recommended or Distinguished Achievement Program required for Texas Scholar Texas Grant eligibility (HB 713)	Graduation plan is posted on each high school student's transcript.	April, 2005	Madison Counselors	
X					Dropout Reduction			X		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	Madison Counselors	

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X		X			Guidance			X		Counselors meet with their own students in groups of 6-8 in Freshmen and Junior Seminars to discuss options after high school, scholarships, and financial aid. Students given a packet for reference.	Sign-in sheets will register 100% compliance	Sept., 2004 March, 2005	Madison Counselors	\$500 for printing costs; \$500 for folders, supplies
X		X			Guidance			X		Using stations in the Career Center, sophomores focus on career options after high school and higher education opportunities.	Sign-in sheets will register 100% compliance.	October, 2004	Madison Counselors	
X		X			Guidance			X		One-to-one Senior Interviews focus on student's goals and plans after high school; focus on the FAFSA, scholarship search, and college opportunities.	Sign-in sheet will register 100% compliance.	Sept.-Oct., 2004	Madison Counselors	

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X		X			Guidance			X		During Financial Aid Night at Madison H.S., a college Financial Aid Director guides students and parents in filling out the FAFSA. Also, the director discusses types of financial aid.	Sign-in sheets will register 100% compliance.	Jan., 2005	Madison Counselors	
X		X			Guidance			X		Co-Step van which parks in the Madison school parking lot-has 10 computers and financial experts to help students and parents file FAFSA online.	Sign-in sheets will register 100% compliance.	February & March, 2005	Madison Counselors	
X		X			Guidance			X		Using Senior and Junior Booklets and Senior and Junior Cues, counselors distribute and discuss information that describes opportunities after high school, scholarships, standardized testing, and financial aid.	Seniors will earn millions of dollars in scholarships.	Sept., 2004	Madison Counselors	
X		X			Guidance			X		Daily Bulletin, P.T.A. Newsletter, Web-site and daily intercom announcements provide information pertaining to higher educational opportunities, standardized testing, scholarships, and financial aid.	55% of seniors will attend a four-year college; 38% will attend a two-year college; 9% will attend a technical school; 8% will join the military.  Seniors will earn millions of dollars in scholarships.	Aug., 2004 through May, 2005	Madison Counselors	

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X		X			Guidance			X		During P.S.A.T. interpretation, present the significance of standardized testing and higher educational opportunities.	Sign-in sheets will register 100% compliance.	Jan., 2005	Madison Counselors	
X		X			Guidance			X		During 8th Grade Night Gear-up, preregistration, and visits to middle schools, notify students and parents of the Texas Grant, Teach for Texas Grants Program, Texas Scholars Program, and the need to make informed curriculum choices to be prepared for success beyond high school.	Sign-in sheets will register 100% compliance.	Jan., 2005	Madison Counselors	
X		X			Guidance			X		During Senior, Junior and Parent Interviews, notify parents and students of sources of information on higher education, standardized testing opportunities, admissions, and financial aid.	Sign-in sheets will register 100% compliance.	Fall 2004 Spring 2005	Madison Counselors	
X					Guidance			X		Provide services, strategies to failing ninth grade students.	90-95% reduction in ninth grade retentions.	August, 2004 through May, 2005	Curriculum AP, Counselors, STAN	\$300.00
X					Guidance			X		All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August 2004 January 2005 May 2005	Madison Counselors	
X					Guidance			X		Decrease non-guidance tasks to increase time in counselor role and guidance program components	Counselors will reduce non-guidance tasks and activities by being vigilant of assigned non-counseling duties.	August 2004- June 2005	Madison Counselors	

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X					Student Failure				X	<p>Create a learning center which is available for students in need of academic assistance in Math, English, Science, Social Studies &amp; Spanish.</p> <p>All students will get a 3-week grade on their district progress report.</p> <p>Prior to the end of the grading periods, teachers will conference with parents of all students who are in danger of failing and did not receive a 3-week progress report.</p> <p>Teachers will reward students for returning signed progress reports.</p> <p>Display on marquee, banner, PTA Newsletter and website distribution dates for progress reports and report cards.</p>	<p>The Learning Center will be available to 100% of the students from 7:30 AM to 5:00 PM Monday-Friday.</p> <p>100% of core area will tutor in the center before and after school on a rotation basis as evidenced by a sign-in sheet.</p>	<p>August, 2004 through May 2005</p>	<p>Curriculum AP, Instructional Deans, Foreign Language Department Head</p>	

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x					Student Failure				X	<p>Before missing school for school business or extra-curricular activities, students will be required to get each teacher's signature acknowledging receipt of work that will be missed.</p> <p>After an absence, students will sign a teacher log when make-up assignments are picked up.</p> <p>Teachers will reward students for using the Learning Center.</p>	<p>The Learning Center will be available to 100% of the students from 7:30 AM to 5:30 PM Monday-Friday.</p> <p>100% of core area and Spanish teachers will tutor in the center before and after school on a rotation basis as evidenced by a sign-in sheet.</p> <p>Teachers of remediation for TAAS/TAKS Math, Reading, and Writing will be assigned to the Learning Center during school hours.</p>	August, 2004 through May 2005	Curriculum AP, Instructional Deans, Foreign Language Department Head	
			X		Student Discipline				X	<p>Focus on one character trait per week.</p> <p>Use public address announcement to let students know the character trait that is the priority of the week.</p> <p>Teacher will focus on positive character traits in lessons, journals and writing assignments.</p> <p>Each classroom will have a character poster displayed.</p>	20% fewer discipline referrals for disrespectful conduct and inappropriate behavior.	August 2004-May 2005	CIC sub-committee on character education and Classroom teachers	Approximately \$250

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X	X		X		Safe and Drug-Free			X		Individual and family counseling. Outside referrals for community resources.  Student Teacher Assistance Network - conflict mediation with troubled students. Administration tasks dealing with paperwork, scheduling and training of student mediators.	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.	August 2003-May 2004	STAN Counselor	

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X	X			X	Safe and Drug-Free				X	<p>Provides crisis intervention and support to teacher, students and their families.</p> <p>Facilitates cooperation with families and community resources to enhance student's mental health issues.</p> <p>Encourage the development and piloting of innovative programs.</p> <p>Anticipates, manages and resolves conflict resolution and conflict mediation program.</p> <p>Identifies, analyzes and applies research findings to facilitate improvements.</p> <p>Facilitate four safe and drug-free campus advisory council meetings per year.</p> <p>□</p>	<p>Advisory Boards will meet and function according to Safe and Drug Free schools standards and benchmarks.</p> <p>Needs assessment data interpreted and utilized to customize programs at local campuses.</p> <p>100% of campuses will involve the community in safe and drug-free activities.</p> <p>Surveys monitoring STAN Program will reflect exceeds expectations in 80% of responses.</p> <p>Surveys of PAL students will reflect exceeds expectations in 95% of responses.</p> <p>100% of campuses will have mediation/conflict resolution program.</p>	August 2004-May 2005	STAN Counselor	
	X					Safe School Atmosphere				X	<p>Duty assignments will be issued to all teachers so to increase visibility of faculty during passing periods and before school and after school times.</p>	<p>All teachers shall participate in a campus wide monitoring of students. Should show a reduction in office referrals by 1%.</p>	August 2004 through May 2005	Teachers and Asst. Principals.

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X				X	Maximize student productivity		Develop strategies to focus on areas of concern based upon the results of the yearly AEIS report. Incorporate staff in strategies to resolve problem areas.	100% participation of Staff members. 1% reduction of drop out rate at the Campus level and all sub-populations. Increased passing rate by 4.5% and lower dropout rate by 1%.	January 2005 through May 2005	Teachers and Asst. Principals.	
		X			Community Involvement		Volunteer/campus involvement opportunities and extra-curricular activities will be presented to parents at all campus-based activities. I.e., Greenback night, PTA newsletter, websites, and Booster Clubs. CIC committee will organize a recognition night for all parent volunteers.	Increase community and parental involvement in special and daily operations of the Madison campus by 20%.	August 2004 through May 2005	Administrators, PTA president, and CIC committee	
X			X		Accelerated Education At Risk		Provide a mentor program for all 9th grade students who are in danger of failing. Teachers, counselors and administrators volunteer as mentors for a group of 9th graders.	Increase the number of teachers involved in program by 20%. Increase the passing rate of all 9th graders by 25%.	August 2004 through May 2005	Teachers, counselors and Administrators	
X			X		Accelerated Education At Risk  Teen Parenting		Provide academic support, occupational and/or job training, training in child development, parenting and home management.  Increase awareness of community resources available to teen parents.	1% increase in graduation and GED completion rate.	June, 2005	Teen Parenting Teacher	

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	X				Accelerated Education At Risk  Drop Out Reduction			X		Individual counseling and referrals to community agencies or resources.  Memo to teachers reminding them STAN is resource for drug education materials, etc.  Team with school nurse regarding issues of drug use and students on medication.  Provide motivational assemblies as intervention/prevention of substance abuse.	The annual evaluation of Safe and Drug Free Schools and communities (Title IV) will show a decrease in drug, alcohol and tobacco related incidents at the middle and high school levels.		STAN Counselor	