

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

NORTH EAST SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
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.

Northwood Elementary

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
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					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.	100% of schools will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	June Sharrer Asst. Principals Data Team	
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	Carol Harle; Teachers	
					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	Curriculum Coordinators Carol Harle Teachers	District Funds
					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	Administrators Teachers	
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	Administrators Teachers	
					District Initiatives										

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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	Adminstators Teachers	
					Target Area										
X					Reading	X	X	X	X	2A	Provide teachers instruction and support in 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	Nancy Brischke, June Sharrer	Provided by district.
X					Reading		X	X		2B	Encourage teachers to focus on vocabulary development through a variety of strategies (Greek and Latin Roots, prefixes and suffixes, words in context)	100% of teachers will implement strategies for vocabulary development.	September, 2004 April, 2005	Adminstators Teachers	Provided by district.
X					Reading	X	X	X		2C	Support before, during and after reading strategies. Utilize strategies like Say <i>Something</i> in the core content areas (English, Social Studies and Science) through professional development.	100% of the elementary teachers will implement before, during, and after content reading strategies.	Fall and Winter 2004 Spring 2005	Nancy Brischke, Teachers	Provided by district.

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X					Reading	X	X	X	X	2D	Provide all teachers instruction and support in implementation of best reading practices, targeting grades 4 and 5.	100% of elementary language arts 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, 4th & 5th grade teachers, IIT	Provided by district.
X					Reading	X	X	X	X	2F	Develop and 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, 4th & 5th grade teachers, IIT	
X					Reading	X	X	X	X	2G	Monitor benchmark assessments.	Central Office will review benchmark data, adjust curriculum and meet with campus staffs to discuss results and guide instruction.	Fall 2004 Winter and Spring 2005	Nancy Brischke, Administration Teachers	
X					Writing	X	X	X	X	3A	Improve student writing instruction by supporting the implementation and ongoing review and revision of the K-12 Writing Scope and Sequence .	100% of students at Grades 4, will meet expectations on the TAKS writing test.	May, 2005	Adminstration Teachers	Provided by district.

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X					Writing	X	X	X	X	3B	Develop and sustain common instructional language and structure for the process of writing in all writing classrooms, K-5.	100% of new elementary language arts teachers, English teachers, and ESL will attend training in the use of writing workshop and/or 6-Trait writing as appropriate to grade level. The 2005 Teacher As Writer Academy will be attended by at least 25 additional teachers.	August, 2004; November 2004; June 2005	Virginia Guerrero, Literacy Specialists Administrators Teachers	Provided by district.
X					Writing	X	X	X	X	3C	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, the essential traits of good writing, and strategies for all steps in the writing process, such as the use of classification as a pre-writing or organizational strategy.	% 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.	March, 2004	Administrators Teachers	Provided by district.
X					Writing	X	X	X	X	3E	Monitor benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals to discuss results.	Fall 2004 and Winter 2005	Administrators Teachers	

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X					Writing	X	X	X		3F	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	Administators Teachers	
X					Writing	X	X	X	X	3G	Monitor common assessments.	Central Office staff and campus instructional leaders will review common assessment data, and adjust curriculum accordingly.	December, 2004; May, 2005	Administrators Teachers	
X					Mathematics	X	X			4A	Utilize the 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. 100% of campuses will utilize common semester assessments for grades 2 & 5.	October, 2004 February, 2005 Monthly	Principals, Academic Deans, Lu Ann Weynand, Math Specialists	Provided by district.

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X					Mathematics	X	X	X		4B	Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse (say something, think, pair, share), and * use of appropriate tools.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	November, 2004 March, 2005	Adminstators Teachers	Provided by district.
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	Adminstration Teachers	
X					Mathematics				X	4D	Provide 5th grade teachers with focused professional development and 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	Adminstration 5th grade Teachers	Title II funds provided thru district.
X					Mathematics	X	X	X	X	4H	Monitor benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals and deans to discuss results.	November, 2004 February, 2005	Administrators Teachers	
X					Mathematics	X	X	X		4I	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd and 5th grade students will be administered a common end-of-semester assessment.	December, 2004 May, 2005	2nd and 5th grade teachers	

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X					Mathematics	X	X	X	X	4J	Monitor common assessments.	Central Office staff will review common assessment data, adjust curriculum and meet with principals to discuss results.	January, 2003 June, 2004	Administrators	
X					Science	X	X	X		5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Administrators and Teachers	Provided by district.
X					Science	X	X	X		5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence. 100% of secondary campuses will complete an equipment inventory to be used as a guide for district support.	Every 9 Weeks; Inventory due September 10, 2004	Administrators and Teachers	Provided by district.
X					Science	X	X	X		5C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every 9 Weeks	Administrators and Teachers	Provided by district.

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X					Science	X	X	X		5D	Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word wall, vocabulary development process, say something, think, pair, share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Administrators and Teachers	Provided by district.
X					Science		X	X	X	5E	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction. Central Office staff will assist campuses in reviewing common assessment and benchmark data and assist in developing campus action plans.	Every 9 Weeks	Administrators and Teachers	Provided by district.
X					Science	X	X	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	Administration	Campus Funds

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X					Science	X	X	X		5G	Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners.	August 2004 – May 2005	Teachers	Provided by district.
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	X		6B	Implementation of differentiated instruction through History Alive!	Lesson plans. Classroom observations.	December, 2004 June 2005	Teachers	Provided by district.
X					Social Studies		X	X		6D	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners.	Presentation of student samples and teachers assignments for discussion with peers. Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	December 2004, June 2005	Teachers	Provided by district.

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X					Kindergarten	X				7A	Professional Development for ALL Kinder teachers focused on deepening understanding of the complexity of the Kinder TEKS with research-based instructional practices such as the vocabulary development process, say something, think, pair, share, and classifying that maximize student achievement gains. There will be pull out days provided twice a year.	Continue 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	Kinder Teachers	Provided by district.
X	X		X		Gifted/Talented	X				9A	Integrate Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies. 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks Each nine weeks	Kay Stotts, G/T Michelle Wallish	District Funds
X	X				Gifted/Talented				X	9B	The G/T teacher will use district strategies of 1) classifying 2) core vocabulary for G/T 3) Say Something & Think, Pair, Share	All curriculum units will incorporate these strategies. 100% of walkthroughs will show evidence on the 3 district strategies.	Each nine weeks Each nine weeks	Kay Stotts, G/T Michelle Wallish	
X	X				Gifted/Talented	X				9C	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, G/T Michelle Wallish	District Funds

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X	X				Gifted/Talented		X	X		9D	Evaluate/create G/T math curriculum to reflect enrichment activities.	Each grade level will have at least one additional enrichment activity.	Sept, 2004 Jan, 2005	Kay Stotts, G/T Michelle Wallish	District Funds
X	X				Gifted/Talented	X	X	X	X	9E	Analyze Innovation Configuration results to plan necessary inservice focuses.	100% of G/T teachers will show higher scores in identified areas of need.	Sept, 2004 May, 2005	Kay Stotts Michelle Wallish	\$0
X	X				Gifted/Talented		X	X	X	9F	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	Kay Stotts, G/T Michelle Wallish	District Funds
X	X				Gifted/Talented		X	X		9G	Refine G/T grammar and writing programs in G/T English.	100% G/T teachers will receive additional training. 100% G/T students will score a 3 or above on the writing benchmarks.	Sept, 2004 January, 2005 October, 2004 January, 2005	Kay Stotts, G/T Michelle Wallish	District Funds
X					Library Services	X	X			10A	Use Big Six Research Strategy, Grades 2 - 8	100% of librarians will guide research projects in Lang. Arts, Science, or Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Misty Ptasnik, Teachers, Sharon Swarner, Diane Hopkins	
X					Library Services	X	X	X		10B	Provide training in SIRSI software.	100% of librarians will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	John Allen, Diane Hopkins	
X					Library Services	X	X	X		10C	Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources.	100% of librarians will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	Misty Ptasnik, Sharon Swarner, Diane Hopkins	
X					Library Services	X	X			10D	Maintain focus on TEKS and curriculum integration.	100% of librarians will create integrated TEKS units to be posted to lesson plan database.	One per year.	Misty Ptasnik, Sharon Swarner, Diane Hopkins	

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X					Library Services	X	X	X		10E	Evaluate District library programs using revised Texas Library Standards model.	100% of librarians will complete output measure data collection.	First and second semester	Misty Ptasnik, Sharon Swarner, Diane Hopkins	
X					Dyslexia	X	X	X		11A	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	Administrators Anne Dickson	District Funds
X					Special Education	X	X	X		17D	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Increase the number of students with disabilities served in general education settings to a level below the TEA 125% standard as reported on the data analysis system.	Monthly	Administrators Teachers	District Funds
X					Special Education	X	X	X		17E	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Administrators Special Education Staff	
X					Special Education	X	X	X		17F	Provide professional development to general and special education staff on differentiated instructional strategies like say something, think, pair, share, vocabulary development process, and classifying for serving students with disabilities in general education	% of SPED students taking TAKS will increase by 10% at each grade and in each subject tested	Close of each semester	June Sharrer	District Funds

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	X				Accelerated Education At Risk Drop Out reduction		X	X	X	18C	Allocate counselors to implement and support programs to prevent the possession and distribution of tobacco, alcohol and other drugs by students.	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.	Monthly Monthly June 2005	Pat Sanford, Counselors, Principals	SCE Funds
X					Accelerated Education At Risk		X	X		18D	Provide local credit TAKS classes in Reading and Math for students who have failed TAKS and are in jeopardy of retention. Provide credit recovery opportunities for students who fail any nine weeks, the semester or a class.	100% of the targeted students enrolled in the local credit Reading and math classes will pass TAKS. Reduce disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students in the four curriculum areas.	May, 2004 June, 2005	Principals	SCE Funds Title V Funds
X	X				Accelerated Education At Risk Discipline Management		X	X		18G	Provide Behavior Management Class based on a structured environment and course content through an in school suspension program.	100% completion of student assignments.	June, 2005 June, 2005	Assistant Principals, Counselors, ISS Aides	SCE Funds

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		X			Accelerated Education At Risk	X				18I	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 I campus.	June, 2005 June, 2005	Administrators Counselor	SCE Funds
X					Accelerated Education At Risk		X		X	18L	Provide Individualized reading instruction to increase mastery of TEKS reading objectives.	Students receiving individualized instruction through the reading program will master 100% of the skills taught at Northwood Elementary.	April, 2005	Teachers	SCE Funds
X					Accelerated Education At Risk	X	X		X	18R	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	June Sharrer	Title I Funds
X					Accelerated Education At Risk	X	X			18S	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	June Sharrer Teachers	Title I Funds

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NORTH EAST SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2004-2005

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Northwood Elementary

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X			X	Technology Applications	X	X	X		20A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals. 100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS. Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly Yearly Monthly Monthly	Principals, Campus Technology Committee Representatives (at least one per grade level, team, department), Instructional Technology Specialists and Coordinators, Steve Young, Derek Nichols, Tim Miller	District Funds

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		X		X	Technology Applications	X	X	X		20B	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Nine-weeks Daily to Weekly	Principals, Teachers, Data Processors, Sandy Paul, Steve Young, Jerry Baldrige, Derek Nichols, Tim Miller	District Funds
X					Technology Applications	X				20C	Educational Technology staff will provide K-5 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Principals, Teachers, Instructional Technology Specialists and Coordinators, Becky Adams, Tim Miller	District Funds
X					Technology Applications	X	X	X		20D	Educational Technology staff will support teachers in the utilization of the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine-weeks	Principals, Assistant Principals, Academic and Instructional Deans, Teachers, Instructional Technology Specialists and Coordinators, Tim Miller	

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X		X			Technology Applications	X				20E	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations at least twice a semester. 100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Semester Nine-weeks	Principals, Assistant Principals, Teachers, Curriculum and Instructional Technology Specialists and Coordinators, Tim Miller	
X		X			Technology Applications		X			20F	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations at least twice a semester. 100% of core content teachers will work with each student a minimum of four class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Semester Semester	Principals, Assistant Principals, Instructional Deans, Teachers, Curriculum and Instructional Technology Specialists and Coordinators, Tim Miller	

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X	X		X		Safe and Drug-Free Schools	X	X	X		21A	All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/Improve school safety 3. Increased parental and community involvement in violence- and drug prevention activities 4. Increased student involvement in school activities	1-Jun-04	Principals, Counselor Pat Sanford	
X	X	X	X		Safe and Drug-Free	X	X	X	X	21B	Plan and implement a comprehensive SDFS program that includes: - - Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals - Experiential Learning - 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.	Sept 2004 - May 2005	Principal, Counselor, Pat Sanford	District Funds

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X	X		X		Guidance	X	X	X	X	22A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	May 2005	Nancy Asher, Teresa Miller	
X	X		X		Guidance	X	X	X	X	22B	Organization, planning and evaluation of Campus Guidance Programs.	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May 2005	Nancy Asher, Guidance Leadership Team, Teresa Miller	
X	X		X		Guidance	X	X	X	X	22C	Organization, planning and evaluation of Campus Guidance Programs	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September 2004 December 2004 June 2004	Nancy Asher, Principals, Teresa Miller	
X	X		X		Guidance	X	X	X	X	22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2004-June 2005	Nancy Asher, Principals, Teresa Miller	

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	X		X		Guidance	X	X	X	X	22E	Organization, planning and evaluation of Campus Guidance Programs.	100% of campus guidance departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Nancy Asher, Principals, Teresa Miller	
X		X			Guidance	X				22I	All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April 2004	Nancy Asher, June Sharrer	
X					Dropout Reduction		X	X		23D	Identify homeless children in compliance with the McKinney Homeless Assistance Act. TEC J21.031(e).	Record of identified Homeless children and youth sent to TEA	August, 2004 through May, 2005	Principal Counselor	District Funds
					Health Services					24B	Provide parent communication with parents and PTA through District HEALS Advisory Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community thru internet Health Services sites.	Quarterly meetings of HEALS, PTS Committee. PTA Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website monthly.	Quarterly Meetings	Director of Health Services, Francene Tharp, RN, School nurse	District Funds

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					Health Services					24C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance.	August, 2004 through May, 2005	Administrator Teachers Nurses	District Funds
	X		X		Discipline Management	X	X	X		25C	Make modifications to campus BMP based upon district discipline data and its analysis.	Written modifications to the Campus BMP will be incorporated with data of inclusion noted.	July, 2005	Administrators Teachers	
	X		X		Discipline Management	X	X	X		25D	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, 2003	June Sharrer Administrative Team	District Allocated Funds