

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

NORTH EAST SCHOOL DISTRICT  
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
 OAK GROVE ELEMENTARY 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				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
					Setting Objectives and providing feedback: 1. DATA teams	X			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. (Title I Component A)	Monthly	Colleen McLaughlin Dee Ann Estlack Caroline Moody CIC	
X					2. Common Assessments	X			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. (Title I Component I)	October, 2004; December, 2004; March, 2004; May, 2005	Colleen McLaughlin Teachers	
					3. Feedback-- Benchmark Testing	X			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. (Title I Component I)	October, 2004; March, 2005	Colleen McLaughlin Teachers	
					Research Based Strategies: 1. Identifying Similarities and Differences-- Classifying	X			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	Colleen McLaughlin Teachers	
X					2. Vocabulary Development Process	X			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		
X					Strategies for Engagement: Say Something and Think, Pair, Share	X			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	Colleen McLaughlin Dee Ann Estlack Teachers	

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X					Parent Involvement	X			X	1G	Educational Technology staff will work with Data Processing to assist parents in accessing information using the Grade Speed software. Teachers will share information with parents.	100% of parents who wish to access the system will gain access to the system. (Title I Components D and E)	Daily to weekly	Colleen McLaughlin Caroline Moody Ed Tech Committee Teachers	
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 reading teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS and show growth on the Innovation Configuration. Grades 4 and 5 teachers will implement strategies from Teacher Reading Academies.	Summer, 2004 Fall and Winter, 2004 Spring, 2005	Colleen McLaughlin Nancy Mills Teachers	
X					Reading	X					Align and implement instruction and support in, before, during, and after, reading strategies that reflect Best Practices: reciprocal teaching, structured note-taking, think alouds, read alouds, writing to learn, and graphic organizers.  Teachers will implement Four Blocks in grade 1-5 and Building Blocks in Pre-K and Kinder.  Teachers in grades 2-5 will administer reading benchmark tests utilizing results to guide instruction.	100% of elementary teachers will achieve a 2 or above on the Innovation Configuration for Four Blocks. (Title I Component B, C, D)  100% of formative walkthroughs will demonstrate evidence of strategy instruction  100% of students will score a minimum of 70 on each benchmark assessment.	December, 2004 May, 2005  Monthly  October, 2004 February, 2005	Nancy Mills, Caroline Moody, Colleen McLaughlin, Teachers Academic Committee	District Staff Development Funds          \$4,000

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X					Class Size Reduction	X					Utilize the Title I staff to increase and improve Reading/Language Arts skills as class size reduction teachers	Improve to 100% students passing TAKS reading and writing.	Monthly	Teachers, Claudia Sharp, Elaine Beierle, Colleen McLaughlin	\$50,000 Title I
X					Writing	X					Improve student writing by aligning instruction through a Pre-K - 5 scope and sequence for writing.	100% of students will pass TAKS writing test.	March, 2005	Nancy Mills, Colleen McLaughlin, Teachers	District Funds \$1000
X					Writing	X					Implement writing workshop and essential elements of good writing.	100% of teachers will receive instruction in Four Blocks, Six Traits, or writing workshop as appropriate to grade level.	March, 2005 - June, 2005	Nancy Mills, Colleen McLaughlin	District Funds \$1000
X					Writing	X					Administer, implement, and monitor a benchmark assessment program to guide writing instruction in Pre-K - 5.	100% of students at grades 2-5 will be administered periodic benchmark tests to determine progress in writing. (Title I Component I)	Fall, Winter, and Spring of 2004 - 2005	Nancy Mills, Colleen McLaughlin, Teachers	District Funds
X					Mathematics	X					Utilize the revised North East Scope and Sequence for Grades K -5.  Teachers in grades 2-5 will administer math benchmark test, utilizing results to guide instruction.	100% of formative walkthroughs will indicate adherence to district sequence.  100% of students will score a minimum of 70 on each benchmark assessment. (Title I Components B, C, D, and I)	Monthly  October 2004 February 2005	Gladys Montgomery, Colleen McLaughlin, Teachers Academic Committee	District Funds \$2,000
X					Mathematics	X					Utilize the Title I staff to increase and improve math skills as class size reduction teachers	Improve to 100% students passing TAKS Math.	Monthly	Teachers, Elaine Beierle, Claudia Sharp, Colleen McLaughlin	\$50,000 Title I

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X					Mathematics	X					The Campus Math Leadership Team will continue to train in order to assist in maintaining the campus focus on Math TEKS, District Philosophy and Indicators of Excellence.	100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	September, 2004 January, 2005 April, 2005	Gladys Montgomery, Colleen McLaughlin, Teachers Math Leadership Team	District Funds  \$300
X					Mathematics	X					Students (grades 1-5) will have a minimum of 90 minutes of TEKS based math instruction daily.	Lesson Plans and walk throughs	Monthly	Teachers 1-5 Colleen McLaughlin Dee Ann Estlack	\$500
X					Mathematics	X					Integrate the use of inquiry, class discourse, use of appropriate tools, and Math Investigations into the math program:	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  Monthly	Gladys Montgomery, Colleen McLaughlin, Teachers Math Leadership Team	District Funds  \$1000
X					Science	X					Teachers will use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL, Science vocabulary in word walls, and Concept Mapping.	100% of the formative walkthroughs will indicate use of effective teaching strategies.  Students will have a portfolio with a minimum of six products that reflect the 5E's.	September, 2004 December, 2004 March, 2005  Monthly	Colleen McLaughlin, Teachers, Kathy Torralva-Villa	District Funds  \$1,000
X					Science	X					Teachers will develop and use authentic assessment strategies.	100% of students will have 3 examples of authentic assessments in their portfolio. (Title I Component I)	Fall 2004 Training Weekly Monthly	Colleen McLaughlin, Teachers	District Funds \$300
X					Science	X					Teachers will use questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of formative walkthroughs will indicate the use of questioning strategies.	September, 2004 January, 2005 April, 2005	Colleen McLaughlin, Teachers	District Funds \$300

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X					Science	X					Teachers will implement vertical alignment of Science TEKS.	100% of formative walkthroughs will provide evidence of teaching strategies applicable to TEKS and assessments.	2004-2005	Teachers, Colleen McLaughlin	District Funds \$300
X					Social Studies	X					Teachers will attend training to understand and implement vertical alignment of Social Studies TEKS and their relationship to assessments.	100% of formative walkthroughs will provide evidence of teaching strategies applicable to TEKS and to assessments.	2004-2005	Teachers, Colleen McLaughlin	District Funds
X					Enrichment-Music & Physical Education	X					Integrate and implement music and physical education TEKS and the North East Standards for music.	100% of curriculum will reflect the music and physical education TEKS and the North East Standards for music. 100% of the students will participate in the music and physical education curriculum.	Each nine weeks	Cathy Murphy, Emilio Duran	\$1,300
X	X		X		Gifted/Talented	X					The G/T teacher will 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	Ronnie Retzloff	District Funds \$100
X	X				Gifted/Talented	X					The G/T teacher will implement <u>Understanding by Design (UBD)</u> curriculum units.	100% of the curriculum units will reflect UBD design elements.  On a rubric designed for UBD, 100% of students will score three or above.	Each nine weeks  3rd/4th nine weeks	Ronnie Retzloff	District Funds

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X	X				Gifted/Talented	X					Continue to integrate Gifted and Talented strategies and higher order thinking skills into classroom instruction.  The G/T teacher will use district strategies of 1) classifying, 2) Core Vocabulary for G/T, and 3) Say Something & Think, Pair, Share.	Increase the number of students qualifying for Gifted and Talented services by 2%.	December, 2004 May, 2005  Monthly  October, 2004 February, 2005	Teachers, Ronnie Retzloff, Pam Furth, Colleen McLaughlin, Dee Ann Estlack  Ronnie Retzloff	\$500
X					Library Services	X					The librarian will use Big Six Research Strategy, Grade 2-5.	The librarian will guide research project in Lang. Arts, Science, and Social Studies.	First and second semester	Ann Neet	\$150
X					Library Services	X					The librarian will be provided with training in SIRSI software.	The librarian will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	NEISD Library Processing Coordinators, Ann Neet	District Funds
X					Library Services	X					The librarian will provide training in Gale Resources and electronic databases.	The librarian will use Gale Resources and electronic databases.	July, 2004 through June, 2005	Library Technology Coordinator, Ann Neet	District Funds
X					Library Services	X					The librarian will create integrated TEKS units to maintain focus on TEKS and curriculum integration.	The librarian will create integrated TEKS unit to be posted online in shared NEISD library folder.	Every nine weeks	Ann Neet, Teachers	\$6,541
X					Dyslexia	X					A dyslexia program will be implemented at the campus level 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	Colleen McLaughlin, Caroline Moody, Teachers	District Funds \$50,000

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X					Professional Development	X					Conduct a comprehensive needs assessment to analyze data using resources such as: AEIS Report, Just for the Kids Web Site, TPRI, Common Assessments, Benchmark Testing, Multi Year Trends, Disaggregated TAKS data, student performance, and teacher self-reflection in order to direct instruction and integrate curriculum.	100% of students will pass TAKS reading, math, and writing. (Title I Component A-J)	September, 2004 December, 2004 March, 2005 May, 2005	Academic Committee, All Staff	\$2,000
X					Professional Development	X					Continue principals' cohorts as learning communities.	Principal will attend monthly cohort meetings.	Monthly	Colleen McLaughlin	None
X					Professional Development	X					Plan cross grade level and vertical team meetings each nine weeks so that teachers can problem solve, and develop new approaches to meet student needs through the North East Standards.	Improve to 100% students passing TAKS Reading, Math, and Writing including all sub-populations and special populations. (Title I Component A-J)	Each nine weeks	Academic Committee, Teachers, Caroline Moody, Colleen McLaughlin, Dee Ann Estlack	\$500
X					Professional Development	X					Study group sessions will focus on the alignment and implementation of TEKS.	Study group presentations	April - May	Certified Staff	None
X					Professional Development	X					Grade level planning will take place at least once a week to share effective teaching practices.	Curriculum alignment and communication between team members will increase and student expectations will be consistent. Minutes will be turned in to principal.	Weekly, with administrator each nine weeks	GLC and teams	None
X					Professional Development	X					Extended planning time will be provided to grade levels twice a semester.	Teachers will improve planning and curriculum development in order to increase student achievement.	2 times per semester	K-5 Teachers	\$500

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X					Professional Development	X					Participate in professional development opportunities.	Administrators will participate in at least five professional development opportunities	Monthly	Colleen McLaughlin, Dee Ann Estlack	District Funds
X					Professional Development	X					Administrative staff, support staff, auxiliary staff, and paraprofessional staff will participate in staff development as provided by the District.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Colleen McLaughlin, Dee Ann Estlack	District Funds \$300
X					Professional Development	X					Participate in July leadership and monthly leadership meetings.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Colleen McLaughlin, Dee Ann Estlack	District Funds
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.	Increase the number of students with disabilities served in general education settings by 10% from 2002-03 to 2003-04 in order to decrease the district's ratio above the state's 125% average.	Each nine weeks	Colleen McLaughlin, Teachers, Pam Furth	District Funds \$1,000
X					Special Education	X					Increase the percentage of students with disabilities taking TAKS.	Increase the number of students with disabilities taking TAKS by 5%.	October, 2004 April, 2005	Colleen McLaughlin, Pam Furth	District Funds
X					Special Education	X					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.	Quarterly	Colleen McLaughlin, Special Program Coordinator, Pam Furth	District Funds \$200
X					Accelerated Education At Risk	X					Increase pre-kindergarten student abilities and achievement in core academic areas and social/emotional skills	Prekindergarten students will show improvement based on the comparison between the fall and the end of the year assessment using the Prekindergarten Checklist. (Title I Components G, H, and J)	Monthly September, 2003 May, 2004	Colleen McLaughlin, Pre-K Teachers	SCE Funds 19.5 FTE \$500

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X					Accelerated Education At Risk	X					<p>Attendance: Emphasize the maximum benefit of good attendance to all students and parents.</p> <p>Recognize classes and individuals achieving perfect attendance through certificates, speakers, announcements, and bulletin board displays.</p> <p>Educate parents concerning the importance of attendance to academic performance.</p>	<p>Documentation of 97% attendance. Include as an Open House agenda item; send attendance letters to parents.</p> <p>Awards and recognition will be given to students who achieve 97% or above.</p> <p>Increase the ADA to 100%. (Title I Component J)</p>	Monthly	Teachers, Laurie Kirk, Colleen McLaughlin, Dee Ann Estlack, Robbie Shipley, Jeanette Guerrero	\$1,000
X					Accelerated Education At Risk	X					<p>Create unique learning opportunities such as: Sign Choir, Choir, Panther Partners, Panther Pack, Young Astronauts, Power Writing, Computer Club, and Panther Pride.</p> <p>Offer individual support to students such as: Mentoring, Mac Buddies, PTA, Tutoring, Learning Lab, Study Hall, the RAP Program, Community Partners, and Buddies (teacher/student).</p>	<p>Increased club membership of sub-populations, targeting the economically disadvantaged students.</p> <p>Improve to 100% students passing TAKS Reading, Math, and Writing, including all sub-populations and special populations (Title I Component A-J)</p>	<p>December, 2004 May, 2005</p> <p>Monthly</p> <p>October, 2004 February, 2005</p>	Sponsors, Teachers, Pam Furth, PTA, Colleen McLaughlin, Dee Ann Estlack	\$1,000

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X		X			Accelerated Education At Risk  Parental Involvement	X					Implement effective parental involvement activities to improve student academic achievement, school performance and attendance, including Family Fun Night, and Kinder Readiness.	1% increase in student attendance.  1% increase in parent attendance at school activities. (Title I Components C, H, and J)	June, 2005  June, 2005	Colleen McLaughlin, Dee Ann Estlack, Pam Furth, Teachers	SCE Funds 9.7 FTE  \$300
X					Accelerated Education At Risk	X					Provide a safe, supportive atmosphere that is conducive to learning by: increasing positive role models, mentors and Mac PALS, teach a unit on Oak Grove manners, increasing parent education, utilize "Turn Off TV" week, and increase positive incentives children striving for "E" conduct/Self-Managers.	Increase student recognition at each Celebration Ceremony by 5%.	December, 2004 May, 2005       Monthly   October, 2004 February, 2005	Discipline Committee, Teachers, Pam Furth, Ann Neet, Colleen McLaughlin, Dee Ann Estlack	\$1,000
X					Accelerated Education At Risk  Professional Development	X					Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working at Title I campuses with At Risk students will attend staff development related to methods and instructional strategies to strengthen the core academic program in school. (Title I Componets A-J)	July, 2004 May, 2005	Colleen McLaughlin, Teachers, Parents	Title I Funds  \$2,000

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X		X			Accelerated Education At Risk  Parental Involvement	X					One parent conference will be conducted in the fall and spring of the year with every parent.  Communicate with parents on a regular basis about all school activities through PTA newsletter, weekly newsletter, children's take home folders, and school web-site.	Attendance log/conference records will show that every parent participated in teacher/parent conference.  100% of parents will receive information regarding school events and activities. (Title I Components A-J)	October, 2004 February, 2005  Weekly	Colleen McLaughlin, Teachers, Parents	\$500
X					Accelerated Education At Risk	X					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, disadvantaged students, and homeless students.	Assess the results of the district AEIS report.  100% of students with special needs will pass TAKS. (Title I Component A-J)	Sept, 2004  May, 2005	Colleen McLaughlin, Teachers, Pam Furth, Dee Ann Estlack	Title I Funds  \$1,000
X					Accelerated Education At Risk	X					Provide adult-level services for targeted special populations and sub-populations, i.e. parenting skills, health services/nutrition, community education, PTA, and adult-level activities.	Increased participation in parenting groups. (Title I Component A-J)	August - May	Teachers Pam Furth, Colleen McLaughlin, Dee Ann Estlack, Jeanette Guerrero	\$300
X					Accelerated Education At Risk	X			X		Target parent involvement through personal communication, i.e. through phone calls, conferences, newsletters, open houses, family-oriented activities.	Higher attendance at meetings, record of conferences, and newsletters. (Title I Component A-J)	August - May	Teachers, Pam Furth, Colleen McLaughlin, Dee Ann Estlack	\$100

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X	X			X	Technology Applications	X					<p>Campus Technology Committee will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs.</p>	<p>Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area.</p> <p>100% of teachers will participate in at least nine hours of staff development that has a technology component as measured by the Professional Development Planner.</p>	<p>August 2004 and May 2005</p> <p>November 2004, February 2005, and June 2005</p>	<p>Colleen McLaughlin, Campus Technology Committee</p>	<p>District Funds</p> <p>(campus staff development stipends)</p> <p>\$1000</p>
		X		X	Technology Applications	X					<p>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.</p>	<p>100% of teachers who report numerical grades will use GradeSpeed to record grades.</p> <p>100% of teachers who report numerical grades will use GradeSpeed to upload six-weeks grades.</p> <p>100% of teachers will post essential classroom information as outlined in the TeacherWeb template.</p>	<p>Daily to Weekly</p> <p>Each nine weeks</p> <p>Daily to Weekly</p>	<p>Colleen McLaughlin, Laurie Kirk, Teachers</p>	<p>District Funds</p> <p>\$200</p>
X					Technology Applications	X					<p>Educational Technology staff will provide teachers and students with keyboarding software, equipment and staff development to deliver keyboarding instruction and practice.</p>	<p>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.</p>	<p>on going</p>	<p>Colleen McLaughlin, Teachers, Instructional Technology Specialists and Coordinators Dee Ann Estlack</p>	<p>District Funds</p>

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X					Technology Applications	X					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.	Each nine weeks	Colleen McLaughlin, Teachers, Instructional Technology Specialists and Coordinators	District Funds
X		X			Technology Applications	X					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, observations, and reflective practice. 100% of classroom teachers will score a two or above on the Technology Innovation Configuration.  100% of classroom teachers will work with students a minimum of seven times during each nine weeks period using the wired and/or wireless computer lab for a minimum of forty-five minutes each time as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.	Weekly  Each nine weeks	Colleen McLaughlin, Teachers, Curriculum and Instructional Technology Specialists, Instructional Technology Coordinators	District Funds  \$1,000

**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  
OAK GROVE ELEMENTARY 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				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X	X		X		Safe and Drug-Free	X					A Safe and Drug-Free School program includes goals and strategies for violence prevention and intervention, Second Step, and will address 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 (Title I Component A-J)	August, 2004 Weekly Staffings	Colleen McLaughlin, Pam Furth, Dee Ann Estlack, Jeanette Guerrero, Teachers	District Funds \$500
X	X		X		Guidance	X					Create and implement guidance program. (SB518)	100% of guidance counselors will receive part one of guidance program.  100% of counselors monthly calendars will show a 10% increase in parent and staff contacts.	May, 2005	Pam Furth	\$1,000
X					Guidance	X					Designate elementary cluster counselors and participate in monthly cluster counselors' meetings.	Counselors will attend 100% of meetings.	Monthly	Pam Furth	District Funds

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Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X		X			Guidance	X					Both 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)	100% of parents will be offered the opportunity to attend.  Counselor logs will indicate 100% compliance.  Counselors will meet with 100% of fifth grade students.	April, 2005	Pam Furth, Colleen McLaughlin	None
	X		X		Discipline Management	X					Provide training and motivation for all teachers on the utilization of the Districts' Behavior Management Plan which includes character education.  Continue Self-Manager program to address character and behavior management.	10% decrease in discipline/office referrals. (Title I Component A-J)	July, 2005       Monthly	Colleen McLaughlin, Dee Ann Estlack, Discipline Management Committee	\$1,000