

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
DRISCOLL MIDDLE SCHOOL
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					DATA Teams		X		X	1A	The school DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	100 % of departments will use multiple sources of data to set objectives as evidenced by performance of the campus on benchmarks and TAKS.	Monthly	Dr. Jackie Lipski, Principal; Robert Watson, Asst Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Rita Davis, Academic Dean; department chairs	
X					Common Assessments		X		X	1B	Teachers from Wood Middle School and Driscoll Middle 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 2005, December 2005, March 2006, May 2006	Rita Davis, Academic Dean; department chairs; teachers	
X					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.	October, 2005; March 2006	Rita Davis, Academic Dean; department chairs; teachers	

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X					Identifying Similarities and Differences-- Classifying	X			X	1D	Every teacher will use the strategy of classifying on a regular basis.	Walkthroughs will show evidence of students working on classifying. 100 % of common assessments will show evidence of the classifying strategy.	December 2005- May 2006	Dr. Jackie Lipski, Principal; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst Prin.; Rita Davis, Academic Dean; department chairs; teachers	
8					Vocabulary Development Process	X			X	1E	Every teacher will teach the core vocabulary in the discipline using a six step vocabulary development process.	Walkthroughs will show evidence of vocabulary development. 100 % of common assessments will show evidence of vocabulary development work.	December 2005; April 2006	Dr. Jackie Lipski, Principal; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Rita Davis, Academic Dean; department chairs; teachers	
X					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.	Walkthroughs and lesson plans will show evidence of strategies, Say Something and Think, Pair, Share.	December 2005; April 2006	Dr. Jackie Lipski, Principal; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Rita Davis, Academic Dean; department chairs; teachers	

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X					Parent Involvement	X			X	1G	Technology committee will work with data processing to assist parents in accessing information using the Grade Speed software.	100% of parents who wish to access the system will gain access to the system.	Daily to Weekly	Brian Hurley, Asst. Prin.; CNC; technology committee	
X					Reading	X			X	2A	Teachers will use Interactive Reading Process - reader's workshop, literature circles, think alouds, graphic organizers, and structured note-taking.	Formative walkthroughs will demonstrate evidence of strategy instructions.	Monthly	Dr. Jackie Lipski, Principal; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Debra Clements, reading chair; teachers	
X					Reading	X				2B	Teachers will focus on vocabulary development through a variety of strategies (Greek and Latin roots, prefixes and suffixes, words in context, wordskills, vocabulary workshop).	100% of teachers will implement strategies for vocabulary development.	September, 2005 and April, 2006	Debra Clements, reading chair; teachers	
X					Reading	X				2C	Support before, during, and after reading strategies such as Say Something in the core content areas (English, social studies, and science).	Teachers in the secondary core content areas (English, social studies, and science) will be mentored by teachers who teach before, during, and after content reading strategies.	Fall and Winter 2005, Spring 2006	Debra Clements, reading chair; Neta Greene, English chair; Margaret Erickson, social studies chair; and Kristi Howard science chair; teachers	

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X					Reading	X				2G	Monitor benchmark assessments and semester common assessments.	Campus teachers will review benchmark data, adjust curriculum and meet with Central Office staffs to discuss results and guide instruction.	Fall and Winter 2005, Spring 2006	Debra Clements, reading chair; Margaret Erickson, social studies chair; Neta Greene, English chair; Kristene Howard, science chair; Rita Davis, Academic Dean	
X					Reading	X				2H	Implement a common assessment for students in grade 6-8 .	100 % of grade 6-8 students will be administered common end-of-semester assessments	December 2005, May 2006	Debra Clements, reading chair; Rita Davis, Academic Dean; teachers	\$1000 subs
X					Writing	X		X		3A	Improve student writing by aligning instruction through scope and sequence for writing via the writing Six Traits process.	100% of students will pass TAKS writing test.	February, 2006	Neta Greene, English chair; all teachers	
X					Writing	X				3B/C	Use common instructional language and structure for the process of writing.	100% of language arts, English, and reading teachers will attend workshops on writing and Six Traits writing.	August 2005, November 2005, June 2006	Neta Greene, English chair; teachers	
X					Writing	X				3D/E	Implement and monitor benchmark assessment to guide writing instruction grade 7. Teachers will analyze results to determine interventions.	100% of students at grade 7 will be administered periodic benchmark tests to determine progress in writing and score 70% and at least 2 in writing.	Fall, 2005 and Winter, 2006	Neta Greene, English chair; teachers; Rita Davis, Academic Dean	

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X					Writing	X				3F/G	Develop, implement, and monitor a common end-of-semester assessment for selected courses to guide writing instruction.	100% of students in grades 6, 7, 8, will be administered an end-of-semester assessment common to that course.	December, 2005; May, 2006	Dr. Jackie Lipski, Principal; Rita Davis, Academic Dean; Neta Greene, English chair; teachers	
X					Writing	X				3H	Implement Pre-AP strategies for writing in response to text in all Pre-AP classes. Improve students' ability to analyze and critically evaluate written texts and visual representations.	Enrollment numbers in Pre-AP courses will increase and remain stable throughout the 2005-06 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP courses. 100% of 8th grade students will score 2 or above on short answer responses to reading/writing triplets.	June, 2005; October, 2005; June, 2006	Neta Greene, English chair; Rita Davis, Academic Dean; teachers	
X					Mathematics	X				4A	Students will follow the revised scope and sequence for 6-8 mathematics.	Walk-throughs will indicate continuity between teachers in instruction by grade level.	Weekly	Dr. Jackie Lipski, Principal; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Beverly Chase, math chair; Rita Davis, Academic Dean; teachers	

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X					Mathematics	X				4E	Utilize the North East Scope and Sequence for Algebra I.	100 % of students will score a minimum of 70 on district benchmark tests.	October, 2005 February, 2006 Weekly	Rita Davis, Academic Dean, Beverly Chase, math chair, Cynthia Kosub, Asst. Prin., teachers	
X					Mathematics	X				4F	Expand the implementation of the North East Algebra Curriculum and Middle School Units of Study	100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	October 2004 and February 2005	Beverly Chase, math chair; teachers	
X					Mathematics	X				4G	Teachers will attend training to develop and use authentic assessment strategies.	Formative walkthroughs will indicate implementation of content and strategies of the professional development.	October, 2005, January, 2006	Dr. Jackie Lipski, Principal; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Beverly Chase, math chair; Rita Davis, Academic Dean; teachers	
X					Mathematics	X				4H	Monitor benchmark assessments.	Teachers will review benchmark data, adjust curriculum and meet with academic dean and assistant principal to discuss results.	October 2005 and January 2006	Beverly Chase, math chair; Rita Davis, Academic Dean; teachers	

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X					Mathematics	X				4I	Develop and implement campus level common semester assessments for selected courses.	All math students will be administered a common end-of-semester assessment.	December, 2005 May, 2006	Rita Davis, Academic Dean; Beverly Chase, math chair; teachers	
X					Mathematics	X				4J	Monitor common assessments.	Staff will review common assessment data, adjust curriculum and meet with principal and Central Office staff to discuss results.	January, 2006 June, 2006	Lu Ann Weynand; Beverly Chase, math chair; teachers; Rita Davis, Academic Dean	
X					Mathematics	X				4K	More students will participate in Pre-AP math classes.	Enrollment in Pre-AP courses will increase by 15% by sub-population by 2005-06 Enrollment numbers in Pre-AP courses will remain stable throughout the 2005-06 school year. Failure rates will show fewer than 15% of students failing Pre-AP courses.	Every nine weeks	Rita Davis, Academic Dean; Beverly Chase, math chair; Cynthia Kosub, Asst. Prin.; teachers	

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X					Science	X				5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate compliance.	September, 2005 December, 2005 March, 2006	Rita Davis, Academic Dean; Kristi Howard, science chair; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Dr. Jackie Lipski, Prin.; teachers	
X					Science	X				5B	All students will have an equal opportunity for learning by implementing a standards-based education and by using equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence. Campus will complete an equipment inventory to be used as a guide for district support.	Every nine weeks; Inventory due September 10, 2006	Kristi Howard, science chair; Robert Watson, Asst. Prin.; teachers	

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X					Science	X				5C	Incorporate effective teaching strategies emphasizing vocabulary and questioning techniques that guide students to make connections in the unifying concepts of science. Other teaching strategies will include strategies of Marzano, Pickering, and Pollack such as identifying similarities and differences, summarizing and notetaking, reinforcing effort and providing feedback, HW, nonlinguistic representation.	All walkthroughs will indicate use of effective teaching and questioning strategies which also include proper use of science vocabulary and the research based strategies of Marzano, Pickering, and Pollack.	September, 2005-May, 2006	Kristi Howard, science chair; Dr. Jackie Lipski, Principal; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; teachers	Substitutes for SCOPE training through district science coordinator
X					Science	X				5D/H	All Pre-AP students will be required to complete an independent science project increasing the probability that students will demonstrate understanding and application of scientific concepts. Teachers will foster enrollment in Pre-AP classes and support student successful completion.	100% of all Pre-AP students will complete an independent science project. Enrollment number of students in Pre-AP science will remain proportional to regular classes.	September, 2005-May, 2006	Kristi Howard, science chair; 8th grade Pre-AP teachers; campus administration	

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X					Science		X			5E	Develop, implement, and monitor common nine week assessments that are TAKS formatted for all science classes to successfully demonstrate completion of the scope and sequence.	All students in middle school science courses will be administered a common nine week assessment that is prepared prior to course planning.	September, 2005, December, 2005, May, 2006	Kristi Howard, science chair; Rita Davis, Academic Dean; teachers	Subs for .5 day, \$600
X					Science	X				5F	Teachers will receive training in order to utilize technology hardware and software such as probes and graphing calculators in TEKS appropriate lessons.	Lesson plans will indicate use of technology to support the appropriate TEKS.	January 2006-May 2006	Kristi Howard, science chair; teachers	
X					Social Studies	X				6A	Teachers will implement vertical alignment of Social Studies TEKS and their relationship to secondary assessments.	Formative walkthroughs will provide evidence of teaching strategies applicable to TEKS and to secondary assessments.	2005-06	Margaret Erickson, social studies chair; teachers	
X					Social Studies		X	X		6B	Create common assessments each nine weeks based on TEKS in 6th and 7th grade, and the TEKS and TAKS objectives in the 8th grade.	The common assessments will be administered to all students in selected courses.	December, 2005 May, 2006	Margaret Erickson, social studies chair, teachers; Rita Davis, Academic Dean	\$600 subs, History Alive training fees

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X					Social Studies	X				6C	Implementation of differentiated instruction through History Alive! And Social Studies Alive! To include strategies and the development of district coaches.	100 % of walkthroughs will provide evidence of differentiated instruction. Teachers will be trained at level 1 and 2	December 2005, June, 2006	Margaret Erickson, social studies chair; Rita Davis, Academic Dean; Robert Watson, Asst. Prin.; Brian Hurley, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Dr. Jackie Lipski, Principal; teachers	
X					Social Studies	X				6D	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners.	Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	December, 2005, June 2006	Margaret Erickson, social studies chair; teachers	
X					Foreign Language	X				8A	All electives will utilize the vocabulary development processes Say Something, and Think, Pair, Share when appropriate.	Common departmental semester exams (or other appropriate assessments at the middle school level) will indicate that 100% of students are meeting or surpassing proficiency goals. Use of the vocabulary development process will be evidenced by lesson plans, walkthroughs, and direct teaching pieces.	December, 2005 May, 2006	Mercedes Waterman and Anita Smith, foreign language teachers	
X	X				Gifted/Talented	X				9D	Evaluate/create G/T math curriculum to reflect enrichment activities.	Each grade level will have at least one additional enrichment activity.	September, 2005 January, 2006	G/T teachers	

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X	X				Gifted/Talented	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	September, 2005 May, 2006	G/T teachers	
X	X				Gifted/Talented	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, 2006	G/T teachers	\$1500 - GT training subs if new hires need training
X	X				Gifted/Talented	X	X			9G	Refine student writing via grammar and the Six Traits writing program.	100% G/T students will score a 3 or above on the writing benchmarks, common assessments, and 7th grade TAKS writing test.	March, 2006	G/T teachers	
X					Library Services	X				10C	Provide training in electronic datbases, and provide centralized schoolwide and home access to all electronic resources.	Librarian will use electronic databases as indicated in semester statistics.	July, 2005 through June, 2006	Cynthia Curney, librarian	
X					Library Services	X				10D	Maintain focus on TEKS and curriculum integration, including research.	Librarian will create integrated TEKS unit to be posted to lesson plan database.	First and second semester	Cynthia Curney, librarian	
X					Dyslexia	X				11A	Continue to implement a dyslexia program on campus 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 as well as parent letters.	Semi-annual STAT meetings to monitor progress of all dyslexia students not served through Special Education	Dr. Jackie Lipski, Principal; Debra Clements, reading chair; David Taylor, campus dyslexia coordinator; Sabina Varney, dyslexia teacher	

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X					Fine Arts	X				15A	Increase participation in UIL academic competition.	Campus will increase participation in academic UIL by 25%.	May, 2006	Tina Beltran, campus coordinator	\$500 for supplies
X					Special Education	X				17A	Provide professional development regarding appropriate referrals and service delivery options to campus STAT leaders.	Monthly appraisal report will show a 10% reduction of referrals to special educations from the previous school year.	Monthly	Dr. Jackie Lipski, Principal; Mellony Deuel, campus coordinator	
X			X		Special Education	X				17B	All parents of student with disabilities 13 years of age and older will be interviewed regarding student's post high school goals and expectations. Information regarding community resources appropriate to address their individual needs will be shared.	All students with disabilities (13 years of age and older) will receive information about career opportunities and community resources appropriate to address their individual needs.	Monthly	Mellony Deuel, campus coordinator; counselors	Funds from managed accounts
X			X		Special Education	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 general education curriculum.	Maintain the number of students with disabilities served in general education to stay below state average.	Every nine weeks	Dr. Jackie Lipski, Principal; Mellony Deuel, campus coordinator; counselors	
X					Special Education	X				17E	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	Dr. Jackie Lipski, Principal; Mellony Deuel, campus coordinator; counselors	Funds from managed accounts

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X					Special Education	X				17F	Provide professional development to general and special education staff on differentiated instructional strategies like: Say Something; Think, Pair, Share; the vocabulary development process, and classifying for serving students with disabilities in general education.	School will increase the number of students with disabilities taking TAKS by 10%.	Close of each semester	Dr. Jackie Lipski, Principal; Mellony Deuel, campus coordinator; counselors	Funds from managed accounts and \$1500 for regular education teacher subs
	X				Accelerated Education ; At Risk; Drop Out reduction	X				18C	Counselor 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 campus.	Monthly June, 2006	Dr. Jackie Lipski, Principal; David Taylor, counselor	\$600 campus budget
X	X				Accelerated Education ; At Risk; Discipline Management	X				18G	Be consistent in using intervention before referrals to alternative education program.	1% decrease in discipline referrals to the district alternative centers. 1% decrease in enrollment at Alternative Centers and JJAEP.	June, 2006	Dr. Jackie Lipski, Principal; Robert Watson, Cynthia Kosub, Brian Hurley, assistant principals; Edie Ritchey, Claudia McGlothen, David Taylor, Lorraine Young, counselors; teachers	

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2005-2006**

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1	2	3	4	5		E	M	H	D						
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. 1% decrease in discipline referrals on campus.	June, 2006	Robert Watson, Cynthia Kosub, Brian Hurley, assistant principals; Edie Ritchey, Claudia McGlothen, David Taylor, Lorraine Young, counselors; Uriel Hernandez, ISS aide; teachers	
X			X		Accelerated Education; At Risk	X		X		18K	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards	Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion prescribed by Section 28.021.	June, 2006 through August, 2005	Robert Watson, Cynthia Kosub, Brian Hurley, assistant principals; teachers	\$600
	X				Career & Technology	X	X	X		19E	Administer a keyboarding proficiency exam to determine % of 8th graders who have mastered proficiency.	80% of students will obtain proficiency rating on district evaluation of keyboarding proficiency skill.	April, 2005	Brian Hurley, Asst. Prin.; David Taylor, counselor; CNC; technology committee	

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	X			X	Technology Applications	X	X	X		17A	Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)	Using a technology survey, 100% of teachers will establish and meet three technology integration goals. 100% of teachers will participate in at least nine hours of staff development that is aligned with their technology integration goals and documented A-Train and TEIS. Campus administrators will monitor to insure CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met and that the NEISD CTC timeline is followed.	Yearly	Dr. Jackie Lipski, Principal, Campus Technology Committee representatives (one per grade level, team, department); Instructional Technology Specialists and Coordinators; Brian Hurley, Asst. Prin.; teachers	
X		X		X	Technology Applications	X	X	X		20B	Teachers will use GradeSpeed and TeacherWeb to manage grades and improve communication with staff, students, and parents. All will use TRIAND for campus planning.	100% of teachers will use GradeSpeed to record grades and upload nine-weeks grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template. 100% of teachers will use TRIAND for planning.	Daily to Weekly Six-weeks Daily to Weekly	Dr. Jackie Lipski, Principal; teachers; Brian Hurley, Asst. Prin.; CNC	

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X					Technology Applications	X	X			20D	Teachers will use 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 rubrics, and graded product.	Nine-weeks	Dr. Jackie Lipski, Principal; Teachers; Instructional Technology Specialists and Coordinators; Brian Hurley, Assistant Principal; CNC	\$30,250 (CD-ROM media) provided by Educational Technology

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1	2	3	4	5		E	M	H	D			Impact on student and/or teacher learning measured quarterly			
X		X			Technology Applications	X				20F	<p>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</p> <p>100% of administrators and core content teachers will use the Technology Innovation Configuration to measure utilization of technology during walkthroughs, observations, and reflective practice. 100% of core content teachers will score a two or above on the Technology Innovation Configuration.</p> <p>100% of core content teachers will work with students a minimum of four times each semester using the wired and/or wireless computer labs as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.</p>	<p>Semester</p> <p>Semester</p>	Dr. Jackie Lipski, Principal; Brian Hurley, Asst. Prin.; Teachers, Curriculum and Instructional Technology Specialists and Coordinators; Tim Miller		

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X	X		X		Safe and Drug-Free	X	X	X		21A	Campus Plan includes 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 the 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 as evidenced by 1% reduction in referrals. 2. 6 grade students will participate in Second Step program. 3. Increase number of students in PTA sponsored activities during Red Ribbon Week. 4. Provide Drug Prevention activities for all grades through Red Ribbon week.	August, 2006	Dr. Jackie Lipski, Principal; Robert Watson, Cynthia Kosub, Brian Hurley, assistant principals; counselor; teachers; PTA ADEPT chairperson	\$200 <i>(periodicals for counselor sessions with students)</i>
	X	X	X		Safe and Drug-Free	X	X	X	X	21B	Campus will plan and implement a comprehensive SDFS program that includes: - Programs based on student needs - Peer Assistance and Leadership program (PAL) - Mediation/Conflict Resolution	Student requests for Teen Law, PALS mediation, PALS increase student participation in mediation/conflict resolution program.	Monthly Mediation Reports PAL Six Weeks Training and Service Report	Dr. Jackie Lipski, Principal; Cynthia Horgan, PAL teacher; David Taylor, SDFS campus contact	\$1500 <i>subs/supplies</i>

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X		X			Guidance	X	X			22G	Middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. Parents will understand the need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. (SB158, HB713)	Sign-in sheets will register 100% compliance Attendance at sessions will increase by 10 persons per grade level meeting.	April, 2006	Edie Ritchey, Claudia McGlothen, David Taylor, Lorraine Young, counselors; Dr. Jackie Lipski, principal	\$300
X					Guidance	X				22H	Counselors will meet with every 8th grade student and develop individual four year plan.	All students will have 4 year plans at end of 8th grade	April, 2006	Edie Ritchey, Claudia McGlothen, David Taylor, Lorraine Young, counselors; Dr. Jackie Lipski, Principal	

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					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, 2005 through May, 2006	Twain Tharp; Barbara Bading; Dr. Jackie Lipski, Principal; Edie Ritchey, Claudia McGlothen, David Taylor, Lorraine Young, Counselors; Connie Barton, Laura Scofield, Registrars	Grant funds
					Health Services		X			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	Crystal Vyvlecka and Michelle Titzman, school nurses	

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					Health Services		X			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 team procedures set up on campus to improve attendance via CARE Committee.	August, 2005 through May, 2006	Cyrstal Vyvlecka and Michelle Titzman, school nurses, Dr. Jackie Lipski, Principal; Brian Hurley, Asst. Prin.; Robert Watson, Asst. Prin.; Cynthia Kosub, Asst. Prin.; Edie Ritchey, Claudia McGlothen, David Taylor, Lorraine Young, Counselors	
	X		X		Discipline Management	X	X	X	X	25A	Develop Behavior Management Plan which includes character education for campus; implementation of Love and Logic.	Campus will utilize district-wide behavior management to reduce referrals by 2%.	July, 2006	Behavior Management Committee; Brian Hurley, Asst. Prin.	\$1,000
	X		X		Discipline Management	X	X	X		23B	Training and motivation of school personnel for BMP implementation	Campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2005 through May, 2006	Dr. Jackie Lipski, Principal; teachers; Brian Hurley, Asst. Prin., Robert Watson, Asst. Prin., Cynthia Kosub, Asst. Prin.; CNC	\$600