

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

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
JAMES MADISON HIGH SCHOOL
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				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				Setting Objectives and Providing Feedback: 1. Data Teams 2. Begin Student Goal Setting 3. <u>Begin Student Led Conferences resources.</u>				X	1.School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.2.Students will have goal setting opportunities before, during and after state, district and classroom assessments. 3. <u>Campus instructional teams will receive training in assessment literacy and create presentations for staff development.</u>	1.DATA teams will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes 2.TEKS/TAKS Action Plans will be completed after state and district assessments. 3. Student goal setting system will be developed and submitted for feedback to the School Improvement department. 4. Teachers and administrators will use information gained from Assessment Literacy training in providing feedback to students and parents regarding academic growth.	<u>Daily, weekly, monthly, quarterly, yearly</u>	Principals, Assistant Principals, Instructional Deans, teachers and students	
X						4. Common Assessments			X					

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					5. Benchmark Assessments			X		Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback for instructional improvement.	100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans and provide student focused support in the classroom. Students will analyze, record and set learning goals based on the results.	August, 2005 May, 2006	Principals, Assistant Principals, Instructional Deans, Special Education Coordinators and specialists, teachers, and students	
	X				Research Based Instructional Strategies: 1. Identifying Similarities and Differences-- Classifying			X		Every teacher will use the Classifying and Comparing strategies; graphic organizers will be used to elicit higher order questioning of content by teachers and to elicit higher order thinking by students.	100% of walkthroughs will show evidence of Classifying and Comparing strategies. 100% of common assessments will show evidence of Classifying and Comparing strategies. Student work will be analyzed and discussed.	August, 2005 - May 2006	Principals, Assistant Principals, Instructional Deans, Special Education Coordinators and specialists, and teachers	
X					2. Vocabulary Development Process			X		Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process. Lesson plans will reflect strategies and steps in the vocabulary development process.	Teachers will analyze lessons developed with the vocabulary development process to determine student acquisition of identified vocabulary. Student work will reflect an increase of use and comprehension of identified words.	August, 2005 - May 2006	Principals, Assistant Principals, Instructional Deans, Special Education Coordinators and specialists, and teachers	

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X	X				Strategies for Engagement: SAY SOMETHING and THINK-PAIR-SHARE				X	All teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis. THINK will also adapted to exhibit individual time to reflect on learning. WRITE-PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, and TAKE NOTES-PAIR-SHARE.	All walkthroughs and lesson plans will show evidence of strategies SAY SOMETHING and THINK-PAIR-SHARE. Students knowledge levels will be increased as they interact with content.	August,2005 - May 2006	Principals, Assistant Principals, Instructional Deans, Special Education Coordinators and specialists, and teachers	
X					Reading/ELA				X	Provide teachers instruction and support before, during, and after reading and thinking strategies that reflect best practices such as activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing.	All formative walkthroughs in English and reading classes will demonstrate evidence of strategy instruction. 100% of students will meet expectations on the TAKS Reading/ELA Tests	Summer 2005 - Summer 2006	English Dean of Instruction and Literacy Specialists	

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X					Reading/ELA				X	Provide teacher support in vocabulary development for all students using a variety of strategies such as study of Greek and Latin Roots, prefixes and suffixes, words in context and the six step vocabulary development process.	All formative walkthroughs will indicate appropriate application of vocabulary development strategies in English and reading classes. 100% of students will meet expectations on the TAKS Reading/ELA Tests	Fall 2005 - Spring 2006	English Dean of Instruction and Literacy Specialists	
X					Reading/ELA				X	Support implementation of before, during and after reading strategies in the core content areas using a variety of instructional activities.	All formative walkthroughs in content areas will indicate appropriate application of the before, during, and after reading strategies to support content reading.	Fall 2005 - Spring 2006	Principal, Assistant Principals, and Instructional Deans	
X	X				Reading/ELA				X	Provide focus on implementation of best reading practices for struggling readers using differentiation strategies to meet the needs of all students.	All formative walkthroughs in English and reading classes will indicate the appropriate application of reading strategies for all students.	Fall 2005 - Spring 2006	English Dean of Instruction, Literacy Specialists, Reading and English teachers	
X	X				Reading/ELA				X	Utilize the benchmark assessment program to guide reading and writing instruction.	100% of students in grades 9, 10 and 11 will be administered benchmark assessments to determine reading and writing progress. Develop a TEKS/TAKS Action Plan online at SI website for reading and writing based on benchmark results.	Fall 2005- December 2005	English Dean of Instruction, Reading and English teachers	

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X	X				Reading/ELA			X		Provide teachers instruction and support for a rigorous PreAP, AP and GT ELA curricula and for students taking the new PSAT and SAT through a variety of programs: Laying the Foundations training, Applied Practice and SAT and AP instructional materials.	All formative walkthroughs in PreAP, AP and GT English classrooms will evidence appropriate use of these materials; 10% increase in the number of 3's and 4's achieved on English AP testing; PSAT and SAT test scores will improve by an average of 10 points.	Fall 2005 - Spring 2006	English Dean of Instruction, Literacy Specialists and English teachers	
X	X				Reading/ELA			X		Sustain common instructional language and structure for the process of writing in all writing/ELA classrooms. Train and support teachers in their focused instruction of 6-Trait writing and in the vocabulary of writing.	All formative walkthroughs in English classes will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction; 100% of students will meet expectations on the TAKS writing test.	Fall 2005 - Spring 2006	English Dean of Instruction, Literacy Specialists and English teachers	
X	X				Reading/ELA			X		Support differentiated writing instruction by implementing writing workshop, the essential traits of good writing, and strategies for all steps in the writing process.	All formative walkthroughs in English classes will indicate appropriate application of best practices; 100% of students will meet expectations on the TAKS writing test.	Fall 2005 - Spring 2006	English Dean of Instruction, Literacy Specialists and English teachers	

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X	X				Mathematics			X		Integrate the use of the following best practices into the math program: inquiry, class discourse (Say Something, Think-Pair-Share) and the use of appropriate tools	100% of walkthroughs will indicate appropriate use of these instructional strategies	November, 2005 March, 2006	Instructional Dean of Math	
X	X				Mathematics			X		Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms	100% of walkthroughs will indicate appropriate use of these instructional strategies	October, 2005 March, 2006	Instructional Dean of Math	
X	X				Mathematics			X		Utilize the North East scope and sequence for high school mathematics courses	100% of walkthroughs will indicate adherence to district sequence	Dec., 2005 May, 2006	Instructional Dean of Math	
X	X				Mathematics			X		Expand the implementation of the North East Algebra I curriculum and Algebra II Instructional Resources	85% of students will achieve a "scope score" of 70 or better on district benchmark tests	October, 2005 January, 2006	Instructional Dean of Math and Math teachers	
X	X				Mathematics			X		Provide teachers new to Algebra I with focused professional development and support in the implementation of the Algebra I curriculum.	Using the What To Look For in The Mathematics Classroom checklist, 100% of walkthroughs will indicate implementation of content and strategies of the professional development	October, 2005 January, 2006	Instructional Dean of Math	

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X	X				Mathematics				X	Using the Laying the Foundation professional development organization, provide Algebra I, Geometry, Algebra II, and precalculus teachers with focused professional development and support in the implementation of best instructional practices and standards based mathematics curriculum with a focus on increasing the number of students enrolling in Pre-AP and AP mathematics courses.	Using the What To Look For in The Mathematics Classroom checklist, 100% of walkthroughs will indicate implementation of content and strategies of the professional development	October, 2005 January, 2006	Instructional Dean of Math and Math teachers	
X	X				Mathematics				X	Evaluate benchmark assessments and adjust curriculum as needed	Math teachers will meet to review benchmark data and adjust curriculum	November, 2005 February, 2006	Instructional Dean of Math and Math teachers	
X	X				Mathematics				X	Revise common semester assessments to meet TEKS, levels of Bloom's and Kilgo's standards	Algebra I, Algebra II and Geometry students will be administered a common end of semester assessment	Dec., 2005 May, 2006	Instructional Dean of Math and Math teachers	
X	X				Mathematics				X	Evaluate common assessments	Math teachers will meet to review common assessment data and adjust curriculum	January, 2006 June, 2006	Instructional Dean of Math and Math teachers	

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	X				Mathematics					Implement high school math vertical leadership teams, (Algebra team leader, Geometry team leader, Algebra II team leader, Advanced Course team leader, Math Instructional Dean) responsible for increasing Pre-AP and AP enrollments	Enrollment in Pre-AP and AP courses will increase by 10% from 2004-2005 to 2005-2006 school year; enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-2005 school year; review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses	Every nine weeks	Instructional Dean of Math and Math teachers	
X	X				Science				X	Provide all students with a safe environment in which to learn science	Teachers will complete a chemical inventory and facility checklist bi-annually. Eye washes and safety showers will be checked monthly.	October 2005, May 2006; Monthly	Chemistry safety officers, designated safety trained staff members, teachers, campus safety administrator	
X					Science				X	Inquiry-based instruction will be evident in teaching strategies, including: 5 E's, higher order thinking questioning	100% of walkthroughs will reflect use of these teaching strategies	Once each 9 weeks	Campus administrators, science specialists, deans of instruction	
X	X				Science				X	Diverse learners will be targeted through the incorporation of research-based best practices, strategies into lesson cycles.	At least 1 inservice day will be structured for training in "best practices."	May, 2006	Campus administrators, science specialists, dean of instruction, teachers	

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X	X				Science				X	Within each discipline, common unit and semester assessments in the TAKS format will be developed	100% of students will be administered these assessments	Every 9 weeks	Campus administrators, science specialists, dean of instruction, teachers	
X	X				Science				X	Alternative assessment methods will begin to be developed for diverse learners.	At least one inservice day will be structured for training in the development of these.	May, 2005	Campus administrators, science specialists, dean of instruction, teachers	
X	X				Science				X	Increase student access to PreAP and AP classes.	Enrollment in these classes will increase by 10%	Registration 2005	Dean of Instruction, Teachers	
X	X				Social Studies				X	Develop, monitor and implement common end of semester assessments for selected social studies courses.	100% of students in the selected courses will be administered end-of-semester assessments. Teachers will meet to review common assessment data, and adjust curriculum accordingly. Overall improvement of 5% of students meeting expectations on common assessments	September, 2005 February, 2006	Instructional Dean for Social Studies and Social Studies teachers	
X	X				Social Studies				X	Pre-AP and AP Social Studies teachers will participate in vertical team building and course alignment.	Course curriculum will reflect the focus on vertical alignment.	Every nine weeks	Instructional Dean for Social Studies and Pre-AP and AP Social Studies teachers	

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X	X				Social Studies			X		Utilize a benchmark assessment program to guide Social Studies instruction.	100% of students in grades 9,10 and 11 will be administered periodic benchmark tests to determine progress in Social Studies.	Fall 2005 Winter 2006	Instructional Dean for Social Studies and Social Studies teachers	
X	X				Social Studies			X		Monitor benchmark assessments	Social Studies teachers will review benchmark data, and meet to adjust curriculum, discuss results and guide instruction. Overall improvement of 5% of students meeting expectations on benchmark	Fall 2005 Winter 2006	Instructional Dean for Social Studies and Social Studies teachers	
X	X				Social Studies			X		Integrate technology into the subject area through professional development, creation of exemplar lessons and model best practices such as classifying, Say Something, Think-Pair-Share, and the vocabulary development process.	Each subject area team will contribute lessons to the district lesson plan database. Walkthroughs will indicate adherence and use of these instructional strategies.	December, 2005 May, 2006	Instructional Dean for Social Studies and Social Studies teachers.	
X	X				Social Studies			X		Implement content reading strategies in all Social Studies classrooms to address the needs of all learners.	Each subject area team will contribute lesson plans demonstrating use of content reading strategies.	December, 2005 June, 2006	Instructional Dean for Social Studies and Social Studies teachers.	
X	X				Social Studies			X		Utilize the North East scope and sequence for high school social studies instruction	Common assessments, benchmarks, and Social Studies Snapshot Walk-throughs will indicate adherence to district scope and sequence.	Fall, 2005 Spring, 2006	Instructional Dean, Coordinator and Social Studies teachers	

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X	X				Social Studies				X	Incorporate writing into the context of student work in the social studies classroom	Evidence of writing in the social classroom through Social Studies Snapshot Walkthroughs	Fall, 2005 Spring, 2006	Instructional Dean, Coordinator and Social Studies teachers	
X	X				Foreign Language				X	Develop communicative competency based on implementation of the NEISD instructional program in all Foreign Languages that includes the vocabulary development process, SAY SOMETHING, and THINK-PAIR-SHARE.	Common departmental semester exams (or other appropriate assessments will indicate 100% students are meeting or surpassing proficiency goals.	December, 2005 May, 2006	Foreign Language Department Chairs, Foreign Language Teachers	
X	X				Foreign Language				X	Implement the Pre-AP and AP curricula along with the vertical teaming in levels I, II, III, IV, and AP by having mentoring from AP classes throughout the year.	90% of language teachers will be trained in and implementing Pre-AP and AP teaching strategies. Enrollment in Pre-AP and AP courses will increase by 10% in sub-population from 2004-05 to 2005-06 school year.	Every nine weeks	Foreign Language Department Chairs, Foreign Language Teachers	
X	X				Foreign Language				X	Encourage students to continue Foreign Language study beyond minimum requirements.	Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2005-06 school year.	Every nine weeks	Foreign Language Department Chairs, Foreign Language Teachers	
X	X				Foreign Language				X	First and second year language teachers will carefully advise qualified students to progress on to Pre-AP and AP classes.	Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses.	Every nine weeks	Foreign Language Department Chairs, Foreign Language Teachers	

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	X	X			Gifted/Talented				X	Evaluate/Create G/T math curriculum to reflect enrichment activities.	100% of G/T math teachers will use at least one additional enrichment activity.	Each semester	Instructional Dean and G/T Teachers	
	X	X			Gifted/Talented				X	Refocus on techniques of Socratic Dialogue through inservice using video presentations of NEISD G/T students.	100% of G/T teachers will use Socratic Dialogue. 100% of G/T secondary English students will practice Socratic Dialogue.	Each nine weeks	Instructional Dean and G/T Teachers	
	X	X			Gifted/Talented				X	Continue implementation of district initiatives: Student Engagement, Vocabulary Development, SAY SOMETHING, THINK-PAIR-SHARE, COMPARING and CLASSIFYING in all G/T programs.	100% of G/T teachers will incorporate these strategies into their instruction and indicate usage in lesson plans. 100% of G/T students will be familiar with these terms and can discuss their significance to learning.	August, 2005-May, 2006	Instructional Dean and G/T Teachers	
	X	X			Gifted/Talented				X	Analyze G/T student results on PSAT and TAKS information from Triand to adjust curriculum gaps and monitor student progress.	100% of the G/T teachers will use the presented information to adjust curriculum. G/T teacher lesson plans will reflect changes.	September, 2005-May, 2006		

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x	X				Fine Arts/ UIL Activities				x	<p>Increase participation in UIL academic competition in 21 events.</p> <p>Academic Coaches will recruit students from regular, Pre-AP, AP, & GT classes to participate in UIL academic events.</p> <p>Academic Coaches will schedule regular practice times for their teams.</p> <p>Academic Coaches and their teams will attend two UIL practice meets before the District Meet.</p>	Increase participation in academic UIL by 10%. Note: Some events are limited by # ie. Drama, Poetry, Prose, etc.	May, 2006	UIL Coordinator, Academic Coaches	
X	X				Fine Arts				X	<p>Encourage continued participation in Visual and Performing Arts which include: Art, Band, Choir, Dance, Debate, Journalism, Orchestra, Speech, Spirit Groups, and Theatre.</p> <p>Teachers will utilize 8th Grade Night and Course Fair as recruiting tools.</p>	Maintain consistent level of performance in UIL or equivalent competitive events.	May, 2006	Fine Arts Chair, Art Teachers, Band Teachers, Choir Teachers, Dance/Spirit Group Teachers, Debate/Speech teachers, Journalism Teacher, Orchestra Teacher, Theatre Teachers	

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X	X				Special Education				X	Provide staff development regarding various needs and disabilities, service delivery options, methodology and behavior management via inservice and conference period training.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions. 10 % reductions of referrals to special education.	Quarterly Yearly	Principal, Assistant Principals, Campus Coordinators, Department Chairs	
X	X		X		Special Education				X	Provide appropriate transition planning for students with disabilities 14 years of age and older, including information regarding access to community services and agencies (CAP-Transition).	For all students with disabilities 14 years of age and older an individual transition plan will be developed which will identify student expectations, needed network of support, timelines and needed transition services.	Annually	Special Education Campus Coordinators VIC/VAC	
X	X				Special Education				X	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum by implementation of academic teaming.	Increase the number of students with disabilities served in general education settings by 10% from 2003-03 to 2004-04 in order to decrease the district's ratio above the state's 125% average.	Every nine weeks	Principal, Curriculum Assistant Principal, Campus Coordinators, Department Chairs	

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JAMES MADISON HIGH 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				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					Special Education				X	Increase the percentage of students with disabilities taking TAKS by teaching TAKS/TEKS objectives in Resource classes.	Identified schools will increase the number of students with disabilities taking TAKS by 5 %.	October 2005. April 2006	Campus Coordinators, Special Education Teachers	
X	X				Special Education				X	Monitor compliance with timelines for initial evaluations upon receipt of CIA from Assessment Personnel.	ARDs and initial evaluations for all students will occur on time.	Monthly	Principal, Campus Coordinators, LSSP	
X	X				Special Education				X	Monitor compliance with timelines for Annual and REED ARDs.	ARDs and REEDs for all students will occur on time.	Monthly	Principal, Campus Coordinators, LSSP	
X	X				Special Education		X			Reduce the percentage of students with disabilities taking 4 or more special education classes. (Self-contained placement.)	Increase accommodations in general education classroom. Provide additional co-teaching classes.	Oct.-April	Campus Coordinators, Special Education Teachers, General Education teachers, Instructional Deans.	
	X				Special Education				X	Provide professional development to general and special education staff on differentiated instructional strategies like say something, think, pair, share, vocabulary development process, and classifying for serving students with disabilities in general education.	% of SPED students taking TAKS will increase by 10% at each grade and in each subject tested.	Close of each semester	Principals, Judith Higgins, Jan DeHaven, Curriculum Specialists & Technology	

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X	X				Career & Technology			X		Develop coherent sequence of Technology Applications and Career & Technology courses.	Courses will include all Technology Applications and Career and Technology Education courses that count for graduation.	September, 2005	Teacher Representatives (Technology Applications, Business Education and Technology Education Instructors)	
X	X				Career & Technology			X		Expand opportunities for teachers to obtain industry certifications/licensures in order to provide like opportunities for students.	10% increase of teachers and students obtaining industry certifications and licensures.	May, 2006	Career & Technology teachers, Central Office staff	
X	X				Career & Technology			X		Support the implementation of the NATEF certification of 1 Automotive Technology Lab.	100% compliance to meet and maintain the certification.	June, 2006	C&T Department Chair, Automotive Instructor	
X	X				Career & Technology			X		Provide Staff Development to include technology training Multimedia and Animation instruction.	Improved instruction will provide students a better link to higher education.	August, 2005	Multimedia and Animation Teacher	\$300
X	X				Career & Technology		X			Increase opportunities for students to participate in youth leadership organizations (YLO).	Stress importance of student involvement in high school (YLO).	August, 2005	YLO sponsors and advisors	

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X	X				Technology Applications				X	Campus Technology Committee will meet once every month with Educational Technology staff.	Using the Technology Excellence Indicator System, 100% of teachers will establish and meet three technology integration goals. 100% of teachers will participate in at least nine hours of professional development that is aligned with their technology integrated goals and which is documented by Atrain and the TEIS. Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly Yearly Monthly Monthly	Principals, Campus Technology Committee Representatives, Instructional Technology Coordinator	

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X					Technology Applications				X	Teachers will use Gradespeed and Teacher Web software to manage grades and improve communication with staff, students, and parents.	100% of teachers will use GradeSpeed to record grades, upload grades. 100% of teachers will update essential classroom information as outlines in the TeacherWeb template.	Daily to Weekly Nine Weeks	Principal, Teachers, Data Processor	
X	X				Technology Applications				X	Teachers will utilize North East Technology Application Standards to help students assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine Weeks	Principals, Assistant Principals, Instructional Deans, Teachers	

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X	X				Library Services				X	Use Big Six Research Strategy	Librarians will guide research projects in Lang. Arts, Science, Social Studies, Career & Technology, etc. One lesson plan submitted and approved to Lesson Plan Database per year.	Aug., 2005- May, 2006	Librarians, Instructional Deans, Teachers	
X	X				Library Services				X	Provide training in SIRSI software	Librarians will use SIRSI with staff, classes and for circulation statistics and checkout as indicated in monthly circulation statistics.	Aug., 2005 - May, 2006	Librarians	
X	X				Library Services				X	Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources.	Librarians will teach electronic databases to staff and students.	Aug., 2005 - May, 2006	Librarians	
X	X				Library Services				X	Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into library curriculum.	First and second semester	Librarians	
X	X				Library Services				X	Develop library scope and sequence correlated with TEKS.	Librarians will create district library scope and sequence along with Central Office Staff.	August 2005 - May 2006	Librarians	
X	X		X		Guidance				X	Implement state-mandated comprehensive developmental guidance program. (SB 518)	Counselors will devote time to all parts of the comprehensive guidance program, including yearly and monthly planning, delivery, and evaluation.	Monthly	Madison Counselors	

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X					Guidance				X	Student transcripts will indicate whether the student has completed or is on schedule to complete the State Recommended or Distinguished Achievement Program required for Texas Scholar Texas Grant eligibility (HB 713)	Graduation plan is posted on each high school student's transcript.	April, 2006	Madison Counselors	
X					Dropout Reduction				X	Identify homeless children in compliance with the McKinney Homeless Assistance Act. TEC J21.031(e)	Record of identified homeless children and youth sent to TEA	August, 2005 through May, 2006	Madison Counselors	
X		X			Guidance				X	Counselors meet with their own students in groups of 6-8 in Freshmen and Junior Seminars to discuss options after high school, scholarships, and financial aid. Students given a packet for reference.	Sign-in sheets will register 100% compliance	Sept., 2005 March, 2006	Madison Counselors	\$500 for printing costs; \$500 for folders, supplies
X		X			Guidance				X	Using stations in the Career Center, sophomores focus on career options after high school and higher education opportunities.	Sign-in sheets will register 100% compliance.	October, 2005	Madison Counselors	

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X		X			Guidance			X		One-to-one Senior Interviews focus on student's goals and plans after high school; focus on the FAFSA, scholarship search, and college opportunities.	Sign-in sheet will register 100% compliance.	Sept.-Oct., 2005	Madison Counselors	

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X		X			Guidance				X	During Financial Aid Night at Madison H.S., a college Financial Aid Director guides students and parents in filling out the FAFSA. Also, the director discusses types of financial aid.	Sign-in sheets will register 100% compliance.	Jan., 2006	Madison Counselors	
X		X			Guidance				X	Co-Step van which parks in the Madison school parking lot-has 10 computers and financial experts to help students and parents file FAFSA online.	Sign-in sheets will register 100% compliance.	February & March, 2006	Madison Counselors	
X		X			Guidance				X	Using Senior and Junior Booklets and Senior and Junior Cues, counselors distribute and discuss information that describes opportunities after high school, scholarships, standardized testing, and financial aid.	Seniors will earn millions of dollars in scholarships.	Sept., 2005	Madison Counselors	
X		X			Guidance				X	Daily Bulletin, P.T.A. Newsletter, Web-site and daily intercom announcements provide information pertaining to higher educational opportunities, standardized testing, scholarships, and financial aid.	55% of seniors will attend a four-year college; 38% will attend a two-year college; 9% will attend a technical school; 8% will join the military. Seniors will earn millions of dollars in scholarships.	Aug., 2005 through May, 2006	Madison Counselors	

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X		X			Guidance			X		During P.S.A.T. interpretation, present the significance of standardized testing and higher educational opportunities.	Sign-in sheets will register 100% compliance.	Jan., 2006	Madison Counselors	
X		X			Guidance			X		During 8th Grade Night Gear-up, preregistration, and visits to middle schools, notify students and parents of the Texas Grant, Teach for Texas Grants Program, Texas Scholars Program, and the need to make informed curriculum choices to be prepared for success beyond high school.	Sign-in sheets will register 100% compliance.	Jan., 2006	Madison Counselors	
X		X			Guidance			X		During Senior, Junior and Parent Interviews, notify parents and students of sources of information on higher education, standardized testing opportunities, admissions, and financial aid.	Sign-in sheets will register 100% compliance.	Fall 2005 Spring 2006	Madison Counselors	
X					Guidance			X		Provide services, strategies to failing ninth grade students.	90-95% reduction in ninth grade retentions.	August, 2005 through May, 2006	Curriculum AP, Counselors, STAN	\$300.00
X					Guidance			X		All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August 2005 January 2006 May 2006	Madison Counselors	

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X					Guidance				X	Decrease non-guidance tasks to increase time in counselor role and guidance program components	Counselors will reduce non-guidance tasks and activities by being vigilant of assigned non-counseling duties.	August 2005-June 2006	Madison Counselors	

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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly			
X					Student Failure				X	<p>Create a learning center which is available for students in need of academic assistance in Math, English, Science, Social Studies & Spanish.</p> <p>All students will get a 3-week grade on their district progress report.</p> <p>Prior to the end of the grading periods, teachers will conference with parents of all students who are in danger of failing and did not receive a 3-week progress report.</p> <p>Teachers will reward students for returning signed progress reports.</p> <p>Display on marquee, banner, PTA Newsletter and website distribution dates for progress reports and report cards.</p>	<p>The Learning Center will be available to 100% of the students from 7:30 AM to 5:00 PM Monday-Friday.</p> <p>100% of core area will tutor in the center before and after school on a rotation basis as evidenced by a sign-in sheet.</p>	August, 2005 through May 2006	Curriculum AP, Instructional Deans, Foreign Language Department Head	

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x					Student Failure				X	<p>Before missing school for school business or extra-curricular activities, students will be required to get each teacher's signature acknowledging receipt of work that will be missed.</p> <p>After an absence, students will sign a teacher log when make-up assignments are picked up.</p> <p>Teachers will reward students for using the Learning Center.</p>	<p>The Learning Center will be available to 100% of the students from 7:30 AM to 5:30 PM Monday-Friday.</p> <p>100% of core area and Spanish teachers will tutor in the center before and after school on a rotation basis as evidenced by a sign-in sheet.</p> <p>Teachers of remediation for TAAS/TAKS Math, Reading, and Writing will be assigned to the Learning Center during school hours.</p>	August, 2005 through May 2006	Curriculum AP, Instructional Deans, Foreign Language Department Head	

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1	2	3	4	5		E	M	H	D		Impact on student and/or teacher learning measured quarterly			
			X		Student Discipline				X	<p>Focus on one character trait per week.</p> <p>Use public address announcement to let students know the character trait that is the priority of the week.</p> <p>Teacher will focus on positive character traits in lessons, journals and writing assignments.</p> <p>Each classroom will have a character poster displayed.</p>	20% fewer discipline referrals for disrespectful conduct and inappropriate behavior.	August 2005-May 2006	CIC sub-committee on character education and Classroom teachers	Approximately \$250

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X	X			X	Safe and Drug-Free				X	Individual and family counseling. Outside referrals for community resources. Student Teacher Assistance Network - conflict mediation with troubled students. Administration tasks dealing with paperwork, scheduling and training of student mediators.	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students. 2. Reduction in incidents of violence/Improve school safety. 3. Increased parental and community involvement in violence-and drug prevention activities. 4. Increased student involvement in school activities.	August 2004-May 2005	STAN Counselor	

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X	X			X	Safe and Drug-Free				X	<p>Provides crisis intervention and support to teacher, students and their families.</p> <p>Facilitates cooperation with families and community resources to enhance student's mental health issues.</p> <p>Encourage the development and piloting of innovative programs.</p> <p>Anticipates, manages and resolves conflict resolution and conflict mediation program.</p> <p>Identifies, analyzes and applies research findings to facilitate improvements.</p> <p>Facilitate four safe and drug-free campus advisory council meetings per year.</p> <p><input type="checkbox"/></p>	<p>Advisory Boards will meet and function according to Safe and Drug Free schools standards and benchmarks.</p> <p>Needs assessment data interpreted and utilized to customize programs at local campuses.</p> <p>100% of campuses will involve the community in safe and drug-free activities.</p> <p>Surveys monitoring STAN Program will reflect exceeds expectations in 80% of responses.</p> <p>Surveys of PAL students will reflect exceeds expectations in 95% of responses.</p> <p>100% of campuses will have mediation/conflict resolution program.</p>	August 2005-May 2006	STAN Counselor	

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	X				Safe School Atmosphere				X	Duty assignments will be issued to all teachers so to increase visibility of faculty during passing periods and before school and after school times.	All teachers shall participate in a campus wide monitoring of students. Should show a reduction in office referrals by 1%.	August 2005 through May 2006	Teachers and Asst. Principals.	
X				X	Maximize student productivity				X	Develop strategies to focus on areas of concern based upon the results of the yearly AEIS report. Incorporate staff in strategies to resolve problem areas.	100% participation of Staff members. 1% reduction of drop out rate at the Campus level and all sub-populations. Increased passing rate by 4.5% and lower dropout rate by 1%.	January 2006 through May 2006	Teachers and Asst. Principals.	
		X			Community Involvement				X	Volunteer/campus involvement opportunities and extra-curricular activities will be presented to parents at all campus-based activities. I.e., Greenback night, PTA newsletter, websites, and Booster Clubs. CIC committee will organize a recognition night for all parent volunteers.	Increase community and parental involvement in special and daily operations of the Madison campus by 20%.	August 2005 through May 2006	Administrators, PTA president, and CIC committee	
X				X	Accelerated Education At Risk				X	Provide a mentor program for all 9th grade students who are in danger of failing. Teachers, counselors and administrators volunteer as mentors for a group of 9th graders.	Increase the number of teachers involved in program by 20%. Increase the passing rate of all 9th graders by 25%.	August 2005 through May 2006	Teachers, counselors and Administrators	

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X				X	Accelerated Education At Risk Teen Parenting				X	Provide academic support, occupational and/or job training, training in child development, parenting and home management. Increase awareness of community resources available to teen parents.	1% increase in graduation and GED completion rate.	June, 2006	Teen Parenting Teacher	
	X				Accelerated Education At Risk Drop Out Reduction				X	Individual counseling and referrals to community agencies or resources. Memo to teachers reminding them STAN is resource for drug education materials, etc. Team with school nurse regarding issues of drug use and students on medication. Provide motivational assemblies as intervention/prevention of substance abuse.	The annual evaluation of Safe and Drug Free Schools and communities (Title IV) will show a decrease in drug, alcohol and tobacco related incidents at the middle and high school levels.		STAN Counselor	