

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

**NORTH EAST SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

COKER ELEMENTARY

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
					Setting Objectives and providing feedback: 1. DATA teams				X	1A	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	100% of schools will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	Administrators	
X					2. Common Assessments				X	1B	Cluster teachers will create, share and administer Common Assessments.	100% of common assessments will adhere to the checklist or rubric for common assessments.	October, 2004; December 2004; March 2005; May 2005	Administrators Teachers	
					3. Feedback--Benchmark Testing				X	1C	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004 March, 2005	Administrators	
					Research Based Strategies: 1. Identifying Similarities and Differences--Classifying				X	1D	Every teacher will use the strategy of classifying on a regular basis.	100% of walkthroughs will show evidence of students working on classifying. 100% of common assessments will show evidence of the classifying strategy.	December 2004 - May 2005	Administrators Teachers	
X					2. Vocabulary Development Process				X	1E	Every teacher will teach the core vocabulary using the six step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development work.	December 2004; April 2005	Administrators Teachers	
X					Strategies for Engagement: Say Something and Think, Pair, Share				X	1F	Every teacher will use the strategies Say Something and Think, Pair, Share on a regular basis.	100% of walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share.	December 2004; April 2005	Administrators Teachers	

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X					Parent Involvement				X	1G	Educational Technology and Data Processing staff will assist parents in accessing student information through the North East Parent Portal.	100% of parents who wish to access the system will gain access to the system	Daily to weekly	Teachers	
X					Reading	X	X	X	X	2A	Provide instruction and support in before, during, and after reading strategies that reflect best practices- Building Blocks/Four Blocks	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will demonstrate evidence of reading strategy instruction.	Fall 2004 and Winter 2005 Monthly	Administrators Teachers	
X					Reading	X	X	X		2C	Support before, during and after reading strategies such as say something in the core content areas (English, social studies and science) through professional development	100% of the teachers will implement before, during, and after content reading strategies.	Fall and Winter 2004 Spring 2005	Administrators, IIT, and 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 teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS and show growth on the Innovation Configuration. Grade 4 & 5 teachers will implement strategies from Teacher Reading Academies.	Summer 2004 Fall and Winter 2004 Spring 2005	Administrators, IIT, and Teachers	
X					Reading	X	X	X	X	2E	Implement Building Blocks (K) and Four Blocks (1-5) Maintain support and strategy implementation of the Interactive Reading Process (6-12) and vocabulary development process. (6-12)	100% of the language arts teachers will show an increase in at least one area of the Innovation Configuration	Summer 2004 Fall and Winter 2004 Spring 2005	Administrators, IIT, and Teachers	

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X					Reading	X	X	X	X	2F	Implement a benchmark assessment program to guide reading instruction 2-5.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress.	Summer 2004 Fall 2004, Winter and Spring 2005	Administrators, IIT, and Teachers	
X					Reading	X	X	X	X	2G	Monitor benchmark assessments	Data committee and teachers will review benchmark data and adjust instruction as needed in order to provide intervention.	Fall 2004 Winter and Spring 2005	Administrators, IIT, and Teachers	
X					Writing	X	X	X	X	3A	Improve student writing instruction by implementing the K-12 Writing Scope and Sequence. All K-5 teachers will submit writing samples from students in their classroom one time per nine weeks.	100% of students at Grade 4 will meet expectations on the TAKS writing test	May, 2005	Administrators Teachers	
X					Writing	X	X	X	X	3B	Implement common instructional language and structure for the process of writing in all writing classrooms, K-5.	100% of new teachers will attend training in the use of writing workshop and/or 6-Trait writing as appropriate to grade level. The 2005 Teacher As Writer Academy will be attended by selected staff.	August, 2004; November 2004; June 2005	Administrators Teachers	Cost of subs if not provided by the district.
X					Writing	X	X	X	X	3C	Support writing instruction by implementation of writing workshop, the essential traits of good writing, and strategies for all steps in the writing process, such as the use of classification as a pre-writing or organizational strategy.	100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Trait Writing instruction and evaluation	March, 2005	Administrators Teachers	

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X					Writing	X	X	X	X	3D	Implement a benchmark assessment program to guide writing instruction in K - 5.	100% of students at Grade 4 will be administered periodic benchmark tests to determine progress in writing	Fall, 2004 and Winter, 2005	Administrators Teachers	
X					Writing	X	X	X	X	3E	Monitor benchmark assessments	Data committee and teachers will review benchmark data and adjust instruction as needed in order to provide intervention.	Fall 2004 and Winter 2005	Administrators, Data Committee, Teachers	
X					Writing	X	X	X		3F	Implement a common end-of-semester assessment for selected courses to guide writing instruction.	100% of students in Grades 3 & 5 will be administered an end-of-semester assessment common to that course and campus.	December, 2004; May, 2005	Administrators, Teachers	
X					Writing	X	X	X	X	3G	Monitor common assessments.	Data committee and teachers will review common assessment data and adjust instruction as needed in order to provide intervention.	December, 2004; May, 2005	Administrators, Data Committee, Teachers	
X					Mathematics	X	X			4A	Utilize the North East Scope and Sequence for Grades K through 5.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence. 100% of campuses will utilize common semester assessments for grades 2 and 5.	October, 2004 February, 2005 Monthly	Administrators, Teachers	

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X					Mathematics	X	X	X		4B	Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse (say something, think, pair, share), and * use of appropriate tools.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	November, 2004 March, 2005	Administrators, Teachers	
X					Mathematics				X	4C	Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	October, 2004 March, 2005	Administrators, Teachers	
X					Mathematics				X	4D	5th grade teachers will implement best instructional practices and standards-based mathematics curriculum.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development.	October, 2004 January, 2005	Administrators, Teachers	
X					Mathematics	X	X	X	X	4H	Monitor benchmark assessments.	Data committee and teachers will review the benchmark data and adjust instruction as needed to provide intervention .	November, 2004 February, 2005	Administrators, Data Committee, and Teachers	
X					Mathematics	X	X	X		4I	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd and 5th students will be administered a common end-of-semester assessment.	December, 2004 May, 2005	Adminstrators, Teachers	
X					Mathematics	X	X	X	X	4J	Monitor common assessments.	Data committee and teachers will review the benchmark data and adjust instruction as needed to provide intervention .	January, 2004 June, 2005	Administrators, Data Committee, and Teachers	

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X					Science	X	X	X		5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Administrators, Teachers	
X					Science	X	X	X		5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence. 100% of secondary campuses will complete an equipment inventory to be used as a guide for district support.	Every 9 Weeks; Inventory due September 10, 2004	Administrators, Teachers	
X					Science	X	X	X		5C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every 9 Weeks	Administrators, Teachers	
X					Science	X	X	X		5D	Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word wall, vocabulary development process, say something, think, pair, share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Administrators, Teachers	

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X					Science	X	X	X		5F	Attend professional development to assist teachers in developing competency in science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Administrators, Teachers	
X					Science	X	X	X		5G	Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners	August 2004 – May 2005	Administrators, Teachers	
X					Social Studies	X	X	X		6A	Integration of technology into the subject area through professional development, creation of exemplar lessons, and modeling of best practices such as classifying, say something, think, pair, share, and the vocabulary development process.	Each social studies teacher will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	December, 2004 May 2005	Administrators, Teachers	
X					Social Studies	X				6C	Implementation of differentiated instruction through Social Studies Alive! to include strategies and the development of District Social Studies Alive! Coaches	Trained teachers at Level 1-3 (Social Studies Alive! Coach) Classroom observations.	December, 2004 June 2005	Administrators, Teachers	

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X					K	X				7A	Kindergarten teachers will attend professional development focused on deepening understanding of the complexity of the Kinder TEKS and PreK State Guidelines with research-based instructional practices such as the vocabulary development process, say something, think, pair, share, and classifying that maximize student achievement gains. This will be pullout days with subs provided twice a year.	Continue K Task Force (Representatives from each campus) to provide the engagement in common planning and implementation of curriculum. Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching, and pair-teaching.	Fall 2004 Spring 2005	Kindergarten teachers	
X					K	X				7B	Attend afternoon trainings based on survey of K teachers needs - Behavior Management, High Order Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies	Teacher Evaluations and Task Force Feedback. 100% of walk throughs will show evidence of implementation of training.	Monthly 2004-2005	Coordinators, Carol Harle and Kindergarten Teachers	
X	X		X		Gifted/Talented	X				9A	Integrate Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies. 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks Each nine weeks	Kay Stotts, G/T Teachers	
X	X				Gifted/Talented				X	9B	The G/T teacher will use district strategies of, 1) classifying 2) core vocabulary for G/T, 3) say something and think, pair, share.	100% of walk throughs will show evidence of students working on classifying, G/T vocabulary, and say something, and think, pair, share.	Each nine weeks	Kay Stotts, G/T Teachers	

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X	X				Gifted/Talented	X				9C	Create or refine all rubrics for all <u>Understanding by Design (UBD)</u> curriculum units (adding writing components) in relation to common assessments.	100% of the curriculum units will reflect rubrics for UBD design elements. On the UBD section of the G/T report card, 100% of students will score three or above.	Each nine weeks 4th Nine Weeks	Kay Stotts, G/T Teachers	
X	X				Gifted/Talented	X	X	X	X	9E	Analyze Innovation Configuration results to plan necessary inservice focuses.	G/T teacher will show higher scores in identified areas of need.	Sept, 2004 May, 2005	G/T Teacher, Kay Stotts	
X					Library Services	X	X			10A	Use Big Six Research Strategy, Grades 2 - 8	Librarian will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Librarian	
X					Library Services	X	X	X		10B	Provide training in SIRSI software.	Librarian will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	Librarian	
X					Library Services	X	X	X		10C	Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources	Librarian will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	Librarian	
X					Library Services	X	X			10D	Maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS units to be posted to lesson plan database.	One per year	Librarian, Technology Coordinator	
X					Library Services	X	X	X		10E	Evaluate District library programs using revised Texas Library Standards model.	Librarian will complete output measure data collection.	First and second semester	Librarian, Sharon Swarner, Diane Hopkins	
X					Dyslexia	X	X	X		11A	Continue implementation of a dyslexia program on each 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 and parent letters.	2004-2005 school year	IIT, Administrators	

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X					Special Education	X	X	X	X	17A	Attend 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 education from the previous school year.	Monthly	Administrators Teachers	
X					Special Education	X	X	X		17D	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general	Increase the number of students with disabilities served in general education settings to a level below the TEA 125% standard as reported on the data analysis system.	Monthly	Administrators Teachers	
X					Special Education	X	X	X		17E	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Administrators, Campus Coordinators, and Teachers	
X					Special Education	X	X	X		17F	Professional development sessions for 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	Administrators Teachers	

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X	X			X	Technology Applications	X	X	X		20A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals. 100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS. Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly Yearly Monthly Monthly	Principals, Campus Technology Committee Representatives, Instructional Technology Specialists and Coordinators	

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		X		X	Technology Applications	X	X	X		20B	Teachers will utilize GradeSpeed to manage grades and TeacherWeb software to improve communication with staff, students, and parents. 100% of teachers will provide a progress report every 3rd week for failing students and every 6th week for all students.	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Nine-weeks Daily to Weekly	Principals, Teachers, Data Processors	
X					Technology Applications	X				20C	K-5 teachers will utilize keyboarding software and equipment and will attend professional development in order to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Principals, Teachers, Instructional Technology Specialists and Coordinators	
X					Technology Applications	X	X	X		20D	Teachers will utilize North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine-weeks	Administrators Teachers, Instructional Technology Specialists and Coordinators	

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X		X			Technology Applications	X				20E	Teachers and students will utilize classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations at least twice a semester. 100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Semester Nine-weeks	Principals, Assistant Principals, Teachers, Curriculum and Instructional Technology Specialists and Coordinators	
X					Technology Applications	X	X	X		20H	Teachers will expand the core content area curriculum to include Technology Applications Standards	50% increase in the number of approved lessons in the Lesson Plan Database. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accommodations. 100% of teachers will implement one lesson per semester from the Lesson Plan database.	Nine-weeks	Teachers, Librarians, Curriculum and Instructional Technology Specialists and Coordinators,	

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X	X		X		Safe and Drug-Free Schools	X	X	X		21A	All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety. Classroom guidance- Anti-Bullying Program. 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities- Peer Mediation Program targeting 3rd-5th grade. 5. Implement Second Step.	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 through peer mediation and intervention techniques for 3rd -5th grade. 5. Utilize the Second Step program in all classrooms.	Aug. 04-May 05 Weekly Lesson Plans reflect instructions in	Administrators Counselors	
X	X		X		Guidance	X	X	X	X	22A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	May 2005	Counselors, Guidance Leadership Team, Teresa Miller	

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

NORTH EAST SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2004-2005

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

COKER ELEMENTARY

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X		X		Guidance	X	X	X	X	22B	Organization, planning and evaluation of Campus Guidance Programs	Counselors will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May 2005	Counselors, Guidance Leadership Team	
X	X		X		Guidance	X	X	X	X	22C	Organization, planning and evaluation of Campus Guidance Programs	Counselors will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-	September 2004 December 2004 June 2005	Counselors, Administrators	
X	X		X		Guidance	X	X	X	X	22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	Counselors will reduce non-guidance tasks and activities in half.	August 2004-June 2005	Counselors, Administrators	
	X		X		Guidance	X	X	X	X	22E	Organization, planning and evaluation of Campus Guidance Programs	Counselors will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Counselors, Administrators	

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COKER ELEMENTARY

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X		X			Guidance	X				22I	Counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	December 2004-January 2005	Elementary Counselors, Administrators	
					Health Services					24C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance	August, 2004 through May, 2005	School Nurses	
	X		X		Discipline Management	X	X	X		25C	Make modifications to campus BMP based upon district discipline data and its analysis	Written modifications to the Campus BMP will be incorporated with data of inclusion noted	July, 2005	Administrative Team	
	X		X		Discipline Management	X	X	X		25D	Continue ongoing training and motivation of school personnel on BMP implementation and character education module- lesson plans and monthly calendar of activities to reinforce character development and BMP.	Implementation of the BMP and character education module. Campus wide book study on <u>Teaching With Love and Logic</u> .	August 2004-June 2005	Administrators	\$2,700.00