

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
NORTHERN HILLS ELEMENTARY SCHOOL
2004-2005**

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

Board Goals					TARGET AREA	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
					District Initiatives										
					Setting objectives and providing feedback 1. Data Teams				X	1A	School Data team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	Data Team will meet monthly and maintain minutes from each meeting.	Monthly	Peggy Peterson, Jan Dodd, Stacy Garcia/IIT, Data Team members	
X					2. Common Assessments				X	1B	Work with other Madison Cluster schools to create, share, administer Common Assessments	*100% of common assessments will adhere to development checklist or rubric. *Cluster teams will meet on a regular basis.	October 2004 December 2004 March 2005 May 2005	Designated grade level reps Peggy Peterson, Jan Dodd	
					3. Feedback -- Benchmark Testing				X	1C	*Use reading, writing, math, and science benchmark tests based on district scope and sequence to set instructional objectives and provide feedback. *Use TPRI data to set instructional objectives.	*Distribute benchmark data within 1 week after administration. *100% of teachers will use benchmark data to set learning objectives as evidenced in lesson plans. *Grade level teams will utilize Extended Planning (XP) to analyze data.	Benchmarks: October 2004 March 2005 Student Profile Analysis: September 2004 TPRI: Fall 2004 Winter 2005 Spring 2005 XP: 2x/month	Peggy Peterson, Jan Dodd, Stacy Garcia/IIT, Classroom Teachers	
					Research Based Strategies: 1. Identifying Similarities and Differences--- Classifying				X	1D	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	Peggy Peterson, Jan Dodd, Stacy Garcia/IIT, Classroom Teachers	

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1	2	3	4	5		E	M	H	D							
X					2. Vocabulary Development Process					X	1E	Teach core vocabulary in all content areas using a six step vocabulary development process	*100% of walkthroughs will show evidence of vocabulary development. *100% of common assessments will show evidence of vocabulary development work.	December 2004 April 2005	Peggy Peterson, Jan Dodd, Stacy Garcia/IIT. Classroom Teachers	
X					Strategies for Engagement Say Something and Think-Pair-Share					X	1F	Use the strategy of Say Something and Think-Pair-Share on a regular basis	*100% of walkthroughs will show evidence of students working on strategies Say Something and Think-Pair-Share.	December 2004 April 2005	Peggy Peterson, Jan Dodd, Stacy Garcia/IIT. Classroom Teachers	

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1	2	3	4	5	AREA	E	M	H	D				TIMELINE	PERSON(S)	RESOURCES
X					Reading	X	X	X	X	2A,2C	*Continue to provide teachers instruction and support in strategies that reflect Best Practices: Campus Initiatives: Building Blocks/Four Blocks, <u>Mosaic of Thought</u> , <u>Strategies That Work</u> , <u>Reading With Meaning</u> and strategies such as structured note-taking, Daily Think Alouds, Questioning, Inferencing, Visualizing, Get the Gist, QAR and Kilgo question levels District Initiatives: Before, During, and After Reading strategies such as Say Something in content areas.	*100% of students will score a minimum of 70 on each benchmark assessment. *100% of formative walkthroughs will demonstrate evidence of strategy implementation and daily Think Alouds *Lesson plans will reflect direct instruction and application of reading strategies weekly. *Teams & Administrators will meet monthly to review student work, reflect on and plan instruction, TEKS vertical alignment, and Innovation Configuration growth. *100% of teachers will implement all reading strategies and show growth in at least one area of Innovation Configuration. *4th & 5th grade teachers will implement strategies from reading academies	* Fall 2004 and Winter 2005 *Monthly Walkthroughs *Extended Planning 2X/month for each grade level team August 2004 through May 2005 *4th & 5th Reading Academies Summer 2004 *Schedule will reflect daily Think Aloud time.	Literacy Specialists, Peggy Peterson, Jan Dodd, Language Arts Committee Chairs, Classroom teachers	\$2000 for professional development resources and supplies

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X					Reading	X	X	X	X	2F	*Continue benchmark assessment program to guide reading instruction 2-5 *Administer TPRI to guide reading instruction K-2 *Continue Level Book benchmark assessment to guide reading instruction in K-3	*100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress *100% of students K-2 will be administered TPRI to determine reading progress *100% students in K-3 will show progress on Level Book Benchmark Assessment	Fall 2004, Winter and Spring 2005 *Level Book Benchmark as indicated by student progress	Literacy Specialists, Stacy Garcia, IIT, Peggy Peterson, Jan Dodd, Data Team, Classroom Teachers	
X					Reading	X	X	X	X	2G	*Monitor benchmark assessments *Analyze results of TPRI	*Teachers will review benchmark data, adjust curriculum and meet to discuss results and guide instruction *Teachers will review TPRI results, adjust curriculum and meet to discuss results and guide instruction	Fall 2004, Winter and Spring 2005	Literacy Specialists, Stacy Garcia, Instructional Interventionist, Peggy Peterson, Jan Dodd, classroom teachers	
X					Reading	X				Campus	*Continue to develop and implement revised campus STAT process to monitor student progress and plan remediation strategies	100% of students in these sub-groups will be monitored by the grade level STAT committees: failures, RAP/below grade level functioning, at-risk, 504, dyslexic, ELL	Monthly STAT meetings STAT reviews September 2004 January 2005	Sheri Cox-Kovacs/STAT Coordinator, Peggy Peterson, Jan Dodd, Counselors, Grade Level Teams	

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X					Writing	X	X	X		3B	Continue to develop and sustain common instructional language and structure for the process of writing in all K-5 classrooms	100% of Language Arts teachers will attend initial or refresher training on use of writers workshop in the writing block and/or 6-Trait writing as appropriate to the grade level.	August, 2004 November, 2004 June, 2005	Virginia Guerrero, Literacy Specialists, Language Arts Committee Chairs, Peggy Peterson, Jan Dodd	
X					Writing	X	X	X	X	2C	Support differentiated writing instruction by providing instruction and support in implementation of writers 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 indicate use of writers workshop and/or 6-Trait Writing procedures.	March, 2005	Language Arts Specialist, Classroom Teachers, Peggy Peterson, Jan Dodd	\$1500 to purchase trade books for 6-Traits Professional Development Library
X					Writing	X	X	X		3D	Implement a benchmark assessment program to guide writing instruction in K-5. Continue use of NEISD writing assessment rubric	100% of students at Grade 4 will be administered periodic benchmark tests to determine progress in writing. 100% of K-5 students will show growth in writing skills on the NEISD writing assessment rubric.	Fall, 2004 and Winter, 2005 K-4 September 2004, January 2005, May 2005 5th September 2004 & May 2005	Virginia Guerrero, Classroom teachers, Language Arts Specialist, Stacy Garcia/IIT, Language Arts Committee Chairs, Peggy Peterson, Jan Dodd	

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X					Mathematics	X	X			4A	Utilize the revised North East Scope and Sequence for Grades K through 5th grade.	*100% of students will score a minimum of 70 on each benchmark assessment. *100% of formative walkthroughs will indicate adherence to district sequence.	October, 2004 February, 2005 Monthly	Math Committee, Classroom Teachers, Peggy Peterson, Jan Dodd	\$1000 for math tutoring/small group materials
X					Mathematics	X	X	X		4B	Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse, and * use of appropriate tools Continue Exemplars Math and Math Investigations K-5	*100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. *100% of formative walkthroughs will indicate appropriate use of these instructional strategies. *Train at least 1 staff member in advanced Exemplars *Teams & Administrators will meet monthly to review student work, reflect on and plan instruction, TEKS vertical alignment and/or Innovation Configuration growth.	September, 2004 March, 2005 * Math Committee meetings-1st Wed. *Extended Planning 2X/month for each grade level team August 2004 through May 2005	Math Specialist, Math Committee Chair, Classroom Teachers, Peggy Peterson, Jan Dodd	\$350 for each Exemplars Training
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 compliance with safety standards.	September 2004, December 2004, March 2005	Science Specialist, Science Chairs, Peggy Peterson, Jan Dodd	\$500 for safety equipment
X					Science	X	X	X		5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education.	100% of walkthroughs will indicate adherence to the district scope and sequence	Every 9 weeks	Science Specialist, Science Chairs, Peggy Peterson, Jan Dodd	\$500 to replenish consumable science supplies

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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 attend 5 E's training and work with team to develop science lessons with 5 Es model. *100% of the formative walkthroughs will indicate use of effective teaching strategies. *100% of teachers will score a 2 or above on the Science Innovation Configuration.	*Summer 2004, Fall 2004 * Science Committee meetings-1st Wed. *Extended Planning 2X/month for each grade level team August 2004 through May 2005	Science Instructional Specialist, Science Committee Chair, Classroom Teachers, Peggy Peterson, Jan Dodd	\$1000 for science equipment
X					Science	X	X	X		5D	Integrate the use of the following best practices to target diverse learners including: 60-80-40 lab and field investigations, KWL, Word Wall, Questioning, Vocabulary Development Process, Say Something, Think-Pair-Share, Classifying Concept Mapping, Reflection Journals, Using Technology to enhance critical thinking and content specific inclusion and support.	100% of teachers will score 2 or above on the Science Innovation Configuration. *100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Every 9 weeks	Science Specialist, Science Chair/Co-Chair, Peggy Peterson, Jan Dodd	\$450 for classroom materials
X					Science	X	X	X		5E	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction.	Every 9 weeks	Science Specialist, Science Chairs, Peggy Peterson, Jan Dodd	

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X					Science	X	X	X		5F	Teachers will attend training to continue development of alternative assessment strategies including authentic, performance, portfolio and embedded assessments.	100% of walkthroughs will reflect teacher competency in science instruction and use of alternative assessment strategies.	Training completed by October 2004 Walkthroughs every 9 weeks	Science Instructional Specialists, Science Chairs, Classroom Teachers, Peggy Peterson, Jan Dodd	
		X			Science	X	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	Science Instructional Specialist, Science Chairs, Peggy Peterson, Jan Dodd	
X					Social Studies	X				6A	Integration of technology into the Core Knowledge Social Studies units through professional development, creation of exemplar lessons and modeling of best practices, such as classifying, Say Something, Think-Pair-Share, the vocabulary development process, and <i>Strategies That Work</i> .	Each social studies teacher will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district database.	December 2004 May 2005	Classroom teachers, Social Studies Chairs, Peggy Peterson, Jan Dodd	

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X					Social Studies	X					Continue development and implementation of integrated Core Knowledge units to include best practices such as classifying, Say Something, Think-Pair-Share, the vocabulary development process, and <i>Strategies That Work</i> .	100% of formative walkthroughs will provide evidence of teaching strategies integrated into Core Knowledge units	August 2004 to May 2005	Classroom teachers, Social Studies Chairs, Peggy Peterson, Jan Dodd	\$5000 for Core Knowledge supplies and resources, Class Sets of Texas Studies monthly for 4th Grade. Pearson materials for 2nd and 3rd grades.
X					Social Studies/Art/Music	X					Integrate Core Knowledge Fine Arts sequence into curriculum units. Continue art enrichment program for grades 1-5.	All curriculum units will include at least one visual arts and music connection in music class. Present art work on a changing display.	August 2004 to May 2005	Campus Art Liaison, Classroom Teachers, Music Teachers, Peggy Peterson, Jan Dodd	\$1000 for art materials
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	Suzann Westerman G/T Teacher	
X	X				Gifted/Talented	X				9C	Create or refine rubrics for <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	Suzann Westerman G/T Teacher	

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X					Library Services	X	X			10A	Continue Core Knowledge unit connected research (K-5) to include Big Six Strategy (2-5) in collaboration with classroom teachers	Librarian will guide research projects in Language Arts, Science, and Social Studies.	First and second semester One lesson plan submitted and approved to Lesson Plan Database per year	Kim Green, Librarian, Classroom Teachers	
X					Library Services	X	X	X		10D	Maintain focus on TEKS and curriculum integration	100% of librarians will create integrated TEKS units to be posted online.	August 2004 to May 2005	Kim Green, Librarian	
X					Dyslexia	X	X	X		11A	Continue implementation of the dyslexia program that meets state mandated requirements	100% of identified dyslexic students will be provided service as evidenced by campus roll and reflected in STAT meeting notes as well as parent letters.	2004-05 school year	Stacy Garcia-Campus Dyslexia Interventionist, Peggy Peterson, Jan Dodd, STAT committee	\$200 for consumables
X					Special Education	X	X	X	X	17A	*Attend staff development regarding appropriate referrals and service delivery options to campus STAT leaders. *Continue to develop co-funded Learning Lab to provide assistance for special ed. and non-special education students.	Monthly appraisal report will show a 10% reduction of referrals to special education from the previous school year.	Sept. 2004	STAT Coordinator/Sheri Cox-Kovacs, Classroom teachers, SP ED Team Leader, Peggy Peterson, Jan Dodd	

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X					Special Education	X	X	X		17D	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum. Campus Initiative: Develop Co-Teaching model in grades K-5	*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. *Provide support and training for Co-Teachers	August 2004 Monthly	Special Education Teachers, Peggy Peterson, Jan Dodd, Jan DeHaven/Special Ed. Coordinator	
X					Special Education	X	X	X		17E	Monitor compliance with timelines for annual ARDs.	ARDs and three-year reevaluations for all students will occur on time.	Monthly	Special Ed Teachers, Peggy Peterson, Jan Dodd	
X					Special Education	X	X	X		17F	Continue professional development to general and special education staff on differentiated instructional strategies like classifying, Say Something, Think-Pair-Share, the vocabulary development process, and <i>Strategies That Work</i> .	% of SPED students taking TAKS will increase by 10% at each grade level and in each subject tested 100% of teachers will participate in campus book study on differentiated instruction.	August 2004 - May 2005	Jan DeHaven, Special Ed. Coordinator, Special Ed. Teachers, Peggy Peterson, Jan Dodd	
		X			Accelerated Education At Risk/Parent Involvement/Attendance	X				18I	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance rate 1% increase in parent attendance at school activities.	May 1, 2005	Peggy Peterson, Jan Dodd, Sherry Petsch, PTA President, Counselors	\$450 for parent education supplies and materials including <u>The 7 Keys to Comprehension</u>

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X					Accelerated Education At Risk	X	X		X	18R	Provide educationally related support services to homeless students who do not attend participating Title I schools.	100% of students qualifying for services through the McKinney Project will be referred for appropriate and needed services.	August 2004 May 2005	Peggy Peterson, Jan Dodd, Counselors, Data Processor	Title I Funds
X					Accelerated Education At Risk	X	X			18S	Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the district AEIS report. 100% of students with special needs will pass SDAA or TAKS.	Sept 2004	Classroom teachers, Instructional Specialist, Instructional Interventionist, Counselors, Peggy Peterson, Jan Dodd	

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X	X			X	Technology Applications	X	X	X		20A	Campus Technology Committee (CTC) will meet a minimum of once a month with Educational Technology Staff 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 staff development that has a technology component as measured by A Train 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	Instructional Technology Specialist, Technology Committee Members, Peggy Peterson, Jan Dodd	Professional development stipends

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		X		X	Technology Applications	X	X	X		20B	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Nine-weeks Daily to Weekly	Classroom teachers, Technology specialists, Pat Welsh-Data Processor, Peggy Peterson, Jan Dodd	
X					Technology Applications	X	X			20C	Continue use of keyboarding software and equipment to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Classroom teachers, Computer Assistant-Nancy Hawke, Instructional Technology Specialists, Peggy Peterson, Jan Dodd	
X					Technology Applications	X	X			20D	Teachers will utilize the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine-weeks	Classroom Teachers, Instructional Technology Specialists, Peggy Peterson, Jan Dodd	

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Board Goals					TARGET AREA	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X	X		X		Safe and Drug-Free	X	X	X		21A	Campus Safe and Drug Free Schools program will address the following four areas: 1. Reduce the possible future use of tobacco, alcohol and other drugs among students 2. Reduce incidents of physical aggression or violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities	*Lesson Plans will reflect implementation of campus Character Education program and Self-Manager program: *Each integrated curriculum unit will note virtues addressed in the lessons. *First 2 weeks of school students will be reintroduced to the seven Core Virtues and the Basic School Commonalities. *Guidance lessons will reflect four focus areas *Weekly virtue emphasis	August, 2004 through May, 2005	Classroom Teachers, Counselors, Peggy Peterson, Jan Dodd	\$350 for implementation of Self Manager program

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
NORTHERN HILLS ELEMENTARY SCHOOL
2004-2005**

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1	2	3	4	5		E	M	H	D						
X	X	X	X		Safe and Drug-Free	X	X	X	X	21B	Plan and implement a comprehensive SDFS program that includes: - Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership program (PAL) - Mediation/Conflict Resolution -Experiential Learning - Professional Development -DARE	*Needs assessment data interpreted and utilized to customize campus programs. *Campus will involve community in safe and drug free activities. *Continue mediation/conflict resolution program and training of 5th grade mediators *Continue 5th grade DARE program *Investigate elementary PAL program implementation	August 2004 May 2005	Counselors, Peggy Peterson, Jan Dodd, Teachers, Sherry Petsch, PTA President	Funds from PTA Adept Committee
X	X		X		Guidance	X	X	X	X	22B	Organization, planning and evaluation of Campus Guidance Programs	Campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum individual planning, responsive services, and system support.	May 2005	Counselors	\$300 for Guidance materials

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1	2	3	4	5		E	M	H	D						
X	X		X		Guidance	X	X	X	X	22C	Organization, planning and evaluation of Campus Guidance Programs	Campus will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually Continue to provide guidance to all students through Extended Planning days.	September 2004-May 2005	Counselors, Peggy Peterson, Jan Dodd	
X	X		X		Guidance	X	X	X	X	22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2004-June 2005	Counselors, Peggy Peterson, Jan Dodd	
	X		X		Guidance	X	X	X	X	22E	Organization, planning and evaluation of Campus Guidance Programs	Guidance 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, Peggy Peterson, Jan Dodd	
X		X			Guidance	X				22I	All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC SS 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April, 2005	Counselors, Peggy Peterson, Jan Dodd	

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1	2	3	4	5		E	M	H	D						
	X		X		Discipline Management	X				25C	Make modifications to campus BMP based upon district discipline data and its analysis.	Adjust campus BMP to address specific needs.	August 2004	Counselors, Peggy Peterson, Jan Dodd	
	X		X		Discipline Management	X	X	X		25C	<p>Training and motivation of school personnel for BMP implementation</p> <p>Continue implementation of campus behavior management program and training all new school personnel on Self-Manager Discipline Management Program and character education responsibilities.</p>	<p>Present revisions to staff prior to fall semester. All new staff members will participate in Campus BMP training and be assigned a mentor teacher.</p> <p>Lesson plans will reflect implementation of campus Character Education program and Self-Manager Discipline Management program</p>	August 2004 - May 2005	<p>Peggy Peterson, Jan Dodd</p> <p>Self-Manager Advisory Committee (GLCs), Counselors, Peggy Peterson, Jan Dodd</p>	\$500 for Self-Manager rewards