

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2008-2009
 ISA**
"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith

RESULTS
 North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.	CODES FOR STUDENT-CENTERED STRATEGIES RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness. 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
---	--

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 5	Staff Development and Goal Setting	1. The ISA faculty meets every Wednesday morning at 7:30 for staff development. 2. Three week rotation between CFG, Department , and Full Faculty gatherings. 3. Each faculty member sets individual and collective goals for the year in each of these settings.	1. The CFG coaches (all ISA teachers) meet in a coaches group quarterly to share their best practices and brainstorm ideas to address any challenges that they are facing. The coaches collect written teacher reflections after each CFG as well as semester and end-of-year evaluations from teachers. 2. Departments will set performance targets and goals in August and check for progress as appropriate with a May completion. 3. In August, Faculty will determine 2 or 3 school-wide initiatives to complete with checks for progress as appropriate with a May completion.	GSF, CLP, AFL, CCR	1-3. Check in every three weeks (or as meeting rotation is developed) in ISA Wednesday Staff Development.	1. CFG coaches and teachers 2. Deans and teachers 3. Administration and teachers	No cost.
1, 5	Use of Data to Determine Individual Student Needs and Personal Student Educational Plans	1. Leadership Team will continuously use data to plan, implement, and evaluate strategies and structures to increase student achievement and personalize learning 2. Departments will continuously use data to plan, implement, and evaluate strategies and structures to increase student achievement and personalize learning 3. Grade Level Teams will develop and document using COMPASS Personal Graduation Plans/Personal Student Educational Plans for all students in need of intervention. 4. All teachers will be trained in COMPASS during the August staff development days.	1. Teams will use COMPASS to record successful instructional and behavioral strategies with students. 2. Teams will use COMPASS to record PGP plans. 3. Teams and departments will use COMPASS to identify students who need extra support in TAKS in early fall and create year-long interventions strategies. 4. Freshman team will identify at risk students to pair with mentors from our partner university, Trinity.	3TL, GSF, PGP, CCR, CLP, DI, PI	Leadership Teams, Departments, and Grade Level Teams will review student performance data every three weeks (progress reports, etc.)	1. Administration 2. Deans and Administrators 3. Teachers and Administrators	No cost. Requires use of COMPASS
1, 5	AP Enrollment and Exams Taken	Students will have increased access to Advanced Placement (AP) courses and exams.	1. AP Enrollment in non-English courses will increase by at least 10% from 2007-2008. 2. The overall total number of AP exams taken in all courses will increase by at least 5% from 2007-2008.	GSF, CCR, CT, AV, CRW, DI	1. AP enrollment reviewed in August, December, January, and May 2. AP exams taken reviewed in May	1. Administration, Counselor, Deans, and Teachers to encourage and implement enrollment 2. Administration, Counselor, Deans, and Teachers to encourage students to take AP exams.	Limited formal cost with the continued district assistance with test fees.

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2008-2009
 ISA**

"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith

RESULTS
 North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.	CODES FOR STUDENT-CENTERED STRATEGIES RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness. 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
---	--

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 5, 3	College Preparation and Planning/Academic Development	Students will have access to test preparation and rigorous academic experiences/contests through course offerings, lesson integration, extracurricular opportunity for high stakes tests and events such as TAKS, AP, SAT I and II, ACT, PSAT, Science Fair, History Day, Model United Nations San Antonio (MUNSA), project-based learning, travel experiences, public exhibitions of student work, grade-level portfolio development, and web-based projects linking students to other students globally.	1. Campus will offer courses in SAT Preparation and Scientific Research 2. Teachers will create lessons and projects designed to encourage creative thinking and problem solving. 3. ELA/Social Studies Dean will sponsor a campus History Day and writing contests 4. Math/Science Dean will sponsor a campus Science Fair 5. ELA/Social Studies Dean will sponsor an International Book Club	3TL, DI, AL, CCR, CLP, PI, GSF, CT, CRW, AV	1. Course offerings reviewed in August 2. Teachers and administrators will examine teacher and student work during walkthroughs and weekly meetings. 3. History Day and writing contests as per annual events 4. Science Fair as per annual event 5. IBC to meet weekly	1. Leadership Team 2. Administration, Deans, and Teachers 3. ELA/SS Dean 4. Math/Science Dean 5. ELA/SS Dean	Administration to set aside \$500 for History Day and \$500 for Science Fair. MUNSA funded, in part, by \$32,500 AAR from district. No other formal costs. District content specialists to be use as needed.
1, 3, 5	NMSQT	Campus administration, faculty, and community will be trained to understand the NMSQT process and requirements for students to become National Merit Scholars.	1. Leadership Team will review 2007-2008 NMSQT results and present to faculty. 2. Leadership Team will present NMSQT information to parents and community via CIC, Community Updates, etc. 3. Departments will study and implement strategies related to improving NMSQT results. 4. At least 1 more NMSQT Commended, Semi, and Finalist over 2007-2008 and per academic year until district goal is reached.	CRW, AV, AL, GSF, CCR, CLP	1. August 2. September 3. Review every three weeks with on-going implementation 4. May	1. Administration 2. Administration 3. Deans and Teachers	No cost. Possible use of content area specialists as needed.
1, 3, 5	TAKS Passing and Commended Rates/TAKS Tutoring	Campus administration, faculty, and community will be trained to understand the TAKS scoring process, including Commended Rates and what is required to maintain TEA Exemplary Status. Campus will also plan and coordinate a structured tutoring program for students needing additional support with TAKS Preparation.	1. Leadership Team will review 2007-2008 TAKS results and present to faculty 2. Leadership Team will present TAKS information to parents and community via CIC, Community Updates, etc. 3. Departments will study and implement strategies related to improving TAKS results to a level of at least 90% passing in all student populations 4. Commended Rates will increase by at least 5% in all student populations 5. A campus-wide weekly tutoring schedule (by content area) will be developed by mid-September and implemented for at-risk students by October	3TL, GSF, AL, CCR, CLP	1. August 2. September 3. Review every three weeks with on-going implementation and May 4. May 5. October on-going through May	1. Administration 2. Administration 3. Deans and Teachers 4. Deans and Teachers 5. Administration, Deans, and Teachers	Tutoring funded by district Target TEKS program. Additional materials may need purchase throughout the year via campus funds. Possible use of content area specialists as needed.

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2008-2009
 ISA**

*"The goal makes the team." Mark Rolewski
 "Teams get results." Katzenback and Smith*

RESULTS
 North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL	CODES FOR STUDENT-CENTERED STRATEGIES
To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.	RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness. 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 5	ELA (Literature and Strategies)	1. Teachers will explore the interconnectedness of form and genre across cultures to enhance the internationalization of the curriculum and to seek connection points with other departments for interdisciplinary work. 2. Teachers will refine at least one current Project-Based Learning and/or develop a new project that implements best practices.	1. & 2 ELA teachers will use the non-traditional literary canon for at least 30% of text selection and will connect to other multicultural elements within ISA, as well as the broader community. Formative walkthroughs will indicate appropriate use of these instructional strategies Teachers will share their PBL projects at department meetings	CRW, AV, AL, CLP, AFL, DI	1 & 2 On-going and at Department Meetings (every three weeks)	1 & 2 ELA Dean and Teachers	Possible costs associated with purchase of reading materials to come from campus ELA budget
1, 5	Math (Access to Calculus AB)	The campus will create methods to encourage students on the "regular mathematics track" to reach Calculus AB by their senior year.	9th grade math teachers will identify candidates who as possible candidates for an accelerated summer Geometry course or who may be able to take Geometry and Algebra II simultaneously during their 10th grade year.	GSF, CCR, CLP	Students to be identified in April	Math/Science Dean and Math Teachers	Possible requests for district assistance in creating and funding a
1, 5	Science (Strategies)	1. Integrate the use of small group instruction, including student workstations, literacy stations, technology stations, etc. 2. Integrate the use of concrete models and manipulatives to reinforce scientific concepts. 3. Integrate the use of reading and writing in the content area. 4. Integrate the use of the following best practices to target diverse learners including: 80-60-40 laboratory and field investigations, Marzano's 9 Strategies that Work, Thinking Maps, KWL, Word Wall, 5 STEP VOCABULARY DEVELOPMENT PROCESS, SAY SOMETHING, THINK-PAIR-SHARE. 5. Teachers will refine at least one current Project-Based Learning and/or develop a new project that implements be	1 -5. Formative walkthroughs will indicate appropriate use of these instructional strategies. Teachers will share their PBL projects at department meetings	AL, CLP, DI, AFL	1-5 Ongoing 5 and at Department Meetings (every three weeks)	1-5. Administration, Deans, and Teachers	No foreseeable costs.
1, 2, 5	Science (Safety)	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	Walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 2 years.	AL, CLP	On-going	Administration, Math/Science Dean, and Science Teachers	Possible requests for district assistance in funding.
1, 5	Social Studies (Strategies)	1. Teachers will incorporate, on average every other lesson cycle, writing into the context of student work in the social studies classroom. 2. Teachers will incorporate open response/short answer writing in the social studies classrooms on all common and classroom assessments. 3. Teachers will continue to work on the vertical alignment of skills and concepts for the social studies department including writing skills, deciphering maps and graphs, and understanding cartoons on average every other lesson cycle. 4. Teachers will refine at least one current Project-Based Learning and/or develop a new project that implements best practices.	1 -5. Formative walkthroughs will indicate appropriate use of these instructional strategies. Teachers will share their PBL projects at department meetings	CRW, AV, AL	1-5 Ongoing 5 and at Department Meetings (every three weeks)	1-5. Administration, Deans, and Teachers	Possible costs associated with purchase of visual materials to come from campus Social Studies budget

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2008-2009
ISA**

*"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith*

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL			CODES FOR STUDENT-CENTERED STRATEGIES				
<p>To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.</p>			<p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness. 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement</p>				
BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 5	Dyslexia, 504, and Special Education	The campus will support and maintain a dyslexia, 504, and special education program which meets state mandated requirements.	Administrator overseeing dyslexia, 504, and special education students will have a monthly meeting with the Lee High School special education coordinator and ISA counselor for the purpose of reviewing all students receiving dyslexia, 504, or special education services or requesting a review for services (minutes of meetings will be posted to the campus server space)	3TL, CLP	Monthly	Administrator overseeing dyslexia, 504, and special education and ISA Counselor	No foreseeable costs. Possible use of dyslexia specialist as needed.
1, 5	ESL	The campus will support and maintain an ESL program which meets state mandated requirements.	Administrator overseeing ESL students will have a quarterly meeting with the Lee High School ESL coordinator and ISA counselor for the purpose of reviewing all students receiving ESL services or requesting a review for ESL services.	3TL, CLP	Monthly	Administrator overseeing ESL and ISA Counselor	No foreseeable costs. Possible use of content area specialists as needed.
1, 2, 3, 5	Technology	<ol style="list-style-type: none"> Campus Technology Committee (CTC) will meet a minimum of once a month to identify technology staff development needs, technology trainers, and campus infrastructure needs. All staff will continuously help students to develop their presentation skills (including appropriate use of technology) during their four years at ISA. The campus will expand opportunities for students to interact with parents, community members, other schools, and international organizations, via video conferencing, presentations and electronic communication. Teachers will integrate technology skills across all grade-levels and content areas. 	<ol style="list-style-type: none"> Meeting minutes will be posted to the campus server and the CTC will make present progress to the Campus Improvement Committee monthly. Department and Grade Level curriculum will include technology components consistent with Technology and content area TEKS. The CTC and internship coordinator will develop a short and long-term plan for community involvement, video-conferencing, and other strategies. 	ITL, CLP	<ol style="list-style-type: none"> Monthly On-going On-going On-going 	<ol style="list-style-type: none"> Campus Technology Coordinator Campus Technology Coordinator, Deans, and Teachers Campus Technology Coordinator/Internship Coordinator 	Multiple possible costs associated with technology development to be assessed by CTC
1, 2, 3, 4	Safe and Drug Free Schools	<ol style="list-style-type: none"> PALS will provide learning opportunities through advisory, classroom discussions and an informational bulletin board on challenging teen issues (drug and alcohol use, eating disorders, peer pressure, etc.). The campus will make continued use of and promotion of peer mediation to resolve conflict and to prevent school violence. PALS will hold choice discussion groups with teachers about issues that teens face using the PALS and PAL teachers as facilitators. All students will be involved in one or more activities beyond academics as a way assuring their connectedness to school and / or peers in positive ways. 	<ol style="list-style-type: none"> PALS will work with advisories, within classrooms, and update their bulletin board at least once every 9 weeks. Administrators and the Counselor will coordinate peer mediation sessions whenever appropriate. PALS will host choice discussion groups at least once every 9 weeks. Advisors will keep track of student involvement in their advisory logs, which are to be updated every 9 weeks. 	3TL, CLP	1 - 4. Every 9 weeks and no later than October, December, March, and May	<ol style="list-style-type: none"> PALS Coordinator Administrators, Counselor, and PALS Coordinator PALS Coordinator All Staff with an Advisory 	Minimal costs for PALS bulletin board to come from PALS budget and/or Principal's 901 account

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2008-2009
 ISA**

*"The goal makes the team." Mark Rolewski
 "Teams get results." Katzenback and Smith*

RESULTS
 North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.	CODES FOR STUDENT-CENTERED STRATEGIES RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness. 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
---	--

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
2, 4, 5	Guidance	1. The Counselor will continue state-mandated comprehensive developmental guidance program (TEC §§ 33.001-33.009) 2. The Counselor will develop a yearly campus guidance plan supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support 3. The Counselor will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program to assist in making informed curriculum choices for adequate preparation for success beyond high school, and to be aware of sources of information on higher education admissions and financial aid (TEC §§ 33.001-33.009) 4. The Counselor will ensure all students who require a personal graduation plan will receive one	1. The Counselor will review, revise, and share the updated developmental guidance program with the Principal by September 30 2. The Counselor will develop and share the annual plan to incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system by September 30 3. The Counselor will maintain sign-in logs of various family and community meetings related to the outlined projects 4. All students in need of a PGP will have an electronic and hard copy of their plan with the appropriate Grade Level Team and in the Counselor's files	3TL, GSF, PGP, CLP	1. By September 30 and on-going 2. By September 30 and on-going 3. On-going 4. On-going	1-4 . Counselor	No cost. Requires use of district data systems (e.g. TRIAND) and reports.
2, 4, 5	Discipline Management	1. Administration will review its Discipline Management Plan to ensure alignment with the District and with Lee High School's procedures in order to provide campuswide consistency . 2. Administration will continue to emphasize the ISA Code of Ethics, mediation, character education, and real-world based consequences for infractions. 3. Teachers will receive CHAMPS training.	1. Review of Discipline Management Plan will be completed by August 31. 2. Character education components and student inservice on the Code of Ethics will be documented through the advisory curriculum. 3. Teachers will receive initial CHAMPS training during August staff development.	3TL, CLP	1. By August 31 and on-going 2. On-going 3. August and on-going	1. Administration 2. Administration and All Staff with an Advisory 3. Administration	No foreseeable costs.
1,2	Attendance	1. Administration will use new web-based attendance program. 2. Teachers will implement ISA Attendance Plan	1. Administration will be trained on the new attendance system. 2. Attendance plan will be reviewed with the faculty.	PI, IA	1 & 2 August, 2008	1 & 2 Administration	No cost. Requires use of district data systems (e.g. TRIAND) and