

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Campuses as Centers for Community Involvement
- 4- Partnerships with Community
- 5- Character Development
- 6- Management of District Resources
- 7- Recruit & Retain Exemplary Employees
- 8- Health & Wellness



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2011-2012**

RESULTS

North East ISD schools will prepare all students for college and work force, all students will meet the State Accountability Standards, 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 and creates 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/work force readiness.

- 3TL 3-Tier Instructional Model
- RS Reading Strategies
- WS Writing Strategies
- CR Critical Reading
- AV Development of Academic Vocabulary
- CT Critical Thinking and Problem Solving
- DI Differentiated Instruction (Content, Process and/or Product)

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 / Work Force Readiness
- PBL Performance-Based Learning
- IBL Inquiry-based Learning
- TI Technology Integration

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/Positive Behavior Supports
- IA Improved Student Attendance
- PI Parent & Community Involvement
- HW Health & Wellness
- HQ Highly Qualified Employees

BGs	TARGET AREA (Specific objectives based on campus and students' needs)	CODE	PERFORMANCE OBJECTIVES	EVALUATION INDICATORS	STUDENT-CENTERED STRATEGIES	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 2, 3, 4, 5, 6, 7, 8	Student-Centered Strategies	1A	Focus on the student-centered strategies listed above. Support Board goals in all district and campus planning to include rigor, relevance and relationship components that enhance student achievement using research-based, best practices for learning.	Action strategies will be evident in campus planning: *Campus Instructional Improvement Plan *August campus professional development PowerPoint for faculty learning/planning sessions addressing campus needs, AEIS/AYP campus data *Faculty meeting agendas, lesson plans and classroom walk-throughs *Campus Leadership Teams evaluation of data, including mini-assessments, benchmarks and common assessments	3TL, RS, WS, CR, AV, CT, DI, GSF, AFL, PGP, CCR, PBL, IBL, TI, CLP, MCP, IA, PI, HW, HQ	May - April	Campus Principals, Campus Leadership Teams, Teachers	
1, 2, 4	College and Career Readiness: AVID	1B	Continue to strengthen the existing AVID programs through professional development, curriculum development, collaboration, data analysis, recruitment, parent education/ involvement, community projects, tutors, and college visits.	AVID Elective Coordinators and District Coordinator will complete campus and district site team plans and create an evaluation instrument that will include the following information: attendance, assessment scores, course enrollment, graduation rates, college acceptance and scholarships received, and student/parent surveys. All AVID campuses will complete the AVID Certification process.	CT, DI, GSF, CCR, CLP, PGP, PI	August - July	College & Career Readiness Coordinator, AVID Coordinators, Campus site teams, District site team	\$604,385 High School Allotment

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1, 2, 4	College and Career Readiness: Establish a College-going Culture	1C	Continue partnerships with postsecondary institutions - Gateway, Pathways, SA Education Partnerships. Provide students the opportunity to take college preparatory assessments - ReadiStep, PSAT, SAT, ACCUPLACER, AP Exams. Develop and implement a comprehensive plan to prepare NEISD students for the PSAT/SAT. Partner with College Board in their Early Participation Program to develop a systemic approach to promoting postsecondary readiness through the implementation and use of programs like AP Potential, My College Quick Start, and district participation in data analysis of student performance on college readiness exams. Implement Texas College Readiness Standards throughout the district curriculum. Continue and expand partnerships with the Alamo College campuses to increase students' opportunity to earn dual credit.	100% of students will have access to programs that will allow them access to college information. 100% 10th and 11th graders will take a college preparatory assessment; 100% of seniors will be accepted into a postsecondary pathway. There will be a comprehensive PSAT/SAT plan, a College Board Early Participation document and calendar of events, Memorandums of Understanding and Articulated Agreements between NEISD and Alamo Colleges, increased number of AP test takers, increased number of AP scores of 3, 4, and 5, increased number of dual credit course offerings, increased number of students participating in dual credit program, increased number of total dual credits earned, and increased number of Distinguished graduates.	3TL, CR, AV, CT, DI, GSF, AFL, CCR, CLP, PI	August - July	College and Career Readiness Coordinator, Director of Guidance Services, Asst. Principals of Instruction, Director and Asst. Director of Career Technology, Campus Counselors, Dual Credit Teachers, Alamo Colleges Personnel	High School Allotment for: Gateway - \$100,000 (plus \$98,000 from local); SA Partnership - \$40,000; PSAT/SAT Clinic - \$30,000; College Board Early Participation - \$40,000; College Board/AP Test \$300,000
1, 6	Data Analysis	1D	Train campus administration and faculties to use data screens to locate and analyze student data obtained through benchmark assessments and TAKS assessments.	Faculty and administration will receive training, through the trainer-of-trainers model as needed, as documented through attendance at training sessions or completion of courses through ATrain.	GSF, AFL	June - May	Research and Info, Ed Tech, Campus Leadership Teams	
1, 6	Interventions, Personal Graduation Plans, Student Success Initiative	1E	Train campus administration and faculties as needed to identify students' needs as they relate to the Personal Graduation Plan and Student Success Initiative components and to record and monitor student interventions and parental involvement in the intervention process.	Faculty and administration will receive training, through the trainer-of-trainers model as needed, as documented through attendance at training sessions or completion of courses through ATrain.	GSF, PGP, 3TL, CCR, PI	June - May	Research and Info, School Improvement, Ed Tech, Campus Leadership Teams	
1, 6	Interventions, Personal Graduation Plans, Student Success Initiative	1F	Analyze student benchmark assessment and TAKS assessment data to identify student needs and develop intervention strategies as they relate to the Personal Graduation Plan and Student Success Initiative components.	100% of students requiring intervention have will have an individual success plan with documented and monitored interventions, including documentation of parent conferences.	GSF, PGP, 3TL, CCR, PI	June - May	Research and Info, School Improvement, Ed Tech, Campus Leadership Teams	
1, 6	Reading/ELA	2A	Utilize the North East Scopes and Sequences and the revised TEKS and CCRS in ELA and reading in grades K-12 as the basis for lesson planning. Continue to support the creation of K-12 reading and English lessons based on the revised TEKS, CCRS, and the updated curricula.	Observations, walk-throughs, and lesson planning will indicate use of the District's scopes and sequences. 100% of students in grades 3-11 will meet expectations on STAAR/EOCs. All K-12 reading and English department lesson plans will reflect collaborative planning aligned with district curricula and the revised TEKS and CCRS.	3TL, CR, AV, CT, DI, CCR	August - July	Asst. Director of Reading, Asst. Director of ELA, Literacy Specialists, Title I Facilitators, MS Deans, HS Deans of Instruction for English, Curriculum APs, Principals, IITs, MS Reading and English Department Chairs, K-12 Teachers	\$5,000
1, 6	Reading/ELA	2B	Provide teachers instruction and support in research-based reading comprehension strategies and vocabulary development, including ELA/reading academic vocabulary, using a variety of strategies.	Observations, walk-throughs, and lesson planning will indicate appropriate application of District expectations for instruction. 100% of students will meet expectations on STAAR/EOCs, with an increase in advanced academic performance levels.	3TL, CR, AV, CT, DI	August - July	Asst. Director of Reading, Asst. Director of ELA, Literacy Specialists, Title I Facilitators, MS Deans, HS Deans of Instruction for English, Curriculum APs, Principals, IITs	\$7,000

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1, 6	Reading/ELA	2C	Focus on meeting the needs of struggling readers through implementation of best practices for reading using core instruction, the targeting of needs based on current data, and the implementation of intervention strategies for grades K-12.	Using the <i>What to Look for in the Reading Classroom Checklist</i> as a guide, observations and walk-throughs will indicate appropriate application of reading strategies for all students.	3TL, DI, RS	August - July	Asst. Director of Reading, Asst. Director of ELA, Literacy Specialists, Title I Facilitators, MS Deans, HS Deans of Instruction for English, Curriculum APs, Principals, IITs	\$50,000
1, 6	Reading/ELA	2D	Provide focused learning opportunities for IITs, Title I facilitators, MS English and Reading Department Chairs, HS Academic Literacy teachers, and MS and HS Deans.	These individuals will demonstrate evidence of implementation through reflective feedback at IIT, facilitator, dean and department chair meetings.	3TL, CLP, DI, CT, AFL, PGP	August - July	Asst. Director of Reading, Asst. Director of ELA, Literacy Specialists	\$10,000
1, 6	Reading/ELA	2E	Develop, implement, and monitor benchmark assessments to prepare for standardized testing and to guide both reading and writing instruction and student goal-setting.	100% of students in grades 2-11 will be administered periodic benchmark assessments to determine reading progress. 100% of students in grades 2-4, 7, and 9-11 will be administered periodic benchmark assessments to determine writing/ELA progress.	GSF, AFL, PGP	May - April	Asst. Director of Reading, Asst. Director of ELA, Literacy Specialists	\$5,000
1, 6	Reading/ELA	2F	Provide support for the development of K-12 teachers' writing skills through Abydos Institutes (formerly NJWPT) in Texas and the North East Teacher-as-Writer Academies. Support less experienced teachers through collaborative staff development to help them prepare students to meet the writing demands of STAAR (grades 4 and 7) and STAAR/EOCs (grades 9-11).	K-12 teachers will participate in the Abydos Institute. K-12 teachers will participate in the Teacher-as-Writer Academies. Benchmarks at grades 2-4, 7, 9-11 will indicate improvement in meeting all STAAR/EOC writing/ELA reporting categories. All students will meet expectations on STAAR writing and STAAR/ EOC writing.	CLP, CR, DI, WS	August - July	Asst. Director of Reading, Asst. Director of ELA, Literacy Specialists	\$20,000
1, 6	Reading/ELA	2G	Provide support for rigorous Pre-AP, AP reading and ELA curricula and for students taking the PSAT and SAT through a variety of support programs: <i>Laying the Foundation, Applied Practices Onsite License, SAT and AP Institutes, etc.</i>	Observations and walk-throughs will show evidence of appropriate use of these materials. The District will have a 10% increase in number of students achieving at least a 3 on English AP testing. PSAT and SAT test scores will improve by an average of ten points.	CCR, CT, DI, AV	April - March	Asst. Director of ELA, Literacy Specialists, GT Coordinator, MS Deans, HS Deans of Instruction for English, Curriculum APs, Principals	\$50,000
1, 6	Reading/ELA	2H	To support a differentiated K-12 writing program and to prepare for STAAR/EOCs, implement writing workshop, 6-Trait writing, the use of mentor texts, and research-based writing process strategies.	Using the <i>What to Look For in the Writing Classroom Checklist</i> as a guide, walk-throughs, observations, and lesson planning will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction. 100% of students will meet expectations of STAAR/EOCs.	DI, AL, CR, MCP, WS	August - July	MS Deans, HS Deans of Instruction for English, Curriculum APs, Principals, IITs	\$20,000
1, 6	Reading/ELA	2I	Promote college readiness by supporting student engagement and rigor in the elementary and secondary ELA and reading classrooms through more effective questioning and discussion strategies.	Walk-throughs and observations will indicate increased rigor and student engagement through the use of questioning and discussion strategies.	CCR, MCP, DI, CT	August - July	Asst. Director of Reading, Asst. Director of ELA, Literacy Specialists, Title I Facilitators, MS Deans, HS Deans of Instruction for English, Curriculum APs, Principals, IITs	\$2,000
1, 6	Mathematics	3A	Utilize the North East Scope and Sequence for grades K - 12, along with the TEKS-based Resource Web site. Integrate the use of best practices, use of formative and summative assessments, and utilize the vocabulary development process when supporting teachers with instruction.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, observations and formative walk-throughs will indicate that the appropriate TEKS and levels of understanding are being addressed. 100% of students in grades 3-12 will meet expectations on STAAR mathematics.	3TL, AFL, GSF, AV,DI, CT, CLP	August - July	Principals, Asst. Principals, Academic Deans, HS Math Instructional Deans, Math Facilitators, Asst. Director of Math, Math Specialists	

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1, 6	Mathematics	3B	Provide K–12th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum, including use of the problem solving process, implementation of rubrics, differentiated instruction, and standards-based assessment. For secondary grade levels, focus will include increasing the number of students enrolling in Pre-AP and AP mathematics courses.	85% of students will score a minimum of 70% on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> . 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	3TL, CLP, HQ, DI	August - July	Asst. Director of Math, Math Specialists	
1, 6	Mathematics	3C	Provide continued support for Kinder to 2nd grade teachers with focused professional development about assessments designed to increase teacher content knowledge and the implementation of best instructional practices and standards-based mathematics curriculum.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development. 100% of 3rd grade students will meet expectations on the mathematics STAAR and 100% of second graders will meet expectations on the final benchmark.	CLP, HQ, DI	August - July	Asst. Director of Math, Elementary Math Specialists	
1, 6	Mathematics	3D	Provide HS leadership teams, including team leaders from Algebra I, geometry, Algebra II, Pre-Calculus, math instructional deans, and one campus administrator with professional development and support in leadership, with a focus on increasing success for all students in mathematics courses.	85% of students will score a minimum of 70% on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP, HQ, DI	August - July	Asst. Director of Math, Secondary Math Specialists, HS Math Instructional Deans	\$6,275 Title IIA
1, 6	Mathematics	3E	Provide Geometry teachers with professional development and support in preparation for the Geometry EOC requirements and the 4x4.	85% of students will score a minimum of 70% on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP, HQ, DI	August - July	Asst. Director of Math, Secondary Math Specialists, HS Math Instructional Deans	\$6,526 Title IIA
1, 6	Mathematics	3F	Provide middle school math teachers with continued professional development focused on the big ideas of vertical connections between the grade levels.	85% of students will score a minimum of 70% on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP, HQ, DI	August - July	Asst. Director of Math, Secondary Math Specialists	\$19,337.50 Title IIA
1, 6	Mathematics	3G	Provide elementary teachers new to their grade level with targeted professional development prior to the start of each new unit of math study.	85% of students will score a minimum of 70% on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP, HQ, DI	May - April	Asst. Director of Math, Elementary Math Specialists	\$81,600 Title IIA
1, 6	Science	4A	Utilize the North East Scope and Sequence, Instructional Support Documents, and other resources for Grades K through 12.	Observations, formative walk-throughs, and lesson planning will indicate use of District documents and the appropriate student expectations and levels of understanding are being addressed.	3TL, RS, WS, CR, DI, AFL, IBL	August - July	Principals, Asst. Principals, Academic Deans, Asst. Director of Science, Science Specialists	
2	Science	4B	Provide all students, K - 12, with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at the Dana Center website. http://www.utdanacenter.org/sciencetoolkit/safety/ Provide professional development to campus science Safety Officers.	100% of walk-throughs of all campuses will demonstrate compliance with state standards. 100% of campus safety audits will demonstrate compliance with the state standards. Campuses not in compliance will provide an action plan for meeting compliance.	HW	August - July	Asst. Director of Science, Principals, Asst. Principals, Science Instructional Specialists, Campus Science Safety Officers, Science Academic Deans, Department Chairmen	

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1, 6	Science	4C	Integrate inquiry-based instruction, K - 12, to increase student achievement, including: * The 5E instructional model * Improved questioning strategies * Questions that target the core ideas * Use of science notebooks * Formative assessment	100% of the walk-throughs will indicate the incorporation of some aspect of inquiry-based instructional strategies.	3TL, RS, WS, CR, DI, AFL, IBL	August - July	Asst. Director of Science, Principals, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairmen	
1, 6	Science	4D	Provide all science teachers with focused professional development and support in the implementation of best instructional practices, inquiry based instruction, and standards-based science curriculum.	100% of formative walk-throughs will indicate the application of the skills, techniques, and knowledge presented during professional development. 100% of students will meet the expectations of STAAR science.	3TL, RS, WS, CR, DI, AFL, IBL	May - April	Asst. Director of Science, Principals, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	
1, 6	Science	4E	Provide secondary content coaches, deans, and department chairs and elementary facilitators with professional development that focuses on increasing student achievement in all grades and classes, included preAP and AP.	100% of formative walk-throughs will indicate the application of the skills, techniques, and knowledge presented during professional development. 100% of students will meet the expectations of STAAR science.	3TL, RS, WS, CR, DI, AFL, IBL	May - April	Asst. Director of Science, Principals, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	
1, 6	Social Studies	5A	Adhere to published District scope and sequence for social studies instruction at all subject/grade levels.	Common assessments and benchmarks, where appropriate, and walk-throughs will indicate adherence to District scope and sequence. Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the STAAR. Raise commended rates by 5%.	GSF, 3TL, CR, AV, CT, DI	August - July	Principals, Asst. Director of Social Studies, Social Studies Specialists, Instructional Deans, Department Chairs, APs for Instruction, Teachers	
1, 6	Social Studies	5B	Support implementation of differentiated instruction through best practices using Perspective-Based Learning, SIOP strategies, and Content Reading/Writing Strategies in the Classroom. Address the needs of all learners while closing the achievement gaps of Economically Disadvantaged, English Language Learners, and Special Education students.	Evidence of differentiated instruction in the classroom will be provided through walk-throughs and classroom observation, with an overall improvement of 5% of students meeting expectations and commended on common assessments, benchmarks, and the STAAR.	3TL, CR, AV, CT, DI	August - July	Asst. Director of Social Studies, APs for Instruction, Teachers, Department Chairs and Instructional Deans	
1, 6	Social Studies	5C	Continue the North East Social Studies Focus Groups. Build leadership capacity at the campus and district levels, while developing social studies teachers for instructional leadership roles. Provide a ready resource for campus-based, job-embedded staff development, focusing on content specific to the new scope and sequences and to developing stronger assessment pieces which provide timely feedback for both learner and instructor by means of mini assessments and authentic/project-based assessments. Increase student achievement by impacting instructional quality with a focus on struggling readers and writers and vocabulary development while challenging all learners.	Cohort members conduct on-going professional learning community meetings and planning sessions at each campus during the academic year and participate in North East Social Studies Focus group staff development in the role of participant and presenter/co-presenter. Cohort members will assist department and campus leadership as facilitators and active members of the campus leadership team. Cohort members will submit one exemplar lesson each semester for publication to the Social Studies lesson plan data base.	3TL, CR, AV, CT, DI, AFL, CLP, MCP	August - July	Asst. Director of Social Studies, APs for Instruction, classroom Teachers, Department Chairs and Instructional Deans	\$27,425

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1, 6	Social Studies	5D	Incorporate writing into the context of student work in the social studies classroom: Open response/short answer writing in the social studies classrooms on all common and classroom assessments, multi-genre writing in all social studies classes. Two document-based questions (DBQs) at 6th grade, 3 DBQs at 7th grade, 4 DBQs at eighth grade, 5 DBQs at tenth and eleventh grade will be completed and student work will be reviewed by grade level teams. Provide instruction and support for document-based questions in all social studies classes.	Evidence of writing in the social studies classroom through lesson plans and classroom observation. Increased participation in local, state, and national writing competitions will include the National History Day competition and Texas State Historical Association - Junior Historians competition. The use of the Mini-DBQ Project will be evident in grades 6, 7, 8, 9, 10, and 11. Samples of student work demonstrating skill development and progress in open response/short answer writing and DBQ analysis.	CR, AV, CT, DI, AFL	Every nine weeks	Asst. Director of Social Studies, Social Studies Specialists; Academic Deans, Teachers	
1, 6	Pre-K/K	6A	Align balanced literacy instructional practices and methodologies between Pre-K and Kindergarten.	All Pre-K teachers will participate in professional learning communities focused on literacy instruction and technology integration.	CLP, RS, WS	Every nine weeks	Exec. Director of Curriculum Compliance, Coordinators, Specialists, Early Childhood Coordinator	
1, 3	Pre-K/K	6B	Increase attendance of students and parent involvement and collaboration with community preschools and childcare centers through community education efforts with parents and caregivers of 3, 4, and 5 year olds in district.	The percentage of attendance in Pre-K classrooms will increase. Attendance at parent and community education classes.	IA, PI	August - May	Exec. Director of Curriculum Compliance, Coordinators, Specialists, Early Childhood Coordinator	
1, 6	Foreign Language	7A	Implement an instructional program in all languages that is based on articulated performance objectives and includes the vocabulary development process for all students using research-based strategies, including performance based strategies and assessment.	Common departmental semester exams (or other appropriate assessments at the MS level) will indicate that 100% of students are meeting or surpassing proficiency goals. All teachers will distribute performance objectives at the beginning of the school year, post them on their teacher Web, and prominently display the appropriate objective in the classroom.	GSF, 3TL, CLP, AV	August - May	Foreign Language Coordinator, Director of Curriculum Compliance, Foreign Language Department Chairs and Teachers, Principals, Asst. Principals	\$8,000
1, 6	Foreign Language	7B	Implement an approach where the target language is used for the majority of the class period by both teacher and students in all levels, including Levels I and II.	All teachers will be trained on how to maintain target language use in the classroom. Walk-throughs will indicate that teachers are using the target language approximately 90% of the time during a class period.	GSF, 3TL, CLP, AV, CT	April - March	Foreign Language Coordinator, Director of Curriculum Compliance, Foreign Language Department Chairs and Teachers, Principals, Asst. Principals	\$2,000
1, 6	Foreign Language	7C	Continue the Pre-AP and AP curricula, along with vertical teaming in Levels I, II, III, IV, and AP.	90% of language teachers will be trained in and will implement Pre-AP and AP teaching strategies. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the school year. Review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses.	CLP, GSF, 3TL, ITL, CCR	Every nine weeks	Foreign Language Coordinator, Director of Curriculum Compliance, Foreign Language Department Chairs and Teachers	\$5,000 Title II \$5,000
1, 6	Foreign Language	7D	Maintain the exploratory Spanish program in all elementary schools taught by instructional assistants using the video program Espanol Para Ti.	Instructional Assistants are trained in teaching video Spanish program. Every elementary student will have a minimum of 45 minutes of Spanish instruction per week.	CCR	August - May	Foreign Language Coordinator, Director of Curriculum Comp, Elementary Principals, Instructional Assistants	\$10,000

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1, 6	Foreign Language	7E	Continue building the middle school AP Spanish Language program.	Attendance at professional development opportunities with high school foreign language teachers to assist with strengthening the program.	GSF, 3TL, CCR	Nimitz/Jackson August - May	Foreign Language Coordinator, Director of Curriculum Comp, Nimitz & Jackson MS Principals, Asst. Principals, Counselors, & Spanish Teachers	\$2,000
1, 2	Gifted/Talented	8A	Increase under-represented populations in G/T using Procedure # 2 testing, the District's alternative way to identify G/T students. (Low socioeconomic students are tested using a different number of tests and different stanines.)	The number of students testing under Procedure #2 compared to the number tested under Procedure #2 last year will increase, thus creating the possibility that more under-represented students will qualify for G/T.	CR, AV, CT, DI, GSF, PGP, CCR, IA	August - May	G/T Coordinator	\$2,000
1, 2, 6	Gifted/Talented	8B	Continue to provide training for G/T 30-Hour Foundation Certification for all core teachers in NEISD.	Number of teachers completing this training will show an increase in the number of NEISD teachers having G/T Certification.	CR, AV, CT, DI, GSF, PGP, AFL, MCP, CCR	June - May	G/T Coordinator	\$2,000
1, 2	Gifted/Talented	8C	In order to raise commended rates for all students, continue school faculty professional development of "Differentiated Instruction for Raising Commended Rates" and the "Test out/Independent Research" initiated by elementary G/T teachers.	Number of regular classroom teachers implementing the two programs to provide differentiated learning experiences for all students will show an increase.	CR, AV, CT, DI, GSF, PGP, CCR, MPG, IA	June - May	G/T Coordinator	\$2,000
1, 6	Library Services	9A	Promote student and educator use of eContent, including new eBooks and eAudio, by developing and disseminating district-wide training materials.	Library Services Staff and campus librarians will create materials designed to assist students, teachers and fellow librarians in accessing and using new eContent.	RS, CR, AV, CT, DI, CCR, PI	July - June	Director of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills, Library Coordinator for Systems	\$2,500
1, 5	Library Services	9B	Create, disseminate, and utilize resource materials designed to help teachers, instructional technology specialists, and librarians educate students about the ethical use of information (e.g., copyright).	Librarians will create materials that teach students how to use information ethically in electronic and print environments.	RS, WS, CR, AV, CT, DI, CCR, IBL, TI, CLP, PI	July - August	Director of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills, Library Coordinator for Systems, Instructional Technology Specialists	\$6,000
1, 6, 7	Library Services	9C	Update the library scope and sequence to reflect the changes in the Social Studies TEKS.	The current scope and sequence will be updated online for all to view and use.	RS, WS, CR, AV, CT, DI, CCR, IBL, TI, CLP	July - August	Director of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills	\$5,000
1, 6	Library Services	9D	Build librarians' capacity to use data to guide instructional planning and programmatic decision-making in order to maximize student achievement.	Library Services will develop planning forms librarians will use to set data-related campus goals for 2011-2012. Compass will be one source of data used for instructional planning. Librarians will receive additional Compass training.	RS, WS, CR, AV, CT, DI, GSF, AFL, CCR, PBL, TI, CLP,	August - September	Director of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills	\$5,500
1, 4, 7	Library Services	9E	Provide additional resources for librarians for meeting the needs of diverse learners and their families.	A web presence will be created to direct campus librarians to various training resources to allow them to learn more about servicing diverse populations (i.e. Spanish for Librarians).	DI, TI, CLP, IA, PI	October - January	Director of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills, Library Coordinator for Systems	\$3,700

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1, 6	English Language Learners	10A	Continue support for core content-area classes as they develop Language Objectives in the core areas based on proficiency standards. Special attention and training will be conducted to introduce the English Language Proficiency Standards across the content areas. Collaboration with SI content specialist will ensure implementation of the ELPS.	All elementary and secondary campuses will use the SIOP framework to make their content more comprehensible. Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	CR, ITL, CLP	Fall - Spring	Director of ELL Programs and ESL Instructional Interventionists	\$8,500 - Title III
1, 5, 6	English Language Learners	10B	Administrators, paraprofessionals, teachers and other key stakeholders will have access to the campus-based and general ELL Professional Development offerings through the ELL intranet page for training in initial SIOP, SIOP coaches meetings, linguistic accommodations, English language proficiency standards (ELPS), offerings related to compliance and best practice for English language learners.	Teachers will use the SIOP component of building background, lesson preparation and comprehensible input as observed by specialists and campus administration. Formative evaluation: LEP students will make one level gain in English language proficiency as measured annually. District will meet AMAO targets.	GSF, ITL	Fall - Spring	Instructional Interventionist, Secondary ESL Instructional Interventionist, Campus Administration	\$30,000 - Title III
1, 2, 5, 6	English Language Learners	10C	The ELL Department will offer initial SIOP training. Core content-area teachers (math, science, social studies, reading and ELA) should receive 18 hours of training within two years of securing the teaching position to ensure implementations of strategies in all classrooms.	Teachers will use SIOP strategies in lesson planning as observed and evidenced by specialists and campus administration. Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	CR, ITL, CLP	Fall - Spring	ESL Instructional Interventionists	\$8,000 - Title III
1, 6	English Language Learners	10D	Continue to support staff in understanding ELL procedural handbook addressing philosophy, instruction, compliance and reporting procedures, forms and PEIMS coding.	Campus LPACs will comply with the procedures set forth in the handbook. PEIMS LEP data will be 100% accurate.	CR, ITL, CLP	Fall	Director of ELL Programs and ESL Instructional Interventionists	\$2,000 - Title III
1, 6	English Language Learners	10E	Conduct training at a minimum of 4 times a year for LPAC and LPAC Decision Making Process for the Texas Assessment Program.	Campus LPACs will comply with procedures set forth in Chapter 89, Title III, and procedures developed by TEA. PEIMS LEP data will be 100% accurate.	CR, ITL, CLP	Fall - Spring	Director of ELL Programs and ESL Instructional Interventionists	\$2,000 - Title III
1, 6	English Language Learners	10F	Conduct training on LEP Student Assessment as requirements are updated and changed through TEA for ELL Points of Contact.	Campus LPACs will comply with procedures set forth in Chapter 89, Title III, and procedures developed by TEA. PEIMS LEP data will be 100% accurate. STAAR pre-codes will be 100% accurate.	CLP, GSF	Fall - Spring	Director of ELL Programs and ESL Instructional Interventionists	\$1,500
1, 6	English Language Learners	10G	Conduct training on the revised LEP screen for campus and/or district personnel involved in entering LEP student data. Special attention to the new PEIMS program codes for Bilingual and ESL will be addressed.	PEIMS LEP data will be 100% accurate.	CLP	Fall - Spring	Director of ELL Programs and ESL Instructional Interventionists	\$1,500
1, 2, 6	English Language Learners	10H	Plan and expand the Dual/Two-Way Immersion program to include all 13 bilingual sites.	Increase in the non-LEP dual students at the implementation grades (K and 1 at the new schools) will be evident.	CLP	Throughout the year	Director for ELL Programs/ ELL Specialist	\$20,000 Title III
1, 6	Accelerated Education At-Risk	11A	Allocate teachers and assistants to reduce student teacher ratio in Pre-K - 5 classes.	Monthly monitoring of enrollment analysis to ensure student to teacher ratio is lower than state-mandated average.	CLP	August - May	Exec. Director for Research and Information Technologies and Curriculum Compliance	\$381,304 SCE Funds FTE \$402,297 Title II
1, 6	Accelerated Education At-Risk	11B	Increase affective, cognitive and linguistic proficiencies of the limited English proficient students.	100% of the ESL/Bilingual students will pass STAAR in the language in which they were assessed. 100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the state-required TELPAS assessment (Texas English Language Proficiency Assessment System).	CLP	August - June	Director of ELL Programs, ESL Specialists	\$821,969 SCE Funds, 40 FTE

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1, 6	Accelerated Education At-Risk: Drop-Out reduction	11C	Personalize strategies developed and implemented in every high school.	Student failure rates, attendance, tutoring sessions and benchmark scores will be analyzed and monitored.	3TL	August - May	STAN Counselors, Principals	\$173,222 SCE Funds, 3 FTE
1	Accelerated Education At-Risk	11D	Provide TAKS Success classes in English, reading, math, science and social studies for students who have failed Exit-Level TAKS. Provide opportunities for students to receive credit protection and credit recovery if they failed any nine weeks, the semester or a class.	100% of the targeted students enrolled in TAKS Success courses will pass TAKS. Reduce disparity in performance on assessment instruments administered between students at risk of dropping out of school and all other students in the four curriculum areas. Monitor credits earned through credit recovery programs.	3TL	May - July	Principals, Asst. Principals, Deans	\$449,424 SCE Funds; \$100,174 Title I; \$51,000 HSA
3	Accelerated Education At-Risk	11E	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance district wide at the elementary level. 1% increase in parent attendance at school activities at each elementary Title I campus.	3TL, PI	June	Family Specialists, Principal, Counselor, Exec. Director of Curriculum Compliance & Director of McKinney - Vento Project	\$942,500 SCE Funds; \$380,000 HSA Funds
3	Accelerated Education At-Risk	11F	Provide pregnancy-related services and academic support to improve student performance and attendance.	School-age parenting students identified and enrolled in the School-Age Parenting Program (SAPP) will receive dropout intervention. SAPP instructors will use Target 10 intervention to provide focused support for highest need students.	3TL	June - August	Director of McKinney - Vento Project, and School Age Parenting Case Manager/Instructor	\$202,640 SCE Funds, 4 FTEs
1	Accelerated Education At-Risk	11G	Enroll homeless students immediately and provide academic interventions and campus support to promote student success. Homeless students will access all Title I programs to promote academic success.	Students identified as homeless will receive services and academic support as defined in the <i>Public Law 107-110 McKinney-Vento Homeless Education Assistance Improvements Act of 2001</i> .	GSF	June - August	Director of McKinney - Vento Project, and McKinney Family Liaisons	\$50,000 Title I
1	Accelerated Education At-Risk	11H	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards (Summer school, SSI Academy, STAAR Success and Credit/Course Recovery).	Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion prescribed by Section 28.021.	3TL	June - August	Summer School Principal, Exec. Directors of Curriculum Compliance and School Improvement	\$135,000 SCE Funds \$800,000 Title I
3	Accelerated Education At-Risk	11I	Provide eligible students enrolled in private, nonprofit schools the opportunity to receive services or benefits.	Quarterly reports provided by Region 20 through a shared services agreement will show required implementation of services. An annual documentation/evaluation report from Region 20 will show progress of the program by campus.	3TL	July - June	Exec. Director of Curriculum Compliance, Region 20 Cooperative	\$42,000 Title I Title III - in-kind only
1, 6	Accelerated Education At-Risk	11J	The district will actively recruit and hire highly qualified teachers.	Personnel rosters and recruiting records will show personnel interviewed and hired for Title I campuses are fully qualified.	CLP	July - June	Exec. Director of Human Resources, Principals	
1, 2, 6	Accelerated Education At-Risk	11K	Implement research-based 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 STAAR.	3TL	September	Principal, Exec. Directors of Curriculum Compliance, School Improvement, and Special Education; and Coordinators	\$420,000 Title II
1, 2, 6	Special Education	12A	Continue to use Accommodations Module to Increase understanding and consistent use of accommodations and modifications for both instruction and assessment as tools to support achievement of special education and dyslexic students served through general education.	Increase passing rates and achievement of special education students taking STAAR/STAAR-M assessments.	AFL	August, October, February	Special Education Directors and program coordinators	\$300,000 SCE Funds
1, 6	Special Education	12B	Provide training to all campus staff working with special education students in understanding the state and federal accountability system related to decision making around testing of special education students.	Increase the number of special education students taking and passing grade level STAAR/STAAR-M tests.	GSF	October, January, February, April	Exec. Director for Special Education, Director, & Special Education Program Coordinators	\$3,000 for substitutes IDEA-B

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1, 2, 6	Special Education	12C	Provide training to both general and special education staff in differentiated instruction strategies using a content, process, product model. The training will include both pre and post assessment strategies and methods of using such assessment as the basis of differentiation.	Increase passing rates of included special education students as measured from 9 weeks to 9 weeks.	CIP	October, December, March, May	Exec. Director for Special Education and Director. Training done by SPED Coordinators - Monitoring done by Campus Principal	\$3,000 IDEA-B
1, 6	Special Education	12D	Implement efficient and consistent management of required paperwork and tracking of progress for students in special education on all campuses using software tools: Special Education Manager, Review 360, online COR and COMPASS so that there is ongoing documentation that ARD committee decisions have been carried out and that Special Education students are making progress toward mastery of grade level TEKS.	Program will be implemented on all campuses by all special education staff. Compliance with timelines for annual ARD meetings and evaluations will increase. Compliance with TEA State Performance Plan indicators 11 and 12 for SPED will be at the required level of 100%. Data will be sufficient to allow teachers to consistently report progress to parents each 9 weeks on IEP report cards.	GSF	Each 9 weeks	SPED Director for compliance, SPED Program Coordinators & Secondary Campus Coordinators	\$16,000 IDEA-B
1, 6, 7	Special Education	12E	Implement training on Transition Procedures which meet the requirements of IDEA, 2004 and best practice criteria with all secondary special education staff using a TOT model in which teams are trained on each secondary campus.	Review of special education student folders will indicate appropriate transition plans. Teachers will articulate the relationship of Transition Activities to their daily work with students. Student-led IEP meetings will be implemented with all 6th - 12th graders and self-determination activities will occur with all 4th-5th graders. State Performance Plan Indicator 13 will be reported to TEA as 100% in compliance.	GSF	April	SPED Director of Instructional Improvement, Secondary Program Coordinators & Campus Coordinators	\$20,000 IDEA-B
1, 2, 5, 6	Special Education	12F	Continue to provide training on the Response to Intervention process which encourages appropriate implementation of interventions prior to considering Special Education or Dyslexia testing and services for the student.	Reduce the number of referrals for testing in Special Education and Dyslexia which do not result in placement. Percentage of district student population identified as special education will continue to decrease to a level recommended by TEA (8.5%). Review of SA2 system will indicate consistent documentation of interventions prior to referral for special education/dyslexia assessment.	3TL	December, June	Exec. Director for Special Education & Campus Principals	\$10,000 IDEA-B
1, 2, 5, 6	Special Education	12G	Provide training on a continuum of Positive Behavior Supports for students with disabilities involving behavioral and/or emotional disorders. These interventions may include identification of replacement behaviors, development of effective BIPS, use of Redirection or inclusive support models, or a structuring of more extensive behavioral supports for individual students.	Reduce the percentage of special education students served through disciplinary alternative education programs. PBMAS indicators related to discipline will reflect that the district data is in line with state average data.	CLP	Each 9 weeks	SPED Director for Instructional Improvement and SPED Program Coordinators	\$10,000 IDEA-B
1, 2, 5, 6	Special Education	12H	Continue to provide training and support for use of the Stetson staffing model as a support for campus implementation of effective inclusive strategies and the responsible scheduling of special education staffing resources. Training will continue to emphasize effective strategies for co-teaching, including models that will provide a range of supports in general education to increase the success of included students.	Percentage of Special Education students earning passing grades in general education classes will increase and observations in co-taught classes will indicate a variety of models of co-teaching in use by staff.	DI	Each 9 weeks	Exec. Director, Director & Program Coordinators for Special Education	\$5,000 IDEA-B
1, 2, 5, 6	Special Education	12I	Support district CHAMPS initiative through trainings at district and campus levels, including the Foundation Schools program and support meetings throughout the year.	Reduce district-wide percentages of students assigned to ISS and DAEP programs and see CHAMPS strategies used in classrooms during observations.	CLP	December, June	Director for Special Education	\$25,000 IDEA-B
1, 2, 5	Special Education	12J	Continue to develop curriculum frameworks for all levels of ALE/Specialized Support classrooms which support teachers writing IEPs using grade level TEKS that are aligned with general education curriculum scope and sequence.	Review of IEPs will indicate grade level TEKS reflected in IEPs for students with significant cognitive disabilities and classroom observations will indicate level of rigor which is differentiated to address the needs of all students.	DI	Each 9 weeks	Exec. Director, Director & Program Coordinators for Special Education	\$15,000 IDEA-B for summer curriculum writing
1, 5	Career and Technology	13A	Expand opportunities for teachers to obtain industry certifications/licenses in order to provide like opportunities for students.	10% increase of teachers and students obtaining industry certifications and licenses.	CCR, PBL	May	Exec. Director, Director & Asst. Director for Career & Technology	\$5,000 - cost of training and tests for teachers funded by Perkins

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1	Career and Technology	13B	Increase the number of students accessing the Kuder program to research college, career and scholarships opportunities based on assessments.	50% increase of high school students will have accessed the Kuder program.	PGP, CCR, GSS	June	Exec. Director and Director for Career & Technology, Director for Guidance and Special Populations Specialist	\$30,000 funded by Perkins
3, 4	Career and Technology	13C	Develop and implement strategies that will foster collaboration among educational agencies, community partnerships, and parents to promote CTE programs.	Stakeholders will attend meetings with CTE staff to establish goals focusing on long-range planning, TEKS realignment, and evaluation of program resources.	CLP, PI	Each semester	Exec. Director, Director and Asst. Director for Career & Technology, Director for Guidance and Special Populations Specialist, CTE Magnet Directors, Dept. Chairs	
1, 5, 6	Career and Technology	13D	Provide magnet program directors with leadership, data analysis, and instructional support to promote student success in each area.	100 % of CTE Magnet Directors will attend scheduled meetings.	CLP, AFL	Monthly	Exec. Director and Director for Career and Technology, CTE Magnet Directors	
2, 8	Career and Technology	13E	Develop and implement safety rules for all CTE facilities and programs. Provide students with a safe learning environment.	100% CTE teachers teaching lab based courses will attend safety training sessions and workshops.	MCP, HW	Annual	Exec. Director, Director and Asst. Director for Career & Technology, CTE Magnet Directors and Dept. Chairs	
1, 6	Career and Technology	13F	Develop and implement a plan to monitor CTE programs to ensure we are addressing the compliance issues in the PBMA guidelines pertaining to student populations in Career and Technology.	100% of CTE teachers will attend professional development activities related to pulling data from COMPASS and using it to assess students' needs to improve achievement on STAAR.	GSF, CLP	Quarterly	Exec. Director and Director for Career and Technology and Special Populations Specialist	
1, 7	Career and Technology	13G	CTE teachers will apply for Adjunct Faculty status and attend college alignment meetings to provide more opportunities for students to earn academic and college dual credit.	10% increase of CTE teachers will obtain adjunct faculty status through ACCD.	CCR, CLP	June	Exec. Director and Director for Career and Technology and Special Populations Specialist	
1, 7	Career and Technology	13H	Provide curriculum development opportunities for new CTE courses that count for Science and Math credit.	100% of the teachers teaching CTE Math and Science courses will meet to develop curriculum that is rigorous, engaging, and challenging.	CT, IBL, HQ	June - August	Exec. Director and Director for Career and Technology and Special Populations Specialist	\$5,000 - cost of training and travel funded by Perkins
1, 6	Career and Technology	13I	Provide opportunities for Dual Credit and Articulated credit for CTE students.	5% increase in students taking dual credit or Tech Prep courses.	CCR, CLP	Each semester	Exec. Director and Director for Career and Technology and Special Populations Specialist	
3, 6	Data Processing	14A	Data Processing Help Desk will support teachers in the utilization of applications such as GradeSpeed to manage grades.	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload 3, 6 and/or 9-weeks grades as outlined in grading policy. (http://intranet.int.neisd.net/edtech/gradespeed/)	CLP, GSF	Daily to weekly Three, six, and nine weeks	Principals, Asst. Principals, Teachers, Data Processors, Data Processing Help Desk Staff, and Director of Educational Technology	\$36,860 Residual Bond 2007 funds
3, 6	Technology Applications	14B	Technology Services staff will support teachers in the utilization of applications such as GradeSpeed to manage grades. In addition, teachers will be provided support in creating and maintaining Teacher Web pages and Web 2.0 tools, such as podcasts, wikis and/or blogs to improve communication with staff, students, and parents.	100% of teachers will update essential classroom information as outlined in the teacher Web page template. (http://www.neisd.net/et/twp/index.htm) 100% of campuses will create and maintain at least one podcast, blog, and/or wiki.	CLP, GSF	Weekly to Monthly	Principals, Asst. Principals, Teachers, Technology Services Specialists, Coordinators, Asst. Director and Director of Educational Technology	

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1	Technology Applications	14C	Technology Services staff will provide K-5 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice.	100% of elementary campuses will provide keyboarding instruction and practice.	3TL, CR, DI	Quarterly	Principals, Asst. Principals, Teachers, Data Processors, Help Desk Staff, Technology Services Specialists, Coordinators, Asst. Director and Director of Educational Technology	
1	Technology Applications	14D	Technology Services staff will support educators in the mastery of technology proficiencies as outlined in the North East Educator Technology Standards. (http://intranet.int.neisd.net/edtech/ed_stds.html)	100% of educators will complete technology proficiency assessments.	CLP, 3TL, CR	Annual	Principals, Asst. Principals, Teachers, Technology Services Specialists, Coordinators, Asst. Director and Director of Educational Technology	
1, 4	Technology Applications	14E	Technology Services staff will support teachers in the utilization of the North East Technology Applications Student Standards to assess mastery of essential knowledge and skills (http://intranet.int.neisd.net/edtech/tech_apps.html) and the expectations of the State Board of Educator Certification.	100% of students will demonstrate mastery of grade-level technology standards as measured by student products. 100% of 8th grade students will demonstrate mastery of grade level technology standards as measured by an online assessment.	CLP, 3TL, CR	Quarterly	Principals, Asst. Prin., Teachers, School Improvement Specialists and Coordinators, Technology Services Specialists, Coordinators, Asst. Director and Director of Educational Technology	\$13,500
1, 4	Technology Applications	14F	Technology Services staff will support teachers and students in the utilization of classroom computers, computer labs, portable keyboards, 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 Texas STAAR Chart for planning, instruction, reflection, walk-throughs, and observations. 100% of Elementary classroom teachers will ensure students use technology tools appropriate for the task a minimum of 9 hours during each 9-week grading period as evidenced by lesson plans correlated to content-area TEKS and Technology Applications Standards, lab schedules, and student products. 100% of middle and high school core content teachers will ensure students use technology tools appropriate for the task a minimum of four class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	AV, 3TL, CR, CT, DI	Quarterly	Principals, Asst. Principals, Teachers, School Improvement Specialists and Coordinators, Technology Services Specialists, Coordinators, Asst. Director and Director of Educational Technology	
1, 4	Technology Applications	14G	Technology Services staff will support all content-area curriculum by modeling the inclusion of Technology Applications Standards within the context of instruction. In addition, staff will support the efforts of teachers to differentiate instruction and meet accommodations, using strategies to incorporate technology where appropriate.	100% of classroom teachers will integrate technology within the context of content-area instruction. Content TEKS and Technology Applications TEKS are available through online resources and include special education accommodations, differentiation strategies, and bilingual/ESL strategies.	AV, 3TL, CR, CT, DI	Quarterly	Academic and Instructional Deans, Teachers, Librarians, Instructional Division Specialists and Coordinators, and Technology Services Specialists, Asst. Director and Director of Educational Technology	
1, 2, 3, 5, 6, 8	Leadership Development	15A	Provide <i>7 Habits of Highly Effective People</i> training to 3 cohorts	Successful completion by all participants of <i>7 Habits</i> training,	CLP	August - June	Director of Leadership Development	\$10,000

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1, 2, 3, 5, 6, 8	Leadership Development	15B	Provide <i>8th Habit Leadership</i> training to 2 cohorts (Leadership: Great Leaders, Great Teams, Great Results).	Successful completion of LQ/Survey Successful completion by all participants of <i>8th Habit Leadership</i> training.	CLP	August - June	Director of Leadership Development	\$20,000
1, 2, 3, 5, 6, 8	Leadership Development	15C	Build capacity by coordinating <i>Covey Leadership</i> training, certification, and facilitation.	Completion of certification for new facilitators. Completion of training sessions conducted by certified trainers. NPS of 90 or more.	CLP	August - June	Director of Leadership Development	\$35,000
1, 2, 3, 5, 6, 8	Leadership Development	15D	Build capacity by coordinating and facilitating the <i>Leader in Me</i> program on 19 elementary campuses.	Schools will progress and be awarded Lighthouse status.	CLP	August - June	Director of Leadership Development	\$64,000
2, 3, 4, 5, 8	Safe and Drug-Free Schools and Communities	16A	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 six areas: 1. Reduce the use of tobacco, alcohol, and other drugs among students. 2. Reduce incidents of violence and improve school safety through conflict resolution training and implementation. 3. Increase awareness of suicide prevention and follow the NEISD Suicide Prevention policy. 4. Increase parental and community involvement in violence and drug prevention activities. 5. Increase student involvement in school activities. 6. Increase awareness and prevention efforts related to teen dating violence by implementing HB 121 and developing a dating violence policy. 7. All campus plans will include a discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles as stated in Education Code 37.083(a)	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the six areas: 1. Reduction in the use of tobacco, alcohol, and other drugs among students. 2. Reduction in incidents of violence and improvement in school safety. 3. Increased awareness of suicide prevention and follow the NEISD Suicide Prevention policy. 4. Increased parental and community involvement in violence and drug prevention activities. 5. Increased student involvement in school activities. 6. Increased awareness and prevention efforts related to teen dating violence and development of a dating violence prevention plan (secondary level). 7. Review of campus plans will include 100% compliance with bullying prevention and education as stated in Education Code 37.083(a).	GSF, PI, HW, IA	June	Principals, STAN Counselors, Director of Leadership Development, Secondary Assistant Principals and Secondary Campus Police Officers	\$110,000
2, 3, 4, 5, 8	Safe and Drug-Free Schools and Communities	16B	Complete an annual program evaluation.	District reduction in incidents of violence and drug use as indicated in the following sources: * Drug, Alcohol, and Violence Report from Pupil Personnel Services * STAN Quantifiable Measures Report * Positive Mediation Reports by campus * PAL Six Weeks Training and Service Reports, Safe School Ambassador Surveys, training evaluations	GSF, CT, HW, IA	September - May	Director of Leadership Development, STAN Counselors, PAL Teachers, Principals, and Specialists of Student Support Services	
2, 3, 4, 5, 8	Safe and Drug-Free Schools and Communities	16C	Using information from needs assessment, provide professional development opportunities for STAN Counselors, PAL/Peace, and SDFS Campus Contacts. Using information from needs assessment, provide professional development opportunities for administrators, counselors and teachers.	Professional development evaluations will indicate Exceeds Expectations in 95% of the responses. Professional development surveys will indicate 100% of participants utilized information in current position.	GSF, CT, HW, IA	Monthly	Director of SDFSC, STAN Counselors, SDFSC Campus Contacts, PAL Teachers, Principals, Specialists of Special Programs	\$30,000

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1, 2	Child Sexual Abuse Prevention	17A	To provide methods for increasing teacher, student and parent awareness of issues regarding sexual abuse of children. Including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by TEA on prevention of child abuse. Also using information provided by (childwelfare.gov); (keep kids healthy.com); (prevent child abuse.org); Department of Family and Protective Services and other appropriate agencies.	Information provided to Principals, Assistant Principals and Counselors at the annual Administrative Leadership Conference and documented on attendance log. Principals, Assistant Principals and Counselors provide training to all teachers during in-services and staff meetings and to parents during PTA meetings.	HW	August - September	Human Resources, Principals, Assistant Principals and Guidance Counselors	
1, 2	Child Sexual Abuse Prevention	17B	To provide information on actions that a child who is a victim of sexual abuse should take to obtain assistance and intervention.	Information provided to Principals, Assistant Principals and Counselors at the annual Administrative Leadership Conference. Principals, Assistant Principals and Counselors provide information to students during student assemblies. Evidenced by attendance logs.	HW	August - September	Human Resources, Principals, Assistant Principals and Guidance Counselors	
1, 2	Child Sexual Abuse Prevention	17C	To provide available counseling options for students affected by sexual abuse. These options are based on information provided by the Texas Department of Family and Protective Services.	Information provided to Principals, Assistant Principals and Counselors at the annual Administrative Leadership Conference, who in turn, provide information to individual students as needed and documented in students' records.	HW	August - September	Human Resources, Principals, Assistant Principals and Guidance Counselors	
1, 2, 3, 4, 7	Guidance	18A	Continue state-mandated comprehensive developmental guidance program. (TEC §§ 33.005).	100% of guidance counselors and counselor supervisors will receive training to include expectations, evaluations, and guidance program.	GSF	June - August	Counselors, Counselor Supervisors, and Director of Guidance	
1, 2, 3, 4, 7	Guidance	18B	Develop yearly campus guidance plans supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning, and system support.	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate activities in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	GSF	August - May	Counselors, Guidance Leadership Team, Director of Guidance	
1, 2, 3, 4, 5, 7	Guidance	18C	Implement and evaluate campus guidance programs to ensure alignment with the TEA guidance program framework.	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Director for Guidance Services, who will evaluate progress bi-annually.	GSF	June	Counselors, Principals, Director of Guidance	
1, 2, 3, 4, 5, 7	Guidance	18D	All high school & middle school counselors will educate students, teachers, and parents regarding the Texas Grant, Teach for Texas Grants Program, San Antonio Education Partnership Program, and the Texas Scholars Program to assist in making rigorous curriculum choices ensuring postsecondary success and awareness of sources of information regarding higher education admissions and financial aid for postsecondary educational opportunities (TEC §§ 33.007).	Sign-in sheets will register 100% compliance.	GSF	August - June	Secondary Counselors and Principals	
1, 2, 3, 4, 5, 7	Guidance	18E	Increase time in counselor role and guidance program components.	100% of guidance counselors will meet to plan strategies to decrease the amount of time spent in non-guidance activities as defined by the state-mandated comprehensive developmental guidance program.	GSF	August - June	Counselors, Principals, Director of Guidance	

BGs	TARGET AREA (Specific objectives based on campus and students' needs)	CODE	PERFORMANCE OBJECTIVES	EVALUATION INDICATORS	STUDENT-CENTERED STRATEGIES	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
2, 3, 4, 5, 7	Health Services	19A	Each campus will demonstrate inclusion of the eight components of a coordinated school health program: 1) Health education teaches physical, mental, emotional, and social topics 2) Physical education supports physical activity and cardiovascular fitness; 130 minutes/week 3) Health services provides prevention, early intervention, and management of acute and chronic health conditions; individual healthcare plans 4) Nutrition services offers nutritious meals and an environment that promotes healthy food choices and support for nutrition education; follow physician recommended dietary restrictions 5) Counseling, psychological, and social services provide consultation and other assistance 6) A healthy environment promotes positive physical, social, and emotional climate; report indoor air quality issues to Environmental Health Department 7) Staff health promotion helps staff maintain their health and act as healthy role models; promote staff wellness 8) Family and community involvement promotes partnerships that maximize resources and expertise; promotion and participation in district-wide health events	Review of campus plans, health/wellness initiatives, and findings from School Health Index (even numbered years) on each campus will indicate all components are being addressed and promoted. District Wellness Plan Goals are achieved. Each campus nurse will submit an annual health related event.	CT, GSF, IA	Monthly, annually and as needed	Director of Health Services, Assistant Director of Health Services, Exec. Director of School Nutrition Services, Exec. Director of Safety Dept., Exec. Director of Facilities Maintenance, Health/PE/Athletics Assistant Director and Director of Guidance and Counseling, Principals, Campus Nurses, Flex Nurses, Counselors, Health Teachers, Family Specialists, PE Teachers/Coaches, Cafeteria Managers, Parents/Families, School Health Advisory Council, Environmental Health Department	
2, 3, 4, 7	Health Services	19B	School nurses will provide and support a safe and nurturing learning environment by promoting healthy lifestyles and disease prevention, complying with Texas immunization laws, implementing health-related guidelines and procedures, assisting with the development and implementation of IEPs, and assisting with monitoring the school environment for safety. Documenting all student clinic visits using the electronic record keeping format HealthCheck.	Health Services will review monthly reports and Texas Department of State Health Services annual immunization report and vision, hearing, spinal, and acanthosis nigricans screening reports, monitor campus/cluster-based health initiatives, review accident/injury reports. Provide data from HealthCheck to track current health-related trends. District Wellness Plan goals are achieved.	GSF, IA, HW	Monthly, annually and as needed	Director of Health Services; Assistant Director and Campus/Flex nurses and LVN's	
2, 3, 4, 7	Health Services	19C	Campus and flex nurses will provide the crucial link between student health and academic success by conducting health assessments, providing preventive care, minimizing student risk-taking behaviors, providing first aid for injured and ill students, developing Individualized Health Plans (IHPs) to benefit students with acute and chronic health needs, providing communicable disease surveillance, providing individual and group health education, creating programs and strategies to promote healthful living, offering parent-nurse conferences, providing families with referral information, monitoring results of treatments and interventions, and working closely with campus staff to ensure student health needs are met and goals are achieved.	Monitor monthly reports, conduct campus visits, review of student/clinic referrals and staff meetings. District Wellness Plan goals are achieved. Keep Executive Director updated on department progress. Monitor excess time students spend in clinic and academic success.	CT, GSF, IA, HW	Monthly, annually and as needed	Director of Health Services, Assistant Director of Health Services, Campus/Flex Nurses, Special Education Campus Coordinators, Family Specialists, Counselors, Faculty/Staff	
2, 3, 4, 7	Health Services	19D	Collaborate with Family Specialists, campus counselors, local health care providers, and local/state/federal agencies to secure health-related resources (glasses, hearing aids, medical care, dental care, immunizations, prescription medication assistance) for uninsured/underinsured students to facilitate improved attendance and academic success. Increase insured students by promoting CHIPS and Medicaid enrollment.	Improved student attendance and academic performance in target population. Collaboration with San Antonio Metro Health District for free dental care for all Title I elementary schools.	CT, GSF, IA, HW	July-June	Director of Health Services, Assistant Director of Health Services, Campus/Flex Nurses, Family Specialists, Counselors, Teachers	

BGs	TARGET AREA (Specific objectives based on campus and students' needs)	CODE	PERFORMANCE OBJECTIVES	EVALUATION INDICATORS	STUDENT-CENTERED STRATEGIES	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
2, 3, 4, 7	Health Services	19E	Provide accurate, current, concise health-related information to parents and community members through PTA meetings and newsletters, HEALS Committee activities, campus/cluster activities, and campus nurse/District Health Services Web sites.	Campus nurses and Health Services representatives will collaborate with principal and PTA officers to provide health information. Each nurse will have an up to date campus web-page.	PI, HW	Monthly	Director of Health Services, Assistant Director of Health Services, Campus/Flex nurses, Principals, PTA officers	
2, 3, 4, 5, 6, 7	Health Services	19F	Develop and implement two professional development days for campus nurses and flex nurses each school year.	Professional development/in-service programs provided by Baptist Healthcare System and Methodist Hospital will be conducted on District staff work days. Program evaluations will reflect a score of 3 or above.	HW,CLP	October, February	Director and Assistant Director of Health Services	\$500
1, 2	Discipline Management	20A	Support campus administrators by providing training opportunities on support topics like: investigations, documentation, mainframe, web applications to aid in discipline management.	Increase number of participants in training sessions. Reduce number of errors on the discipline error reports and required documents required of the campus by TEA audits.	CLP	July-May	Ex. Director of Student Support Services, Director Pupil Personnel Services, Hearing Officers and Principals	
1, 2	Discipline Management	20B	Continued promotion and use of the positive behavioral support system.	Decrease in the number of campus discipline incidents to include ISS, suspension, Central Office DAEP assignment and expulsions.	MCP	August- May	Campus principals	
1, 2	Student Attendance	20C	Improve student attendance by effectively tracking student attendance on a daily basis.	Increase the daily attendance rate for each campus and decrease the number of truant students.	IA	August- May	Campus administration, Ex. Director of Student Support Services, Director Pupil Personnel Services and Hearing Officers	
3, 5	Dropout/ Leaver/ Prevention/ Retention	20D	Provide continuous support and training for campus personnel involved in the Leaver/Withdrawal Process.	Training provided during leadership, mid-year and end of year while conducting site training and one-on-one support as appropriate. Success will be measured on error rate compared to before and after campus-based audits.	CLP	Full Year	Dropout Leaver Coordinator, Data Processors, Campus Dropout Coordinators	
3, 5	Dropout/ Leaver/ Prevention/ Retention	20E	Conduct campus leaver audits and confer with campus Dropout Coordinators regarding errors while providing additional direction as needed.	Results of three campus-based audits conducted by principal and Campus Dropout Coordinator. Results of spot audits conducted by District Dropout Coordinator.	CLP	Full Year	Dropout Leaver Coordinator, Data Processors, Campus Dropout Coordinators	
3, 4	Dropout/ Leaver/ Prevention/ Retention	20F	Investigate innovative dropout prevention strategies that assist in retaining and preventing student dropouts and increase changes for student achievement.	Results of Longitudinal Completion Rates and Annual Dropout Rate. Expand and develop relevant programs that will decrease the actual number of "98" coded students. Measurable goals will include program enrollment, leaver status, and graduation/ leaver rates.	CLP	Full Year	Dropout Leaver Coordinator, Data Processors, Campus Dropout Coordinators	
1, 2, 3, 7, 8	Healthy Lifestyles	21A	Provide professional development for all Healthy Lifestyles Coordinators to ensure successful implementation of the curriculum on all high school campuses.	Information learned surveys completed by coordinators, walk-throughs, end-of-semester exams and mastery of course objectives through assessments	HW	August-May	Asst. Director of PE/Health, Testing and Assessment Specialist, Campus Principals, Campus PE Coordinators and PE Teachers	
1, 2, 3, 7, 8	FITNESSGRAM	22A	Provide campuses with in-services and statistical reports to assist in improving their percentage of students reaching the Healthy Fitness Zone for the FITNESSGRAM PACER.	End of year FITNESSGRAM PACER report	PI, HW	August - May	Asst. Director of PE/Health, Testing and Assessment Specialist, Campus Principals, Campus PE Coordinators and PE Teachers	