

- 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  
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
 2006-2007**

**Barbara Bush Middle School**

*Equity and Excellence: Everybody Counts*

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**EXPECTATIONS**  
[RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.](#)  
 \* [3 Tier Instructional Model](#)  
 \* [Student Engagement Strategies](#)  
 \* [Content Reading and Writing Strategies](#)  
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 \* [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)  
**RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.**  
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**STUDENT ENGAGEMENT STRATEGIES**  
**CIP** - Collegial Instructional Learning and Planning  
**GSF** - Goal Setting & Frequent Feedback with individual students  
**3TL** - 3 Tier Levels of Instructional Intervention  
**CRW** - Content Reading & Writing  
**ITL** - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1,3				Site-based Planning and Decision-Making		X				Communicate the process for site-based planning and decision-making, routinely and consistently, to students, parents, staff, faculty, and community.	Communication with stakeholders indicates high level of implementation and understanding.	September, 2006 - May, 2007	Membership - School Community	
1,3				Site-based Planning and Decision-Making		X				Define roles / responsibilities for committee membership, etc.	All committee members are trained. Names of committee representatives are published in all general communication venues.	2006-2007 School Year	Membership - School Community	
	X			Target 2007		X			CIP,GSF	Target 2007 - Eliminate the achievement gap within student groups. Grow the percent commended across disciplines and grade levels. 90% passing on all tests for all student groups.	TAKS results from the 2007 test. All student groups will perform at 90% or above on every test.	2006-2007 School Year	Campus	
	X			Data Analysis: TRIAND		X			CIP	Train faculty and staff on effective utilization of student data (outcome, demographic and process) to identify and target low performers, to evaluate and organize curriculum and instruction, and to increase rigor and challenge. Teachers will utilize the TRIAND data management system.	Department and team meetings indicate understanding and effective use of data. Reports from each nine week grading period, disaggregated by teacher, department and campus, will highlight and draw attention to student achievement levels.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Kelly Woodiel, Joy Mazurek, Kim Wallin, Debbie Norton, Samantha Hopkins, and Noemi Francis	
		X		Data Analysis		X			GSF	Student goal setting will be utilized so that students are familiar with strengths and deficits.	Students will be able to articulate strengths and deficits in terms of TEKS mastery.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Kelly Woodiel, Joy Mazurek, Kim Wallin, Debbie Norton, Samantha Hopkins, and Noemi Francis	

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		X	X	Data Analysis		X		3TL	Identify students who have failed TAKS/SDAA tests. Create classes to target instruction for the identified students in order to offer additional support and to fulfill the Student Success Initiative mandate.	Passing rates on benchmarks, common assessments, TAKS tests, and classroom grades.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Reading/Math Workshop Instructors		
	X			Data Analysis		X		CIP	Develop, administer, and evaluate nine week common assessments across disciplines.	Evaluation of the nine week common assessments will identify performance levels and deficits vertically and across grade levels. Assessments are to incorporate items that reflect the depth and complexity of items found on the TAKS tests.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Department Heads, Administrative Team		
		X		Data Analysis		X		CIP	Introduce the concept of performance indicators (goals and targets). Each academic team, department/grade level team, and elective will create a list of performance indicators which link directly to the mission of the team/organization.	Regular meetings will incorporate a review of the indicators relative to actual performance.	2006-2007 School Year	Administrative Team		
		X		Data Analysis		X		CIP/GSF/3TL	Ensure each student at-risk of not meeting standard on TAKS and/or failing the current grade level is provided with the support outlined in our intervention plan: 1. PGP 2. Mentor 3. Advisory Advocate 4. Support contract 5. Targeted instruction in Math/Reading Workshop	Follow the PGP timeline, meet all deadlines required, and meet with teams to discuss student progress.	2006-2007 School Year	Administrative Team		
	X			Student Achievement		X		CIP/ITL	Use CFG protocols on a regular basis to analyze and evaluate student work, ensure best practices, and nurture professional collaboration.	Lesson plans and classroom observations indicate higher levels of complexity.	2006-2007 School Year	Randy Hoyer, CFG facilitators and members		

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1			X	Student Achievement		X		CIP	Half-day Professional Development Experiences for core academic areas will meet first semester.	Protocols will be used to analyze and evaluate instructional practices. Focus is on student work.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, AP's, department/grade level teams		
1	X			Student Achievement		X		CRW	Develop and implement vocabulary strategies utilizing Six Step Process and Word Walls. Focus on vocabulary words in the district word bank.	All classrooms will have Word Walls. Assessments and activities observed during observations will demonstrate implementation. Using the What to Look for in a Classroom checklist, 100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	2006-2007 School Year	Campus		
1	X			Student Achievement		X		ITL	Integrate the use of the following best practices to target diverse learners including: Marzano's 9 strategies that Work, Thinking Maps, KWL, Word Wall 5 Step Vocabulary Development Process, Say Something, Think-Pair-Share, RAFT, etc.	100% of walk-throughs will indicate appropriate use of these instructional strategies.	2006-2007 School Year	Campus		
1	X			Student Achievement		X		CRW/ITL	Integrate the use of reading and writing in the content area.	100% of walkthroughs will indicate appropriate use of these instructional strategies.	2006-2007 School Year	Campus		
1			X	Student Achievement		X		ITL	Use formative and summative assessments to inform instructional decisions (including common Assessments, Benchmarks, and TAKS).	All teachers will incorporate formative assessment strategies to guide instruction.	2006-2007 School Year	Campus		
1				Student Achievement		X		ITL	Train teachers in how to write higher level, TAKS type questions to be used on common assessments for each nine week grading period.	Walk-throughs will indicate the use of effective questioning strategies.	2006-2007 School Year	Campus		

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1	X			Reading		X		CRW	Utilize Kilgo strategies at all grade levels in lesson plan and assessment development.	Improvement in percent passing and percent commended. Classroom observations and grade level meetings will demonstrate appropriate use of these instructional strategies.	2006-2007 School Year	Noemi Francis, Department members		
1	X			Reading		X		CRW	Build and implement a comprehensive Language Arts curriculum and delivery of instruction.	There will be a stronger connection between the Reading and English departments demonstrated in aligned lessons that reinforce the common TEKS.	2006-2007 School Year	Noemi Francis, Department members		
1	X	X	X	Reading		X		CRW, GSF, 3TL	Develop and provide intensive, targeted intervention program for struggling readers through SRA and Reading Workshop.	90% of the students participating in the Student Success Initiative program will pass TAKS.	2006-2007 School Year	Noemi Francis, Dora McKenzie, Department members		
1	x			Writing		X		CRW	Develop common instructional language and structure for the process of writing.	All language arts teachers will attend professional development on Six Traits of Writing (ideas, organization, voice, word choice, sentence fluency, and conventions). Scoring rubrics will incorporate 6-Traits terminology.	2006-2007 school year	Virginia Guerrero, Debbie Norton, Dora McKenzie, Reading/English teachers		
1	x	x		Writing		X		CIP, CRW, 3TL	Improve student writing by vertical/horizontal instruction. Focus on coordination between 6th and 7th grades.	100% of students will pass TAKS writing test. Percent of students receiving a score of 4 will increase by 10%.	2006-2007 school year	Virginia Guerrero, Debbie Norton, Noemi Francis, Dora McKenzie, Reading/English teachers		
1	x			Writing		X		CIP, CRW	Develop and administer assessments with open-ended responses at 8th grade. Training in the process will occur.	Assessments will incorporate open-ended responses. Assessment results will show growth over time.	2006-2007 school year	Dora McKenzie, Debbie Norton, 8th grade English teachers		
1	x			Writing		X		3TL, GSF	Enhance the Writing Zone prior to TAKS Writing. Include student writers from both ends of the achievement spectrum.	Quality effort will lead to teacher satisfaction and a higher number of students mastering minimum skills in writing as well as growth in the percent commended.	2006-2007 school year	Dora McKenzie, Debbie Norton, English teachers		

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1		x		Writing		X		GSF	Increase students' opportunities to have their creative writing published.	All students will be offered opportunities to enter prose and poetry contests as well as to be published in the campus literary magazine <i>The Writer's Garden</i> .	2006-2007 school year	Debbie Norton and English teachers		
5	X			Mathematics		X		GSL	Utilize the revised North East Scope and Sequence, for all math courses. Monitor benchmark assessments.	All students will meet standard and increase commended on each benchmark assessment. All walk-throughs will indicate adherence to district math sequence.	2006-2007 School Year	Math Specialists, Joy Mazurek, Erika Sykes, Dora McKenzie		
1	X			Mathematics		X		ITL	Provide professional development to all math teachers on problem-solving and use of technology assisted instruction.	Lesson plans and classroom observations indicate higher order thinking skills, problem solving activities, the language of algebra, and use of technology assisted instruction.	2006-2007 School Year	Randy Hoyer, Math Specialists, Joy Mazurek, Dora McKenzie		
1	X			Mathematics		X		ITL	Maintain the campus focus on TEKS and build a stronger connection with District Math Philosophy.	All walk-throughs will indicate use of the campus focus on the TEKS and the District Math Philosophy.	2006-2007 School Year	Math Specialists, Joy Mazurek, Erika Sykes, and Dora McKenzie		
1	X	X	X	Mathematics		X		GSF/3TL	Provide intensive, targeted intervention program for all students who have been identified as not having mastered minimum competencies.	90% of students participating in Math Workshop will pass their grade level TAKS.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Math Specialists, Joy Mazurek, Erika Sykes, Jeff Jackson, and Department Members		
1		X		Mathematics		X		ITL	Integrate the use of the following Best Practices into the math program: Exemplars, inquiry, class discourse, use of manipulatives and instructional technology.	All walk-throughs will indicate appropriate use of these instructional strategies.	2006-2007 School Year	Randy Hoyer, Joy Mazurek, Erika Sykes, Department Members		
1			X	Mathematics		X		CIP	Assigned teachers will participate on a vertical team 5-6 or 8-9.	Vertical teams meet a minimum of one time a semester to ensure alignment of curriculum and appropriate placement of students.	2006-2007 School Year	Math Specialists, Joy Mazurek, Dora McKenzie		

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5		X		Mathematics		X		ITL	Emphasize the vocabulary development process to teach all the necessary vocabulary and mathematics concepts.	Using the <i>What to Look for in the Mathematics Classroom</i> checklist, 100% of formative walk-through will indicate appropriate use of these instructional strategies.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Math Specialists, Joy Mazurek		
2		X		Science		X		ITL	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at TEA website.	100% of walk-throughs will demonstrate either compliance or a written action plan for meeting compliance within two years.	2006-2007 School Year	Randy Hoyer, Kim Wallin, Science Teachers, Administrators		
1		X		Science		X		ITL	Integrate inquiry based instruction using small groups to increase student achievement including: 5 E's, questioning to target higher order thinking and questioning that targets the unifying concepts in science.	100% of walkthroughs will indicate appropriate use of these instructional strategies	2006-2007 School Year	Randy Hoyer, Kim Wallin, Department Teachers, Administrators		
1	X			Science		X		ITL	Integrate the use of best practices to target diverse learners including 80-60-40 laboratory and field investigations.	100% of walk-throughs will indicate appropriate use of these instructional strategies.	2006-2007 School Year	Randy Hoyer, Kim Wallin, Department Teachers		
1	X			Science		X		ITL	Integrate the use of concrete models and manipulatives to reinforce scientific concepts.	100% of walkthroughs will indicate appropriate use of these instructional strategies.	2006-2007 School Year	Randy Hoyer, Administrators, Kim Wallin, Department Members		
1	X			Science				GSF/ITL	Each teacher will identify at least one student to work individually with on a science fair project.	The number of students participating in the state science fair will be equal to or greater than five.	2006-2007 School Year	Kim Wallin, Department Members		
1	X			Social Studies		X		CIP	Assigned teachers will participate on a vertical Social Studies team 5-6 and 8-9.	Vertical teams will meet a minimum of one time a semester to create sequence of vocabulary and primary document research guidelines for Pre-AP and AP teachers of social studies.	February, 2007	Samantha Hopkins, Dora McKenzie, Department Members		

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1	X			Social Studies		X			CIP/ITL	Social Studies teachers will use the strategy of classifying and other vocabulary development strategies on a regular basis.	100% walk-throughs and common assessments will show evidence of vocabulary development.	2006-2007 School Year	Samantha Hopkins, Dora McKenzie, Department Members	
	X			Foreign Language		X			GSF	Implement an instructional program in Spanish and Latin based on developing communicative competency.	Common departmental semester exams (or other appropriate assessments) will indicate that all students are meeting or surpassing proficiency goals.	2006-2007 School Year	Foreign Language Teachers	
	X			Gifted Talented		X			CRW	Utilize the G/T curriculum guides to include the new grammar and writing elements.	All G/T teachers will access current and available curriculum.	2006-2007 School Year	G/T Teachers	
5	X			Gifted Talented		X			GSF	Analyze G/T student scores on PSAT; adjust curriculum gaps and monitor student progress.	District officials will meet with all G/T teachers to discuss student performance on PSAT.	August, 2006/January, 2007	G/T Teachers	
	X			Gifted Talented High Achiever		X			CIP-ITL	Provide Enriched Opportunities for G/T and High Achievers across the curriculum.	Lesson plans and classroom observations indicate enriched curriculum/differentiated for the G/T or high achiever.	2006-2007 School Year	Dora McKenzie	
	X			Library		X				Assist teachers and students in utilizing Big Six Research Strategies and use of all databases provided by the district and campus.	Librarian will guide campus research projects and use of research databases. Student use of these databases will be monitored. Librarian will create a video, with ITC, to promote and train all.	2006-2007 School Year	Jan Greeman, Michelle Haider	
		X		Library		X				Continue to develop collection for parent use. Inform parents of the importance and uses of the research databases.	Librarian will be a resource for parents in their search to quest to assist their child to be successful in middle school.	August, 2006/January, 2007	Jan Greeman	
				Dyslexia		X				Utilize, when indicated, the district's process for regular education dyslexia assessment and provide appropriate instructional program for identified students.	All students identified to receive dyslexia services will be provided service as evidenced by cluster campus rolls and STAT meeting notes.	2006-2007 School Year	Suzanne Wendorf, Noemi Francis, Reading Teachers	

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	Rigor	Relevance	Relationship		District Initiatives	E	M							
				Dyslexia		X				Provide training in appropriate classroom accommodation strategies for identified dyslexic students.	Lesson plans and classroom observations indicate appropriate accommodations for dyslexic students.	2006-2007 School Year	Suzanne Wendorf, Noemi Francis, Reading Teachers	
				Fine Arts		X				Increase student participation in UIL academic and performance based competition.	Participation in UIL competitions will be incorporated into all advanced academic courses.	2006-2007 School Year	Kathi Kardon, Dora McKenzie, Administration, Sponsors	\$4,000
	X			Fine Arts		X				Connect the learning of Fine Arts to other disciplines.	Lesson plans and classroom observations will indicate collaboration among general education and fine arts teachers.	2006-2007 School Year	Classroom Teachers, Fine Arts Teachers	
				Parent Involvement		X				Communicate to parents through orientations, Open House, agenda books, hotlines, telephone calls, conferences, Teacher Web, etc., what they can do at home to help their child be successful.	Examination of appropriate documentation will indicate compliance.	2006-2007 School Year	Classroom Teachers / Administrators	
				Parent Involvement		X				Involve parents in educational program through communication, special programs, and Math/Science/Technology experiences.	Survey indicates satisfaction.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Counselors, Teachers	
				Special Education		X				Develop the school's emphasis on Inclusion by maintaining the full continuum of services for students who qualify for special education with emphasis on increased participation in the general education curriculum. Begin the process of co-teach training.	Review of staff development evaluations indicates satisfaction and review of IEP's indicates compliance. A review of data on TAKS exemptions and/or LRE assignments is within recommended district guidelines.	August, 2006/January, 2007	Randy Hoyer, Kelly Woodiel, Department Heads.	
				Special Education		X				Increase the percentage of students with disabilities taking TAKS and grade level SDAA.	The ARD committee will decide which assessment is best for each child receiving services.	2005-2006 School Year	Randy Hoyer, Kelly Woodiel, Special Education Teachers	

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				Safe and Drug Free Schools		X				Inform employees about programs that will support the individual (i.e., EAP, Sick Leave Bank, FMLA, Workman's Comp, Crisis Intervention, etc.).	Minutes from faculty meetings, daily bulletins, etc. will indicate compliance.	2005-2006 School Year	Randy Hoyer, Counselors	
				Safe and Drug Free Schools Drop Out Prevention		X				Inform parents/students about programs and provide support (i.e., PALS, Mediation, Crisis Intervention, Suicide and Violence Prevention).	Agenda from PTA meetings, parent/counselor meetings, etc. indicate compliance.	2006-2007 School Year	Randy Hoyer, Counselors, Teachers	
				Safe and Drug Free Schools Drop Out Prevention		X				Ensure that comprehensive drug/violence prevention curriculum with emphasis on reduction of the use of tobacco, alcohol, other drugs, and violence is integrated into lessons for all students. Support Red Ribbon Week.	Review of lesson plans will indicate safe and drug free school elements with emphasis on reduction of the use of tobacco, alcohol and other drugs and building resilience in students.	2006-2007 School Year	Randy Hoyer, Donna Hengst	
				Safe and Drug Free Schools		X				Encourage a strong adult presence at school by recruiting volunteers, tutors, and mentors.	Review of volunteer sign in sheet indicates increased number of parents/grandparents on campus.	2006-2007 School Year	Randy Hoyer, Donna Hengst	
				Safe and Drug Free Schools		X				Continue to focus on Character Education and education for self-responsibility lessons within the advisory curriculum.	Review of advisory plans indicates compliance. Behavior referrals to administrators will decrease.	Ongoing	All Staff	
				Safe and Drug Free Schools		X				Train staff/faculty on effective communications for a diverse population to minimize undesirable behaviors.	Redirection in number of incidents of harassment, bullying, as reported to staff/faculty.	2006-2007 School Year	All Staff	
				Accelerated Education At Risk/Drop Out Prevention		X				Utilize Student Teacher Assistance Teams (STAT) to ensure student success.	Meetings of team meetings indicate use of STAT.	December, 2006/May, 2007	Team Leaders, Counselors	
				Accelerated Education At Risk		X				Provide extra support to ESL students who waive program at cluster campus.	Review of ESL student grades indicate student success.	December, 2006/May, 2007	Team Leaders, Counselors, ESL Teacher	

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				Accelerated Education At Risk/Drop Out Prevention		X				Utilize Academic Coaching for students who are low performing in math, reading and writing and/or who have failed one or more sections of TAKS.	All students receiving Academic Coaching will pass TAKS.	2006-2007 School Year	Academic Teachers, Dora McKenzie	
				Accelerated Education At Risk/Behavior Management		X				Utilize the Behavior Management Class to support the school-wide behavior management plan which emphasizes using misbehavior as an opportunity to learn new, more appropriate behaviors.	Students will complete all assignments. School will experience a decrease in office referrals.	2006-2007 School Year	Behavior Management Committee, Assistant Principals, BMC Teacher	
				Accelerated Education At Risk/Behavior Management		X				Develop structured advisories to support student success, intervention, and relationships. Every student at-risk has a partner/mentor for the school year.	Quarterly meetings will reflect progress of advisory and mentor program.	2006-2007 School Year	Behavior Management Committee, Assistant Principals, BMC Teacher	
				Drop-out Prevention		X				Require campus PEIMS coordinator to audit school leaver statistics twice a year.	PEIMS Coordinator will report to the principal twice a year.	2006-2007 School Year	Randy Hoyer, Assistant Principals	
				Attendance		X				Develop specific strategies to establish the adult/student attendance rate at 97% for all populations.	Review of attendance data shows average daily rate > greater than 96%.	2006-2007 School Year	Randy Hoyer	
				Character Education		X				Develop transition activities that include a "camp" for incoming students, orientation meetings for parents, visits to the campus, etc.	All incoming students will receive orientation about the building, schedule, curriculum, everyday school activities, organization, study skills, making friends, safety, peer pressure, etc. Survey responses of the perceptions of program are positive.	August, 2006/January, 2007	Mitch Brown, Erika Sykes, Dora Mckenzie, Counselors	

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				Transition		X				Notify all students and parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. This includes the need for students to make informed curriculum choices to be prepared for success beyond high school and sources of information on higher education admissions and financial aid.	Roster of attendees will signify compliance.	January, 2007	Randy Hoyer, School Counselors	
				Guidance		X				Provide 8th grade students with information on high school magnet programs.	Review schedule of transition activities introducing high school programs.	February, 2007	Counselors	
				Guidance		X				Counsel with 8th grade students to develop individual four year plan.	All 8th grade students will have four year plan.	April, 2007	Counselors	
				Team Building		X				Support staff, utilizing reward and recognition strategies, including Super Bulldog Awards.	Survey indicates satisfaction.	2006-2007 School Year	Randy Hoyer	
				Team Building		X				Utilize flexible scheduling to balance team planning/ department planning, coaching, etc based on student needs.	Minutes of Team/department meetings.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Team Leaders, Dept. Heads	
				Team Building		X				Focus on relationships, then tasks. Maintain on-going venues among all stakeholders.	Survey indicates satisfaction.	2006-2007 School Year	Randy Hoyer, Dora McKenzie, Team Leaders, Dept. Heads	
				Public Relations		X				Build and maintain traditions that are unique to Bush Middle School.	Staff can identify Bush traditions.	2006-2007 School Year	Staff and Faculty	
				Public Relations		X				Maintain Web Calendar with current events.	Copy of web calendar.	2006-2007 School Year	Mitch Brown	
				Public Relations		X				Involve community in Veteran's Day, MS Walk, special programs, showcasing student work, etc.	Attendance logs indicate success.	2006-2007 School Year	Administrative Staff	

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				Health Services		X				Provide parent communication with parents and PTA through District HEALS Advisory Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community through internet Health Services sites.	School print and non-print media will contain periodic health related information.	2006-2007 School Year	Diane Bullard	
				Technology Applications		X				Use the <i>North East Technology Application Student Standards</i> to effectively integrate technology into the curriculum and assess mastery of the essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Quarterly	Campus Administrators, Teachers, Instructional Technology/Division Specialists & Coordinators	
				Technology Applications		X				Use classroom computers, computer labs, Alphasmarts, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of administrators and core content teachers will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations.  100% of core content teachers will work with each student a minimum of four class periods each semester using the computer labs as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards (submitted to the Documentation of Integration (Do-It) Binders), lab schedules, and student products.	Quarterly  Semester	Campus Administrators, Dora McKenzie, Core Content Area Teachers, Instructional Technology/Division Specialists and Coordinators	

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				Technology Applications		X				Meet once a month with the Campus Technology Committee (CTC) and Educational Technology Staff to identify technology staff professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, etc.)	Using the TEIS survey, 100% of teachers will establish and meet three technology integration goals that are standards based, data driven, and job embedded.  100% of teachers will participate in at least nine hours of technology-related professional development that is aligned with their technology integration goals and documented by A-Train and the TEIS.  Campus administrators will monitor progress (through CTC meetings and TEIS data) on the NEISD CTC timeline and the establishment and accomplishment of the top three CTC goals. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Annually  Quarterly  Monthly	Campus Administrators, Campus Technology Committee, C.O.P.S. (Computer Operations Problem Solvers), Teachers, Instructional Technology Specialists and Coordinators,	

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				Technology Applications		X				Use Gradespeed and New Teacher Web to manage grades and improve communication with staff, students, and parents.	100% of teachers who report numerical grades will use GradeSpeed to record grades.  100% of teachers who report grades will use Gradespeed to upload three, six, and nine-weeks grades.  100% of teachers will post essential classroom information as outlined in the TeacherWeb template. It should display daily assignments with links to handouts, agendas, and other important information.	Daily to weekly  Three, six, and nine weeks  Teacher Web (in general) - each nine weeks. Assignments page daily to weekly. It will be used in lieu of the information hotline.	Campus Administrators, Rosemary Hartman, Steve Wickwar, Teachers, Instructional Technology Specialists and Coordinators	
				Technology Applications		X				Extend adult technology competencies in using peripherals such as probes, digital cameras, digital camcorders, scanners and streaming videos.	All teachers will be able to demonstrate use of peripherals.	2005-2006 School Year	Campus Technology Committee, Jan Greeman	
				Technology Applications		X				Master technology proficiencies as outlined in the North East Educator Technology Standards	100% of teachers will show mastery of the Foundations proficiency level of the North East Educator Technology Standards as measured by proficiency tests.	Annually	Campus Administrators, Teachers, Instructional Technology Specialists & Coordinators	