

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1	X			Reading/ELA			X	1A	CRW,ITL	Teachers will use a variety of instructional activities before/during/after reading and thinking strategies (such as activating prior knowledge, self-questioning, drawing inferences, evaluating, self-monitoring, visualizing, synthesizing)	100% of Teachers will use Best Practice strategies as evidenced by walkthroughs and lesson plans	Fall 2006-Spring 2006	Linda Steittle, HS Dean of Instruction for English, classroom teachers, Gail Wilson, Reading Teacher, Administrators	
1	X			Reading/ELA			X	1B	CRW,ITL	Implement Journeys Program for at risk/struggling 9th grade students, including ESL learners.	100% of walkthroughs and lesson plans will indicate use of the program	Fall 2006-Spring 2006	Gail Wilson, Reading Teacher, Administrators	
1	X			Reading/ELA			X	1C	CRW,ITL, 3TL	Reading/English teachers will use a variety of reading strategies (such as SSR Think/Write/Pair/Share, Socratic Dialogue, Identifying similarities/differences, and classifying)	100% of Teachers will use selected measurements (reading logs, oral/written evaluation) to assess comprehension.	Fall 2006-Spring 2006	Linda Steittle, HS Dean of Instruction for English, classroom teachers, Gail Wilson, Reading Teacher, Administrators	
1	X			Reading/ELA			X	1D	CRW,ITL	Teachers will focus on vocabulary development through a variety of strategies (Greek/Latin roots, prefixes, words in context and the Six Step Vocabulary Process)	100% of walkthroughs and lesson plans will indicate use of the program.	Fall 2006-Spring 2006	Linda Steittle, HS Dean of Instruction for English, classroom teachers, Gail Wilson, Reading Teacher	
1	X			Reading/ELA			X	1E	CRW,ITL,3TL	Teachers will improve student writing by aligning instruction through a 9-12 scope and sequence.	100% of all students will pass TAKS. (9th grade passing rate in 2006- 95%, 10th grade passing rate in 2006-97%, 11th grade passing rate in 2006 -96%)	Fall 2006-Spring 2006	Virginia Guerrero, English Coordinator, Linda Steittle, HS Dean of Instruction for English classroom teachers, Amy	
1	X			Reading/ELA			X	1F	CIP	Teachers will attend Staff Development to focus on strategies for TAKS preparation.	100% of English, Reading, and ESL teachers will attend TAKS/writing workshops as documented by certificates for PDAS Evaluation on the A Train.	Fall 2006-Spring 2006	Virginia Guerrero, English Coordinator, Linda Steittle, HS Dean of Instruction for English classroom teachers, ESL	
1	X			Reading/ELA			X	1G	CRW/GSF	Teachers will utilize a benchmark assessment program to guide reading/writing instruction.	100% of the students 9-11, and 12 TAKS classes will be administered a benchmark test to guide classroom instruction of TEKS objectives (documented in lesson plans)	Fall 2006	Virginia Guerrero, English Coordinator, Linda Steittle, HS Dean of Instruction for English classroom teachers, ESL	
1	X			Reading/ELA			X	1H	CRW/GSF	Teachers will develop and implement a common end-of-semester assessment to guide writing instruction.	100% of students will pass the common end-of-semester assessment that is prepared prior to course planning.	Fall,2006-Spring 2007	Linda Steittle, HS Dean of Instruction for English, classroom teachers	
1	X			Reading/ELA			X	1I	CIP	Teachers will utilize Vertical/Horizontal Planning. Junior teachers will meet during a Common Planning Period. Other levels will meet before or after school on a regular basis.	100% of teachers will participate in Vertical/Horizontal planning as documented by attendance at level meetings.	Fall, 2006-Spring 2007	Linda Steittle, HS Dean of Instruction for English, classroom teachers	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H							
1	X			Reading/ELA			X	1J	CIP, CRW	GT/AP/PreAP teachers will utilize a rigorous curricula for students taking PSAT, AP, and SAT tests by attending Summer Institutes and workshops.	Walkthroughs and documented lesson plans will provide evidence of strategies and appropriate materials to increase the performance and the number of students taking AP tests and increase scores on the PSAT and SAT by 10 points. The number of students taking the test will increase from 260 (2006) to 270 (2007).	Fall, 2006-Spring 2007	Linda Steitle, HS Dean of Instruction, GT/PreAP/AP teachers, Administrators	
1	X			Reading/ELA			X	1K	CRW, GSF	100% of the teachers will use data from benchmark and TAKS assessment to guide instruction and to improve student performance through remediation, peer tutoring, and other instructional strategies.	100% of the teachers will receive training as documented by A-Train to guide TEKS instruction as documented by lesson plans. Teachers will develop comparison documents for every student showing TAKS, Benchmark hard cards.	Fall 2006-Spring, 2007	Linda Steitle, HS Dean of Instruction for English, classroom teachers	
1	X	X		Reading/ELA			X	1L	GSF	Teachers will periodically involve all students in goal setting based on Common Assessments, Benchmarks, grades, and TAKS performances.	Walkthroughs will show evidence of the strategies being implemented.	August 2006-May 2007	English Teachers and Linda Steitle, Instructional Dean	
1	X			Reading/ELA			X	1M	CRW	Students who fail to master English I TEKS objectives will be eligible to participate in a Credit Retrieval Program.	100% of the students who failed with a 60-69 average must demonstrate 80% mastery of the TEKS objectives in order to receive a passing grade.	Fall, 2007	Linda Steitle, HS Dean of English, Credit Retrieval Teacher	
1	X			Reading/ELA			X	1N	CRW	Ninth, tenth, and eleventh grade teachers will work with Special Education teachers to increase student exposure to TEKS based instruction/strategies	Maintain the number of co-teach classes at each level: 9th - 3 classes, 10th - 3 classes, and 11th - 2 classes.	Fall, 2006, Fall, 2007	Linda Steitle, HS Dean of Instruction, Special Education teachers, classroom teachers	
1	X			Reading/ELA			X	1O	CWR	Teachers will continue a dyslexia program that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in STAT meetings notes as well as parent contact.	Fall, 2006	Assistant Principal,	
1	X			Reading/ELA			X	1P	CWR	Co teachers will enroll in all applicable staff development opportunities.	A-Train and class documents will indicate 100% participation	Fall/Spring 2006-2007	A-Train Coordinator, Teacher Choice Coordinator	
1	X			Mathematics			X	2A	CIP	Teachers will meet in subject-area groups for regularly-scheduled discussions and planning during common planning periods.	100% of math teachers will attend all scheduled level meetings throughout the school year.	August, 2006 - May, 2007	Mathematics Teachers, AP for Instruction, Principal, Instructional Dean	
1	X			Mathematics			X	2B	CIP	Algebra I and Geometry regular education teachers will work with Special Education teachers and assistants to increase student exposure to TEKS based instruction / strategies.	Increase the number of co-teaching classes in Algebra I and Geometry (from two to three levels).	August, 2006 - May, 2007	Special Ed Coordinators, Counselors, Special Ed Teachers, Algebra I and Geometry Teachers,	
1		X	X	Mathematics			X	2C	ITL	All Mathematics teachers will provide students with alternative assessment opportunities such as presentations, portfolios, etc	100% of Mathematics students will participate in the development of presentations, portfolios, and other alternative styles of assessments at least once each semester.	August, 2006 - May, 2007	Mathematics Teachers	
1	X			Mathematics			X	2D	ITL	All Mathematics teachers will create lessons that utilize technology as an enhancement of student learning.	100% of Mathematics students will participate in these lessons at least once each grading period or as appropriate for level, subject, and content.	August, 2006 - May, 2007	Mathematics Teachers, Instructional Dean	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
 RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1		X		Mathematics			X	2E	GSF	All Mathematics teachers will utilize spiraling techniques to continually reinforce past topics so that students have the opportunity to construct, practice, and refine their learning of content.	100% of Mathematics Teachers will create student work that emphasizes prior topics in addition to current topics.	August, 2006 - May, 2007	Mathematics Teachers, Instructional Dean	
1	X	X		Mathematics			X	2F	GSF	All Mathematics teachers will develop strategically-created warm-ups for use in all classes that provide students with reinforcement of prior learning as well as advanced exposure to future topics. Students will use inductive and deductive reasoning skills to create knowledge of future topics.	100% of Mathematics students will use these warm-ups in the classes on a daily basis.	August, 2006 - May, 2007	Mathematics Teachers, Instructional Dean	
1	X			Mathematics			X	2G	GSF	Monitor benchmark assessments	Churchill staff will review benchmark data, adjust curriculum and meet with principals to discuss results.	October, 2006; January, 2007; Monthly	Lori Murach, Math Coordinator; Instructional Dean	
1	X			Mathematics			X	2H	GSF	Provide teachers with Benchmark testing results and information within one weeks of the administration of benchmarks.	100% of teachers involved will be given appropriate data.	October, 2006; January, 2007	Daniel Moczgamba, Assistant Principal for Curriculum; Instructional Dean; Subject-level team leaders	
1	X			Mathematics			X	2I	GSF	Develop and implement campus level common semester assessments for Algebra I, Geometry, and Algebra II, and share those assessments with Lee H.S. and I.S.A.	Assessments from the three campuses will be reviewed, and all Algebra I, II and Geometry students will be administered a common end-of-semester assessment created by a collaborative group of Churchill Teachers.	December, 2006; May, 2007	Lori Murach, Math Coordinator; Instructional Dean	
1	X			Mathematics			X	2J	GSF	Develop and implement campus level common semester assessments for selected courses.	All Geometry Pre-AP, Algebra II Pre-AP, Pre-Calculus, Pre-Calculus Pre-AP, and Calculus AB students will be administered a common end-of-semester assessment created by a collaborative group of WCHS teachers.	December, 2006; May, 2007	Lori Murach, Math Coordinator; Instructional Dean	
1	X			Mathematics			X	2K	GSF	Monitor common assessments.	Churchill staff will review common assessment data, adjust curriculum and meet with principals to discuss results. Adjust curriculum as needed to meet expectations for common assessment.	January, 2007; June, 2007	Lori Murach, Math Coordinator; Instructional Dean	
1	X	X		Mathematics			X	2L	CIP	Continue the implementation of Math Leadership Teams responsible for maintaining campus focus on TEKS, District Philosophy and Indicators of Excellence.	100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	September, 2006; January, 2007; April, 2007	Lori Murach, Math Coordinator; Instructional Dean	
1	X	X		Mathematics			X	2M	CIP	Participate in the district's high school math vertical leadership team (Algebra Team leader, Geometry Team leader, Algebra II Team leader, Advanced Course Team leader, Math Instructional Dean) responsible for maintaining campus focus on TEKS, instructional best practices, and technology.	100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	December, 2006; May, 2007	Lori Murach, Math Coordinator; Principals; Instructional Dean	
1	X			Mathematics			X	2N	CIP	Improve the implementation of the North East Algebra Curriculum.	100% of students will score a minimum of 70 on district benchmark tests. 100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	October, 2006; February, 2007	Lori Murach, Math Coordinator; Principals; Instructional Dean	
1	X			Mathematics			X	2O	CIP	Provide new members of the Algebra I Team with training on the use of the Algebra I Scope and Sequence / Curriculum.	All Algebra I teachers will attend training and planning sessions during a common planning period.	Periodically, August, 2006; May, 2007	Daniel Moczgamba, Assistant Principal for Curriculum; Instructional Dean; Algebra I	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H								
1	X			Mathematics				X	2P	ITL	Develop and field test "Anchor Lessons" for all Geometry and Algebra II students.	100% of teachers involved in development and field testing will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	August, 2006 - May, 2007	Lori Murach, Math Coordinator; Instructional Dean	
1	X	X		Mathematics				X	2Q	GSF	Encourage student acceleration into upper-level, Pre-AP and AP courses by identifying high-achieving Algebra I and Geometry students and by removing obstacles that would keep them from enrolling in these upper courses.	Enrollment in Pre-AP and AP courses will increase by 5% by sub-population from 2004-05 to 2005-06 school year. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2005-06 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses.	Spring Semester	Math teachers, counselors, administrators	
1	X	X		Mathematics				X	2R	ITL	Integrate the use of the following Best Practices into the math program: "inquiry," "class discourse, and "use of appropriate tools.	100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	August, 2006 - May, 2007	Principals; Lori Murach, Math Coordinator; Instructional Dean	
1	X			Mathematics				X	2S	GSF	Increase student preparation for PSAT and SAT testing.	All students will be given PSAT and SAT preparation materials and opportunities both in and out of class to work toward preparation for testing.	August, 2006 - May, 2007	Mathematics Teachers, Counselors, Daniel Moczyska, Assistant Principal for Curriculum; Instructional Dean	
1	X			Mathematics				X	2T	ITL	Provide level-appropriate technology training on the use of computers, academic software, curriculum / classroom management software, graphing calculators.	All teachers will attend training sessions during planning period as indicated by A-Train records and campus sign-in information.	August, 2006 - May, 2007	Mathematics Teachers	
1	X	X		Mathematics				X	2U	CIP	Continue vertical alignment discussions across the math department.	All teachers will adjust and improve their methods based on discussions as evidenced by improved student performance on TAKS, common assessments and benchmark tests.	August, 2006 - May, 2007	Mathematics Teachers	
1	X	X		Mathematics				X	2V	ITL	All Pre-AP courses will work to include alignment in their curriculum based upon Advanced Placement strategies and techniques.	Each Pre-AP teacher will work with AP teachers to learn the types of strategies utilized in AP classrooms in order to implement these techniques in their classrooms.	August, 2006 - May, 2007	Mathematics Teachers, Dean of Mathematics Instruction	
1	X	X	X	Mathematics				X	2W	3TL	TAKS tutoring sessions will be provided for all students in 9th, 10th, and 11th grades during the weeks preceding TAKS testing. All teachers in the department will participate in the planning and implementation of the sessions.	All students identified with Personal Graduation Plans will attend the sessions, as well as those students whose math performance is not at an acceptable level.	April, 2007	Mathematics Teachers	
1	X	X		Mathematics				X	2X	GSF	Teachers will periodically involve all students in goal setting based on Common Assessments, Benchmarks, grades, and TAKS performances.	Walkthroughs will show evidence of the strategies being implemented. Benchmarks and common assessments will show evidence of improved performance.	August 2006-May 2007	Mathematics Teachers and Kathy Miller, Instructional Dean	
1	X	X		Mathematics				X	2Y	GSF	All Math teachers will utilize the district vocabulary development process to master content vocabulary.	Walkthroughs will show evidence of vocabulary development. Common assessments will show evidence of vocabulary development.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean, Administrators	

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
 Winston Churchill High School**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H						
1,2	X	X	X	Science			X	3A	GSF,ITL	We will provide all students with a safe environment in which to learn science by fully implementing the Texas Science/Safety Standards	100% of all walkthroughs will demonstrate compliance with these standards.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean
1,2	X	X	X	Science			X	3B	CIP,GSF,CRW,ITL	All Science teachers will emphasize hands-on activities/lab work to reinforce content and the TEKS.	At least 40% of the instructional time will be spent in TEK driven lab activities.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean
1,2	X	X	X	Science			X	3C	CIP, 3TL	Science instruction will follow the TEKS by utilizing the District scope and sequence plans. We will also continue vertical alignment discussions.	100% of our students will pass at least 70% of the objectives on the 10th and 11th grade TAKS exam. The Science Dean will do walkthrough observations indicating adherence to the schedule.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean, Administrators
1,2	X	X	X	Science			X	3D	CIP,3TL,CRW	We will provide writing opportunities for all students including technical writing on lab reports and formal writing in response to essay/short answer questions.	Writing results will increase on the TAKS exam in support of the English department.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean
1,2	X	X	X	Science			X	3E	ITL, 3TL	The teachers will identify low performing students from Benchmarks, Common Assessments and TAKS. The teachers will utilize various instructional strategies such as remediation, peer tutoring, and Think, Pair Share to improve student performance.	Walkthroughs will show evidence of the strategies being implemented and common assessments will show evidence of improved performance.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean, Administrators
1,2	X	X	X	Science			X	3F	ITL, 3TL	All science teachers will utilize computer technology using and developing labs with probeware, simulations and/or the internet.	The Dean will observe the practice from lesson plans and walkthroughs.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean, Administrators
1,2	X	X	X	Science			X	3G	3TL	We will increase student access to Pre-AP and AP classes and provide support mechanisms to retain students.	Enrollment in the Pre-AP and AP classes will increase by 10% over last year.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean, AP for Instruction
1,2	X	X	X	Science			X	3H		The teachers will attend inservice training in Differentiated Instruction and SIOP to better facilitate teaching to diverse learning styles	All of the science teachers will receive training and documented by attendance records.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean
1	X	X	X	Science			X	3I	CRW,ITL	All Science teachers will implement reading strategies using a variety of activities.	Walkthroughs will show evidence of the strategies being implemented and common assessments will show evidence of improved performance.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean, Administrators
1	X	X	X	Science			X	3J	ITL, 3TL	All Science teachers will utilize the district vocabulary development process to master content vocabulary.	Walkthroughs will show evidence of vocabulary development. Common assessments will show evidence of vocabulary development.	August 2006-May 2007	Science teachers and Linda Mendoza, Instructional Dean, Administrators
1	X	X		Social Studies			X	4A	ITL	All Social Studies teachers will utilize the district vocabulary development process to develop content vocabulary mastery.	Snapshots/Walkthroughs will show evidence of vocabulary development. Common assessments will show evidence of vocabulary development work.	August 2006-May 2007	Social Studies Teachers and Lisa M. Ortega, Instructional Dean, Administrators

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1	X	X		Social Studies			X	4B	CRW/ITL	All Social Studies teachers will implement before, during, and after reading strategies in the classroom using a variety of instructional activities.	Snapshots/Walkthroughs will show evidence of reading strategies being implemented. Common assessments will show evidence of content reading strategies.	August 2006-May 2007	Social Studies Teachers and Lisa M. Ortega, Instructional Dean, Administrators	
1	X	X		Social Studies			X	4C	ITL/3TL	All Social Studies teachers will utilize the strategies of classifying and comparing, and Think, Pair, Share, to elicit higher order questioning of content by the teacher.	Snapshots/Walkthroughs will show evidence of classifying. Common assessments will show evidence of higher order thinking by students.	August 2006-May 2007	Social Studies Teachers and Lisa M. Ortega, Instructional Dean	
1	X	X		Social Studies			X	4D	GSF/ITL	Increase student access to Pre AP and AP classes.	Enrollment in Pre AP and AP classes will increase by 5%. Review of failure rates will show fewer than 10% of students failing Pre AP and AP courses.	May-07	Social Studies Teachers and Lisa M. Ortega, Instructional Dean	
1	X	X		Social Studies			X	4E	CIP/GSF	Utilize the North East Scope and Sequence for Social Studies instruction.	Benchmark exams, where appropriate, and 100% of walkthroughs will indicate adherence to district scope and sequence.	August 2006-May 2007	Social Studies Teachers and Lisa M. Ortega, Instructional Dean, Administrators	
1	X	X	X	Social Studies			X	4F	3TL/ITL	Teachers will identify low performing students from course grades and earlier standardized exams and will utilize instructional strategies to increase the performance of students.	100% of students will pass 70% of the objectives on the 10th grade and 11th grade TAKS.	August 2006-May 2007	Social Studies Teachers and Lisa M. Ortega, Instructional Dean	
1	X	X		Social Studies			X	4G	ITL	World Geography and World History regular education teachers will work with Special Education teachers and assistants to increase student exposure to TEKS based instruction/strategies.	85% of co-teach students will pass the course benchmark exam. 85% of 10th grade co-teach students will pass 10th grade TAKS.	August 2006-May 2007	Social Studies Teachers and Lisa M. Ortega, Instructional Dean	
1	X	X		Social Studies			X	4H	GSF	Teachers will periodically involve all students in goal setting based on Common Assessments, Benchmarks, grades, and TAKS performances.	Walkthroughs will show evidence of the strategies being implemented. Benchmarks and common assessments will show evidence of improved performance.	August 2006-May 2007	Social Studies Teachers and Lisa M. Ortega, Instructional Dean	
1	X			World Languages			X	5A	CIP, GSF, 3TL, ITL	Implement an instructional program in all languages based on developing communicative competency and awareness of language structures; Utilize SAY SOMETHING, THINK-PAIR-SHARE and classifying as part of developing communicative competency.	Common departmental semester exams will indicate that 85% of students are meeting or surpassing proficiency goals at all levels. The dept. will evaluate each section (listening, vocab., reading, grammar & culture) of the common exams per language/per level to determine where re-teaching and remediation are appropriate.	December, 2006 - May, 2007	Doris Kays, Coordinator Debbie Harral, World Languages Department Chair, World Languages Teachers	\$5,000
1	X			World Languages			X	5B	CIP, GSF, 3TL, ITL	Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, AP and Dual Credit Courses.	Enrollment of sub-populations in Pre-AP and AP classes will reflect at least 30 % of sub-populations enrolled in 1st year language courses. AP Spanish enrollment(5345/53457) will be no less than 25% of all Advanced Spanish enrollment (5344-5374). At least 25% of total number of students enrolled in Advanced language classes will take the AP Exam. Review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses.	Every 9 weeks	Doris Kays, Coordinator Debbie Harral, World Languages Department Chair, World Languages Teachers	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1	X			World Languages			X	5C	CIP	All teachers of Pre-AP and AP classes are trained by College Board certified personnel.	All new World Languages teachers will have the opportunity to enroll and train in Pre-AP and AP workshops in 2006-2007 thereby ensuring that 100% of language teachers will be trained in and implementing Pre-AP and AP teaching strategies.	December, 2006 - May, 2007	Doris Kays, Coordinator Debbie Harral, World Languages Department Chair, World Languages Teachers	Title II \$5,000
1, 3	X	X		World Languages			X	5D	CIP, GSF, ITL	Develop measures for students to become aware of the relevancy of second language learning and competency.	Enrollment in level 3 language classes will equal or exceed 50% of number of students enrolled in level 2.	Aug./Sept. 2006	Doris Kays, Coordinator Debbie Harral, World Languages Department Chair,	
1	X	X	X	World Languages			X	5E	GSF, 3TL, ITL	Teachers will enroll in inservice training in differentiated instruction to facilitate effective teaching to diverse learning styles.	100% of World Languages teachers will attend staff development/in-service training in Differentiated Instruction.	June 2006-May 2007	Doris Kays, Coordinator Debbie Harral, World Languages Department Chair, World Languages Teachers	
				Special Education			X	6A	CRW, ITL	Special Education students identified as low readers (lower than 4th grade) will be identified and recommended for Lab Reading classes to raise reading levels.	100% of identified students will be recommended by the ARD committee for a reading improvement program.	June, 2007	Special Ed. Coord., Case Manager, Special Ed. teacher	
				Special Education			X	6B	GSF	The Redirection Program will be continued to provide added support to students that are emotionally fragile and/or coming from a self-contained environment. Redirection teacher(s) will be able to consult with teachers, AP, Counselors and parents to create a successful educational environment.	100% of students identified as needing close supervision for problematic behaviors will be assigned to the Redirection Program. This will provide the emotional/behavioral support necessary to be successful in the mainstream setting.	June, 2007	Special Ed. Coord., Case Manager, Special Ed. teacher, Regular Ed. teacher, Redirection teacher	
				Special Education			X	6C	GSF	The Case Manager system will be in place for Special Education students. Case Managers will monitor each student's progress on an ongoing basis. They will keep in contact with students, teachers, parents, counselors and administration to address needs/concerns.	100% of Special Education students will be monitored by a Special Education teacher on their case management rolls. This will provide more student success, detailed data gathering through the year and provide accurate information for decision making at ARDs.	June, 2007	Special Ed. Coord., Case Manager (Special Ed. teacher)	
				Special Education			X	6D	CIP, 3TL, ITL	The number of Special Ed. students with a self-contained classification will be decreased by examining academic success (grades consistently 85 or above) and moving them to a less restrictive environment the next fall semester.	100% of Special Ed. students' grades will be monitored each semester in core academic classes. Recommendations for Lab students will be made to move them from one or more Lab classes to regular classes the following year.	June, 2007	Special Ed. Coord., Case Manager, Special Ed. teacher	
				Special Education			X	6E	CIP, 3TL, ITL	Students will be moved into Co-Teach classes as a transition from a Lab setting to a regular ed. setting providing increased instruction aligned with TEKS while providing extra academic support.	100% of 9th and 10th grade students will be assessed and recommendations made by teachers each year for placement. Co-Teach classes will be offered in all 4 core 9th and 10th grade areas as a transition to regular non Co-Teach classes. English Co-Teach will also be offered at the 11th grade level	June, 2007	Special Ed. Coord., Regular and Special Ed. teachers	
				Special Education			X	6F	CIP, 3TL, GSF	Special Ed. Coordinators will address grade level assessment at each ARD with parents, students and teachers. ARDC will encourage testing either through TAKS or SDAA at grade level to determine student achievement. Results will be used to guide focus of learning and future assessments.	100% of Special Ed. students' performance ability will be evaluated to determine where individual help is needed to bring abilities to grade level. Test/placement decisions will be based on gathered data from assessments, teachers, class performance, case manager and parent.	June, 2007	Special Ed. Coord, Regular/Special Ed. teachers, Case Manager.	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1	X	X	X	Career & Technology			X	7A	ITL	Seniors in Graphic Arts workplace release program will score 85% on their evaluation submitted by their employers.	100% of all graphic arts seniors involved in the graphic arts work-release program will score 85% or better on their employer's evaluation form. They are measured on punctuality, dependability, work related skills, attitude, and work knowledge.	August 2006 -- May 2007	Frank Gallardo	
1,2,4	X	X	X	Career & Technology			X	7B	3TL & ITL	Students will learn the basic principals of residential design in Architectural Graphics	90% of students will demonstrate proficiency by completing a set of residential floor plans.	Fall, 2006 and Spring, 2007	Marge Dunlap	
1,2,4	X	X	X	Career & Technology			X	7C	3TL & ITL	Students will learn how to use AutoCAD software in Engineering Graphics.	90% of students will show proficiency by completing, saving, and printing an orthographic projection using AutoCAD.	Fall, 2006 and Spring, 2007	Marge Dunlap and Rick Taylor	
1,2,4	X	X	X	Career & Technology			X	7D	3TL & ITL	Students will learn how to use PhotoElements software in Computer Applications.	90% of the students will show proficiency in digital imagery by downloading, editing, saving, and printing images to produce final product using Adobe PhotoShop/Elements.	Fall, 2006 and Spring, 2007	Rick Taylor	
1, 2	X	X	X	Career & Technology			X	7E	ITL and GSF	Students in Keyboarding will learn to type correctly by using the home-row key method and will use proper posture and technique.	95% of students in Keyboarding will type using the correct typing position. 90% of students in Keyboarding will be able to type 35 GWAM with no more than 3 mistakes at the end of the semester.	August 2006 -- May 2007	Jennifer Eggleston	
1, 2, 3,4,5	X	X	X	Career & Technology				7F	GSF, CRW, ITL	Students in CORE will complete projects and assignments relating to citizenship, opportunities, responsibility and ethics. Projects/assignments will consist of methods to help students build character, survive and succeeding in high school and develop a career pathway. Students will also learn how to work together in a productive and efficient manner and learn to work with others who are different.	90% of students will complete the Personal Portfolio Project. 90% of students will complete the assignments/projects relating to citizenship, opportunities, respect and ethics.	August 2006 -- May 2007	Jennifer Eggleston	
1	X	X	X	Career & Technology			X	7G	gsf	Students in the Technology Education area of the Career and Technology Department will be involved in the Technology Student Association.	50% of the students will compete at the regional contest with their woodworking projects.	April, 2006	Jesse Williams	
1	X	X	X	Career & Technology			X	7H	gsf	Students will learn measuring and board feet formulas which will help with their math skills in Manufacturing Systems.	All students must pass a measuring test with 100% and be able to draw their project with the proper board feet.	September 2006-October 2006	Jesse Williams	
4			X	Career & Technology				7I	ITL	Child Development students will learn forms, causes, an effects of child abuse; know prevention of child abuse; and understand every citizen's responsibility to report child abuse.	100% of students will pass a child abuse test and of those who do the Baby Think It Over program, 90% will not register shaken baby syndrome	August 2005 -- May 2006	Dawn Wales	
1	X			Career & Technology				7J	3TL	Child Development students will analyze growth and development of newborns, toddler, preschoolers, and school-age children	90% of students will complete a Child Development portfolio. 100% of students interested in working on a Child Development Associate Certificate will complete the portfolio.	August 2005-May 2006	Dawn Wales	
1		X		Career & Technology				7K	ITL	Child Development students will do a career connections project, preferably the Baby Think It Over computerized program	90% of students will complete a career connections project	August 2006 -- May 2007	Dawn Wales	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H							
1,2,3,4,5	X	X	X	Career & Technology			X	7L	GSF, CRW, ITL, 3TL	Students in BCIS II will learn to recognize, evaluate, and prepare for an evolving global business environment while enhancing reading, writing, computing, communications and reasoning skills to transition to the workforce and/or postsecondary education through the use of the Internet or other research methods.	90% of students will demonstrate proficiency in Internet research by studying employment packages, employment opportunities, concepts of business integrity and confidentiality, and computer security	August 2006 to May 2007	Melody Patton	
1,4,5	X	X	X	Career & Technology			X	7M	GSF, CRW, ITL, 3TL	Students in BCIS II will learn to recognize, evaluate, and prepare for an evolving global business environment while enhancing reading, writing, computing, communications and reasoning skills to transition to the workforce and/or postsecondary education through the use of MS Word	90% of students will demonstrate proficiency in MS Advanced Word by completing coursework which will include desktop publishing, employment portfolios, newsletters, brochures, mail merge, reports, importing data, manipulating text, and graphics. These skills will be used to demonstrate problem solving, productive work habits, planning projects and using appropriate technology.	August 2006 to December 2006	Melody Patton	
1,4,5	X	X	X	Career & Technology			X	7N	GSF, CRW, ITL	Students in BCIS II will learn to recognize, evaluate, and prepare for an evolving global business environment while enhancing reading, writing, computing, communications and reasoning skills to transition to the workforce and/or postsecondary education through the use of MS Excel	90% of students will demonstrate proficiency in MS Advanced Excel by completing coursework which will include recognizing and applying lookup tables, built-in functions, macros, advanced charts and graphs, currencies, and financial statements	December 2006 to February 2007	Melody Patton	
1,4,5	X	X	X	Career & Technology			X	7O	GSF, CRW, ITL	Students in BCIS II will learn to recognize, evaluate, and prepare for an evolving global business environment while enhancing reading, writing, computing, communications and reasoning skills to transition to the workforce and/or postsecondary education through the use of MS Access	90% of students will demonstrate proficiency in MS Advanced Access by completing coursework which will follow procedures of data management and will include designing a database, a sales forecast presentation, and managing forms	February 2007 to April 2007	Melody Patton	
1,4,5	X	X	X	Career & Technology				7P	GSF, CRW, ITL	Students in BCIS II will learn to recognize, evaluate, and prepare for an evolving global business environment while enhancing reading, writing, computing, communications and reasoning skills to transition to the workforce and/or postsecondary education through the use of MS PowerPoint	90% of students will demonstrate proficiency in MS Advanced PowerPoint by completing coursework which will include identifying standards and styles of multimedia presentations, graphics, sounds and video objects	April 2006 to May 2007	Melody Patton	
1,4,5	X	X	X	Career & Technology			X	7Q	GSF, CRW, ITL, 3TL	Students in BCIS II will learn to recognize, evaluate, and prepare for an evolving global business environment while enhancing reading, writing, computing, communications and reasoning skills to transition to the workforce and/or postsecondary education through Microsoft Office Specialist Testing	100% of students attempting Microsoft Office Specialist Certification will demonstrate proficiency by passing the exam in Word, Excel, Access and PowerPoint	December 2006 to May 2007	Melody Patton	Student pays \$48.00 per certification exam
1	X	X	X	Career & Technology			X	7R	CIP, ITL, 3TL	Students in BCIS I will develop business skills in Microsoft Word.	90% of students will demonstrate proficiency in MS Word by creating business documents which will include business letters, business reports, research papers, data tables, newsletters, and resumes.	August to October 2006	Carl Biggs, Melody Patton, Melissa Santellan, Tracy Wilson	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1	X	X	X	Career & Technology			X	7S	CIP, ITL, 3TL	Students in BCIS I will develop business skills in Microsoft Excel.	90% of students will demonstrate proficiency in MS Excel by creating business spreadsheets which will include performing correct mathematical processes and formulating and producing solutions to business problems.	November-December 2006	Carl Biggs, Melody Patton, Melissa Santellan, Tracy Wilson	
1	X	X	X	Career & Technology			X	7T	CIP, ITL, 3TL	Students in BCIS I will develop business skills in Microsoft PowerPoint.	90% of students will demonstrate proficiency in MS PowerPoint by creating business presentations which will include using graphics, fonts, and special effects. Students will create and present effective multimedia presentations which use appropriate technology.	April-May 2007	Carl Biggs, Melody Patton, Melissa Santellan, Tracy Wilson	
1	X	X	X	Career & Technology			X	7U	CIP, ITL, 3TL	Students in BCIS I will develop business skills in Microsoft Access.	90% of students will demonstrate proficiency in MS Access by creating business databases (DB) which will include creating a DB, sorting a DB, organizing a DB, searching a DB, using a query in a DB, retrieving data from a DB, importing/exporting data from a DB, and producing and analyzing reports from a DB.	February-March 2007	Carl Biggs, Melody Patton, Melissa Santellan, Tracy Wilson	
1		X		Career & Technology				7V	CIP, GSF, ITL	Students in all career preparation courses will turn in an employer evaluation form each nine week grading period	Students will score an 80% or better on their employer evaluations which measure leadership, dependability, responsibility, initiative, and decision-making on the part of the student at work.	October 2006, December 2006, March 2007, May 2007	Rebecca Hering, Kimberly Lee	
4		X		Career & Technology				7W	CIP, ITL, GSF	Students enrolled in Business Education and Marketing Education Career Preparation will participate in a youth leadership organization.	50% of all students enrolled will participate in youth leadership career development conferences, and regional competition.	August 2006-May 2007	Kimberly Lee	
1	X	X		Career & Technology			X	7Y	GSF	Students enrolled in Marketing Dynamics and Management will be employed within two weeks of entering school and will have a learning plan on file which will identify learning expectations related to employment	100% of the students will have a learning plan on file within two weeks of employment which will include competencies to be performed on the job.	2006-2007 school year	Kimberly Pruiett	
1	X			Career & Technology			X	7Z	ITL	Students enrolled in Sports and Entertainment Marketing will create a marketing campaign for an organization in San Antonio, TX	90% of students enrolled in Sports and Entertainment Marketing will create a marketing campaign to enable them to gain proficient knowledge of how to market a sports event or entertainment activity	November 2006 and April 2007	Kimberly Pruiett	
4		X		Career & Technology				7AA	GSF	Students in Elementary Teacher Assistant will have a working knowledge and hands on experience of an elementary classroom by designing bulletin boards, planning and executing lessons, and 1-1/group tutoring of elementary students.	100% of the students will score 80% or better on their teacher evaluations assessing job knowledge, attendance, quality of work, quantity of work, attire and human relations with the students and cooperating teacher.	August 2006-May 2007	Rebecca Hering	
1		X		Career & Technology				7BB	GSF	Students in the Elementary Teacher Assistant course will determine methods that promotes effective management	By evaluating different teaching strategies 100% of students will describe the process to engage a learner visually, by auditory, and through tactile learning	August 2006-May 2007	Rebecca Hering	
1,2,3,4	X	X	X	Career & Technology			X	7CC	CIP,3TL,CRW	100% of students will use safety policies in practice at North Central Baptist Hospital. (NCBH) in HSTE II.	Grade of 90% or better on NCBH Mandatory test and Orientation sessions at NCBH	September, 2006	Barbara White	
1,2	X	X	X	Career & Technology			X	7DD	CIP,GSF, CRW, ITL	Students will research and present a report on the pathophysiology of a disease in HSTE II.	90% of all students will fulfill expectations by showing the correct classification, etiology, predisposing factors, clinical manifestations, diagnostic tests, course, prognosis, treatment, and complications of the disease.	May, 2007	Barbara White	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1,5	X	X	X	Career & Technology			X	7EE	CRW,CTL	Students in Mental Health class will research and describe a mental illness.	80% of all students will fulfill expectations by showing the correct classification, etiology, predisposing factors, prognosis and treatment of a mental illness.	Fall 2006-Spring 2007	Barbara White	
1,3,5	X	X	X	Career & Technology			X	7FF	CIP,GSF, 3TL,CRW,	Students will take and pass the Pharmacy Tech exam for certification in Pharmacology.	90% of all students in Pharmacology will pass the Pharmacology Final Exam. 20-30% of the students who are high school graduates and have completed the Pharmacology course will take and pass the Pharmacy Tech exam.	Dec.06/May 07	Barbara White	
1	X	X	X	Career & Technology			X	7GG	CIP, ITL	Students in Accounting I will develop skills in accounting theory and practice.	90% of students will demonstrate accounting proficiency by analyzing business transactions, journalizing, posting to ledgers, and preparing end-of-year financial statements. Students will understand service and merchandising businesses organized as proprietorships, partnerships, and corporations. They will also understand the ethics necessary to succeed in the accounting profession.	August, 2006 - May, 2007	Carl Biggs	
2	X			Career & Technology			X	7HH	3TL & ITL	Students will demonstrate proper safety techniques when using the sewing machine and other equipment.	100% of Personal and Family Development II, Apparel, Fashion Design I, and Fashion Design II students will demonstrate proper safety procedures in the sewing lab and pass the safety test with a 100.	December 2006, May 2007	Mandy Mendieta, Jeanette Willard	
1 & 2	X			Career & Technology			X	7II	3TL & ITL	Apparel, Fashion Design I, and Fashion Design II students will be able to demonstrate proper use and care of the sewing machine and serger sewing machine.	100% of Apparel, Fashion Design I, Fashion Design II students will demonstrate and incorporate the use of the serger sewing machine when constructing their projects.	December 2006, May 2007	Mandy Mendieta	
1	X	X		Career & Technology			X	7JJ	3TL & ITL	Fashion Design I & II students will participate in a Fashion Show Production.	100% of Fashion Design I & II students will participate in the end of year Fashion Show demonstrating 2 sewn garments and/or accessories.	April, May 2007	Mandy Mendieta	
1	X			Career & Technology			H	7KK	3TL & ITL	Fashion Design I & II students will demonstrate their knowledge of the elements & principles of design as it relates to fashion.	100% of students will complete a design board or redesign a garment that represents the elements and principles of design.	May-07	Mandy Mendieta	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1	X			Career & Technology			H	7LL	3TL & ITL	Fashion Design II students will demonstrate their knowledge of creating a flat pattern by producing their own flat pattern.	90% of students will complete a flat pattern of a garment design of their own by using the proper techniques learned in class.	April, May 2007	Mandy Mendieta	
2	X			Career & Technology			X	7MM	3TL	All students in Personal Family Development I will pass the kitchen safety exam with a score of 100	100% of the students will receive the necessary instruction material, video presentations, and teacher demonstrations and pass the safety exam.	Fall 2006 and Spring 2007	Jeanette Willard Joan Sciantarelli	
1	X			Career & Technology			X	7NN	3TL	Students in Personal Family Development I will show proficiency in cooking skills.	100% of the students will demonstrate their proficiency of the cooking skills when participating in laboratory exercises. Students receive instructions in kitchen safety, name and use of utensils, proper use of the equipment, cooking terms and their meanings, how to interpret a recipe, dishwashing, and efficient kitchen arrangement through instructional material, video presentations and teacher demonstrations.	Fall 2006 and Spring 2007	Jeanette Willard Joan Sciantarelli	
1	X			Career & Technology			X	7OO	3TL	Students will demonstrate knowledge in Personal and Family Development	100% of the students will apply knowledge gained in goal setting, decision making, communicating and budgeting while doing role playing activities, cooking, and cooperative learning groups.	Fall 2006 and Spring 2007	Jeanette Willard Joan Sciantarelli	
2	X			Career & Technology			X	7PP	3TL	All students in Nutrition Food Science will pass the kitchen safety exam with a score of 100	100% of the students will receive the necessary instruction material, video presentations, and teacher demonstrations and pass the safety exam.	Fall 2006 and Spring 2007	Joan Sciantarelli	
1	X			Career & Technology				7QQ	3TL	Students in Nutrition Food Science will show proficiency in cooking skills.	100% of the students will demonstrate their proficiency of the cooking skills when participating in laboratory exercises. Students receive instructions in kitchen safety, name and use of utensils, proper use of the equipment, cooking terms and their meanings, how to interpret a recipe, and efficient kitchen arrangement through instructional material, video presentations and teacher demonstrations.	Fall 2006 and Spring 2007	Joan Sciantarelli	
1	X			Career & Technology				7RR	3TL	Students in Interior Design will be able to create a Design/Presentation Board using knowledge and skills learned	100% of students will be able to apply elements and principles of design to interiors.	Fall 2006 and Spring 2007	Joan Sciantarelli	
1	X			Career & Technology				7SS	3TL	Students in Interior Design will learn concepts and skills basic to a career in Interior design and design in personal living.	100% of students will demonstrate effective decision-making skills in applying principles of design and space to residential interiors.	Fall 2006 and Spring 2007	Joan Sciantarelli	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 - * Vocabulary Development
 - * Similarities and Differences
 - * 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.
 - * Student Goal Setting and frequent feedback with individual students
 - * Personal Graduations Plans (PGPs)
- RELATIONSHIPS** - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 - * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1	X			Career & Technology				7TT	3TL	Students in Housing will acquire knowledge and skills related interior and exterior environments.	100% of students will be able to propose methods to create quality living environments .	Fall 2006 and Spring 2007	Joan Sciantarelli	
1	X			Career & Technology				7UU	3TL	Students in Housing will demonstrate knowledge in planning and consumer decision-making related to housing.	100% of students will be able create an effective housing budget.	Fall 2006 and Spring 2007	Joan Sciantarelli	
1	X			Career & Technology				7VV	CIP	Students can earn 3 hours credit at a local community college if both Interior Design and Housing are taken.	90% of students will be able to earn 3 hours of local community college credit.	Fall 2006 and Spring 2007	Joan Sciantarelli	
4	X	X		Career & Technology			X	7WW	ITL	Students in Individual Family Life will be prepared to make necessary adjustments related to personal development	100% of the students will evaluate their goals pertaining to health, interpersonal relationships, employment, and society through successful application of the decision making process	Fall 2006 and Spring 2007	Jeanette Willard	
4	X			Career & Technology			X	7XX	ITL	Students in Individual Family Life will gain an understanding of the development of relationships	100% of the students will show that they understand the stages of relationship development by examining their own relationships and analyzing the relationships to determine the stage of development.	Fall 2006 and Spring 2007	Jeanette Willard	
4	X			Career & Technology			X	7YY	3TL	Students in Individual Family Life will determine methods that promote an effective family.	By evaluating different family structures 100% of students will describe the family structure, explain the role and responsibilities of the individual within the family, determine if the needs are being met, how the family unite can be strengthened, and determine how the family life cycle will affect the family.	Fall 2006 and Spring 2007	Jeanette Willard	
1, 2, 5			X	Technology Applications	X	X	X	8A	CIP 3TL CRW ITL	Campus Technology Committees (CTC) will meet a minimum of once a month to identify and support technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.).	Campus administrators will monitor progress (through CTC meetings, minutes of meetings, and TEIS data) to insure the CTC follows the NEISD CTC timeline.	Monthly	Principals, Campus Technology Committee Representatives (at least one per grade level, team, department), Teachers, Instructional Technology Specialists and Leadership Team	\$315,000 (campus professional development stipends)
3, 5		X		Technology Applications	X	X	X	8B	CIP GSF ITL	Teachers will use GradeSpeed to manage grades and improve communication with staff, students and parents.	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload three, six and/or nine-weeks grades as outlined in grading policy.	Daily to weekly Three, six, and nine weeks	Principals, Assistant Principals Teachers, Data Processors	\$37,000 (GradeSpeed Subscription)
3, 5			X	Technology Applications	X	X	X	8C	CIP GSF ITL	Teachers will use teacher web pages to improve communication with staff, students, and parents.	100% of teachers will update essential classroom information as outlined in the teacher web page template.	Daily to weekly	Principals, Assistant Principals Teachers	\$37,000 (Teacher Web Subscription)

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H							
1	X	X		Technology Applications	X	X		8D	3TL CRW ITL	Educational Technology staff will provide K-8 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by teacher observation (K-2) and proficiency tests (3-8).	Quarterly	Principals, Assistant Principals Teachers, Instructional Technology Specialists and Coordinators	Title IID (Keyboarding hardware, software, and professional development)
1	X	X	X	Technology Applications	X	X	X	8E	CIP 3TL CRW ITL	Teachers / Staff will work towards mastery of technology proficiencies as outlined in the North East Educator Technology Standards.	100% of educators will show progress towards mastery of the Foundations, Basic, and Intermediate proficiency levels of the North East Educator Technology Standards as measured by proficiency tests and PDAS. Using the Texas Teacher School Technology and Readiness (STaR) Chart survey, 100% of teachers will establish and meet three technology proficiency goals that are standards based, data driven, and job embedded.	Annually	Principals, Assistant Principals Teachers, Instructional Technology Specialists and Leadership Team	\$60,000 (professional development and proficiency tests)
1, 4	X	X	X	Technology Applications	X	X	X	8F	CIP 3TL CRW ITL	Teachers will use the North East Technology Applications Student Standards to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Quarterly	Principals, Assistant Principals Academic and Instructional Deans, Teachers, Instructional Division Specialists and Coordinators	Title IID (professional development)
1, 4	X	X	X	Technology Applications			X	8G	CIP 3TL CRW ITL	Teachers will incorporate the use of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of classroom teachers and administrators will use the Technology What to Look Fors for planning, instruction, reflection, walk-throughs, and observations. 100% of core content teachers will work with each student a minimum of two class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Quarterly Semester	Principals, Assistant Principals Academic Deans, Teachers, Instructional Division Specialists and Coordinators	\$270,000 (Wired and wireless labs)
1, 4	X	X	X	Technology Applications	X	X	X	8H	CIP 3TL CRW ITL	Core teachers will expand the core content area curriculum to include Technology Applications Standards.	50% increase in the number of approved lessons in Triand. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accommodations and bilingual/ESL strategies.	Quarterly	Academic and Instructional Deans, Teachers, Librarians, Instructional Division Specialists and Coordinators	Title IID (professional development)

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
- * Vocabulary Development
- * Similarities and Differences
- * 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.
- * Student Goal Setting and frequent feedback with individual students
- * Personal Graduations Plans (PGPs)
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- * Collegial Instructional Learning and Planning

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	H								
2			X	Safe and Drug-Free				X	10A	GSF	Safe and Drug-Free Schools program efforts includes goals and strategies for violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students. -- Programs such as Red Ribbon Wk, Winner's Circle, Not on Tobacco Groups, Sobriety Groups, Teens against Tobacco Use, use of drug dog as a deterrent will be utilized. STAN Counselor, SDFS Advisory Board, Nurse, or Administrators will visit with faculty, students or parents via classroom guidance, video announcements and PTA regarding drug education. 2. Reduce incidents of violence/ improve school safety--Provide conflict resolution, anger management, do classroom guidance regarding Suicide Prevention in the health classes and with the faculty, mediation via PALS, STAN, PEACE, Counselors, and Asst. Principals. Track STAN, PAL and mediation referrals. Utilize programs such as Random Acts of Kindness Week, Freedom Calls, the 2 Unity Conferences and No Place for Hate to reduce bias related campus incidents.	Campus Plan indicates 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students. 2. Reduction in incidents of violence. Improve school safety. 3. Increased parental and community involvement in violence and drug prevention activities. 4. Increased student involvement in school activities.	August 2006-May 2007	Principal, Beth Fox, Twain Tharp, Dawn Wales, Christina Pelletier, Winner's Circle, ADEPT Committee	
2			X	Safe and Drug-Free				X		GSF	3. Increase parental/ community involvement in violence/ drug prevention activities via PTA welcome packets, Charger Time Newsletter, Pride Camp, PTA parent responsibility regarding underage drinking video, PTA info sessions and utilize ADEPT chairman to help coordinate SDFS activities. 4. Increase student involvement in school activities--Provide a club/ organizational booklet.				
4			X	Guidance				X	10B	GSF	Continue state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	June-August 2007	Counselors, Guidance Leadership Team & Dennis Mergele	
4			X	Guidance				X	10C	GSF	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 percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	August 2006	Counselors, Guidance Leadership Team & Dennis Mergele	
4			X	Guidance				X	10D	GSF	Implement and evaluate campus guidance programs to assure 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 Guidance Director, who will evaluate progress bi-annually.	June 2007	Counselors, Principals & Dennis Mergele	
4			X	Guidance				X	10E	GSF	Increase time in counselor role and guidance program components through careful evaluation of counselor's activities and reassignment of these duties to other staff. (ie. Counseling clerks, registrar, data processor.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2006-June 2007	Counselors, Principals & Dennis Mergele	
4			X	Guidance				X	10F	GSF	Organization, planning and evaluation of Campus Guidance Programs.	100% of campus guidance departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Counselors, Principals & Dennis Mergele	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
4			X	Guidance			X	10G	GSF	All high school & middle school counselors will notify students teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program to assist in making informed curriculum choices for adequate preparation for success beyond high school, and to be aware of sources of information on higher education admissions and financial aid. Notification of these subjects will come in our grade level conferences with students and parents. (TEC §§ 33.001-33.009)	Sign-in sheets will register 100% compliance.	April 2006	Secondary Counselors & Principals	
4			X	Guidance			X	10H	GSF	Implement and evaluate the high school council of counselors committee to ensure consistency and enhance communication between the high schools and central office.	100% of counselor members will meet with their campus counselors and file team meeting agendas.	June 2007	High school counselor council members, Dr. Thomas, Dr. Scheffler, and Dennis Mergele	
4			X	Guidance				10I	GSF	All counselors and counselor evaluators will understand and utilize the counselor performance evaluation.	Counselors and Counselor Evaluators will submit Formative and/or Summative Counselor Performance Evaluation to Human Resources and Guidance Office.	November 2006 - May 2007	Counselors & Counselor Evaluators	
4			X	Guidance			X	10J	GSF	All students who require a personal graduation plan will receive one. Counselors will enter the interventions of our retained students.	100% of qualified students will have a personal graduation plan.	August - June	Middle and High Counselors & Principals	
4			X	Guidance			X	10K	GSF	Counselors will continue the PSAT initiative.	100% of 9th grade students will take a practice PSAT. 100% of 10th and 11th grade students will take the PSAT. Counselors will provide students an interpretation of their scores in January.	October 2006 and January 2007		
4			X	Guidance			X	10L	GSF	Counselors will meet with students failing in order to help our retention rate.	Counselors will contact students at all grade levels who have failing grades on their report card. We will target 9th grade students through our Howdy Visits at the 6 week progress report time. We will meet with them in small groups and go over their progress reports, transcripts, how to see a counselor services we offer, etc.	August - June		

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H							
4			X	Guidance			X	10M	GSF	Counselors will notify students, teachers and parents of financial assistance opportunities. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education and admissions.	We will notify parents through PTA Newsletters, 11th and 12th grade monthly bulletin, telephone reminders to parents, WC College Night, College/ Military Rep visits, ASVAB, dual credit letter mailed home to all 10th and 11th graders, course catalog elective night, Co-Step, MERVE, and individual parent/ student junior conferences. We will notify student through class conferences and 8th grade visits.	August - June		
4			X	Guidance			X	10N	GSF	Counselor will counsel with students on graduation plans. 85% of Churchill graduates will meet requirements for the Recommended or Distinguished Program. Student transcripts will indicate whether the student has completed or is on schedule to complete the Recommended or Distinguished Achievement Program.	We will notify parents through PTA Newsletters, Parent-Orientation, WC College Night, course catalog, elective night and individual parent/ student junior conferences. We will notify students through class conferences, 8th grade visits, advisory and private school registration.	August - June		
4			X	Guidance			X	10D	GSF	Counselors will assist in the College Readiness program.	100% of Churchill graduates will be accepted into a post secondary school of choice.	August - June		
1,2,3,4,5	X	X	X	Art I			X	11A	CIP, GSF, ITL	Maintain challenging success-oriented Art I program that builds fundamental skills and knowledge.	80% semester averages will be passing. 5% increase in number of competition participants.	August, 2006 - May, 2007	Erin Albright, Vera Davis, Cathy Solis, Dana Tsukituiji	
2,3,4	X	X	X	All Art			X	11B	CIP, GSF, ITL	Provide opportunities for awards, recognitions and scholarships.	5% increase in number of students who receive recognition in school, district, regional, state etc. competitions.	August, 2006 - May, 2007	Erin Albright, Vera Davis, Cathy Solis, Dana Tsukituiji	Money for substitutes and teachers workshops
1,2,3,4,5	X	X	X	All Art			X	11C	CIP, GSF, ITL	Increase enrollment of AP students for 2006 - 2007.	15 - 20 enrollment	August, 2006 - May, 2007	Erin Albright, Vera Davis, Cathy Solis, Dana Tsukituiji	
1,2,3,4,5	X	X	X	Graphic Design III and IV			X	11D	CIP, GSF, ITL	Maintain enrollment of students in Graphic Design students for 2006-2007.	Enrollment of 16	August, 2006 - May, 2007	Erin Albright, Vera Davis, Cathy Solis, Dana Tsukituiji	\$1000 for Computer software updates
1,2,3,4,5	X	X	X	Painting II			X	11E	CIP, GSF, ITL	Increase enrollment of Painting II students for 2006 - 2007.	Enrollment of 81	August, 2005 - May, 2006	Erin Albright, Vera Davis, Cathy Solis, Dana Tsukituiji	
1,2,3,4,5	X	X		Painting III and IV			X	11F	CIP, GSF, ITL	Maintain enrollment of Painting III & Painting IV students for 2005 -2006.	Enrollment of 27	August, 2005 - May, 2006	Erin Albright, Vera Davis, Cathy Solis, Dana Tsukituiji	
1,2,3,4	X	X	X	Marching Band			X	11G	3TL,CIP,GSF, ITL	The Varsity Marching Band will advance to the UIL 5A State Marching Band Contest.	The Varsity Band will receive a Division I rating at the Region 12 Marching Contest and place in the top five in Area Marching Band Contest. 97% of students will memorize their music and have a better understanding of marching fundamentals.	October/ November 2006	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	Entrance Fees \$1,000/ Transportation \$12,000. District Funds will be used to pay for Entrance Fees and Transportation.
1,2,3,4	X	X	X	Marching Band			X	11E	3TL,CIP,GSF, ITL	The Varsity Marching Band will compete in the Bands Of America Regionals and Grand National Finals.	The Band will advance to finals in all Bands of America Contest. 97% of students will memorize their music and have a better understanding of marching fundamentals.	October/ November 2006	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	\$1,200 per student. Cost will be covered Student Fees and Band Parent Org.

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
 Winston Churchill High School**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H							
1,2,3,4	X	X	X	Marching Band			X	11F	3TL,CIP,GSF, ITL	The Non-Varsity Marching Band will compete in the UIL Region 12 Marching Band Contest.	The Non-Varsity Marching Band will receive a Division I rating at the Region 12 Marching Band Contest. 97% of students will memorize their music and have a better understanding of marching fundamentals.	October/ November 2006	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	Entrance Fee \$300 Transportation \$2,500. Cost will be covered by District Funds, Band Parent Org and Student Fees.
1,2,3,4	X	X	X	Marching Band			X	11G	3TL,CIP,GSF, ITL	The Non-Varsity Marching Band will compete in one or more Non- UIL Marching Band Contests.	The Non-Varsity Marching Band will receive a Division I rating at one or more Local Marching Band Contest. 97% of students will memorize their music and have a better understanding of marching fundamentals.	October/ November 2006	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	Entrance Fee \$300 Transportation \$1,000. Cost will be covered by District Funds, Band Parent Org and Student Fees.
1,2,3,4	X	X	X	Concert Band III, IV			X	11H	3TL,CIP,GSF, ITL	The Band Directors will increase the number of students that will qualify for District, Region and State Bands	95% of students in Bands III and IV will audition for the District Band.	November, December 2006 and January 2007	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	\$8.00 per students. Cost will be covered by student fees.
1,2,3,4	X	X	X	Concert Band I, II, III, IV			X	11I	3TL,CIP,GSF, ITL	The Band Directors will increase the number of students that will compete in the UIL Solo and Ensemble Contest.	60% of students participating in UIL Solo and Ensemble will receive a Division I rating.	February, 2007	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	\$8.00 per students. Cost will be covered by student fees.
1,2,3,4	X	X	X	Concert Band I, II, III, IV			X	11J	3TL,CIP,GSF, ITL	The Band Directors will improve the ratings for all bands at UIL Concert and Sightreading Contest.	100% of all band will receive a Division I rating in Concert. 75% of bands will receive a Division I rating for sightreading.	April 2007	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	Entrance Fees \$300 per band. Transportation \$4,000. Cost will be covered by District funds and the Band Parent Org.
1,2,3,4	X	X	X	Concert Band I, II, III, IV/8th grade			X	11K	CIP,GSF, ITL	The Band Directors will increase the number of 9th grade band students.	80 % of all eighth grade students from feeder middle school will enroll in the high school band program.	May, 2007	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	
1,2,3,4	X	X	X	Concert Band I, II, III, IV/8th grade			X	11L	CIP,GSF, ITL	The Middle School Feed band students will participate in activities at Churchill with the Bands.	8th grade band members will be invited and actively participate in at least 2 activities at Churchill involving th band.	all year	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	Transportation \$1,000. Cost will be covered by District funds.
1,2,3,4	X	X	X	Middle School			X	11M	3TL,CIP,GSF, ITL	The Band Directors will assist Middle School Directors in development of musical skills and technique.	The band directors will become actively involved in the middle school team teaching process at least 4 times a month.	all year	Albert Lo, Alan Sharps, Brian Hildreth, James Ragsdale	
1, 2, 3, 4, 5,	X	X	X	Orchestra I, II, III, IV			X	11N	3TL - ITL - CIP and GSF	The orchestra will continue to strive for excellence in performance in both Concert and Sightreading at the UIL Concert and Sightreading competition.	90% of the orchestras will receive a UIL Sweepstakes award	March, 2007	Ms. Heinze and Mr. Thibodeaux, Instructors	\$300.00 per orchestra paid by NEISD
1, 2, 3, 4, 5,	X	X	X	Orchestra I, II, III, IV			X	11O	3TL - ITL - CIP and GSF	The orchestra directors will continue to encourage all orchestra students to audition for TMEA Region 12 Orchestra.	45% of all orchestra students will audition Region Orchestra	October, 2006	Ms. Heinze and Mr. Thibodeaux, Instructors	\$8.00 per student paid by the student

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H								
1, 2, 3, 4, 5	X	X	X	Orchestra I, II, III, IV				X	11P	3TL - ITL - CIP and GSF	The orchestra directors will continue to work with students both before and after school so the students feel prepared to make the TMEA Region 12 Orchestra.	50% of all orchestra students who audition for TMEA Region 12 orchestra will be accepted.	October, 2006	Ms. Heinze and Mr. Thibodeaux, Instructors	\$8.00 per student paid by the student
1, 2, 3, 4, 5	X	X	X	Orchestra I, II, III, IV					11Q	3TL - ITL - CIP and GSF	The orchestra directors will encourage all students who audition for TMEA Region 12 Orchestra to try to record for TMEA All-State Orchestra.	15% of all students auditioning for region will audition for All-State.	November, 2006	Ms. Heinze and Mr. Thibodeaux, Instructors	\$20.00 per recording paid by the student
1, 2, 3, 4, 5	X	X	X	Orchestra I, II, III, IV					11R	3TL - ITL - CIP and GSF	The orchestra directors will work with students who are auditioning for Region 12 Orchestra both before and after school to prepare them for the audition for TMEA All-State Orchestra.	5% of all students auditioning for TMEA All-State Orchestra will be accepted	November, 2006	Ms. Heinze and Mr. Thibodeaux, Instructors	
1, 2, 3, 4, 5	X	X	X	Orchestra I, II, III, IV				X	11S	3TL - ITL - CIP and GSF	The orchestra students will be encourage to participate in UIL Solo and Ensemble Contest at the District Level.	40% of all orchestra students will perform in the District UIL Solo and Ensemble Contest	February, 2007	Ms. Heinze and Mr. Thibodeaux, Instructors	\$7.00 per solo or ensemble paid by the student
1, 2, 3, 4, 5	X	X	X	Orchestra I, II, III, IV				X	11T	3TL - ITL - CIP and GSF	The orchestra directors will continue to work with students before and after school to increase the number of superior ratings at UIL Solo and Ensemble Contest	70% of all orchestra students participating in UIL Solo and Ensemble will receive a superior rating.	February 2007	Ms. Heinze and Mr. Thibodeaux, Instructors	\$7.00 per solo or ensemble paid by student
1, 2, 3, 4, 5	X	X	X	Orchestra I, II, III, IV				X	11U	3TL - ITL - CIP and GSF	The orchestra directors will continue to encourage the students who participate in UIL Solo and Ensemble to play a Class 1 Solo and memorize the solo with the result to participate in the State UIL Solo and Ensemble Competition held in Austin.	30% of all students performing a solo or ensemble will perform a Class 1 solo or ensemble in the the case of a solo memorize so they can participate in State UIL Solo and Ensemble Contest	February and May 2007	Ms. Heinze and Mr. Thibodeaux, Instructors	\$15.00 per student or ensemble
1, 2, 3, 4, 5			X	8th Grade Feeder Middle School Orchestra Students	X	X			11V	CIP and GSF	The orchestra directors will recruit students all 8th grade orchestra students from all feeder Middle School to be a member of the orchestra in the 9th grade.	90% of all 8th grade students will continue in orchestra their 9th grade year.	January, 2007	Ms. Heinze and Mr. Thibodeaux, Instructors	
1, 2, 3, 4, 5			X	8th Grade Feeder Middle School Orchestra Students	X	X			11W	CIP and GSF	The orchestra directors will schedule more time at the middle schools to recruit orchestra students in the 8th grade.	3 more days will be added to recruit students in the 8th grade.	January, 2007	Ms. Heinze and Mr. Thibodeaux, Instructors	
1, 2, 3, 4, 5			X	8th Grade Feeder Middle School Orchestra Students	X	X			11X	CIP and GSF	The performances will be scheduled for the 8th grade orchestra students to participate with the high school orchestra to help encourage them to in roll in orchestra their 9th grade year.	2 performances will be scheduled for combining the 8th grade orchestra students with the high school orchestra students.	December 2006 and January 2007	Ms. Heinze and Mr. Thibodeaux, Instructors	

- 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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H							
2, 3, 4, 5			X	8th Grade Feeder Middle School Orchestra Students	X	X		11Y	CIP and GSF	The Orchestra Directors will go to the feeder middle schools and assist the directors as needed. The Directors will use this time to become acquainted with 8th grade students who will be attending high school the following year. This will help with vertical alignment a NEISD directive and part of the TEKS	The days set aside to assist at the middle school will be based on the middle school directors requests and the high directors schedules.	All year	Ms. Heinze and Mr. Thibodeaux, Instructors	
2, 3, 4, 5			X	8th Grade Feeder Middle School Orchestra Students	X	X		11Z	CIP and GSF	The orchestra directors will continue to work on vertical alignment with feeder middle schools.	1 day a year be set aside from the inservice days to work on vertical alignment in accordance with the TEKS at both the High School and Middle School level.	August, 2006	Ms. Heinze and Mr. Thibodeaux, Instructors	
2, 3, 4, 5	X	X	X	Music Theory AP			X	11AA	3TL - ITL - CIP and GSF	The instructor will plan the course based on the diversified AP exam to encourage and assist students in taking the Music Theory AP Exam.	90% of all the lesson plans will be based on the AP exam sections from Sightsinging, Dictation and the analyzation of music.	All year	Ms Heinze	
2, 3, 4, 5	X	X	X	Music Theory AP			X	11BB	3TL - ITL - CIP and GSF	The instructor will encourage all students to take the AP Exam at the end of the year.	30% of all Music Theory students will take the AP Exam	All year	Ms Heinze	
2, 3, 4, 5	X	X	X	Music Theory AP			X	11CC	3TL - ITL - CIP and GSF	The instructor will give the students the opportunity to explore careers in music.	10% of all music theory students will become a music major in a school of higher learning.	All year	Ms Heinze	
1, 2, 3, 4	X	X	X	Instrumental Ensemble Orchestra I, II, III, IV			X	11DD	3TL - ITL - CIP and GSF	The instructors will encourage the students to learn to prepare independently their music by individual tutoring from the orchestra directors and students will work to gether to help each other prepare for music activities such as solo/ensemble contest or TMEA Region.	90% of all students enrolled wil participate and be successful in all orchestra activities	All Year	Ms. Heinze and Mr. Thibodeaux, Instructors	
1, 2, 3, 4	X	X	X	Fine Arts			X	11EE		All Instructors in the Fne Arts will help support the Core Teachers in anyway possiblet to encourage students to pass TAKS	Target Fine Arts students who are at risk of having problems on the TAKS. Help them find tutors and spend time mentoring those targeted students.	All Year	All Fine Arts Instructors	
1, 2, 3, 4	X	X	X	Fine Arts			X	11FF		All Fine Arts Instructors will support the core areas in relationship to TAKS.	5% of all fine art lesson plans will be devoted to the relationship of TAKS to the various fine art programs.	All year	All Fine Arts Instructors	
1	X	X	X	Dance 1			X	11GG	GSF	Provide an introduction and development level of skills needed for advancement in program.	90% of 9th graders will audition and master skills of intermediate level routines as indicated by TEKS . 90% of 10th graders will perform basic skills presented in Knowledge and Skills	May, 2007	B. McGilloway, V. Stewart Juarez	
1	X	X	X	Dance 2			X	11HH	GSF	Establish a framework for the continuation of skill and development concentrating on skills and technique essentials	80% of 10th graders will advance into performance group status as indicated by the TEKS. 100% of 10th graders will perform dance elements in creative expression/performance	May, 2007	B. McGilloway, V. Stewart Juarez	
1,4	X	X	X	Dance 3			X	11II	GSF,3-II	Explore higher level of skills, technique and advance levels of dance	90 % of 11th graders continue advancement in Dance along with choreography opportunities. 100% of 11th graders will perform dance elements in creative expression/performance	May, 2007	B. McGilloway, V. Stewart Juarez	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1,4	X	X	X	Dance 4			X	11KK	GSF, ITL	Enhance the advance skills that continue to be developed at this level	100% of 12th graders will be assessed on choreography principles as well as the critique process through solo or small group performances. 100% of 12 graders will perform dance elements in creative expression/performance	May, 2007	B. McGilloway, V. Stewart Juarez	
1,4	X	X	X	Speech and Debate			X	11LL	CIP, GSF, CRW, ITL	Each member of the Oral Interpretation Team will practice the skills of reading, comprehending and interpreting pieces of literature.	Each member of the Oral Interpretation Team will prepare the following for competition: At least one memorized selection (humorous or dramatic) and at least one scripted selection (prose or poetry).	August 2006-November 2006	Brian D Eanes	
1,4	X	X	X	Speech and Debate			X	11MM	CIP, GSF, CRW, ITL	Each varsity member of the Oral Interpretation Team will research and write a persuasive speech.	Each member of the Oral Interpretation Team will prepare an original oratory for competition.	August 2006-November 2006	Brian D Eanes	
1,4	X		X	Speech and Debate			X	11NN	CIP, GSF	Members of the combined Forensics Team will continue to participate and excel in speech and debate competitions	The combined Forensics Team will accumulate at least 50 new members and degrees in the National Forensics League	August 2006-June 2007	Brian D Eanes and Kandi King	
1,2,4	X		X	Speech and Debate			X	11OO	CIP, ITL	The combined Forensics Team will take advantage of the educational and showcase opportunities provided by Texas Forensics Association tournaments.	The combined Forensics Team will attend and compete at no less than 6 TFA IQT tournaments during the year.	August 2006-March 2007	Brian D Eanes and Kandi King	
1,2,4	X		X	Speech and Debate			X	11PP	CIP, ITL	The combined Forensics Team will take advantage of the educational and showcase opportunities provided by the National Forensics League and its district and national tournaments.	The combined Forensics Team will field a full entry for the National Forensics League district tournament and will compete at the NFL National tournament	March 2007-June 2007	Brian D Eanes and Kandi King	
1,2,4	X		X	Speech and Debate			X	11QQ	CIP, ITL	The combined Forensics Team will take advantage of the educational and showcase opportunities provided by the University Interscholastic League and its academic contest.	The combined Forensics Team will field a full entry at the UIL district tournament and will compete at Regionals and State as achieved.	March 2007-May 2007	Brian D Eanes and Kandi King	
2,3,4			X	Speech and Debate	X	X		11RR	CIP, ITL	The combined Forensics Team will increase active vertical alignment with middle school feeder programs.	The combined Forensics Team will organize at least two joint ventures with middle schools - one per semester.	August 2006-May 2007	Brian D Eanes and Kandi King	
1,4	X	X	X	Speech and Debate			X	11SS	CIP, GSF, CRW, ITL	Members of the Debate Team will develop research and writing skills as well as remain prepared for competitions.	All members of the Debate Team will prepare both affirmative and negative cases for either LD or CX debate, and will continue to update them throughout the year.	August 2006-May 2007	Kandi King	
1,4	X	X	X	Speech and Debate			X	11TT	CIP, GSF, CRW, ITL	Members of the Debate Team will develop their research and organizational skills through the practice of limited preparation events	All members of the Debate Team will contribute to the Extemporaneous Speaking files and will present practice speeches on a regular basis.	August 2006-May 2007	Kandi King	
				Theatre Arts I	X			11UU	3TL	Theatre I student will study the basic process of characterization. Students will explore acting, playwrighting, design, movement and improvisation.	99% of Theatre I students will perform scenes and monologue with instructor feedback and coaching	August 2006-May 2007	Andrew Thornton & Clark Stevens	
				Theatre Arts I				11VV	3TL	Theatre I students will observe and critique a live theatre production (U.I.L. One-act play).	99% of Theatre Arts I students will complete a play report on a live performance.	August 2006-May 2007	Clark Stevens and Andy Thornton	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H							
				Theatre Arts I-IV	X	X	X	11WW	CRW	Students will read diverse scenes and plays from ancient Greece to modern works in translation.	85% of students will read and analyze a minimum of two plays.	August 2006-May 2007	Clark Stevens and Andy Thornton	
				Theatre Arts II-IV			X	11XX	GSF	Students will perform in diverse genres and styles.	100% of students will perform in a play.	August 2006-May 2007	Clark Stevens and Andy Thornton	
				Theatre Production I-IV				11YY	GSF & 3TL	Compete successfully in dramatic, humorous and duet acting in TFA, NFL and UIL tournaments.	50% will qualify for TFA, NFL or UIL state tournaments.	March, 2007	Clark Stevens and Andy Thornton	
				Theatre Production I-IV				11ZZ	3TL & GSF	Compete successfully in UIL prose and poetry. Rehearse, compete and perform in UIL One-Act Play contest.	50% of students selected to compete will advance to regional competition.	April, 2007	Clark Stevens and Andy Thornton	
				Theatre Production I-IV				11AAA	GSF	Design and construct sets. Design and hang lights for productions.	85% of students will participate in One-Act play advancing to state.	August 2006-May 2007	Clark Stevens and Andy Thornton	
				Technical Theatre I-III	X	X	X	11BBB	ITL	Students will explore all elements of technical theatre including costumes, props, lighting, set design and stage management.	80% of students will participate in a production crew and gain working knowledge of technical theatre.	August 2006-May 2007	Clark Stevens and Andy Thornton	
1,2,4,5	3TL//ITL//	PGP//GSF	CIP	Choral Music			X	11CCC	ITL//3TL//GSF	Continue to encourage students to become music educators.	Interested students entering college as a music major will form a future music educators club sponsored by TMEA and the music educators at Churchill.	May, 2007	Albright, Robert Burkholder, Stefani Heinze, Elaine Lo, Al	
1,2,4,5	3TL//ITL//	PGP//GSF	CIP	Choral Music			X	11DDD	ITL//3TL//GSF	Singers will practice sightreading by the solfege method.	85% of all students will be proficient at their course level indicated by periodic quizzes.	May, 2007	Albright, Robert Burkholder, Stefani	
1,2,4,5	3TL//ITL//	PGP//GSF	CIP	Choral Music			X	11EEE	ITL//3TL//GSF	Students will gain understanding of fundamentals of music theory in accordance with the TEKS.	85 % of all students will have an understanding indicated by periodic quizzes.	May, 2007	Albright, Robert Burkholder, Stefani	
1,2,4,5	3TL//ITL//	PGP//GSF	CIP	Choral Music			X	11FFF	ITL//3TL//GSF	Increase the number of choral students who will perform a solo or ensemble for Regions UIL Solo/Ensemble Contest.	45 % of choral students in competition choirs will perform a solo or ensemble for Region UIL Solo/Ensemble Contest.	February, 2007	Albright, Robert Burkholder, Stefani	
1,2,4,5	3TL//ITL//	PGP//GSF	CIP	Choral Music			X	11GGG	ITL//3TL//GSF	Increase the number of choral students participate in All-State Solo and Ensemble Contest.	Qualify at least 14 students for All-State Solo and Ensemble Contest.	February, 2007	Albright, Robert Burkholder, Stefani	
1,2,4,5	3TL//ITL//	PGP//GSF	CIP	Choral Music			X	11HHH	ITL//3TL//GSF	Improve the ratings for all choirs in the UIL Concert and Sightreading competition.	100 % of all choirs will receive a Superior rating.	April, 2007	Albright, Robert Burkholder, Stefani	
1,2,4,5	3TL//ITL//	PGP//GSF	CIP	Choral Music			X	11III	ITL//3TL//GSF	Host a middle school solo & ensemble competition for our 3 middle schools in order to facilitate vehicle alignment and increase the number of 9th grade choir students.	At least 40 students will compete.	April, 2007	Albright, Robert Burkholder, Stefani	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1,2,4,5	3TL/ITL	PGP/GSF	CIP	Choral Music			X	11JJJ	ITL/3TL/GSF	Increase the number of performance at the feeder middle schools by the recruitment choirs. "Winston Jazz & Winston Show Choir."	1 to 3 concerts will be performed by the Winston Jazz at the feeder middle schools.	December 2006, May 2007	Albright, Robert Burkholder, Stefani	
				Journalism			X	11KKK		Improve UIL Results by increasing participation in all contest areas.		April, 2007	Julie Pasterchick	Entry fees to practice meets
				Journalism			X	11LLL		Improve student awareness of "trends" and quality of yearbook and newspaper by having both critiqued and entering the publications in state and national contest.		May, 2007	Sue Jett	\$300-\$500
				Journalism			X	11MM M		Increase the number of students attending and competing in state and national writing, design, and photography workshops/contest/conventions. (JEA/ATPI/ILPC)		August 2006-May 2007	Sue Jett	\$1,000
				Journalism			X	11NNN		Incorporate "new" technology into all aspects of the program. (InDesign/Photoshop/ Digital Photography)		May, 2007	Sue Jett	\$2000-\$5000
				Dropout Reduction and Retrieval				12A		Counselor, Assistant Principals, Registrar will track school leavers / dropouts.	Monthly dropout / leaver reports will indicate less than 5 dropouts per month.	August, 2006 - June, 2007	Assistant Principal of Curriculum; Registrar	
				Dropout Reduction Absences				12B		Assistant Principals and Counselors will counsel students on absences.	Students receiving "N.C.'s will be reduced by 50% as indicated on end of semester reports.	January, 2007 - June, 2007	Paul DeGrove	Comp. Ed. Funds Grant funds
				Dropout Reduction (Teen parenting component)				12C		Counseling services through the School Age Parenting Program.	10% reduction in dropout of teen parents.	August, 2006 - May, 2007	Counselors	
				Dropout Reduction				12D		Decrease barriers for enrolling homeless youth.	All counselors will be familiar with the McKinney Project.	August, 2006 - May, 2007	Counselors	
				Dropout Reduction				12E		Identify homeless children in compliance with the McKinney Project. TEC J21.031(e).	Record of identified Homeless children and youth sent to Central Office.	August, 2006 - May, 2007	Counseling Office	
				Discipline Management				13A		Training and motivation of school personnel for BMP implementation	Campus will have completed initial training of staff members allowing for initial implementation of the BMP.	August, 2006 (Inservice days)	Principals, Assistant Principals	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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	H							
				Discipline Management				13B		Conduct orientation sessions/video with every student concerning "Student Code of Conduct."	Teacher rolls will indicate 100% of students receiving orientation make up sessions for absent students will be conducted.	September, 2006; January 2007; April, 2007	Joe Reasons, Principal; Assistant Principals, Mary Ederer, Michael Randolph	
				Discipline Management				13C		Increase educational support to students and reduce the number of days students are out of the classroom instructional setting due to Category IV Offenses through the following actions/services: 1) Follow BMP, 2) Include staffings and ARD's to include the student and the student's Counselor, Administrator, Referring Teacher, Advisor, Parent, as alternate steps to address persistent offenses; 3) Include Principal meetings with all students returning to WCHS from a 3 day suspension / 5 day SRC Placement; and 4) Include an instructionally driven Saturday Detention.	20% reduction in the total number of days students are suspended as evidenced by data provided by PPS.	August, 2006 - May, 2007	Principal, Assistant Principals	
				Discipline management				13D		In an effort to target aggressive behaviors, administrators and counselors will immediately intervene to diffuse confrontational situations. The students involved will be referred to individual counseling, small group counseling, and/or mediation.	A 50 % reduction in fights as measured through discipline data	August 2006 - May 2007	Administrators and Counselors	
1,2	X	X		Health Education			X	14A	ITL	Expose all students in the course to CPR techniques and training including the use of AED's.	CPR with AED taught in 100% of the Health classes.	August 2006-December 2006 and January 2007-May 2007.	All Health teachers	
1,2	X	X		Health Education			X	14B	CRW	Increase abstinence among teenagers through presentation of the District's abstinence based sex education program.	The sex education program will be administered in 100% of Health classes.	August 2006-December 2006 and January 2007-May 2007.	All Health teachers and the school nurse.	
	X	X		Physical Education			X	14C	ITL	The Physical Education students will meet the standards set for the Fitness Test.	100% of the students will participate in the Fitnessgram testing	August 2006-December 2006 and January 2007-May 2007.	Athletic Coordinator and all PE teachers.	
1,2	X	X		Physical Education			X	14D	ITL	Increase the number of students that achieve the Healthy Zone for the Pacer Test.	90% of the students will achieve the Healthy Zone for the Pacer Test.	August 2006-December 2006 and January 2007-May 2007.	Athletic Coordinator and all PE teachers.	
1,2	X	X		Physical Education			X	14E	ITL	Increase the number of students that achieve the Healthy Zone for the Pushup Test.	90% of the students will achieve the Healthy Zone for the Pushup Test.	August 2006-December 2006 and January 2007-May 2007.	Athletic Coordinator and all PE teachers.	
1,2	X	X		Physical Education			X	14F	ITL	Increase the number of students that achieve the Healthy Zone for the Curl-Up Test.	90% of the students will achieve the Healthy Zone for the Curl-Up Test.	August 2006-December 2006 and January 2007-May 2007.	Athletic Coordinator and all PE teachers.	

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**

Winston Churchill High School

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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
 * Vocabulary Development
 * Similarities and Differences
 * 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.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

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		E	M	H							
				District Initiatives										
1,2	X	X		Physical Education			X	14G	ITL	Increase the number of students that achieve the Healthy Zone for the Trunklift Test.	90% of the students will achieve the Healthy Zone for the Trunklift Test.	August 2006-December 2006 and January 2007-May 2007.	Athletic Coordinator and all PE teachers.	
1	X	X	X	Athletics			X	14H	GSF	Encourage all student-athletes to achieve academic success.	90% of the student-athletes will maintain eligibility.	August 2006-May 2007	All Athletic Staff	
1,2,3,4	X	X	X	Freshman Athletics		X	X	14I	GSF, ITL	Offer a program that encourages participation to a large number of students.	Increase the number of freshman in athletics.	August 2006-May 2007	Middle School and Freshman Athletic Coaches	
1,2,3,4	X	X	X	Junior Varsity Athletics			X	14L	GSF, ITL	Assist the student-athlete in developing leadership skills.	95% of the student-athletes will have a better understanding of the skills necessary in a leadership position.	August 2006-May 2007	Junior Varsity Athletic Coaches	
1,2,3,4	X	X	X	Junior Varsity Athletics			X	14M	GSF, ITL	Develop the practice of excellence in competition.	Coaches evaluation of skills and performance during practice and game situations.	August 2006-May 2007	Junior Varsity Athletic Coaches	
1,2,3,4	X	X	X	Varsity Athletics			X	14N	GSF, ITL	Provide an environment where student-athletes learn that dedication and hard work are necessary components in performing any task that leads to achieving a goal or life task.	90% of all 11th graders will continue in the athletic program as 12th graders.	August 2006-May 2007	Varsity Athletic Coaches	
1,2,3,4	X	X	X	Varsity Athletics			X	14O	GSF, ITL	Refine the practice of excellence in competition.	Coaches evaluation of skills and performance during practice and game situations.	August 2006-May 2007	Varsity Athletic Coaches	
1,2,3,4	X	X	X	Varsity Athletics			X	14P	GSF, ITL	Increase the number of teams that qualify for post district competition in team sports.	90% of the teams will reach post district competition.	August 2006-May 2007	Varsity Athletic Coaches	
1,2,3,4	X	X	X	Varsity Athletics			X	14Q	GSF, ITL	Increase the number of individuals that qualify for post district competition in individual sports.	50% of individual sport participants will reach post district competition.	August 2006-May 2007	Varsity Athletic Coaches	