

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
 ENCINO PARK ELEMENTARY**

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							
1	X	X	X	Reading	x			1A	CIP, GSF, 3TL, CRW, ITL	Align and implement reading strategies that reflect Best Practices: KWL, reciprocal teaching, structured note-taking, think alouds, read alouds, writing to learn, and graphic organizers. Elementary level - Four Blocks, Building Blocks, and Big Blocks	100% of elementary teachers will score a 2 or above on the Innovation Configuration for Four Blocks.	August, 2006 Curriculum Day Four Blocks December, 2006; May, 2007 October, 2006 and April, 2007	Principal, Classroom Teachers K-5, Instructional Interventionist	Principal, Classroom Teachers K-5, Instructional Interventionist
1		X	X	Reading	x			1B	CIP	Implement staff development program on writing for elementary language arts teachers new to the campus and continued staff development in primary grades to support writing efforts.	95% of session evaluations will register an exceeds expectations. 100% of evaluations designed for use of strategies learned in professional development will indicate use of a minimum of one strategy from each workshop.	(Training) Summer workshops, August Curriculum Day, embedded campus workshops, summer workshops (Survey @ Semester and May, 2007)	Principal, Instructional Interventionist, Language Arts Specialist	Principal, Instructional Interventionist, Language Arts Specialist
1	X	X	X	Writing	x			1C	CIP, GSF, 3TL, CRW, ITL	Improve student writing by aligning instruction through a K - 5 scope and sequence for writing.	78% of students will score a 3 or above on TAKS writing rubric.	March, 2007	Virginia Guerrero, Language Arts Specialist, Principal, Classroom Teachers K-5	Virginia Guerrero, Language Arts Specialist, Principal, Classroom Teachers K-5
1	X	X	X	Writing	x			1D	CIP	Continue common instructional language and structure for the process of writing.	100% of Language Arts teachers will attend workshops on writing workshop and Six Traits writing.	September, 2006 January, 2007 April, 2007	Principal, Reading Specialist, and Classroom Teachers	Principal, Reading Specialist, and Classroom Teachers
1	X	X	X	Writing	x			1F	CRW, GSF	Implement a benchmark assessment program to guide writing instruction in K-5.	100% of students at grades 2-5 will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2006 - 2007	Campus Coordinator, Classroom Teachers, District Benchmark Coordinator	Campus Coordinator, Classroom Teachers, District Benchmark Coordinator

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
 ENCINO PARK ELEMENTARY**

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							
1	X	X		Writing	x			1G	CIP	Monitor benchmark assessments	Administrative staff will review benchmark data, and meet with teachers to discuss results and adjust curriculum.	Fall, Winter, and Spring of 2006 - 2007	Principal, Classroom Teachers K-5, Instructional Interventionist	Principal, Classroom Teachers K-5, Instructional Interventionist
1	X		X	Social Studies	x			2A	ITL	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners.	Presentation of student samples and teachers assignments for discussion with peers. Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	December 2006, Jun 2007	Classroom Teachers	
1	X			Mathematics	x			3A	CIP, 3TL	Utilize the revised North East Scope and Sequence for Grades K through 5.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	Monthly October, 2006 February, 2007	Principal, Classroom Teachers, Math Specialists	
1	X			Mathematics	x			3C	3TL, CRW, ITL	Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse, and * use of appropriate tools. * Math Exemplars & investigations	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.	November, 2006 March, 2007	Principal, Classroom Teachers, Math Specialists	
1		X	X	Mathematics	x			3D	GSF	Monitor Benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals and deans to discuss results.	November, 2004 February, 2005	Principals, Math Specialists.	
1		X		Mathematics	x			3E	GSF	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd,grade students will be administered a common end-of-semester assessment.	December 2006 May 2007	Principals, 2nd grade teachers, Math specialists	

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
 ENCINO PARK ELEMENTARY**

Equity and Excellence: Everybody Counts

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.

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

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							
1		X		Mathematics	x			3F	GSF	Monitor common assessments	Central Office staff will review common assessment data, adjust curriculum and meet with principals to discuss results.	January 2004, June 2005	Principals, Lori Murach, Math Specialists	
1	X	X	X	Science	x			4A	CIP, GSF, 3TL, CRW, ITL	Teachers will use authentic assessment strategies.	100% of students will have 2 examples of authentic assessments in grades 3-5	Spring 2007	Principal, Classroom Teachers	
1	X	X	X	Science	x			4B	CIP, GSF, 3TL, CRW, ITL	Teachers will use questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of formative walkthroughs will indicate the use of questioning strategies.	Spring 2007	Principal, Classroom Teachers, Science Instructional Specialists	
1,2			X	Science Community Relations	x			4C	CIP	Inform the community of the requirements and opportunities in Science Education.	A science specialist will make a presentation at one parent meeting on campus.	Fall 2006	Science Instructional Specialists	
1	X	X	X	Science	x			4D	CIP, GSF, 3TL, CRW, ITL	Teachers will use training to use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL, Science vocabulary in Word Walls, and Concept Mapping.	100% of the formative walkthroughs will indicate use of effective teaching strategies.	Spring 2007	Principal, Science Instructional Specialists	\$1,000
1,2,4	X	X	X	Gifted/Talented	x			5A	CIP, GSF, ITL	G/T teacher will attend staff development for integrating Systems Thinking in core G/T curriculum	G/T Teacher will incorporate systems thinking strategies in core GT curriculum units 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks	G/T Teacher, Kay Stotts	
1, 2	X	X	X	Gifted/Talented	x			5B	CIP, ITL	G/T teacher attend staff development provided to format the 5th grade Philosophy Unit through UBD	G/T teacher will use the UBD Philosophy Unit with 5th graders. 100% of G/T 5th grade students will score a minimum of 3 on the End of Year Common Assessment section of the G/T Report Card reflecting unit understandings and personal vision.	Each nine weeks	G/T teacher	

- 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
 ENCINO PARK ELEMENTARY**

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							
1,2	X	X	X	Gifted/Talented	x			5C	CIP, GSF, ITL	G/T teacher will participate in committees to update Common Assessment and Parent Results Form for this assessment on the final report card	G/T teacher will evaluate students based on the G/T Program Understandings and Essential Questions 100% of G/T students will score a minimum of 3 on the End of Year Common Assessment section of the G/T report card reflecting unit understandings and personal vision 100% of G/T students will score a minimum of 3 on each part of the Grade Level Study Progress section of G/T report card	End of year	G/T Teacher, Kay Stotts	
1,2	X	X	X	Gifted/Talented	X			5D	GSF	G/T teacher will analyze G/T student results on PSAT and TAKS information from Triand to adjust curriculum	GT teacher will use the presented information to adjust curriculum. G/T teacher lesson plans will reflect changes	September 2006- May 2007	G/T Teacher, Kay Stotts	
1	X	X		Library Services	X			6A	CIP, GSF, CRW, ITL	Use Big Six Research Strategy, Grades 2 - 5 and expand the research strategy model using training provided by David Loertscher during August 2006 staff development	Librarian will guide research projects in Lang. Arts, Science, or Social Studies and use higher level thinking model when collaborating with teachers to improve student research activities.	One lesson plan submitted and approved to Lesson Plan Database per year	Librarian, Classroom Teachers, Technology Coordinator	
1	X			Library Services	X			6B	CIP, GSF, CRW	Librarian will attend district training in electronic databases and then train campus teachers and students in the use of these resources schoolwide and for home access.	Librarian, teachers, and students in grades 2-5 will use electronic databases as indicated in semester statistics.	July 2006 through June 2007	Librarian	
1	X			Library Services	X			6C	CIP, ITL	Maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS unit to be posted to lesson plan database.	First and second semester	Librarian	
1		X		Library Services	X			6D	GSF	Librarian will implement the READ KIDS READ district wide reading challenge to promote the habit of daily reading after school in elementary school.	Campus will participate in the READ KIDS READ district reading incentive, which encourages students to meet a personal goal of 1600 minutes each during the challenge.	October 2006- January 2007	Librarian and 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
 ENCINO PARK ELEMENTARY**

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							
1	X			Professional Development	x			7A	CIP	Participate in North East Academy for Excellence in Teaching (NEAET), a mentoring and district permit program.	Evaluations of 3 or above will be obtained in all sixteen sessions. Quarterly surveys will indicate 100% of teachers have used information from the sessions in their current position.	Calendar of sessions provided in addendum	Principal	
1	X			Professional Development	x			7B	CIP	Participate in principal cohort meetings.	All principals will attend monthly cohort meetings.	Monthly	Principal	
1	X		X	Professional Development	x			7C	CIP	Provide mentoring program for new teachers and those new to the district to enhance professional growth.	Survey results will average a 3 or above.	December, 2006 and May, 2007	Mentor Team	\$100
1			X	Professional Development	x			7D	CIP	Participate in additional leadership experiences for principals and assistant principals.	All school administrators will participate in at least five professional development opportunities.	Monthly	Principal and Assistant Principal	
1			X	Professional Development	x			7E	CIP	Continue to provide staff development for classified staff.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Yearly	Principal	
1	X			Special Education	x			8A	CIP	Provide staff development regarding various service delivery options, methodology and behavior management to all NEISD educators.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions. 10% reduction of referrals to special education.	Every semester	Principal	
1	X	X	X	Special Education	x			8B	CIP, ITL, GSF, 3TL, CRW	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education	Increase the number of students with disabilities served in general education settings by 10% from 2004-05 to 2005-06 in order to decrease the district's ratio above the state's 125% average.	Every Nine Weeks	Principal	
1	X	X	X	Special Education	x			8C	GSF, 3TL, CRW, ITL	Increase the percentage of students with disabilities taking TAKS.	Identified schools will increase the number of students with disabilities taking TAKS by 5%.	October, 2006, April, 2007	Principal	
1			X	Special Education	x			8D	CIP	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs and initial evaluations for all students will occur on time.	Quarterly	Principal, Counselors, Special Ed. Teachers, Diagnostician	

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
 ENCINO PARK ELEMENTARY**

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							
1			X	Accelerated Education At Risk	x			9A	CIP	Allocate teachers to reduce student to teacher ratio in prekindergarten classes. Increase student abilities and achievement in core academic areas and social/emotional skills	Enrollment analysis indicates student to teacher ratio is lower than state mandated average. Prekindergarten students will show improvement based on the comparison between the fall and the end	Monthly September, 2006 May, 2007	Pre-K teacher	
1	X	X	X	Accelerated Education At Risk	x			9B	CIP, GSF, 3TL, CRW, ITL	Increase effective, cognitive and linguistic needs of the limited English Proficient students who deny the ESL program.	100% of theESL/Bilingual students will pass TAKS. 100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTe).	April 1, 2007	Campus Bilingual Coordinator, Principal, Classroom Teachers, Counselors	
1	X	X		Accelerated Education At Risk	x			9C	ITL, CIP, GSF, 3TL, CRW	Provide local credit TAKS classes in Reading and Math for students who have failed TAKS and are in jeopardy of retention.	100% of the targeted students enrolled in the local credit Reading and math classes will pass TAKS. Reduce disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping	May, 2007 June, 2007	Principals	
5	X			Accelerated Education At Risk Resource Management	x			9D	3TL, GSF	Provide effective management of District resources to maximize student achievement	100% compliance with State and Federal laws.	July, 2006 through July, 2007	Principal, Classroom Teachers	
3	X			Accelerated Education At Risk Professional Development	x			9E	CIP	Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working at campuses with At Risk students will attend staff development related to methods and instructional strategies to strengthen the core academic program in school.	July, 2006 May, 2007	Principal, 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
 ENCINO PARK ELEMENTARY**

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							
1	X			Accelerated Education At Risk Parental Involvement	x			9F	CIP, GSF, 3TL	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	Maintain percentage of student attendance.	Every nine weeks	Principal, Counselor	
1	X	X	X	Accelerated Education At Risk	x			9G	CIP, 3TL, GSF, ITL	Provide educationally related support services to homeless students who do not attend participating Title I schools.	Reduce number of students on our campus who are failing due to conditions of homelessness	July, 2006 through June, 2007	Principal	
1	X	X	X	Accelerated Education At Risk	x			9H	3TL, CIP, GSF, CRW	Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the district AEIS report. 100% of students with special needs will pass TAKS.	Sept, 2006	Principal, Counselors, Instructional Interventionist	
1	X	X	X	Dyslexia	x			10A	3TL, CRW	Implement a dyslexia program that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2006-2007 school year	Beverly Kinsey Principal, STAT, Instructional Interventionist	\$600.00
1, 2, 5			X	Technology Applications	x			11A	CIP	Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs	Using a TEIS, 100% of teachers will gain proficiency in at least three technology knowledge and skill area. Teachers will participate in staff development that has a technology component as documented by the TEIS and A-Train. Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.	August 2006 and May 2007 November 2006, February 2007, and June 2007 (during / outside day) Monthly	Principal, Campus Technology Committee Representatives (one per grade level), Instructional Technology Specialists and Coordinators	

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
 ENCINO PARK ELEMENTARY**

Equity and Excellence: Everybody Counts

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.

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

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							
3, 5			X	Technology Applications	x			11B	CIP	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents	100% of teachers who report grades will use GradeSpeed to record grades 100% of teachers who report numerical grades will use GradeSpeed to upload nine-weeks grades 100% of teachers will post essential classroom information as outlined in the TeacherWeb template. (see addendum)	Daily to Weekly Nine-weeks Bi-Weekly	Principal, Teachers, Data Processors, Technology Committee Chairperson, Web Master	
1	X	X	X	Technology Applications	x			11C	CIP, GSF, ITL	Teachers will provide students keyboarding instruction and practice utilizing software by Ed Tech	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Principal, Teachers, Instructional Technology Specialists and Coordinators	
1	X	X	X	Technology Applications	x			11D	CIP, GSF, CRW, ITL	Teachers will utilize the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine-weeks	Principal, Teachers, Instructional Technology Specialists and Coordinators	
1,3	X	X	X	Technology Applications	x			11E	CIP, GSF, 3TL, CRW, ITL	Teachers will instruct students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas	100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations, and reflective practice. 100% of classroom teachers will score a two or above on the Technology Innovation Configuration. 100% of classroom teachers will work with students in the wired / wireless computer labs a minimum of nine times each nine-week grading period as evidenced by lab schedules.	Semester Weekly	Principal, Teachers, Curriculum and Instructional Technology Specialists and Coordinators	

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
 ENCINO PARK ELEMENTARY**

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									
1,2,4			X	Safe and Drug Free Schools	x		ITL	1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities	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	Principals, STAN Counselors, SDFS Campus Contacts	
1, 2, 3, 4			X	Safe and Drug Free Schools	x		CIP	Plan and implement a comprehensive SDFS program that includes: - Programs based on informal needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership program (PAL)	Informal needs assessment data interpreted and utilized to customize programs at local campuses. Involve community in safe and drug-free activities. All classroom teachers will use the Second Step Program	Monthly Mediation Reports	Principals, Counselors,SDFS Campus Contacts	
1			X	Safe and Drug Free Schools			CIP	Using information from infomal needs assessment, provide professional development opportunities for Campus Contacts. Using information from informal needs assessment, provide professional development opportunities for Administrators, Counselors and Teachers, as needed.	Staff development evaluations, level one will indicate exceeds expectations in 95% of the responses. Staff development surveys of use will indicate 100% of participants utilized information in current position.	Once per semester	Pat Sanford, Principals, Counselors	

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
 ENCINO PARK ELEMENTARY**

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									
1, 2, 4			X	Guidance	x		ITL	Counselors will create and implement a five part guidance program (SB518): guidance curriculum, individual planning, responsive services and system support, as well as college readiness for career planning, K-5.	100% of guidance counselors will receive part two of guidance program. 100% of counselors monthly calendars will reflect maintenance of parent and staff contacts.	May, 2006 Quarterly	Counselors	
1			X	Guidance	x		CIP	Counselors will attend elementary cluster counselor's meetings in order to expedite communication.	Encino Park counselors will file minutes from meetings.	Monthly	Counselors	
1, 3	X	X	X	Guidance	x		GSF	Counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum in preparation for college readiness through the Parent Lunch and Learn transition meeting	Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance.	April, 2006	Elementary Counselors, Principals	
1,2,3,4	X	X	X	Guidance			CIP, GSF, ITL	Counselors will coordinate the Career Day with an emphasis on college readiness to be held in the spring in order to increase student awareness of the importance of college readiness for various careers	Counselors will recruit career speakers who have advanced degrees and can speak about importance of college readiness	May, 2007	Counselors	
2,4			X	Discipline Management	x		ITL	Implement Behavior Management Plan which includes character education.	The District-wide behavior management plan will be implemented at Encino Park	August, 2006 thru May, 2007	Principal, Assistant Principal, Classroom Teachers	
2,4			X	Discipline Management	x		CIP	Participate in staff training of BMP methods and materials	Each component of BMP will have training design, materials, and process for teachers, administrators, parents, and students.	August, 2006	Principal, Assistant Principal, Classroom Teachers	
2,4			X	Discipline Management			CIP	Make modifications to EP BMP based upon NEISD discipline data and its analysis	Modifications to EP BMP will be incorporated with NEISD data	August, 2006	Principals, Discipline Committee	\$1,000