

**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  
 HIDDEN FOREST ELEMENTARY  
 2006-2007**

*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.

**DRAFT**

**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** <http://intranet.int.neisd.net/si/>  
**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

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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							
1, 2	X	X	X	District Initiatives	X			1A	CIP, GSF, 3TL, CRW, ITL	All instructional goals will focus on one or more of the instructional goals of the following Collegial Instructional Planning (CIP), Goal Setting & Frequent Feedback (GSF), 3 Tier Levels of Instructional Intervention (3TL), Content Reading & Writing (CRW), Interactive Teaching/Learning (ITL)	Principal will prepare an August 2006 campus professional development PowerPoint for faculty learning/planning sessions which highlight the District Initiatives, 2006 AEIS/AYP campus data, Campus Instructional Improvement Plan, and A, B, C & You and Me = 1, 2, 3. Faculty meetings with agendas, course lesson plans and classroom walkthroughs will produce evidence of instructional applications. Campus Leadership Teams will conduct periodic evaluations of data and gather evidence of student learning.	August 2006 (PowerPoint); Initiatives August 2006 - June 2007	Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	

1		X		Strategies for Engagement - Setting Objectives and Providing Feedback- Assessments and Student Goal Setting	X			1B	GSF	<a href="http://intranet.int.neisd.net/si/">Individual student goal setting with frequent feedback on progress towards TEKS mastery will be conducted during lessons using the "TEKS Mastery Cards" which are located at http://intranet.int.neisd.net/si/</a> Students will analyze, record and set learning goals based on the results. Student goal setting system will be developed and implemented in every classroom based on individual student results on benchmark/common assessments and classroom assessments.	Data from classroom assessments & benchmarks will be used to provide feedback to students with goal setting completed by both teachers and students. All teachers will use benchmark data to set learning objectives and provide student focused support.	August 2006 - June 2007	All Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.
1	X			Strategies for Engagement - Identifying Similarities and Differences-- Classifying; Comparing	X			1C	3TL	Teachers will use graphic organizers and other classifying tools to enhance student higher order thinking and analysis skills.	Lesson plans and walkthroughs will depict use of classifying and comparing instructional activities. Additional instructional activities are located at <a href="http://intranet.int.neisd.net/si/">http://intranet.int.neisd.net/si/</a>	August 2006 - June 2007	All Campus staff
1	X			Strategies for Engagement -Six Step Vocabulary Development Process	X			1D	CRW	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process outlined in <i>Building Background Knowledge</i> . Lesson plans will reflect strategies and steps in the vocabulary development process.	Teachers will analyze lessons developed with the vocabulary development process to determine student acquisition of identified vocabulary. Student work will reflect use and comprehension of identified words.	August 2006 - June 2007	All Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.
1	X			Strategies for Engagement . SAY SOMETHING and THINK- INK (Write) - PAIR-SHARE	X	X	X	1E	ITL	All teachers will use the strategies SAY SOMETHING and THINK-INK-PAIR-SHARE on a regular basis. This strategy will also be adapted to exhibit individual time to reflect on learning. i.e. WRITE-PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, TAKE NOTES-PAIR-SHARE	100% of walkthroughs and lesson plans will show evidence of strategies SAY SOMETHING and THINK-INK-PAIR-SHARE. Students knowledge levels will be increased as they interact with content.	August 2006 - June 2007	All Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.
1		X		TRIAND: Data Analysis	X	X	X	1H	GSF	All campus administration and faculties will be trained to use TRIAND data screens to locate and analyze student data obtained through benchmark assessments and TAKS assessments	All faculty and administration will receive training as documented through attendance at training sessions or completion of courses through ATRAIN.	August 2006 - May 2007	TRIAND training staff, School Improvement, Educational Technology, academic and instructional deans
1		X		TRIAND: Interventions Grade Placement/ Student Success Initiative/	X	X	X	1I	GSF	All staff will utilize TRIAND data to evaluate student performance and to adjust instruction to meet the needs of students.	All staff will meet with administrators and district specialist to review data and set goals for student success.	August 2006 - May 2007	Administrators and Staff

1	X			TRIAND: Curriculum	X	X	X	1J	3TL	<p>1. All core content courses will be sequenced in TRIAND to match the NEISD prescribed scope and sequence.</p> <p>2. Exemplar lessons aligned with TEKS identified as weaknesses in the instructional program will be uploaded into TRIAND in all core content areas.</p> <p>3. All coordinators, specialists and teachers will be trained to upload and share TEKS aligned lessons using the TRIAND curriculum feature.</p>	<p>1. Alignment of TEKS in TRIAND will match Scope and Sequence documents provided to teachers and displayed on the Intranet.</p> <p>2. Exemplar, TEKS-aligned lessons will be displayed in TRIAND before TEKS are to be taught according to scope and sequence.</p> <p>3. All faculty and administration will receive training as documented through attendance at training sessions or completion of courses</p>	August 2006 - May 2007	TRIAND training staff, School Improvement, Educational Technology, academic and instructional deans
1	X			Reading ELA	X	X	X	2A	3TL	Utilize the North East Scope and Sequences for Grades K-12	All snapshot visits, formative walkthroughs, and lesson planning will indicate use of District Scope and Sequences; 100% of students in grades 3 - 11 will meet expectations on TAKS reading and writing.	Fall 2006 & Spring 2007	Administrators and Staff with support from Curriculum Specialists
1	X			Reading/ELA	X	X	X	2B	CRW	Provide teachers, in all content areas, instruction and support in before, during, and after reading and thinking strategies such as: activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing as outlined in such resources as <i>Mosaic of Thought</i> , <i>Reading with Meaning (K-2)</i> , <i>Strategies That Work (3-8)</i> , <i>I Read It But I Don't Get It and Do I Really Have to Teach Reading (6-12)</i>	Snapshot visits, formative walkthroughs, and lesson planning will indicate appropriate application of these content literacy strategies;	Fall 2006 - Spring 2007	Administrators and Staff with support from Curriculum Specialists
1	X			Reading/ELA	X	X	X	2C	CRW	Provide teacher support in vocabulary development for all students using prefixes and suffixes, words in context, and the Six Step Vocabulary Process.	All snapshot visits, formative walkthroughs, and lesson planning will indicate appropriate application of vocabulary development strategies; 100% of students in grades 3 - 11 will meet expectations on TAKS reading.	Fall 2006 - Spring 2007	Administrators and Staff with support from Curriculum Specialists

1	X			Reading/ELA	X	X	X	2E	CRW	Provide focus on implementation of best reading practices for struggling readers using differentiation strategies to meet the needs of all students	Using the <i>What to Look for in the Reading Classroom Checklist</i> as a guide, all snapshot visits or formative walkthroughs will indicate the appropriate application of reading strategies for all students.	Fall 2006 - Spring 2007	Administrators and Staff with support from Curriculum Specialists
1	X			Reading/ELA	X			2F	3TL	Provide training and support for the implementation and deeper application of Building Blocks (K) and Four Blocks (1-5) through campus and district staff development.	Using the <i>What to Look For in the Reading Classroom Observation Form</i> and the <i>What to Look For in the Writing Classroom Observation Form</i> , as a guide, all snapshot visits and formative walkthroughs will indicate the appropriate implementation and application of Building Blocks (K) and Four Blocks (1-5).	Fall 2006 - Spring 2007	Administrators and Staff with support from Curriculum Specialists
1		X		Reading/ELA	X	X	X	2H	GSF	Implement and monitor a benchmark assessments to guide reading and writing instruction and student goal setting: Reading, Grades 2 - 5; Writing Grade 4	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress. 100% of students at grade 4 will be administered periodic benchmark assessments to determine writing/ELA progress.	Fall 2006 - Spring 2007	Administrators and Staff with support from Curriculum Specialists
1	X			Reading/ELA	X	X	X	2L	3TL	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, 6-Trait writing, and strategies for all steps in the writing process.	Using the <i>"What to Look For in the Writing Classroom Checklist"</i> as a guide, formative walkthroughs, snapshot visits and lesson planning will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction. 100% of students will meet expectations of TAKS writing test.	Fall 2006 - Spring 2007	Administrators and Staff with support from Curriculum Specialists
1	X			Reading/ELA	X	X	X	2N	CIP	Support and review the development and implementation of common assessments for selected courses to guide writing instruction.	100% of students in Grades 3 & 5 will be administered common assessments for writing.	Fall 2006 - Spring 2007	Administrators and Staff with support from Curriculum Specialists

1	X			Mathematics	X	X	X	3A	3TL	Utilize the North East Scope and Sequence for Grades K through 8 .	85% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will indicate adherence to district sequence.	October, 2006  February, 2007  Quarterly	Administrators and Staff with support from Curriculum Specialists	
1	X			Mathematics	X			3M	3TL	In a vertical team setting, provide support to Kindergarten, 1st, and 2nd grade teachers with focused professional development on the implementation of best instructional practices and standards-based mathematics curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment.  Using the <i>What to Look for in the Mathematics Classroom checklist</i> , 100% of formative walkthroughs will indicate	January, 2006  June, 2007	Administrators and Staff with support from Curriculum Specialists	
1	X			Science	X	X	X	4D	3TL, ITL	<a href="#">Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science.</a>	100% of the walkthroughs indicate the incorporation of some aspect of inquiry based instructional strategies.	Every nine weeks	Administrators and Staff with support from Curriculum Specialists	
1		X		Science		X	X	4E	3TL, ITL	Integrate the use of small group instruction, including student workstations, literacy stations, technology stations, etc.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Administrators and Staff with support from Curriculum Specialists	
1	X			Science		X	X	4H	ITL	<a href="#">Integrate the use of the following best practices to target diverse learners including: 80-60-40 laboratory and field investigations, Marzano's 9 Strategies that Work, Thinking Maps, KWL, Word Wall, 5 STEP VOCABULARY DEVELOPMENT PROCESS, SAY SOMETHING, THINK-PAIR-SHARE.</a>	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Administrators and Staff with support from Curriculum Specialists	
1	X			Social Studies		X	X	5B	ITL/3TL	Implementation of differentiated instruction through best practices using S.I.O.P., Leadership Academy for Social Studies (TOT), Making the Past Present, Big Muscles Graphic Organizers, Content Reading and Writing Strategies.	Evidence of differentiated instruction in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies Classroom Observation Form <i>found</i> on the Social Studies web page.  Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	Quarterly	Administrators and Staff with support from Curriculum Specialists	

1	X			Social Studies	X	X	X	5F	GSF	Utilize the North East Scope and Sequence for social studies instruction.	Common assessments and benchmarks, where appropriate, and Social Studies Snapshot Walk-Throughs will indicate adherence to district scope and sequence.  Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	Quarterly	Administrators and Staff with support from Curriculum Specialists
1		X		Library Services	X			9A	GSF	Elementary librarian will implement the READ KIDS READ district wide reading challenge to promote the habit of daily reading after school in elementary students.	Our school 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 1, 2006 - January 31, 2007	Librarian and Teachers
1	X	X		Library Services	X	X		9B	CIP, GSF, CRW	Use Big Six Research Strategy, Grades 2 - 8.	Librarian will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Librarians, Teachers
1	X			Library Services	X	X		9F		Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into library curriculum.	First and second semester	Librarian
1		X		Special Education	X	X	X	14B	CIP	Provide training to all teachers and paraprofessional staff working with special education students that equips them to differentiate classroom instruction in ways that increase the success of students.	increase passing rates of included special education students as measured from 9 weeks to 9 weeks	October, December, March, May	Administrators and Staff with support from Curriculum Specialists
1	X	X	X	Technology Applications	X	X	X	16E	CIP 3TL CRW ITL	<a href="#">Educational Technology staff will support educators in the mastery of technology proficiencies as outlined in the North East Educator Technology Standards.</a>	<a href="#">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.</a>  <a href="#">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.</a>	Annually	Principals, Assistant Principals, Teachers, Instructional Technology Specialists and Leadership Team

1, 4	X	X	X	Technology Applications	X			16G	CIP 3TL CRW ITL	Teachers and students will be supported in the utilization of classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of classroom teachers and administrators will use the Technology <i>What to Look Fors</i> for planning, instruction, reflection, walk-throughs, and observations.  100% of classroom teachers will work with each student a minimum of nine hours during each nine week grading period.	Quarterly	Administrators and Staff with support from Curriculum Specialists
2			X	Safe and Drug-Free Schools	X	X	X	17A	GSF	All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and violence prevention and intervention on campus addressing the following four areas: 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.	Review of campus plans will indicate 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	June, 2006	Counselor and Teachers
4			X	Guidance	X			18I	GSF	All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April 2007	Counselor
2	N/A	N/A	N/A	Discipline Management	X	X	X	20C	N/A	Training and motivation of school personnel for BMP implementation.	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module. Staff members new to the campus will be provided District, Campus and Classroom BMP training.	Yearly in August	Principal