

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**

Longs Creek Elementary 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	X			1A	CRW, ITL, 3TL, CIP	Continue alignment and implementation of Reading TEKS using Building Blocks, Four Blocks, Big Blocks, current TEKS/TAKS information and other Best Practices (such as: classifying, comparing, graphic organizers, Say Something, Think Pair Share, Six-Step Process for Vocabulary Development, & interactive instruction with SmartBoards K-5/CPS 3-5) .	100% of students will pass Reading TAKS or demonstrate growth on alternate assessment. Comended scores on TAKS Reading will increase by at least 20%.	August 2006-May 2007, Weekly GL Team Meetings and Wednesday Rotation	Cluster Language Arts Instructional Specialist, Instructional Interventionist, Campus Administration, Classroom Teachers	\$3100 campus budgeted reading funds
1		X		Reading	X			1B	GSF, CIP	Administer assessments as required by district/state (RAP, Johns BRI, TPRI, TAKS benchmarks, etc.) Administer a common assessment for students in grades 3 and 5 to comply with SSI (Student Success Initiative).	100% of eligible students in grades K-5 will be administered periodic benchmark tests to determine progress in reading. 100% of students will participate in formal and informal goal setting.	See District Timeline	Cluster Language Arts Instructional Specialist, Instructional Interventionist, Campus Administration, Classroom Teachers	District allotted RAP budget \$600-800 campus budgeted reading funds

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1	X	X	X	Reading	X			1C	GSF, CRW, ITL, 3TL, CIP	Identify and provide individualized instruction for at-risk students based on on-going assessments, student goal setting and frequent feedback. (i.e. RAP, TAKS tutoring, co-funded CMC "Learning Zone").	100% of students identified will demonstrate growth in reading skills on TAKS or alternate reading assessments. 100% of at-risk students will participate in formal goal setting.	Fall, Winter, and Spring of 2006-2007	Cluster Language Arts Instructional Specialist, Instructional Interventionist, Campus Administration, Classroom Teachers	\$500 campus budgeted TAKS funds Campus RAP budget Utilization of regular ed. Assistant
1		X		Reading Triand: Data Analysis	X			1D	GSF, CIP	Utilize TRIAND resources to analyze student performance and Commended Rates on district and state assessments to guide data-driven instruction.	100% of teachers in grades K-5 will access TRIAND to review formal assessments.	Monthly	Cluster Language Arts Instructional Specialist, Instructional Interventionist, Campus Administration, Classroom Teachers	
1	X			Writing	X			2A	CRW, ITL, 3TL, CIP	Continue alignment and implementation of Language Arts TEKS using Building Blocks, Four Blocks, Big Blocks, Writers Workshop, 6-Trait Writing, current TEKS/TAKS information and other Best Practices (such as: classifying, comparing, graphic organizers, Say Something, Think Pair Share, Six-Step Process for Vocabulary Development & interactive instruction with SmartBoards K-5/CPS 3-5).	100% of eligible 4th grade students will pass TAKS writing test or demonstrate growth on grade level district writing assessment. Commended scores on TAKS writing will increase at least 20%.	February 2007 (TAKS Test), Fall, Winter, and Spring of 2006-2007, Weekly GL Team Meetings, and Wednesday Rotation.	Nancy Brischke, Virginia Guerrero, Cluster Language Arts Specialist, Writing Committee, Campus Administration, Classroom Teachers	\$4000 campus budgeted Writing funds

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1		X		Writing	X			2B	GSF, CIP	Administer assessments as required by district to guide writing instruction in K-5.	100% of students at grades K-5 will be administered periodic assessments to determine progress in writing. 100% of students will participate in formal and informal goal setting.	Fall, Winter, and Spring of 2006-2007	Nancy Brischke, Virginia Guerrero, Cluster Language Arts Specialist, Writing Committee, Campus Administration, Classroom Teachers	District Benchmark & Common Assessments
1	X	X	X	Writing	X			2C	GSF, CRW, ITL, 3TL, CIP	Identify and provide individualized instruction for at-risk students based on on-going assessments, student goal setting and frequent feedback (i.e. TAKS tutoring, co-funded CMC "Learning Zone").	100% of students identified will demonstrate growth in writing skills on TAKS or alternate writing assessments. 100% of all at-risk students will participate in formal goal setting.	Fall, Winter, and Spring of 2006-2007	Cluster Language Arts Instructional Specialist, Instructional Interventionist, Campus Administration, Classroom Teachers	\$1500 campus budgeted TAKS funds Utilization of regular ed. Assistant
1		X		Writing Triand: Data Analysis	X			2D	GSF, CIP	Utilize TRIAND resources to analyze student performance and Commended Rates on district and state assessments to guide data-driven instruction.	100% of teachers in grades 2-5 will access TRIAND to review formal assessments.	Monthly	Cluster Language Arts Instructional Specialist, Instructional Interventionist, Campus Administration, Classroom Teachers	

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	Rigor	Relevance	Relationship	District Initiatives	E	M	H							
1	X			Mathematics	X			3A	ITL, 3TL, CRW, CIP	Continue alignment and implementation of Math TEKS using Math Investigations, current TEKS/TAKS information and other Best Practices (such as: classifying, comparing, graphic organizers, Say Something, Think Pair Share, & Six-Step Process for Vocabulary Development, & interactive instruction with SmartBoards K-5/CPS 3-5) .	100% of students will pass Math TAKS or demonstrate growth on alternate assessments. Commended scores on TAKS math will increase 20%.	August 2006-May 2007, Weekly GL Team Meetings, and Wednesday Rotation	Lori Murach, Math Specialist, Campus Administration, Math Committee, Classroom Teachers	\$4000 campus budgeted math funds
1		X		Mathematics	X			3B	GSF, CIP	Utilize the current North East Scope and Sequence for Grades K through 5. Administer benchmark assessments as required by district (TAKS Benchmarks Grades 2-5 and common assessments in K-1).	100% of students in grades 2-5 will be administered periodic benchmark tests to determine progress in math. 100% of students will participate in formal and informal goal setting.	Monthly, Team Meetings, Wednesday Rotation, and Fall, Winter, Spring 2006-2007.	Lori Murach, Math Specialist, Campus Administration, Math Committee, Classroom Teachers	District Benchmark
1	X	X	X	Mathematics	X			3C	GSF, ITL, 3TL, CRW, CIP	Identify and provide individualized instruction for at-risk students based on on-going assessment, student goal setting and frequent feedback. (i.e. MAP, TAKS tutoring, co-funded CMC "Learning Zone").	100% of students identified will demonstrate growth in math skills on TAKS or alternate math assessments. 100% of at-risk students will participate in formal goal setting.	August 2006-May 2007	Lori Murach, Math Specialist, Campus Administration, Math Committee, Classroom Teachers	\$1500 campus budgeted TAKS funds Utilization of Regular Ed. Assistant

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1		X		Mathematics Triand: Data Analysis	X			3D	GSF, CIP	Utilize TRIAND resources to analyze student performance and Commended Rates on district and state assessments to guide data-driven instruction.	100% of teachers in grades 2-5 will access TRIAND to review formal assessments.	Monthly	Lori Murach, Math Specialist, Campus Administration, Math Committee, Classroom Teachers	
1	X			Science	X			4A	ITL, 3TL, CRW, CIP	Align and implement Science TEKS using the 5E's Lesson Cycle, questioning to target higher order thinking skills, questioning that targets the unifying concepts in science, student goal setting, frequent feedback, current TEKS/TAKS information, and other Best Practices (such as: classifying, comparing, graphic organizers, Say Something, Think Pair Share, Six-Step Process for Vocabulary Development, & interactive instruction with SmartBoards K-5/CPS 3-5).	100% of fifth grade students will pass the science TAKS test or demonstrate growth on alternate assessment. Commended scores in TAKS science will increase at least 20%.	August 2006-May 2007, Weekly GL Team Meetings, and Wednesday Rotation	Science Instructional Specialist, Campus Administration, Science Committee, Classroom Teachers	\$1000 campus budgeted science funds
1		X		Science Triand: Data Analysis	X			4B	GSF, CIP	Utilize TRIAND resources to analyze student performance and Commended Rates on district and state assessments to guide data-driven instruction.	100% of fifth grade students will pass the science TAKS test or demonstrate growth on alternate assessment. 100% of teachers in grade 5 will access TRIAND to review formal assessments.	Monthly	Science Instructional Specialist, Campus Administration, Science Committee, Classroom Teachers	

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1	X			Science	X			4C	CRW, ILT, 3TL	80% of science instruction for students grades K-5 will include field and laboratory experiences.	Increases in the knowledge of the scientific process will be shown through science grades each 9 weeks.	August 2006-May 2007	K-5 Teachers Science Committee Campus Administrators	\$3,500
1	X			Social Studies	X			5A	ITL, 3TL, CRW, CIP	Align and implement Social Studies TEKS current TEKS/TAKS information and using Best Practices (such as: classifying, comparing, graphic organizers, Say Something, Think Pair Share, Six-Step Process for Vocabulary Development, & interactive instruction with SmartBoards K-5/CPS 3-5) .).	100% of students will participate in social studies curriculum and demonstrate growth through ongoing assessments.	August 2006-May 2007, Weekly GL Team Meetings, and Wednesday Rotation	Campus Administration, Social Studies Coordinator, Classroom Teachers	\$3000 campus budgeted social studies funds
1, 2, 4	X	X	X	Gifted/Talented	X			6A	GSF	Continue integration of Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies. 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each Nine Weeks	Kay Stotts and Campus G/T Teacher	District allotted funds \$250 campus budgeted funds

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1, 2, 4	X	X	X	Gifted/Talented	X			6B	GSF, ITL, 3TL	Continue implementation of <u>Understanding by Design (UBD)</u> curriculum units.	100% of the curriculum units will reflect UBD design elements. On a rubric designed for UBD, 100% of students will score three or above.	Each Nine Weeks	Kay Stotts and Cmapus G/T Teacher	District allotted funds
1, 2, 4	X	X	X	Gifted/Talented	X			6C	GSF	Committees will be formed to update G/T Curriculum Units for grades 3-5 with teacher created materials that lead to the understandings and essential questions of each unit.	100% of G/T teachers will use updated materials created for G/T Curriculum Units. 100% of G/T students will score a minimum of 3 on the "Grade Level Study Progress" section of the G/T report card.	Each Semester	Kay Stotts and Campus G/T Teacher	
1, 2, 4	X	X	X	Gifted/Talented	X			6D	ITL, 3TL, CRW, CIP	Continue the implementation of district initiatives: student engagement, Six-Step Process for Vocabulary Development, interactive instruction with SmartBoards K-5/CPS 3-5, Say Something, Think Pair Share, and classifying in G/T programs.	100% of G/T teachers will incorporate these strategies into their instruction and indicate usage in lesson plans. 100% of G/T students in grades K-5 will be familiar with these terms and can discuss their significance to learning.	Weekly	Campus G/T Teacher	
2, 4	X	X	X	Gifted/Talented	X			6E	GSF	Analyze G/T student results on PSAT and TAKS information from TRIAND to adjust curriculum gaps and monitor student progress.	100% of the G/T teachers will use the presented information to adjust curriculum. G/T teacher lesson plans will reflect changes.	September 2006- May 2007	Kay Stotts, Campus G/T Teacher	

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1, 4	X			Enrichment-Music and Physical Education	X			7A	ITL, 3TL	Continue integration and implementation of Music and Physical Education TEKS, the North East Standards for Music, and support K-5 TEKS as appropriate.	100% of curriculum will reflect the Music & Physical Education TEKS & the North East Standards for Music. 100% of students will participate in the Music & Physical Education Curriculum.	Each Nine Weeks	Enrichment Team	\$2000 campus budgeted funds
1,2,4	X			Enrichment-Health	X			7B	GSF, 3TL, CRW, ITL,	Develop the C.A.T.C.H. Program	A health curriculum in place by September 1, 2007.	October 2006 - May 2007, Monthly C.A.T.C.H. Team meetings	Rachel Naylor, Campus Administrators, Nurse, Cafeteria Manager, K-5 GLCs	
1, 4	X			Enrichment-Art	X			7C	ITL, 3TL	Continue integration and implementation of art TEKS as appropriate to curriculum.	100% of students will participate in art-based activities as appropriate to grade level.	Two times per nine weeks	District Art Coordinator: Gloria Hill, Fine Arts Committee, Campus Art Coordinator, Classroom Teachers	\$2500 campus budgeted funds

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1,2	X			Dyslexia	X			8A	ITL, 3TL	Continue implementation of a dyslexia program on each campus that meets state-mandated requirements.	100% of identified dyslexic students will be provided service as evidenced by cluster campus rolls, STAT meeting notes, and parent letters.	August 2006-May 2007	Dr. Moening, Campus Administrators, Instructional Interventionist, STAT team	SPIRE, Megawords
1, 2	X	X		Special Education	X			9A	GSF, ITL, 3TL	Provide an individualized program for students with disabilities in various programs/curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	The number of students with disabilities in general education settings will be maintained to conform to district and state standards.	Each Nine Weeks	Campus Administrators, Special Education Teachers, Special Education Campus Coordinator	Funds from district managed accounts \$450 campus budgeted funds
1, 2		X	X	Special Education	X			9B	GSF	Continue to emphasize the importance of students with learning disabilities taking TAKS test when appropriate.	The number of students with disabilities taking TAKS will increase by 1-2%.	August 2006-May 2007, Weekly GL Team Meetings, and Wednesday Rotation	Campus Administrators, Special Education Teachers, Special Education Campus Coordinator	
1, 2		X		Special Education	X			9C	GSF	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	100% of ARDs and initial evaluations for all students will occur on time.	Quarterly	Dr. Moening, Judy Utley, Campus Administrators, Campus Coordinators, Special Education Teachers	

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1	X			Library Services	X			10A	CRW, ITL, 3TL	Use Big Six Research Strategy, Grades 2-5.	100% of students in grades 2-5 will produce an interdisciplinary grade appropriate project using the Big Six Research Strategy.	August 2006-May 2007	Librarian, Classroom Teachers	
1	X			Library Services	X			10B	CRW, ITL, 3TL	Provide instruction in use of electronic databases and online library catalog.	100% of students in grades 2-5 will learn how to access electronic databases to locate information.	August 2006-May 2007	Librarian, Classroom Teachers	
1	X			Library Services	X			10C	CRW, ITL, 3TL	Maintain focus on TEKS and curriculum integration by providing mini-lessons (i.e. reference skills, 6 Traits, Big Six Research Strategy, and using computer to locate books by author, title, or subject) during scheduled library time. Implement read aloud time in library including multiple genres and discussion of literature as scheduled by classroom teacher.	100% of students in grades K-5 will participate in mini-lessons, read alouds, and discussions. 100% of lessons will reflect the integration of TEKS into library curriculum.	Monthly	Librarian, GL Writing Committee Representative, Classroom Teachers	
1		X		Library Services	X			10D		Provide incentive program for Read Kids Read	100% of students in grades K-5 will receive recognition when specified point goals are achieved.	Monthly	Librarian	

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2, 3		X	X	Health Services	X			11A	N/A	Provide communication/support to students, parents, faculty, and community regarding health/medical related needs. Plan and implement the Student Health Services Program following district policy. Set up health care prodedures to improve attendance.	First Aid and emergency care are provided. Health and immunization records are up-to-date. 100% of students in grades K, 1, 3, & 5 will receive vision/hearing screening. 100% of students in grades 3 & 5 will receive Acanthosis Nigricans screening. 100% of 5th grade students with parental permission will receive scoliosis screening. 100% of 4th & 5th grade students with parental permission will receive maturation instruction. 100% of 3rd grade students with parental permission will receive dental screening.	August 2006-May 2007, Weekly GL Team Meetings, and Wednesday Rotation	Director of Health Services, Francene Tharp, RN: Assistant Director of Health Services, Rebecca Rendon, RN: School Nurse	

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1, 5			X	Technology Applications	X			12A	CRW, ITL, 3TL	Campus Technology Committee will meet a minimum of once a month with Educational Technology Staff to identify campus technology needs, technology trainers, and campus infrastructure needs.	100% of campus technology committee members will attend monthly meetings.	Monthly	Campus Administrators, Campus Technology Committee, Instructional Technology Specialists and Coordinators, Tim Miller	
3, 5		X		Technology Applications	X			12B	GSF	Continue in the utilization of GradeSpeed to manage grades. Continue the utilization of TeacherWeb software to improve communication with staff, students, and parents. Utilize the district report card template to document grades.	100% of teachers who report numerical 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. 100% K-1 teachers will use district report card and progress report templates.	Daily to Weekly, and Each Nine Weeks	Campus Administrators, Classroom Teachers, Data Processor, Campus Technology Committee, Counselors, Sandy Paul, Jery Baldrige, Steve Young	District allotted TeacherWeb server, software, and template

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1	X			Technology Applications	X			12C	ITL, 3TL	Continue to provide students with keyboarding software, equipment, and delivery of keyboarding instruction and practice (i.e. Ultra Keys, Kid Keys, Alpha Smart).	100% of students in grades 4-5 will demonstrate mastery of grade level TEKS keyboarding proficiencies as assessed by proficiency tests provided with software and developed by Career and Technology Education.	August 2006-May 2007	Campus Administrators, Classroom Teachers, Instructional Technology Specialists and Coordinators, Jerry Baldrige, Becky Adams, Tim Miller	District allotted keyboarding equipment and software Previously purchased Ultra Keys, Kid Keys, and Alpha Smart carts
1	X			Technology Applications	X			12D	ITL, 3TL, CRW	Continue utilization of the Technology TEKS and 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 TEKS as measured by district proficiency tests, and rubrics.	August 2006-May 2007	Campus Administrator, Classroom Teachers, Librarian Instructional Technology Specialists and Coordinators, Tim Miller	
1	X			Technology Applications	X			12E	ITL, 3TL, CRW	Continue utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	In addition to classroom technology applications, 100% of students will use the wired and/or wireless computer labs a minimum of 9 times per grading period as evidenced by lab schedules.	Each Nine Weeks	Campus Administrators, Classroom Teachers, Instructional Technology Specialists and Coordinators, Tim Miller	

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1		X		Technology Applications Triand: Data Analysis	X			12F	GSF	Utilize TRIAND and Mclass resources to analyze student performance on district and state assessments to guide data-driven instruction.	100% of teachers will access TRIAND or Mclass to review formal assessments.	Monthly	Campus Administration, Classroom Teachers	
2, 4		X		Attendance	X			13A	N/A	Continue incentive programs that will encourage student attendance. (i.e. Perfect Attendance Awards, grade level awards, and classroom incentives).	Maintain 97% student attendance rate in order to maximize student learning potential.	Each Nine Weeks	Campus Administration, Data Processor, Classroom Teachers	
2, 3				Parent/Community Involvement	X			14A	N/A	Continue to communicate with parents and community.	100% of school-related information will be reported to parents and community through the marquee, school calendar, PTA meetings, newsletters, flyers, school website, teacher websites, bulk e-mails, and the Parent Portal.	August 2006-May 2007, Weekly GL Team Meetings, and Wednesday Rotation	Campus Administrators SDFS Campus Contact, Safety and Health Committee, Pat Sanford, PTA ADEPT Volunteer	\$500 budgeted funds
3				Parent/Community Involvement	X			14B	N/A	Continue to involve parents and community in schoolwide activities.	Increase volunteer hours as recorded in the Volunteer Visitor Tracking Record (VVTR).	August 2006-May 2007	Office Staff	

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1,2,3,4			X	Safe and Drug-Free	X			15A	GSF	Continue implementation of DARE, Red Ribbon Week, and Second Step Programs to address the following four areas: 1. Prevent the use of tobacco, alcohol, and other drugs among students. 2. Prevent 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.	100% of eligible of fifth grade students will participate in DARE. 100% of eligible students will participate in Red Ribbon and Second Step Programs. Increase parental and community involvement during Red Ribbon Week. 100% of students will participate in 1 or more assemblies addressing Safe and Drug Free goals.	August 2006-May 2007	Campus Administrators SDFS Campus Contact, Safety and Health Committee, Pat Sanford, PTA ADEPT Volunteer	PTA budgeted funds for ADEPT Student Activity Funds to be determined
1,2,3,4			X	Guidance	X			16A	GSF, ITL	Continue implementation of state-mandated comprehensive developmental guidance program. (SB518)	100% of students will receive guidance instruction with focus on Six Pillars of Character. 100% of identified students with parental permission will participate in small group counseling. 100% of identified students in grades 4 and 5 will participate in Peer Assistance and Leadership Program (PAL).	Fall 2006	Counselors, Madison PALs Guidance Leadership Team, Director of Counseling and Guidance	
1,3	X	X	X	Guidance	X			16B	GSF	Counselors coordinate activities in preparation for middle school transition.	100% of fifth grade students will be addressed.	Spring 2007	Counselors, Harris Staff	

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1, 2, 4			X	Guidance	X			16C	GSF	Implement Character Education Program (Live It!)	Morning announcements will reflect instruction in character education at least one time per semester.	August 2006-May 2007	Classroom Teachers, Counselors	
1, 2, 4			X	Guidance/College and Career Readiness	X			16D	GSF	100% of 5th grade teachers will conference with students and parents to develop a 3-year plan for Middle School.	Students will be better prepared for the Middle School experience.	August 2006-May 2007	Counselors, 5th grade teachers, Campus Administrators, Harris Middle School Staff.	
1,2,4		X	X	Guidance/College and Career Readiness	X			16E	GSF	Faculty and Staff wil promote college, career, and scholarship awareness.	100% of all students will gain an understanding of the importance of continuing education after high school.	August 2006-May 2007	100% of faculty and staff.	
1,2,4		X	X	Guidance/College and Career Readiness	X			16F	CIP, GSF, 3TL, ITL	Increase student mentoring through the use of the following programs: Junior Achievement, Madison PALS, student teachers, teaching assistants, peer mentors, etc.	The mentoring program wil positively impact student self esteem and success.	August 2006-May 2007	Counselors, Madison PALS Guidance Leadership Team, Director of Counseling and Guidance, Campus Administrators.	

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2, 4				Discipline Management	X			17A	N/A	Implement Longs Creek Behavior Management Plan which includes character education module.	100% of teachers and administrators will implement BMP- District/Longs Creek Discipline Plan which includes character education (Six Pillars of Character, Second Step, and D.A.R.E.).	August 2006-May 2007	Campus Administrators, Counselors, Teachers, Discipline Committee	\$500
1			X	Professional Development-Reading	X			18A	CIP	Implement reading staff development for all teachers.	100% of teachers will participate in training of Four Blocks or other Best Reading Practices as needed. 100% of PDAS evaluations will reflect strategies learned in professional development workshops attended.	Summer 2006-May 2007	Cluster Language Arts Instructional Specialist, Instructional Interventionist, Campus Administration, Classroom Teachers	\$650 campus budgeted funds for workshop costs
1			X	Professional Development-Writing	X			18B	CIP	Provide teachers with instruction in the implementation of writing workshop and in the essential elements of good writing.	100% of language arts teachers will participate in training of Four Blocks, Trait Writing, and writing workshop as appropriate to grade level.	August 2006-May 2007	Cluster Language Arts Instructional Specialist, Campus Administration, Classroom Teachers	\$650 campus budgeted funds for workshop costs

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"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	Professional Development-Mathematics	X			18C	CIP	Provide individualized training for Math Investigations and other Best Practices.	100% of new teachers will participate in initial training. 100% of teachers will participate in alignment of instruction through on-going staff development.	August 2006-May 2007	Cluster Math Specialist, Campus Administration, Math Leadership Team, Classroom Teachers	\$650 campus budgeted funds for workshop costs
1			X	Professional Development-Science	X			18D	CIP	Teachers will attend training to use the 5E's Lesson Cycle, effective teaching strategies, authentic assessment strategies, and questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of teachers will participate in ongoing staff development as appropriate to grade level.	August 2006-May 2007	Campus Administrators, Science Instructional Specialists, Classroom Teachers	\$650 campus budgeted funds for workshop costs
1			X	Professional Development-Social Studies	X			18E	CIP	Teachers will attend training to understand and implement vertical alignment of Social Studies TEKS and their relationship to secondary assessments.	100% of teachers will participate in ongoing staff development as appropriate to grade level.	August 2006-May 2007	Campus Administration, Vertical Teams, Classroom Teachers	

BOARD GOALS (BGs)
 1- Challenge All Students
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	Rigor	Relevance	Relationship		District Initiatives	E	M							
1			X	Professional Development-Technology Applications	X			18F	CIP	Teachers will attend technology staff development to continue the utilization of TEKS and the North East Technology Application Standards for Students.	100% of teachers will participate in staff development to address their professional needs in order to meet district technology requirements. 100% of teachers will establish and meet three technology integration goals.	August 2006-May 2007	Campus Administration, Instructional Technology Specialists and Coordinators, Technology Committee, Classroom Teachers	Campus budgeted funds to be determined by survey
1			X	Professional Development-Technology Applications	X			18G	CIP	New teachers will attend training in keyboarding software, equipment, and delivery of keyboarding instruction and practice.	100% of new teachers will participate in technology training.	August 2006-May 2007	Campus Administration, Instructional Technology Specialists and Coordinators, Technology Committee	District and campus funds for technology training
1			X	Professional Development-Technology Applications	X			18H	CIP	New teachers will attend training in TeacherWeb software to improve communication with staff, students, parents, and community.	100% of teachers will post essential classroom information as outlined in the TeacherWeb template.	Each Nine Weeks	Campus Administration, Instructional Technology Specialists and Coordinators, Technology Committee, Classroom Teachers	District allotted funds for technology training

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1, 3			X	Professional Development-Library Services	X			18J	CIP	Teachers in grades K-5 will attend training in electronic databases and the Big Six Research Strategy.	100% of teachers in grades 2-5 will participate in electronic database training.	August 2006-May 2007	Librarian, Classroom Teachers	
1, 2, 4			X	Professional Development-Student Needs	X			18K	CIP	Teachers will attend staff development regarding role of co-funded CMC, various instructional arrangements, and modifications.	100% of teachers will participate in staff development in these areas.	August 2006-May 2007	Campus Administrators, Counselors, Special Education Teachers, Classroom Teachers	
1, 2, 4			X	Professional Development-Student Needs	X			18L	CIP	Teachers will attend staff development regarding implementation of character education techniques.	Morning announcements will reflect instruction of character education.	August 2006-May 2007	Campus Administrators, Counselors, Classroom Teachers	
2, 4			X	Professional Development-Discipline Management	X			18M	CIP	Teachers will attend training for Behavior Management Plan, and Character Education Module implementation, and Love and Logic.	100% of teachers will participate in the initial training in the BMP, Character Education Module, and Love and Logic.	August 2006-May 2007	Campus Administrators, Counselors, Classroom Teachers	\$2,000
1, 2			X	Professional Development	X			18N	CIP	Continue peer coaching and peer observation.	100% of teachers will participate in peer observations.	Minimum of two per semester	Campus Administrators, Vertical Teams, Classroom Teachers	District allotted mentoring funds for substitutes (new teachers)

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1			X	Professional Development-Research-based Instructional Strategies for Student Engagement	X			180	CIP	Teachers will continue to attend training for District Initiatives such as: *classifying *Six-Step Process for Vocabulary Development *Say Something *Think Pair Share *Differentiated Instruction *Setting Goals *Providing Feedback	100% of teachers will participate in staff development in these areas.	August 2006-May 2007	Curriculum and Technology Coordinators and Specialists, Carol Harle, Principals, Classroom Teachers	