

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.

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
ENCINO PARK ELEMENTARY SCHOOL
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D					
X					Reading	X				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 K-5, and Core Knowledge	In snapshot visits and formative walk throughs, indications of appropriate application of reading and thinking strategies will be present. 100% of students in grades 3-5 will meet expectations on TAKS reading tests	Summer 2005- Summer 2006	Principal, Classroom Teachers K-5, Instructional Interventionist	\$500
X					Reading	X				Implement staff development program on writing for elementary language arts teachers.		(Training) Summer workshops, August Curriculum Day, embedded campus workshops, summer workshops (Survey @ Semester and May, 2006)	Principal, Instructional Interventionist, Language Arts Specialist	\$1,000
X					Writing	X				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, 2006	Language Arts Specialist, Principal, Classroom Teachers K-5	\$100, paper costs

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X					Writing	X				Implement 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. 100% of Language Arts teachers will score a 2 or above on the Innovation Configuration for Process Writing.	September, 2005 January, 2006 April, 2006	Principal, Reading Specialist, and Classroom Teachers	
X					Writing	X				Provide teachers instruction in the implementation of writing workshop and in the essential elements of good writing.	100% of language arts teachers will receive instruction in Four Blocks, Six Traits, or writing workshop as appropriate to grade level.	March, 2005 - June, 2006	Language Arts Specialists, Principal	\$1,000
X					Writing	X				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 2005 - 2006	Campus Coordinator, Classroom Teachers, District Benchmark Coordinator	
X					Writing	X				Monitor benchmark assessments	Administrative staff will review benchmark data, and meet with teachers to discuss results and adjust curriculum.	Fall, Winter, and Spring of 2005 - 2006	Principal, Classroom Teachers K-5, Instructional Interventionist	
X					Mathematics	X				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, 2005 February, 2006	Principal, Classroom Teachers, Math Specialists	

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X					Mathematics	X				Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse, and * use of appropriate tools such as manipulatives, calculators, computers, 5/10 frame cards Math Exemplars and Investigation	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, 2005 March, 2006	Principal, Classroom Teachers, Math Specialists	
X					Mathematics	X	X	X	X	Monitor Benchmark assessments using Triand Data Analysis Sytem and other forms of analysis.	Central Office staff will review benchmark data, adjust curriculum and meet with principals and deans to discuss results.	November, 2005 February, 2006	Principals, Lu Ann Weynand, Julie Crenshaw, Data Team, Teachers	
X					Mathematics	X	X	X		Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd, 5th, 7th, 8th, Algebra I,II, and Geometry students will be administered a common end-of-semester assessment.	December 2005 May 2006	Principals, Lu Ann Weynand, Data Team, Julie Crenshaw, Teachers	
X					Mathematics	X	X	X	X	Monitor common assessments	Central Office staff will review common assessment data, adjust curriculum and meet with principals to discuss results.	January 2005, June 2006	Principals, LuAnn Weynand	

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X					Science	X				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. Elementary students will have a portfolio with a minimum of six products that reflect the 5E's.	One each nine-week period	Principal, Science Instructional Specialists	\$1,000
X					Science	X				Teachers will use authentic assessment strategies.	100% of students will have 2 examples of authentic assessments in their portfolio.	Fall 2005 Spring 2006	Principal, Classroom Teachers	
X					Science	X				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.	September, 2005 January, 2006 April, 2006	Principal, Classroom Teachers, Science Instructional Specialists	
					Science Community Relations	X				Inform the community of the requirements and opportunities in Science Education.	A science specialist will make a presentation at one parent meeting on each campus.	School year of 2005-2006	Science Instructional Specialists	
X					Social Studies	X				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.	Quarterly	Principal, Assistant Principal, Social Studies Specialist, Teachers	
X					Social Studies	X				Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	Use of Social Studies common assessments	Fall Semester Spring Semester	Classroom Teachers	

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X					Gifted/Talented	X				G/T teacher will attend staff development for integrating systems thinking in core G/T curriculum units.	Systems Thinking strategies will be incorporated in core G/T curriculum units. G/T students will produce a minimum of one systems thinking product.	Each nine weeks Each nine weeks	G/T Teacher, Kay Stotts	
X	X				Gifted/Talented				X	The G/T teacher will continue the implementation of district initiatives: student engagements, vocabulary developments, say something/think-pair-share, and classifying within the G/T program	These initiatives will continue to be implemented into G/T instruction.	Each nine weeks	G/T teacher	
X					Gifted/Talented	X				The G/T teacher will sit on a committee that will update G/T curriculum units for grades 3-5 with teacher created materials that lead to the understandings and essential questions of each unit.	G/T teacher 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 Each nine weeks	G/T Teacher, Kay Stotts	

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					Gifted/Talented	X				The G/T teacher will attend staff development and sit on a committee to format the 5th grade Philosophy Unit through UBD.	The G/T teacher will use the UBD Philosophy Unit with 5th graders. 100% of G/T fifth grade students will score a minimum of 3 on the "End of the Year Common Assessment" section of the G/T report card that reflects unit understanding and personal vision.	End of year	G/T Teacher, Kay Stotts	
					Gifted/Talented	X				Analyze GT student results on PSAT and TAKS information from Triand and adjust curriculum gaps and monitor student progress.	The G/T teacher will use the presented information to adjust curriculum. G/T teacher lesson plans will reflect changes.	September 2005-May 2006	G/T Teacher, Kay Stotts	
X					Library Services	X				Use Big Six Research Strategy, Grades 2 - 5	Librarian will guide research projects in Lang. Arts, Science, or Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Librarian, Classroom Teachers, Technology Coordinator	
X					Library Services	X				Utilize training in SIRSI software.	Librarian will use SIRSI as indicated in monthly circulation statistics.	August 2005 through May 2006	Librarian	
X					Library Services	X				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.	August 2005 through May 2006	Librarian	

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X					Library Services	X				Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into the library curriculum.	First and second semester	Librarian, Teachers	
X					Dyslexia	X				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.	2005-2006 school year	Beverly Kinsey Principal, STAT, Instructional Interventionist	\$600.00
X					Professional Development	X				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. Semester surveys will indicate exceeds expectations on the content and process of the program.	Calendar of sessions provided in addendum	Principal	
X					Professional Development	X				Participate in principal cohort meetings.	All principals will attend monthly cohort meetings.	Monthly	Principal	
X					Professional Development	X				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, 2005 and May, 2006	Mentor Team	\$100

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X					Professional Development	X				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	
X					Professional Development	X				Participate in on-going staff development and in-service for faculty members regarding differentiated instruction	Staff members will attend in-service meetings throughout the school year	May, 2006	Principal, Assistant Principal, Differentiated Instruction Committee, Teachers	
X					Professional Development	X				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	
X					Special Education	X				Utilize faculty and staff members in order to try changing the current CMC setting to a co-funded CMC.	The number of CMC students will increase by 5 per grade level. The number of CMC visits will be tracked by the CMC staff.	Every Nine Weeks	Principal, CMC staff, teachers and staff	
X					Special Education	X				Improve student writing for Special Education students by providing them with more individualized instruction in Written Expression.	90% of students taking SDAA writing test will meet the standard set for the by the ARD committee.	February, 2006	Principal, Special Education staff members, Teachers	
X					Special Education	X			X	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	

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X					Special Education	X				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 curriculum.	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	
X					Special Education	X				Increase the percentage of students with disabilities taking TAKS.	Identified schools will increase the number of students with disabilities taking TAKS by 5%.	October, 2005, April, 2006	Principal	
X					Special Education	X				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	
X					Accelerated Education At Risk	X				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 of the year assessment using the Prekindergarten Checklist.	Monthly September, 2005 May, 2006	Pre-K teacher	

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X					Accelerated Education At Risk	X				Increase effective, cognitive and linguistic needs of the limited English Proficient students who deny the ESL program.	100% of the ESL/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, 2006	Campus Bilingual Coordinator, Principal, Classroom Teachers, Counselors	
X					Accelerated Education At Risk		X	X		Provide TAKS tutoring 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 out of school and all other district students in the four curriculum areas.	May, 2006 June, 2006	Principals, Classroom Teachers, Instructional Interventionist	
				X	Accelerated Education At Risk Resource Management	X				Provide effective management of District resources to maximize student achievement	100% compliance with State and Federal laws.	July, 2005 through July, 2006	Principal, Classroom Teachers	

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X					Accelerated Education At Risk Professional Development	X				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, 2005 May, 2006	Principal, Classroom Teachers	
		X			Accelerated Education At Risk Parental Involvement	X				Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	Maintain percentage of student attendance.	Every nine weeks	Principal, Counselor	
X					Accelerated Education At Risk	X				Provide educationally related support services to homeless students who do not attend participating Title I schools.	Reduce disparity in rates of high school completion between students at risk of dropping out of school and all other district students in the four core curriculum areas.	July, 2005 through June, 2006	Principal	
X					Accelerated Education At Risk	X				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, 2005	Principal, Counselors, Instructional Interventionist	

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X	X			X	Technology Applications	X				<p>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</p>	<p>Using a TEIS, 100% of teachers will gain proficiency in at least three technology knowledge and skill areas.</p> <p>100% of teachers will participate in at least nine hours of staff development that has a technology component as documented by the TEIS and A-Train.</p> <p>Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.</p>	<p>August 2005 and May 2006</p> <p>November 2005, February 2006, and June 2006</p> <p>(during / outside day)</p> <p>Monthly</p>	<p>Principal, Campus Technology Committee Representatives (one per grade level), Instructional Technology Specialists and Coordinators</p>	

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		X		X	Technology Applications	X		X		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 Daily to Weekly	Principal, Teachers, Data Processors, Technology Committee Chairperson, Web Master	
X					Technology Applications	X				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	
X					Technology Applications	X				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	

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X		X			Technology Applications	X				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	

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1	2	3	4	5		E	M	H	D					
X	X		X		Safe and Drug-Free	X				Plan and implement a program in violence prevention that includes: <u>Second Step</u> Curriculum, Peer Mediation Program, Conflict mediation resource library, <u>Who</u> program, <u>Firm, Fair, and Consistent</u> parent newsletter, anti-bullying assemblies, guidance lessons in conflict management and anti-bullying, Encino park Eagle Pledge of Courage, <u>Be Cool</u> curriculum, PAL program	Compliance with Safe and Drug-Free mandates in the reduction of incidents of aggression, improvement of school safety and increased parental and community involvement in violence prevention activities	August 2005-May 2006	Counselors, Teachers (<u>Second Step</u>)	

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.

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
ENCINO PARK ELEMENTARY SCHOOL
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D					
X	X	X	X		Safe and Drug-Free	X				Plan and implement a program in substance abuse prevention that includes: school-wide Red Ribbon Week activities, TATU (Teens Against Tobacco Use) presentation to 5th grade, parent education during Lunch and Learns, after-school programs such as garden club and yearbook club, motivational speakers and assemblies, guidance lessons on healthy/unhealthy choices, responsible/irresponsible choices, peer pressure and self-esteem, PAL program	Compliance with Safe and Drug-Free madnates in the reduction of use and future use of tobacco, alcohol and other durgs among students and increased involvement of parents, community and students in drug prevention activities.	August 2005-May 2006	Counselors	

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Board Goals					TARGET AREA	LEVEL					ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					Safe and Drug-Free	X					Plan and implement a program in character education that includes grade-level assemblies, school-wide motivational productions, morning messages, classroom guidance lessons on character traits, Random Acts of Kindness school-wide activities, Career Day activities, PAL program, parent education Lunch and Learns and Firm, Fair and Consisten parent newsletter.	Increased student awareness and practice of positive character traits and more involvement of students, parents, and community in character education development activities.	August 2005-May 2006	Counselors, Administrators	
X	X		X		Guidance	X					Counselors will create and implement a four part guidance program in guidance curriculum, individual planning, responsive serviecs and system support.	Yearly guidance plan will incorporate appropriate percentages of time spent in the four guidance components. Monthly calendars and daily plans will reflect guidance lessons, small groups, individual counseling, staffings, test coordinating and parent conferences.	August 2005-May 2006	Counselors	

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Board Goals					TARGET AREA	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D					
X					Guidance	X				Counselors will attend elementary cluster counselor's meetings to enhance program development, impart program expectations, and expedite communication between school and central office.	Minutes from cluster meetings and distribution of information	August 2005-May 2006	Counselors	
X		X			Guidance	X				Counselors will meet with students and parents prior to the end of 5th grade to discuss middle school transition.	Counselors will have student and parent meeting records and sign-in sheets	Spring 2006	Counselors	
	X		X		Discipline Management	X				Implement Behavior Management Plan which includes character education.	The District-wide behavior management plan will be implemented at Encino Park	August, 2005 thru May, 2006	Principal, Assistant Principal, Classroom Teachers	
	X		X		Discipline Management	X				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, 2005	Principal, Assistant Principal, Classroom Teachers	
	X		X		Discipline Management	X				Make modifications to EP BMP based upon NEISD discipline data and its analysis	Modifications to EP BMP will be incorporated with NEISD data	August, 2005	Principals, Discipline Committee	\$1,000