

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
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
					District Initiatives										
					Setting Objectives and Providing Feedback: 1. DATA teams				X	1A	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning.	100% of schools will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	Principals; Asst. Principals; Deans	
X					2. Common Assessments (TEKS based)				X	1B	Schools will pair up to share and administer Common Assessments	100% of Common Assessments will adhere to the checklist or rubric for Common Assessments.	October, 2004; December, 2004; March, 2005; May, 2005	Carol Harle; Content Area Coordinators; Principals; Deans	
					3. Benchmark Testing				X	1C	Core Subject Area Teachers will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback for instructional improvement.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004; March, 2005	Carol Harle; Curriculum Coordinators	
					Research Based Instructional Strategies: 1. Identifying Similarities and Differences-- Classifying				X	1D	Every teacher will use the strategy of Classifying on a regular basis.	100% of walkthroughs will show evidence of students working on Classifying. 100% of common assessments will show evidence of the Classifying strategy.	December 2004 - May 2005	Carol Harle; Curriculum Coordinators; Tim Miller and Educational Technology Specialists; Principals; Judith Higgins and Special Education Coordinator/Specialist	

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X					2. Vocabulary Development Process				X	1E	Every teacher will teach the core vocabulary in their discipline using a five step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development work.	December, 2004; April, 2005	Principals; Carol Harle and Curriculum Coordinators; Tim Miller and Technology Coordinators/Specialists; Judith Higgins and Spec. Ed. Coordinators	
X					Strategies for Engagement: SAY SOMETHING and THINK-PAIR-SHARE				X	1F	All teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis.	100% of walkthroughs and lesson plans will show evidence of strategies SAY SOMETHING and THINK-PAIR-SHARE.	December 2004; April 2005	Principals; Carol Harle and Curriculum Coordinators; Tim Miller and Technology Coordinators/Specialists; Judith Higgins and Spec. Ed. Coordinators	
X					Parent Involvement				X	1G	Educational Technology and Data Processing staff will assist parents in accessing student information using the North East Parent Portal	100% of parents who wish to access the system will gain access to the system	Daily to weekly	Tim Miller; Andrea Tondre	\$300,000
					Target Area										

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X					Reading	X	X	X	X	2A	Provide teachers 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.	100% of students in grades 3-11 will meet expectations on TAKS reading test. 100% of walkthroughs and other campus observations conducted during reading instruction will demonstrate evidence of strategy instruction.	Fall, 2004 and Winter, 2005 Monthly	Nancy Brischke; Literacy Specialists; Principals; Assistant Principals; Instructional Intervention Teachers; MS Reading Dept. Chairs; HS Deans of Instruction for English	\$15,000 for professional development Title II \$57,279
X					Reading	X	X	X		2B	Focus on vocabulary development for all students through a study of Greek and Latin Roots, prefixes and suffixes and words in context using the Five Step Vocabulary Process.	100% of teachers will implement strategies for vocabulary development	September, 2004; April, 2005	Nancy Brischke; Virginia Guerrero Literacy Specialists; Principals; Assistant Principals; Instructional Intervention Teachers; MS Reading Dept. Heads; MS and HS Deans of Instruction; HS English and reading teachers	\$5,000 for materials
X					Reading	X	X	X		2C	Support implementation of before, during and after reading strategies in the core content areas (English, social studies and science) using a variety of instructional activities including SAY SOMETHING, THINK-PAIR-SHARE, Identifying Similarities and Differences, and graphic organizers.	100% of the elementary teachers, the secondary core content teachers (English, social studies, and science) and the secondary reading teachers will implement before, during, and after content reading strategies.	Fall and Winter 2004 Spring 2005	Nancy Brischke; Literacy Specialists; Principals; Assistant Principals; Instructional Intervention Teachers; MS reading and content department heads (English, social studies, and science); HS and MS Deans; HS reading teachers	\$20,000 for professional development and materials

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X					Reading	X	X	X	X	2D	Provide focus on implementation of best reading practices in grades 4, 5, and 6 through Teacher Reading Academies for grade 4 and 5 and campus staff development for grade 6.	100% of grade 4,5 and 6 reading teachers will show growth on the Innovation Configuration.	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke; Virginia Guerrero; Literacy Specialists; Principals; Assistant Principals; Instructional Intervention Teachers; MS and HS Deans; Department chairs	\$20,000 for professional development and materials
X					Reading	X				2E	Maintain training and implementation of Building Blocks (K) and Four Blocks (1-5) through campus and district staff development.	100% of the language arts teachers will show growth on the Innovation Configuration. 100% of walkthroughs will demonstrate evidence of implementation of district reading initiatives.	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke; Literacy Specialists; Elementary Principals and Assistant Principals	\$10,000 for professional development and materials.
					Reading		X	X		2F	Continue support and implementation of the Interactive Reading Process through campus and district staff development focusing on recipicol teaching, readers' workshop, literature circles, think alouds, writing to learn, graphic organizers, and vocabulary development.	100% of reading teachers will show growth on the Innovation Configuration. 100% of walkthroughs will demonstrate evidence of implementation of district reading initiatives.	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke; Literacy Specialists; MS Reading Department Chairs; MS Academic Deans; HS Reading Teachers; HS Deans of Instruction for English; MS and HS Principals; and APs for Instruction.	\$10,000 for professional development and materials.
X					Reading	X	X	X	X	2G	Develop and implement a benchmark assessment program to guide reading instruction 2-10	100% of students at grades 2-10 will be administered periodic benchmark assessments to determine reading progress	Summer 2004 Fall 2004, Winter and Spring 2005	Nancy Brischke; Virginia Guerrero; literacy specialists; MS and HS Deans; department heads; campus teacher committee	

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X					Reading	X	X	X	X	2H	Monitor benchmark assessments	Central Office will review benchmark data, adjust curriculum and meet with campus staffs to discuss results and guide instruction	Fall 2004 Winter and Spring 2005	Nancy Brischke; Virginia Guerrero; Literacy Specialists; Principals; Assistant Principals; MS and HS Deans; MS department heads and HS reading teachers	
					Reading and Writing		X			3A	Provide curricular and staff development support to increase collaboration between reading and English programs at the middle school level.	All middle school English and reading department lesson plans will reflect collaborative planning; walk-throughs and other campus observations will reveal collaborative efforts.	August 2004 - May 2005	Virginia Guerrero; Nancy Brischke; Middle School Principals and Academic Deans	\$6,000 for campus staff development
X					Writing	X	X	X	X	3B	Improve student writing instruction by supporting the implementation and ongoing review and revision of the K-12 Writing Scope and Sequence and the 6-12 English/Language Arts Curriculum Guides	100% of students at Grades 4, 7, 10, and 11 will meet expectations on the TAKS writing test	May, 2005	Virginia Guerrero; Literacy Specialists	\$10,000 for ongoing review/revision committees Title V \$12,700
					Writing		X	X	X	3C	Review and implement newly aligned PreAP and AP curricula to strengthen English PreAP and AP programs.	District will have a 10% increase in numbers of 3's and 4's achieved on English AP testing.	June, 2004	Virginia Guerrero; Middle and High School Principals; AP for Instruction; Academic Deans and Dean of Instruction of English	\$55,000 for materials

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X					Writing	X	X	X	X	3D	Develop and sustain common instructional language and structure for the process of writing in all writing classrooms, K-12. This will include focused instruction in the vocabulary of writing using the Five Step Vocabulary Development Process.	100% of new elementary language arts teachers, English teachers, and ESL will attend training in the use of writing workshop and/or 6-Trait writing as appropriate to grade level. The 2005 Teacher As Writer Academy will be attended by at least 25 additional teachers.	August, 2004; November 2004; June 2005	Virginia Guerrero; Literacy Specialists	\$20,000 workshop costs
X					Writing	X	X	X	X	3E	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, the essential traits of good writing, and strategies for all steps in the writing process. These strategies include the use of THINK-PAIR-SHARE, Say Something and Identification of Similarities and Differences during pre-writing, drafting, and revision.	100% of walkthroughs and other classroom observations done during writing instruction will reveal expert writing instruction as defined by the Innovation Configuration for Process Writing and the use of writing workshop and/or 6-Train Writing instruction and evaluation.	March, 2004	Virginia Guerrero; Literacy Specialists	\$20,000 workshop costs
X					Writing	X	X	X	X	3F	Develop and implement a benchmark assessment program to guide writing instruction in K - 12.	100% of students at Grades 4, 7, 10, and 11 will be administered periodic benchmark tests to determine progress in writing	Fall, 2004 and Winter, 2005	Virginia Guerrero; Literacy Specialists; Middle School English Department Chairpersons; MS Academic Deans; High School Instructional Deans for English	

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X					Writing	X	X	X	X	3G	Monitor benchmark assessments	Central Office staff will review benchmark data, adjust curriculum and meet with campus administrators to discuss results.	Fall 2004 and Winter 2005	Virginia Guerrero; Literacy Specialists; Elementary Principals; Middle School Principals; Middle School English Dept. Chairs; Middle School Academic Deans; High School Principals; APs for Instruction and Instructional Deans for English	
X					Writing	X	X	X		3H	Refine and implement common assessments for selected courses to guide writing instruction.	100% of students in Grades 3 & 5, Grades 6 & 8, and Grades 9 & 10 will be administered common assessments for writing.	December, 2004; May, 2005	Elementary Principals; Grade Level Teachers; Middle School Principals; High School Principals; Middle School Academic Deans; High School APs for Instruction; High School Deans of Instruction for English	
X					Writing	X	X	X	X	3I	Review common assessments to provide basis for instructional revision.	100% of campuses will receive feedback on common assessments.	December, 2004; May, 2005	Virginia Guerrero; Principals; APs for Instruction and High School Instructional Deans for English.	

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X					Writing		X	X	X	3J	Increase new and sustained enrollment in Pre-AP and AP programs and increase success for all students on the TAKS short response questions by implementing critical reading and writing strategies in response to text in all classes.	New and end-of-year enrollment in Pre-AP and AP classroom will increase by 10% district-wide; 10% more students will score at least a 3 on AP English exams; 10% more students will earn Score Point 3 on the TAKS short answer response questions	May, 2005	Virginia Guerrero; Nancy Brischke; Campus AP for Instruction; High School Instructional Deans for English; Middle School Academic Deans	\$15,000 for secondary critical reading and writing workshops (1/2-day embedded) Title II \$3,000
X					Mathematics	X	X			4A	Utilize the North East Scope and Sequence for Grades K through 8 .	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence. 100 % of K-8 math teachers will show improvement on the innovation configuration.	October, 2004 February, 2005 Monthly	Principals; Assistant Principals; Academic Deans; Lu Ann Weynand; Math Specialists	\$5,000
X					Mathematics	X	X	X		4B	Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse (SAY SOMETHING, THINK-PAIR-SHARE), and * use of appropriate tools.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies. 100% of math teachers will show improvement on the innovation configuration.	November, 2004 March, 2005	Principals; Assistant Principals; Deans; Lu Ann Weynand; Secondary Math Specialists; Mike Lara	\$10,000 Title II \$119,081

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X					Mathematics				X	4C	Utilize the vocabulary development process to teach all the necessary vocabulary when introducing new mathematics concepts.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	October, 2004 March, 2005	Principals Lu Ann Weynand; Math Specialists; Teachers; and Deans	
X					Mathematics				X	4D	Provide 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development. 100% of 5th grade math teachers will show improvement on the innovation configuration.	October, 2004 January, 2005	Lu Ann Weynand Elementary Math Specialists	Title II \$30,000
X					Mathematics				X	4E	Provide 6th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development. 100% of 6th grade math teachers will show improvement on the innovation configuration.	October, 2004 January, 2005	Lu Ann Weynand Elementary Math Specialists	Title II \$30,000

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X					Mathematics			X		4F	Utilize the North East Scope and Sequence for high school mathematics courses.	100% of campuses will utilize common assessments for all high school mathematics courses. 100% of formative walkthroughs will indicate adherence to district sequence.	December, 2004 May, 2005	Lu Ann Weynand; High School Math Instructional Deans	\$3,000
X					Mathematics		X	X		4G	Expand the implementation of the North East Algebra Curriculum, Algebra II Instructional Resources, and Middle School Units of Study.	100% of students will achieve a "scope score" of 70 or better on district benchmark tests.	October, 2004 January, 2005	Lu Ann Weynand; Math Instructional Deans; Academic Deans; Secondary Math Specialists	\$2,000
X					Mathematics				X	4H	Provide Algebra I, Math Models and Algebra II teachers with focused professional development and support in the implementation of best instructional practices such as classifying and standards-based mathematics curriculum.	100% of students will achieve a "scope score" of 70 or better on district benchmark tests. Common assessments will reflect new instructional focus. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development. 100% of math teachers will show improvement on the innovation configuration.	October, 2004 January, 2005	Lu Ann Weynand; Math Instructional Deans; Secondary Math Specialists	Title II \$36,500

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X					Mathematics	X	X	X	X	4I	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; Assistant Principals; Academic Deans; Math Instructional Deans; Lu Ann Weynand; Math Specialists	
X					Mathematics	X	X	X		4J	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 assessment.	December, 2004 May, 2005	Principals; Academic Deans; High School Math Instructional Deans; Lu Ann Weynand	
X					Mathematics	X	X	X	X	4K	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; Assistant Principals; Lu Ann Weynand; MS Academic Deans; High School Instructional Deans/Math	
X					Mathematics			X		4L	Implement high school math vertical leadership team (Algebra Team leader, Geometry Team leader, Algebra II Team leader, Advanced Course Team leader, Math Instructional Dean) responsible for increasing Pre-AP and AP enrollments.	Enrollment in Pre-AP and AP courses will increase by 10% by sub-population from 2003-04 to 2004-05 school year. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 20004-05 school year. Review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses.	Every nine weeks	Lu Ann Weynand; Elementary Principals; Math Specialists; Academic Deans; High School Instructional Deans/Math	\$6,500 Title II \$3,000

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X					Science	X	X	X		5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs of all secondary campuses will demonstrate compliance with state standards. Campuses not in compliance must provide an action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Science Deans of Instruction; Department Chairmen	\$25,000
X					Science	X	X	X		5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence. 100% of secondary campuses will complete an equipment inventory to be used as a guide for district support.	Every 9 Weeks; Inventory due September 10, 2004	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Science Deans of Instruction; Department Chairmen;	\$25,000
X					Science	X	X	X		5C	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	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every nine weeks	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Deans of Instruction; Department Chairmen	\$2,000

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X					Science	X	X	X		5D	Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word wall, vocabulary development process, SAY SOMETHING, THINK-PAIR-SHARE, similarities and differences, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Science Deans of Instruction; Department Chairpersons; Teachers	\$2,000 Title II \$65,151
X					Science		X	X	X	5E	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction. Central Office staff will assist campuses in reviewing common assessment and benchmark data and assist in developing campus action plans.	Every nine weeks	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Deans of Instruction; Department Chairpersons; Teachers	\$2,000
X					Science	X	X	X		5F	Provide content specific professional development to assist teachers in developing competency in the following areas: earth science, physical science, and life science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every nine weeks	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Deans of Instruction; Department Chairpersons; Teachers	\$2,000 Title II \$3,000

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X					Science	X	X	X		5G	Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners	August 2004 – May 2005	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Deans of Instruction; Department Chairpersons; Teachers	\$25,000
		X			Science		X	X	X	5H	Increase student access to Pre-AP and AP classes	Enrollment numbers will increase by 10% from the 2003-2004 school year.	December 2004 - May 2005	Patti Castellano; Science Instructional Specialists; Science Deans of Instruction	\$2,000 Title II \$3,000
X					Social Studies	X	X	X		6A	Integration of technology into the subject area through professional development, creation of exemplar lessons, and modeling of best practices such as classifying, SAY SOMETHING, THINK-PAIR-SHARE, and the vocabulary development process.	Each social studies teacher will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	December, 2004 May 2005	Eric McGarrah; Principals; Classroom teachers; Department Chairs and Instructional Deans	Title V \$15,375
X					Social Studies		X	X		6B	Implementation of differentiated instruction through History Alive! to include strategies and the development of District History Alive! Coaches	30 teachers trained at level 1, 30 trained at level 2, and 30 trained at Level 2 (History Alive! Coach). Classroom observations. Submission of one History Alive! Lesson plan for publication on the District Lesson Plan Database for all level II trained teachers.	December, 2004 June 2005	Eric McGarrah; Principals; Classroom teachers; Department Chairs and Instructional Deans	\$19,500 Title II \$29,100

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Social Studies	X				6C	Implementation of differentiated instruction through Social Studies Alive! to include strategies and the development of District Social Studies Alive! Coaches	90 teachers trained at Level 1, 30 at Level 2, and 30 at Level 2 (Social Studies Alive! Coach). Classroom observations. Submission of one Social Studies Alive! Lesson plan for publication on the District Lesson Plan Database for all level II trained teachers.	December, 2004 June 2005	Eric McGarrah; Principals; Classroom teachers; Department Chairs and Instructional Deans	\$24,000
X					Social Studies		X	X		6D	Implement before, during, and after reading strategies in all social studies classrooms using a variety of instructional activities, including THINK-PAIR-SHARE, Identifying similarities and differences, and graphic organizers. Provide teachers instruction and support in before, during, and after reading and thinking strategies such as: activating prior knowledge, self-questioning, drawing inference, determining importance in text, self-monitoring, visualizing and synthesizing.	Presentation of student samples and teacher assignments for discussion with peers. Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	December 2004, June 2005	Eric McGarrah; Instructional Deans; Department Chairs; and classroom teachers	\$9,500 Title II \$52,953

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X					Social Studies				X	6D	All social studies teachers will utilize the North East vocabulary development process outlined in 1D in social studies classrooms.	100% of formative walkthroughs will indicate adherence use of these instructional strategies.	December, 204 May, 2005	Principals; Eric McGarrah; Social Studies Specialists; Instructional Deans; Department Chairs; Campus AP for Instruction and classroom teachers.	
					Social Studies				X	6E	Utilize the North East Scope and Sequence for social studies instruction.	Benchmarks, were appropriate, and 100% of formative walkthroughs will indicate adherence to district scope and sequence.	December, 2004 May, 2005	Principals; Eric McGarrah; Social Studies Specialists; Instructional Deans; Department Chairs; Campus AP for Instruction and classroom teachers.	
					Social Studies	X	X	X		6F	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	As a minimum, all 5th, 8th and 11th grade students will be administered a common assessment for social studies.	December, 2004 May, 2005	Principals; Eric McGarrah; Social Studies Specialists; Instructional and Academic Deans; Campus AP for Instruction and classroom teachers.	

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X					Pre-K/K	X				7A	Professional Development for ALL Pre-K/K teachers focused on deepening understanding of the complexity of the Kinder TEKS and Pre-K State Guidelines with research-based instructional practices such as the vocabulary development process, SAY SOMETHING, THINK-PAIR-SHARE, and classifying that maximize student achievement gains.	Continue Pre-K/K Task Force (Representatives from each campus) to provide the engagement in common planning and implementation of curriculum Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching, and pair-teaching	Fall 2004 Spring 2005	Carol Harle; Coordinators and Specialists	Pre-K/K Budget \$20,000.00 for Staff Dev. and materials
X					Pre-K/K	X				7B	Provide trainings based on survey of Pre-K/K teachers needs - Behavior Management, High Order Thinking, Literacy Centers for TEKS, Integration of Language Arts with Science and Social Studies	Teacher Evaluations and Task Force Feedback	Monthly 2004-2005	Carol Harle; Coordinators and Specialists	Pre-K/K Budget \$20,000.00 for Staff Dev. and materials (included in above cost)
X					Foreign Language		X	X	X	8A	Implement an instructional program in all languages that includes the vocabulary development process, SAY SOMETHING, and THINK-PAIR-SHARE based on developing communicative competency.	Common departmental semester exams (or other appropriate assessments at the middle school level) will indicate that 100% of students are meeting or surpassing proficiency goals.	December, 2004 May, 2005	Doris Kays; Principals; Assistant Principals; Coordinator; Foreign Language Department Chairs; Foreign Language Teachers	\$10,000

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X					Foreign Language		X	X		8B	Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, and AP.	<p>90% of language teachers will be trained in Pre-AP and AP teaching strategies.</p> <p>Enrollment in Pre-AP and AP courses will increase by 10% by sub-population from 2003-04 to 2004-05 school year.</p> <p>Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-05 school year.</p> <p>Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses.</p>	Every nine weeks	Doris Kays; Foreign Language Department Chairs; Foreign Language Teachers	\$5,000 Title II \$3,000
X	X		X		Gifted/Talented	X				9A	Integrate Systems Thinking in the four core G/T curriculum areas.	<p>All curriculum units will incorporate systems thinking strategies.</p> <p>100% of G/T students will produce a minimum of one systems thinking product in each core area.</p>	<p>Each nine weeks</p> <p>Each nine weeks</p>	Kay Stotts; G/T Teachers	\$500

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X	X				Gifted/Talented				X	9B	Implement the vocabulary development process, SAY SOMETHING, THINK-PAIR-SHARE; and classifying as research based strategies in all G/T programs. All curriculum units will incorporate these strategies.	100% of G/T teachers will incorporate these strategies in instruction.	Each nine weeks	Kay Stotts; G/T Teachers	
X	X				Gifted/Talented	X				9C	Create or refine all rubrics for all <u>Understanding by Design (UBD)</u> curriculum units (adding writing components) in relation to common assessments.	100% of the curriculum units will reflect rubrics for UBD design elements. On the UBD section of the G/T report card, 100% of students will score three or above.	Each nine weeks End of year	Kay Stotts; G/T Teachers	\$500
X	X				Gifted/Talented		X	X		9D	Evaluate/create G/T math curriculum to reflect enrichment activities.	Each grade level will have at least one additional enrichment activity.	Sept, 2004 Jan, 2005	Kay Stotts; G/T Teachers	\$7,500
X	X				Gifted/Talented	X	X	X	X	9E	Analyze Innovation Configuration results to plan necessary inservice focuses.	100% of G/T teachers will show higher scores in identified areas of need.	Sept, 2004 May, 2005	Kay Stotts	\$0
X	X				Gifted/Talented		X	X	X	9F	Transfer all G/T Math and English curriculum guides to the Intranet.	100% of G/T math and English teachers will access curriculum on the Intranet.	May, 2005	Kay Stotts; G/T Teachers	\$4,000
X	X				Gifted/Talented		X	X		9G	Refine G/T grammar and writing programs in G/T English.	100% G/T teachers will receive additional training. 100% G/T students will score a 3 or above on the writing benchmarks.	Sept, 2004 January, 2005 October, 2004 January, 2005	Kay Stotts; G/T Teachers	\$7,500

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X	X				Gifted/Talented		X	X	X	9H	Analyze GT student results on PSAT; adjust curriculum gaps; and monitor student progress.	Central Office staff will analyze PSAT results, meet with 100% of the GT teachers to adjust curriculum. 100% of students will show 25% increase on PSAT practice tests.	September, 2004 January, 2005	Kay Stotts	
X					Library Services	X	X			10A	Use Big Six Research Strategy, Grades 2 - 8	100% of librarians 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; Sharon Swarner; Diane Hopkins	
X					Library Services	X	X	X		10B	Provide training in SIRSI software.	100% of librarians will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	John Allen; Diane Hopkins	
X					Library Services	X	X	X		10C	Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources	100% of librarians will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	Librarians; Sharon Swarner; Diane Hopkins	
X					Library Services	X	X			10D	Maintain focus on TEKS and curriculum integration.	100% of librarians will create integrated TEKS units to be posted to lesson plan database.	First and second semester	Librarians; Technology Coordinator; Director	
X					Library Services	X	X	X		10E	Evaluate District library programs using revised Texas Library Standards model.	100% of librarians will complete output measure data collection.	First and second semester	Librarians; Sharon Swarner; Diane Hopkins	

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X					Dyslexia	X	X	X		11A	Continue implementation of a dyslexia program on each campus that meets state mandated requirements. IIT and Secondary Dyslexia contacts teachers will continue dyslexia training.	100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in STAT meeting notes and parent letters.	2004-2005 school year	Beverly Kinsey; Campus Principals; Middle School Reading Chairs; High School Reading Teachers; Campus Dyslexia Intervention Teachers; STAT	\$8,500 for materials \$4,200 for training
X					ESL	X	X	X	X	12A	Create and implement NE ESL Scope and Sequence and action strategies such as classifying, SAY SOMETHING, THINK-PAIR-SHARE and the vocabulary development process.	80% of students taking the pre and post oral assessments will gain one-half year of language development.	Fall/Spring	Elmosa Herrera; Bilingual/ESL Specialists	Cost of test - \$4.00 per student
X					ESL		X	X		12B	ESL campuses create ESL Academic Teams	Nimitz and Roosevelt will implement teaming model.	Fall	Elmosa Herrera; ESL Specialist	
X					ESL		X	X		12C	4 core teacher at each grade level at Nimitz and Roosevelt will receive training in sheltered instruction.	Semester surveys will indicate 80% of teachers who attend training sessions have used learned strategies	Fall/Spring	Elmosa Herrera; ESL Specialist	\$13,500 for subs through grant Title II \$47,795

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X					Spanish Reading	X			X	13A	Strengthen Spanish Building Blocks and Four Blocks Model by providing professional development with a focus on integrating technology.	The professional development evaluations will indicate exceeds expectations in 95% of the responses. professional development surveys of use will indicate 100% of participants used information in current position.	September, 2004 December, 2004 March, 2005	Principals; Bilingual Specialist; Elmosa Herrera	\$1,500 for materials
X					Bilingual	X				14A	Implement a Dual Language Program K-3 at Colonial Hills	80% of students taking the pre and post oral assessments with gain one-half year of Spanish language development.	Fall/Spring	Meredith Jenkins; Nancy Hudson; Elmosa Herrera	Grant
X					Fine Arts		X	X		15A	Increase participation in UIL academic competition.	All campuses will increase participation in UIL activities by 25%.	May, 2005	Diana Schumacher & Campus Coordinators	\$20,000
X					Professional Development	X	X	X	X	16A	Continue 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.	Evaluations taken in Sept, Nov, Feb, and April	Carol Harle; Judy Gamble; Assistant Principals	\$50,000 Title II \$97,750
X					Professional Development	X	X	X	X	16B	Continue Principal cohorts as learning communities.	100% of surveys will indicate principal learning goals being met.	January, 2004 June, 2005	Alicia Thomas Carol Harle	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	
X					Professional Development	X	X	X	X	16C	Continue training design for Academic Deans, Deans for Instruction and APs for Instruction emphasizing using student work to enhance teaching and	Follow-up surveys and campus visits will report use of skills used in sessions.	October, 2004 December, 2004 February, 2005 May, 2005	Curriculum Coordinators Carol Harle Alicia Thomas	Title II \$264,048
X					Professional Development	X	X	X	X	16D	Provide mentoring program for new Principals and Assistant Principals or those new to the district to enhance professional growth.	Supervisor survey result will average a 3 or above.	December, 2004 and May, 2005	Mark Scheffler; Frances Heath	\$1,500
X					Professional Development	X	X	X	X	16E	Provide Administrative Training Program for aspiring administrators.	Supervisor survey result will average a 3 or above.	December, 2004 and May, 2005	Mark Scheffler; Frances Heath	\$5,000
X					Professional Development	X	X	X	X	16F	Provide additional leadership experiences for Principals and Assistant Principals.	All school administrators will participant in at least five professional development opportunities	Monthly	Mark Scheffler; Frances Heath	\$7,500
X					Professional Development	X	X	X	X	16G	Provide professional development for administrative staff support, auxiliary staff, and supervisors.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath; Supervisors	\$3,000
X					Professional Development	X	X	X	X	16H	Provide a leadership program for to include June and July Leadership and Principals' meetings.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath Carol Harle Mark Scheffler Alicia Thomas	\$4,500

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					Professional Development					16I	Provide an instructional leadership program for assistant principals and new principals	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions.	Monthly	Frances Heath; Carol Harle	\$4,500
X					Special Education	X	X	X	X	17A	Provide professional development regarding appropriate referrals and service delivery options to campus STAT leaders.	Monthly appraisal report will show a10% reduction of referrals to special education from the previous school year.	Monthly	Principals; Judith Higgins and Judy Telese	\$25,000
X			X		Special Education		X	X	X	17B	Provide a statement of transition service needs for students with disabilities 13 years of age and older, focusing on the student's course of study. (CAP-Transition)	All students with disabilities 13 years of age and older will receive information about career opportunities and community resources appropriate to address their individual needs.	Monthly	Henry Gonzales; Special Education Campus Coordinators	
X			X		Special Education			X	X	17C	Provide appropriate transition planning for students with disabilities 16 years of age and older, including information regarding access to community services and agencies (CAP-Transition).	For all students with disabilities 16 years of age and older an individual transition plan will be developed which will identify student expectations, needed network of support , timelines and needed transition services.	Monthly	Henry Gonzales; Special Education Campus Coordinators	\$5,000

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X					Special Education	X	X	X		17D	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 to a level below the TEA 125% standard as reported on the data analysis system.	Monthly	Judith Higgins; Marcia Narveson; Principals on each level	\$15,000
X					Special Education	X	X	X		17E	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Judith Higgins; Marcia Narveson; Pam Palmer; Principals; Campus Coordinators	
X					Special Education	X	X	X		17F	Provide professional development to general and special education staff on differentiated instructional strategies like SAY SOMETHING, THINK-PAIR-SHARE, vocabulary development process, and classifying for serving students with disabilities in general education	% of SPED students taking TAKS will increase by 10% at each grade and in each subject tested	Close of each semester	Principals; Judith Higgins; Differentiated Instructional Specialist; Carol Harle; Curriculum Specialists and Tim Miller	\$20,000 Title II \$34,397

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X					Accelerated Education At-Risk	X				18A	Allocate teachers and assistants to reduce student teacher ratio in Pre-K - 5 classes. Increase student abilities and achievement in core academic areas and social/emotional skills	Enrollment analysis indicates student 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, 2004 May, 2005	Don Dalton; Mike Lara	SCE Funds \$381,304 FTE Title II \$780,179
X					Accelerated Education At-Risk	X	X	X	X	18B	Increase affective, cognitive and linguistic needs of the limited English proficient students	100% of the ESL/Bilingual students will pass TAKS in the language they were assessed in. 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, 2005 April, 2005	Elmosa Herrera; ESL Specialists	SCE Funds \$821,969 40 FTE
	X				Accelerated Education At-Risk Drop Out reduction		X	X	X	18C	Allocate counselors to implement and support programs to prevent the possession and distribution of tobacco, alcohol and other drugs by students.	The annual evaluation of Safe and Drug Free Schools and Communities (Title IV) will show a decrease in drug, alcohol and tobacco related incidents at the middle and high school levels.	Monthly Monthly June, 2005	Pat Sanford; STAN Counselors; Principals	SCE Funds \$173,222 3 FTE

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X					Accelerated Education At-Risk		X	X		18D	Provide local credit TAKS classes in Reading and Math for students who have failed TAKS and are in jeopardy of retention. Provide credit recovery opportunities for students who fail any nine weeks, the semester or a class.	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, 2004 June, 2005	Principals	SCE Funds \$449,424 Title V \$100,174
X					Accelerated Education At-Risk Drop Out reduction		X	X	X	18E	Provide continuous progress program and an extended school year for second year seniors and overage students.	100% of the students will pass all sections of the GED attempted 100% of the students will successfully complete all credits attempted	June, 2005 June, 2005	ACE Principal	SCE Funds \$280,771
X	X				Accelerated Education At-Risk Discipline Management	X	X	X	X	18F	Provide a quality alternative education program (established under Section 37.005) in a highly structured environment at the JJAEP and district alternative centers.	1% decrease in discipline referrals to the district alternative centers. 1% decrease in enrollment at Alternative Centers and JJAEP.	June, 2005 June, 2005	Principal; Counselors	SCE Funds \$383,699 Title V \$52,614

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X				Accelerated Education At-Risk Discipline Management		X	X		18G	Provide Behavior Management Class based on a structured environment and course content.	100% completion of student assignments. 1% decrease in discipline referrals at the middle and high school campuses.	June, 2005 June, 2005	Assistant Principals; Counselors	SCE Funds \$362,285 FTE
	X				Accelerated Education At-Risk	X	X	X		18H	Provide professional development designed to implement, assess, and evaluate the effectiveness of services provided to students At-Risk of dropping out of school.	100% of the personnel working with At-Risk students will attend professional development related to teaching the At-Risk students, Drop Out Prevention and Differentiated Instruction.	August, 2004 through May, 2005	Principals; Assistant Principals; Counselors; Carol Harle; Deans; Don Dalton; Judith Higgins and Judy Telese	SPED funds SCE Funds \$5,000 FTE
		X			Accelerated Education At-Risk	X				18I	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance districtwide at the elementary level. 1% increase in parent attendance at school activities at each elementary Title I campus.	June, 2005 June, 2005	Family Specialists; Principal; Counselor; Don Dalton; Barbara Bading	SCE Funds \$538,077 11 FTE
X			X		Accelerated Education At-Risk Teen Parenting		X	X	X	18J	Provide academic support, occupational and/or job training, training in child development, parenting and home management. Increase awareness of community resources available to teen parents.	1% increase in graduation and GED completion rate.	June, 2004 through August, 2005	Barbara Bading; Case Managers	SCE Funds \$202,644 FTE

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	
X			X		Accelerated Education At-Risk		X		X	18K	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards	Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion prescribed by Section 28.021.	June, 2004 through August, 2005	Summer School Principal; Don Dalton	SCE Funds \$135,000 FTE Title V \$40,672
					Accelerated Education At-Risk			X		18L	Provide a Credit Recovery/Retrieval Program for 9th-12th graders who are at-risk of failing core area courses. The credit recovery program will use the PLATO Learning System as part of an instructional support program developed by core area teachers.	Students (9th grade- 12th grade) and teachers will receive printed copies of mastery levels for each TEKS/TAKS objective assigned. PGP notations will also reflect mastery of TEKS/TAKS objectives. 9th - 12th grade students who receive individualized TEKS-focused instruction will exhibit 80% mastery of skills in PLATO modules in addition to teacher directed support assignments.	June - August, 2004 Completed - August, 2005	Carol Harle Principals Assistant Principals Deans	\$4,000 - server \$5,000 - upgrades & maintenance \$10,000 - additional license
X					Accelerated Education At-Risk		X		X	18M	Provide individualized reading instruction to increase mastery of TEKS reading objectives.	Students receiving individualized instruction through the reading program will master 100% of the skills taught at Dellview Elementary.	August, 2004 - April, 2005	Carolyn Brown; Debbie Smith	SCE Funds \$70,200

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X					Accelerated Education At-Risk Professional Development	X	X		X	18O	Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working at Title I campuses with at-risk students will attend professional development related to methods and instructional strategies to strengthen the core academic program in school.	July, 2004 May, 2005	Assistant Principals; Counselors	Title I
		X			Accelerated Education At-Risk Parental Involvement	X	X			18P	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance districtwide at the Title I elementary and middle school campuses.	Every nine weeks	Principal; Counselor; Family Specialist	Title I
		X			Accelerated Education At-Risk Parental Involvement	X	X		X	18Q	Provide eligible students enrolled in private nonprofit schools the opportunity to receive services or benefits.	Quarterly reports provided by Region 20 through a Shared Services agreement will show required implementation of services. An annual documentation/evaluation report from Region 20 will show progress of the program by campus.	July, 2004 through June, 2005	Don Dalton; Region 20 Cooperative	Title I Title II A & D Title III Title IV Title V
X					Accelerated Education At-Risk Personnel	X	X		X	18R	The district will actively recruit and hire highly qualified teachers.	Personnel rosters and recruiting records will show personnel interviewed and hired for Title I campuses are fully qualified.	July, 2004 through June, 2005	Blanca Zaragoza; Principals	Title I Title II

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X					Accelerated Education At-Risk	X	X		X	18S	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, 2004 through June, 2005	Principal; Don Dalton; Barbara Bading	Title I
X					Accelerated Education At-Risk	X	X			18T	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, 2004	Principals; Don Dalton; Curriculum Coordinators	Title I
X					Career & Technology			X	X	19A	Develop coherent sequence of Technology Applications and Career & Technology courses.	Courses will include all Technology Applications and Career and Technology Education courses that count for graduation.	On-going	Elizabeth Platt; Becky Walker; Tim Miller; Teacher Representatives (Technology Applications, Business Education and Technology Education Instructors)	Title II \$1,000

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Career & Technology			X	X	19B	Expand opportunities for teachers to obtain industry certifications/licensures in order to provide like opportunities for students.	10% increase of teachers and students obtaining industry certifications and licensures.	May, 2005	Elizabeth Platt; Becky Walker	\$5,000 - cost of training and test for teachers
			X		Career & Technology		X	X	X	19C	Utilize a writing team (3 - 5 teachers) to develop curriculum for the CORE innovative course to include activities that will enhance character development, increase academic achievement, and prepare students to learn & practice working cooperatively.	100% of CORE teachers will receive the revised curriculum.	June - August, 2004 Completed - August, 2004	Elizabeth Platt; 3 - 5 CORE teachers	Supplemental Pay of 5 teachers - \$2,000
X					Career & Technology			X	X	19D	Support the implementation of the National Automotive Technicians Education Foundation (NATEF) certification and the Automotive Youth Educational Systems (AYES) program for 1 Automotive Technology Lab.	100% compliance to meet and maintain the certification.	May, 2005	Elizabeth Platt; C&T Department Chair; Automotive Instructors	\$1,200 - \$600 per campus for certification fees
X					Career & Technology		X	X	X	19E	Implement a keyboarding proficiency exam to determine % of 8th graders who have mastered proficiency	80% of students will obtain proficiency rating on district evaluation of keyboarding proficiency skills.	April, 2005	Keyboarding Committee with representation from Business Department; Educational Technology Department; Becky Walker; Tim Miller; and Elizabeth Platt	

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X					Career & Technology		X	X	X	19F	Provide professional development to include technology training for all Career & Technology teachers.	In formative walkthroughs, 100% of Career & Technology teachers will use technology in their classrooms.	May, 2004	Career & Technology Middle and High School teachers; Central Office staff	\$2,000
X					Career & Technology			X		19G	Support the Engineering and Technologies Academy at Roosevelt High School through development of curriculum and expanding the course offerings.	100 % of curriculum will be written by the end on the year. Four additional courses will be offered.	January 2005 May 2005	Bill Sturgis; Elizabeth Platt	\$5,000

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X			X	Technology Applications	X	X	X		20A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals. 100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS. Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly Yearly Monthly Monthly	Principals; Campus Technology Committee Representatives (at least one per grade level, team, department); Instructional Technology Specialists and Coordinators; Steve Young; Derek Nichols; Tim Miller	\$315,000 (campus professional development stipends)

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		X		X	Technology Applications	X	X	X		20B	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 grades will use GradeSpeed to upload nine-weeks grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to weekly Nine weeks Daily to weekly	Principals; Teachers; Data Processors; Sandy Paul; Steve Young; Jerry Baldrige; Derek Nichols; Tim Miller	\$37,000 (GradeSpeed Subscription)
X					Technology Applications	X				20C	Educational Technology staff will provide K-5 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine weeks	Principals; Teachers; Instructional Technology Specialists and Coordinators; Becky Adams; Tim Miller	\$105,000 (Keyboarding equipment and professional development) Title II D
X					Technology Applications	X	X	X		20D	Educational Technology staff will support teachers in the utilization of 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	Principals; Assistant Principals; Academic and Instructional Deans; Teachers; Instructional Technology Specialists and Coordinators; Tim Miller	

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X		X			Technology Applications		X			20F	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations at least twice a semester. 100% of core content teachers will work with each student a minimum of four class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Semester Semester	Principals; Assistant Principals; Instructional Deans; Teachers; Curriculum and Instructional Technology Specialists and Coordinators; Tim Miller	
X		X			Technology Applications			X		20G	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations at least twice a semester. 100% of core content teachers will work with each student a minimum of two class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Semester Semester	Principals; Academic Deans; Teachers; Curriculum and Instructional Technology Specialists and Coordinators; Tim Miller	\$727,002 (Wired and wireless labs) Title II D

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X					Technology Applications	X	X	X		20H	Educational Technology staff will expand the core content area curriculum to include Technology Applications Standards	50% increase in the number of approved lessons in the Lesson Plan Database. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accommodations.	Nine weeks	Academic and Instructional Deans; Teachers; Librarians; Curriculum and Instructional Technology Specialists and Coordinators; Steve Young; Tim Miller	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X		X		Safe and Drug-Free Schools	X	X	X		21A	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, 2004	Principals; STAN Counselors; SDFS Campus Contacts; Pat Sanford; Mary Alice Smallbone	

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X	X	X	X		Safe and Drug-Free	X	X	X	X	21B	Plan and implement a comprehensive SDFS program that includes: - Advisory Boards (H Level) - Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals - Student Teacher Assistance Network (STAN) - Peer Assistance and Leadership (PAL) program - Mediation/Conflict Resolution - Experiential Learning - Professional Development	Advisory Boards will meet and function according to Safe and Drug free schools standards and benchmarks. Needs assessment data interpreted and utilized to customize programs at local campuses. 100% of campuses will involve community in safe and drug-free activities. Surveys monitoring STAN Program will reflect exceeds expectations in 80% of responses. Surveys of PAL students will reflect exceeds expectations in 95% of responses. 100% of campuses will have mediation/conflict resolution program.	Monthly Mediation Reports Monthly STAN Quantifiable Measures Report PAL Nine Weeks Training and Service Reports	Principals; STAN Counselors; PAL Teachers; SDFS Campus Contacts; Pat Sanford; Mary Alice Smallbone; Pete O'Connor; Barbara Hooper	\$120,000 Title V \$118,019

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				X	Safe and Drug-Free Schools	X	X	X	X	21C	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report	5% district reduction in incidents of violence and drug use as indicated in the following: (using yearly data) - PEIMS Data - Drug, Alcohol, and Violence Report from Pupil Personnel Services - STAN Quantifiable Measures Report - Mediation Reports by campus - PAL Six Weeks Training and Service Reports	September, 2004 May, 2005	Pat Sanford; Annette Millard; Bruce Schneider; STAN Counselors; PAL Teachers; Principals	
X					Safe and Drug-Free	X	X	X	X	21D	Using information from needs assessment, provide professional development opportunities for STAN Counselors, PAL teachers and SDFS Campus Contacts Using information from needs assessment, provide professional development opportunities for Administrators, Counselors and Teachers	Professional development evaluations, level one will indicate exceeds expectations in 95% of the responses. Professional development surveys of use will indicate 100% of participants utilized information in current position.	2004-2005 Monthly	Pat Sanford; Principals; STAN Counselors; PAL Teachers; Mary Alice Smallbone; Pete O'Connor; Barbara Hooper	\$20,000

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X	X		X		Guidance	X	X	X	X	22A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	July-August 2005	Counselors; Guidance Leadership Team; Theresa Miller	
X	X		X		Guidance	X	X	X	X	22B	Develop yearly campus guidance plans supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support.	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May, 2005	Counselors; Guidance Leadership Team; Theresa Miller	
X	X		X		Guidance	X	X	X	X	22C	Implement and evaluate campus guidance programs to assure alignment with the TEA guidance programframework.	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September 2004 December 2004 June 2005	Counselors; Principals; Theresa Miller	
X	X		X		Guidance	X	X	X	X	22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2004-June 2005	Counselors; Principals; Theresa Miller	

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	X		X		Guidance	X	X	X	X	22E	Organization, planning and evaluation of Campus Guidance Programs	100% of campus guidance departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Counselors; Principals; Theresa Miller	
X					Guidance	X	X	X	X	22F	Designate elementary cluster counselors and secondary contact counselors for each school in order to enhance program development, impart program expectations, and expedite communication between schools and central office.	100% of contact counselors will file agendas of their meetings with their constituency.	Monthly	Contact Counselors; Theresa Miller	

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X		X			Guidance		X	X		22G	All high school & middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program to assist in making informed curriculum choices for adequate preparation for success beyond high school, and to be aware of sources of information on higher education admissions and financial aid. (TEC §§ 33.001-33.009)	Sign-in sheets will register 100% compliance	April 2005	Secondary Counselors; Principals	
X					Guidance		X			22H	All middle school counselors will meet with every 8th grade student and develop individual four year plan.	All students will have 4 year plans at end of 8th grade.	April 2005	Middle School Counselors; Principals	
X		X			Guidance	X				22I	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 2005	Elementary Counselors; Principals	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Guidance			X		22J	Student transcripts will indicate whether the student has completed or is on schedule to complete the State Recommended or Distinguished Achievement program required for Texas Scholar and Texas Grant eligibility.	Graduation plan is posted on each high school student's transcript.	April 2005	High School Registrar; Counselors; Principals	
X					Guidance			X		22K	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August 2004 January 2005 May 2005	Middle and High Counselors; Middle and High Principals	
X					Dropout Reduction		X	X	X	23A	Require campus PEIMS coordinator to hold dropout/school leaver campus audit bi-annually	100% of campuses will file campus reports biannually	October, 2004 March, 2005	Twain Tharp	

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**NORTH EAST SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X					Dropout Reduction (Teen parenting component)		X	X	X	23B	Provide Compensatory Education Home Instruction (CEHI) and Pregnancy Related Services (PRS) for teen mothers when pregnancy prevents the student from attending school during the pre-natal and postpartum duration. During the CEH Instruction, these Pregnancy Related Services will be provided: 1. Counseling services through the School Age Parenting Program. 2. School and health services 3. Child care tuition assistance for student's child 4. Case management/social services.	10% reduction in dropout of teen parents. Increased academic performance during CEHI, as evidenced by student grades. 10% increase in recovering dropout teen parents.	August, 2004 through May, 2005	Twain Tharp; Barbara Bading; CEHI Instructors	\$97,000 Grant funds SCE Funds \$261,855 6 FTE
X					Dropout Reduction		X	X	X	23C	Decrease barriers for enrolling homeless youth and children by providing training for NEISD Personnel.	All level professional staff as well as registrars and cafeteria personnel will attend in-service.	August, 2004 through May, 2005	Twain Tharp; Barbara Bading; Principals; Counselors; Registrars	\$2,000

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X					Dropout Reduction		X	X		23D	Identify homeless children in compliance with the McKinney Homeless Assistance Act. TEC J21.031(e).	Record of identified Homeless children and youth sent to TEA	August, 2004 through May, 2005	Twain Tharp; Barbara Bading; Principals; Counselors; Registrars	\$8,000 Title I
		X			Health Services Community Involvement					24A	Provide communication and representative liaison with medical community and health agencies through School Health Medical Advisory Committee and community agency representation.	Attendance at four annual meetings of Medical Advisory Committee Participation in Children's Health Insurance Program Attendance/representation at community meetings. Medical committee consultation on specific needs for District.	Quarterly Meeting of Medical Advisory Committee	Director of Health Service, Francene Tharp, RN	\$1,000
					Health Services					24B	Provide parent communication with parents and PTA through District HEALS Advisory Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community thru internet Health Services sites.	Quarterly meetings of HEALS, PTS Committee. PTA Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website monthly.	Quarterly Meetings	Director of Health Service, Francene Tharp, RN	\$500 included in operational costs

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Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
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					Health Services					24C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance	August, 2004 through May, 2005	Director of Health Service, Francene Tharp, RN; School Nurses	\$500
					Health Services					24D	Develop School Health Education Advisory Council (TEC Section 28.004)	Bi-Monthly Meetings. Membership roster coordinated Health Curriculum Program improved.	5 Meetings of Council	Director of Health Service, Francene Tharp, RN; Designated Coordinators and Directors	\$1,000
					Health Services					24E	Development of professional development sessions focusing on documentation, medication.	5 Sessions Per Year on improved skills in physical assessment and emergency response. Evaluations of sessions will reflect a score of 3 or above.	Inservice Days Staff Meetings	Director of Health Service, Francene Tharp, RN; consultants	\$3,000 - \$5,000 per year
	X		X		Discipline Management	X	X	X	X	25A	Development of staff training methods and materials	Each component of the BMP will have training, materials, and a process for teachers, administrators, parents, and students.	August, 2004	Bruce Schneider	\$10,000 (AAR)

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Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
	X		X		Discipline Management	X	X	X	X	25B	Discipline data analysis provided to each campus to assist in effectiveness of the campus's BMP	Following submission of PEIMS 425 report in June of each year, the analysis report will be compiled and sent to the campus principal	July, 2004	Bruce Schneider and Pupil Personnel Services Department	
	X		X		Discipline Management	X	X	X		25C	Make modifications to campus BMP based upon district discipline data and its analysis	Written modifications to the Campus BMP will be incorporated with data of inclusion noted	July, 2005	Each campus principal and administrative team	
	X		X		Discipline Management	X	X	X		25D	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.	August, 2004	Principals	\$1000 per campus