

**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  
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	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
					District Initiatives				X	1A	All instructional initiatives will focus on differentiated instruction strategies and structures that elicit student engagement in the learning process (i.e. Smaller Learning Communities)	All strategies will increase student academic performance as exhibited on the benchmark and classroom common assessments.	August, 2005- May, 2006		

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					<b>Setting Objectives and Providing Feedback:</b> 1. Continue DATA teams 2. Begin Student Goal Setting See Marzano Book and ppt. <i>Classroom Instruction That Works, -Setting Objectives and Providing Feedback.</i> 3. Student Goal Setting and Student Led Conferences (using TEKS MASTERY hard cards) resources located at the School Improvement website.				X	1B	1. School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning. 2. Students will have goal setting opportunities before, during and after state, district and classroom assessments. 3. Assessment Literacy training of trainers training will be provided to campus instructional teams for presentations and follow ups by campus administrators and deans. 4. Smaller Learning Communities strategies such as an advisory/mentor program that will "host" student goal setting instruction. 5. All students will receive a TEKS MASTERY hard card each nine weeks that they will use to track progress on mastering specific TEKS.	1. 100% of schools will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes. 2. TEKS/TAKS Action Plans will be completed after state and district assessments . 3. Student goal setting system will be developed and submitted for feedback to the School Improvement department 4. Teachers and administrators will use information gained from Assessment Literacy training in providing feedback to students and parents regarding academic growth.	Daily, weekly, monthly, quarterly, yearly	Principals; Asst. Principals; Deans, IITs, teachers, students, School Improvement personnel	

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X					4. Common Assessments See District Booklet entitled <i>Collaboration for Leadership and Learning- Benchmark and Common Assessments</i> and DuFour's book, <i>On Common Ground</i>				X	1C	Schools will pair up to share and administer Common Assessments. One common assessment representing partner campuses will be used.	100% of Common Assessments will adhere to the checklist or rubric for Common Assessments. Teachers will analyze results, set learning objectives for students who were unsuccessful. Students will analyze and record results and set goal	October, 2005; December, 2005; March, 2006; May, 2006	Carol Harle; School Improvement Coordinators; Principals; Deans, Asst. Principals, teachers, students, Judith Higgins & SPED Coordinator	
					5. Benchmark Assessments See District Booklet entitled <i>Collaboration for Leadership and Learning: Benchmark and Common Assessments</i> and DuFour's book entitled, <i>On Common Ground</i> . Benchmark & Common Assessment "Brochure" located at the School Improvement website.				X	1D	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 provide student focused support. Students will analyze, record and set learning goals based on the results.	August, 2005- May, 2006	Carol Harle; School Improvement Coordinators, Principals, Deans, teachers, Judith Higgins and SPED Coordinators	\$1,500 for DuFour's book, <i>On Common Ground</i> - 1 per campus

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					<b>Research Based Instructional Strategies:</b> 1. Identifying Similarities and Differences-- Classifying; Comparing See Marzano Book and ppt. <i>Classroom Instruction That Works</i> and <i>Student Successes with Thinking Maps</i> by Hyerle				X	1E	Every teacher will use Classifying and Comparing strategies; graphic organizers to elicit higher order questioning of content by teacher and higher order thinking by students.	100% of snapshots/walkthroughs will show evidence of classifying. 100% of common assessments will show evidence of the Classifying and Comparing strategies. Student work will be analyzed and discussed.	August 2005 - May 2006	Carol Harle; Curriculum Coordinators; Deans, AP's for Instruction, Tim Miller and Educational Technology Specialists; Principals; Judith Higgins and Special Education Coordinator/Specialist	
X					2. Six Step Vocabulary Development Process See Marzano Book and ppt. <i>Classroom Instruction That Works</i> chapter "Specific Types of Knowledge" and Marzano book, <i>Building Background Knowledge</i>				X	1F	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process outlined in <i>Building Background Knowledge</i> . Lesson plans will reflect strategies and steps in the vocabulary development process.	Teachers will analyze lessons developed with the vocabulary development process to determine student acquisition of identified vocabulary. Student work will reflect an increase of use and comprehension of identified words.	August, 2005-May, 2006	Principals; Carol Harle and Curriculum Coordinators; Tim Miller and Technology Coordinators/Specialists; Judith Higgins and Spec. Ed. Coordinators	\$1,500 for Marzano, <i>Background Knowledge</i> books 1 per campus

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X					<b>Strategies for Engagement:</b> SAY SOMETHING and THINK-PAIR-SHARE See Marzano Book, and ppt. <i>Classroom Instruction That Works</i> - "Learning Groups" at School Improvement website  <b>Parent Involvement</b>				X	1G	All teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis. THINK will also be adapted to exhibit individual time to reflect on learning. i.e. WRITE- PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, TAKE NOTES-PAIR-SHARE	100% of walkthroughs and lesson plans will show evidence of strategies SAY SOMETHING and THINK-PAIR-SHARE. Students knowledge levels will be increased as they interact with content.	August, 2005 - May 2006	Principals; Carol Harle and Curriculum Coordinators; Tim Miller and Technology Coordinators/Specialists; Judith Higgins and Spec. Ed. Coordinators, deans, administrators, teachers	\$1,200 for Marzano books, 1 per campus
										X	1H	Educational Technology and Data Processing staff will assist parents in accessing student information using the North East Parent Portal. Family Guides to TEKS Mastery will be mailed to every household.	100% of parents who wish to access the system will gain access to the system Families can use the guides in conferences and at TEKS parent nights.	Daily to weekly	Tim Miller; Andrea Tondre School Improvement department
X					Smaller Learning Communities				X	1I	High School Instructional leadership teams will continue to use data to plan, implement & evaluate strategies & stuctures that increase student achievement & personalize learning such as Freshman Advisory, peer mentoring, intervention structures and support for all students, etc.		August, 2005	High School teams, School Improvement & SPED	

Think Pair Share Video  
Click to view Marzano strategy in action (Real format)

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X					Reading/ELA	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.	Using the <i>What to Look For in the Reading Classroom Checklist</i> , all snapshot visits or formative walkthroughs will indicate appropriate application of the reading and thinking strategies; 100% of students in grades 3 - 11 will meet expectations on TAKS reading test.	Summer, 2005 - Summer, 2006	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$5,000 for staff development and instructional materials.
X					Reading/ELA	X	X	X		2B	Provide teacher support in vocabulary development for all students using a variety of strategies such as a study of Greek and Latin roots, prefixes and suffixes, words in context, and the Five Step Vocabulary Process.	Using the <i>What to Look For in the Reading Classroom Checklist</i> all snapshot visits will indicate appropriate application of vocabulary development strategies; 100% of students in grades 3 - 11 will meet expectations on TAKS reading.	Fall 2005 - Spring 2006	Nancy Brischke; Virginia Guerrero Literacy Specialists;	\$5,000 for instructional materials
X					Reading/ELA	X	X	X		2C	Support implementation of before, during and after reading strategies in the core content areas using a variety of instructional activities.	Using the <i>What to Look For in the Reading Classroom Checklist</i> , all snapshot visits or formative walkthroughs in content areas will indicate appropriate application of the before, during, and after reading strategies to support content reading.	Fall 2005 - Spring 2006	Nancy Brischke; Virginia Guerrero, Eric McGarrah; Patti Castellano; Lu Ann Weynand; Instructional Specialists	\$5,000 for professional development and materials for after-school session and Literacy Saturday sessions.

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X					Reading/ELA	X	X	X	X	2D	Provide focus on implementation of best reading practices for struggling readers using differentiation strategies to meet the needs of all students	Using the <i>What to Look for in the Reading Classroom Checklist</i> as a guide, all snapshot visits or formative walkthroughs will indicate the appropriate application of reading strategies for all students.	Fall 2005 - Spring 2006	Nancy Brischke; Virginia Guerrero; Literacy Specialists	\$75,000 for Reading Academy (Grades 4, 5, 6)
X					Reading/ELA	X				2E	Provide training and support for the implementation and deeper application of Building Blocks (K) and Four Blocks (1-5) through campus and district staff development.	Using the <i>Administrator's Guide to the Four Blocks</i> and <i>The Administrator's Guide to Building Blocks</i> as a guide, all snapshot visits and formative walkthroughs will indicate the appropriate implementation and application of Building Blocks (K) and Four Blocks (1-5).	Fall 2005 - Spring 2006	Nancy Brischke; Virginia Guerrero, Literacy Specialists	\$10,000 for professional development and materials for New Teacher Academy and for Literacy Saturday Sessions.
					Reading/ELA		X	X		2F	Provide focused learning opportunities for IIT's and Title One Facilitators to empower them as campus literacy leaders.	All IIT's and Title One Reading Facilitators will demonstrate evidence of implementation through reflective feedback at every IIT and Title One meeting.	Fall 2005 - Spring 2006	Nancy Brischke; Literacy Specialists	\$5,000 for instructional materials

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X					Reading/ELA	X	X	X	X	2G	Develop, implement and monitor a benchmark assessment program to guide reading and writing instruction: Reading, Grades 2 - 11; Writing/ELA Grades 4, 7, 10, 11.	100% of students at grades 2-11 will be administered periodic benchmark assessments to determine reading progress; 100% of students at grades 4, 7, 9, 10, 11 will be administered periodic benchmark assessments to determine writing/ELA progress; 100% of campuses will have a <i>TEKS/TAKS Action Plan online at SI website</i> for reading and writing based on benchmark results.	Fall 2005 - December 2005	Nancy Brischke; Virginia Guerrero; literacy specialists	
					Reading/ELA		X			2H	Increase collaboration and alignment of middle school reading and English programs by guiding and supporting the creation of aligned lessons/units of study based on current curriculum for Grade 6 Reading and English classes.	All Grade 6 English and reading department lesson plans will reflect collaborative planning; snapshot visits or formative walkthroughs will reveal collaborative efforts.	Fall 2005 - Spring 2006	Virginia Guerrero; Nancy Brischke; Literacy Specialists	\$10,000 for creation of exemplar lessons and units of study for Grade 6.

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X					Reading/ELA	X	X	X	X	2I	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 Guide, and by creating model lessons that support focused instruction of the ELA TEKS	Using the <i>What to Look for in the Writing Classroom Checklist</i> as a guide, all snapshot visits or formative walkthroughs will indicate appropriate writing instruction that is TEKS-based and that evidences best practices of writing instruction.	Fall 2005 - Spring 2006	Virginia Guerrero; Literacy Specialists	\$10,000 for creation of TEKS-based exemplar writing lessons.
					Reading/ELA	x	x	x	x	2J	Provide for support of the teacher as reader and writer through New Jersey Writing Project (NJWPT) in Texas and through Teacher As Reader/Writer Academies.	At least 30 teachers of writing will participate in the NJWPT; at least 30 teachers of reading/writing will participate in the Teacher AS Reader/Writer Academies.	Fall, 2005 - Summer 2006	Virginia Guerrero; Literacy Specialists	\$10,000 workshop and materials
					Reading/ELA		X	X	X	2K	Provide support for a rigorous PreAP, AP, and GT ELA curricula and for students taking the new PSAT and SAT through a variety of support programs: <i>Laying the Foundations</i> training and materials; <i>Junior Great Books</i> training and materials; <i>Applied Practices</i> SAT and AP materials.	Snapshot visits and formative walkthroughs will evidence appropriate use of these materials; district will have a 10% increase in number of 3's and 4's achieved on English AP testing; PSAT and SAT test scores will improve by an average of ten points.	Fall, 2005 - Spring 2006	Virginia Guerrero; Literacy Specialists	\$75,000 for AP and SAT Applied Strategies materials; \$10,000 for Laying the Foundations materials and staff development; \$4,000 for Junior Great Books staff development.

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X					Reading/ELA	X	X	X	X	2L	Develop and sustain common instructional language and structure for the process of writing in all writing/ELA classrooms, K-12 through continued specialist support for all teachers and focused staff development for new teachers. This will include focused instruction in 6-Trait writing and in the vocabulary of writing.	Using the " <i>What to Look For in the Writing Classroom Checklist</i> " all formative walkthroughs or snapshot visits will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction; 100% of students will meet expectations of TAKS writing test.	Fall 2005 - Spring 2006	Virginia Guerrero; Literacy Specialists	\$10,000 for new teacher staff development in 6-Trait writing
X					Reading/ELA	X	X	X	X	2M	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.	Using the " <i>What to Look For in the Writing Classroom Checklist</i> " all snapshot visits and formative walkthroughs during writing instruction will indicate appropriate application of best practices; 100% of students will meet expectations of TAKS writing test.	Fall 2005 - Spring 2006	Virginia Guerrero; Literacy Specialists	\$10,000 for new teacher staff development in writing workshop and other best practices for writing instruction; \$5,000 for Fall and Spring Literacy Saturday staff development events

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					Reading/ELA					2N	Support teachers as they prepare their students to meet the demands of the TAKS writing test and the TAKS ELA at Grades 4, 7, 9, 10, 11 in all content areas.	Benchmarks at Grades 4, 7, 9, 10, 11 will indicate improvement in meeting all TAKS writing/ELA objectives.	Fall, 2005	Virginia Guerrero; Literacy Specialists	\$30,000 for pull-out staff development for all Grade 4 teachers, all Grade 7, 9, 10, 11 English teachers for Holistic Scoring and Instructional Strategies workshop; \$55,000 for Applied Practice Materials for TAKS Reading and TAKS Writing; \$6,000 for summer TAKS Attack staff development
X					Reading/ELA	X	X	X		2O	Support and review the development and implementation of 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.	Fall 2005 - Spring 2006	Nancy Brischke, Virginia Guerrero, Literacy Specialists	

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					Reading/ELA					2P	Support teachers in utilizing SAY-SOMETHING, THINK-PAIR-SHARE, CLASSIFICATION, THE FIVE-STEP VOCABULARY METHOD on a regular basis in the instruction of reading and ELA through direct instruction and by modeling the strategies in department staff development.	Using the "What to Look For in the Writing classroom Checklist" and "What to Look for in the Reading Classroom," all formative walkthroughs or snapshot visits will indicate appropriate application of best practices of writing and reading instruction including the use of strategies like SAY-SOMETHING, THINK-PAIR-SHARE, CLASSIFICATION, THE FIVE-STEP VOCABULARY METHOD	Fall 2005 - Summer 2006	Nancy Brischke; Virginia Guerrero; Literacy Specialists	
X					Mathematics	X	X			3A	Utilize the North East Scope and Sequence for Grades K through 8 .	85% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will indicate adherence to district sequence.	October, 2005 February, 2006  Quarterly	Principals; Assistant Principals; Academic Deans; Lu Ann Weynand; Math Specialists	\$5,000
X					Mathematics	X	X	X		3B	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.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walkthroughs will indicate application of skills acquired.	Quarterly	Principals; Assistant Principals; Deans; Lu Ann Weynand; Math Specialists	\$10,000

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X					Mathematics	X	X	X		3C	Utilize the vocabulary development process to teach all the necessary vocabulary when introducing new mathematics concepts.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Quarterly	Principals Lu Ann Weynand; Math Specialists; Teachers; and Deans	
X					Mathematics				X	3D	In a vertical team setting, provide 4th and 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment.  Using the <i>What to Look for in the Mathematics Classroom checklist</i> , 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	December, 2005 January, 2006 May, 2006  Quarterly	Lu Ann Weynand Elementary Math Specialists	Title II \$33,000
X					Mathematics				X	3E	Provide 6th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment.  Using the <i>What to Look for in the Mathematics Classroom checklist</i> , 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	October, 2005 January, 2006  Quarterly	Lu Ann Weynand Secondary Math Specialists	Title II \$6,000

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X					Mathematics				X	3F	Provide teachers new to Alg I with focused professional development and support in the implementing of the Alg I curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment.  Using the What to Look for in the Mathematics Classroom checklist, 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	November , 2005  February, 2006  May, 2006	Lu Ann Weynand Secondary Math Specialists	Title II \$9,000
X					Mathematics			X		3G	Utilize the North East Scope and Sequence for high school mathematics courses.	100% of campuses will utilize common assessments for Algebra I and II and Geometry courses.  100% of formative walkthroughs will indicate adherence to district sequence.	December, 2005 May, 2006  Quarterly	Lu Ann Weynand; High School Math Instructional Deans	\$3,000
X					Mathematics		X	X		3H	Expand the implementation of the North East Algebra Curriculum, Algebra II Instructional Resources, and Middle School Units of Study.	85% of students will achieve a score of 70 or better on district benchmark tests.	October, 2005 January, 2006	Lu Ann Weynand; Math Instructional Deans; Academic Deans; Secondary Math Specialists	\$2,000

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	
X					Mathematics				X	3I	Using the Laying the Foundation professional development organization, provide 7th grade, 8th grade, Algebra I, Geometry, Algebra II, Precalculus teachers with professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum with a focus on increasing number of students enrolling in Pre-AP and AP mathematics courses.	85% of students will score a minimum of 70 on each benchmark and common assessment.  Using the <i>What to Look for in the Mathematics Classroom checklist</i> , 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	October, 2005 December, 2005 January, 2006 May, 2006  Quarterly	Lu Ann Weynand; Math Instructional Deans; Secondary Math Specialists	Title II \$35,500
X					Mathematics	X	X	X	X	3J	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		3K	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd, 7th, 8th, Algebra I, II and Geometry students will be administered a common assessment.	December, 2005 May, 2006	Principals; Academic Deans; High School Math Instructional Deans; Lu Ann Weynand	
X					Mathematics	X	X	X	X	3L	Monitor common assessments.	Central Office staff will review common assessment data, adjust curriculum and meet with deans and principals to discuss results.	January, 2005 June, 2006	Principals; Assistant Principals; Lu Ann Weynand; MS Academic Deans; High School Instructional Deans/Math	

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X					Science	X	X	X		4A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at TEA website.	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, 2005 December, 2005 March, 2006	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Science Deans of Instruction; Department Chairmen	\$25,000
X					Science	X	X	X		4B	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, 2005	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Science Deans of Instruction; Department Chairmen;	\$25,000
X					Science	X	X	X		4C	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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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
X					Science	X	X	X		4D	Integrate the use of the following best practices to target diverse learners including: 80-60-40 laboratory and field investigations, Marzano's 9 <i>Strategies that Work</i> , Thinking Maps, KWL, Word Wall, 5 STEP VOCABULARY DEVELOPMENT PROCESS, SAY SOMETHING, THINK-PAIR-SHARE	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	4E	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, essay, lab reports, presentation of research projects, models, journals, 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

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
X					Science	X	X	X		4F	Provide content specific professional development, such as Science Collaborative on Promoting Excellence (S.C.O.P.E.) sessions, to assist teachers in developing competency in science with a focus on Earth Science for elementary and middle school, and course specific content for high school.	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
X					Science	X	X	X		4G	Align instructional resources to support standards based instruction (TEKS) and post to Triand.	Create and communicate exemplary lessons in science that target high impact TEKS and include questioning, technology integration, and accommodations for diverse learners	August 2005 – May 2006	Patti Castellano; Principals; Assistant Principals; Science Instructional Specialists; Deans of Instruction; Department Chairpersons; Teachers; Special education; Ed Tech	\$25,000
		X			Science		X	X	X	4H	Increase student access to Pre-AP and AP classes	Enrollment numbers will increase by 10% from the 2003-2004 school year. Provide development in <i>Laying the Foundation</i> for Pre-AP and AP teachers and develop a plan for recruitment and support.	December 2005 - May 2006	Patti Castellano; Science Instructional Specialists; Science Deans of Instruction	\$2,000  Title II \$3,000

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
X					Social Studies		X	X		5A	<p>Implement before, during, and after reading strategies in grades 6-9 social studies classrooms using a variety of instructional activities, including THINK-PAIR-SHARE, Identifying similarities and differences, and graphic organizers.</p> <p>Provide teachers instruction and support in before, during, and after reading and thinking strategies.</p> <p>Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.</p>	<p>Evidence of implementation of content reading strategies in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i></p> <p>Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.</p> <p>Increase in students meeting expectations in TAKS Reading at grade 8.</p>	Quarterly	Eric McGarrah; APs for Instruction; Instructional Deans; Department Chairs; and classroom teachers	\$12,850

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	
X					Social Studies		X	X		5B	<p>Implementation of differentiated instruction through History Alive! To include strategies and the development of District History Alive! Coaches.</p> <p>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 2 trained teachers.</p>	<p>Evidence of differentiated instruction in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> on the Social Studies web page.</p> <p>Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.</p> <p>Increase in students meeting expectations in TAKS Reading at grades 8 and 10.</p>	Quarterly	Eric McGarrah; AP's for Instruction; Classroom teachers; Department Chairs and Instructional Deans	\$12,500
X					Social Studies	X				5C	<p>Implementation of instruction through Social Studies Alive! To include strategies and the development of District Social Studies Alive! Coaches</p> <p>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 2 trained teachers.</p>	<p>Evidence of differentiated instruction in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i>.</p> <p>Overall improvement of 5% of students meeting expectations on common assessments.</p> <p>Increase in students meeting expectations in TAKS Reading at grades 3-5.</p>	Quarterly	Eric McGarrah; Principals; Social Studies Specialist	\$12,500

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	
X					Social Studies				X	5D	All social studies teachers will utilize the North East vocabulary development process outlined in 1D in social studies classrooms.	Walkthroughs will indicate adherence and use of these instructional strategies.	December, 2004 May, 2005	Principals; Eric McGarrah; Social Studies Specialists; Instructional Deans; Department Chairs; Campus AP for Instruction and classroom teachers.	
					Social Studies				X	5E	Every teacher will use the following strategies as identified in the District Improvement Plan:  <ul style="list-style-type: none"> <li>• Classifying.</li> <li>• Core vocabulary using the five step vocabulary development process.</li> <li>• Say Something And Think-Pair-Share located on School Improvement web page</li> <li>• Questioning strategies that develop higher order thinking skills.</li> </ul>	Evidence of use in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> located on the Social Studies web page	Quarterly	Eric McGarrah; Social Studies Specialists; Instructional Deans; Department Chairs; Campus AP for Instruction and classroom teachers	
					Social Studies		X	X		5F	Increase student access to Pre-AP and AP classes	Enrollment numbers will increase by 5% from the 2004-2005 school year.  Number of students taking the AP test will increase by 5% from the previous year.	December, 2005 May, 2006	Eric McGarrah; Social Studies Specialists; Instructional Deans; Department Chairs; Campus AP for Instruction and classroom teachers	

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X					Social Studies				X	5G	Utilize the North East Scope and Sequence for social studies instruction..	Common assessments and benchmarks, where appropriate, and Social Studies Snapshot Walk-Throughs will indicate adherence to district scope and sequence.  Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	Quarterly	Principals; Eric McGarrah; Social Studies Specialists; Instructional Deans; Department Chairs; Campus AP for Instruction and classroom teachers	
X					Social Studies				X	5H	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.	Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.  Use of the Social Studies Benchmark/Common Assessment/TAKS Data Analysis Plan of Action.	December, 2005 May, 2006	Principals; Eric McGarrah; Social Studies Specialists; Instructional and Academic Deans; Campus AP for Instruction and classroom teachers	
X					Social Studies		X	X		5I	Increase social studies vertical articulation through the formation of AP Vertical Teams by cluster.	Enrollment numbers in PreAP and AP courses will increase by 5% from the 2004-2005 school year.  Number of students taking the AP test will increase by 5% from the previous year.  Vertical Teams will meet a minimum of once each quarter during the academic year.	Quarterly	Eric McGarrah; Social Studies Specialists; Instructional and Academic Deans	

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X					Social Studies		X			5J	Incorporate writing into the context of student work in the social studies classroom.  Provide support for:  • open response/short answer writing in the social studies classroom • provide a one-day social studies six traits workshop for teachers of social studies in grades 6 and 7	Evidence of writing in the social studies classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>What to Look For Checklist</i> on the Social Studies web page.  Samples of student work will demonstrate skill in open response/short answer writing:  • viable answer • appropriate textual support • insight into the reading selection from which the question is based.	Quarterly	Eric McGarrah; Social Studies Specialists; Academic Deans; and classroom teachers	\$6,500
X					Pre-K/K	X				6A	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, THING, THINK-PAIR-SHARE, and classifying that maximize student achievement gains.	Continue Pre-K/K Task Force 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/Spring	Carol Harle; Bilingual/ESL/Pre-K Coordinator; Coordinators and Specialists, Linda Hamilton	Pre-K/K Budget \$20,000 for professional development and materials and subs \$20,000

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X					Pre-K/K	X				6B	Provide trainings, PPCD, PreK and K academies, Saturday sessions, I.e. - Behavior Management, Higher Order Thinking, Literacy Centers for TEKS, Integration of Language Arts with Science and Social Studies, technology.	Teacher evaluations and Task Force feedback will be analyzed for implementation on campuses.	Monthly 2005-2006	Carol Harle; Bilingual/ESL/Pre-K Coordinator; Coordinators and Specialists, Linda Hamilton	Pre-K/K Budget \$20,000 for professional development, subs and materials (included in above cost) and \$20,000 form SPED totaling \$40,000
X					Foreign Language		X	X	X	7A	Implement an instructional program in all languages that includes the vocabulary development process, SAY SOMETHING, and THINK-PAIR-SHARE as part of 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, 2005 May, 2006	Doris Kays; Principals; Assistant Principals; Coordinator; Foreign Language Department Chairs; Foreign Language Teachers	\$5,000

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X					Foreign Language		X	X		7B	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 and implementing Pre-AP and AP teaching strategies.</p> <p>Enrollment in Pre-AP and AP courses will increase by 10% by sub-population from 2004-05 to 2005-06 school year.</p> <p>Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2005-06 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

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X					Foreign Language		X			7C	Apply for and receive planning grant to implement a middle school AP Spanish Language program  Upon receipt of grant, follow action plan as submitted in grant  Implement middle school AP Spanish Language program	Grant application submitted by February 25, 2005  Nimitz administrators, counselors, and teachers have received AP training, visited other programs, and planned the program  AP instructional materials ordered  AP Spanish Language courses at approved and in NEISD middle school course deck  Middle School students at Nimitz who are native speakers of Spanish take the AP Spanish language course	Program planned in 2005-06  Program planned and training received by May, 2006  Program begins in August 2006	Doris Kays, Linda Eichmann, Nimitz Principal, counselors, & Spanish Teacher	\$10,000 (grant - funded)
X	X		X		Gifted/Talented	X				8A	Staff development for integrating Systems Thinking in core G/T curriculum units will be provided.	100% of all G/T teachers will incorporate Systems Thinking strategies in core G/T curriculum units.  100% of G/T students will produce a minimum of one systems thinking product .	Each Nine Weeks  Each Nine Weeks	Kay Stotts; G/T Teachers	\$500

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X	X				Gifted/Talented	X				8B	Committees will be formed to update G/T Curriculum Units for Grades 3-5 with teacher created materials that lead to the understandings and essential questions of each unit.	100% of G/T teachers will use updated materials created for G/T Curriculum Units.  100% of G/T students will score a minimum of 3 on the "Grade Level Study Progress" section of the G/T report card.	Each Semester  Each Nine Weeks	Kay Stotts; G/T Teachers	\$1,000
X	X				Gifted/Talented	X				8C	Staff Development will be provided and committees will be formed to format the 5th grade Philosophy Unit through UBD .	100% of G/T Teachers will use the UBD Philosophy Unit with 5th graders.  100% of G/T 5th grade students will score a minimum of 3 on the "End-of-Year Common Assessment" section of the G/T Report Card that reflects unit understandings and personal vision.	End of Year  End of Year	Kay Stotts; G/T Teachers	\$500
X	X				Gifted/Talented		X	X		8D	Evaluate/Create G/T math curriculum to reflect enrichment activities	100% of G/T math teachers will use at least one additional enrichment activity.	Each Semester	Kay Stotts; G/T Teachers	\$5,000
X	X				Gifted/Talented	X	X	X		8E	Refocus on techniques of Socratic Dialogue through inservice using video presentations of NEISD G/T students	100% G/T teachers will use Socratic Dialogue.  100% of G/T elementary and G/T secondary English students will practice Socratic Dialogue.	Each Nine Weeks  Each Nine Weeks	Kay Stotts; G/T Teachers	\$500

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
X	X				Gifted/Talented	X	X			8F	Complete revision of 10th & 11 G/T English Curriculum started in January, 2005.  Refine the new 9th grade English Curriculum tried in 2004-2005  Begin G/T Curriculum complete revision in Middle School, starting with 6th grade G/T.	100% 10th & 11th G/T English teachers will use the newly revised G/T.  100% 9th G/T English teachers will incorporate the curriculum refinements made in 2004-2005.  100% of 6th grade G/T English teachers will participate in the creation of the new curriculum.	Each Nine Weeks  Each Nine Weeks  September 2005, January 2006, May 2006	Kay Stotts; Virginia Guerrero; G/T Teachers	\$8,000
X	X				Gifted/Talented	X	X	X	X	8G	Continue the implementation of district initiatives: Student Engagement, Vocabulary Development, SAY SOMETHING/THINK-PAIR-SHARE, and Classifying in all G/T programs.	100% of G/T teachers will incorporate these strategies into their instruction and indicate usage in lesson plans.  100% of G/T Students will be familiar with these terms and can discuss their significance to learning.	August, 2005-May, 2006  August, 2005-May, 2006	Kay Stotts; G/T Teachers	
X	X				Gifted/Talented	X	X	X	X	8H	Analyze GT student results on PSAT and TAKS information from Triand to adjust curriculum gaps and monitor student progress.	100% of the GT teachers will use the presented information to adjust curriculum. G/T Teacher lesson plans will reflect changes.	September, 2005 - May, 2006	Kay Stotts; G/T Teachers	

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					Gifted/Talented	X	X	X		8I	Research other school districts' G/T programs and explore ways of identifying more NEISD G/T students in schools with minority and low socio-economic students. Form a committee to evaluate information and offer ideas to the district.	Analysis and charting of ideas will be presented to the district.	December, 2005	Kay Stotts	
X					Library Services	X	X			9A	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		9B	Provide training in SIRSI software.	100% of librarians will use SIRSI as indicated in monthly circulation statistics.	August 2005 through May 2006	John Ahlen, Diane Hopkins	
X					Library Services	X	X	X		9C	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 statistics.	August 2005 through May 2006	Librarians, Sharon Swarner, Diane Hopkins	
X					Library Services	X	X			9D	Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into library curriculum.	First and second semester	Librarians, Technology Coordinator, Director	
X					Library Services	X	X	X		9E	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					Library Services	X	X	X		9F	Develop library scope and sequence correlated with TEKS	Librarians and Central Office Staff will create district library scope and sequence.	August 2005 through May 2006	Librarians, Sharon Swarner, Diane Hopkins	
X					ESL		X	X		10A	Comply with all requirements set forth in the LEP SSI Grant.	Grant evaluations will be completed on time.  Professional Development: SIOF - 10 teachers each from the four LEP SSI grant campuses (Krueger, Nimitz, Lee, and Roosevelt) will be trained in SIOF.  Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	Fall/Spring	Bilingual/ESL Coordinator and LEP SSI Grant Instructional Interventionists	\$4,000 LEP SSI Grant
X					ESL			X		10B	Create an accelerated plan for high school newcomers (recent immigrants).	Grant campus high schools will offer sheltered classes.  Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	Fall/Spring	Bilingual/ESL Coordinator and ESL Instructional Interventionists	

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X					ESL		X	X		10C	Professional Development: secondary teachers from non-grant campuses will be afforded the opportunity to be trained in SIOP.	Teachers will use the SIOP in lesson planning as observed by specialists and campus administration.  Formative evaluation: LEP students will make one level gain in English language proficiency as measured annually. District will meet AMAO targets.	Fall/Spring	LEP SSI grant Instructional Interventionist, secondary ESL Instructional Interventionist, Grant campus administration	Title III
X					ESL		X	X		10D	The Bilingual/ESL Department will provide teacher and student instructional resources as needed.	Formative evaluation: LEP students will make one level gain in English language proficiency as measured annually. District will meet AMAO targets.	Fall/Spring	ESL Instructional Interventionists	
X					ESL		X	X		10E	Professional Development: The Bilingual/ESL Department will offer training in Sheltered Instruction twice annually.	Teachers will use sheltered instruction strategies in lesson planning as observed and evidenced by specialists and campus administration.  Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	Fall/Spring	Secondary ESL Instructional Interventionists	\$8,000 - Title III

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X					Bilingual/ESL	X	X	X	X	10F	The Bilingual/ESL Department will develop a program handbook addressing philosophy, instruction, compliance and reporting procedures, forms, and PEIMS coding.	Campus LPACs will comply with the procedures set forth in the handbook.  PEIMS LEP data will be 100% accurate.	Fall	Bilingual/ESL Coordinator	Local budget
X					Bilingual/ESL	X	X	X	X	10G	The Bilingual/ESL Department will conduct training in the following areas twice a year: LPAC, IPT, LPAC Decision Making Process for the Texas Assessment Program, PEIMS Coding.	Campus LPACs will comply with procedures set forth in Chapter 89, Title III, and procedures developed by TEA.  PEIMS LEP data will be 100% accurate.	Fall/Spring	Bilingual/ESL Coordinator	Local budget
X					Bilingual/ESL	X	X	X	X	10H	The Bilingual/ESL Department will conduct an overview of the LEP Student Assessment Program (as requirements are updated and changed through TEA) for campus administration.	Campus LPACs will comply with procedures set forth in Chapter 89, Title III, and procedures developed by TEA.  PEIMS LEP data will be 100% accurate.  TAKS pre-codes will be 100% accurate.	Fall/Spring	Bilingual/ESL Coordinator	Local budget
X					Bilingual/ESL	X	X	X	X	10I	The Bilingual/ESL Department will conduct training on the revised LEP screen for campus and/or district personnel involved in entering LEP student data.	PEIMS LEP data will be 100% accurate.	Fall and throughout the year as needed	Bilingual/ESL Coordinator	Local budget

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X					Bilingual/ESL		X	X		10J	The Bilingual/ESL Department will support campus ESL programs through the following means: support for implementing SIOP; compliance support; support for instructional assistants; planning for continuing education in the area of ESL; LEP student data entry support.	Formative evaluation: LEP students will make one level gain in English proficiency as measured annually.	Throughout the year	Bilingual/ESL Coordinator ESL Instructional Interventionists	
X					Bilingual/ESL	X	X	X	X	10K	The Department of Research and Information Technologies will conduct a comprehensive evaluation of the Bilingual/ESL Program.	Formative evaluation: after the comprehensive evaluation of the Bilingual/ESL Program, strengths and needs will be indicated, and program recommendations will be made to improve services to the bilingual/ESL students to improve achievement.	December , 2005	Bilingual/ESL Coordinator; Executive Director for Research and Information Technology; Executive Director for Curriculum Compliance	Local budget

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X					Bilingual/ESL	X	X	X	X	10L	In order to meet the rigors of AYP, the needs of our ESL parents, and apply best practices to meet the needs of our ESL students, NEISD will establish an ESL program on every elementary campus by August of 2007.	Each ESL home campus will have a minimum of six ESL certified teachers – one per grade level. These ESL teachers will serve general education students as well as the students in the ESL program. Teachers trained by NEISD for ESL certification will be reimbursed (\$82) using Title II funds after they pass the TExES exam for ESL certification. One ESL home campus administrator will be designated the ESL/LPAC Administrator who will be responsible for registration procedures, LPAC process, and all compliance issues.	August 2005; August 2006; August 2007	Bilingual/ESL Coordinator; Executive Director for Curriculum Compliance	Title III; SSI LEP Grant; Local funds
X					Fine Arts	X	X	X		11A	Increase UIL participation at secondary level. Begin voluntary participation in selected events at elementary. level.	Increase participation 10 % at middle school and 30% at high school levels. Initiate 3 events at the elementary level.	May-05	Diana Schumacher & Campus Coordinators	\$20,000

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X					Professional Development	X	X	X	X	12A	Provide an effective New Teacher Induction Program that orients new teachers to NEISD's beliefs and practices, builds professional "capacity" and retains new teachers.  Quarterly professional development events with the mentors.  Monthly after school cluster meetings on campus.  New teacher classroom observation of "master teacher"	Monthly New Teacher duties will be evaluated in Quarterly surveys. Surveys will indicate 100% of New Teachers are utilizing key elements from professional development. New teachers co-create the surveys by choosing at least 2 student achievement elements from a menu.  (Note): Surveys present three perspectives: teacher's self-assessment, mentor's and campus instructional leader's assessment of the new teacher.	Evaluations taken in Sept, Nov, Feb, and April	Carol Harle; Paul Garro; Principals; Assistant Principals; Deans of Instruction	\$11,390 (materials)  \$60,000 (substitute pay for professional development with mentor)  \$15,000 (substitute pay for classroom observations)
X					Professional Development	X	X	X	X	12B	Support the New Teacher Induction Program with a mentoring program that guides, coaches and models professional teaching and learning.  Quarterly professional development events with the mentors and new teachers.	Monthly mentoring duties will be evaluated in Quarterly surveys. Surveys will indicate 100% of mentors are supporting new teachers as articulated in the monthly mentoring duties.  (Note): Surveys present three perspectives: mentor's self-assessment, new teacher's and campus instructional leader's assessment of mentor.	Quarterly surveys: September 2005, November 2005, February 2006, April 2006.	Carol Harle; Paul Garro; Principals; Assistant Principals, Deans of Instruction	Title II \$85,750 (Mentor Stipend)  \$5,400 (materials)  Trainer of Trainers Professional Development \$6,500  \$60,000 (substitute pay)

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X					Professional Development	X	X	X	X	12C	Develop a Professional Learning Academy for year 2 and 3 of the induction program.  Monthly professional development events with the 2nd and 3rd year teachers.	Quarterly surveys targeted to reveal the response to students' academic needs.	Quarterly surveys: September 2005, November 2005, February 2006, April 2006.	Carol Harle; Paul Garro; Principals; Assistant Principals, Deans of Instruction	\$48,812 (materials)
X					Professional Development	X	X	X	X	12D	Provide Administrative Training Program for aspiring administrators.	Supervisor survey result will average a 3 or above.	December, 2005 and May, 2006	Mark Scheffler; Frances Heath	\$5,000
X					Professional Development	X	X	X	X	12E	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	12F	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	12G	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
					Professional Development					12H	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

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X					Accelerated Education At-Risk	X				13A	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 August, 2005 May, 2006	Don Dalton; Mike Lara	SCE Funds \$381,304 FTE  Title II \$780,179
X					Accelerated Education At-Risk	X	X	X	X	13B	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).	August, 2005  June, 2006	Coordinator; ESL Specialists	SCE Funds \$821,969 40 FTE
	X				Drop Out reduction		X	X	X	13C	Smaller Learning Communities Structures and Personalization Strategies will be developed and implemented in every high school.	Student failure rates, attendance, tutoring sessions attendance and benchmark scores will be analyzed and monitored.	August 2005 - April 2006	Pat Sanford; STAN Counselors; Principals	SCE Funds \$173,222 3 FTE

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X					Accelerated Education At-Risk		X	X		13D	Provide local credit TAKS success classes in Reading and Math for students who have failed TAKS and are in jeopardy of retention. Provide credit protection recovery opportunities for students who fail any nine weeks, the semester or a class. Plato licenses are provided to every high school.	100% of the targeted students enrolled TAKS success courses 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, 2005  July, 2005	Principals, Assistant Principals; Science department	SCE Funds \$449,424  Title V \$100,174
X					Accelerated Education At-Risk  Drop Out reduction		X	X	X	13E	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, 2006	ACE Principal	SCE Funds \$280,771
X	X				Accelerated Education At-Risk  Discipline Management	X	X	X	X	13F	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, 2006	Principal; Counselors	SCE Funds \$383,699  Title V \$52,614
X	X				Accelerated Education At-Risk  Discipline Management		X	X		13G	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, 2006	Assistant Principals; Counselors	SCE Funds \$362,285 FTE

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	X				Accelerated Education At-Risk	X	X	X		13H	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, 2005 through May, 2006	Principals; Assistant Principals; Counselors; Carol Harle; Deans; Don Dalton; Judith Higgins and Judy Telese, Tim Miller	SPED funds  SCE Funds \$5,000 FTE
		X			Accelerated Education At-Risk	X				13I	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, 2006	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	13J	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, 2005 through August, 2006	Barbara Bading; Case Managers	SCE Funds \$202,644 FTE
X			X		Accelerated Education At-Risk		X		X	13K	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards (Summer school, SSI Academy, TAKS Success and Credit Recovery)	Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion prescribed by Section 28.021.	June, 2005 through August, 2006	Summer School Principal; Don Dalton, Carol Harle	SCE Funds \$135,000 FTE  Title V \$40,672

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					Accelerated Education At-Risk			X		13L	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, 2005 Completed - August, 2005	Carol Harle Principals Assistant Principals Deans, Coordinators	\$4,000 - server \$5,000 - upgrades & maintenance \$10,000 - additional license
X					Accelerated Education At-Risk  Professional Development	X	X		X	13M	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, 2005 May, 2006	Assistant Principals; Counselors	Title I
		X			Accelerated Education At-Risk  Parental Involvement	X	X			13N	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

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Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/ RESOURCES
1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	
		X			Accelerated Education At-Risk  Parental Involvement	X	X		X	13O	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, 2005 through June, 2006	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	13P	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, 2005 through June, 2006	Blanca Zaragoza; Principals	Title I  Title II
X					Accelerated Education At-Risk	X	X		X	13Q	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; Don Dalton; Barbara Bading	Title I
X					Accelerated Education At-Risk	X	X			13R	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	Principals; Don Dalton; Curriculum Coordinators, Carol Harle, SPED coordinators, Judith Higgins	Title I

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X					Special Education	X	X	X		14A	Provide training to teachers working with special education students which supports use of the TEKS, analysis of TAKS/SDAA II, benchmark data and district scope and sequence in planning instruction for students.	Increase in number of special education students taking and passing grade level tests.	October, January, February, April	Judith Higgins, Special Education Program Coordinators	\$3,000 for substitutes - Source, IDEA-B
X					Special Education	X	X	X		14B	Provide training to teacher and paraprofessional staff working with special education students that equips them to differentiate classroom instruction using a content/process/ product model.	increase passing rates of included special education students as measured from 9 weeks to 9 weeks	October, December, March, May	Training done by SPED Coordinators - Monitoring done by campus principal	3000 - IDEA-B
X					Special Education	X	X	X		14C	Enhance access to general curriculum for students with disabilities through collaborative support in all curriculum areas by developing training and support activities delivered by both School Improvement and Special Education staff.	Increase number of teachers gaining knowledge of District scope and sequence through co-led activities.	December, June	Judith Higgins, Carol Harle, Coordinators from both Special Education and School Improvement	3000 - IDEA-B
X					Special Education	X	X	X		14D	Implement efficient and consistent management of required paperwork and tracking of progress for students in special education on all campuses using software tools.	Program will be implemented on all campuses by all special education staff. Compliance with timelines for annual ARD meetings and evaluations will increase.	Each 9 weeks	Chris Condren, Diane Quigley, SPED Program Coordinators, Secondary Campus Coordinators	\$16,000 - IDEA-B

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X					Special Education	X	X	X	X	14E	Develop, provide training on and implement a problem solving model for students experiencing academic and behavior difficulty which results in appropriate interventions being implemented prior to student being considered for Special Education or Dyslexia testing and services.	Reduction in number of referrals for testing in Special Education or Dyslexia which do not result in placement.	December, June	Judith Higgins, Carol Harle, Campus Principals	
X					Special Education	X	X	X	X	14F	Provide training on a continuum of interventions for students with disabilities of behavior and/or emotional disorders. These interventions include identification of replacement behaviors, development of effective BIPS, use of Redirection Model or inclusion support models, and structure of more extensive behavioral support.	Reduction in percentage of special education students served through disciplinary alternative education programs.	Each 9 weeks	Toni Reister-Wood	\$10,000 - IDEA-B
X					Special Education	X	X	X	X	14G	Develop and provide training on district models for special education instructional arrangements, including, co-teaching, Content Mastery, Resource/lab, ALE/AU/PPCD.	Program elements will be observable in classroom walkthroughs using district checklists which meet NCLB criteria for research based best practice programs.	December, June, 2006	SPED Program Coordinators, Campus Principals, Campus Coordinators	\$15,000 - IDEA-B

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X					Career & Technology			X	X	15A	Develop coherent sequence of Technology Applications and Career & Technology courses. that are engaging, rigorous, and effective in promoting increased student performance	100% of all Technology Applications and Career and Technology Education courses will count for graduation.	On-going	Elizabeth Platt; Becky Walker; Tim Miller; Teacher Representatives	\$1,000
X					Career & Technology			X	X	15B	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, 2006	Elizabeth Platt; Becky Walker	\$5,000 - cost of training and test for teachers
			X		Career & Technology		X	X	X	15C	Provide opportunities for counseling staff to tour Career and Technology programs to include all CTE Magnet Programs biannually. Counselors will develop a better understanding of CTE curriculum.	50% of Middle and High School counselors will participate in the tours.	Fall, 2005 and Spring, 2006	Elizabeth Platt, Becky Walker, Theresa Miller	\$200 - cost for transportation
X					Career & Technology			X	X	15D	Support the implementation of the National Automotive Technicians Education Foundation (NATEF) certification and the Automotive Youth Educational Systems (AYES) program for the Automotive Technology Magnet Academy	100% compliance to meet and maintain the certification.	January, 2006	Elizabeth Platt; Automotive Technology Mageny Academy Administrator	\$1,200 for certification fees

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X					Career & Technology		X	X	X	15E	Develop and implement campus based program area advisory councils that will include business, industry, parents, and other stakeholders.	100% of CTE program areas will have an active Advisory Council. Copies of program area Advisory Council meetings minutes will be submitted to the Career and Technology Department after each meeting.	Fall, 2005, Spring 2006	Elizabeth Platt, Becky Walker, CTE Department Chairs	
X					Career & Technology		X	X	X	15F	Provide professional development to include technology training for all Career & Technology teachers.	Informative walkthroughs, 100% of Career & Technology teachers will use technology in their classrooms.	May, 2006	Elizabeth Platt, Becky Walker, CTE Department Chairs	\$5,000
X					Career & Technology			X		15G	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 of the year for the four additional courses that will be offered.	January 2006, May 2007	Bill Sturgis; Elizabeth Platt	\$5,000
					Career & Technology			X	X	15H	Expand opportunities for students to earn Dual Credit and Advanced Measures toward graduation. Courses are: Agribusiness, Engineering & Technologies Academy, Aerospace, and Info Tech Academy.	100% of students participating in the Dual Credit courses will receive a grade of 80 or higher.	May, 2006	Elizabeth Platt, Becky Walker, John Mack, and Bill Sturgis	

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X	X			X	Technology Applications	X	X	X		16A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify and support 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 that are standards based, data driven, and job embedded.  100% of educators will participate in at least nine hours of technology-related 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 progress (through CTC meetings, minutes of meetings, and TEIS data) on the NEISD CTC timeline and the establishment and accomplishment of the top three CTC goals.  Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Annually  Quarterly  Monthly	Principals, Campus Technology Committee Representatives (at least one per grade level, team, department), Teachers, Instructional Technology Specialists and Coordinators, Becky Adams, Steve Young, Derek Nichols, Tim Miller	\$315,000 (campus professional development stipends)

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		X		X	Technology Applications	X	X	X		16B	Educational Technology staff will support teachers in the utilization of GradeSpeed and Teacher Web Pages 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 elementary teachers who report grades will use GradeSpeed to upload nine-weeks grades.  100% of secondary teachers who report grades will use GradeSpeed to upload three, six and nine-weeks grades.  100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to weekly  Quarterly  Three, six, and nine weeks  Daily to weekly	Principals, Assistant Principals, Teachers, Data Processors, Steve Young, Derek Nichols, Tim Miller	\$37,000 (GradeSpeed Subscription)
X					Technology Applications	X	X			16C	Educational Technology staff will provide K-8 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 teacher observation (K-2) and proficiency tests (3-8).	Quarterly	Principals, Assistant Principals, Teachers, Instructional Technology Specialists and Coordinators, Becky Adams, Tim Miller	Title IID (Keyboarding hardware, software, and professional development)
X					Technology Applications	X	X	X		16D	Educational Technology staff will support educators in the mastery of technology proficiencies as outline in the North East Educator Technology Standards.	100% of educators will show mastery of the Foundations proficiency level of the North East Educator Technology Standards as measured by proficiency tests.	Annually	Principals, Assistant Principals, Teachers, Instructional Technology Specialists and Coordinators, Becky Adams, Derek Nichols, Steve Young, Tim Miller	\$60,000 (professional development and proficiency tests)

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X					Technology Applications	X	X	X		16E	Educational Technology staff will support teachers in the utilization of the North East Technology Applications Student Standards to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Quarterly	Principals, Assistant Principals, Academic and Instructional Deans, Teachers, Instructional Division Specialists and Coordinators, Becky Adams, Derek Nichols, Steve Young, Tim Miller	Title IID (professional development)
X		X			Technology Applications	X				16F	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations.  100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Quarterly  Quarterly	Principals, Assistant Principals, Teachers, Instructional Division Specialists and Coordinators, Becky Adams, Steve Young, Derek Nichols, Tim Miller	\$1,650,000 (wired and wireless labs)

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X		X			Technology Applications		X			16G	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations.  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.	Quarterly          Semester	Principals, Assistant Principals, Instructional Deans, Teachers, Instructional Division Specialists and Coordinators, Becky Adams, Steve Young, Derek Nichols, Tim Miller	\$200,000 (wired and wireless labs)

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X		X			Technology Applications			X		16H	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.  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.	Quarterly  Semester	Principals, Assistant Principals, Academic Deans, Teachers, Instructional Division Specialists and Coordinators, Becky Adams, Steve Young, Derek Nichols, Tim Miller	\$270,000 (Wired and wireless labs)
X					Technology Applications	X	X	X		16I	Educational Technology staff will expand the core content area curriculum to include Technology Applications Standards.	50% increase in the number of approved lessons in Triand. All lessons are aligned to the Content Area TEKS and Technology Applications Standards and include special education accommodations and bilingual/ESL strategies.	Quarterly	Academic and Instructional Deans, Teachers, Librarians, Instructional Division Specialists and Coordinators, Becky Adams, Steve Young, Derek Nichols, Tim Miller	Title IID (professional development)

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X	X		X		Safe and Drug-Free Schools	X	X	X		17A	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, 2005	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	17B	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	17C	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, 2005 May, 2006	Pat Sanford; Lou Hernandez; Annette Millard; Bruce Schneider; STAN Counselors; PAL Teachers; Principals	
X					Safe and Drug-Free	X	X	X	X	17D	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.	2005-2006 Monthly	Pat Sanford; Principals; STAN Counselors; PAL Teachers; Mary Alice Smallbone; Pete O'Connor; Barbara Hooper	\$20,000
X	X		X		Guidance	X	X	X	X	18A	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	

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X	X		X		Guidance	X	X	X	X	18B	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, 2006	Counselors; Guidance Leadership Team; Theresa Miller	
X	X		X		Guidance	X	X	X	X	18C	Implement and evaluate campus guidance programs to assure alignment with the TEA guidance program framework.	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 2005 December 2005 June 2006	Counselors; Principals; Theresa Miller	
X	X		X		Guidance	X	X	X	X	18D	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 2005-June 2006	Counselors; Principals; Theresa Miller	
	X		X		Guidance	X	X	X	X	18E	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	

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	
X					Guidance	X	X	X	X	18F	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	
X		X			Guidance		X	X		18G	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			18H	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 2006	Middle School Counselors; Principals	

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**NORTH EAST SCHOOL DISTRICT  
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN  
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	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/ RESOURCES
1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	
X		X			Guidance	X				18I	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 2006	Elementary Counselors; Principals	
X					Guidance			X		18J	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 2006	High School Registrar; Counselors; Principals	
X					Guidance				X	18K	All counselors and counselor evaluators will understand and utilize the new counselor performance evaluation.	Counselors and Counselor Evaluators will submit Formative and/or Summative Counselor Performance Evaluation to Human Resources and Guidance Office.	November 2005 May 2006	Counselors; Counselor Evaluators	
X					Guidance			X		18L	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August 2005 January 2006 May 2006	Middle and High Counselors; Middle and High Principals	

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		X			Health Services Community Involvement					19A	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					19B	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
					Health Services					19C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Procedures set up on campus to improve attendance and monitor health-related absences.	School Year	Director of Health Service, Francene Tharp, RN; School Nurses	\$500
					Health Services					19D	Develop School Health 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

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					Health Services					19E	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	20A	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)
	X		X		Discipline Management	X	X	X	X	20B	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		20C	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	August, 2005	Each campus principal and administrative team	
	X		X		Discipline Management	X	X	X		20D	Training and motivation of school personnel for BMP implementation	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module. Staff members new to the campus will be provided District, Campus and Classroom BMP training.	August, 2005	Principals	\$1000 per campus