

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIP - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1, 2	X	X	X	District Initiatives will focus on instructional goals listed to the left. All action strategies and expectations will include rigor, relevance and relationship components that enhance student achievement.	X	X	X	1A	CIP, GSF, 3TL, CRW, ITL	All instructional goals will focus on one or more of the instructional goals of the following Collegial Instructional Planning (CIP), Goal Setting & Frequent Feedback (GSF), 3 Tier Levels of Instructional Intervention (3TL), Content Reading & Writing (CRW), Interactive Teaching/Learning (ITL)	Principals will prepare an August 2006 campus professional development PowerPoint for faculty learning/planning sessions which highlight the District Initiatives, 2006 AEIS/AYP campus data, Campus Instructional Improvement Plan, and A, B, C & You and Me = 1, 2, 3. Faculty meetings with agendas, course lesson plans and classroom walkthroughs will produce evidence of instructional applications. Campus Leadership Teams will conduct periodic evaluations of data and gather evidence of student learning.	August 2006 (PowerPoint); Initiatives August 2006 - June 2007	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1		X		Strategies for Engagement - Setting Objectives and Providing Feedback- Assessments and Student Goal Setting	X	X	X	1B	GSF	Individual student goal setting with frequent feedback on progress towards TEKS mastery will be conducted during lessons using the "TEKS Mastery Cards" which are located at http://intranet.int.neisd.net/si/ Students will analyze, record and set learning goals based on the results. Student goal setting system will be developed and implemented in every classroom based on individual student results on benchmark/common assessments and classroom assessments.	Data from classroom assessments & benchmarks will be used to provide feedback to students with goal setting completed by both teachers and students. All teachers will use benchmark data to set learning objectives and provide student focused support.	August 2006 - June 2007	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1	X			Strategies for Engagement - Identifying Similarities and Differences-- Classifying; Comparing	X	X	X	1C	3TL	Teachers will use graphic organizers and other classifying tools to enhance student higher order thinking and analysis skills.	Lesson plans and walkthroughs will depict use of classifying and comparing instructional activities. Additional instructional activities are located at http://intranet.int.neisd.net/si/	August 2006 - June 2007	All Campus staff	

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Strategies for Engagement -Six Step Vocabulary Development Process	X	X	X	1D	CRW	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process outlined in <i>Building Background Knowledge</i> . Lesson plans will reflect strategies and steps in the vocabulary development process.	Teachers will analyze lessons developed with the vocabulary development process to determine student acquisition of identified vocabulary. Student work will reflect use and comprehension of identified words.	August 2006 - June 2007	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1	X			Strategies for Engagement . SAY SOMETHING and THINK- INK (Write) - PAIR-SHARE	X	X	X	1E	ITL	All teachers will use the strategies SAY SOMETHING and THINK-INK-PAIR-SHARE on a regular basis. This strategy will also be adapted to exhibit individual time to reflect on learning. i.e. WRITE-PAIR-SHARE, SOLVE-PAIR-SHARE, READ-PAIR-SHARE, TAKE NOTES-PAIR-SHARE	100% of walkthroughs and lesson plans will show evidence of strategies SAY SOMETHING and THINK-INK-PAIR-SHARE. Students knowledge levels will be increased as they interact with content.	August 2006 - June 2007	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
			X	Parent Involvement	X	X	X	1F	3TL	Educational Technology and Data Processing staff will assist parents in accessing student information using the North East Parent Portal. School Improvement will provide <i>Family Guides to TEKS Mastery located at http://intranet.int.neisd.net/si/. College for Texans</i> information for all PreK-12 parents will be posted for parent, teacher, counselor, student and administrator use in helping students with college readiness. This is available at http://www.collegefortexans.com/	100% of parents/guardians will have access to the Parent Portal and the Family Guides to TEKS Mastery.	Daily to weekly	Tim Miller, Andrea Tondre, School Improvement Department	\$10,000

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

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X	X	X	Smaller Learning Communities, College and/or Workplace Readiness			X	1G	3TL	High School Instructional Leadership Teams will continue to use data to plan, implement & evaluate strategies & structures that increase student achievement & personalize learning. These include Freshman Advisory Programs, mentoring, credit protection/recovery, AVID, student goal setting, Project Target TEKS tutoring.	Campus Leadership teams, including deans, counselors, team leaders and SPED coordinators will design support programs for every grade level/course and meet every nine weeks to evaluate effectiveness. Student surveys will also be used to inform teams.	August 2006	High School teams, School Improvement & SPED	
1		X		TRIAND: Data Analysis	X	X	X	1H	GSF	All campus administration and faculties will be trained to use TRIAND data screens to locate and analyze student data obtained through benchmark assessments and TAKS assessments.	All faculty and administration will receive training as documented through attendance at training sessions or completion of courses through ATRAIN.	August 2006 - May 2007	TRIAND training staff, School Improvement, Educational Technology, academic and instructional deans	
1		X		TRIAND: Interventions Grade Placement/ Student Success Initiative/	X	X	X	1I	GSF	All campus administration and faculties will be trained to use the Personal Student Educational Plans and parent contact documentation features in TRIAND to record student interventions and parental involvement in the intervention process.	All faculty and administration will receive training as documented through attendance at training sessions or completion of courses through ATRAIN.	August 2006 - May 2007	TRIAND training staff, School Improvement, Educational Technology, academic and instructional deans	

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			TRIAND: Curriculum	X	X	X	1J	3TL	1. All core content courses will be sequenced in TRIAND to match the NEISD prescribed scope and sequence. 2. Exemplar lessons aligned with TEKS identified as weaknesses in the instructional program will be uploaded into TRIAND in all core content areas. 3. All coordinators, specialists and teachers will be trained to upload and share TEKS aligned lessons using the TRIAND curriculum feature.	1. Alignment of TEKS in TRIAND will match Scope and Sequence documents provided to teachers and displayed on the Intranet. 2. Exemplar, TEKS-aligned lessons will be displayed in TRIAND before TEKS are to be taught according to scope and sequence. 3. All faculty and administration will receive training as documented through attendance at training sessions or completion of courses through ATRAIN.	August 2006 - May 2007	TRIAND training staff, School Improvement, Educational Technology, academic and instructional deans	
1	X			Reading ELA	X	X	X	2A	3TL	Utilize the North East Scope and Sequences for Grades K-12	All snapshot visits, formative walkthroughs, and lesson planning will indicate use of District Scope and Sequences; 100% of students in grades 3 - 11 will meet expectations on TAKS reading and writing.	Fall 2006 & Spring 2007	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Title I Facilitators, Middle School Reading and English Department Chairs, High School Deans of Instruction for English	\$10,000 for extra duty pay for teachers refining these documents

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Reading/ELA	X	X	X	2B	CRW	Provide teachers, in all content areas, instruction and support in before, during, and after reading and thinking strategies such as: activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing as outlined in such resources as <i>Mosaic of Thought</i> , <i>Reading with Meaning (K-2)</i> , <i>Strategies That Work (3-8)</i> , <i>I Read It But I Don't Get It and Do I Really Have to Teach Reading (6-12)</i>	Snapshot visits, formative walkthroughs, and lesson planning will indicate appropriate application of these content literacy strategies;	Fall 2006 - Spring 2007	Nancy Brischke, Virginia Guerrero, Literacy Specialists, All Core Content Coordinators and Specialists	\$20,000 for staff development and instructional materials.
1	X			Reading/ELA	X	X	X	2C	CRW	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 Six Step Vocabulary Process.	All snapshot visits, formative walkthroughs, and lesson planning will indicate appropriate application of vocabulary development strategies; 100% of students in grades 3 - 11 will meet expectations on TAKS reading.	Fall 2006 - Spring 2007	Nancy Brischke, Virginia Guerrero Literacy Specialists;	\$5,000 for instructional materials
1	X			Reading/ELA	X	X	X	2D	CRW	Support implementation of before, during and after reading and writing strategies in the core content areas using a variety of instructional activities including graphic organizers, think-alouds, quick writes, anticipation guides, content journal, KWL, QAR, and Cornell Note taking.	All snapshot visits, formative walkthroughs, and lesson planning in content areas will indicate appropriate application of the before, during, and after reading strategies to support content reading.	Fall 2006 - Spring 2007	Nancy Brischke, Virginia Guerrero, Eric McGarrah; Patti Castellano, Lori Murach; Instructional Specialists	\$5,000 for professional development and materials for after-school session and Literacy Saturday sessions.
1	X			Reading/ELA	X	X	X	2E	CRW	Provide focus on implementation of best reading practices for struggling readers using differentiation strategies to meet the needs of all students	Using the <i>What to Look for in the Reading Classroom Checklist</i> as a guide, all snapshot visits or formative walkthroughs will indicate the appropriate application of reading strategies for all students.	Fall 2006 - Spring 2007	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$15,000 for staff development

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Reading/ELA	X			2F	3TL	Provide training and support for the implementation and deeper application of Building Blocks (K) and Four Blocks (1-5) through campus and district staff development.	<i>Using the What to Look For in the Reading Classroom Observation Form and the What to Look For in the Writing Classroom Observation Form</i> , as a guide, all snapshot visits and formative walkthroughs will indicate the appropriate implementation and application of Building Blocks (K) and Four Blocks (1-5).	Fall 2006 - Spring 2007	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$10,000 for professional development and materials for New Teacher staff development and for Literacy Saturday Sessions.
1	X			Reading/ELA	X	X	X	2G	3TL	Provide focused learning opportunities for IIT's, Title One Facilitators. Middle School English and Reading Department Chairs to empower and support them as campus literacy leaders.	All IIT's, Title One Reading Facilitators, Middle School English and Reading Department Chairs, High School Deans of Instruction for English will demonstrate evidence of implementation through reflective feedback at district departmental meetings.	Fall 2006, Spring 2007	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$5,000 for instructional materials
1		X		Reading/ELA	X	X	X	2H	GSF	Develop, implement and monitor a benchmark assessment program to guide reading and writing instruction and student goal setting: Reading, Grades 2 - 11; Writing/ELA Grades 4, 7, 10, 11. Grade 8 reading benchmark will include short response.	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 2006 - Spring 2007	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$25,000 for benchmark expenses
1		X		Reading/ELA		X		2I	CIP	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 updated curriculum for Grade 6-8 Reading and English classes.	All middle school English and reading department lesson plans will reflect collaborative planning. Snapshot visits or formative walkthroughs will reveal collaborative efforts.	Fall 2006 - spring 2007	Virginia Guerrero, Nancy Brischke, Literacy Specialists	\$10,000 for extra duty pay for teachers working on exemplar lessons

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Reading/ELA	X	X	X	2J	CIP	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 2006 - Summer 2007	Virginia Guerrero & Literacy Specialists	\$10,000 workshop and materials
1	X			Reading/ELA		X	X	2K	CIP	Provide support for a rigorous PreAP, AP, and GT ELA curricula and for students taking the PSAT and SAT through a variety of support programs. Laying the Foundations training and materials. Junior Great Books training and materials. Applied Practices SAT and AP institutes and workshops. AP college level textbooks.	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 2006 - Spring 2007	Virginia Guerrero & Literacy Specialists	\$8,000 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.
1	X			Reading/ELA	X	X	X	2L	3TL	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, 6-Trait writing, and strategies for all steps in the writing process.	Using the "What to Look For in the Writing Classroom Checklist" as a guide, formative walkthroughs, snapshot visits and lesson planning will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction. 100% of students will meet expectations of TAKS writing test.	Fall 2006 - Spring 2007	Virginia Guerrero & Literacy Specialists	\$10,000 for new teacher staff development in 6-Trait writing; \$12000 for staff development for primary grade teachers
1	X			Reading/ELA	X	X	X	2M	CIP	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. This will be accomplished through collaborative staff development with teachers at grades 3-4, 6-7, 8-9, and 10-11.	Benchmarks at Grades 4, 7, 9, 10, 11 will indicate improvement in meeting all TAKS writing/ELA objectives; all students will meet expectations on TAKS writing and ELA.	Fall 2006	Virginia Guerrero & Literacy Specialists	\$40,000 for pull-out staff development for all Grade3 and 4 teachers, all Grade 6-7, 8-9, 10, 11 English teachers for Holistic Scoring and Instructional
1	X			Reading/ELA	X	X	X	2N	CIP	Support and review the development and implementation of common assessments for selected courses to guide writing instruction.	100% of students in Grades 3 & 5, Grades 6 & 8, and Grades 9 & 10 will be administered common assessments for writing.	Fall 2006 - Spring 2007	Nancy Brischke, Virginia Guerrero, Literacy Specialists	

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Reading/ELA	X	X	X	20	ITL	Support English and reading teachers in utilizing SAY-SOMETHING, THINK-PAIR-SHARE, CLASSIFICATION, THE SIX-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.	Formative walkthroughs, snapshot visits, and lesson planning 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 SIX-STEP VOCABULARY METHOD	Fall 2006 - Spring 2007	Nancy Brischke, Virginia Guerrero & Literacy Specialists	
1	X			Mathematics	X	X	X	3A	3TL	Utilize the North East Scope and Sequence for Grades K through 8 .	85% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	October, 2006 February, 2007 Quarterly	Principals, Assistant Principals, Academic Deans, Lori Murach & Math Specialists	\$5,000
1	X			Mathematics	X	X	X	3B	GSF, ITL	Integrate the use of the following Best Practices into the math program: * inquiry with higher order questioning, * class discourse (SAY SOMETHING, THINK-PAIR-SHARE), and * appropriate tools * individual student goal setting "hard cards" * reading/writing strategies * graphic organizers * SIOP strategies	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, Lori Murach, Math Specialists & Teachers	\$10,000
1	X			Mathematics	X	X	X	3C	CRW	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, Lori Murach, Math Specialists, Teachers and Deans	

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * **3 Tier Instructional Model**
 * **Student Engagement Strategies**
 * **Content Reading and Writing Strategies**
 * **Vocabulary Development**
 * **Similarities and Differences**
 * **Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)**
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * **Student Goal Setting and frequent feedback with individual students**
 * **Personal Graduations Plans (PGPs)**
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * **Collegial Instructional Learning and Planning**

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Mathematics	X			3D	CIP	In a vertical team setting, provide continued support to 4th and 5th grade teachers with focused professional development on the implementation of best instructional practices and standards-based mathematics curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment. Using the <i>What to Look for in the Mathematics Classroom checklist</i> , 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	December, 2006 January, 2007 May, 2007 Quarterly	Lori Murach & Elementary Math Specialists	\$33,000
1	X			Mathematics		X		3E	3TL	Provide 7th 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, 2006 January, 2007 Quarterly	Lori Murach & Secondary Math Specialists	\$6,000
1	X			Mathematics		X	X	3F	CIP	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 <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.	November, 2006 February, 2007 May, 2007	Lori Murach & Secondary Math Specialists	\$9,000
1	X			Mathematics			X	3G	3TL	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, 2006 May, 2007 Quarterly	Lori Murach & High School Math Instructional Deans	\$3,000

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Mathematics		X	X	3H	CIP	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, 2006 January, 2007 Quarterly	Lori Murach, Math Instructional Deans, Academic Deans & Secondary Math Specialists	\$2,000
1	X			Mathematics		X	X	3I	CIP	Using the AP Strategies and Exemplars materials, provide 6th grade, 7th grade, 8th grade, Algebra I, Geometry, Algebra II, Precalculus teachers with vertical team 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, 2006 December, 2006 January, 2007 May, 2007 Quarterly	Lori Murach, Math Instructional Deans & Secondary Math Specialists	\$35,500
1		X		Mathematics	X	X	X	3J	GSF	Monitor benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals and deans to discuss results.	November, 2006 February, 2007	Principals, Assistant Principals, Academic Deans, Math Instructional Deans, Lori Murach & Math Specialists	
1		X		Mathematics	X	X	X	3K	GSF	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Bloom's and Kilgo's standards.	All 2nd, 7th, 8th, Algebra I, II and Geometry students will be administered a common assessment.	December, 2006 May, 2007	Principals, Academic Deans, High School Math Instructional Deans & Lori Murach	
1	X			Mathematics	X	X	X	3L	GSF	Monitor common assessments.	Central Office staff will review common assessment data, adjust curriculum and meet with deans and principals to discuss results.	January, 2006 June, 2007	Principals, Assistant Principals, Lori Murach, MS Academic Deans, High School Instructional Deans/Math & Math Specialists	

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Mathematics	X			3M	3TL	In a vertical team setting, provide support to Kindergarten, 1st, and 2nd grade teachers with focused professional development on the implementation of best instructional practices and standards-based mathematics curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment. Using the <i>What to Look for in the Mathematics Classroom checklist</i> , 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	January, 2006 June, 2007	Lori Murach & Elementary Math Specialists	\$235,500 AMI
1	X			Mathematics	X			3N	CIP	Provide teachers new to Investigations with focused professional development and support in the implementing of the curriculum.	85% of students will score a minimum of 70 on each benchmark and common assessment.	August, 2006 - May, 2007	Lori Murach & Math Specialists	
1	X			Mathematics		X		3O	CIP	Using the Exemplars materials, provide 6th grade, 7th grade, 8th grade teachers with professional development and support in the implementation of rubrics and standards-based assessment with a focus on increasing success for all students in 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.	August, 2006 - May, 2007	Lori Murach & Secondary Math Specialists	\$18,975 USP
1	X			Mathematics			X	3P	CIP	Provide Algebra I, Geometry, and Algebra II team leaders with professional development and support in leadership with a focus on increasing success for all students in 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.	August, 2006 - May, 2007	Lori Murach, Secondary Math Specialists & High School Math Instructional Deans	\$8452 USP

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Mathematics	X	X	X	3Q	CIP	Provide Exemplars Study Groups for Elementary, Middle, and High School teachers to support the implementation of assessments for instruction.	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.	August, 2006 - May, 2007	Lori Murach, Secondary Math Specialists & High School Math Instructional Deans	\$8452 USP
2			X	Science	X	X	X	4A	GSF, ITL	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. 100% of campus safety audits will demonstrate compliance with the state standards. Campuses not in compliance must provide an action plan for meeting compliance.	September, 2006 December, 2006 March, 2007	Patti Castellano, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction & Department Chairmen	\$20,000
1, 2		X		Science	X	X	X	4B	3TL	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.	Inventory due September 10, 2006	Patti Castellano, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction & Department Chairmen	\$25,000
1	X			Science	X	X	X	4C	CIP, 3TL	Continue to work on refinement of the curriculum, pacing guides, and scope and sequence by moving from Curriculum Study Groups to Vertical Teams.	Sign-in sheets will indicate that all campuses are represented at vertical team meetings.	June 2006 September 10, 2006 May 2006	Patti Castellano, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction & Department Chairmen	

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Science	X	X	X	4D	3TL, ITL	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 the walkthroughs indicate the incorporation of some aspect of inquiry based instructional strategies.	Every nine weeks	Patti Castellano, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction & Department Chairmen	\$2,000
1		X		Science		X	X	4E	3TL, ITL	Integrate the use of small group instruction, including student workstations, literacy stations, technology stations, etc.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Patti Castellano, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons & Teachers	
1		X		Science	X	X	X	4F	3TL, ITL	Integrate the use of concrete models and manipulatives to reinforce scientific concepts.	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	
1	X			Science	X	X	X	4G	3TL, CRW	Integrate the use of reading and writing in the content area.	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	

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Science		X	X	4H	ITL	Integrate the use of the following best practices to target diverse learners including: 80-60-40 laboratory and field investigations, Marzano's 9 Strategies that Work, Thinking Maps, KWL, Word Wall, 5 STEP VOCABULARY DEVELOPMENT PROCESS, SAY SOMETHING, THINK-PAIR-SHARE.	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	
1				Science				4I	CIP, GSF	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, Science Deans of Instruction, Department Chairpersons, & Teachers	\$2,000
1				Science				4J	CIP, 3TL, ITL	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 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
1				Science				4K	CIP, 3TL	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 2006 – May 2007	Patti Castellano, Principals, Assistant Principals, Science Instructional Specialists, Deans of Instruction,	\$25,000

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Foreign Language		X	X	7B	CIP, GSF, 3TL, ITL	Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, and AP. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2006-07 school year. Review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses.	Every nine weeks	Doris Kays, Foreign Language Department Chairs & Foreign Language Teachers	\$5,000 Title II \$5,000	
1	X			Foreign Language	X			7C	ITL	Implement an exploratory Spanish program in all elementary schools using the taught by instructional assistants using the video program Espanol Para Ti Instructional Assistants are trained in teaching video Spanish program. Every elementary student will have a minimum of 45 minutes of instruction in Spanish a week.	August 2006	Doris Kays, Elementary Principals, Instructional Assistants	\$150,000 for video program and ancillary materials	
1	X			Foreign Language		X		7D	GSF, 3TL, ITL	Implement middle school AP Spanish Language program. Plans developed using the planning grant during 2005-2006 are implemented.	Nimitz students begin taking AP Spanish class in August 2006	Doris Kays, Nimitz Principal, assistants principals, counselors, & Spanish Teacher		
1, 2, 4	X	X	X	Gifted/Talented	X			8A	CIP, GSF, ITL	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	

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

DRAFT

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1, 2	X	X	X	Gifted/Talented	X			8B	CIP, GSF, ITL	Committees will update G/T End-of-Year Common Assessments and the Parent Results Form for this assessment on the final report card. 100% of G/T students will evaluate students based on the G/T Program Understandings and Essential Questions. 100 % of G/T students will score a minimum of 3 on the "End-of -Year Common Assessment" section of the G/T Report Card reflecting unit understandings and personal vision. 100% of G/T students will score a minimum of 3 on each part of the "Grade Level Study Progress" section of G/T report card.	100% of G/T teachers will evaluate students based on the G/T Program Understandings and Essential Questions. 100 % of G/T students will score a minimum of 3 on the "End-of -Year Common Assessment" section of the G/T Report Card reflecting unit understandings and personal vision. 100% of G/T students will score a minimum of 3 on each part of the "Grade Level Study Progress" section of G/T report card.	End of Year End of Year Each Nine Weeks	Kay Stotts & G/T Teachers	\$1,000
1, 2	X	X	X	Gifted/Talented	X			8C	CIP, ITL	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 reflecting unit understandings and personal vision.	September, 2006-May ,2007 End of Year	Kay Stotts & G/T Teachers	\$500
1, 2	X	X	X	Gifted/Talented		X	X	8D	CIP, ITL	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 Nine Weeks	Kay Stotts & G/T Teachers	\$500
1, 2	X	X	X	Gifted/Talented	X	X	X	8E	CIP, ITL	Refine the new 10th & 11 G/T English Curriculum tried in 2005-2006. 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% of 6th grade G/T English teachers will participate in the creation of the new curriculum.	Each Nine Weeks Each Semester	Kay Stotts, Virginia Guerrero & G/T Teachers	\$2,000

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

- EXPECTATIONS** (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

- STUDENT ENGAGEMENT STRATEGIES**
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1, 2	X	X	X	Gifted/Talented	X	X	X	8F	GSF	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, 2006 - May, 2007	Kay Stotts & G/T Teachers	
1			X	Gifted/Talented	X	X	X	8G	CIP	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, 2006	Kay Stotts	
1		X		Library Services	X			9A	GSF	Elementary librarians will implement the READ KIDS READ district wide reading challenge to promote the habit of daily reading after school in elementary students.	42 elementary schools will participate in the READ KIDS READ district reading incentive, which encourages students to meet a personal goal of 1600 minutes each during the challenge.	October 1, 2006 - January 31, 2007	Elementary librarians, John Ahlen, Sharon Swarner, Diane Hopkins	\$9,268
1	X	X		Library Services	X	X		9B	CIP, GSF, CRW	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	
1	X	X		Library Services	X	X	X	9C	CIP, GSF, CRW	Expand Big 6 research model by implementing Research Central in both middle and high school. Training provided by David Loertscher for Grades 2 - 12 during August 2006 staff development will present models for developing higher-level research projects.	Librarians will use higher-level learning model presented by David Loertscher when collaborating with teachers to improve student research activities.	Use models presented in staff development to produce relevant and rigorous Triand ready database lesson plans.	All librarians, Sharon Swarner, John Ahlen and Diane Hopkins	\$3,000
5				Library Services	X	X	X	9d		Provide training in SIRSI software.	100% of librarians will use SIRSI as indicated in monthly circulation statistics.	August 2006 through May 2007	John Ahlen, Diane Hopkins	

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

DRAFT

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

DRAFT

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1,5	X			Library Services	X	X	X	9E	CIP, GSF, CRW	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 2006 through May 2007	Librarians, Sharon Swarner, Diane Hopkins	
1	X			Library Services	X	X		9F		Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into library curriculum.	First and second semester	Librarians, Technology Coordinator, Director	
1	X	X		Library Services	X	X	X	9G		Develop library scope and sequence correlated with TEKS	Librarians and Central Office Staff will create district library scope and sequence.	August 2006 through May 2007	Librarians, Sharon Swarner, Diane Hopkins	
1	X	X	X	ESL			X	10A	CRW,ITL, CIP	Create core content area classes which use a framework for making content more comprehensible for ELL students.	All secondary campuses will offer core content area sheltered classes. Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	Fall/Spring	Director of ELL Programs and ESL Instructional Interventionists	
1, 2	X	X		ESL		X	X	10B	GSF, ITL	Professional Development: secondary teachers 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	Instructional Interventionist, secondary ESL Instructional Interventionist, campus administration	Title III
1,5	X	X	X	ESL		X	X	10C	ITL, CRW	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	

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1, 2	X	X	X	ESL		X	X	10D	CRW,ITL, CIP	Professional Development: The Bilingual/ESL Department will offer training in Sheltered Instruction. Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	Teachers will use sheltered instruction strategies in lesson planning as observed and evidenced by specialists and campus administration.	Fall/Spring	ESL Instructional Interventionists	\$8,000 - Title III
1, 2		X	X	Bilingual/ESL	X	X	X	10E	CRW,ITL, CIP	The Bilingual/ESL Department will train staff on the 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	Director of ELL Programs and ESL Instructional Interventionists	Local budget
1	X	X	X	Bilingual/ESL	X	X	X	10F	CRW,ITL, CIP	The Bilingual/ESL Department will conduct training in the following areas at a minimum of 6 times a year: LPAC, LAS, O, LPAC Decision Making Process for the Texas Assessment Program.	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	Director of ELL Programs and ESL Instructional Interventionists	Local budget
1	X	X	X	Bilingual/ESL	X	X	X	10G	CIP, GSF	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%	Fall/Spring	Director of ELL Programs and ESL Instructional Interventionists	Local budget
1		X	X	Bilingual/ESL	X	X	X	10H	CIP	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 Spring	Director of ELL Programs and ESL Instructional Interventionists	Local budget

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1		X	X	Bilingual/ESL		X	X	10I	CIP, GSF	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 and LEP student data entry support.	Formative evaluation: LEP students will make one level gain in English proficiency as measured annually.	Throughout the year	Director of ELL Programs and ESL Instructional Interventionists	
1	X	X	X	Bilingual/ESL	X	X	X	10J	GSF, CIP	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 2006	Director of ELL Programs, Executive Director for Research and Information Technology; Executive Director for Curriculum Compliance	Local budget
1	X	X	X	Bilingual/ESL	X	X	X	10K	GSF, CIP, CRW	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 2006.	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 2006	Director of ELL Programs, Executive Director for Curriculum Compliance	Title III; Local funds
				Fine Arts - Special Projects	X	X	X	11A		Increase participation, provide additional opportunities for students and staff.	Increase projects 20%, increase participation 10%, evaluations quarterly	August 2006 - May 2007	Diana Schumacher & special projects staff	\$20,000

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1		X		Professional Development: Teachers new to the profession	X	X	X	12A	CIP	Provide an effective 2-year New Teacher Induction Program that orients new teachers to NEISD's beliefs and practices, builds professional "capacity" and retains new teachers. *Quarterly meetings to focus on "classroom management that works" (Marzano) *Monthly after school meetings between novice teachers and "master teachers" to focus on lesson planning, instruction, assessment and classroom management. *Classroom observations between novice and master teachers. *Quarterly meetings among 2nd year teachers to analyze student work, record and set learning goals based on the results.	100% of New Teachers are utilizing key elements from professional development evidenced in a monthly checklist provided by the master teacher.	August 2006 - May 2007	Carol Harle, Paul Garro, Principals, Assistant Principals & Deans of Instruction	\$30,000 for master teachers (\$15,000 gift from Washington Mutual) \$11,390 (materials) \$15,000 (substitute pay for classroom observations)
1		X		Professional Development: Mentoring teachers new to the profession	X	X	X	12B	CIP	Support the New Teacher Induction Program with a mentoring program that guides, coaches and models professional teaching and learning. Each novice teacher will have a mentor that supports the monthly checklist provided by the "master teacher". Each campus will have a lead mentor that trains and coordinates the campus mentors.	Quarterly surveys will indicate 100% of mentors are supporting new teachers as articulated in the monthly mentoring duties.	Quarterly surveys: October 2006, December 2006, February 2007, May 2007.	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
1		X		Professional Development	X	X	X	12C	CIP	Provide Administrative Training Program for aspiring administrators.	Supervisor survey result will average a 3 or above.	December, 2006 and May, 2007	Mark Scheffler & Frances Heath	\$5,000

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

DRAFT

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

DRAFT

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1		X		Professional Development	X	X	X	12D	CIP	Provide additional leadership experiences for Principals and Assistant Principals.	All school administrators will participate in at least five professional development opportunities.	Monthly	Mark Scheffler & Frances Heath	\$7,500
1		X		Professional Development	X	X	X	12E	CIP	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
1		X		Professional Development	X	X	X	12F	CIP	Provide a leadership program for administrators 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
1		X		Professional Development				12G	CIP	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
1			X	Accelerated Education At-Risk	X			13A	CIP	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 2006 May 2007	Don Dalton & Mike Lara	SCE Funds \$381,304 FTE Title II \$780,179
2			X	Accelerated Education At-Risk	X	X	X	13B	CIP	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 2006 June 2007	Coordinators & ESL Specialists	SCE Funds \$821,969 40 FTE

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
2			X	Drop Out reduction		X	X	13C	3TL	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 2006 - April 2007	Pat Sanford, STAN Counselors & Principals	SCE Funds \$173,222 3 FTE
1	X			Accelerated Education At-Risk		X	X	13D	3TL	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 2006 July 2007	Principals, Assistant Principals, Deans	SCE Funds \$449,424 Title V \$100,174
2			X	Accelerated Education At-Risk Discipline Management	X	X	X	13E	3TL	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 2006 June 2007	Principals & Counselors	SCE Funds \$383,699 Title V \$52,614
2			X	Accelerated Education At-Risk Discipline Management		X	X	13F	3TL	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 2006 June 2007	Assistant Principals & Counselors	SCE Funds \$362,285 FTE
2			X	Accelerated Education At-Risk	X	X	X	13G	3TL	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 2006 - May 2007	Principals, Assistant Principals, Counselors, Carol Harle, Deans, Don Dalton, Judith Moening, Judy Utley & Tim Miller	SPED funds SCE Funds \$5,000 FTE

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

- EXPECTATIONS** (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Student Engagement Strategies
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

- STUDENT ENGAGEMENT STRATEGIES**
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
3			X	Accelerated Education At-Risk	X			13H	3TL	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance district wide at the elementary level. 1% increase in parent attendance at school activities at each elementary Title I campus.	June 2006 June 2007	Family Specialists, Principal, Counselor, Don Dalton & Barbara Bading	SCE Funds \$538,077 11 FTE
3			X	Accelerated Education At-Risk Teen Parenting		X	X	13I	3TL	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.	June 2006 - August 2007	Barbara Bading & Case Managers	SCE Funds \$202,644 FTE
1	X			Accelerated Education At-Risk		X		13J	3TL	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 2006 - August 2007	Summer School Principal, Don Dalton & Carol Harle	SCE Funds \$135,000 FTE Title V \$40,672
1	X			Accelerated Education At-Risk			X	13K	3TL	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 2006 Completed - August 2007	Carol Harle Principals Assistant Principals Deans, Coordinators	\$4,000 - server \$5,000 - upgrades & maintenance \$10,000 - additional license
1	X			Accelerated Education At-Risk Professional Development	X	X		13L	CIP	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 2006 May 2007	Assistant Principals & Counselors	Title I

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

- EXPECTATIONS** (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
2			X	Accelerated Education At-Risk Parental	X	X		13M	3TL	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance district wide at the Title I elementary and middle school campuses.	Every nine weeks	Principal, Counselor, & Family Specialist	Title I
3			X	Accelerated Education At-Risk Parental Involvement	X	X		13N	3TL	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 2006 - June 2007	Don Dalton & Region 20 Cooperative	Title I Title II A & D Title III Title IV Title V
1	X			Accelerated Education At-Risk Personnel	X	X		13O	CIP	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 2006 - June 2007	Blanca Zaragoza & Principals	Title I Title II
1	X			Accelerated Education At-Risk	X	X		13P	3TL	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 2006 - June 2007	Principals, Don Dalton & Barbara Bading	Title I
1	X			Accelerated Education At-Risk	X	X		13Q	3TL	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.	September 2006	Principals, Don Dalton, Curriculum Coordinators, Carol Harle, SPED coordinators & Judith Moening	Title I
1	X			Special Education	X	X	X	14A	GSF	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 TAKS/SDAAII tests.	October, January, February, April	Judith Moening & Special Education Program Coordinators	\$3,000 for substitutes - Source, IDEA-B

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

DRAFT

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

DRAFT

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1		X		Special Education	X	X	X	14B	CIP	Provide training to all teachers and paraprofessional staff working with special education students that equips them to differentiate classroom instruction in ways that increase the success of students.	increase passing rates of included special education students as measured from 9 weeks to 9 weeks	October, December, March, May	Training done by SPED Coordinators - Monitoring done by campus principal	3000 - IDEA-B
1			X	Special Education	X	X	X	14C	CIP	Enhance success in 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 Moening, Carol Harle, Coordinators from both Special Education and School Improvement	3000 - IDEA-B
1				Special Education	X	X	X	14D	GSF	Implement efficient and consistent management of required paperwork and tracking of progress for students in special education on all campuses using the software tool, Special Education Manager.	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, SPED compliance specialist, SPED Program Coordinators & Secondary Campus Coordinators	\$16,000 - IDEA-B
1			X	Special Education		X	X	14E	GSF	Implement training on Transition Procedures which meet the requirements of IDEA, 2004 and best practice criteria with all secondary special education staff using a TOT model in which teams are trained from each secondary campus.	Review of special education student folders will indicate appropriate transition plans. Teachers will articulate the relationship of Transition Activities to their daily work with students in response to a 5 point checklist completed with campus coordinators.	April 2007	Toni Riester-Wood, Secondary Program Coordinators & Campus Coordinators	20000, IDEA-B

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

- EXPECTATIONS** (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X			Special Education	X	X	X	14F	3TL	Develop, provide training on and implement an intervention model for students experiencing academic and behavior difficulty which results in appropriate interventions being implemented using the Three Tier Model of Intervention prior to a 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. Percentage of district student population identified as special education will continue to decrease to a level recommended by TEA (8.5%)	December, June	Judith Moening, Carol Harle & Campus Principals	10000 IDEA-B
2			X	Special Education	X	X	X	14G	CIP	Provide training on a continuum of Positive Behavior Support interventions for students with the 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. PBMAS indicators related to discipline will reflect that the district data is in line with state average data.	Each 9 weeks	Toni Reister-Wood	\$10,000 - IDEA-B
1		X		Special Education	X	X	X	14H	3TL	Develop and provide training on district models for serving special education students including, co-teaching, Content Mastery, Resource/lab, ALE/AU/PPCD.	Program elements will be observable in classroom walk-throughs using district checklists which meet NCLB criteria for research based best practice programs.	December, June, 2007	SPED Program Coordinators, Campus Principals & Campus Coordinators	\$15,000 - IDEA-B
5	X	X	X	Career & Technology			X	15A	GSP	Develop a team to explore the 16 Career Clusters initiative plan that will engage academic and CTE staff. This plan will provide students with options that suit their needs and interests while preparing them for a variety of post secondary and workforce opportunities. www.careerclusters.org	A team comprised of academic and CTE staff will meet to plan strategies, attend workshops/conferences and research other avenues that will assist us in the implementation.	Team will meet quarterly during the 2006-2007 school year, attend workshops and/or conferences that relates to the Career Cluster initiative	Elizabeth Platt, Carol Harle, Paul Garro, Becky Walker, Curriculum program specialists and other staff and teacher representatives	\$5,000

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

DRAFT

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

DRAFT

- EXPECTATIONS** (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
5		X		Career & Technology			X	15B	GSP	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, 2007	Elizabeth Platt & Becky Walker	\$5,000 - cost of training and tests for teachers
5			X	Career & Technology		X	X	15C	ITL	Provide opportunities for counseling staff to tour Career and Technology programs to include all CTE Magnet Programs annually. Counselors will develop a better understanding of CTE curriculum.	50% of Middle and High School counselors will participate in the tours.	Fall, 2006	Elizabeth Platt, Becky Walker & Dennis Mergele	\$200 - cost for transportation
3		X		Career & Technology			X	15D	CIP	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 2007	Elizabeth Platt & David Bailey, Director for Automotive Technology Academy	\$1,200 for certification fees
3		X		Career & Technology		X	X	15E	3TL	Develop and implement strategies that will foster collaboration among educational agencies, community partnerships, and parents, i.e. stakeholders, to promote CTE programs.	Stakeholders will attend meetings with CTE staff to establish goals focusing on long range planning and evaluation of program resources.	Fall, 2006 and Spring, 2007	Elizabeth Platt, Becky Walker, CTE Directors, Department Chairs and stakeholders	
5		X		Career & Technology		X	X	15F	CIP	Provide professional development for all CTE teachers which will be designed to implement, assess and evaluate the effectiveness of CTE programs.	90% of CTE teachers will attend CTE Super Saturday workshops and biannual program specific meetings.	Fall, 2006 and Spring, 2007	Elizabeth Platt, Becky Walker, CTE Directors and Department Chairs	\$1,800
5		X	X	Career & Technology			X	15G	CIP	Provide Magnet program directors with leadership and instructional support to promote student success in each area.	100 % of CTE Magnet Directors will attend monthly meetings and engage in leadership book studies.	Monthly	Elizabeth Platt, Becky Walker, CTE Directors	

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

- EXPECTATIONS** (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
2			X	Career & Technology			X	15H	CIP	Develop and Implement safety rules for all CTE facilities and programs. Provide students with a safe learning environment.	100% CTE teachers will attend safety training sessions and workshops. 100% walkthroughs will ensure adherence to all safety rules.	Annual	Elizabeth Platt, Becky Walker, Speedy Gonzales, Mario Ward and CTE Directors and Department Chairs.	
1	X	X	X	Career & Technology			X	15I	GSP	Provide a transition for students to post secondary educational opportunities and the workforce by integrating college and community partnerships via Dual Credit, Tech Prep, Apprenticeship, and Internships for students. A matrix will be developed to verify student success in these areas. http://www.tea.state.tx.us/cte/cte_industry_certifications.html	Increase 10% of students participating in Dual Credit, Tech Prep, Apprenticeships and Internships.	May, 2007	Elizabeth Platt, Becky Walker	
1, 2, 5			X	Technology Applications	X	X	X	16A	CIP 3TL CRW ITL	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.).	Campus administrators will monitor progress (through CTC meetings, minutes of meetings, and TEIS data) to insure the CTC follows the NEISD CTC timeline.	Monthly	Principals, Campus Technology Committee Representatives (at least one per grade level, team, department), Teachers, Instructional Technology Specialists and Leadership Team	\$315,000 (campus professional development stipends)
3, 5		X		Technology Applications	X	X	X	16B	CIP GSF ITL	Educational Technology staff will support teachers in the utilization of GradeSpeed 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 three, six and/or nine-weeks grades as outlined in grading policy.	Daily to weekly Three, six, and nine weeks	Principals, Assistant Principals, Teachers, Data Processors, Derek Nichols, Tim Miller	\$37,000 (GradeSpeed Subscription)

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
3, 5			X	Technology Applications	X	X	X	16C	CIP GSF ITL	Educational Technology staff will support teachers in the utilization of teacher web pages to improve communication with staff, students, and parents.	100% of teachers will update essential classroom information as outlined in the teacher web page template.	Daily to weekly	Principals, Assistant Principals, Teachers, Steve Young, Tim Miller	\$37,000 (Teacher Web Subscription)
1	X	X		Technology Applications	X	X		16D	3TL CRW ITL	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)
1	X	X	X	Technology Applications	X	X	X	16E	CIP 3TL CRW ITL	Educational Technology staff will support educators in the mastery of technology proficiencies as outlined in the North East Educator Technology Standards.	100% of educators will show progress towards mastery of the Foundations, Basic, and Intermediate proficiency levels of the North East Educator Technology Standards as measured by proficiency tests and PDAS. Using the Texas Teacher School Technology and Readiness (STaR) Chart survey, 100% of teachers will establish and meet three technology proficiency goals that are standards based, data driven, and job embedded.	Annually	Principals, Assistant Principals, Teachers, Instructional Technology Specialists and Leadership Team	\$60,000 (professional development and proficiency tests)
1, 4	X	X	X	Technology Applications	X	X	X	16F	CIP 3TL CRW ITL	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)

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

DRAFT

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

DRAFT

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1, 4	X	X	X	Technology Applications	X			16G	CIP 3TL CRW ITL	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 <i>What to Look Fors</i> for planning, instruction, reflection, walk-throughs, and observations. 100% of classroom teachers will work with each student a minimum of nine hours during each nine-week grading period 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)
1, 4	X	X	X	Technology Applications		X		16H	CIP 3TL CRW ITL	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 <i>What to Look Fors</i> 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)

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1, 4	X	X	X	Technology Applications			X	16I	CIP 3TL CRW ITL	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 <i>What to Look Fors</i> 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)
1, 4	X	X	X	Technology Applications	X	X	X	16J	CIP 3TL CRW ITL	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)

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

DRAFT

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		E	M	H							
2			X	District Initiatives Safe and Drug-Free Schools	X	X	X	17A	GSF	All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities.	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/Improve school safety 3. Increased parental and community involvement in violence- and drug prevention activities 4. Increased student involvement in school activities	June, 2006	Principals, STAN Counselors, SDFS Campus Contacts, Pat Sanford & Mary Alice Smallbone	

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
2			X	Safe and Drug-Free	X	X	X	17B	GSF	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
2			X	Safe and Drug-Free Schools	X	X	X	17C	GSF	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 2006 May 2007	Pat Sanford, Lou Hernandez, Annette Millard, Bruce Schneider, STAN Counselors, PAL Teachers & Principals	

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

- EXPECTATIONS** (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
2			X	Safe and Drug-Free	X	X	X	17D	GSF	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.	2006-2007 Monthly	Pat Sanford, Principals, STAN Counselors, PAL Teachers, Mary Alice Smallbone, Pete O'Connor & Barbara Hooper	\$20,000
4			X	Guidance	X	X	X	18A	GSF	Continue 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.	June-August 2007	Counselors, Guidance Leadership Team & Dennis Mergele	
4			X	Guidance	X	X	X	18B	GSF	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.	August 2006	Counselors, Guidance Leadership Team & Dennis Mergele	
4			X	Guidance	X	X	X	18C	GSF	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.	June 2007	Counselors, Principals & Dennis Mergele	
4			X	Guidance	X	X	X	18D	GSF	Increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2006-June 2007	Counselors, Principals & Dennis Mergele	

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
4			X	Guidance	X	X	X	18E	GSF	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 & Dennis Mergele	
4			X	Guidance	X	X		18F	GSF	Designate elementary cluster counselors and middle school 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 & Dennis Mergele	
4			X	Guidance		X	X	18G	GSF	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 2006	Secondary Counselors & Principals	
4			X	Guidance		X		18H	GSF	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 2007	Middle School Counselors & Principals	
4			X	Guidance	X			18I	GSF	All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April 2007	Elementary Counselors & Principals	

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

- EXPECTATIONS** (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
4			X	Guidance			X	18J	GSF	Implement and evaluate the high school council of counselors committee to ensure consistency and enhance communication between the high schools and central office.	100% of counselor members will meet with their campus counselors and file team meeting agendas.	June 2007	High school counselor council members, Dr. Thomas, Dr. Scheffler, and Dennis Mergele	
4			X	Guidance				18K	GSF	All counselors and counselor evaluators will understand and utilize the counselor performance evaluation.	Counselors and Counselor Evaluators will submit Formative and/or Summative Counselor Performance Evaluation to Human Resources and Guidance Office.	November 2006 May 2007	Counselors & Counselor Evaluators	
4			X	Guidance		X	X	18L	GSF	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August - June	Middle and High Counselors & Principals	
3	N/A	N/A	N/A	Health Services Community Involvement				19A	N/A	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
3	N/A	N/A	N/A	Health Services				19B	N/A	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
2	N/A	N/A	N/A	Health Services				19C	N/A	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

- BOARD GOALS (BGs)**
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DRAFT

DRAFT

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS (<http://intranet.int.neisd.net/si/>)
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * [Student Goal Setting and frequent feedback with individual students](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

DRAFT

DRAFT

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
3	N/A	N/A	N/A	Health Services				19D	N/A	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
2	N/A	N/A	N/A	Health Services				19E	N/A	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
2	N/A	N/A	N/A	Discipline Management	X	X	X	20A		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.	Yearly in July	Ex. Dir. and Pupil Personnel Services Department	
2	N/A	N/A	N/A	Discipline Management	X	X	X	20B	N/A	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.	Yearly in July	Each campus principal and administrative team	
2	N/A	N/A	N/A	Discipline Management	X	X	X	20C	N/A	Training and motivation of school personnel for BMP implementation.	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module. Staff members new to the campus will be provided District, Campus and Classroom BMP training.	Yearly in August	Campus Principals	\$1000 per campus
2	N/A	N/A	N/A	Discipline Management	X	X	X	20D	N/A	Evaluate the potential for returning expelled students to AMS/AHS after a 30 day successful attendance at JJA. Implementation of rehabilitation component of the AEP assignment.	Students expelled and or assigned AEP will have the opportunity to improve behavior through curriculum designed for that purpose. Reduced length of stay at JJA and number of repeat offenders.	Completed and program in place by August	Ex. Dir. , Pupil Personnel Services Department and AMS/AHS	Costs could include: portables, teachers, aides, computers, video system, etc. but would be less than