

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
 2007-2008**

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.

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

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)

RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers

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
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 * Personal Graduations Plans (PGPs)
 * College / Career Readiness

RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES

3TL - 3 Tier Levels of Instructional Intervention
 CRW - Content Reading & Writing
 V - Vocabulary Development
 SD - Similarities and Differences
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 Q - Cues, Questions, and Advance Organizers
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BGs	TARGET AREA (Specific goals based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 2	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.	1A	All instructional goals will focus on one or more of the student engagement strategies listed above	Principals will prepare an August 2007 campus professional development PowerPoint for faculty learning/planning sessions which highlight the District Initiatives, 2007 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.	CIP, GSF, 3TL, CRW, ITL	August 2007 - June 2008	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1	Strategies for Engagement - Setting Objectives and Providing Feedback- Assessments and Student Goal Setting	1B	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.	GSF	August 2007 - June 2008	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1	Strategies for Engagement - Identifying Similarities and Differences--Classifying; Comparing	1C	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/	3TL	August 2007 - June 2008	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1	Strategies for Engagement -Six Step Vocabulary Development Process	1D	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.	CRW	August 2007 - June 2008	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	

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1	Strategies for Engagement. SAY SOMETHING and THINK- INK (Write) -PAIR-SHARE	1E	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.	ITL	August 2007 - June 2008	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1	Strategies for Engagement. Cues, Questions and Advanced Organizers	1F	Teachers will employ higher order questioning skills to elicit higher order thinking skills from students using strategies from "Improved Questioning" training and additional cognitive development materials.	Lessons Plans and walk-throughs will depict use of questioning strategies and analyzing student work samples will be conducted. Additional instructional strategies are located at http://intranet.int.neisd.net/si/	Q	June 2007 - June 2008	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
3	Parent Involvement	1G	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.	3TL	Daily to weekly	All Campus Principals and Campus Leadership Teams. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1	Smaller Learning Communities, College and Career Readiness	1H	Campus 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, College Days, etc.	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.	3TL	August 2007 - June 2008	Campuses and School Improvement	

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1	TRIAND: Data Analysis	1I	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.	GSF	August 2007 - May 2008	TRIAND training staff, School Improvement, Educational Technology, academic and instructional deans	
1	TRIAND: Interventions Grade Placement/ Student Success Initiative/	1J	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.	GSF	August 2007 - May 2008	TRIAND training staff, School Improvement, Educational Technology, academic and instructional deans	
1	TRIAND: Curriculum	1K	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.	3TL	August 2007 - May 2008	TRIAND training staff, School Improvement, Educational Technology, academic and instructional deans	
1	Reading ELA	2A	Utilize the North East Scope and Sequences for ELA and Reading in Grades K-12 as the basis for lesson planning.	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.	3TL	Fall 2007 - Spring 2008	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Title I Facilitators, Middle School Reading and English Department Chairs, High School Deans of Instruction for English	\$5000 for ongoing curriculum update and revision

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1	Reading/ELA	2B	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</i> and <i>Do I Really Have to Teach Reading (6-12)</i>	Snapshot visits, formative walkthroughs, and lesson planning will indicate appropriate application of district guidelines for instruction; 100% of students will meet expectations on TAKS reading, writing and ELA tests with increasing levels of commended level performances.	CRW	Fall 2007 - Spring 2008	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Assistant Directors for Content Areas, and Specialists	\$20,000 for staff development and instructional materials.
1	Reading/ELA	2C	Provide teacher support in vocabulary development, especially ELA academic vocabulary, 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.	CRW	Fall 2007-Spring 2008	Nancy Brischke, Virginia Guerrero, Literacy Specialists;	\$5,000 for instructional materials
1	Reading/ELA	2E	Focus on meeting the needs of struggling readers through implementation of best practices for reading instruction, especially at Grades 3, 5, and 8.	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.	CRW	Fall 2007-Spring 2008	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$15,000 for staff development
1	Reading/ELA	2F	Provide training and support for the implementation (new teachers) and deeper application (veteran teachers) of Building Blocks (K) and Four Blocks (1-5) through campus and district staff development.	Using the <i>What to Look For in the Reading Classroom Observation Form</i> and the <i>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).	3TL	Fall 2007 - Spring 2008	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$10,000 for professional development and materials for New Teacher staff development and
1	Reading/ELA	2G	Provide focused learning opportunities for IIT's, Title One Facilitators, Middle School English and Reading Department Chairs, and Middle and High School Deans to empower and support them as campus literacy leaders.	All IIT's, Title One Reading Facilitators, Middle School English and Reading Department Chairs, Middle and High School Deans of Instruction for English will demonstrate evidence of implementation through reflective feedback at district departmental meetings.	3TL	Fall 2007 - Spring 2008	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$5,000 for instructional materials
1	Reading/ELA	2H	Develop, implement and monitor a benchmark assessments to guide reading and writing instruction and student goal setting: Reading, Grades 2 - 9; Writing/ELA Grades 4, 7, 10, 11.	100% of students at grades 2-9 will be administered periodic benchmark assessments to determine reading progress. 100% of students at grades 4, 7, 10, 11 will be administered periodic benchmark assessments to determine writing/ELA progress.	GSF	Fall 2007-Spring 2008	Nancy Brischke, Virginia Guerrero, Literacy Specialists	\$25,000 for benchmark expenses

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1	Reading/ELA	2I	Increase support 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, including Grade 6 PreAP English and Grades 6-8 ELA/Reading Curriculum, and Grades 6-8 Advanced Contemporary Literacy.	All middle school English and reading department lesson plans will reflect collaborative planning aligned with district curriculum guidelines.	CIP	Fall 2007-Spring 2008	Virginia Guerrero, Nancy Brischke, Literacy Specialists	\$130,000 for materials and implementation of new curricula
1	Reading/ELA	2J	Provide for support of the teacher as writer through New Jersey Writing Project (NJWPT) in Texas and through 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.	CIP	Fall 2007 - Summer 2008	Virginia Guerrero & Literacy Specialists	\$12,000 workshop and materials
1	Reading/ELA	2K	Provide support for a rigorous PreAP, AP, and GT ELA and reading curricula and for students taking the PSAT and SAT through a variety of support programs: <i>Laying the Foundations</i> training and materials. <i>Junior Great Books</i> training and materials. Applied Practices online site license, SAT and AP institutes and workshops. AP college level textbooks. This includes support for the newly created Advanced Contemporary Literacy classes for Grades 6-8.	Snapshot visits and formative walkthroughs will evidence appropriate use of these materials. District will have a 10% increase in number of students achieving at least a 3 on English AP testing; PSAT and SAT test scores will improve by an average of ten points.	CIP	Fall 2007-Spring 2008	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
1	Reading/ELA	2L	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, 6-Trait writing, <i>Units of Study for the Primary Grades</i> , the use of mentor text, and strategies for all steps in the writing process.	Using the <i>"What to Look For in the Writing Classroom Checklist"</i> 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.	3TL	Fall 2007-Spring 2008	Virginia Guerrero & Literacy Specialists	\$10,000 for new teacher staff development in 6-Trait writing; \$12000 for staff development for
1	Reading/ELA	2M	Support less experienced 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.	CIP	September-November 2007; Spring 2008	Virginia Guerrero & Literacy Specialists	\$15,000 for campus-based and pull-out staff development for less experienced teachers.
	Reading/ELA	2N	Support stronger student engagement in the secondary English classroom through more effective questioning and discussion strategies.	Walkthroughs will indicate use of effective questioning strategies and student engagement in content-based conversation.	ITL	Fall 2007-Spring 2008		

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1	Mathematics	3A	Utilize the North East Scope and Sequence for Grades K through 8 .	85% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	3TL	Fall 2007 - Spring 2008	Principals, Assistant Principals, Academic Deans, Lori Murach & Math Specialists	\$5,000
1	Mathematics	3B	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.	GSF, ITL	Quarterly	Principals, Assistant Principals, Deans, Lori Murach, Math Specialists & Teachers	\$10,000
1	Mathematics	3C	Utilize the vocabulary development process to teach all the necessary vocabulary when introducing new mathematics concepts.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	CRW	Quarterly	Principals, Lori Murach, Math Specialists, Teachers and Deans	
1	Mathematics	3D	Provide continued professional development for 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. Using the What to Look for in the Mathematics Classroom checklist, 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	CIP	August 2007 October 2007 January 2008 April 2008	Lori Murach & Elementary Math Specialists	\$33,750
1	Mathematics	3E	Provide 3rd – 12th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum. For secondary grade levels, focus will include increasing the number of students enrolling in Pre-AP and AP mathematics courses.	85% of students will score a minimum of 70 on each benchmark. Using the What to Look for in the Mathematics Classroom checklist, 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	3TL	Ongoing throughout the school year, Quarterly	Lori Murach & Math Specialists	\$157,000 for subs (\$127,500 AMI funds, \$30,000 local)
1	Mathematics	3F	Provide teachers new to Alg I with focused professional development and support in the implementing of the Alg I curriculum.	85% of students will score a minimum of 70 on each benchmark. Using the What to Look for in the Mathematics Classroom checklist, 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	CIP	August 2007 November 2007 February 2008 May 2008	Lori Murach & Secondary Math Specialists	\$9,000

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1	Mathematics	3G	Utilize the North East Scope and Sequence for high school mathematics courses.	85% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	3TL	December, 2007 May, 2008 Quarterly	Lori Murach & High School Math Instructional Deans	\$3,000
1	Mathematics	3H	Expand the implementation of the North East Algebra Curriculum, Algebra II Instructional Resources, and Middle School Units of Study.	85% of students will achieve a score of 70 or better on district benchmark tests.	CIP	October, 2007 January, 2008 Quarterly	Lori Murach, Math Instructional Deans, Academic Deans & Secondary Math Specialists	\$2,000
1	Mathematics	3J	Monitor benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals and deans to discuss results.	GSF	November, 2007 February, 2008	Principals, Assistant Principals, Academic Deans, Math Instructional Deans, Lori Murach & Math Specialists	
1	Mathematics	3M	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. Using the What to Look for in the Mathematics Classroom checklist, 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	3TL	September 2007 February 2008	Lori Murach & Elementary Math Specialists	\$117,750 AMI
1	Mathematics	3N	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.	CIP	August, 2007 May, 2008	Lori Murach & Math Specialists	\$4,000 AMI funds
1	Mathematics	3O	Using the Exemplars materials, provide Kinder – 12th 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. Using the What to Look for in the Mathematics Classroom checklist, 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	CIP	Ongoing throughout the school year, Quarterly	Lori Murach & Math Specialists	In conjunction with 3E
1	Mathematics	3P	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. Using the What to Look for in the Mathematics Classroom checklist, 100% of formative walkthroughs will indicate application of the skills acquired during the professional development.	CIP	August, 2007 May, 2008	Lori Murach, Secondary Math Specialists & High School Math Instructional Deans	\$8452 USP

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2	Science	4A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at TEA website.	100% of walkthroughs of all secondary campuses will demonstrate compliance with state standards. 100% of campus safety audits will demonstrate compliance with the state standards. Campuses not in compliance must provide an action plan for meeting compliance.	GSF, ITL	September, 2007 December, 2007 March, 2008	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction & Department Chairmen	\$20,000
1, 2	Science	4B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education, and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence. 100% of secondary campuses will complete an equipment inventory to be used as a guide for district support.	3TL	Inventory due September 10, 2007	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction & Department Chairmen	\$25,000
1	Science	4C	Integrate inquiry-based instruction to increase student achievement including: <ul style="list-style-type: none"> ● <u>5 E's</u> ● <u>Improved Questioning</u> ● <u>Questioning that targets the unifying concepts in science</u> 	100% of the walkthroughs indicate the incorporation of some aspect of inquiry based instructional strategies.	3TL, ITL	Every nine weeks	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction & Department Chairmen	\$2,000
1	Science	4D	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.	3TL, ITL	Monthly	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons & Teachers	

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1	Science	4E	Integrate the use of concrete models and manipulatives to reinforce scientific concepts.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	3TL, ITL	Monthly	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons, & Teachers	
1	Science	4F	Integrate the use of reading and writing in the content area through the use of science notebooking, exploratory writing, and presentational writing.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	3TL, CRW	Monthly	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons, & Teachers	
1	Science	4G	<u>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.</u>	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	ITL	Monthly	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons, & Teachers	
1	Science	4H	Use formative and summative assessments to inform instructional decisions (including Mini-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, notebooks, etc. to guide instruction. Central Office staff will assist campuses in reviewing mini-assessment and benchmark data and assist in developing campus action plans.	CIP, GSF	Every nine weeks	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons, & Teachers	\$2,000

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1	Science	4I	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.	CIP, 3TL, ITL	Every nine weeks	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists, Deans of Instruction, Department Chairpersons & Teachers	\$2,000 Title II \$3,000
1	Science	4J	Provide content specific professional development for campus science facilitators.	Sign in sheets will reflect 7 out of 9 monthly meetings	IP,GSF, 3TL, CRW	Monthly	Mary Poarch, Principals, Assistant Principals, Science Instructional Specialists	\$25,000
3	Science	4K	Increase student access to Pre-AP and AP classes	Enrollment numbers will increase by 10% from the 2007-2008 school year. Provide development in <i>Laying the Foundation</i> for Pre-AP and AP teachers and develop a plan for recruitment and support.	3TL	May 2007 - May 2008	Mary Poarch, Science Instructional Specialists & Science Deans of Instruction	\$2,000 Title II \$3,000
1	Social Studies	5A	Implement before, during, and after reading strategies in all social studies classrooms using a variety of instructional activities. Provide teachers instruction and support in before, during, and after reading strategies. Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	Evidence of implementation of content reading strategies in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies <i>Classroom Observation Form</i> . Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	CRW	Quarterly	Assistant Director - Social Studies, APs for Instruction, Instructional Deans, Department Chairs, and classroom teachers	\$7,500
1	Social Studies	5B	Implementation of differentiated instruction through best practices using S.I.O.P., Leadership Academy for Social Studies (TOT), Making the Past Present, Big Muscles Graphic Organizers, Content Reading and Writing Strategies and posting Content and Language Objectives in the Classroom.	Evidence of differentiated instruction in the classroom through Social Studies Snapshot Walk-Throughs and the Social Studies Classroom Observation Form <i>found</i> on the Social Studies web page. Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	ITL/3TL	Quarterly	Assistant Director - Social Studies, AP's for Instruction, classroom teachers, Department Chairs and Instructional Deans	\$20,900

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1	Social Studies	5C	Every teacher will use classifying and comparing strategies; graphic organizers to elicit higher order questioning of content by teacher and encouraging higher order thinking by students.	Continue Pre-K/K Task Force to provide the engagement in common planning and implementation of curriculum. Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching and pair-teaching.	ITL/3TL	August 2007 - May 2008	Social Studies Coordinator, Instructional Deans, AP's for Instruction, Social Studies Specialists, Principals	
1	Social Studies	5D	All social studies teachers will utilize the North East six-step vocabulary development process to develop content vocabulary mastery.	Walkthroughs will indicate adherence and use of these instructional strategies.	3TL	December, 2007 May, 2008	Principals, Social Studies Coordinator, Social Studies Specialists, Instructional Deans, Department Chairs, Campus AP for Instruction and classroom teachers.	
1	Social Studies	5E	Increase student access to Pre-AP and AP classes.	Enrollment numbers will increase by 5% from the 2005-2006 school year. Number of students taking the AP test will increase by 5% from the previous year. Increase of 5% of those students receiving a 3, 4 and 5 score on the AP test.	3TL	December, 2007 May, 2008	Social Studies Coordinator, Social Studies Specialists, Instructional Deans; Department Chairs, APs for Instruction, and classroom teachers	
1	Social Studies	5F	Utilize the North East Scope and Sequence for social studies instruction.	Common assessments and benchmarks, where appropriate, and Social Studies Snapshot Walk-Throughs will indicate adherence to district scope and sequence. Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS.	GSF	Quarterly	Principals, Assistant Director - Social Studies, Social Studies Specialists, Instructional Deans, Department Chairs, APs for Instruction, and classroom teachers	

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1	Social Studies	5G	Revise campus level common assessments for selected courses to meet TEKS, levels of Bloom's and Kilgo's standards. As a minimum, all 5th, 8th and 11th grade students will be administered a common assessment for social studies.	Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS. Use of the Social Studies Benchmark/Common Assessment/TAKS Data Analysis Plan of Action.	GSF	December, 2007 May, 2008	Principals, Social Studies Coordinator, Social Studies Specialists, Instructional and Academic Deans, APs for Instruction, and classroom teachers	
1	Social Studies	5H	Increase social studies vertical articulation through the formation of AP Vertical Teams by cluster.	Enrollment numbers in PreAP and AP courses will increase by 5% from the 2005-2006 school year. Number of students taking the AP test will increase by 5% from the previous year. AP Vertical Teams will meet a minimum of once each quarter during the academic year.	CIP	Quarterly	Social Studies Coordinator, Social Studies Specialists, Instructional and Academic Deans	\$6,580
1	Social Studies	5I	Incorporate writing into the context of student work in the social studies classroom. Open response/short answer writing in the social studies classrooms on all common and classroom assessments.	Evidence of writing in the social studies classroom through Social Studies Snapshot Walk-Throughs and the Social Studies Classroom Observation Form located on the Social Studies web page. Increased participation in local, state, and national writing competitions to include the Barbara Jordan Essay Contest, Daughters of the Republic of Texas, and National History Day research papers competition. Samples of student work will demonstrate skill in open response/short answer writing.	CRW	Quarterly	Assistant Director - Social Studies,; Social Studies Specialists; Academic Deans; and classroom teachers	\$4
1	Social Studies	5J	Students will have goal setting opportunities before, during and after state, district and classroom assessments. All students will receive a TEKS MASTERY hard card each nine weeks that they will use to track progress on TEKS mastery.	Using data, individual intervention plans for students who have been unsuccessful on TAKS and/or SDAAIL will be developed, implemented and monitored. TEKS/TAKS Action Plans will be completed after state and district assessments. A student goal setting system will be developed and implemented in every classroom. Teachers will use information gained from data analysis training, assessment training, Strategies for Engagement training, etc. in providing feedback to students and parents regarding academic growth.	GSF	Daily, weekly, monthly, quarterly, yearly	Social Studies Coordinator, Social Studies Specialists, Principals, Asst. Principals, Deans, Department Chairs, classroom teachers.	

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**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
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RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
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 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers

RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
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 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES
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BGs	TARGET AREA (Specific goals based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Social Studies	5K	Social Studies Teachers will use benchmark test results based on the district scope and sequences to set instructional objectives and provide feedback for instructional improvement.	All social studies teachers will use benchmark data to set learning objectives provide student focused support. Students will analyze, record and set learning goals based on the results.	GSF/3TL	August 2007 - May, 2008	Social Studies Coordinator, Principals, Deans, Department Chairs, Social Studies Specialists	
1	Pre-K/K	6A	Professional development for all Pre-K/K teachers focused on deepening understanding of the complexity of the Kinder TEKS and Pre-K State Guidelines with research-based instructional practices such as the vocabulary development process, SAY SOMETHING, THINK-INK-PAIR-SHARE and classifying that maximize student achievement gains.	Continue Pre-K/K Task Force to provide the engagement in common planning and implementation of curriculum. Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching and pair-teaching.	ITL	Fall/Spring	Carol Harle, Coordinators, Specialists & Linda Hamilton	Pre-K/K Budget \$20,000 for professional development and materials and subs \$20,000
1	Pre-K/K	6B	Provide trainings, PPCD, PreK and K academies, Saturday sessions, i.e. - Behavior Management, Higher Order Thinking, Literacy Centers for TEKS, Integration of Language Arts with Science and Social Studies and technology.	Teacher evaluations and Task Force feedback will be analyzed for implementation on campuses.	CIP	Monthly 2007-2008	Carol Harle, Coordinators, Specialists & Linda Hamilton	Pre-K/K Budget \$20,000 for professional development, subs and materials (included in above cost) and \$20,000 form SPED totaling \$40,000
1	Foreign Language	7A	Implement an instructional program in all languages that includes the vocabulary development process, SAY SOMETHING, and THINK-INK-PAIR-SHARE as part of developing communicative competency.	Common departmental semester exams (or other appropriate assessments at the middle school level) will indicate that 100% of students are meeting or surpassing proficiency goals.	CIP, GSF, 3TL, ITL	December, 2007 May, 2008	Doris Kays, Principals, Assistant Principals, Coordinator, Foreign Language Department Chairs & Foreign Language Teachers	\$5,000

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1	Foreign Language	7B	Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, and AP.	90% of language teachers will be trained in and implementing Pre-AP and AP teaching strategies. 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.	CIP, GSF, 3TL, ITL	Every nine weeks	Doris Kays, Foreign Language Department Chairs & Foreign Language Teachers	\$5,000 Title II \$5,000
1	Foreign Language	7C	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.	ITL	August 2007	Doris Kays, Elementary Principals, Instructional Assistants	\$150,000 for video program and ancillary materials
1	Foreign Language	7D	Implement middle school AP Spanish Language program.	Plans developed using the planning grant during 2005-2006 are implemented.	GSF, 3TL, ITL	Nimitz students begin taking AP Spanish class in August 2007	Doris Kays, Nimitz Principal, assistants principals, counselors, & Spanish Teacher	
1,2	Gifted/Talented	8A	Increase under represented populations in G/T.	The number of students qualifying for G/T under Procedure #2 compared to the number of students qualifying the traditional way for G/T will reflect the increase in under represented populations in G/T.	CIP,GSF, ITL	August 2007 - May 2008	Kay Stotts	\$20,000
1, 2	Gifted/Talented	8B	Implement a district G/T Bilingual Program K-2	Number of Bilingual Students qualifying for Bilingual G/T at each Bilingual Campus will indicate the success of implementation.	CIP, GSF, ITL	August 2007-May 2008	Kay Stotts & Marie Mendoza	\$12,000
1, 2	Gifted/Talented	8C	G/T 30-Hour Foundation Certification for all teachers in NEISD	Number of teachers completing the training will show the progress..	CIP, ITL	June 2007-May ,2008	Kay Stotts	\$2,000
1, 2	Gifted/Talented	8D	Special training and support for Advanced Contemporary Literacy Classes 6-8	100% students maintaining at least an 80 average.	CIP, ITL, CRW	Each Nine Weeks	Kay Stotts, Nancy Brishcke, Virginia Guerrerro, LA Specialists, ACL Teachers	\$5,000
1, 2	Gifted/Talented	8E	G/T students commended for TAKS	100% G/T students commended on TAKS	CIP, GSF, ITL	August 2007-2008 TAKS results	Kay Stotts, G/T Teachers	\$5,000

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1	Library Services	9A	Middle school librarians will implement the Read Around the School district reading challenge to promote the habit of daily reading after school in middle school students. Elementary school librarians will continue to promote participation in the district	13 middle schools will participate in Read Around the School, a district reading incentive expanded from the 2006-2007 elementary reading incentive. 42 elementary schools will continue the district reading incentive which begins with Read Around the Scho	GSF	September 2007 - May 2008	Elementary librarians, middle school librarians, John Ahlen, Sharon Swarner, Diane Hopkins	\$15,000
1	Library Services	9C	Expand Big 6 research model using Research Central in both middle and high school. Training provided by David Loertscher for Grades 2 - 12 during August 2007 staff development will support use of Loertscher models for developing higher-level research proj	Librarians will use higher-level learning model presented by David Loertscher when collaborating with teachers to improve student research activities.	CIP, GSF, CRW	Use models presented in staff development to produce relevant and rigorous database lesson plans.	All librarians, Sharon Swarner, John Ahlen and Diane Hopkins	\$3,000
5	Library Services	9d	Provide training in SIRSI software.	100% of librarians will use SIRSI as indicated in monthly circulation statistics.		August 2007 through May 2008	John Ahlen, Diane Hopkins	
1,5	Library Services	9E	Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources including access through the Parent Portal.	100% of librarians will use electronic databases as indicated in statistics.	CIP, GSF, CRW	August 2007 through May 2008	Librarians, Sharon Swarner, Diane Hopkins	
1	Library Services	9F	Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into library curriculum.	CIP	First and second semester	Librarians, Technology Coordinator, Director	
1	Library Services	9G	Implement library scope and sequence, correlated with TEKS for levels K-12, developed by librarians and Central Office staff.	Librarians and Central Office Staff will introduce and implement district library scope and sequence for K-12.	CIP	August 2007 through May 2008	Librarians, Sharon Swarner, Diane Hopkins	
1	Bilingual/ESL	10K	Establish goals for the ELL Vertical Team	The ELL Department will continue to meet with the ELL Vertical Team to create an alignment of programs and services	CIP, GSF	September 2007 through May 2008	Director of ELL Programs/District Specialists	Title III, LEP and Immigrant
1	ESL	10A	Core content area classes will use the SIOP framework for making content more comprehensible for ELL students. An emphasis on Language Objectives in the core areas will be a focus.	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	CRW,ITL, CIP	Fall/Spring	Director of ELL Programs and ESL Instructional Interventionists	

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1, 2	ESL	10B	Professional Development: Administrators, Paraprofessionals, Teachers and other key stakeholders will be provided an ELL Professional Development Calendar(SIOP, Linguistic Accommodations, Developing Academic Language etc) with offerings related to compliance and best practice for English Language Learners.	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.	GSF, ITL	Fall/Spring	Instructional Interventionist, secondary ESL Instructional Interventionist, campus administration	Title III
1,5	ESL	10C	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.	ITL, CRW	Fall/Spring	ESL Instructional Interventionists	
1, 2	ESL	10D	Professional Development: The Bilingual/ESL Department will offer training in Sheltered Instruction.	Teachers will use sheltered instruction strategies in lesson planning as observed and evidenced by specialists and campus administration. Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	CRW,ITL, CIP	Fall/Spring	ESL Instructional Interventionists	\$8,000 - Title III
1, 2	Bilingual/ESL	10E	The Bilingual/ESL Department will train staff on the Revised ELL Procedural 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.	CRW,ITL, CIP	Fall 2007	Director of ELL Programs and ESL Instructional Interventionists	Local budget
1	Bilingual/ESL	10F	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.	CRW,ITL, CIP	Fall/Spring	Director of ELL Programs and ESL Instructional Interventionists	Local budget
1	Bilingual/ESL	10G	The Bilingual/ESL Department will conduct an overview of the LEP Student Assessment Program (as requirements are updated and changed through TEA) for campus administration.	Campus LPACs will comply with procedures set forth in Chapter 89, Title III, and procedures developed by TEA. PEIMS LEP data will be 100% accurate. TAKS pre-codes will be 100% accurate.	CIP, GSF	Fall/Spring	Director of ELL Programs and ESL Instructional Interventionists	Local budget
1	Bilingual/ESL	10H	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.	CIP	Fall and Spring	Director of ELL Programs and ESL Instructional Interventionists	Local budget

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1	Bilingual/ESL	10I	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.	CIP, GSF	Throughout the year	Director of ELL Programs and ESL Instructional Interventionists	
1	Bilingual/ESL	10J	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.	GSF, CIP	December 2007	Director of ELL Programs, Executive Director for Research and Information Technology; Executive Director for Curriculum Compliance	Local budget
1	Bilingual/ESL	10K	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 established an ESL program on every elementary, middle and high school campus.	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.	GSF, CIP, CRW	Fall/Spring	Director of ELL Programs, Executive Director for Curriculum Compliance	Title III; Local funds
	Fine Arts - Special Projects	11A	Increase participation, provide additional opportunities for students and staff.	Increase projects 20%, increase participation 10%, evaluations quarterly		August 2007 - May 2008	Diana Schumacher & special projects staff	\$20,000

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1	Professional Development: Teachers new to the profession and Mentors	12A	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. *Provide Mentor training to all mentors of brand new teachers every nine weeks. *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	100% of New Teachers are utilizing key elements from professional development evidenced in a monthly checklist provided by the master teacher. 100% of all mentors will be trained and meet weekly with new teachers. Monthly meeting notes will be shared with Patti Castellano.	CIP	August 2007 - May 2008	Carol Harle, Patti Castellano, 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	Professional Development: Mentoring teachers new to the profession	12B	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.	CIP	Quarterly surveys: October 2007, December 2007, February 2008, May 2008.	Carol Harle, Patti Castellano, Principals, Assistant Principals & Deans of Instruction	Title II \$85,750 (Mentor Stipend) \$5,400 (materials) Trainer of Trainers Professional Development \$6,500
1	Professional Development	12C	Provide Administrative Training Program for aspiring administrators.	Supervisor survey result will average a 3 or above.	CIP	December, 2007 and May, 2008	Mark Scheffler & Frances Heath	\$5,000
1	Professional Development	12D	Provide additional leadership experiences for Principals and Assistant Principals.	All school administrators will participant in at least five professional development opportunities.	CIP	Monthly	Mark Scheffler & Frances Heath	\$7,500
1	Professional Development	12E	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.	CIP	Monthly	Frances Heath & Supervisors	\$3,000

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1	Professional Development	12F	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.	CIP	Monthly	Frances Heath Carol Harle Mark Scheffler Alicia Thomas	\$4,500
1	Professional Development	12G	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.	CIP	Monthly	Frances Heath & Carol Harle	\$4,500
1	Accelerated Education At-Risk	13A	Allocate teachers and assistants to reduce student teacher ratio in Pre-K - 5 classes. Increase student abilities and achievement in core academic areas and social/emotional skills.	Enrollment analysis indicates student teacher ratio is lower than state mandated average. (No Suggestions) students will show improvement based on the comparison between the fall and the end of the year assessment using the (No Suggestions) Checklist.	CIP	Monthly August 2007 May 2008	Don Dalton & Mike Lara	SCE Funds \$381,304 FTE Title II \$780,179
2	Accelerated Education At-Risk	13B	Increase affective, cognitive and linguistic needs of the limited English proficient students.	100% of the ESL/Bilingual students will pass TAKS in the language they were assessed in. 100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE).	CIP	August 2007 June 2008	Coordinators & ESL Specialists	SCE Funds \$821,969 40 FTE
2	Drop Out reduction	13C	Smaller Learning Communities Structures and Personalization Strategies will be developed and implemented in every high school.	Student failure rates, attendance, tutoring sessions attendance and benchmark scores will be analyzed and monitored.	3TL	August 2007 - April 2008	Pat Sanford, STAN Counselors & Principals	SCE Funds \$173,222 3 FTE
1	Accelerated Education At-Risk	13D	Provide local credit TAKS success classes in Reading and Math for students who have failed TAKS and are in jeopardy of retention. Provide credit protection recovery opportunities for students who fail any nine weeks, the semester or a class. Plato licenses are provided to every high school.	100% of the targeted students enrolled TAKS success courses will pass TAKS. Reduce disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students At-Risk of dropping out of school and all other district students in the four curriculum areas.	3TL	May 2007 July 2008	Principals, Assistant Principals, Deans	SCE Funds \$449,424 Title V \$100,174
2	Accelerated Education At-Risk Discipline Management	13E	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.	3TL	June 2007 June 2008	Principals & Counselors	SCE Funds \$383,699 Title V \$52,614

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2	Accelerated Education At-Risk Discipline Management	13F	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.	3TL	June 2007 June 2008	Assistant Principals & Counselors	SCE Funds \$362,285 FTE
2	Accelerated Education At-Risk	13G	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.	3TL	August 2007 - May 2008	Principals, Assistant Principals, Counselors, Carol Harle, Deans, Don Dalton, Judith Moening, Judy Utley & Tim Miller	SPED funds SCE Funds \$5,000 FTE
3	Accelerated Education At-Risk	13H	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.	3TL	June 2007 June 2008	Family Specialists, Principal, Counselor, Don Dalton & Barbara Bading	SCE Funds \$538,077 11 FTE
3	Accelerated Education At-Risk School-Age Parenting	13I	Provide academic support, occupational and/or job training, training in child development, parenting and home management. Provide Pregnancy Related Services and academic support to improve student performance and attendance.	1% increase in graduation.	3TL	June 2007 - August 2008	Barbara Bading, and School Age Parenting Case Manager/Instructor	SCE Funds \$202,644 FTE
	Accelerated Education At-Risk Homeless Education		Enroll homeless students immediately and provide academic support to promote student mastery on state performance standards. Homeless students will access all Title I programs to promote academic success	100% of all Homeless students will be enrolled in school 85% of students will Increase student performance on TAKS testing		June 2007 - August 2008	Barbara Bading, and McKinney Family Liaisons	
1	Accelerated Education At-Risk	13J	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.	3TL	June 2007 - August 2008	Summer School Principal, Don Dalton & Carol Harle	SCE Funds \$135,000 FTE Title V \$40,672

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1	Accelerated Education At-Risk	13K	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.	3TL	June - August 2007 Completed - August 2008	Carol Harle Principals Assistant Principals Deans, Coordinators	\$4,000 - server \$5,000 - upgrades & maintenance \$10,000 - additional license
1	Accelerated Education At-Risk Professional Development	13L	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.	CIP	July 2007 May 2008	Assistant Principals & Counselors	Title I
2	Accelerated Education At-Risk Parental Involvement	13M	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.	3TL	Every nine weeks	Principal, Counselor, & Family Specialist	Title I
3	Accelerated Education At-Risk Parental Involvement	13N	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.	3TL	July 2007 - June 2008	Don Dalton & Region 20 Cooperative	Title I Title II A & D Title III Title IV Title V
1	Accelerated Education At-Risk Personnel	13O	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.	CIP	July 2007 - June 2008	Richard Smith & Principals	Title I Title II
1	Accelerated Education At-Risk	13P	Provide educationally related support services to homeless students who do not attend participating Title 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.	3TL	July 2007 - June 2008	Principals, Don Dalton & Barbara Bading	Title I

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1	Accelerated Education At-Risk	13Q	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.	3TL	Sept. 2007	Principals, Don Dalton, Curriculum Coordinators, Carol Harle, SPED coordinators & Judith Moening	Title I
1	Special Education	14A	Provide training to teachers working with special education students which supports use of the TEKS, analysis of TAKS/SDAA II, benchmark data and district scope and sequence in planning instruction for students.	Increase in number of special education students taking and passing grade level TAKS/SDAAII tests.	GSF	October, January, February, April	Judith Moening & Special Education Program Coordinators	\$3,000 for substitutes - Source, IDEA-B
1	Special Education	14B	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	CIP	October, December, March, May	Training done by SPED Coordinators - Monitoring done by campus principal	3000 - IDEA-B
1	Special Education	14C	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.	CIP	December, June	Judith Moening, Carol Harle, Coordinators from both Special Education and School Improvement	3000 - IDEA-B
1	Special Education	14D	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.	GSF	Each 9 weeks	Chris Condren, SPED compliance specialist, SPED Program Coordinators & Secondary Campus Coordinators	\$16,000 - IDEA-B
1	Special Education	14E	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.	GSF	April 2008	Toni Riester-Wood, Secondary Program Coordinators & Campus Coordinators	20000, IDEA-B

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1	Special Education	14F	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%)	3TL	December, June	Judith Moening, Carol Harle & Campus Principals	10000 IDEA-B
2	Special Education	14G	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.	CIP	Each 9 weeks	Toni Reister-Wood	\$10,000 - IDEA-B
1	Special Education	14H	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.	3TL	December, June, 2008	SPED Program Coordinators, Campus Principals & Campus Coordinators	\$15,000 - IDEA-B
5	Career & Technology	15A	Develop a team to explore the Achieve Texas(includes 16 Career Clusters) initiative plan that will engage academic and CTE teachers. 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, CTE, and counselors will meet to plan strategies, attend workshops and conferences as well as research other avenues that will assist us in the implementation beginning with the 2008-2009 school year..	GSP	Team will meet spring,, 2007 school year and continue meeting in the fall, 2007, to develop a plan for implementing the Achieve Texas initiative.	Elizabeth Platt, Carol Harle, Patti Castellano, Don Dalton, Elaine Hitzfelder, Tracy Anderson, Curriculum program specialists and other staff and teacher representatives	\$10,000 estimated cost for attending workshops and printing materials
5	Career & Technology	15B	Expand opportunities for teachers to obtain industry certifications/licensures in order to provide like opportunities for students.	10% increase of teachers and students obtaining industry certifications and licensures.	GSP	May, 2008	Elizabeth Platt & Tracy Anderson	\$5,000 - cost of training and tests for teachers
1	Career & Technology		Provide teachers the opportunity to get Advanced Technical Credit Certification in courses that they teach at their annual Professional Development Conferences or other Regional ATC Training Sessions. The following website may be used for more information: http://www.statevex.org/	80% of CTE teachers will attend their annual Professional Development Conference or other Regional ATC Training Sessions to become ATC certified in courses they teach.	CIP	October, 2008	Elizabeth Platt, Tracy Anderson	\$500 per teacher

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	Career & Technology		Provide opportunities for students to earn college credit with Advanced Technical Credit (ATC) CTE courses that offer course enhancements above and beyond the TEKS to meet college level expectations. Students may utilize these courses for college credit at statewide 2-yr colleges and/or technical colleges. http://www.atctexas.org/	10% increase in students participating in ATC courses offered in each high school CTE program.	CIP, GSF	May, 2008	Elizabeth Platt, Tracy Anderson	
5	Career & Technology	15C	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.	ITL	Spring, 2007 and Fall, 2007	Elizabeth Platt, Tracy Anderson, Elaine Hitzfelder, Special Pops Specialist, Arlene Williams, Dennis Mergele	\$200 - cost for transportation
3	Career & Technology	15D	Support the implementation of the National Automotive Technicians Education Foundation (NATEF) certification and the Automotive Youth Educational Systems (AYES) program for the Automotive Technology Magnet Academy.	100% compliance to meet and maintain the certification.	CIP	August 2007	Elizabeth Platt & David Bailey, Director for Automotive Technology Academy	\$1,200 for certification fees
3	Career & Technology	15E	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.	3TL	Fall, 2007 and Spring, 2008	Elizabeth Platt, Tracy Anderson, Special Populations Specialist, CTE Directors, Department Chairs and stakeholders	
5	Career & Technology	15G	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.	CIP	Monthly	Elizabeth Platt, Tracy Anderson, CTE Directors	
2	Career & Technology	15H	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.	CIP	Annual	Elizabeth Platt, Tracy Anderson, Speedy Gonzales, CTE Directors and Department Chairs.	

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1	Career & Technology	15I	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.	GSP	May, 2008	Elizabeth Platt, Tracy Anderson, Special Populations Specialist	
	Career & Technology		Develop and implement a plan to monitor CTE programs to ensure we are addressing the compliance issues in the PBMAS guidelines pertaining to special populations students in Career and Technology.	100% of CTE teachers will attend professional development activities to better serve the needs of special populations students	GSF	Quarterly	Elizabeth Platt, Tracy Anderson, Special Populations Specialist	
1, 2, 5	Technology Applications	16A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify and support technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.).	<u>Campus administrators will monitor progress (through CTC meetings, minutes of meetings, and Texas STAar Chart data) to insure the CTC follows the NEISD CTC timeline.</u>	CIP 3TL CRW ITL	Monthly	Principals, Campus Technology Committee Representatives (at least one per grade level, team, department), Teachers, Educational Technology Specialists, Coordinators, Assistant Directors, and Director	State Technology Allotment and Local Funds
3, 5	Technology Applications	16B	Educational Technology staff will support teachers in the utilization of GradeSpeed to manage grades and improve communication with staff, students and parents.	<u>100% of teachers who report grades will use GradeSpeed to record grades.</u> <u>100% of teachers who report grades will use GradeSpeed to upload three, six and/or nine-weeks grades as outlined in grading policy.</u>	CIP GSF ITL	Daily to weekly Three, six, and nine weeks	Principals, Assistant Principals, Teachers, Data Processors, Help Desk Staff, Derek Nichols, and Tim Miller	Bond and Local Funds
3, 5	Technology Applications	16C	Educational Technology staff will support teachers in the utilization of teacher web pages to improve communication with staff, students, and parents.	<u>100% of teachers will update essential classroom information as outlined in the teacher web page template.</u>	CIP GSF ITL	Daily to weekly	Principals, Assistant Principals, Teachers, Sandy Paul, Tom Johnson, and Tim Miller	Bond and Local Funds

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1	Technology Applications	16D	Educational Technology staff will provide K-8 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice.	<u>100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by teacher observation (K-2) and proficiency tests (3-8).</u>	3TL CRW ITL	Quarterly	Principals, Assistant Principals, Teachers, Instructional Technology Specialists and Coordinators, Becky Adams, and Tim Miller	Title IID, Local, and Bond Funds
1	Technology Applications	16E	<u>Educational Technology staff will support educators in the mastery of technology proficiencies as outlined in the North East Educator Technology Standards.</u>	<u>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.</u> <u>Using the Texas STaR Chart, 100% of teachers will establish and meet three technology proficiency goals that are standards based, data driven, and job embedded.</u>	CIP 3TL CRW ITL	Annually	Principals, Assistant Principals, Teachers, Educational Technology Specialists, Coordinators, Assistant Directors, and Director	State Technology Allotment, Title IID, Local, and Bond Funds
1, 4	Technology Applications	16F	<u>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.</u>	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	CIP 3TL CRW ITL	Quarterly	Principals, Assistant Principals, Academic and Instructional Deans, Teachers, Instructional Division Specialists and Coordinators, Educational Technology Assistant Directors and Director	State Technology Allotment, Local, and Title IID Funds
1, 4	Technology Applications	16G	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of classroom teachers and administrators will use the <i>Texas STaR Chart</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.	CIP 3TL CRW ITL	Quarterly Quarterly	Principals, Assistant Principals, Teachers, Instructional Division Specialists and Coordinators, and Educational Technology Assistant Directors and Director	State Technology Allotment, Local, and Bond Funds

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1, 4	Technology Applications	16H	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 <i>Texas STaR Chart</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.	CIP 3TL CRW ITL	Quarterly Semester	Principals, Assistant Principals, Instructional Deans, Teachers, Instructional Division Specialists and Coordinators, and Educational Technology Assistant Directors and Director	State Technology Allotment, Local, and Bond Funds
1, 4	Technology Applications	16I	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 <i>Texas STaR Chart</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.	CIP 3TL CRW ITL	Quarterly Semester	Principals, Assistant Principals, Academic Deans, Teachers, Instructional Division Specialists and Coordinators, and Educational Technology Assistant Directors and Director	State Technology Allotment, Local, and Bond Funds
1, 4	Technology Applications	16J	Educational Technology staff will expand the core content area curriculum to include Technology Applications Standards.	<u>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.</u>	CIP 3TL CRW ITL	Quarterly	Academic and Instructional Deans, Teachers, Librarians, Instructional Division Specialists and Coordinators, and Educational Technology Assistant Directors and Director	State Technology Allotment, Title IID, Local, and Bond Funds

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2	Safe and Drug-Free Schools	17A	All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities.	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/Improve school safety 3. Increased parental and community involvement in violence- and drug prevention activities 4. Increased student involvement in school activities	GSF	June, 2008	Principals, STAN Counselors, SDFS Campus Contacts, Twain Tharp, Pat Sanford, Mary Alice Smallbone, Pete O'Connor and Michelle May	
2	Safe and Drug-Free	17B	Plan and implement a comprehensive SDFS program that includes: - Advisory Boards on H Level and District 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. 90% of campuses will have mediation/conflict resolution program.	GSF	Monthly Mediation Reports Monthly STAN Quantifiable Measures Report PAL Nine Weeks Training and Service Reports	Principals, STAN Counselors, PAL Teachers, SDFS Campus Contacts, Twain Tharp, Pat Sanford, Mary Alice Smallbone, Pete O'Connor & Michelle May	Title IV \$175,000.00
2	Safe and Drug-Free Schools	17C	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report	5% district reduction in incidents of violence and drug use as indicated in the following: (using yearly data) - PEIMS Data - Drug, Alcohol and Violence Report from Pupil Personnel Services - STAN Quantifiable Measures Report - Mediation Reports by campus - PAL Six Weeks Training and Service Reports	GSF	September 2007 May 2008	Pat Sanford, Lou Hernandez, Bruce Schneider, STAN Counselors, PAL Teachers, Principals, Twain Tharp, Pat Sanford, Mary Alice Smallbone, Pete O'Connor and Michelle May	

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2	Safe and Drug-Free	17D	Using information from needs assessment, provide professional development opportunities for STAN Counselors, PAL teachers and SDFS Campus Contacts. Using information from needs assessment, provide professional development opportunities for Administrators, Counselors and Teachers	Professional development evaluations, will indicate exceeds expectations in 95% of the responses. Professional development surveys of use will indicate 100% of participants utilized information in current position.	GSF	2007-2008 Monthly	Pat Sanford, Principals, STAN Counselors, PAL Teachers, Mary Alice Smallbone, Pete O'Connor & Barbara Hooper	\$20,000
4	Guidance	18A	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.	GSF	June-August 2007	Counselors, Guidance Leadership Team & Dennis Mergele	
4	Guidance	18B	Develop yearly campus guidance plans supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support.	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	GSF	August 2007	Counselors, Guidance Leadership Team & Dennis Mergele	
4	Guidance	18C	Implement and evaluate campus guidance programs to assure alignment with the TEA guidance program framework.	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	GSF	June 2008	Counselors, Principals & Dennis Mergele	
4	Guidance	18D	Increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	GSF	August 2007- June 2008	Counselors, Principals & Dennis Mergele	
4	Guidance	18E	Organization, planning and evaluation of Campus Guidance Programs.	100% of campus guidance departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	GSF	Monthly	Counselors, Principals & Dennis Mergele	
4	Guidance	18F	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.	GSF	Monthly	Contact Counselors & Dennis Mergele	

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4	Guidance	18G	All high school & middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program to assist in making informed curriculum choices for adequate preparation for success beyond high school, and to be aware of sources of information on higher education admissions and financial aid. (TEC §§ 33.001-33.009)	Sign-in sheets will register 100% compliance.	GSF	April 2008	Secondary Counselors & Principals	
4	Guidance	18H	All middle school counselors will meet with every 8th grade student and develop individual four year plan.	All students will have 4 year plans at end of 8th grade.	GSF	April 2008	Middle School Counselors & Principals	
4	Guidance	18I	All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	GSF	April 2008	Elementary Counselors & Principals	
4	Guidance	18J	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.	GSF	June 2008	High school counselor council members, Dr. Thomas, Dr. Scheffler, and Dennis Mergele	
4	Guidance	18K	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.	GSF	November 2007 May 2008	Counselors & Counselor Evaluators	
4	Guidance	18L	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	GSF	August - June	Middle and High Counselors & Principals	
3	Health Services Community Involvement	19A	Provide communication and representative liaison with medical community and health agencies through School Health Medical Advisory Committee and community agency representation.	Attendance at four annual meetings of Medical Advisory Committee Participation in Children's Health Insurance Program Attendance/representation at community meetings. Medical committee consultation on specific needs for District.	N/A	Quarterly Meeting of Medical Advisory Committee	Director of Health Service, Francene Tharp, RN	\$1,000

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 AL - Assessment for Learning Strategies
 PGP - Personal Graduation Plans
 CCR - Career / College Readiness
 CLP - Collegial Learning and Planning

BGs	TARGET AREA (Specific goals based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
3	Health Services	19B	Provide parent communication with parents and PTA through District HEALS Advisory Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community thru internet Health Services sites.	Quarterly meetings of HEALS, PTS Committee. PTA Newsletter Articles will have 100% of health related information and communication items in them. Current information placed on website monthly.	N/A	Quarterly Meetings	Director of Health Service, Francene Tharp, RN	\$500 included in operational costs
2	Health Services	19C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Procedures set up on campus to improve attendance and monitor health-related absences.	N/A	School Year	Director of Health Service, Francene Tharp, RN & School Nurses	\$500
3	Health Services	19D	Develop School Health Advisory Council (TEC Section 28.004).	Bi-Monthly Meetings. Membership roster coordinated Health Curriculum Program improved.	N/A	5 Meetings of Council	Director of Health Service, Francene Tharp, RN & Designated Coordinators and Directors	\$1,000
2	Health Services	19E	Development of professional development sessions focusing on documentation & medication.	5 Sessions Per Year on improved skills in physical assessment and emergency response. Evaluations of sessions will reflect a score of 3 or above.	N/A	Inservice Days Staff Meetings	Director of Health Service, Francene Tharp, RN & consultants	\$3,000 - \$5,000 per year
2	Discipline Management	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	Discipline Management	20B	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.	N/A	Yearly in July	Each campus principal and administrative team	
2	Discipline Management	20C	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.	N/A	Yearly in August	Campus Principals	\$1000 per campus

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
 2007-2008**

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.

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

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)

RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers

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
 * Assessment for learning strategies
 * Personal Graduations Plans (PGPs)
 * College / Career Readiness

RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES
 3TL - 3 Tier Levels of Instructional Intervention
 CRW - Content Reading & Writing
 V - Vocabulary Development
 SD - Similarities and Differences
 ITL - Interactive Teaching/Learning
 Q - Cues, Questions, and Advance Organizers
 GSF - Goal Setting & Frequent Feedback with individual student
 AL - Assessment for Learning Strategies
 PGP - Personal Graduation Plans
 CCR - Career / College Readiness
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BGs	TARGET AREA (Specific goals based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
2	Discipline Management	20D	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.	N/A	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 the amount saved by shorter JJA assignment
2	Discipline Management	20D	Convene committee of educators, students and parents to review and make changes to the District Behavior Management Plan (DBMP)	The updated DBMP will be ready for implementation at all schools.	N/A	All meetings and Final DBMP will be completed and ready for Board consideration by April 2008.	Ex. Dir. , Pupil Personnel Services Department	Refreshments for meetings, books, supplies, copies, etc. \$500.00 to come from PPS budget