

BOARD GOALS (BGs)

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



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

"The goal makes the team." Mark Rolewski
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RESULTS

North East ISD schools will prepare all students for college and work force, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

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CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR** - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/work force readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
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BGs	TARGET AREA (Specific goals based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT-CENTERED STRATEGIES	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2,3 4,5	Student-Centered Strategies	1A	Focus on the student-centered strategies listed above. Support board goals in all district and campus planning to include rigor, relevance and relationship components that enhance student achievement using research-based, best practices for learning.	Action strategies will be evident in campus planning: *Campus Instructional Improvement Plan *August campus professional development PowerPoint for faculty learning/planning sessions addressing campus needs, AEIS/AYP campus data *Faculty meeting agendas, lesson plans and classroom walk-throughs *Campus Leadership Teams evaluation of data (including mini-assessments, benchmarks and common assessments)	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	June - May	Campus Principals, Campus Leadership Teams, Teachers	
1,2,3 ,4	College and Career Readiness: AVID	1B	Continue to strengthen the 14 existing AVID programs through professional development, curriculum <i>development, collaboration, data analysis, recruitment, parent education/ involvement, community projects, tutors, and college visits</i>	AVID Elective Coordinators and District Director will complete campus and district site team plans and create an evaluation instrument that will include the following information: attendance, assessment scores, course enrollment, graduation rates, college acceptance and scholarships received, and student/parent surveys. All AVID campuses will complete the AVID Certification process.	CT, DI, GSF, CCR, CLP, PGP, PI	August - June	College & Career Readiness Coordinator, AVID Coordinators, Campus site teams, District site team	\$933,810 High School Allotment

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1	College and Career Readiness: Establish a college-going culture	1C	Continue partnerships with postsecondary institutions - Gateway, Pathways, SA Education Partnerships Provide students the opportunity to take college preparatory assessments - PSAT, ACCUPLACER, AP Exams. Develop and implement a comprehensive plan to prepare NEISD students for the PSAT/SAT. Partner with College Board in their Early Participation Program to develop a systemic approach for promoting postsecondary readiness through the implementation and use of programs like AP Potential, My College Road, and district participation in data analysis of student performance on college readiness exams. Implement Texas College Readiness Standards throughout the district curriculum. Continue and expand partnerships with ACCD campuses to increase students' opportunity to earn dual credit	100% of students will have access to programs that will allow them access to college information; 100% of ninth, tenth, and eleventh graders will take a college preparatory assessment; 100% of seniors will be accepted into a postsecondary pathway. There will be a comprehensive PSAT/SAT plan, a College Board Early Participation document and calendar of events, Memorandums of Understanding and Articulated Agreements between NEISD and ACCD, increased number of dual credit course offerings, increased number of students participating in dual credit program, increased number of total dual credits earned, and increased number of Distinguished graduates	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CCR, CLP, PI	August - July	College and Career Readiness Coordinator, Director of Guidance Services, Assistant Principals' of Instruction, Division of School Improvement and Curriculum Compliance, Director and Assistant Director of Career Technology, campus counselors, dual credit teachers, ACCD personnel	High School Allotment for Gateway - \$160,00 (1/2 from local); SA Partnership - \$25,000 College Board - \$138,000; and AP \$300,000
1	Data Analysis	1D	Train all campus administration and faculties to use data screens to locate and analyze student data obtained through benchmark assessments and TAKS assessments.	All faculty and administration will receive training, through the trainer-of-trainers model, as documented through attendance at training sessions or completion of courses through ATRAIN.	GSF, AFL	July - May	Research and Info, Ed Tech, Campus Leadership Teams	
1	Interventions, Personal Graduation Plans, Student Success Initiative	1E	Train all campus administration and faculties to identify students' needs as they relate to the Personal Graduation Plan and Student Success Initiative components and to record and monitor student interventions and parental involvement in the intervention process.	All faculty and administration will receive training, through the trainer-of-trainers model, as documented through attendance at training sessions or completion of courses through ATrain.	GSF, PGP, 3TL, CCR, PI	July - May	Research and Info., School Improvement, Ed Tech, Campus Leadership Teams	

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1	Curriculum	1F	Provide access to the district curriculum per core content area through the School Improvement webpage. Provide exemplar lessons aligned with TEKS identified as weaknesses in the instructional program through the content specialists. Provide Content Specialist support to all campuses to positively impact student achievement.	Alignment of the common curriculum will be evident through classroom walk-throughs. Targeted Efforts forms will indicate training, modeling and support with exemplar lessons. Targeted Efforts forms will indicate campus support by Specialists.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - May	School Improvement	
3	Parent Involvement	1G	Assist parents in accessing student information using the North East Parent Portal. Provide the <i>Family Guide to TEKS Mastery</i> for all K-12 parents on the parent portal. Post <i>College for Texans</i> information for all PreK-12 parent, teacher, counselor, student and administrator to use in helping students with college readiness. This is available at http://www.collegefortexans.com/ and located on the Parent Portal.	100% of parents/guardians will have availability to the Parent Portal, the Family Guides to TEKS Mastery and the College for Texans website.	3TL, CCR, PI	Daily to weekly	Campus Principals, Campus Leadership Teams, School Improvement Department.	
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 walk-throughs, 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, CRW, AV, AL, CT, DI	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists, Title I Facilitators, Middle School Reading and English Department Chairs, High School Deans of Instruction for English	\$5,000

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1	Reading/ELA	2B	Provide teachers, in all content areas, instruction and support 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>When Kids Can't Read 6-12</i> , <i>Deeper Reading (9-12)</i> .	Snapshot visits, formative walk-throughs, 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.	3TL, CRW, AV, AL, CT, DI	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists, Assistant Directors for Content Areas, and Specialists	\$50,000
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, and words in context.	Snapshot visits, formative walk-throughs, and lesson planning will indicate appropriate application of vocabulary development strategies. 100% of students in grades 3 - 11 will meet expectations on TAKS reading.	AV	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists;	\$25,000
1	Reading/ELA	2D	Focus on meeting the needs of struggling readers through implementation of best practices for reading, including small group instruction.	Using the What to Look for in the Reading Classroom Checklist as a guide, snapshot visits or formative walk-throughs will indicate F31the appropriate application of Reading strategies for all students.	3TL, DI	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$420,000
1	Reading/ELA	2E	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.	<i>Using the What to Look For in the Reading Classroom Checklist and the What to Look For in the Writing Classroom Observation Form, as a guide, all snapshot visits and formative walk-throughs will indicate the appropriate implementation and application of Building Blocks (K) and Four Blocks (1-5).</i>	3TL, CRW, AV, AL, CT, DI, MCP, AFL	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$30,000
1	Reading/ELA	2F	Provide focused learning opportunities for IIT's, Title I Facilitators, Middle School English and Reading Department Chairs, HS Academic Literacy Teachers, and Middle and High School Deans to empower and support them as campus literacy leaders.	All IIT's, Title I 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, CLP, DI, AL, CT, AFL, PGP	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$25,000

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1	Reading/ELA	2G	Develop, implement and monitor benchmark assessments to guide reading and writing instruction and student goal-setting: Reading, Grades 2 - 9; Writing/ELA Grades 2, 3, 4, 6, 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, 6, 7, 10, 11 will be administered periodic benchmark assessments to determine writing/ELA progress.	GSF, AFL, PGP	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$70,000
1	Reading/ELA	2H	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.	CLP, DI, 3TL, CRW, AV, AL, CT	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$50,000
1	Reading/ELA	2I	Provide for support of the teacher as writer through Abydos Institutes (formerly NJWPT) in Texas and Teacher As Writer Academies.	At least 20 teachers of writing will participate in the Abydos Institute. At least 30 teachers of reading/writing will participate in the Teacher as Writer Academies.	CLP, CRW, AL, DI	Fall - Spring	Asst. Dir. of ELA, Literacy Specialists	\$20,000
1	Reading/ELA	2J	Provide support for 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 and increased emphasis on grammar instruction through the use of mentor text, strategic vocabulary instruction, and critical reading skills.	Snapshot visits and formative walk-throughs 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.	CCR, CT, DI, AV, AL	Fall - Spring	Asst. Dir. of ELA, Literacy Specialists	\$130,000
1	Reading/ELA	2K	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, 6-Trait writing, 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 walk-throughs, 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.	DI, AL, CRW, MCP	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$50,000

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1	Reading/ELA	2L	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 K-2, 3-4, 6-7, 8-9, and 10-11.	Benchmarks at grades 2, 3, 4, 6, 7, 9, 10, 11 will indicate improvement in meeting all TAKS writing/ELA objectives; all students will meet expectations on TAKS Writing and ELA.	GSF, AFL, CLP	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$35,000
1	Reading/ELA	2M	Align North East Scope and Sequence and curriculum support to the newly revised Texas Essential Knowledge and Skills for ELA, Grades K - 12	Alignment of curriculum will be evident through classroom walk-throughs and all students in grades 3 - 12 meeting expectations of TAKS Reading/Writing/ELA	3TL, CRW, AV, AL, CT, D!	Summer-Spring	Asst. Dir of Reading, Asst. Dir of ELA, Literacy Specialists	\$30,000
1	Reading/ELA	2N	Support stronger student engagement and rigor in the secondary English and Reading classrooms through more effective research, questioning, and discussion strategies, with special emphasis on college readiness at Grade 12.	Walk-throughs will indicate use of effective research, questioning, strategies and student engagement in content-based conversation.	CCR, MCP, DI, CT, AL	August - June	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$10,000
1	Mathematics	3A	Utilize the North East Scope and Sequence for Grades K - 12 along with the Revised TEKS-based Resource Web site.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, snapshot visits or formative walk-throughs will indicate the appropriate TEKS and levels of understanding are being addressed; 100% of students in grades 3-12 will meet expectations on TAKS mathematics.	3TL, AFL	Fall - Spring	Principals, Assistant Principals, Academic Deans, Asst. Dir. of Math, Math Specialists	\$8,000
1	Mathematics	3B	Integrate the use of the following Best Practices into the math program: <ul style="list-style-type: none"> * inquiry with higher order questioning * class discourse (Talk Moves) * appropriate tools * individual student goal setting "hard cards" * reading/writing strategies * graphic organizers * SIOP strategies * Differentiated instruction 	Using the What to Look for in the Mathematics Classroom Checklist, 100% of formative walk-throughs will indicate application of skills acquired.	GSF, 3TL	Fall - Spring	Principals, Assistant Principals, Academic Deans, Asst. Dir. of Math, Math Specialists	\$10,000

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1	Mathematics	3C	Support teachers in utilizing the vocabulary development process to teach all the necessary vocabulary with understanding when introducing new mathematics concepts.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	AV	Quarterly	Principals, Asst. Dir. of Math, Math Specialists, Teachers, Deans	
1	Mathematics	3D	Provide continued support for Kinder to 2nd grade teachers with focused professional development about assessments designed to increase teacher content knowledge and the implementation of best instructional practices and standards-based mathematics curriculum.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development. 100% of 3rd grade students will meet expectations on the Mathematics TAKS and 100% of second graders will meet expectations on the final benchmark.	CLP, DI	August, October, January, April	Asst. Dir. of Math, Elementary Math Specialists	\$63,920 Title II for training
1	Mathematics	3E	Provide K-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 <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	3TL, CLP	Ongoing throughout the school year	Asst. Dir. of Math, Math Specialists	\$50,150 Title II
1	Mathematics	3F	Provide teachers new to NEISD with focused professional development and support in the implementing of the standards based curriculum.	85% of students will score a minimum of 70 on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	August, November, February, May	Asst. Dir. of Math, Secondary Math Specialists	\$3,000
1	Mathematics	3G	Use multiple means of formative and summative assessments including mini-assessments, benchmarks, TAKS. Analyze data from assessment to inform instructional decisions.	Central Office staff will assist campuses in reviewing mini-assessment and benchmark data and assist in developing campus action plans.	GSF, AFL, DI	November, February	Principals, Assistant Principals, Academic Deans, Math Instructional Deans, Asst. Dir. of Math, Math Specialists	
1	Mathematics	3H	Provide elementary teachers with continued focused professional development and support in utilizing the new mathematics textbook.	100% of the elementary students will meet expectations on the mathematics TAKS.	CLP AFL, DI	August to May	Asst. Dir. of Math, Math Specialists	\$4,000 AMI funds

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 - AFL Assessment For Learning--Strategies to Guide Instruction
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- RELATIONSHIPS** - Every student will have a personal teacher advocate who will convey a sense of caring and support.
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1	Mathematics	3I	Using the problem solving process, 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 <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CT, CLP, DI	Ongoing throughout the school year, Quarterly	Asst. Dir. of Math, Math Specialists	In conjunction with 3E
1	Mathematics	3J	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 <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	August, May	Asst. Dir. of Math, Secondary Math Specialists, High School Math Instructional Deans	
1	Mathematics	3K	Provide Geometry and Math Models teachers with professional development and support in preparation for the Geometry EOC requirements and the larger enrollment into Math Models under the 4x4.	85% of students will score a minimum of 70% on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	September, November, January	Asst. Dir. of Math, Secondary Math Specialists, High School Math Instructional Deans	\$10,200 Title II
1	Mathematics	3L	Provide Middle School vertical focus teams with professional development focused on the big ideas of vertical connections between the grade levels.	85% of students will score a minimum of 70% on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	September, November, January	Asst. Dir. of Math, Secondary Math Specialists, High School Math Instructional Deans	\$10,200 Title II
1	Mathematics	3M	Provide 4th and 5th grade teachers with ongoing professional development focused on increasing teachers' knowledge about math instruction to ensure success for their students.	85% of students will score a minimum of 70% on each benchmark. Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	August, October, February, March	Ass. Dir. Of Math, Elementary Math Specialists	\$58,905 Tittle II
1	Science	4A	Utilize the North East Scope and Sequence for Grades K through 12.	Snapshot visits, formative walk-throughs, and lesson planning will indicate use of District scope and sequences, and the appropriate student expectations and levels of understanding are being addressed.	3TL, AFL	Fall - Spring	Principals, Assistant Principals, Academic Deans, Asst. Dir. of Science, Science Specialists	\$5,000

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2	Science	4B	Provide all students, K - 12, with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at the Dana Center website. http://www.utdanacenter.org/sciencetoolkit/safety/ Provide professional development to campus Science Safety Officers.	100% of walk-throughs of all 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, CLP	September	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists, Campus Science Safety Officers, Science Academic Deans, Department Chairmen	\$10,000
1	Science	4C	Integrate inquiry-based instruction, K - 12, to increase student achievement including: * The 5 E instructional model * Improved questioning strategies * Questions that target the unifying concepts in science * Use of science notebooks	100% of the walk-throughs will indicate the incorporation of some aspect of inquiry based instructional strategies.	3TL, AL, CT	Every nine weeks	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists, Science Academic Deans, Department Chairmen	\$2,000
1	Science	4D	Promote differentiated instruction through the use of small group instruction including student work stations, literacy stations, technology stations, and teacher-guided groups.	100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	3TL, DI, AL, CRW	Monthly	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	
1	Science	4E	Integrate the use of concrete models and manipulatives to reinforce scientific concepts during inquiry-based activities to balance 2D and 3D instruction.	100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	3TL, AL	Monthly	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	

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1	Science	4F	Integrate the use of reading and writing in K- 12 science classrooms through the use of science notebooking, exploratory writing, and presentational writing.	100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	3TL, CRW	Monthly	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	
1	Science	4G	Integrate the use of the following Best Practices into the science program: * Inquiry based instruction / 5E instructional model * 80-60-40 field and laboratory experiences * Appropriate tools * Differentiated instruction * Reading/writing strategies * Graphic organizers * SIOP strategies	100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	3TL, CRW, AV, DI	Monthly	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons, Teachers	
1	Science	4H	Use multiple means of formative and summative assessments including mini-assessments, benchmarks, TAKS. Analyze data from assessment to inform instructional decisions.	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.	AFL, GSF	Every nine weeks	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists, Science Deans of Instruction, Department Chairpersons, Teachers	\$2,000

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1	Science	4I	Provide 6th grade, 7th grade, 8th grade, Biology, Chemistry, and Physics Content Coaches with professional development and support in leadership with a focus on increasing success for all students in science courses.	100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	Every nine weeks	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists, Science Academic Deans	\$35,000
1	Science	4J	Provide elementary teachers with focused professional development and support in utilizing standards-based instructional materials.	100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP, AFL, DI	August to May	Asst. Dir. of Science, Science Instructional Specialists	\$10,000
1	Science	4K	Provide secondary science teachers with focused professional development and support in the implementation of best instructional practices and standards-based science curriculum.	100% of formative walk-throughs will indicate application of the skills acquired during the professional development. 85% of students will score a minimum of 75 on each benchmark.	3TL, CLP, DI	August, October, January, April	Asst. Dir. of Science, Science Instructional Specialists	\$50,000
1	Science	4L	Provide content-specific professional development for elementary campus Title 1 science facilitators.	Sign-in sheets will reflect attendance of Title 1 science facilitators for 7 out of 9 monthly meetings.	LP,GSF, 3TL, CRW	Monthly	Asst. Dir. of Science, Principals, Assistant Principals, Science Instructional Specialists	\$5,000
1	Science	4M	Provide professional development for all Title 1 science facilitators in the area of instructional coaching	Sign-in sheets will reflect Title 1 science facilitators for 7 out of 9 monthly meetings.	3TL, DI, AL,	Monthly	Asst. Dir. Of Science, Science Specialists	\$2,000
1	Science	4N	Assemble teams of teachers at each grade level and content area to develop new scopes and sequences and other materials in preparation for the implementation of the revised science TEKS.	All grade levels and content areas will have a revised scope and sequence and pacing guide at the beginning of the 2010 - 2011 school year.	AL, CT, AFL	Monthly	Asst. Dir. Of Science, Science Specialists, Teacher Teams	\$3,000
3	Science	4O	Increase student access to Pre-AP and AP classes.	Enrollment numbers will increase by 10% from the previous school year.	3TL, CCR	May - May	Asst. Dir. of Science, Science Instructional Specialists & Science Academic Deans	\$2,000 Title II \$3,000

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1	Social Studies	5A	Support application of 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, through Perspective-Based Learning and professional development opportunities. Each secondary campus will submit one exemplar lesson each nine weeks for publishing on the North East Social Studies Excellence (NESSE) web page lesson plan data base.	Evidence of implementation of content reading strategies in the classroom will be provided through walk-throughs and classroom observations, overall improvement of 5% of students meeting expectations and commended on common assessments, benchmarks, and the TAKS, and exemplar lessons created, presented in class, tuned, and published.	CRW, AV, AL, CT, DI	Quarterly	Assistant Director - Social Studies, APs for Instruction, Instructional Deans, Department Chairs, and Teachers	\$19,200
1	Social Studies	5B	Support implementation of differentiated instruction through best practices using Perspective-Based Learning, S.I.O.P. strategies, and Content Reading/Writing Strategies in the Classroom. Address the needs of all learners while closing the achievement gaps of Economically Disadvantaged, English Language Learners, and Special Education students.	Evidence of differentiated instruction in the classroom will be provided through walk-throughs and classroom observation, overall improvement of 5% of students meeting expectations and commended on common assessments, benchmarks, and the TAKS, and evidence of differentiated instruction included in exemplar lessons referenced in Action Strategy 5A.	3TL, CRW, AV, AL, CT, DI	Quarterly	Assistant Director - Social Studies, AP's for Instruction, Teachers, Department Chairs and Instructional Deans	

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1, 5	Social Studies	5C	Continue the North East Social Studies Excellence (NESSE) Lyceum Instructional Leadership Academy. Build leadership capacity at the campus and district levels, while developing social studies teachers for instructional leadership roles. Build a ready resource for campus-based, job-embedded staff development and resources. Build stronger assessment pieces that provide timely feedback for both learner and instructor using mini assessments, authentic/project-based assessments. Provide a ready and trained resource for campus social studies departments. Increase campus/classroom social studies support in a cost effective manner.	Cohort participants conduct a minimum of one campus-based staff development during the academic year, and participate in North East Social Studies Excellence (NESSE) staff developments in the role of participant and presenter/co-presenter. Cohort participants assist department and campus leadership as facilitators and active members of the campus leadership team.	3TL, CRW, AV, AL, CT, DI, AFL, CLP, MCP	Quarterly	Assistant Director - Social Studies, AP's for Instruction, classroom Teachers, Department Chairs and Instructional Deans	\$14,025
1, 2, 4, 5	Social Studies	5D	Continue NESSE Journeyman's Academy, adding a second cohort while continuing Cohort 1. Continue building professional and curricular skills of teachers in their 2nd-5th year in NEISD. Increase student achievement by impacting instructional quality with a focus on struggling readers and writers and vocabulary development while challenging all learners. Develop future candidates for the Lyceum.	Success of this Academy will be evidenced by--reduction in social studies teacher turnover in 2nd-5th year teachers, active participation in NESSE professional development, transition of Journeyman Academy teachers into future cohorts of NESSE Lyceum, evidence of professional growth through walk-throughs and classroom observation.	3TL, CRW, AV, AL, CT, DI, CLP, MCP, AFL	Quarterly	Assistant Director - Social Studies, AP's for Instruction, Teachers, Department Chairs, Instructional Deans	\$13,200

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1	Social Studies	5E	Adhere to published North East Scope and Sequence for social studies instruction at all subject/grade levels. Fully implement, at all middle school campuses, the new Social Studies 6th and 7th grades scope and sequence. Pilot, at selected campuses, 8th grade Social Studies and 9th grade World Geography scope and sequence.	Common assessments and benchmarks, where appropriate, and 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. Raise commended rates by 5%.	GSF, 3TL, CRW, AV, AL, CT, DI	Quarterly	Principals, Assistant Director - Social Studies, Social Studies Specialists, Instructional Deans, Department Chairs, APs for Instruction, Teachers	
1	Social Studies	5F	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; multi-genre writing in all World Geography classes. Publish one exemplar lesson from each secondary campus per semester on the NESSE web page lesson plan data base. Provide instruction and support for Document-Based Question (DBQ) in all World History classes.	Evidence of writing in the social studies classroom will come through walk-throughs and classroom observation. 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 demonstrating skill development and progress in open response/short answer writing, and DBQ analysis.	CRW, AV, CT, DI, AFL	Quarterly	Assistant Director - Social Studies,; Social Studies Specialists; Academic Deans, Teachers	
1	Pre-K/K	6A	Focus professional development for all Pre-K/K teachers on deepening understanding of the complexity and implementation of the Kinder TEKS and revised Pre-K State Guidelines with research-based instructional practices.	Specialists provide on-site follow-up for teachers through grade level planning, cognitive coaching and pair-teaching. 100% of classroom walk-throughs will provide evidence of TEKS/Guidelines based instructional content using active learning, child centered practices.	AL, CT, DI, AFL, CLP	Fall/Spring	Executive Director of School Improvement, Coordinators, Specialists, Early Childhood Coordinator	

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1	Pre-K/K	6B	Provide collaborative opportunities (ie, Early Childhood Connections Meetings, Early Childhood Super Saturday, School to School Guided Classroom Observations) for PPCD, PreK and Kindergarten teachers to coach and mentor each other for instructional improvement within and across the programs and grade levels (general education to special education, Pre-K to Kindergarten).	Attendance and evaluation of collaborative opportunities. Collaboration and vertical alignment of curriculum between programs and grade levels will increase.	CLP	Each nine weeks	Executive Director of School Improvement, Coordinators, Specialists, Early Childhood Coordinator	
1	Pre-K/K	6C	Increase attendance of students, parent involvement and collaboration with community preschools and childcare centers through community education efforts with parents and care givers of 3, 4, and 5 year olds in district. Super Saturday designed to educate parents and local child care/ preschool providers in research based educational practices in early childhood education.	% of attendance in Pre-K classrooms will increase. Evaluations and letters from parents and local child care providers collected following collaborative efforts.	IA, PI	Fall/Spring	Executive Director of School Improvement, Coordinators, Specialists, Early Childhood Coordinator	
1	Foreign Language	7A	Implement an instructional program in all languages that includes the vocabulary development process for all students using research-based strategies.	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.	GSF, 3TL, CLP, AV	December May	Director of Curriculum Compliance, Principals, Assistant Principals, Foreign Language Coordinator, Foreign Language Department Chairs and Teachers	\$5,000
1	Foreign Language	7B	Continue 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 will implement Pre-AP and AP teaching strategies. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the school year. Review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses.	CLP, GSF, 3TL, ITL	Every nine weeks	Director of Curriculum Compliance, Foreign Language Coordinator, Foreign Language Department Chairs and Teachers	\$5,000 Title II \$5,000

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1	Foreign Language	7C	Maintain the exploratory Spanish program in all elementary schools 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 Spanish instruction per week.	CCR, AL	August - May	Director of Curriculum Compliance, Foreign Language Coordinator, Elementary Principals, Instructional Assistants	\$10,000
1	Foreign Language	7D	Continue building the middle school AP Spanish Language program.	Professional development with HS Foreign Language teachers to assist with strengthening the program.	GSF, 3TL	Nimitz/Jackson ongoing throughout the year	Director of Curriculum Compliance, Nimitz & Jackson MS Principals, Assistants Principals, Counselors, & Spanish Teacher, Foreign Language Coordinator	\$10,000
1,2	Gifted/Talented	8A	Increase under-represented populations in G/T through special training with secondary counselors involving identification of Procedure # 2 students.	The number of students testing under Procedure #2 compared to number tested under Procedure #2 last year will increase, thus creating the possibility more under-represented students will qualify for G/T.	CRW, AV, AL, CT, DI, GSF, PGP, CCR, IA	August - May	G/T Coordinator	\$10,000
1, 2	Gifted/Talented	8B	Continue to provide training for G/T 30-Hour Foundation Certification for all core teachers in NEISD.	Number of teachers completing this training will show an increase in the number of NEISD teachers having G/T Certification.	CRW, AV, AL, CT, DI, GSF, PGP, AFL, MCP, CCR	June - May	G/T Coordinator	\$2,000
1,2	Gifted/Talented	8C	Provide Differentiation/ Higher Level Thinking training for school faculties at all levels.	Number of faculties or groups receiving multiple trainings will show an increase in the number of NEISD teachers having received this specialized training.	CRW, AV, AL, CT, DI, GSF, PGP, CCR, MPG, IA	June - May	G/T Coordinator	\$2,000
1, 2	Gifted/Talented	8D	Support G/T instruction through Best Practice Training for all G/T teachers so all G/T students are commended for TAKS.	100% G/T students commended on TAKS.	CRW, AV, AL, CT, DI, GSF, PGP, CCR	August TAKS results	G/T Coordinator, G/T Teachers	\$5,000

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1	Library Services	9A	Continue to encourage middle school librarians to support iRead through middle school libraries, a district wide reading program to promote reading for middle school students. Elementary school librarians will continue to promote Read Kids Read.	Thirteen middle schools will participate in iRead , a district reading incentive program that complements the elementary reading incentive. 42 elementary schools will continue the district reading incentive which include Read Around the School and Read for the Record.	DI	September - May	Director of Library Services, Elementary Librarians, Middle School Librarians, Library Services	\$7,500
1	Library Services	9B	Provide support for Grades 6 - 8 ACL teachers during August 2008 staff development will support use of Dr. Loertscher's models for developing higher-level research projects in the ACL curriculum.	Librarians will use higher-level learning models developed by David Loertscher when collaborating with teachers to improve student research activities.	DI, CRW, AL, CT, CCR	August - May	Director of Library Services, Middle School Librarians, High School Librarians, Library Services Coordinator for 21st Century Skills	\$3,000
1	Library Services	9C	Maintain collaboration with the World Geography teachers to improve students' ability to complete research and prepare reports.	High school librarians will collaborate with the World Geography teachers in student research and content writing.	CCR, CRW, CT, DI	August - May	Director of Library Services, High School Librarians, Library Services Coordinator for 21st Century Skills	
1	Library Services	9D	Update library scope and sequence, to reflect the changes in the ELA TEKS.	Librarians and Central Office staff will update and implement district library scope and sequence for K-12.	CLP, CCR	August - May	Director of Library Services, Librarians, Library Services Coordinator for 21st Century Skills	
1	Library Services	9E	Submit relevant and rigorous lesson plans into the Library Lesson Plan Database by maintaining focus on TEKS and curriculum integration.	Middle school and elementary librarians will submit lesson plans to the Library Lesson Plan Database. The librarians will also rate the lesson plans that have been submitted by others.	CLP	August - May	Director of Library Services, Librarians, Library Services Coordinator for 21st Century Skills	
5	Library Services	9F	Evaluate the campus Spanish library collections with respect to ELL populations and increase the amount of Spanish/bilingual books at bilingual and dual language campuses.	Based on the evaluation, bilingual campuses of need will receive additional funds from bond money to purchase Spanish and/or bilingual library materials.	CRW	August - May	Director of Library Services, Librarians, Library Systems Coordinator	\$45,000

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4	Library Services	9G	Provide training in the ethical use of materials which includes copyright and intellectual property issues to be shared with building staff and students.	100% of librarians will offer copyright training to their building staff.	CT	August - May	Director for Library Services, Librarians, Library Services Coordinator for 21st Century Skills	
1	Library Services	9H	Align the scope and sequence to the Texas College Readiness Standards, The AASL 21st Century Learners Standards and The Partnership for 21st Century Learning Standards.	A new document will be created to demonstrate how NEISD librarians meet each of the standards.	CCR, CRW, CT, DI, CLP	August - May	Director for Library Services, Librarians, Library Services Coordinator for 21st Century Skills, Librarians	
1	ELL	10A	Continue support for core content area classes as they develop Language Objectives in the core areas based on Proficiency standards. Special attention and training will be conducted to introduce the English Language Proficiency Standards across the content areas. Collaboration with SI content specialist will ensure implementation of the ELPS.	All elementary and secondary campuses will use the SIOP framework to make their content more comprehensible. Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	CRW, ITL, CLP	Fall - Spring	Director of ELL Programs and ESL Instructional Interventionists	
1, 2	ELL	10B	Provide professional development: Administrators, paraprofessionals, teachers and other key stakeholders will have access to the campus based and general ELL Professional Development offerings through the ELL intranet page for training in initial SIOP, SIOP Coaches meetings, Linguistic Accommodations, English Language Proficiency Standards (ELPS), offerings related to compliance and best practice for English Language Learners.	Teachers will use the SIOP component of building background, lesson preparation and comprehensible input 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

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1, 2	ELL	10C	Provide professional development: The ELL Department will offer initial SIOP training. Core content area teachers (Math, Science, Social Studies, Reading and ELA) should receive 18 hours of training by August 2008 all other teachers have until August 2009 to complete the training.	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, CLP	Fall - Spring	ESL Instructional Interventionists	\$8,000 - Title III
1, 2	ELL	10D	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, CLP	Fall	Director of ELL Programs and ESL Instructional Interventionists	Title III
1	ELL	10E	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, CLP	Fall - Spring	Director of ELL Programs and ESL Instructional Interventionists	Title III
1	ELL	10F	Conduct training on LEP Student Assessment as requirements are updated and changed through TEA for ELL Points of Contact.	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.	CLP, GSF	Fall - Spring	Director of ELL Programs and ESL Instructional Interventionists	Local budget
1	ELL	10G	Conduct training on the revised LEP screen for campus and/or district personnel involved in entering LEP student data. Special attention to the new PEIMS program codes for Bilingual and ESL will be addressed.	PEIMS LEP data will be 100% accurate.	CLP	Fall - Spring	Director of ELL Programs and ESL Instructional Interventionists	Local budget
1	ELL	10H	Plan and expand the Dual/ Two-Way Immersion program to include all 11 bilingual sites.	Increase in the non-LEP dual students at the implementation grades (K and 1 at the new schools)	CLP	Throughout the year	Director for ELL Programs/ ELL Specialist	Title III

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1	ELL	10I	Support campus programs through walk-throughs to ensure implementation of SIOP. There will be a focus on writing across the curriculum.	Formative evaluation: LEP students will make one level gain in English proficiency as measured annually.	CLP, GSF	Throughout the year	Director of ELL Programs and Bilingual/ESL Specialists and Campus Bilingual Specialists	
1	Fine Arts - Special Projects	11A	Provide continual professional training with workshop opportunities.	All approved workshops will be listed on A-Train system. Overall participation will improve by 10%.	AL, CT, DI, GSF, IA	Monthly	Director of Fine Arts, Fine Arts Staff	
1	Fine Arts - Special Projects	11B	Promote increased participation in competitions, performances and exhibits.	All activities will be listed on Fine Arts website, distributed through District email and posted on District home page. Overall participation will improve by 10%.	AL, CT, DI, GSF, IA	Weekly	Director of Fine Arts, Fine Arts Staff	
1	Fine Arts - Special Projects	11C	Develop, implement and monitor benchmark assessments to guide program growth and success.	Evaluation journals and scorecards will be submitted each 9 weeks to document participation, student and faculty achievement and cross-curricular activities. Increase participation by 10%.	AL, CT, DI, GSF, IA	Every 9 weeks	Director of Fine Arts, Fine Arts Staff	
1	Fine Arts - Special Projects	11D	Support instruction by providing needed equipment and materials to enhance learning experience.	Central Office staff will review budgetary data and meet with principals and directors to discuss needs and results.	AL, CT, DI, GSF, IA	Monthly	Director of Fine Arts, Fine Arts Staff	
1	Fine Arts - Special Projects	11E	Promote cross-curriculum activities utilizing Fine Arts programs in core curriculum classes.	Classroom observations and program showcases will indicate successful use of these instructional strategies.	AL, CT, DI, GSF, IA	Monthly	Director of Fine Arts, Fine Arts Staff	

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BGs	TARGET AREA (Specific goals based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT-CENTERED STRATEGIES	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
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. *Monthly after-school meetings between novice teachers and "master mentor teachers" to focus on lesson planning, instruction, assessment and classroom management. *Classroom observations between novice and master mentor teachers.	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 the Director for School Improvement.	CLP	August - May	Executive Director and Director of School Improvement, Principals, Assistant Principals, Deans of Instruction	\$85,750 Title II
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. *Provide mentor training to all mentors of brand new teachers totaling twenty hours. Each novice teacher will have a mentor that supports the monthly checklist provided by the "master mentor teacher". Each campus will have a lead mentor that trains and coordinates the campus mentors.	Quarterly surveys and mentor logs will indicate 100% of mentors are supporting new teachers as articulated in the monthly mentoring duties.	CLP	Quarterly surveys: October, December, February & May; Semester logs: January & May	Executive Director and Director of School Improvement, Principals, Assistant Principals, Deans of Instruction	\$400,000 Beginning Teacher Induction Grant
1	Professional Development: Providing a Dean of Instruction at all high schools to assist with the delivery of professional development and the coaching of core teachers	12C	Provide a Dean of Math, Science, English, and Social Studies at all comprehensive high schools to model, guide and coach core teachers Four Deans will be identified at each comprehensive high school; ISA will have two Deans	Alignment of the common curriculum will be evident through classroom walk-throughs. Targeted Efforts forms will indicate training, modeling and support with exemplar lessons for the core teachers. Targeted Efforts forms will indicate teacher support for Dean coaching, modeling and professional development.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - June	School Improvement Department for Curriculum Compliance	Title II A \$241,800

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RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.

- CLP Collegial Learning and Planning (i.e. professional learning communities)
- MCP Managing Classroom Procedures
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1	Professional Development: Supplement existing academic programs with specialists and instructional interventionists in an effort to improve student achievement	12D	Provide supplemental assistance through specialists in the areas of math, science, social studies, ESL, literacy, early childhood education and dual language; provide a data compliance coordinator part time.	Alignment of the common curriculum will be evident through classroom walk-throughs. Targeted Efforts forms will indicate training, modeling and support with exemplar lessons for the core teachers. Targeted Efforts forms will indicate additional teacher growth from assistance by supplemental specialists and coordinator.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - June	School Improvement Department for Curriculum Compliance	Title II A \$819,137
1	Professional Development: Supplement existing professional development with targeted, campus-based professional development in an effort to improve student achievement	12E	Provide supplemental professional development in the core content areas by providing campus-based training and after hours training.	Alignment of the common curriculum will be evident through classroom walk-throughs. Targeted Efforts forms will indicate training, modeling and support with exemplar lessons for the core teachers. Targeted Efforts forms will indicate teacher growth from campus-based professional development.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - June	School Improvement Department for Curriculum Compliance	Title II A \$332,330
1,5	Professional Development: Campus Leadership	12F	Develop a pool of administrators for NEISD.	Successful completion of the District's Administration Training Program for selected individuals.	CLP	August - June	Executive Directors for Campus Administration	\$8,000
1,5	Professional Development: Campus Leadership	12G	Provide additional leadership experience and training for principals and assistant principals.	Records of attendance and evaluations of Voluntary Leadership Sessions.	CLP	September - May	Executive Directors for Campus Administration	\$2,500
1,5	Professional Development: Campus Leadership	12H	Provide ongoing support for new administrators.	Records of content and attendance at Cohort Sessions for first and second year principals and first year assistant principals.	CLP	September - May	Executive Directors for Campus Administration	\$4,200
1,5	Professional Development: Campus Leadership	12I	Review, revise and continue to implement Plans of Action, Plans of Support, and Plans of Intervention for campus principals. Prescribe attendance at training for administrators in need.	Successful implementation of campus and district goals.	CLP	August - June	Executive Directors for Campus Administration	\$4,500

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1,5	Professional Development: Campus Leadership	12J	Continue one-on-one coaching sessions with campus principals routinely as scheduled; campus walks, interview committee, walk-throughs.	Principal's evaluation. Successful implementation of campus and district goals. Records/logs of coaching sessions.	CLP	May August – June August – June	Executive Directors for Campus Administration	\$6,500
1,5	Professional Development: Campus Leadership	12K	Continue coaching sessions with campus assistant principals per semester or as needed.	Assistant Principal evaluation.	CLP	September – May	Executive Directors for Campus Administration, Director of Administrative Leadership Development	
1,5	Professional Development: Campus Leadership	12L	Conduct information meeting for individuals possessing an interest in educational leadership.	Records and responses of individuals in attendance.	CLP	October	Executive Directors for Campus Administration, Director of Administrative Leadership Development	
2	Leadership Development	13A	Provide the <i>7 Habits of Highly Effective People</i> training (5 cohorts).	Successful completion of <i>7 Habits</i> training. NPS of 90 or above.	CLP	August - June	Director of Leadership Development	\$10,000
2	Leadership Development	13B	Provide <i>8th Habit Leadership</i> training to 4 cohorts. (Leadership: Great Leaders, Great Teams, Great Results)	Successful completion of LQ/Survey Successful completion of <i>8th Habit Leadership</i> training. NPS of 90 or above.	CLP	August - June	Director of Leadership Development	\$20,000
2	Leadership Development	13C	Build capacity by coordinating Covey Leadership training, certification, and facilitation.	Completion of certification for new facilitators. Completion of training sessions conducted by certified trainers. NPS of 90 or more.	CLP	August - June	Director of Leadership Development	\$30,000

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1,5	Accelerated Education At-Risk	14A	Allocate teachers and assistants to reduce student teacher ratio in Pre-K - 5 classes.	Enrollment analysis indicates student to teacher ratio is lower than state-mandated average.	CLP	Monthly August - May	Executive Directors for Research and Information Technologies and Curriculum Compliance	SCE Funds \$381,304 FTE Title II \$402,297
1,5	Accelerated Education At-Risk	14B	Increase affective, cognitive and linguistic proficiencies of the limited English proficient students.	100% of the ESL/Bilingual students will pass TAKS in the language in which they were assessed. 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).	CLP	August - June	Director of ELL Programs, ESL Specialists	SCE Funds \$821,969 40 FTE
1,5	Accelerated Education At-Risk: Drop-Out reduction	14C	Personalize strategies developed and implemented in every high school.	Student failure rates, attendance, tutoring sessions and benchmark scores will be analyzed and monitored.	3TL	August - May	Coordinator, STAN Counselors, Principals	SCE Funds \$173,222 3 FTE
1	Accelerated Education At-Risk	14D	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 and recovery opportunities for students who fail any nine weeks, the semester or a class.	100% of the targeted students enrolled in TAKS success courses will pass TAKS. Reduce disparity in performance on assessment instruments administered between students at-risk of dropping out of school and all other students in the four curriculum areas.	3TL	May - July	Principals, Assistant Principals, Deans	SCE Funds \$449,424 Title I \$100,174
3	Accelerated Education At-Risk	14E	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, PI	June	Family Specialists, Principal, Counselor, Executive Director of Curriculum Compliance & Director of McKinney - Vento Project	SCE \$942,500 HSA \$380,000

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3	Accelerated Education At-Risk	14F	Provide pregnancy-related services and academic support to improve student performance and attendance.	School-age parenting students identified and enrolled in the School-Age Parenting Program will receive dropout intervention.	3TL	June - August	Director of McKinney - Vento Project, and School Age Parenting Case Manager/Instructor	SCE Funds \$202,644 4 FTEs
1	Accelerated Education At-Risk	14G	Enroll homeless students immediately and provide academic interventions and campus support to promote student success . Homeless students will access all Title I programs to promote academic success.	Students identified as homeless will receive services and academic support as defined in the <i>Public Law 107-110 McKinney-Vento Homeless Education Assistance Improvements Act of 2001</i> .	GSF	June - August	Director of McKinney - Vento Project, and McKinney Family Liaisons	\$50,000 title I
1	Accelerated Education At-Risk	14H	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 - August	Summer School Principal, Executive Directors of Curriculum Compliance and School Improvement	SCE Funds \$135,000 Title V \$40,670
3	Accelerated Education At-Risk	14I	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 - June	Executive Director of Curriculum Compliance, Region 20 Cooperative	Title I Title II A & D Title III Title IV
1	Accelerated Education At-Risk	14J	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.	CLP	July - June	Executive Director of Human Resources, Principals	
1	Accelerated Education At-Risk	14K	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	September	Principals, Executive Director of Curriculum Compliance, Curriculum Coordinators, Executive Director of School Improvement, Special Education Coordinators and Executive Director	Title I

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1	Special Education	15A	Provide training to teachers working with special education students which supports use of the TEKS, analysis of TAKS/TAKS-A/TAKS-M, 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/TAKS-A/TAKS-M tests.	GSF	October, January, February, April	Executive Director for Special Education, Director, & Special Education Program Coordinators	\$3,000 for substitutes - Source, IDEA-B
1	Special Education	15B	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. Training will address differentiation as process, product or content and will include hands on analysis of lesson plans and strategies for matching strategies to student skill profiles. Training will be done by level - elementary, MS or HS.	Increase passing rates of included special education students as measured from 9 weeks to 9 weeks.	CIP	October, December, March, May	Executive Director for Special Education and Director. Training done by SPED Coordinators - Monitoring done by Campus Principal	3000 - IDEA-B
1	Special Education	15C	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 and a standardized support and accountability form which is completed on each SPED student each three weeks.	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	SPED Director for compliance, SPED Program Coordinators & Secondary Campus Coordinators	\$16,000 - IDEA-B
1	Special Education	15D	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 from secondary campuses are trained.	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 .	GSF	April	SPED Director of Instructional Improvement, Secondary Program Coordinators & Campus Coordinators	\$20,000 IDEA-B

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1	Special Education	15E	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	Executive Director for Special Education & Campus Principals	\$10,000 IDEA-B
2	Special Education	15F	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. PBMS indicators related to discipline will reflect that the district data is in line with state average data.	CLP	Each 9 weeks	SPED Director for Instructional Improvement	\$10,000 IDEA-B
2	Special Education	15G	Support implementation of effective inclusion strategies through training in a staffing model which allows campuses to make decisions about best use of special education staff and by providing training in effective strategies for co-teaching support.	Percentage of Special Education students earning passing grades in general education classes will increase and walkthrough observations in cotaught classes will indicate a variety of models of coteaching in use by staff.	DI	Each 9 weeks	Executive Director, Director & Program Coordinators for Special Education	\$5,000 IDEA-B
2	Special Education	15H	Support district CHAMPS initiative through trainings at district and campus level through Foundation schools pilot and through ongoing support meetings throughout the year.	Reduction in district wide percentages of students assigned to ISS and DAEP programs and observations during classroom walkthroughs of CHAMPS strategies in classrooms.	CLP	December, June	Director for Special Education	\$25,000 IDEA-B
2	Special Education	15I	Develop curriculum frameworks for all levels of ALE/Specialized Support classrooms which support teachers writing IEPs using grade level TEKS and which align with general education curriculum scope and sequence.	Review of IEPs will indicate grade level TEKS reflected in IEPs for students with significant cognitive disabilities and classroom walkthroughs will indicate level of rigor which is differentiated to address the needs of all students.	DI	Each 9 weeks	Executive Director, Director & Program Coordinators for Special Education	\$15,000 IDEA-B for summer curriculum writing

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5	Career & Technology	16A	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.	GSF	May	Executive Director, Director & Asst. Director for Career & Technology	\$5,000 - cost of training and tests for teachers
1	Career & Technology	16B	Provide new teachers opportunities to become A T C Certified in courses that they will teach.	100% of new CTE teachers will attend a conference that offers ATC Training Sessions to become ATC certified in courses they teach.	CLP, CCR	October	Executive Director, Director & Asst. Director for Career & Technology	\$500 per teacher
1	Career & Technology	16C	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.	GSF	June	Executive Director, Director, & Asst. Director for Career & Technology	
5	Career & Technology	16D	Provide opportunities for new counseling staff to tour Career and Technology programs to include all CTE Magnet Programs. Counselors will develop a better understanding of CTE curriculum.	90% of new middle and high school counselors will participate in the tours.	CLP, CCR	Fall	Executive Director and Director for Career & Technology, Director for Guidance and Special Populations Specialist	\$200 - cost for transportation
5	Career & Technology	16E	Increase the number of students accessing the Kuder program to research college, career and scholarships opportunities based on assessments.	40% of CTE students will have accessed the Kuder program.	PGP,CCR, GSS	June	Executive Director and Director for Career & Technology, Director for Guidance and Special Populations Specialist	\$30,000 funded by Perkins

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3	Career & Technology	16F	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, TEKS realignment, and evaluation of program resources.	CLP, 3TL	Fall and Spring	Executive Director, Director & Asst. Director for Career & Technology, Director for Guidance and Special Populations Specialist CTE Magnet Directors, Department Chairs and stakeholder	
5	Career & Technology	16G	Provide Magnet program directors with leadership, data analysis, and instructional support to promote student success in each area.	100 % of CTE Magnet Directors will attend scheduled meetings.	CLP, AFL	Monthly	Executive Director and Director for Career & Technology, CTE Magnet Directors	
2	Career & Technology	16H	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.	MCP	Annual	Executive Director and Director for Career & Technology, Executive Director for Safe and Healthy Schools, CTE Magnet Directors and Dept. Chairs.	
1	Career & Technology	16I	Provide CTE teachers training and support, on an individualized and/or group basis, in addressing the instructional needs of special population students.	100% CTE teachers will attend training sessions and/or workshops that will provide them with streamlined data that will serve the needs of special populations students.	AL, CLP, DI	Ongoing, throughout the school year	Executive Director, Director & Asst. Director for Career & Technology & Special Populations Specialist	
1	Career & Technology	16J	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	Executive Director and Director for Career & Technology & Special Populations Specialist	

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1	Career & Technology	16K	CTE teachers will apply for Adjunct Faculty status and attend college alignment meetings to provide more opportunities for students to earn academic and college dual credit.	10% increase of CTE teachers will obtain adjunct faculty status through ACCD.	CCR, CLP	June	Executive Director, Director & Asst. Director for Career & Technology & Special Populations Specialist	
1, 2, 5	Technology Applications	17A	Educational Technology staff will meet with Campus Technology Committees (CTC) regularly as determined by Educational Technology Department to identify and support technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.). The CTC provides and models instructional technology leadership.	Campus administrators will monitor progress (through CTC meetings, minutes of meetings, and Texas STaR Chart data) to ensure the CTC follows the NEISD CTC timeline. (http://intranet.int.neisd.net/edtech/ctc/tech_committee.html)	CLP CRW CT AV DI	Monthly	Principals, Campus Technology Committee Representatives (at least one per grade level, team, department), Teachers, Educational Technology Specialists, Coordinators, Assistant Directors, and Director	\$2,500.00 (Title IID)
3, 5	Technology Applications	17B	Educational Technology staff will support teachers in the utilization of GradeSpeed to manage grades and improve communication with staff, students and parents.	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload three, six and/or nine-weeks grades as outlined in grading policy. (http://intranet.int.neisd.net/edtech/gradespeed/)	CLP GSF	Daily to weekly Three, six, and nine weeks	Principals, Assistant Principals, Teachers, Data Processors, Help Desk Staff, Educational Technology Specialists, Coordinators, Assistant Directors, and Director	\$36,860.00 (Bond)

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3, 5	Technology Applications	17C	Educational Technology staff will support teachers in the utilization of teacher web pages to improve communication with staff, students, and parents.	100% of teachers will update essential classroom information as outlined in the teacher web page template. (http://www.neisd.net/et/twp/index.htm)	AL CLP GSF	Daily to weekly	Principals, Assistant Principals, Teachers, Educational Technology Specialists, Web Page Specialist, Coordinators, Assistant Directors, and Director	\$15,200.00 (Bond)
1	Technology Applications	17D	Educational Technology staff will provide K-5 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by teacher observation (K-2) and proficiency tests (3-5). (http://intranet.int.neisd.net/edtech/Keyboarding/KBProg/)	3TL CRW AL DI	Quarterly	Principals, Assistant Principals, Teachers, Instructional Technology Specialists and Coordinators, Assistant Directors, Director	\$1,335,615.00 (Bond 7 Title IID)
1	Technology Applications	17E	Educational Technology staff will support educators in the mastery of technology proficiencies as outlined in the North East Educator Technology Standards. (http://intranet.int.neisd.net/edtech/ed_stds.html)	100% of educators will show progress towards mastery of the Foundations, Basic, and Intermediate proficiency levels of the North East Educator Technology Standards as measured by proficiency tests and PDAS. Using the Texas State Technology and Readiness Chart, 100% of teachers will establish and meet three technology proficiency goals that are standards based, data driven, and job embedded. (http://starchart.esc12.net/)	CLP 3TL CRW AL	Annually	Principals, Assistant Principals, Teachers, Educational Technology Specialists, Coordinators, Assistant Directors, and Director	\$75,694.05 (Bond)

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1, 4	Technology Applications	17F	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. (http://intranet.int.neisd.net/edtech/tech_apps.html)	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	CLP 3TL CRW AL	Quarterly	Principals, Assistant Principals, Teachers, School Improvement Specialists and Coordinators, Educational Technology Specialists, Coordinators, Assistant Directors and Director	\$1,714,673 (State Technology Allotment and Title IID)
1, 4	Technology Applications	17G	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 STAAR Chart</i> for planning, instruction, reflection, walk-throughs, and observations. 100% of Elementary classroom teachers will ensure students have 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.	AV 3TL CRW AL CT DI	Quarterly	Principals, Assistant Principals, Teachers, Instructional Division Specialists and Coordinators, and Educational Technology Assistant Directors and Director	\$1,734,515.85 (State Technology Allotment, Local, and Title IID)
1, 4	Technology Applications	17H	Educational Technology staff will support the core content area curriculum by including Technology Applications Standards.	Content TEKS and Technology Applications TEKS are available through online resources and include special education accommodations and bilingual/ESL strategies.	AV 3TL CRW AL CT DI	Quarterly	Academic and Instructional Deans, Teachers, Librarians, Instructional Division Specialists and Coordinators, and Educational Technology Assistant Directors and Director	\$27,096.10 (Bond and Title IID)

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2	Safe and Drug-Free Schools and Communities	18A	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 five areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence and Improve school safety 3. Increase parental and community involvement in violence and drug prevention activities 4. Increase student involvement in school activities 5. Increase awareness and prevention efforts related to teen dating violence by implementing HB 121 and developing a dating violence policy	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the five areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence and improvement in school safety 3. Increased parental and community involvement in violence and drug prevention activities 4. Increased student involvement in school activities 5. Increase awareness and prevention efforts related to teen dating violence and develop a dating violence prevention plan (secondary level)	GSF, PI	June	Principals, STAN Counselors, SDFS Campus Contacts, Executive Director, SDFSC Director & Specialists of Student Support Services, Secondary Assistant Principals and Secondary Campus Police Officers	
2	Safe and Drug-Free Schools and Communities	18B	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report.	District reduction in incidents of violence and drug use as indicated in the following sources: - Drug, Alcohol and Violence Report from Pupil Personnel Services - STAN Quantifiable Measures Report - Positive Mediation Reports by campus - PAL Six Weeks Training and Service Reports, Safe School Ambassador Surveys, training evaluations	GSF, CT	September - May	Director of SDFSC, SDFSC Campus Contacts, STAN Counselors, PAL Teachers, Principals, Executive Director, (omit-Coordinator) and Specialists of Student Support Services	

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4	Guidance	19A	Continue state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of guidance counselors and counselor supervisors will receive training to include expectations, evaluations, guidance program.	GSF	June - August	Counselors, Guidance Leadership Team, Counselor Supervisors, and Director and Coordinator of Guidance	
4	Guidance	19B	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 activities in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	GSF	August - May	Counselors, Guidance Leadership Team, Director of Guidance	
4	Guidance	19C	Implement and evaluate campus guidance programs to ensure 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 Director for Guidance Services, who will evaluate progress bi-annually.	GSF	June	Counselors, Principals, Director of Guidance	
4	Guidance	19D	Increase time in counselor role and guidance program components.	100% of guidance counselors will meet to plan strategies to decrease the amount of time spent in non-guidance activities as defined by the state-mandated comprehensive developmental guidance program.	GSF	August - June	Counselors, Principals, Director of Guidance	

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4	Guidance	19E	Organization, planning and evaluation of campus guidance programs.	100% of campus guidance departments will develop, maintain and submit monthly contact logs which indicate number of contacts and type of services in the four guidance components: guidance curriculum, individual planning, responsive services and system support.	GSF	Monthly	Counselors, Principals, Director of Guidance	
4	Guidance	19F	Designate elementary, middle, and high school contact counselors 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 and Guidance Services.	GSF	Monthly	Contact Counselors, Director and Coordinator of Guidance	
4	Guidance	19G	All high school and middle school counselors will educate students, teachers and parents regarding the Texas Grant, Teach for Texas Grants Program, San Antonio Education Partnership Program, College Connections, and the Texas Scholars Program to assist in making rigorous curriculum choices ensuring postsecondary success and awareness of sources of information regarding higher education admissions and financial aid for postsecondary educational opportunities. (TEC §§ 33.001-33.009)	Sign-in sheets will register 100% compliance.	GSF, PI, CCR	August - June	Secondary Counselors, Principals	
4	Guidance	19H	All middle school counselors will meet with every 8th grade student to develop individual four-year plans.	All students will have four-year plans at end of 8th grade.	GSF, PGP, CCR	August - June	Middle School Counselors, Principals	
4	Guidance	19I	All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Texas Scholar/Texas Grant program. (TEC §§ 33.001-33.009)	Sign-in sheets will show 100% compliance.	GSF, CCR	April	Elementary Counselors, Principals	

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4	Guidance	19J	Implement and evaluate the counselor contact meetings 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	August - June	Counselor contacts and Director of Guidance	
4	Guidance	19K	All counselors and counselor evaluators will understand and utilize the counselor performance evaluation.	Counselors and Counselor Evaluators will submit Formative and Summative Counselor Performance Evaluations to Human Resources and Guidance Services.	GSF	November - May	Counselors & Counselor Evaluators, Director of Guidance, Human Resources	
4	Guidance	19L	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	GSF, PGP, CCR	August - June	Middle and High Counselors, Principals	
4	Guidance	19M	All counselors new to the district will be assigned a mentor counselor to provide support through the first year of counseling assignment in NEISD.	100% of new counselors will attend monthly meetings with their mentor.	GSF	August - June	Counselors and Director and Coordinator of Guidance	
4	Guidance	19N	All counselors will attend district-provided professional staff development quarterly.	Sign in sheets will reflect 100% compliance.	GSF	August - June	Counselors and Director and Coordinator of Guidance	

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2,3,4	Health Services	20A	Each campus will demonstrate inclusion of the eight components of a coordinated school health program: 1) Health education teaches physical, mental, emotional, and social topics. 2) Physical education supports physical activity and cardiovascular fitness. 3) Health services provides prevention, early intervention, and management of acute and chronic health conditions. 4) Nutrition services offers nutritious meals and an environment that promotes healthy food choices and support for nutrition education. 5) Counseling, psychological, and social services provide consultation and other assistance. 6) A healthy environment promotes positive physical, social, and emotional climate. 7) Staff health promotion helps staff maintain their health and act as healthy role models. 8) Family and community involvement promotes partnerships that maximize resources and expertise.	Review of campus plans, health/wellness initiatives, and findings from School Health Index (even numbered years) on each campus will indicate all components are being addressed and promoted. District Wellness Plan Goals are achieved.	AL, CT, GSF, IA	School year	Director of Health Services, Executive Director of School Nutrition Services, Executive Director, Safe and Healthy Schools, Executive Director, Facilities Maintenance, Health/PE Coordinator, Director of Guidance and Counseling, Principals, Campus Nurses, Flex Nurses, Counselors, Health Teachers, Family Specialists, PE Teachers/Coaches, Cafeteria Managers, Parents/Families, School Health Advisory Council	Local budget
1,2,4,5	Health Services	20B	School nurses will provide and support a safe and nurturing learning environment by promoting healthy lifestyles and disease prevention; complying with Texas immunization laws; implementing health related guidelines and procedures; assisting with the development and implementation of IEPs; and assisting with monitoring the school environment for safety.	Review of monthly reports to Health Services; TDSHS annual immunization report, vision, hearing, spinal, and acanthosis nigricans screening reports; campus/cluster based health initiatives; collaboration with Special Education; review of accident/injury reports; and tracking current health-related trends. District Wellness Plan goals are achieved.	GSF, IA	Monthly, annually and as needed	Director of Health Services Campus/Flex nurses	Local budget

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2,3,4	Health Services	20C	Campus and flex nurses will provide the crucial link between student health and academic success by conducting health assessments; providing preventive care; minimizing student risk taking behaviors; providing first aid for injured and ill students; developing Individualized Health Plans (IHPs) to benefit students with acute and chronic health needs; providing communicable disease surveillance; providing individual and group health education; creating programs and strategies to promote healthful living; offering parent-nurse conferences; providing families with referral information; monitoring results of treatments and interventions; and working closely with campus staff to ensure student health needs are met and goals are achieved.	Information from monthly reports, campus visits, review of student/clinic referrals, and staff meetings. District Wellness Plan goals are achieved.	AL, CT, GSF, IA	Monthly, annually and as needed	Director of Health Services, Campus/Flex Nurses, Special Education Campus Coordinators, Family Specialists, Counselors, Faculty/Staff	Local budget
1,2,3,5	Health Services	20D	Collaborate with Family Specialists, campus counselors, local health care providers, and local/state/federal agencies to secure health related resources (glasses, hearing aids, medical care, dental care, immunizations, prescription medication assistance) for uninsured/underinsured students to facilitate improved attendance and academic success.	Improved student attendance and academic performance in target population.	AL, CT, GSF, IA	July-June	Director of Health Services, Campus/Flex Nurses, Family Specialists, Counselors, Teachers	Local budget
3	Health Services	20E	Coordinate at least four annual meetings of the District's Medical Advisory Committee to secure standing orders; seek guidance on pertinent student health related issues; receive input on guidelines and protocols; review current trends in disease prevalence, management, and treatment; implement current health related research in the practice and delivery of school health services; and to receive suggestions and input on department goals.	Attendance and participation in quarterly meetings. Consult with entire committee or individual members as specific situations arise.	N/A	Quarterly meetings	Director of Health Services, Members of Medical Advisory Committee	\$500.00 estimated cost for printing materials, refreshments and other supplies as needed.

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3	Health Services	20F	Coordinate 7-9 meetings of School Health Advisory Council each school year to receive guidance on school health and related programming, ensure local community values are reflected in the delivery of health services and education, set priorities for Health Services, provide open communication, and address health related needs of students, families, and staff.	Attendance and participation in all scheduled meetings. Implementation of activities and initiatives approved by SHAC.	N/A	Monthly	Director of Health Services, SHAC Chair, SHAC members	\$2000.00 estimated cost for printing materials, refreshments and other supplies as needed.
2,3,5	Health Services	20G	Provide accurate, current, concise health related information to parents and community members through PTA meetings and newsletters, HEALS Committee activities, campus/cluster activities, and campus nurse/District Health Services web sites.	Campus nurses and Health Services representatives will collaborate with Principal and PTA officers to provide health information.	N/A	Monthly	Director of Health Services, Campus/Flex nurses, Principals, PTA officers	Local budget
1,2,5	Health Services	20H	Provide support to parents and faculty/staff as students transition from homebound/health care settings back into the school setting. Monitor health related absences as requested.	Procedures will be developed on each campus to facilitate successful transition and return to school. Unnecessary and unexcused absences will be minimized.	AL, GSF, IA	July-June	Director of Health Services, Campus/Flex nurses, Campus Administrators, Special Ed, Campus Coordinators	Local budget
3,5	Health Services	20I	Develop and implement 3-4 professional development days for campus nurses, flex nurses, and substitute nurses each school year.	Professional development/in-service programs will be conducted on District staff work days. Program evaluations will reflect a score of 3 or above.	N/A	August, October, February	Director of Health Services	\$3000.00 estimated cost for printing materials, speakers and other supplies as needed.
2	Discipline Management	21A	Provide discipline data analysis 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.	CLP, MCP	July	Executive Director and Student Support Services Department	

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2	Discipline Management	21B	Make modifications to campus Behavior Management Plan based upon analysis of district discipline data	Modifications to the Campus Behavior Management Plan will be made based on current data.	CLP, MCP	July	Campus Principals and leadership teams	
2	Discipline Management	21C	Provide 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.	MCP	August	Campus Principals	\$1000 per campus
	Discipline Management	21D	Review District Discipline Procedures K-12 (all inclusive) and make changes to improve discipline process. On line web applications for discipline will be available for all levels to monitor the campus discipline daily. Provide a quality alternative education program at the District Alternative Centers.	New discipline procedures presented at August Leadership. Significant reduction in number of students expelled to JJAEP and assigned to District DAEP's.	MCP, CLP	August July - June	Executive Director, Director of Student Support Services and Hearing Officers	Student Support Services budget SCE Funds-\$443,660