


<b>BOARD GOALS (BGs)</b> 1- Challenge All Students 2- Safe & Supportive Atmosphere 3- Campuses as Centers for Community Involvement 4- Partnerships with Community 5- Character Development 6- Management of District Resources 7- Recruit & Retain Exemplary Employees 8- Health & Wellness	 <b>NORTH EAST INDEPENDENT SCHOOL DISTRICT</b> <b>DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN</b> <b>2010-2011</b>	<b>RESULTS</b> 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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<b>DISTRICT GOAL</b> To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction and creates flexibility and responsiveness to best serve learners and to increase student achievement.	<b>CODES FOR STUDENT-CENTERED STRATEGIES</b> <b>RIGOR</b> - 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 RS Reading Strategies WS Writing Strategies CR Critical Reading AV Development of Academic Vocabulary CT Critical Thinking and Problem Solving DI Differentiated Instruction (Content, Process and/or Product) <b>RELEVANCE</b> - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment-for-Learning - Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Work Force Readiness PBL Performance-Based Learning IBL Inquiry-based Learning TI Technology Integration <b>RELATIONSHIPS</b> - 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/Positive Behavior Supports IA Improved Student Attendance PI Parent & Community Involvement HW Health & Wellness HQ Highly Qualified Employees
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BGs	TARGET AREA (Specific objectives based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT-CENTERED STRATEGIES	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2,3,4,5,6,7	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, CR, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	June - May	Campus Principals, Campus Leadership Teams, Teachers	
1,2	College and Career Readiness: AVID	1B	Continue to strengthen the existing AVID programs through professional development, curriculum development, collaboration, data analysis, recruitment, parent education/ involvement, community projects, tutors, and college visits.	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	\$661,800 High School Allotment

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1,2	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 to promoting postsecondary readiness through the implementation and use of programs like AP Potential, My College Quick Start, 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 9th, 10th, and 11th 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, CR, AV, AL, CT, DI, GSF, AFL, CCR, CLP, PI	August - July	College and Career Readiness Coordinator, Dir. of Guidance Services, Asst. Principals of Instruction, Dir. and Asst. Dir. of Career Technology, Campus Counselors, Dual Credit Teachers, ACCD Personnel	High School Allotment for: Gateway - \$100,000 (1/2 from local) SA Partnership - \$25,000 College Board - \$147,000 and AP \$300,000
1,5	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	
1,5	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	
1,5,6	Curriculum	1F	Provide access to the district curriculum per core content area through the School Improvement Web page. 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 observations.  Targeted Efforts forms will indicate training, modeling and support with exemplar lessons.  Targeted Efforts forms will indicate campus support by Specialists.	3TL, CR, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - May	Ex. Dir. of School Improvement	
1,5	Reading/ELA	2A	Utilize the North East Scope and Sequences for ELA and Reading in Grades K-12 as the basis for lesson planning, along with the Revised ELAR TEKS.	All observations, 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, CR, AV, AL, CT, DI	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists, Title I Facilitators, MS Reading and English Department Chairs, HS Deans of Instruction for English	\$5,000
1,5	Reading/ELA	2B	Provide teachers instruction and support in before, during, and after reading strategies.	Observations, formative walk-throughs, and lesson planning will indicate appropriate application of district expectations for instruction. 100% of students will meet expectations on TAKS reading, writing and ELA tests with increased commended level performances.	3TL, CR, AV, AL, CT, DI	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$50,000
1,5	Reading/ELA	2C	Provide teacher support in vocabulary development, especially ELA academic vocabulary, using a variety of strategies and Four Blocks support to new and veteran teachers.	Observations, 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
1,5	Reading/ELA	2D	Focus on meeting the needs of struggling readers through implementation of best practices for reading using core instruction, targeting needs based on current data, and the implementations of the Voyager program for grades K-5 and 9-10 and Rex Extreme for grades 6-8.	Using the <i>What to Look for in the Reading Classroom Checklist</i> as a guide, observations or formative walk-throughs will indicate appropriate application of reading strategies for all students, as will Voyager data.	3TL, DI	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$420,000

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1,5,6	Reading/ELA	2E	Provide focused learning opportunities for ILTs, Title I facilitators, MS English and Reading Department Chairs, HS Academic Literacy teachers, and MS and HS Deans.	These individuals 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
1,5	Reading/ELA	2F	Develop, implement and monitor benchmark assessments to guide reading and writing instruction, student goal-setting, and to prepare for upcoming EOCs: reading, grades 2 - 9; writing/ELA grades 2, 3, 4, 6-11.	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
1,5,6	Reading/ELA	2G	Increase support of MS 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/English.	All MS English and reading department lesson plans will reflect collaborative planning aligned with district curriculum guidelines.	CLP, DI, 3TL, CR, AV, AL, CT	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$50,000
1,5,6	Reading/ELA	2H	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 25 teachers of reading/writing will participate in the Teacher-as-Writer Academies.	CLP, CR, AL, DI	Fall - Spring	Asst. Dir. of ELA, Literacy Specialists	\$20,000
1,5,6	Reading/ELA	2I	Provide support for rigorous PreAP, AP, and GT ELA curricula and for students taking the PSAT and SAT through a variety of support programs: <i>Laying the Foundation, Applied Practices Onsite License, SAT and AP Institutes, etc.</i>	Observations and formative walk-throughs will show evidence of 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	\$100,000
1,5,6	Reading/ELA	2J	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 using the writing process.	Using the <i>What to Look For in the Writing Classroom Checklist</i> as a guide, formative walk-throughs, observations 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, CR, MCP	Fall - Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$80,000
1,5,6	Reading/ELA	2K	Support less experienced teachers through collaborative staff development as they prepare students to meet the demands of the TAKS Writing test, the TAKS ELA at grades 4, 7, 9, 10, 11, and the upcoming EOCs.	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
1,5,6	Reading/ELA	2L	Align North East Scope and Sequence and curriculum support to the newly revised TEKS, ELPS, CCRS 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, CR, AV, AL, CT, DI	Summer-Spring	Asst. Dir. of Reading, Asst. Dir. of ELA, Literacy Specialists	\$30,000
1,5	Reading/ELA	2M	Promote college readiness by supporting student engagement and rigor in the secondary ELA and reading classrooms through more effective research, questioning, and discussion strategies.	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
1,5	Mathematics	3A	Utilize the North East Scope and Sequence for grades K - 12, along with the TEKS-based Resource Web site. Integrate the use of best practices, use of formative and summative assessments, and utilize the vocabulary development process when supporting teachers with instruction.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, observations and formative walk-throughs will indicate that 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, GSF, AV, DI, CT, CLP	Fall - Spring	Principals, Asst. Principals, Academic Deans, Math Instructional Deans, Math Facilitators, Asst. Dir. of Math, Math Specialists	\$18,000
1,5,6	Mathematics	3B	Provide K-12th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum, including use of the problem solving process, implementation of rubrics, differentiated instruction, and standards-based assessment. 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, HQ, DI	Ongoing throughout the school year	Asst. Dir. of Math, Math Specialists	\$50,150 Title II
1,5,6	Mathematics	3C	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, HQ, DI	November, April	Asst. Dir. of Math, Elementary Math Specialists	\$63,920 Title II for training

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1,5,6	Mathematics	3D	Provide HS leadership teams, including team leaders from Algebra I, geometry, and Algebra II, math instructional deans, and one campus administrator 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, HQ, DI	August, September, November, February, March	Asst. Dir. of Math, Secondary Math Specialists, HS Math Instructional Deans	\$10,880 Title II
1,5,6	Mathematics	3E	Provide Geometry teachers with professional development and support in preparation for the Geometry EOC requirements and 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, HQ, DI	September, November, January	Asst. Dir. of Math, Secondary Math Specialists, HS Math Instructional Deans	\$10,200 Title II
1,5,6	Mathematics	3F	Provide MS vertical focus teams with continued 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, HQ, DI	September, November, March	Asst. Dir. of Math, Secondary Math Specialists, HS Math Instructional Deans	\$10,200 Title II
1,5,6	Mathematics	3G	Provide elementary teachers new to their grade level with targeted professional development prior to the start of each new unit of math study.	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, HQ, DI	Ongoing throughout the school year, based on grade level sequences	Asst. Dir. of Math, Secondary Math Specialists, HS Math Instructional Deans	\$44,880 Title II
1,5	Science	4A	Utilize the North East Scope and Sequence for Grades K through 12.	Observations, 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, Asst. Principals, Academic Deans, Asst. Dir. of Science, Science Specialists	\$5,000
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. <a href="http://www.utdanacenter.org/sciencetoolkit/safety/">http://www.utdanacenter.org/sciencetoolkit/safety/</a> 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 will provide an action plan for meeting compliance.	GSF, CLP	September	Asst. Dir. of Science, Principals, Asst. Principals, Science Instructional Specialists, Campus Science Safety Officers, Science Academic Deans, Department Chairmen	\$10,000
1, 5	Science	4C	Integrate inquiry-based instruction, K - 12, to increase student achievement, including: * The 5E instructional model * Improved questioning strategies * Questions that target the unifying concepts * 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, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairmen	\$2,000
1, 5	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, CR	Monthly	Asst. Dir. of Science, Principals, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	
1, 5	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, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	
1, 5	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, CR	Monthly	Asst. Dir. of Science, Principals, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	

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1, 5	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, CR, AV, DI	Monthly	Asst. Dir. of Science, Principals, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	
1, 5	Science	4H	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.	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.	AFL, GSF	Every nine weeks	Asst. Dir. of Science, Principals, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	\$2,000
1, 5, 6	Science	4I	Provide 6th, 7th, 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, Asst. Principals, Science Instructional Specialists, Science Academic Deans, Department Chairpersons, Teachers	\$35,000
1, 5, 6	Science	4J	Provide all 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, 5, 6	Science	4K	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.	CLP, GSF, 3TL, CR	Monthly	Asst. Dir. of Science, Principals, Asst. Principals, Science Instructional Specialists	\$5,000
1, 5, 6	Science	4L	Provide professional development for all Title 1 science facilitators in the area of instructional coaching.	Sign-in sheets will reflect attendance of Title 1 science facilitators for 7 out of 9 monthly meetings.	3TL, DI, AL,	Monthly	Asst. Dir. Of Science, Science Specialists	\$2,000
1, 5	Science	4M	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
1, 5	Science	4N	Increase student access to Pre-AP and AP classes.	Enrollment numbers will increase by 10% from the previous school year.	3TL, CCR	Annual	Asst. Dir. of Science, Science Instructional Specialists & Science Academic Deans	\$2,000 Title II \$3,000
1, 5	Social Studies	5A	Adhere to published District scope and sequence for social studies instruction at all subject/grade levels.	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, CR, AV, AL, CT, DI	Quarterly	Principals, Asst. Dir. of Social Studies, Social Studies Specialists, Instructional Deans, Department Chairs, APs for Instruction, Teachers	
1, 5	Social Studies	5B	Support implementation of differentiated instruction through best practices using Perspective-Based Learning, SIOP 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, with an overall improvement of 5% of students meeting expectations and commended on common assessments, benchmarks, and the TAKS.	3TL, CR, AV, AL, CT, DI	Quarterly	Asst. Dir. of Social Studies, APs for Instruction, Teachers, Department Chairs and Instructional Deans	

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1,5,6	Social Studies	5C	Continue the North East Social Studies Excellence (NESSE) Lyceum Instructional Leadership, Journeyman, and NESSE Academies. Build leadership capacity at the campus and district levels, while developing social studies teachers for instructional leadership roles. Provide a ready resource for campus-based, job-embedded staff development, focusing on stronger assessment pieces which provide timely feedback for both learner and instructor by means of mini assessments and authentic/project-based assessments. Increase student achievement by impacting instructional quality with a focus on struggling readers and writers and vocabulary development while challenging all learners.	Cohort members conduct a minimum of one campus-based staff development during the academic year and participate in North East Social Studies Excellence (NESSE) staff development in the role of participant and presenter/co-presenter. Cohort members will assist department and campus leadership as facilitators and active members of the campus leadership team. Cohort members will submit one exemplar lesson each semester for publication to the NESSE Web page lesson plan data base.	3TL, CR, AV, AL, CT, DI, AFL, CLP, MCP	Quarterly	Asst. Dir. of Social Studies, APs for Instruction, classroom Teachers, Department Chairs and Instructional Deans	\$27,425
1,5	Social Studies	5D	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 American and World History classes.	Evidence of writing in the social studies classroom through lesson plans and classroom observation. Increased participation in local, state, and national writing competitions will include the Barbara Jordan Essay Contest, Daughters of the Republic of Texas, and National History Day research papers competition. The use of the Mini-DBQ Project will be evident in grades 8, 10, and 11. Samples of student work demonstrating skill development and progress in open response/short answer writing and DBQ analysis.	CR, AV, CT, DI, AFL	Quarterly	Asst. Dir. of Social Studies, Social Studies Specialists; Academic Deans, Teachers	
1,5,6	Pre-K/K	6A	Provide research-based professional development and collaborative opportunities (i.e., Early Childhood Connections Meetings, Early Childhood Super Saturday, School-to-School Guided Classroom Observations) for PPCD, PreK and Kindergarten teachers focused on instructional improvement within and across the programs and grade levels (general education to special education, Pre-K to Kindergarten).	Attendance at and evaluation of collaborative opportunities. Collaboration and vertical alignment of curriculum between programs and grade levels will increase.	CLP, MCP	Each nine weeks	Exec. Dir. of Curriculum Compliance, Coordinators, Specialists, Early Childhood Coordinator	
1,3	Pre-K/K	6B	Increase attendance of students, parent involvement and collaboration with community preschools and childcare centers through community education efforts with parents and caregivers of 3, 4, and 5 year olds in district.	The percentage of attendance in Pre-K classrooms will increase. Evaluations and letters from parents and local child care providers will be collected following collaborative efforts.	IA, PI	Fall - Spring	Exec. Dir. of Curriculum Compliance, Coordinators, Specialists, Early Childhood Coordinator	
1,5	Foreign Language	7A	Implement an instructional program in all languages that is based on articulated performance objectives and includes the vocabulary development process for all students using research-based strategies.	Common departmental semester exams (or other appropriate assessments at the MS level) will indicate that 100% of students are meeting or surpassing proficiency goals. All teachers will distribute performance objectives at the beginning of the school year, post them on their teacher Web, and prominently display the appropriate objective in the classroom.	GSF, 3TL, CLP, AV	December - May	Dir. of Curriculum Compliance, Principals, Asst. Principals, Foreign Language Coordinator, Foreign Language Department Chairs and Teachers	\$5,000
1,5	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	Dir. of Curriculum Compliance, Foreign Language Coordinator, Foreign Language Department Chairs and Teachers	\$5,000 Title II \$5,000
1,5	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	Dir. of Curriculum Compliance, Foreign Language Coordinator, Elementary Principals, Instructional Assistants	\$10,000

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1,5	Foreign Language	7D	Continue building the MS AP Spanish Language program.	Attendance at professional development opportunities with HS foreign language teachers to assist with strengthening the program.	GSF, 3TL	Nimitz/Jackson ongoing throughout the year	Dir. of Curriculum Compliance, Nimitz & Jackson MS Principals, Asst. Principals, Counselors, & Spanish Teacher, Foreign Language Coordinator	\$10,000
1,2,5	Gifted/Talented	8A	Increase under-represented populations in G/T using Procedure # 2 testing, the District's alternative way to identify G/T students. (Low socioeconomic students are tested using a different number of tests and different stanines.)	The number of students testing under Procedure #2 compared to the number tested under Procedure #2 last year will increase, thus creating the possibility that more under-represented students will qualify for G/T.	CR, AV, AL, CT, DI, GSF, PGP, CCR, IA	August - May	G/T Coordinator	\$2,000
1,2,5,6	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.	CR, AV, AL, CT, DI, GSF, PGP, AFL, MCP, CCR	June - May	G/T Coordinator	\$2,000
1,2	Gifted/Talented	8C	Continue implementation of the new elementary "Test Out/Independent Research" project in regular classrooms.	Number of regular classroom teachers implementing the program will show an increase in the number of NEISD teachers who are using differentiation to add learning experiences for advanced students.	CR, AV, AL, CT, DI, GSF, PGP, CCR, MPG, IA	June - May	G/T Coordinator	\$2,000
1	Library Services	9A	Develop lifelong readers through the use of current district reading incentive programs (Read Kids Read, iRead, etc.) and continue to create new and innovative reading incentive programs to encourage reading in all genres.	All librarians will promote reading incentive programs using the most appropriate technology tools (Web pages, wikis, blogs, etc.).	RS, CR, AV, CT, DI, CCR, PI	August - May	Dir. of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills	\$15,000
1, 5	Library Services	9B	Engage in regular and meaningful collaboration with teachers in order to align library instruction with content areas (with a focus on the use of non-fiction texts) and differentiate instruction to meet the needs of all learners.	All librarians will: attend training in September to learn how to implement the new NEISD library scope and sequence effectively, work collaboratively with classroom teachers on a regular basis to plan and implement lessons aligned to standards, and update and enter lessons in the Web-based Librarian Lesson Plan Database.	RS, WS, CR, AV, CT, DI, CLP, CCR, IBL, TI, HQ	July - June	Dir. of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills	\$7,000
1, 5	Library Services	9C	Model and promote the effective integration of technology and student-centered strategies to support the access, use, evaluation and creation of information.	All librarians will refine and/or develop rigorous new lessons that demonstrate the effective integration of technology and will enter the lessons in the Web-based Librarian Lesson Plan Database.	RS, WS, CR, AV, CT, DI, CCR, IBL, TI, HW	August - June	Dir. of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills	
1, 2, 4, 7	Library Services	9D	Model, teach and practice the ethical use of information in order to promote good digital citizenship in students, teachers and the community.	All librarians will complete the Digital Citizenship course for staff and provide training for staff members, students and parents to include copyright, the 3C Matrix, and the 9 core values of digital citizenship.	RS, WS, CR, AV, CT, DI, CCR, TI, PI, HW, HQ	August - June	Dir. of Library Services, Campus Librarians, Library Services Coordinator for 21st Century Skills	
1,5	English Language Learners	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.	CR, ITL, CLP	Fall - Spring	Dir. of ELL Programs and ESL Instructional Interventionists	
1,5,6	English Language Learners	10B	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
1,2,5,6	English Language Learners	10C	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 within two years of securing the teaching position to ensure implementations of strategies in all classrooms.	Teachers will use SIOP 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.	CR, ITL, CLP	Fall - Spring	ESL Instructional Interventionists	\$8,000 - Title III

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1,5	English Language Learners	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.	CR, ITL, CLP	Fall	Dir. of ELL Programs and ESL Instructional Interventionists	Title III
1,5	English Language Learners	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.	CR, ITL, CLP	Fall - Spring	Dir. of ELL Programs and ESL Instructional Interventionists	Title III
1,5	English Language Learners	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.	CLP, GSF	Fall - Spring	Dir. of ELL Programs and ESL Instructional Interventionists	Local budget
1,5	English Language Learners	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	Dir. of ELL Programs and ESL Instructional Interventionists	Local budget
1,2,5	English Language Learners	10H	Plan and expand the Dual/Two-Way Immersion program to include all 12 bilingual sites.	Increase in the non-LEP dual students at the implementation grades (K and 1 at the new schools) will be evident.	CLP	Throughout the year	Dir. for ELL Programs/ ELL Specialist	Title III
1,2,6	Fine Arts: Special Projects	11A	Provide continual professional training with workshop opportunities.	All approved workshops will be listed on ATrain. Overall participation will improve by 10%.	AL, CT, DI, GSF, IA	Monthly	Dir. of Fine Arts, Fine Arts Staff	
1,2,3,5	Fine Arts: Special Projects	11B	Promote increased participation in competitions, performances and exhibits.	All activities will be listed on Fine Arts Web site, distributed through District email and posted on District home page. Overall participation will improve by 10%.	AL, CT, DI, GSF, IA	Weekly	Dir. of Fine Arts, Fine Arts Staff	
1,5	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	Dir. of Fine Arts, Fine Arts Staff	
1,5	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	Dir. of Fine Arts, Fine Arts Staff	
1,2,5	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	Dir. of Fine Arts, Fine Arts Staff	
1,2,5,6	Professional Development: Mentoring teachers new to the profession	12A	Support the New Teacher Induction Program with a mentoring program that guides, coaches and models professional teaching and learning. Each novice teacher will have a mentor who supports the monthly checklist provided by the 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	January, May	Exec. Dir. and Dir. of School Improvement, Principals, Asst. Principals, Deans of Instruction	\$86,000 Title II A
1,2,5,6	Professional Development: Providing a Dean of Instruction at all HSs to assist with the delivery of professional development and the coaching of core teachers	12B	Provide a Dean of Math, Science, English, and Social Studies at all comprehensive HSs to model, guide and coach core teachers. Four Deans will be identified at each comprehensive HS; 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, CR, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - June	School Improvement Department for Curriculum Compliance	Title II A \$241,800
1,2,5,6	Professional Development: Supplement existing academic programs with specialists and instructional interventionists in an effort to improve student achievement	12C	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, CR, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - June	School Improvement Department for Curriculum Compliance	Title II A \$819,137
1,2,5,6	Professional Development: Supplement existing professional development with targeted, campus-based professional development in an effort to improve student achievement	12D	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, CR, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - June	School Improvement Department for Curriculum Compliance	Title II A \$332,330
1,2,3,4,5,6,7	Professional Development: Campus Leadership	12E	Provide one-on-one coaching sessions for campus principals, conduct campus walks, and support interview committees.	Principal's evaluation  Successful implementation of campus and district goals  Records/logs of coaching sessions	CLP	May  August – June  August – June	Exec. Dir. for Campus Administration	\$6,500

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1,2,3,4,5,6,7	Professional Development: Campus Leadership	12F	Provide coaching sessions for campus assistant principals each semester or as needed.	Assistant Principal evaluation	CLP	September – May	Exec. Dir. for Campus Administration,	
1,2,3,4,5,6,7	Professional Development: Campus Leadership	12G	Conduct information meeting for individuals who possess an interest in educational leadership.	Records and responses of individuals in attendance	CLP	October	Exec. Dir. for Campus Administration, D	
1,2,5,6	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	Dir. of Leadership Development	\$10,000
1,2,5,6	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	Dir. of Leadership Development	\$20,000
1,2,5,6	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	Dir. of Leadership Development	\$30,000
1,5	Accelerated Education At-Risk	14A	Allocate teachers and assistants to reduce student teacher ratio in Pre-K - 5 classes.	Monthly monitoring of enrollment analysis to ensure student to teacher ratio is lower than state-mandated average.	CLP	August - May	Exec. Dir. for Research and Information Technologies and Curriculum Compliance	SCE Funds \$381,304 FTE
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	Dir. 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 HS.	Student failure rates, attendance, tutoring sessions and benchmark scores will be analyzed and monitored.	3TL	August - May	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 opportunities for students to receive credit protection and credit recovery if they failed 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, Asst. Principals, Deans	SCE Funds \$449,424 Title I \$100,174 HSA \$51,000
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, Exec. Dir. of Curriculum Compliance & Dir. of McKinney - Vento Project	SCE \$942,500 HSA \$380,000
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	Dir. of McKinney - Vento Project, and School Age Parenting Case Manager/Instructor	SCE Funds \$202,640 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	Dir. 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, Exec. Dirs. of Curriculum Compliance and School Improvement	SCE Funds \$135,000
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	Exec. Dir. of Curriculum Compliance, Region 20 Cooperative	Title I Title II A & D Title III Title IV
1,6	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	Exec. Dir. of Human Resources, Principals	

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1,2,5	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, Exec. Dir. of Curriculum Compliance, Exec. Dir. of School Improvement, Exec. Dir. of Special Education and Coordinators	Title I
1,2,5	Special Education	15A	Increase understanding and consistent use of accommodations and modifications for both instruction and assessment as tools to support achievement of special education and dyslexic students served through general education. Training module will provide specific examples of appropriate accommodations at all grade levels.	Increase passing rates and achievement of special education students taking TAKS/TAKS-A/TAKS-M assessments.	AFL	August, October, February	Special Education Directors and program coordinators	
1,5	Special Education	15B	Provide training to all campus staff working with special education students in understanding the state and federal accountability system related to decision making around testing of special education students.	Increase the number of special education students taking and passing grade level TAKS/TAKS-A/TAKS-M tests.	GSF	October, January, February, April	Exec. Dir. for Special Education, Director, & Special Education Program Coordinators	\$3,000 for substitutes IDEA-B
1,2,6	Special Education	15C	Provide training to all teachers and paraprofessional staff working with students in special education to equip them to differentiate classroom instruction in ways that increase the success of students. Training will address differentiation of process, product and content, including the analysis of lesson plans and strategies that match specific student learning 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	Exec. Dir. for Special Education and Director. Training done by SPED Coordinators - Monitoring done by Campus Principal	\$3,000 IDEA-B
1,5	Special Education	15D	Implement efficient and consistent management of required paperwork and tracking of progress for students in special education on all campuses using software tools: Special Education Manager, Review 360, online COR and a district developed Accountability Summary of Support form which is completed as a running record for each SPED student throughout each 9 week reporting period.	Program will be implemented on all campuses by all special education staff. Compliance with timelines for annual ARD meetings and evaluations will increase. Compliance with TEA State Performance Plan indicators 11 and 12 for SPED will be at the required level of 100%.	GSF	Each 9 weeks	SPED Director for compliance, SPED Program Coordinators & Secondary Campus Coordinators	\$16,000 IDEA-B
1,5,6	Special Education	15E	Implement training on Transition Procedures which meet the requirements of IDEA, 2004 and best practice criteria with all secondary special education staff using a TOT model in which teams are trained on each secondary campus.	Review of special education student folders will indicate appropriate transition plans. Teachers will articulate the relationship of Transition Activities to their daily work with students. Student-led IEP meetings will be implemented with all 6th - 12th graders. State Performance Plan Indicator 13 will be reported to TEA as 100% in compliance.	GSF	April	SPED Director of Instructional Improvement, Secondary Program Coordinators & Campus Coordinators	\$20,000 IDEA-B
1,2,5,6	Special Education	15F	Develop, provide training on, and implement an intervention model for students experiencing academic and behavior difficulty using the Three-Tier Model of Intervention, which encourages appropriate implementation of interventions prior to considering Special Education or Dyslexia testing and services for the student.	Reduce the number of referrals for testing in Special Education and 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	Exec. Dir. for Special Education & Campus Principals	\$10,000 IDEA-B
1,2,5,6	Special Education	15G	Provide training on a continuum of Positive Behavior Supports for students with disabilities involving behavioral and/or emotional disorders. These interventions may include identification of replacement behaviors, development of effective BIPS, use of Redirection or inclusive support models, or a structuring of more extensive behavioral supports for individual students.	Reduce the percentage of special education students served through disciplinary alternative education programs. PBMAS indicators related to discipline will reflect that the district data is in line with state average data.	CLP	Each 9 weeks	SPED Director for Instructional Improvement and SPED Program Coordinators	\$10,000 IDEA-B
1,2,5,6	Special Education	15H	Support implementation of effective inclusive strategies through the training and use of a staffing model which allows campuses to make decisions about best use of special education staff and by providing training and support of effective strategies for co-teaching, including models that will provide a range of supports in general education to increase the success of included students.	Percentage of Special Education students earning passing grades in general education classes will increase and observations in co-taught classes will indicate a variety of models of co-teaching in use by staff.	DI	Each 9 weeks	Exec. Dir., Director & Program Coordinators for Special Education	\$5,000 IDEA-B

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1,2,5,6	Special Education	15I	Support district CHAMPS initiative through trainings at district and campus levels, including the Foundation Schools pilot and support meetings throughout the year.	Reduce district-wide percentages of students assigned to ISS and DAEP programs and see CHAMPS strategies used in classrooms during observations.	CLP	December, June	Director for Special Education	\$25,000 IDEA-B
1,2,5	Special Education	15J	Develop curriculum frameworks for all levels of ALE/Specialized Support classrooms which support teachers writing IEPs using grade level TEKS that are aligned 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 observations will indicate level of rigor which is differentiated to address the needs of all students.	DI	Each 9 weeks	Exec. Dir., Director & Program Coordinators for Special Education	\$15,000 IDEA-B for summer curriculum writing
1,5,6	Career & Technology	16A	Expand opportunities for teachers to obtain industry certifications/licenses in order to provide like opportunities for students.	10% increase of teachers and students obtaining industry certifications and licenses.	GSF	May	Exec. Dir., Director & Asst. Dir. for Career & Technology	\$5,000 - cost of training and tests for teachers
1	Career & Technology	16B	Increase the number of students accessing the Kuder program to research college, career and scholarships opportunities based on assessments.	50% of CTE students will have accessed the Kuder program.	PGP,CCR, GSS	June	Exec. Dir. and Director for Career & Technology, Director for Guidance and Special Populations Specialist	\$30,000 funded by Perkins
3	Career & Technology	16C	Develop and implement strategies that will foster collaboration among educational agencies, community partnerships, and parents 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	Each semester	Exec. Dir., Director & Asst. Dir. for Career & Technology, Director for Guidance and Special Populations Specialist CTE Magnet Directors, Dept. Chairs	
1,5,6	Career & Technology	16D	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	Exec. Dir. and Director for Career & Technology, CTE Magnet Directors	
2	Career & Technology	16E	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.	MCP	Annual	Exec. Dir. and Director & Asst. Dir. for Career & Technology, CTE Magnet Directors and Dept. Chairs.	
1,2,6	Career & Technology	16F	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 meetings, training sessions and/or workshops that will provide them with streamlined data that will serve the needs of special populations students.	AL, CLP, DI	Annual	Exec. Dir., Director & Asst. Dir. for Career & Technology & Special Populations Specialist	
1,5	Career & Technology	16G	Develop and implement a plan to monitor CTE programs to ensure we are addressing the compliance issues in the PBMAS guidelines pertaining to student populations in Career and Technology.	100% of CTE teachers will attend professional development activities to better serve the needs of special populations students.	GSF	Quarterly	Exec. Dir. and Director for Career & Technology & Special Populations Specialist	
1,3	Career & Technology	16H	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	Exec. Dir. and Director for Career & Technology & Special Populations Specialist	
1,5,6	Career & Technology	16I	Provide opportunities for teachers to receive training in the new CTE TEKS through the TEA Training Modules 1-5.	100% of CTE teachers will attend professional development activities to implement the new TEKS.	CLP, CCR	June - August	Exec. Dir. and Director for Career & Technology & Special Populations Specialist	\$5,000 - cost of training and travel
1,3,5	Career & Technology	16J	Provide opportunities for new Dual Credit programs for CTE students.	10% increase in dual credit courses for students	CCR, CLP	Each semester	Exec. Dir. and Director for Career & Technology & Special Populations Specialist	

BGs	TARGET AREA (Specific objectives based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT-CENTERED STRATEGIES	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
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 minutes of CTC meetings and Texas STaR Chart data) to ensure the CTC follows the NEISD CTC timeline. ( <a href="http://intranet.int.neisd.net/edtech/ctc/tech_committee.html">http://intranet.int.neisd.net/edtech/ctc/tech_committee.html</a> )	CLP, CR, CT, AV, DI	Monthly	Principals, Campus Technology Committee Representatives, Educational Technology Specialists, Coordinators, Asst. Dir., and Director	\$2,500.00 Title IID
3, 5	Technology Applications	17B	Educational Technology staff will support teachers in the utilization of applications such as GradeSpeed to manage grades. In addition, teachers will be provided support in creating and maintaining Teacher Web pages and Web 2.0 tools, such as podcasts, wikis and/or blogs to 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 3, 6 and/or 9-weeks grades as outlined in grading policy. ( <a href="http://intranet.int.neisd.net/edtech/gradespeed/">http://intranet.int.neisd.net/edtech/gradespeed/</a> ) 100% of teachers will update essential classroom information as outlined in the teacher Web page template. ( <a href="http://www.neisd.net/et/etw/index.htm">http://www.neisd.net/et/etw/index.htm</a> ) 100% of campuses will create and maintain at least one podcast, blog and/or wiki. ( <a href="http://intranet.int.neisd.net/edtech/gradespeed/">http://intranet.int.neisd.net/edtech/gradespeed/</a> )	CLP, GSF	Daily to weekly  Three, six, and nine weeks	Principals, Asst. Principals, Teachers, Data Processors, Help Desk Staff, Educational Technology Specialists, Coordinators, Assistant Directors, and Director	\$36,860.00 Bond
1	Technology Applications	17C	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). ( <a href="http://intranet.int.neisd.net/edtech/Keyboarding/KBProg/">http://intranet.int.neisd.net/edtech/Keyboarding/KBProg/</a> )	3TL, CR, AL, DI	Quarterly	Principals, Asst. Principals, Teachers, Data Processors, Help Desk Staff, Educational Technology Specialists, Coordinators, Asst. Dir., and Director	\$1,335,615.00 Bond & Title IID
1	Technology Applications	17D	Educational Technology staff will support educators in the mastery of technology proficiencies as outlined in the North East Educator Technology Standards. ( <a href="http://intranet.int.neisd.net/edtech/ed_stds.html">http://intranet.int.neisd.net/edtech/ed_stds.html</a> )	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. ( <a href="http://starchart.esc12.net/">http://starchart.esc12.net/</a> )	CLP, 3TL, CR, AL	Annual	Principals, Asst. Principals, Teachers, Educational Technology Specialists, Coordinators, Asst. Dir., and Director	\$75,694.05 Bond
1, 4	Technology Applications	17E	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 ( <a href="http://intranet.int.neisd.net/edtech/tech_apps.html">http://intranet.int.neisd.net/edtech/tech_apps.html</a> ) and the expectations of the State Board of Educator Certification.	100% of students will demonstrate mastery of grade-level technology standards as measured by student products. 100% of 8th grade students will demonstrate mastery of grade level technology standards as measured by an online assessment.	CLP, 3TL, CR, AL	Quarterly	Principals, Asst. Prin., Teachers, School Improvement Specialists and Coordinators, Educational Technology Specialists, Coordinators, Asst. Dir. and Director	\$1,714,673 State Technology Allotment & Title IID
1, 4	Technology Applications	17F	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 Texas STaR Chart for planning, instruction, reflection, walk-throughs, and observations. 100% of Elementary classroom teachers will ensure students use technology tools appropriate for the task a minimum of 9 hours during each 9-week grading period as evidenced by lesson plans correlated to content-area TEKS and Technology Applications Standards, lab schedules, and student products.	AV, 3TL, CR, AL, CT, DI	Quarterly	Principals, Asst. Principals, Teachers, School Improvement Specialists and Coordinators, Educational Technology Specialists, Coordinators, Asst. Dir. and Director	\$1,734,515.85 State Technology Allotment, Local, & Title IID
1, 4	Technology Applications	17G	Educational Technology staff will support all content-area curriculum by modeling the inclusion of Technology Applications Standards within the context of instruction. In addition, staff will support the efforts of teachers to differentiate instruction and meet accommodations, using strategies to incorporate technology where appropriate.	100% of classroom teachers will integrate technology within the context of content-area instruction. Content TEKS and Technology Applications TEKS are available through online resources and include special education accommodations, differentiation strategies, and bilingual/ESL strategies.	AV 3TL CR AL CT DI	Quarterly	Academic and Instructional Deans, Teachers, Librarians, Instructional Division Specialists and Coordinators, and Educational Technology Asst. Dir. and Director	\$27,096.10 Bond & Title IID

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2,3,4,7	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 six areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence and improve school safety through conflict resolution training and implementation 3. Increase awareness of suicide prevention and following the NEISD Suicide Prevention policy 4. Increase parental and community involvement in violence and drug prevention activities 5. Increase student involvement in school activities 6. 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 six 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 awareness of suicide prevention and following the NEISD Suicide Prevention policy 4. Increased parental and community involvement in violence and drug prevention activities 5. Increased student involvement in school activities 6. Increased awareness and prevention efforts related to teen dating violence and development of a dating violence prevention plan (secondary level)	GSF, PI	June	Principals, STAN Counselors, SDFS Campus Contacts, Exec. Dir., SDFSC Director & Specialists of Student Support Services, Secondary Asst. Prin. and Secondary Campus Police Officers	
2,3,4,7	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, Exec. Dir., (omit-Coordinator) and Specialists of Student Support Services	
2,3,4,7	Safe and Drug-Free Schools and Communities	18C	Using information from needs assessment, provide professional development opportunities for STAN Counselors, PAL/Peace teachers and SDFS Campus Contacts. Using information from needs assessment, provide professional development opportunities for administrators, counselors and teachers.	Professional development evaluations will indicate Exceeds Expectations in 95% of the responses.  Professional development surveys will indicate 100% of participants utilized information in current position.	GSF, CT	Monthly	Director of SDFSC, STAN Counselors, SDFSC Campus Contacts, PAL Teachers, Principals, Exec. Dir., and Specialists of Special Programs	\$20,000
1,2,3,4,7	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, Counselor Supervisors, and Director of Guidance	
1,2,3,4,7	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	
1,2,3,4,5,7	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	
1,2,3,4,5,7	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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2,3,4, 5,7	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	Dir. of Health Services, Exec. Dir. of School Nutrition Services, Exec. Dir., Safe and Healthy Schools, Exec. Dir., Facilities Maintenance, Health/PE Coordinator, Dir. 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	
2,3,4, 7	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.	Health Services will review monthly reports and TDSHS annual immunization report and vision, hearing, spinal, and acanthosis nigricans screening reports. Monitor campus/cluster-based health initiatives. Review accident/injury reports. Track current health-related trends. District Wellness Plan goals are achieved.	GSF, IA, HW	Monthly, annually and as needed	Director of Health Services  Campus/Flex nurses	
2,3,4, 7	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.	Monitor monthly reports, conduct campus visits, review of student/clinic referrals and staff meetings. District Wellness Plan goals are achieved.	AL, CT, GSF, IA, HW	Monthly, annually and as needed	Director of Health Services, Campus/Flex Nurses, Special Education Campus Coordinators, Family Specialists, Counselors, Faculty/Staff	
2,3,4, 7	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, HW	July-June	Dir. of Health Services, Campus/Flex Nurses, Family Specialists, Counselors, Teachers	
2,3,4, 7	Health Services	20E	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.	PI, HW	Monthly	Dir. of Health Services, Campus/Flex nurses, Principals, PTA officers	
2,3,4, 5,6,7	Health Services	20F	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.	HW	August, October, February	Dir. of Health Services	\$3000.00 estimated cost for printing materials, speakers and other supplies as needed.

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2,5	Discipline Management	21A	Provide and encourage campus administrators to use the on-line attendance and discipline applications for their campuses.	Campus administrators will monitor misbehavior trends to determine needs of students in better self-management.	CT, MPC	August-June	Ex. Dir. Student Support Services, Campus Principals	
2,6	Discipline Management	21B	Provide training and motivation of school personnel for BMP implementation.	Each campus will continue with needed training for existing and new staff members for implementation of the BMP and character education module.	MCP	August	Campus Principals	\$1000 per campus
2,4,7	Discipline Management	21C	Review District Discipline Procedures K-12 and make changes to improve discipline process.	Changes to discipline procedures and alternative techniques will be presented at August Leadership and at other times during the year as needed. Significant reduction in number of students expelled to JJAEP and assigned to District DAEP's.	MCP, CLP	August-June	Exec. Dir., Dir. of Student Support Services, Hearing Officers	
3,5	Student Support Services: Dropout/ Leaver/ Prevention/ Retention	22A	Provide continuous support and training for campus personnel involved in the Leaver/ Withdrawal Process.	Training provided during leadership, mid-year and end of year while conducting site training and one-on-one support as appropriate Success will be measured on error rate compared before and after campus-based audits.	CLP	Full Year	Dropout Leaver Coordinator, Data Processors, Campus Dropout Coordinators	
3,5	Student Support Services: Dropout/ Leaver/ Prevention/ Retention	22B	Conduct campus leaver audits and confer with campus Dropout Coordinators regarding errors while providing additional direction as needed.	Results of three campus-based audits conducted by principal and Campus Dropout Coordinator. Results of spot audits conducted by District Dropout Coordinator.	CLP	Full Year	Dropout Leaver Coordinator, Data Processors, Campus Dropout Coordinators	
3,4	Student Support Services: Dropout/ Leaver/ Prevention/ Retention	22C	Provide, thorough examination of all dropouts trends, programs serving at risk populations and the formulation of a multi-tiered prevention strategy.	Expand and develop relevant programs that will decrease the actual number of "98" coded students. Measurable goals will include program enrollment, leaver status and graduation/ leaver rates.	3TL, IA	Full Year	Dropout Leaver Coordinator, Data Processors, Campus Dropout Coordinators	
3,4	Student Support Services: Dropout/ Leaver/ Prevention/ Retention	22D	Investigate innovative dropout prevention strategies that assist in retaining and preventing student dropouts and increase changes for student achievement.	Longitudinal Completion rates, Annual Dropout Rate.	CLP	Full Year	Dropout Leaver Coordinator, Data Processors, Campus Dropout Coordinators	
1,2,3,7	Physical Education/Health: FITNESSGRAM	23A	Provide campuses with inservices and statistical reports to assist in improving their percentage of students reaching the Healthy Fitness Zone for the FITNESSGRAM PACER.	End of year FITNESSGRAM PACER report	PI, HW	August - May	Asst. Director of PE/Health, Testing and Assessment Specialist, Campus Principals, Campus PE Coordinators and PE Teachers	