

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
ENCINO PARK ELEMENTARY SCHOOL
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D					
X					Reading	X				Align and implement reading strategies that reflect Best Practices: KWL, reciprocal teaching, structured note-taking, think alouds, read alouds, writing to learn, and graphic organizers. Elementary level - Four Blocks, Building Blocks, and Big Blocks K-5	100% of elementary teachers will score a 2 or above on the Innovation Configuration for Four Blocks.	August, 2004 Curriculum Day Four Blocks December, 2004; May, 2005 October, 2004 and April, 2005	Principal, Classroom Teachers K-5, Instructional Interventionist	\$500
X					Reading	X				Implement staff development program on writing for elementary language arts teachers.	95% of session evaluations will register an exceeds expectations. 100% of evaluations designed for use of strategies learned in professional development will indicate use of a minimum of one strategy from each workshop.	(Training) Summer workshops, August Curriculum Day, embedded campus workshops, summer workshops (Survey @ Semester and May, 2005)	Principal, Instructional Interventionist, Language Arts Specialist	\$1,000
X					Writing	X				Improve student writing by aligning instruction through a K - 5 scope and sequence for writing.	78% of students will score a 3 or above on TAKS writing rubric.	March, 2005	Debe Palmer, Virginia Guerrero, Language Arts Specialist, Principal, Classroom Teachers K-5	\$100, paper costs

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X					Writing	X				Implement common instructional language and structure for the process of writing.	100% of Language Arts teachers will attend workshops on writing workshop and Six Traits writing. 100% of Language Arts teachers will score a 2 or above on the Innovation Configuration for Process Writing.	September, 2004 January, 2005 April, 2005	Principal, Reading Specialist, and Classroom Teachers	
X					Writing	X				Provide teachers instruction in the implementation of writing workshop and in the essential elements of good writing.	100% of language arts teachers will receive instruction in Four Blocks, Six Traits, or writing workshop as appropriate to grade level.	March, 2004 - June, 2005	Virginia Guerrero, Carol Mendenhall, DebePalmer, Language Arts Specialists, Principal	\$1,000
X					Writing	X				Implement a benchmark assessment program to guide writing instruction in K - 5.	100% of students at grades 2-5 will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2004 - 2005	Campus Coordinator, Classroom Teachers, District Benchmark Coordinator	
X					Writing	X				Monitor benchmark assessments	Administrative staff will review benchmark data, and meet with teachers to discuss results and adjust curriculum.	Fall, Winter, and Spring of 2004 - 2005	Principal, Classroom Teachers K-5, Instructional Interventionist	
X					Mathematics	X				Utilize the revised North East Scope and Sequence for Grades K through 5.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	Monthly October, 2004 February, 2005	Principal, Classroom Teachers, Math Specialists	

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X					Mathematics	X				Continue the implementation of Math Leadership Teams responsible for maintaining campus focus on TEKS, District Philosophy and Indicators of Excellence.	100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	September, 2004 January, 2005 April, 2005	Math Leadership Team	
X					Mathematics	X				Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse, and * use of appropriate tools. * Math Exemplars	100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	November, 2004 March, 2005	Principal, Classroom Teachers, Math Specialists	
X					Mathematics	X	X	X	X	Monitor Benchmark assessments.	Central Office staff will review benchmark data, adjust curriculum and meet with principals and deans to discuss results.	November, 2004 February, 2005	Principals, Academic Deans, Math Instructional Deans, Lu Ann Weynand, Math Specialists.	
X					Mathematics	X	X	X		Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd, 5th, 7th, 8th, Algebra I,II, and Geometry students will be administered a common end-of-semester assessment.	December 2004 May 2005	Principals, Academic Deans, High School Math Instructional Deans, Lu Ann Weynand	
X					Mathematics	X	X	X	X	Monitor common assessments	Central Office staff will review common assessment data, adjust curriculum and meet with principals to discuss results.	January 2004, June 2005	Principals, Lu Ann Weynand, MS Academic Deans, High School Instructional Deans/Math	

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X					Science	X				Teachers will use training to use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL, Science vocabulary in Word Walls, and Concept Mapping.	100% of the formative walkthroughs will indicate use of effective teaching strategies. Elementary students will have a portfolio with a minimum of six products that reflect the 5E's.	September, 2004 December, 2004 March, 2005	Principal, Science Instructional Specialists	\$1,000
X					Science	X				Teachers will use authentic assessment strategies.	100% of students will have 2 examples of authentic assessments in their portfolio.	Fall 2004 Weekly Monthly	Principal, Classroom Teachers	
X					Science	X				Teachers will use questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of formative walkthroughs will indicate the use of questioning strategies.	September, 2004 January, 2005 April, 2005	Principal, Classroom Teachers, Science Instructional Specialists	
					Science Community Relations	X				Inform the community of the requirements and opportunities in Science Education.	A science specialist will make a presentation at one parent meeting on each campus.	School year of 2004 - 2005	Science Instructional Specialists	
X					Social Studies	X				Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners.	Presentation of student samples and teachers assignments for discussion with peers. Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	December 2004, Jun 2005	Classroom Teachers	
X					Social Studies	X				Implementation of differentiated instruction through Social Studies Alive! as it becomes available to 5th grade teachers	Training will begin for 5th grade teachers to become Social Studies Alive! coaches as directed by the District Social Studies Dept.	December 2004, Jun 2005		

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X					Gifted/Talented	X				Integrate Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies. 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks Each nine weeks	G/T Teacher, Kay Stotts	
X	X				Gifted/Talented				X	The G/T teacher will use district strategies of 1) Classifying, 2) Core Vocabulary for G/T, and 3) Say Something & Think, Pair, Share.	All curriculum units will incorporate these strategies.	Each nine weeks	G/T teacher	
X					Gifted/Talented	X				Implement refined rubrics for all <u>Understanding by Design (UBD)</u> curriculum units, adding writing components in relation to common assessments.	100% of the curriculum units will reflect UBD design elements. On a rubric designed for UBD, 100% of students will score three or above.	Each nine weeks 4th Nine Weeks	G/T Teacher, Kay Stotts	

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X					Library Services	X				Use Big Six Research Strategy, Grades 2 - 5	Librarian will guide research projects in Lang. Arts, Science, or Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Librarian, Classroom Teachers, Technology Coordinator	
X					Library Services	X				Utilize training in SIRSI software.	Librarian will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	Librarian	
X					Library Services	X				Librarian will attend district training in electronic databases and then train campus teachers and students in the use of these resources schoolwide and for home access.	Librarian, teachers, and students in grades 2-5 will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	Librarian	
X					Library Services	X				Maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS unit to be posted to lesson plan database.	First and second semester	Librarian	
X					Dyslexia	X				Implement a dyslexia program that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2004-2005 school year	Beverly Kinsey Principal, STAT, Instructional Interventionist	\$600.00

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X					Professional Development	X				Participate in North East Academy for Excellence in Teaching (NEAET), a mentoring and district permit program.	Evaluations of 3 or above will be obtained in all sixteen sessions. Quarterly surveys will indicate 100% of teachers have used information from the sessions in their current position. Semester surveys will indicate exceeds expectations on the content and process of the program.	Calendar of sessions provided in addendum	Principal	
X					Professional Development	X				Participate in principal cohort meetings.	All principals will attend monthly cohort meetings.	Monthly	Principal	
X					Professional Development	X				Provide mentoring program for new teachers and those new to the district to enhance professional growth.	Survey results will average a 3 or above.	December, 2004 and May, 2005	Mentor Team	\$100
X					Professional Development	X				Participate in additional leadership experiences for principals and assistant principals.	All school administrators will participate in at least five professional development opportunities.	Monthly	Principal and Assistant Principal	
X					Professional Development	X				Continue to provide staff development for classified staff.	Sessions will receive a rating of 3 or above. Follow up surveys will report use of skills used in sessions.	Yearly	Principal	

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X					Special Education	X			X	Provide staff development regarding various service delivery options, methodology and behavior management to all NEISD educators.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions. 10% reduction of referrals to special education.	Every semester	Principal	
X					Special Education	X				Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Increase the number of students with disabilities served in general education settings by 10% from 2004-05 to 2005-06 in order to decrease the district's ratio above the state's 125% average.	Every Nine Weeks	Principal	
X					Special Education	X				Increase the percentage of students with disabilities taking TAKS.	Identified schools will increase the number of students with disabilities taking TAKS by 5%.	October, 2004, April, 2005	Principal	
X					Special Education	X				Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs and initial evaluations for all students will occur on time.	Quarterly	Principal, Counselors, Special Ed. Teachers	
X					Accelerated Education At Risk	X				Allocate teachers to reduce student to teacher ratio in prekindergarten classes. Increase student abilities and achievement in core academic areas and social/emotional skills	Enrollment analysis indicates student to teacher ratio is lower than state mandated average. Prekindergarten students will show improvement based on the comparison between the fall and the end of the year assessment using the Prekindergarten Checklist.	Monthly September, 2004 May, 2005	Pre-K teacher	

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X					Accelerated Education At Risk	X				Increase effective, cognitive and linguistic needs of the limited English Proficient students who deny the ESL program.	100% of the ESL/Bilingual students will pass TAKS. 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).	April 1, 2005	Campus Bilingual Coordinator, Principal, Classroom Teachers, Counselors	
X					Accelerated Education At Risk		X	X		Provide local credit TAKS classes in Reading and Math for students who have failed TAKS and are in jeopardy of retention.	100% of the targeted students enrolled in the local credit Reading and math classes will pass TAKS. Reduce disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students in the four curriculum areas.	May, 2005 June, 2005	Principals	
				X	Accelerated Education At Risk Resource Management	X				Provide effective management of District resources to maximize student achievement	100% compliance with State and Federal laws.	July, 2004 through July, 2005	Principal, Classroom Teachers	

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X					Accelerated Education At Risk Professional Development	X				Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working at campuses with At Risk students will attend staff development related to methods and instructional strategies to strengthen the core academic program in school.	July, 2004 May, 2005	Principal, Classroom Teachers	
		X			Accelerated Education At Risk Parental Involvement	X				Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	Maintain percentage of student attendance.	Every nine weeks	Principal, Counselor	
X					Accelerated Education At Risk	X				Provide educationally related support services to homeless students who do not attend participating Title I schools.	Reduce disparity in rates of high school completion between students at risk of dropping out of school and all other district students in the four core curriculum areas.	July, 2004 through June, 2005	Principal	
X					Accelerated Education At Risk	X				Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the district AEIS report. 100% of students with special needs will pass TAKS.	Sept, 2004	Principal, Counselors, Instructional Interventionist	

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X	X			X	Technology Applications	X				<p>Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs</p>	<p>Using a TEIS, 100% of teachers will gain proficiency in at least three technology knowledge and skill area.</p> <p>100% of teachers will participate in at least nine hours of staff development that has a technology component as documented by the TEIS and A-Train.</p> <p>Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.</p>	<p>August 2004 and May 2005</p> <p>November 2004, February 2005, and June 2005</p> <p>(during / outside day)</p> <p>Monthly</p>	Principal, Campus Technology Committee Representatives (one per grade level), Instructional Technology Specialists and Coordinators	
		X		X	Technology Applications	X		X		<p>Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents</p>	<p>100% of teachers who report grades will use GradeSpeed to record grades</p> <p>100% of teachers who report numerical grades will use GradeSpeed to upload nine-weeks grades</p> <p>100% of teachers will post essential classroom information as outlined in the TeacherWeb template. (see addendum)</p>	<p>Daily to Weekly</p> <p>Nine-weeks</p> <p>Daily to Weekly</p>	Principal, Teachers, Data Processors, Technology Committee Chairperson, Web Master	

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X					Technology Applications	X				Teachers will provide students keyboarding instruction and practice utilizing software by Ed Tech	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Principal, Teachers, Instructional Technology Specialists and Coordinators	
X					Technology Applications	X				Teachers will utilize the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine-weeks	Principal, Teachers, Instructional Technology Specialists and Coordinators	

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X	X		X		Safe and Drug-Free	X					All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities	Compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/Improve school safety 3. Increased parental and community involvement in violence- and drug prevention activities 4. Increased student involvement in school activities	August, 2004	Principals, STAN Counselors, SDFS Campus Contacts	

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X	X	X	X		Safe and Drug-Free	X				<p>Plan and implement a comprehensive SDFS program that includes:</p> <ul style="list-style-type: none"> - Programs based on informal needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership program (PAL) - Mediation/Conflict Resolution - Second Step - Professional Development -WHO (Personal Safety Program), Character Ed Assemblies, "Be Cool". 	<p>Informal needs assessment data interpreted and utilized to customize programs at local campuses.</p> <p>Involve community in safe and drug-free activities.</p> <p>All classroom teachers will use the Second Step Program</p>	Monthly Mediation Reports	Principals, STAN Counselors, PAL Teachers, SDFS Campus Contacts	
X					Safe and Drug-Free	X				<p>Using information from infomal needs assessment, provide professional development opportunities for Campus Contacts.</p> <p>Using information from informal needs assessment, provide professional development opportunities for Administrators, Counselors and Teachers, as needed.</p>	<p>Staff development evaluations, level one will indicate exceeds expectations in 95% of the responses.</p> <p>Staff development surveys of use will indicate 100% of participants utilized information in current position.</p>	Once per semester	Pat Sanford, Principals, STAN Counselors, PAL Teachers	

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X	X		X		Guidance	X				Counselors will create and implement a four part guidance program (SB518): guidance curriculum, individual planning, responsive services and system support.	100% of guidance counselors will receive part two of guidance program. 100% of counselors monthly calendars will reflect maintenance of parent and staff contacts. Counselors will submit Guidance Plans to Teresa Miller, to be monitored quarterly.	May, 2005 Quarterly	Counselors	
X					Guidance	X				Counselors will attend elementary cluster counselor's meetings in order to expedite communication.	Encino Park counselors will file minutes from meetings.	Monthly	Counselors	
X		X			Guidance	X				Counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (HB713, SB158)	Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance.	April, 2005	Elementary Counselors, Principals	
	X		X		Discipline Management	X				Implement Behavior Management Plan which includes character education.	The District-wide behavior management plan will be implemented at Encino Park	August, 2004 thru May, 2005	Principal, Assistant Principal, Classroom Teachers	
	X		X		Discipline Management	X				Participate in staff training of BMP methods and materials	Each component of BMP will have training design, materials, and process for teachers, administrators, parents, and students.	August, 2004	Principal, Assistant Principal, Classroom Teachers	

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
ENCINO PARK ELEMENTARY SCHOOL
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D					
	X		X		Discipline Management	X				Make modifications to EP BMP based upon NEISD discipline data and its analysis	Modifications to EP BMP will be incorporated with NEISD data	August, 2004	Principals, Discipline Committee	\$1,000