

BOARD GOALS (BGs)

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



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
NORTHERN HILLS ELEMENTARY
2008-2009**

*"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith*

RESULTS

North East ISD schools will prepare all students for college and careers, 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.

<p>DISTRICT GOAL</p> <p>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 creating flexibility and responsiveness to best serve learners and to increase student achievement.</p>	<p align="center">CODES FOR STUDENT-CENTERED STRATEGIES</p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 2, 5	All Core Subject Areas	Continue to integrate Marzano instructional strategies & provide differentiated instruction	100% of formative/3 minute walkthroughs will reflect use of selected instructional strategy; 90% of students will meet standards on corresponding content-area TAKS tests; 50% of students will attain "Commended Performance" rating on each content-area TAKS test; benchmark passing rates will meet or exceed district averages for each administered test; 15% reduction in number of students requiring AIPs/SSI intervention	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CCR	August 2008-May 2009	Principal, Assistant Principal, Classroom Teachers, Instructional Specialists	
1, 2	All Core Subject Areas	Continue weekly grade level planning meetings; conduct bimonthly Basic School "color family" & academic committee meetings to target instructional issues/identify students in need of additional support; facilitate extended planning opportunities for data analysis	85% of students will score a minimum of 70% on each campus/district-administered benchmark; 90% of students will meet standards on corresponding content-area TAKS tests; 50% of students will attain "Commended Performance" rating on each content-area TAKS test; performance deviations among individual teachers/classes will be ≤ 10%; failure rates among teachers reporting numerical grades will more closely correspond to benchmark/TAKS performance	3TL, DI, AFL, CCR, CLP, MCP	August 2008-May 2009	Principal, Assistant Principal, Counselors, Classroom Teachers	
1, 2, 3, 4	All Core Subject Areas; "Economically Disadvantaged" Subpopulation	Continue before/after school tutoring program to address needs of identified students; provide additional Saturday tutoring opportunities; expand mentoring program	Attendance logs/RTI data will reflect 100% of identified students receiving recommended intervention; 15% increase in number of "Economically Disadvantaged" students meeting standards corresponding content-area TAKS tests; deviation in "Commended Performance" rate among all subpopulations for applicable tests will be ≤ 10%; 15% increase in number of volunteers serving as student mentors	AFL, DI, GSF, CCR, PI	August 2008-May 2009	Principal, Assistant Principal, Counselors, Specials & Classroom Teachers	
1, 2	Mathematics and Science; "Economically Disadvantaged" Subpopulation	Implement "Campus Science Investigators" after school science club to provide additional kinesthetic/motivational science opportunities for identified 4th/5th grade students	Attendance logs will reflect 100% participation among identified students; 15% increase in number of "Economically Disadvantaged" students meeting standards on TAKS Mathematics and Science tests; ADA for identified students will be ≥ 97%	3TL, AL, CT, IA	September 2008-May 2009	Principal, Assistant Principal, Counselors, Specials & Classroom Teachers	1,000.00
1, 2, 3	Mathematics and Science	Conduct "Family Math and Science" & "TAKS Information" Night(s) to promote parent involvement/disseminate TAKS information	Sign-in sheets will reflect representation for 100% of classes; 100% of attending/non-attending families will receive TEKS-based activity packets/resources	AL, PI	September/October 2008	Principal, Assistant Principal, Counselors, Specials & Classroom Teachers	650.00

BOARD GOALS (BGs)

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



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
NORTHERN HILLS ELEMENTARY
2008-2009**

*"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith*

RESULTS

North East ISD schools will prepare all students for college and careers, 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.

<p>DISTRICT GOAL</p> <p>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 creating flexibility and responsiveness to best serve learners and to increase student achievement.</p>	<p align="center">CODES FOR STUDENT-CENTERED STRATEGIES</p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 2	Mathematics, Science, and Technology	Increase instructional time/assimilation of mathematics, science, and technology by incorporating science computer lab activities into "specials" classes scheduling rotation; utilize SCOPE materials, AIMS activities, ITS technology applications, and multi-age activities in dedicated science lab	100% of science lesson plans will reflect weekly "5E" science experiment and/or lab activity; 100% of classes will use student science notebooks as assessment/instructional tool	CRW, AV, AL, CT, AFL, CCR, CLP	August 2008-May 2009	Principal, Assistant Principal, Counselors, Specials & Classroom Teachers, Instructional Technology Specialist	
1, 2, 5	Special Education/ All Core Subject Areas	Provide co-teach classroom settings and co-funded Content Mastery Center to increase student access to on grade level instruction & provide additional support for "at risk"/DNQ students	100% of special education students will meet ARD/SSI testing expectations; alignment between administered assessment and SPED Manager district guidelines will be ≥ 90%; additional 10% increase in number of students assessed via TAKS and/or TAKS-A	3TL, AL, CT, DI, MCP, IA	August 2008-May 2009	Principal, Assistant Principal, Counselors, Special Education & Classroom Teachers	
1, 2, 4, 5	Special Education/Attendance	Provide "Redirection" behavior management program to increase student access to general education instruction	20% reduction in number of referrals reported to PEIMS resulting in loss of instructional time; % of discipline referrals for special education students will be % of special education enrollment	3TL, DI, GSF, MCP	August 2008-May 2009	Principal, Assistant Principal, Counselors, Special Education & Classroom Teachers	300.00
1, 2, 4	Discipline Management/Attendance	Implement CHAMPS positive behavior support program; continue Self-Manager campuswide positive behavior management plan	Additional .02% improvement in ADA; 20% reduction in discipline referrals reported to PEIMS resulting in loss of instructional time; 15% increase in number of students receiving "E" or "S" in conduct each 9 weeks	3TL, AL, DI, GSF, MCP, IA	August 2008-May 2009	Principal, Assistant Principal, Counselors, Special Education & Classroom Teachers	
1, 2, 3, 4	Discipline Management/Safe & Drug Free	Implement effective SDFS program to include classroom & individual guidance, goal-setting conferences, anti-bullying education, "Red Ribbon Week" activities, peer mediation & mentoring	20% reduction in discipline referrals reported to PEIMS resulting in loss of instructional time; 15% increase in number of students receiving "E" or "S" in conduct each 9 weeks; 100% of students identified for guidance services receive appropriate intervention	GSF, MCP, IA, PI	August 2008-May 2009	Principal, Assistant Principal, Counselors	1,000.00
1, 2, 5	Technology Applications	Conduct monthly CTC meetings to identify inservice/infrastructure needs & technology integration opportunities; integrate available technology into daily instruction	100% of staff will complete "Basic" level assessment and identify technology integration goals via TEIS; 100% of classes will utilize mobile/dedicated labs weekly as evidenced by formative walkthroughs/signup sheets; STaR chart data will be addressed via applicable PDAS domains; Teacherweb access report will reflect effective use of Teacherweb as informational tool	CRW, AL, AFL, CCR	August 2008-May 2009	Principal, Assistant Principal, Classroom Teachers, Instructional Technology Specialist	1,800.00

BOARD GOALS (BGs)

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



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
NORTHERN HILLS ELEMENTARY
2008-2009**

*"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith*

RESULTS

North East ISD schools will prepare all students for college and careers, 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.

DISTRICT GOAL

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 creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - 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 / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
2, 3, 4	Extracurricular Programs	Offer opportunities for students to experience success/apply learning via participation in choir, "Recorder Karate" club, student council, CSI science club, book club, safety patrols, health & wellness events, peer mediators club, and Project Heart	Attendance rate among participating students will be ≥ 97%; 100% of eligible students will participate in applicable event/program	AV, AL, CT, CLP, IA	August 2008-May 2009	Principal, Assistant Principal, Counselors, Specials & Classroom Teachers	2,500.00
1, 2, 3, 4	Library Services/Programs	Support classroom instruction/TAKS/Core Knowledge curriculum/student literacy by utilizing flexible scheduling model, employng TEKS Library Correlation, providing reading incentives, & incorporating programs such as "Read Around the School," "Battle of the Books," & author visits	100% of students will have library access and min. 1x weekly checkout opportunity 100% of classes will receive diret instruction in library as appropriate; 2% increase in circulation rate	CRW, AL, CCR, CLP, PI	August 2008-May 2009	Principal, Librarian	7,200.00
1, 2	Gifted/Talented Programs	Provide gifted/talented instruction in core areas; provide staff development on critical thinking/assessment strategies for all certified staff	100% of students receiving G/T instruction will attain "Commended Performance" on applicable benchmark/content-area TAKS test; formative/3 minute walkthroughs will reflect use of critical thinking strategies/assessments appropriate to lesson objective	3TL, CRW, AV, AL, CT, DI, AFL, CLP	August 2008-May 2009	Principal, G/T Teacher	