

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 2009-2009 Northwood Elementary Equity and Excellence: Everybody Counts "It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck	RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.
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DISTRICT GOAL: Improve instruction for all students focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.	<p style="text-align: center;">For further description click on http://intranet.int.neisd.net/si/.</p> RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards. * 3 Tier Instructional Model * Content Reading and Writing Strategies * Vocabulary Development * Similarities and Differences * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE) * Cues, Questions, and Advance Organizers RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. * Student Goal Setting and frequent feedback with individual students * Assessment for learning strategies * Personal Graduations Plans (PGPs) * College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. * Collegial Instructional Learning and Planning (i.e. professional learning communities)	STUDENT ENGAGEMENT STRATEGIES CODES 3TL - 3 Tier Levels of Instructional Intervention CRW - Content Reading & Writing V - Vocabulary Development SD - Similarities and Differences ITL - Interactive Teaching/Learning Q - Cues, Questions, and Advance Organizers GSF - Goal Setting & Frequent Feedback with individual students AL - Assessment for Learning Strategies PGP - Personal Graduation Plans CCR - Career / College Readiness CLP - Collegial Learning and Planning
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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 Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 2	Campus goals will focus on instructional goals. All strategies and expectations will meet the requirements of rigor, relevance, or relationship. Resources: <i>The Power of Smart Goals; Results; Rigor/Relevance Framework (Dr. Willard Daggett, International Center for Leadership in Education</i>	1. Instructional goals will focus on: Goals Setting and frequent feedback, 3 Tier Levels of Instructional Intervention, Content areas (reading, writing, math, science), and interactive teaching/learning. 2. Analyze and respond to data at campus, classroom and individual student level: disaggregation by student group, subject area, teachers, individual student needs assessment--strengths and area of concern and develop detailed instruction intervention plans	Progress will be monitored through teacher observations, data coach meetings, individual student and parent conferences. Feedback from mini common assessments, benchmarks, informal assessments, and district mandated tests will determine progress.	GSF, 3TL, CRW, ITL, CIP	August 2008-May 2009	Leadership team and teachers	
1	Student Goal Setting and Feedback	1. Student goal setting will be implemented at every grade level K-5. 2. Instructional goals will be developed based on benchmark, common assessment and TAKS data. 3. Students will analyze, record, and reflect on hi/her data to increase performance monthly. 4. Students will monitor progress in their profile folders. 5. The student/teacher/parent will create an intervention plan to address weaknesses.	Progress will be monitored through individual student conferences and student goal sheets. Progress will be determined by mastery of goals.	GSF	August 2008-May 2009	Leadership team and teachers	
	Student Goal Setting: Reading and Writing	Librarian will support the campus theme "...Make a Big Difference" by implementing Family Literacy Activities from the www.legacy.org website	Student/family products, participation logs, lesson plans will indicate implementation and participation in the activities.	GSF	August 2008-May 2009	Librarian	

1, 4, 5	Attendance	<p>Establish a school-wide atmosphere for improving attendance. The Principal and Leadership Team will establish a plan that involves administration, teachers, students and parents.</p> <ol style="list-style-type: none"> Attendance/tarday policy will be given to parents August, 2008. Monthly faculty meetings will focus on developing strategies to improve attendance rates. Parent contact logs: Teachers will call the parents of students who have been tardy. Improve collaboration with the attendance auditor to identify students at risk due to attendance. Classroom visits by the Principal, Assistant Principal and Counselor to provide support and attention to the importance of good attendance. 	Improved attendance and student success rates each nine-week period.	CCR, GSF	Every 9 weeks	Leadership team and teachers	
2	Safety Awareness	<ol style="list-style-type: none"> Review Crisis Response Plan with faculty at the beginning of each nine weeks to review updates, and changes. Monthly Fire Drills - all obstructed Green Drill/Red Drill: one each semester to include an evacuation drill to off site area All substitutes and visitors must sign in at the front office and wear identification badges All substitutes will be trained on the first day of their assignment by the GLC as to lessons plans and crisis procedures Monthly Crisis Response Team Meetings Assemble Crisis Kit of needed supplies for every classroom 	Sign In Sheets, Minutes and Agendas		August 2008-May 2009	Leadership Team and Campus Response Team	
1, 5	TARGET AREAS (Specific goals based on campus and students' needs) 1. Focused instruction on math problem solving; 2. Increase commended performance to 50% or above for each teacher; 3. Focused instruction on subgroups.	<p>Teachers will take part in professional development to ensure the success of our students at all grade levels. Professional development to include:</p> <ol style="list-style-type: none"> CHAMPS CAST Marilyn Burns District professional development for best practices and strategies: identifying similarities and differences; summarizing and notetaking; higher order questioning techniques; cooperative learning; integrated instruction; 6-step vocabulary development. District SIOP/ESL Training All District Core Subject Area Training Teachers will present on campus information from attended trainings. 	Walk-throughs and lesson plans will reflect the use of TERC, Scope and Sequence and integrated instruction. Teachers will participate in vertical alignment of TEKS to insure integration of content. Teachers will provide campus professional development presentations based on attended conferences and trainings.	CLP, 3TL, ITL	August 2008-May 2009	Leadership team and teachers	District and Campus Expenditure
1, 2, 3, 4, 5	Mathematics: All following strategies will be targeted at raising TAKS scores	All Northwood Staff members will follow the Campus Improvement Plan in regards to Mathematics. The Campus Improvement Committee will monitor and adjust the CIP each month.	TAKS Scores will show progress: Commended will be 50% + in all subgroups; Met Standard will be 90% + in Economically Disadvantaged and Non-Economically Disadvantaged; All ethnicity groups will have a 90+ passing rate.	CCR	August 2007-May 2009	Leadership Team, Campus Improvement Committee and Teachers	
1	Mathematics	<p>Teachers will implement reading and writing strategies across the math curriculum to close the achievement gap and enable all students to succeed.</p> <ol style="list-style-type: none"> Teachers will use strategies from Marzano's book: <i>Background Knowledge to build student's vocabulary</i>. Teachers will have students define vocabulary words using their own words and students will draw pictures to illustrate the definition. 	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	V, SD, ITL, Q, GSF, AL	August 2008-May 2009	Leadership team and teachers	
1	Mathematics	Teachers will incorporate summarization of word problems presented in Exemplars Problem Solver; TERC and Marilyn Burns (hands-on)	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	CRW, V, SD, ITL, Q, AL	August 2008-May 2009	Leadership team and teachers	
1, 5	Mathematics	ESL teachers will use the following strategies to target LEP Students and ensure student success: Strategies from SIOP training will be implemented to increase student comprehension and performance such as: read-pair-share, jigsaw reading and definition diagonals.	Walk-throughs, observations, word walls and improved student performance on benchmarks will reflect these strategies.	Q,AL,CRW,V,SD,ITL	August 2008-May 2009	Leadership team and teachers	District Expenditure

1, 2, 3, 5	Mathematics	Teachers/parents will provide before school and after school tutoring for TAKS. Teachers will provide a schedule of tutoring hours for each student.	Tutoring sign-in sheets	Teachers/parents will provide before school and after school tutoring for TAKS. Teachers will provide a schedule of tutoring hours for each student.	3TL, Q, GSF, AL	August 2008-May 2009	Teachers	
1, 5	Mathematics	Teachers will use TRIAND to analyze data to determine instructional planning, assessment and remediation 1. Teachers will determine areas of strength and weakness by analyzing TAKS data. 2. After analyzing assessment data, teachers will design reteach strategies and spiral in DNM questions. 2. Students meeting criteria will be placed in MAP.	TRIAND: District Benchmarks, Common assessment, Mini Assessments	Teachers will use TRIAND to analyze data to determine instructional planning, assessment and remediation 1. Teachers will determine areas of strength and weakness by analyzing TAKS data. 2. After analyzing assessment data, teachers will design reteach strategies and spiral in DNM questions. 2. Students meeting criteria will be placed in MAP.	3TL, Q, GSF, AL, CLP	August 2008-May 2009	Leadership team and teachers	
1	Mathematics	Co-Teach Teachers will collaborate with teachers in the Data Meetings to determine modification strategies for each individual special education student.	TRIAND, Nine Week Reports, Lesson Plans	Co-Teach Teachers will collaborate with teachers in the Data Meetings to determine modification strategies for each individual special education student.	CLP, GSF, AL	August 2008-May 2009	Leadership team and teachers	
1, 3	Mathematics	Teachers will host "Math Olympics" and/or "Mathematics Game Show" afterschool.	Sign In Sheets and Flyers	Teachers will host "Math Olympics" and/or "Mathematics Game Show" afterschool.	3TL, ITL, Q, AL	Apr-09	4th Grade Team	Campus/\$50
1, 3	Mathematics	Teachers will pre-test students within the first 2 weeks of school and conference with parents within the first three weeks. (Grades 2-5)	Data Analysis Sheets, Sign-Sheets	Teachers will pre-test students within the first 2 weeks of school and conference with parents within the first three weeks. (Grades 2-5)	3TL, GSF, AL	Sep-08	Leadership team and teachers	
1,5	Mathematics	Teachers will use America's Choice as an intervention during MAP and afterschool tutoring.	Student benchmarks, quizzes, progress reports and report cards	Teachers will use America's Choice as an intervention during MAP and afterschool tutoring.	3TL, ITL, AL	Oct-08	Teachers	
1, 2, 5	Mathematics	Teachers will meet vertically and horizontally to ensure that activities lead to analysis, abstraction, further application of underlying mathematical processes (TAKS Obj. 6) and incorporation of technology. 1. Teachers will meet vertically to discuss the TAKS strengths and weaknesses of students from the previous grade level. 2. Teacher/Co-Teachers will collaborate weekly to build weekly lesson plans around the TEKS and scope and sequence.	TRIAND, Nine Week Reports, Lesson Plans	Teachers will meet vertically and horizontally to ensure that activities lead to analysis, abstraction, further application of underlying mathematical processes (TAKS Obj. 6) and incorporation of technology. 1. Teachers will meet vertically to discuss the TAKS strengths and weaknesses of students from the previous grade level. 2. Teacher/Co-Teachers will collaborate weekly to build weekly lesson plans around the TEKS and scope and sequence.	ITL, GSF, AL, CLP	August 2008-May 2009	GLC/Teachers	
1, 5	Mathematics	K-5 will benchmark students using: weekly, unit exams, district benchmarks. End of year exams will be written by proceeding grade level.	Lesson Plans, Walk-throughs, Data-Coach Meetings	K-5 will benchmark students using: weekly, unit exams, district benchmarks. End of year exams will be written by proceeding grade level.	AL	August 2008-May 2009	All Teachers	
1, 2, 3, 4, 5	Reading: All following strategies will be targeted at raising TAKS scores	All Northwood Staff members will follow the Campus Improvement Plan in regards to Reading. The Campus Improvement Committee will monitor and adjust the CIP each month.	TAKS Scores will show progress: Commended will be 50% + in all subgroups; Met Standard will be 90% + in Economically Disadvantaged and Non-Economically Disadvantaged; All ethnicity groups will have a 90+ passing rate.	All Northwood Staff members will follow the Campus Improvement Plan in regards to Reading. The Campus Improvement Committee will monitor and adjust the CIP each month.	CCR	August 2008-May 2009	Leadership Team, Campus Improvement Committee and Teachers	
1	Reading	Math word problems will be incorporated into the Reading Curriculum	Walk-throughs. Lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of this strategy.	Math word problems will be incorporated into the Reading Curriculum	3TL, CRW, V, ITL, Q, AL	August 2008-May 2009	GLC/Teachers	
1, 5	Reading	ESL teachers will use the following strategies to target LEP Students and ensure student success: 1. ESL Teachers will display word walls. 2. Strategies from SIOP training will be implemented to increase student comprehension and performance such as: read-pair-share, jigsaw reading and definition diagonals.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	ESL teachers will use the following strategies to target LEP Students and ensure student success: 1. ESL Teachers will display word walls. 2. Strategies from SIOP training will be implemented to increase student comprehension and performance such as: read-pair-share, jigsaw reading and definition diagonals.	Q, AL, CRW, V, SD, ITL	August 2008-May 2009	Leadership Team Teachers	District Expenditure
1, 5	Reading	Teachers will use TRIAND to analyze data to determine instructional planning and assessment. 1. Teachers will determine areas of strength and weakness by analyzing TAKS and benchmark data. 2. After analyzing assessment data, teachers will design reteach strategies and spiral in DNM questions.	TRIAND, Nine Week Reports, Lesson Plans	Teachers will use TRIAND to analyze data to determine instructional planning and assessment. 1. Teachers will determine areas of strength and weakness by analyzing TAKS and benchmark data. 2. After analyzing assessment data, teachers will design reteach strategies and spiral in DNM questions.	3TL, Q, GSF, AL, CLP	August 2008-May 2009	Leadership Team Teachers	

1	Reading	Teachers will use standardized testing to analyze and individualize instruction for students: 1. TPRI (K-2) 2. RPTE (2-5) 3. CO-GAT 4. Basic Reading Inventory	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	3TL, GSF, AL	August 2008-May 2009	Leadership Team Teachers	
1, 5	Reading	District intervention initiatives will be implemented to individualize student instruction: 1. RAP 2. SRA 3. Voyager 4. Start-In	Walk-throughs, lesson plans, parent permission slips, attendance records	3TL, CRW, V, Q, ITL, AL	August 2008-May 2009	Leadership Team Teachers	NEISD RAP materials
1, 3, 5	Reading	Teachers will create opportunities for students to have Personal Reading Time. (Self Selected Reading)	Lesson Plans, Walk-Throughs	3TL, CRW, V	August 2008-May 2009	Leadership Team Teachers	
	Reading	Teachers will conference daily with selected students during SSR to monitor reading comprehension.	Lesson Plans, Walk-Throughs	3TL, CRW, V	August 2008-June 2009	Leadership Team Teachers	
1	Reading	Teachers will work collaboratively to research and implement academic vocabulary development strategies.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	CLP, V, 3TL, ITL, AL	August 2008-May 2009	Leadership Team Teachers	
1, 2, 3, 5	Reading	Teachers/parents will provide before school and after school tutoring for TAKS. Teachers will provide a schedule of tutoring hours for each student.	Teachers will provide before school and after school tutoring for TAKS. Teachers will provide a schedule of tutoring hours for each student.	3TL, Q, GSF, AL	August 2008-May 2009	Leadership Team and Teachers	
1, 3	Reading	Teachers will pre-test students within the first 2 weeks of school and conference with parents within the first three weeks. (Grades 2-5)	Data Analysis Sheets, Sign-Sheets	3TL, GSF, AL	August 2008-May 2009	Leadership Team and Teachers	
	Reading	Kinder Teachers will implement Wright Group guided reading Big Books into the Building Blocks Program	Lesson Plans, Word Walls, Vocabulary Notebooks, Walk-throughs		August 2008-May 2009	Kinder Teachers	
1, 5	Reading	Librarian will sponsor the "Read Kids Read" Program.	Reading logs will indicate implementation and participation in the program	CRW, AL, GSF, CCR	August 2008-May 2009	Librarian	
1, 5	Reading	Librarian will sponsor Book Clubs at both the primary and upper levels: Swinging Readers, Dragons and Dreams, Wild Things Readers, Classics, Team-Read, and Bluebonnet Bandits.	Reading Logs, Lesson Plans, Walk-Throughs	CRW, ITL, GSF, AL	August 2007-May 2009	Librarian	
1, 4, 5	Reading	Students will design book covers to be displayed in the library that will represent books that they have read dealing with the Basic School Commonalities.	Lesson Plans, Walk-Throughs	CRW, ITL, GSF, AL	August 2007-May 2009	Librarian and Teachers	
1	Reading	"Poetry Alive" will present an oral dramatic interpretation of poetry for the students.	Lesson Plans, Walk-Throughs	CRW, SD, ITL	March, 2009	Librarian	
1, 2, 5	Reading	Teachers will meet vertically and horizontally: 1. Teachers will meet vertically to discuss the TAKS strengths and weaknesses of students from the previous grade level. 2. Teacher/Co-Teachers will collaborate weekly to build weekly lesson plans around the TEKS and scope and sequence.	TRIAND, Nine Week Reports, Lesson Plans	ITL, GSF, AL, CLP	August 2008-May 2009	Leadership Team and Teachers	
1, 5	Reading	Read for the Record--K-2 students will participate in a world wide reading of "Corduroy"	Observations, log sheet of participants, electronic scrap book page	CRW	October 2, 2009	Librarian and IIT	District
1, 5	Reading	Librarian will coordinate district-wide reading initiatives, including Read Around the School (2) and Read for the Record (1)	Lesson plans, walk-throughs, letters to reading buddies will indicate implementation and participation in these initiatives	CRW, AL, GSF, CCR	August 2008 - May 2009	Librarian	
1, 5	Reading	Librarian will sponsor self-paced, genre-based Book Clubs at both the primary and upper levels	Reading logs, response cards, and lesson plans will indicate implementation and participation in the Book Clubs	CRW, AL, GSF, CCR	September 2008-April 2009	Librarian	
1, 5	Reading	Librarian will provide small-group enrichment and extension for upper-level students chosen by classroom teachers, including individualized research projects and Junior Great Books discussion groups.	Lesson plans, JGB workbooks, Research Folders will reflect student participation in these groups.	CRW, V, ITL, GSF	September 2008-May 2009	Librarian and Teachers	

1, 4	Reading	Kinder Teachers will implement "Reading Buddy" program with upper grade levels.	Reading Logs, Teacher Observations, Lesson Plans, Walk-throughs	CRW	September 2008-May 2009	Kinder Teachers	
1, 2, 3, 4, 5	Writing: All following strategies will be targeted at raising TAKS scores	All Northwood Staff members will follow the Campus Improvement Plan in regards to Writing. The Campus Improvement Committee will monitor and adjust the CIP each month.	TAKS Scores will show progress: Commended will be 50% + in all subgroups; Met Standard will be 98% + in Economically Disadvantaged and Non-Economically Disadvantaged; All ethnicity groups will have a 98+ passing rate.	CCR	August 2008-May 2009	Leadership Team, Campus Improvement Committee and Teachers	
1, 5	Writing	ESL teachers will use the following strategies to target LEP Students and ensure student success: 1. ESL Teachers will display word walls. 2. Strategies from SIOP training will be implemented to increase student comprehension and performance such as: read-pair-share, jigsaw reading and definition diagonals.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	Q, AL, CRW, V, SD, ITL	August 2008-May 2009	Leadership Team and Teachers	District Expenditure
1	Writing	Math word problems will be incorporated into the Writing Curriculum.	Walk-throughs. Lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of this strategy.	3TL, CRW, V, ITL, Q, AL	August 2008-May 2009	GLC/Teachers	
1, 5	Writing	Teachers will use TRIAND to monitor benchmarks and use this information to individualize instruction.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	3TL, Q, GSF, AL, CLP	August 2008-May 2009	Leadership Team Teachers	
1	Writing	Writing samples will be turned in monthly (K-2) and bi-monthly (3-5) so student progress can be monitored and interventions implemented where needed.	Lesson plans and periodic walk-throughs will indicate focus on TEKS instruction and curriculum integration.	CRW, V, AL	August 2008-May 2009	Teachers	
1, 3	Writing	Teachers (4th grade) will hold a "Writing Rodeo" afterschool.	Sign In Sheets, Flyers	3TL, ITL, Q, AL	Apr-09	4th Grade Teachers	Campus/\$50
5	Writing	Provide new teachers with training on 6-Traits Writing.	Teacher Certificates, Lesson Plans	CLP, 3TL, ITL	August 2008-May 2009	Leadership Team and District Specialists	District Expenditure
1	Writing	Teachers will implement reading and writing strategies across all content areas to close the achievement gap and enable all students to succeed. 1. Teachers will use strategies from Marzano's book : <i>Background Knowledge to build student's vocabulary</i> . 2. Teachers will have students define vocabulary words using thier own words and students will draw pictures to illustrate the definition.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	V,SD,ITL,Q,GSF,AL	August 2008-May 2009	Leadership Team Teachers	
1, 3	Writing	Teachers will pre-test students within the first 2 weeks of school and conference with parents at the 1st scheduled conference for elementary (Grades 2-5)	Data Analysis Sheets, Sign-Sheets	3TL, GSF, AL	Aug-08	Leadership Team and Teachers	
1, 2, 5	Writing	Teachers will meet vertically and horizontally: 1. Teachers will meet vertically to discuss the TAKS strengths and weaknesses of students from the previous grade level. 2. Teacher/Co-Teachers will collaborate weekly to build weekly lesson plans around the TEKS and scope and sequence.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	ITL, GSF, AL, CLP	August 2008-May 2009	Leadership Team and Teachers	
1	Writing	Teachers (4th) will create a display for "Unicorn Tales" featuring exemplary writing samples from students.	Walk-throughs and observation	CRW, V, ITL, AL	August 2008-May 2009	Leadership Team and Teachers	
1, 2, 3, 5	Writing	Teachers/parents will provide before school and after school tutoring for TAKS. Teachers will provide a schedule of tutoring hours for each student.	Tutoring sign-in sheets. Improved student performance at each nine weeks report.	3TL, Q, GSF, AL	August 2008-May 2009	Teachers	
5	Writing	Nancy Mills, District Specialist, will work with 4th grade to improve the number of 3's and 4's on TAKS Writing.	Observations, Teacher/Leadership Team Debriefings, student samples	3TL, ITL, AL, CRW, V, Q, GSF, CLP	Oct-08	Leadership Team, Teachers and Central Office	

5	Writing	4th grade teachers will provide staff development on the importance of handwriting and writer's workshop	Walk-throughs, lesson plans and formal observations	CRW, ITL, Q, GSF	Aug-09	4th Grade teachers	
5	Writing	Teachers K-5 will actively address district handwriting objectives on a daily basis.	Walk-throughs, observations; handwriting assessments will be made with writing samples (monthly K-2 and bi-monthly 3-5).	CRW, ITL, Q, GSF	August 2008- June 2009	K-5 teachers. Leadership Team	
1, 2, 3, 4, 5	Science: All following strategies will be targeted at raising TAKS scores	All Northwood Staff members will follow the Campus Improvement Plan in regards to Science. The Campus Improvement Committee will monitor and adjust the CIP each month.	TAKS Scores will show progress: Commended will be 50%+ in all subgroups; Met Standard will be 90% + in Economically Disadvantaged and Non-Economically Disadvantaged; All ethnicity groups will have a 90+ passing rate.	CCR	August 2008-May 2009	Leadership Team, Campus Improvement Committee and Teachers	
1, 5	Science (TAKS exception AEIS 07-08): Focus Earth Science	TAKS Objective: Earth Science 1. Science Weekly Newspapers 2. Technology Specialist to model/coteach science earth science lessons 3. Grade level will write an end of unit assessment and study guide before beginning each unit. 5. "Crazy Science Teacher"--Televised lesson once a month. 6. Science Vocabulary emphasized on morning announcements	Lesson plans, walk-throughs, Lab sign up sheets, Data Coach analysis sheets and minutes of meetings denoting at risk students and interventions	3TL CRW, V, ITL, AL	August 2008-May 2009	Leadership Team, Teachers	
1, 5	Science	ESL teachers will use the following strategies to target LEP Students and ensure student success: Strategies from SIOP training will be implemented to increase student comprehension and performance such as: read-pair-share, jigsaw reading and definition diagonals.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	Q, AL, CRW, V, SD, ITL	August 2008-May 2009	Leadership Team and Teachers	District Expenditure
1	Science	Math word problems will be incorporated into the Science Curriculum.	Walk-throughs. Lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of this strategy.	3TL, CRW, V, ITL, Q, AL	August 2008-May 2009	GLC/Teachers	
1	Science	Teachers will implement reading and writing strategies across the science curriculum to close the achievement gap and enable all students to succeed. 1. Teachers will use strategies from Marzano's book : <i>Background Knowledge to build student's vocabulary</i> . 2. Teachers will have students define vocabulary words using thier own words and students will draw pictures to illustrate the definition.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	V, SD, ITL, Q, GSF, AL	August 2008-May 2009	Leadership Team and Teachers	
1, 5	Science	Teachers will use TRIAND to analyze data to determine instructional planning and assessment. 1. Teachers will determine areas of strength and weakness by analyzing TAKS data and Benchmark data. 2. After analyzing assessment data, teachers will design reteach strategies and spiral in DNM questions.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	3TL, Q, GSF, AL, CLP	August 2008-May 2009	Leadership Team and Teachers	
1, 2, 5	Science	Teachers will meet vertically and horizontally: 1. Teachers will meet vertically to discuss the TAKS strengths and weaknesses of students from the previous grade level. 2. Teacher/Co-Teachers will collaborate weekly to build weekly lesson plans around the TEKS and scope and sequence.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	ITL, GSF, AL, CLP	August 2008-May 2009	GLC/Teachers	
1, 2, 3, 5	Science	Teachers/parents will provide before school and after school tutoring for TAKS. Teachers will provide a schedule of tutoring hours for each student.	Sign In Sheets, Flyers, Newsletters	3TL, Q, GSF, AL	August 2008-May 2009	Teachers	
1, 2, 3, 4	Science	Students will meet monthly and participate in applying gardening to the curriculum (Junior Master Gardeners after school).	Observations, successful projects, oral presentations	3TL, CRW, V, SD, ITL, Q, GSF, AL	August 2008-June 2009	Sherri McShane	Donations and Grants

5	Science	Teachers will attend training to emphasize science process skills in addition to content. (Scope)	Lesson plans, PDAS acknowledgment		August 2008-June 2009	Leadership team	District specialists, conferences
1	Science	K-5 will benchmark students using: weekly, unit exams, district benchmarks.	Data Analysis Sheets		September 2008-May 2009		
1, 5	Science	Grade levels will rotate once a month into the science lab to conduct hands-on science experiments. Grade levels K-5 will implement 1/2 day fun engaging science experiments.	Walk-throughs, Lesson Plans, Student Notebooks	3TL, CRW, V, ITL, Q, AL	August 2008-May 2009	GLC/Teachers	
1, 2, 3, 4, 5	Social Studies: All following strategies will be targeted at raising TAKS scores	All Northwood Staff members will follow the Campus Improvement Plan in regards to Social Studies The Campus Improvement Committee will monitor and adjust the CIP each month.	TAKS Scores will show progress: Commended will be 50%+ in all subgroups; Met Standard will be 90% + in Economically Disadvantaged and Non-Economically Disadvantaged; All ethnicity groups will have a 90+ passing rate.	CCR	August 2008-May 2009	Leadership Team, Campus Improvement Committee and Teachers	
1, 2,5	Social Studies	Teachers will meet vertically and horizontally: 1. Teachers will meet vertically to discuss the TAKS strengths and weaknesses of students from the previous grade level. 2. Teacher/Co-Teachers will collaborate weekly to build weekly lesson plans around the TEKS and scope and sequence.	Walk-throughs, lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of these strategies.	ITL, GSF, AL, CLP	August 2008-May 2009	GLC/Teachers	
1	Social Studies	Math word problems will be incorporated into the Social Studies Curriculum.	Walk-throughs. Lesson plans, Word Walls, Graphic Organizers and Vocabulary Notebooks will reflect the use of this strategy.	3TL, CRW, V, ITL, Q, AL	August 2008-May 2009	GLC/Teachers	
1, 5	Social Studies	History and/or Social Studies Alive will be implemented. Teachers will implement activities associated with the social studies program. Students will participate in interactive and integrated lessons. (Grades 1,2,3 and 5)	Walk-throughs and lesson plans will reflect the use of interactive lessons, Scope and Sequence, and integrated instruction.	ITL, CLP, CRW	August 2008-May 2009	Leadership team and teachers	
2, 3	At Risk Education	At-risk students will receive instruction using multiple instructional strategies. They will be provided with mentors, peer buddies, and be closely monitored.	Progress will be monitored during data coach meetings using TRIAND data and teacher observations.	GSF, CLP	August 2008-May 2009	All Northwood Staff Members	
1	Differentiated Instruction	All staff will implement effective strategies to provide differentiated instruction and programming to meet the needs of individual children, to include Special Education, ESL, and At-risk populations.	Walk-throughs and lesson plans will indicate the use of differentiated instruction.	GSF, 3TL, CRW, ITL	August 2008-May 2009	All Northwood Staff Members	
1, 2, 5	Special Education	Co-teaching or In-class support models of instruction will be utilized in grades K-5. Special Education students will spend the majority of their school day in their home room classes.	Walk-throughs will determine the use and effectiveness of these programs along with student achievement.	GSF, 3TL, CRW, ITL	August 2008-May 2009	Leadership Team, Program coordinators, and teachers	
1, 5	Technology Applications	Educational Technology staff will support teachers and students as they utilize computers for instruction and for professional development. Administrators and teachers will continue professional development in technology - meeting the standards set by the district.	Staff progress will be monitored by the district-mandated technology applications test and A-Train records. Students' progress will be monitored by teacher observations and student projects that incorporate the TEKS for technology.	GSF, ITL	August 2008-May 2009	All Northwood Staff Members and Ed Tech Staff	
	Technology: Social Studies and Science	Lessons will incorporate virtual fieldtrips to enhance the learning and provide background experiences for students at all levels.	Documentation will be collected throughout activities. Students will use journals or other age-appropriate activities to document their learning experiences.	3TL, CRW, V, SD, ITL, Q, GSF, AL	August 2009-May 2009	Technology Specialist, Librarian, Teachers	
2, 3, 4	Discipline Management	All staff will continue to develop their skills using the theories of <i>Teaching with Love and Logic</i> and applying those to the school discipline program: Self-Manager. Self-Manager program will focus on the teaching of social skills and the Basic School Core Virtues integrated with CHAMPS	Progress will be monitored through the reduction of discipline referrals.	GSF, ITL, 3TL	August 2009-May 2009	All Northwood Staff Members	

2, 4, 5	Discipline Management	CHAMPS: Campus Team to consist of Principal, Assistant Principal, Counselor, Teacher Leader (K-2), Teacher Leader (3-5). Team will be trained for implementation of CHAMPS and Teacher Leaders will provide on-going professional development for campus.	Progress will be monitored through the reduction of discipline referrals, teacher sign-in sheets with agendas and minutes documenting training.	GSF, ITL, 3TL	August 2009-June 2009	All Northwood Staff Members	NEISD CHAMPS specialists
2, 4, 5	Discipline/Safety	Continue playground supervision improvement	Playground guidelines, handouts, posted rules and regulations, decreased playground referrals and clinic referrals		August 2008 - June 2009	All Northwood Staff Members	
2, 4	Guidance	Counselor will analyze discipline data and work with the Principal and Assistant Principal to provide individual and small group counseling regarding specific discipline areas.	Progress will be monitored through the reduction of discipline referrals.	GSF, CLP, ITL	August 2008-May 2009	Counselor	
2, 4	Guidance	Counselor will work with individual teachers to implement the Self-Manager Program in such a way that 100% of the students are successful in the program.	Progress will be monitored through the reduction of discipline referrals; nine weeks reports and % of students in each class with a self manager badge; 100% of students will receive a self manager badge.	GSF	August 2008-May 2009	Counselor	
1, 4	Guidance	Counselor will meet with the leadership team and teachers weekly to discuss the progress of special education students and general education students.	Report Cards, Progress Reports, Nine-week passing rate reports	GSF, AL, CCR	August 2008-May 2009	Counselor	
1, 2	Guidance	Counselor will do class presentations reviewing a Safe and Drug Free lifestyle.	Progress will be determined by students being able to identify and understand the importance of a healthy lifestyle.	GSF	August 2008-May 2009	Counselor	
1	Guidance	Counselor will review all student's grades on testing, report cards and progress reports.	100% of students will receive counseling in individualized target areas.	GSF, AL	August 2008-May 2009	Counselor	
1, 2, 4	Guidance	Counselor will meet individually each nine weeks with student's who have a failing or close to failing grades. Counselor will also meet with their teachers. Counselor will meet with struggling students throughout the year to discuss assessment performance and goals for improvement.	Nine week reports	GSF, CCR, AL	August 2008-May 2009	Counselor	
1, 4	Guidance	Counselor will work with middle school counselors to implement the Gear Up Program for 5th grade.	100% of students will choose college preparatory coursework.	GSF, CCR	August 2008-May 2009	Counselor	
1, 4	Guidance	Counselor will meet with students and parents prior to the end of fifth grade to discuss taking a rigorous curriculum in middle school and the Gear-Up Program for the Texas Grant.	More students will choose higher level college preparatory courses.	GSF, CCR, AL	August 2008-May 2009	Counselor	
1, 2, 4	Guidance	Counselor will design and oversee a lesson presenting the Core Virtues during extended planning.	Progress will be determined by teacher observations and academic and social improvement.	GSF	August 2008-May 2009	Counselor	
1, 2, 3, 4	Guidance	Counselor will provide small group discussions regarding "Bullying".	Progress will be monitored through the reduction of discipline referrals; teacher observations and academic and social improvement.	GSF, CLP, ITL	August 2008-May 2009	Counselor	
2, 3, 4	Guidance	Counselor will implement the state-mandated comprehensive developmental guidance program to include: small group and individual counseling and classroom guidance.	Students will be able to set academic and social goals and periodically review them for progress and revision.	GSF, CLP	August 2008-May 2009	Counselor	
1, 2, 4	Mentoring	Students will be assigned a mentor who will befriend that student and offer emotional support, friendship, and academic support throughout the year.	Progress will be determined by teacher observations and academic and social improvement.	GSF, CLP	August 2008-May 2009	All Northwood Staff Members	
2, 3, 4	Safe and Drug-Free	PTA will promote Red Ribbon Week and counselor will do guidance lessons that reinforce a safe and drug-free school.	Progress will be monitored by participation in Red Ribbon Week and by student involvement in guidance lessons.	GSF, ITL	Fall 2008	All Northwood Staff Members	
1	Gifted/Talented: Increase GT student's commended scores to 100% commended	Staff development for integrating Systems Thinking in core G/T curriculum units will be provided.	G/T teacher will incorporate Systems Thinking - 100% of students will produce at least one systems thinking product.	CIP, GSF, CRW, ITL	each 9 weeks	G/T teacher	

1	Gifted/Talented	Committees will be formed to update G/T End-of-year Common assessments and the Parents Results Form for this assessment in the final report card.	G/T teacher will evaluate students based on the Program Understandings and Essential Questions. 100% of G/T students will score a minimum of 3 on Common Assessment and each section of the Grade Level Student Progress part of the G/T report card.	GSF, CIP	each 9 weeks	G/T teacher	
1	Gifted/Talented	Analyze G/T student results on TAKS with information from TRIAND to adjust curriculum gaps and monitor student progress.	G/T teacher will use the presented information to adjust curriculum. G/T teacher lesson plans will reflect changes.	GSF, CIP	End of the 1st and 2nd semesters	G/T teacher	
2, 3	Health Services	The nurse will provide written and or verbal information to parents and guardians. The nurse will support parents/teachers regarding health related absences and transitions back to school.	Communication logs, health referrals, and documentation will indicate communications.	GSF	August 2008-May 2009	Nurse	
	Health Services	Implement the CATCH and health program in grades K-5: School Nurse will provide written/verbal information and communication to parents/guardians; Nurse will support parents/teachers regarding health related absences and transitions back to school.	100% of all teachers in grades K-5 will follow the health curriculum as evidenced by lesson plans		August 2008-June 2009	Rachel Naylor, Campus CATCH coor., teachers, Cafeteria Manager, School Nurse	
1	Library Services	Use Super 3 or Big 6 Research Strategies in grades K-5	Librarian will guide research projects developed in collaboration with classroom teachers in Lang Arts, Science, and Social Studies	CIP, GSF	August 2008-May 2009	Librarian and Teachers	
1	Library Services	Librarian will provide training in electronic library resources and provide centralized school-wide and home access to all electronic resources	Librarian will monitor and document training for students, staff, and community	CIP, GSF, CRW	August 2008-May 2009	Librarian	
1	Library Services	Library instruction will maintain focus on the TEKS and curriculum integration	Lesson plans and periodic walk-throughs will indicate focus on TEKS instruction and curriculum integration.	CIP, GSF, 3TL, CRW,	August 2008-May 2009	Librarian	
1, 3, 5	Library Services: Reading, Writing and other content area	Librarian will host guest speakers that present and reinforce relevant curricular topics. Examples may include authors, illustrators, Nancy Clayton (Civil War presenter), Bill Perryman (historical actor), Julian Franklin (science specialist), etc.	Lesson Plans, walk-throughs, student response letters will indicate implementation and participation in the activities.	ITL, 3TL	August 2008-May 2009	Librarian	
1	Foreign Language	Continue to implement an exploratory Spanish program on campus	Schedule will indicate the implementation of a Spanish program	CIP, ITL, 3TL	August 2008-May 2009	Teachers	
1, 3, 4	Music and Physical Education	Integrate and Implement Musitn and Physical Education TEKS and the Northeast Standards for Music: 1. Music supports the goal of reading on grade level by performing extensive symbol/notational training, and by providing consistent text, poetry, lyric, and supplemental reading practice through textbook use. This reading takes place both by group and individual work. 2. Community involvement in sencouraged with extracurricular enrichment programs such as PTA performances, 5th grade Strings, Choir performances, Track and Field, the Patrols, PE Showcase 3. All 3rd, 4th and 5th grade PE students must be tested twice a year using the fitnessgram program. All student sare insturcted in means to improve their health and ashould be egaged in physical activity for a minimum of 135 minutes a week.	Annual review and comparison with classroom strategies, National and District standards, and the TEKS. Assessment of mastery level is made via performance and participation in class	CRW, V, SD, ITL, Q, GSF, AL	August 2008-May 2009	Music and PE Teachers	
1,5	Campus Interventions	RTI will be implemented as on-going professional development for the faculty and staff; The RTI referral process will begin November 2007.	Student benchmarks, quizzes, progress reports and report cards	3TL, CLP, AL	November 2008-May 2009	RTI Committee	