

- 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**

2007-2008

**NORTHERN HILLS ELEMENTARY - 127**

*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.

**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.

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)  
**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  
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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
1,2,5	All Core Subject Areas	Continue to integrate Marzano instructional strategies	100% of formative walkthroughs will reflect use of selected instructional strategy; 100% of students will pass corresponding content-area TAKS tests; 70% of students will attain "Commended Performance" rating on each content-area TAKS test	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	August 2007- May 2008	Principal, Assistant Principal, Counselors, Classroom Teachers, Instructional Specialists	
1,2,3,5	All Core Subject Areas/"Economically Disadvantaged" & "At-Risk" students	Implement before/after school tutoring program to address needs of identified students; expand faculty & community 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 on each content-area TAKS test	3TL, CRW, ITL, Q, GSF, AL, CLP	August 2007- May 2008	Principal, Assistant Principal, Counselors, Classroom Teachers	\$6,500
1,2,5	All Core Subject Areas	Conduct weekly collaborative planning/weekly leadership team/bimonthly "color family" vertical data team meetings to plan instruction/identify students in need of additional support	Grade level/campus goals will be developed using "S.M.A.R.T. Goals" protocol; mean/range of grades issued will more closely correlate to results of standardized assessments within classes/grade levels; 85% of students will score a minimum of 70 on each administered campus/district benchmark	3TL, CRW, V, ITL, GSF, AL, CLP	August 2007- May 2008	Principal, Assistant Principal, Counselors, Classroom Teachers	
1,2,3,5	Mathematics/Science	Conduct "Family Math & Science" night to promote parent involvement/disseminate TEKS information	Sign-in sheets will reflect representation for 100% of classes; 100% of students will receive TEKS-based parent activity packets	V, ITL, Q, CLP	Sept. 2007	Principal, Assistant Principal, Counselors, Classroom Teachers	\$250

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1,2,5	Mathematics/Science/Technology	Increase integration of/instructional time devoted to math, science, & technology by using SCOPE materials, AIMS/GEMS activities, Ed Tech lessons, technology applications & creating mobile science labs	100% of of lesson plans will reflect kinesthetic science experiment and/or lab activity weekly	3TL, CRW, V, SD, ITL, Q, GSF, CLP	August 2007- May 2008	Principal, Assistant Principal, ITS, Instructional Specialists, Classroom Teachers	\$1,600
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 and provide additional support for "At-Risk"/DNQ students	100% of special education students will meet ARD testing/SSI expectations; 15% increase in number of students assessed via on-grade level TAKS and/or TAKS-I	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	August 2007- May 2008	Principal, Assistant Principal, Counselors, Special Education Staff, Classroom Teachers	\$1,500
1,2,4,5	Special Education/All Core Subject Areas	Fully implement "Response to Intervention" program	Additional 25% reduction in the number of students referred for FIE who DNQ; 15% increase in passing rate on identified assessment/CBM for students served by RTI committee; number/percentage of students served in Special Education will reflect reduction to rate at or below district average	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	August 2007- May 2008	Principal, Assistant Principal, Counselors, RTI Committee, Classroom Teachers	

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1,2,4,5	Special Education/Attendance	Provide Redirection behavior management/social skills program to increase student time-on-task/access to mainstreamed general education instruction	Additional 15% reduction in the number of discipline referrals/referrals reported to PEIMS/referrals which result in loss of instructional time; number/percentage of Special Education students referred for discipline will be at or below corresponding percentages for general education students	3TL, CRW, V, ITL, Q, GSF, AL, CLP	August 2007- May 2008	Principal, Assistant Principal, Counselors, Special Education Staff, Classroom Teachers	
1,2,4,5	Discipline Management/Attendance	Incorporate schoolwide positive reinforcement/recognition system/awards into existing Self-Manager program; continue utilizing peer mediation	Additional 2% increase in ADA; additional 15% reduction in the number of discipline referrals/referrals reported to PEIMS/referrals which result in loss of instructional time; 85% of students will score a minimum of 70 on each administered campus/district benchmark; 15% increase in the number of students receiving an "E" or "S" in conduct	3TL, V, GSF, AL	August 2007- May 2008	Principal, Assistant Principal, Counselors, Special Education Staff, Classroom Teachers	\$500