

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
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
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.

Hardy Oak Elementary

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
					District Initiatives										
					Setting Objectives and providing feedback: 1. DATA teams	x				X	1A	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	100% of schools will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	Sharon Newman, Patty Martin, Irene Allen
X					2. Common Assessments	x				X	1B	Teachers from more than one school will come together to create, share and administer Common Assessments	100% of common assessments will adhere to the checklist or rubric for common assessments.	October, 2004; December 2004; March 2005; May 2005	Sharon Newman, Patty Martin, Irene Allen
					3. Feedback-- Benchmark Testing	x				X	1C	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004 March, 2005	Sharon Newman, Patty Martin, Irene Allen
					Research Based Strategies: 1. Identifying Similarities and Differences-- Classifying	x				X	1D	Every teacher will use the strategy of classifying on a regular basis.	100% of walkthroughs will show evidence of students working on classifying. 100% of common assessments will show evidence of the classifying strategy.	December 2004 - May 2005	Sharon Newman, Patty Martin, Irene Allen, Classroom Teachers
X					2. Vocabulary Development Process	x				X	1E	Every teacher will teach the core vocabulary in their discipline using a six step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development work.	December 2004; April 2005	Sharon Newman, Patty Martin, Irene Allen, Classroom Teachers

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X					Strategies for Engagement: Say Something and Think, Pair, Share	x				X	1F	Every teacher will use the strategies Say Something and Think, Pair, Share on a regular basis.	100% of walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share.	December 2004; April 2005	Sharon Newman, Patty Martin, Irene Allen, Classroom Teachers	
X					Parent Involvement	x				X	1G	Educational Technology and Data Processing staff will assist parents in accessing student information through the North East Parent Portal.	100% of parents who wish to access the system will gain access to the system	Daily to weekly	Sharon Newman, Patty Martin, Irene Allen, Classroom Teachers	
X					Reading	X					2A	Provide teachers instruction and support in before, during, and after reading strategies that reflect best practices. Elementary level - Building Blocks/Four Blocks	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will demonstrate evidence of strategy instruction.	Fall 2004 and Winter 2005 Monthly	Nancy Brischke, Tara Wiatrek, Reading Specialist, Sharon Newman	
X					Reading	X					2C	Support before, during and after reading strategies such as say something in the core content areas (English, social studies and science) through professional development	100% of the elementary teachers, the secondary core content teachers (English, social studies, and science) and the secondary reading teachers will implement before, during, and after content reading strategies.	Fall and Winter 2004 Spring 2005	Nancy Brischke, Literacy Specialists, Teachers, Tara Wiatrek, Sharon Newman	

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X					Reading	X				2G	Monitor benchmark assessments	Central Office will review benchmark data, adjust curriculum and meet with campus staffs to discuss results and guide instruction	Fall 2004 Winter and Spring 2005	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Sharon Newman	
X					Writing	X				3G	Monitor common assessments.	Central Office staff and campus instructional leaders will review common assessment data, and adjust curriculum accordingly.	December, 2004; May, 2005	Virginia Guerrero, Sharon Newman	
X					Mathematics	X				4A	Utilize the 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. 100% of teachers will utilize common semester assessments for grades 2 & 5	October, 2004 February, 2005 Monthly	Sharon Newman, Math Specialist	
X					Mathematics	X				4B	Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse (say something, think,pair, share), and * use of appropriate tools.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	November, 2004 March, 2005	Sharon Newman, Math Specialist	

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X					Mathematics	x				4C	Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	October, 2004 March, 2005	Sharon Newman, Math Specialist	
X					Mathematics	x				4D	Provide 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development.	October, 2004 January, 2005	Sharon Newman, Math Specialist	
X					Mathematics	X				4H	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	Sharon Newman, Math Specialist	
X					Mathematics	X				4I	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd & 5th grade students will be administered a common end-of-semester assessment.	December, 2004 May, 2005	Sharon Newman, Math Specialist, Classroom Teachers	
X					Mathematics	X				4J	Monitor common assessments.	Central Office staff will review common assessment data, adjust curriculum and meet with principals to discuss results.	January, 2003 June, 2004	Sharon Newman, Math Specialist	
X					Science	X				5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Patti Castellano, Sharon Newman, Irene Allen, Patty Martin, Classroom Teachers	\$2,000

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X					Science	X				5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence. 100% of secondary campuses will complete an equipment inventory to be used as a guide for district support.	Every 9 Weeks; Inventory due September 10, 2004	Patti Castellano, Sharon Newman, Irene Allen, Patty Martin, Classroom Teachers	\$2,000
X					Science	X				5C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every 9 Weeks	Patti Castellano, Sharon Newman, Irene Allen, Patty Martin, Classroom Teachers	
X					Science	X				5D	Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word wall, vocabulary development process, say something, think, pair, share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Patti Castellano, Sharon Newman, Irene Allen, Patty Martin, Classroom Teachers	\$2,000

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X					Science		X			5E	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction. Central Office staff will assist campuses in reviewing common assessment and benchmark data and assist in developing campus action plans.	Every 9 Weeks	Patti Castellano, Sharon Newman, Irene Allen, Patty Martin, Classroom Teachers	\$2,000
X					Science	X				5F	Provide professional development to assist teachers in developing competency in science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Patti Castellano, Sharon Newman, Irene Allen, Patty Martin, Classroom Teachers	\$2,000
X					Science	X				5G	Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners	August 2004 – May 2005	Patti Castellano, Sharon Newman, Irene Allen, Patty Martin, Classroom Teachers	\$500
X					Social Studies	X				6A	Integration of technology into the subject area through professional development, creation of exemplar lessons, and modeling of best practices such as classifying, say something, think, pair, share, and the vocabulary development process.	Each social studies teacher will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	December, 2004 May 2005	Classroom teachers, Sharon Newman, Eric McGarrah	

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X	X		X		Gifted/Talented	X				9A	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	Kay Stotts, Teresa Beazley	\$500
X	X				Gifted/Talented				X	9B	Implement the vocabulary development process, say something, think, pair, share; and classifying as research based strategies in all G/T programs.	All curriculum units will incorporate these strategies.	each nine weeks	Kay Stotts, Teresa Beazley	
X	X				Gifted/Talented	x				9D	Evaluate/create G/T math curriculum to reflect enrichment activities.	Each grade level will have at least one additional enrichment activity.	Sept, 2004 Jan, 2005	Kay Stotts, G/T Teachers	
X					Library Services	X				10A	Use Big Six Research Strategy, Grades 2 - 8	100% of librarians will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Vicki Krebsbach, Classroom Teachers	
X					Library Services	X				10D	Maintain focus on TEKS and curriculum integration.	100% of librarians will create integrated TEKS units to be posted to lesson plan database.	First and second semester	Vicki Krebsbach	
X					Dyslexia	X				11A	Continue implementation of a dyslexia program on each campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in <u>STAT meeting notes and</u>	2004-2005 school year	Tara Wiatrek, Sharon Newman, Classroom Teachers	1,000
X					Special Education	X				17A	Provide professional development regarding appropriate referrals and service delivery options to campus STAT leaders.	Monthly appraisal report will show a10% reduction of referrals to special education from the previous school year.	Monthly	Sharon Newman, Delva Perez, Kathy Johnson, STAT Team	

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X					Special Education	X				17D	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 to a level below the TEA 125% standard as reported on the data analysis system.	Monthly	Sharon Newman, Delva Perez, Kathy Johnson, STAT Team	
X					Special Education	X				17F	Provide professional development to general and special education staff on differentiated instructional strategies like say something, think, pair, share, vocabulary development process, and classifying for serving students with disabilities in general education	% of SPED students taking TAKS will increase by 10% at each grade and in each subject tested	Close of each semester	Sharon Newman, Delva Perez, Kathy Johnson, STAT Team	

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X	X			X	Technology Applications	X				20A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals. 100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS. Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly Yearly Monthly Monthly	Sharon Newman, Campus Technology Committee Representatives	

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		X		X	Technology Applications	X	X	X		20B	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	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades. 100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Nine-weeks Daily to Weekly	Sharon Newman, Teachers, Sue Klauk	
X					Technology Applications	X				20C	Educational Technology staff will provide K-5 teachers and students with keyboarding software, equipment, and professional development to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Sharon Newman, Campus Technology Committee Representatives, Classroom Teachers	
X					Technology Applications	X				20D	Educational Technology staff will support teachers in the utilization of 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	Sharon Newman, Technology Committee, Classroom Teachers	

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X	X		X		Guidance	X				22B	Organization, planning and evaluation of Campus Guidance Programs	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May 2005	Sharon Newman, Delva Perez, Kathy Johnson	
X	X		X		Guidance	X				22C	Organization, planning and evaluation of Campus Guidance Programs	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September 2004 December 2004 June 2004	Sharon Newman, Delva Perez, Kathy Johnson	
X	X		X		Guidance	X				22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August 2004-June 2005	Sharon Newman, Delva Perez, Kathy Johnson	

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X		X			Guidance	X				22I	All elementary 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. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April 2004	Sharon Newman, Kathy Johnson, Delva Perez	
X					Dropout Reduction	x				23D	Identify homeless children in compliance with the McKinney Homeless Assistance Act. TEC J21.031(e).	Record of identified Homeless children and youth sent to TEA	August, 2004 through May, 2005	Sharon Newman, Kathy Johnson, Delva Perez, Sue Klauck	
					Health Services	x				24C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance	August, 2004 through May, 2005	Cheree Pillow, Sharon Newman	
	X		X		Discipline Management	X				25C	Make modifications to campus BMP based upon district discipline data and its analysis	Written modifications to the Campus BMP will be incorporated with data of inclusion noted	July, 2005	Sharon Newman, Irene Allen, Patty Martin, Discipline Committee	

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					Professional Development	x					Teachers will attend training on Quantum Teaching and Strategies will be implemented in the classroom	Lesson Plans and walk-throughs will indicate the use of these brain-based strategies.	August 2004-May 2005	Sharon Newman, Hardy Oak Certified Staff	
					Discipline Management					24c	Continue Self Manger Program	100% of children will earn self manager badge.	August 2004-May 2005	Sharon Newman, Irene Allen, Patty Martin, Discipline Committee	