

**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.

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
					<b>District Initiatives</b>										
					Setting Objectives and providing feedback: 1. DATA teams				X	1A	DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	Data Team will use multiple sources of data to set objectives.	Monthly	P. Hickey, B. Cantu, E. Maze, K. White, Department Heads	
X					2. Common Assessments				X	1B	Teachers will come together to create, share and administer Common Assessments with Driscoll MS	100% of common assessments will adhere to the checklist or rubric for common assessments.	October, 2004; December 2004; March 2005; May 2005	P. Hickey, K. White, all teachers	\$2,000
					3. Feedback--Benchmark Testing				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. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004 March, 2005	K. White, P. Hickey, Department Heads	
					Research Based Strategies: 1. Identifying Similarities and Differences--Classifying				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	P. Hickey, B. Cantu, E. Maze, K. White, teachers	
X					2. Vocabulary Development Process				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	P. Hickey, B. Cantu, E. Maze, K. White, teachers	
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X					Strategies for Engagement: Say Something and Think, Pair, Share				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	P. Hickey, E. Maze, B. Cantu, K. White, teachers	
					<b>Target Area</b>										
X					Reading	X	X	X	X	2A	Provide teachers instruction and support in before, during, and after reading strategies that reflect best practices.  Secondary level - Interactive Reading Process - reciprocal teaching, readers' workshop, literature circles, think alouds, writing to learn, graphic organizers, structured note-taking	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	Nancy Brischke, Instructional Specialists, K. White, P. Hickey, S. Johnson	
X					Reading		X	X		2B	Encourage teachers to focus on vocabulary development through a variety of strategies (Greek and Latin Roots, prefixes and suffixes, words in context)	100% of teachers will implement strategies for vocabulary development	September, 2004 April, 2005	Nancy Brischke, Virginia Guerrero Literacy Specialists, K. White, P. Hickey, S. Johnson, D. Blankenhorn, B. Hallford	
X					Reading	X	X	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	The secondary core content teachers (English, social studies, science and reading) teachers will implement before, during, and after content reading strategies.	Fall and Winter 2004 Spring 2005	Nancy Brischke, Literacy Specialists, K. White, P. Hickey, S. Johnson, C. Marthes,	

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X					Reading	X	X	X	X	2D	Provide all teachers instruction and support in implementation of best reading practices, targeting grade 6	Reading teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS and show growth on the Innovation Configuration.	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke, Literacy Specialist, Virginia Guerrero, K. White, P. Hickey, S. Johnson, C. Marthes	\$300.00
X					Reading	X	X	X	X	2E	Maintain support and strategy implementation of the Interactive Reading Process and vocabulary development process.	100% of the language arts teachers will show an increase in at least one area of the Innovation Configuration	Summer 2004 Fall and Winter 2004 Spring 2005	Nancy Brischke, K. White, P. Hickey, S. Johnson, Reading teachers	
X					Reading	X	X	X	X	2F	Implement a benchmark assessment program to guide reading instruction 6-8	100% of students at grades 6-8 will be administered periodic benchmark assessments to determine reading progress	Summer 2004 Fall 2004, Winter and Spring 2005	Nancy Brischke, Virginia Guerrero, K. White, P. Hickey, S. Johnson	
X					Reading	X	X	X	X	2G	Monitor benchmark assessments	DATA Team and Academic Dean will monitor and adjust curriculum	Fall 2004 Winter and Spring 2005	Nancy Brischke, Virginia Guerrero, K. White, P. Hickey, S. Johnson, reading teachers	
X					Reading		X	X	X	2H	Develop and implement a common end of semester assessment for students in grade 6.	100% of grade 6 will be administered common end of semester assessments	December 2004 May 2005	Nancy Brischke, Virginia Guerrero, P. Hickey, K. White, S. Johnson, reading teachers	\$300.00

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X					Reading		X	X	X	2I	Monitor common reading assessments for grade 6.	Academic Dean, administrators and DATA team will review common assessment data and adjust curriculum accordingly	Fall 2004 Winter 2004	Nancy Brischke, Virginia Guerrero, P. Hickey, K. White, S. Johnson, reading teachers	
X					Writing	X	X	X	X	3A	Improve student writing instruction by supporting and implementing the K-12 Writing Scope and Sequence and the 6-12 English/Language Arts Curriculum Guides	100% of students at Grade 7 will meet expectations on the TAKS writing test	May, 2005	Virginia Guerrero, C. Marthes, English teachers	\$750
X					Writing	X	X	X	X	3C	Teachers will receive instruction and support in the implementation of writing workshop, the essential traits of good writing, and strategies for all steps in the writing process, such as the use of classification as a pre-writing or organizational strategy.	100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Train Writing instruction and evaluation	March, 2004	Virginia Guerrero, Literacy Specialists, K. White, P. Hickey, C. Marthes	

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X					Writing	X	X	X	X	3D	Implement a benchmark assessment program to guide writing instruction in 6-8.	100% of students at Grade 7 will be administered periodic benchmark tests to determine progress in writing	Fall, 2004 and Winter, 2005	Virginia Guerrero, K. White, C. Marthes, English teachers	
X					Writing	X	X	X	X	3E	Monitor benchmark assessments	Administration, Academic Dean will review benchmark data, adjust curriculum and meet with teachers to discuss results.	Fall 2004 and Winter 2005	Virginia Guerrero, P. Hickey, K. White, C. Marthes, English teachers	
X					Writing	X	X	X		3F	Develop and implement a common end-of-semester assessment for selected courses to guide writing instruction.	100% of students in Grades 6 & 8 will be administered an end-of-semester assessment common to that course and campus.	December, 2004; May, 2005	K. White, C. Marthes, English teachers	\$300.00

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X					Writing	X	X	X	X	3G	Monitor common assessments.	Campus instructional leaders will review common assessment data, and adjust curriculum accordingly.	December, 2004; May, 2005	Virginia Guerrero, K. White, P. Hickey, C. Marthes	
X					Writing		X	X	X	3H	Increase new and sustained enrollment in Pre-AP programs and increase success by all students on the TAKS short response questions by implementing critical reading and writing strategies in response to text in all classes.	New and end-of-year enrollment in Pre-AP classroom will increase by 10%.	May, 2005	Virginia Guerrero, Nancy Brischke, K. White, C. Marthes	
X					Mathematics	X	X			4A	Utilize the North East Scope and Sequence for Grades 6 through 8 .	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 campuses will utilize common semester assessments for grades 7 and 8.	October, 2004 February, 2005  Monthly	P. Hickey, K. White, J. Kelley, LuAnn Weynand, Math Specialists, math teachers	

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X					Mathematics	X	X	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	LuAnn Weynand, Math Specialists, P. Hickey, K. White, J. Kelley, math teachers	
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	P. Hickey, K. White, J. Kelley, math teachers	
X					Mathematics		X	X		4F	Expand the implementation of the North East Algebra Curriculum, and Middle School Units of Study.	100% of students will achieve a "scope score" of 70 or better on district benchmark tests.	October, 2004 January, 2005	Lu Ann Weynand, P. Hickey, K. White, J. Kelley, Math Specialists, math teachers	
X					Mathematics				X	4G	Provide Algebra I teachers with support in the implementation of best instructional practices such as classifying and standards-based mathematics curriculum.	100% of students will achieve a "scope score" of 70 or better on district benchmark tests.  Common assessments will reflect new instructional focus.  100% of formative walkthroughs will indicate implementation of content and strategies of the professional development.	October, 2004 January, 2005	Lu Ann Weynand, P. Hickey, K. White, J. Kelley, Math Specialists, math teachers	

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X					Mathematics	X	X	X	X	4H	Monitor benchmark assessments.	Administrative staff will review benchmark data, adjust curriculum.	November, 2004 February, 2005	Lu Ann Weynand, P. Hickey, K. White, J. Kelley, Math Specialists, math teachers	
X					Mathematics	X	X	X		4I	Administer common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 6th, 7th, 8th, Algebra I students will be administered a common end-of-semester assessment.	December, 2004 May, 2005	Lu Ann Weynand, P. Hickey, K. White, J. Kelley, math teachers	
X					Mathematics	X	X	X	X	4J	Monitor common assessments.	Administration will review common assessment data, adjust curriculum.	January, 2003 June, 2004	Lu Ann Weynand, P. Hickey, K. White, J. Kelley, math teachers	
X					Science	X	X	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, D. Blankenhorn, P. Hickey, E. Maze, B. Cantu, science teachers	
X					Science	X	X	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. We will complete an equipment inventory to be used as a guide for district support.	Every 9 Weeks; Inventory due September 10, 2004	Patti Castellano, D. Blankenhorn, P. Hickey, E. Maze, B. Cantu, science teachers	
X					Science	X	X	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, D. Blankenhorn, P. Hickey, E. Maze, B. Cantu, Instructional Specialists, science teachers	

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X					Science	X	X	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, D. Blankenhorn, P. Hickey, E. Maze, B. Cantu, Instructional Specialists, science teachers	
X					Science		X	X	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, D. Blankenhorn, P. Hickey, E. Maze, B. Cantu, Instructional Specialists, science teachers	
X					Science	X	X	X		5F	Teachers will attend professional development to assist in developing competency in science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Patti Castellano, D. Blankenhorn, P. Hickey, E. Maze, B. Cantu, Instructional Specialists, science teachers	

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X					Science	X	X	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, D. Blankenhorn, P. Hickey, E. Maze, B. Cantu, Instructional Specialists, science teachers	
		X			Science		X	X	X	5H	Increase student access to Pre-AP classes	Enrollment numbers will increase by 15% from the 2003-2004 school year.	December 2004 - May 2005	Patti Castellano, D. Blankenhorn, P. Hickey, E. Maze, B. Cantu, science teachers	
X					Social Studies	X	X	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	Eric McGarrah, J. Higdon, K. White, B. Hallfordhistory teachers	
X					Social Studies		X	X		6B	Implementation of differentiated instruction through History Alive! to include strategies and the development of District History Alive! Coaches	Selected teachers will be trained at Level 1 and Level 2	December, 2004 June 2005	E. McGarrah, B. Hallford, Social Studies teachers	

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X					Social Studies	X				6C	Implementation of differentiated instruction through Social Studies Alive! to include strategies and the development of District Social Studies Alive! Coaches	Selected social studies teachers will be trained at Level 1 and Level 2	December, 2004 June 2005	E. McGarrah, B. Halford, Social Studies teachers	
X					Social Studies		X	X		6D	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners	Presentation of student samples and teachers assignments for discussion with peers. Submission of one exemplar lesson plan clearly showing the use of a content reading strategy.	December 2004, June 2005	Eric McGarrah, B. Halford, K. White, History teachers	
X					Foreign Language		X	X	X	8A	Implement an instructional program in all languages that includes the vocabulary development process, say something, and think, pair, share based on developing communicative competency.	Common semester exams will indicate that 100% of students are meeting or surpassing proficiency goals.	December, 2004 May, 2005	Doris Kays, Spanish teachers	

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X					Foreign Language		X	X		8B	Implement the Pre-AP curricula along with vertical teaming in level I.	90% of language teachers will be trained in Pre-AP teaching strategies.	Every nine weeks	Doris Kays, Spanish teachers	
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, G/T Teachers	
X	X				Gifted/Talented		X	X		9D	Evaluate/create G/T math curriculum will reflect enrichment activities.	Each grade level will have at least one additional enrichment activity.	Sept, 2004 Jan, 2005	Kay Stotts, G/T Teachers	
X	X				Gifted/Talented	X	X	X	X	9E	GT teachers will attend necessary inservice on Innovation configuration	100% of G/T teachers will show higher scores in identified areas of need.	Sept, 2004 May, 2005	Kay Stotts	
X	X				Gifted/Talented		X	X	X	9F	G/T Math and English curriculum guides will be available on the Intranet.	100% of G/T math and English teachers will access curriculum on the Intranet.	May, 2005	Kay Stotts, G/T Teachers	

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X	X				Gifted/Talented		X	X		9G	G/T grammar and writing programs in G/T English will be implemented	100% G/T teachers will receive additional training. 100% G/T students will score a 3 or above on the writing benchmarks.	Sept, 2004 January, 2005 October, 2004 January, 2005	Kay Stotts, G/T Teachers	
X					Library Services	X	X			10A	Use Big Six Research Strategy, Grades 6 - 8	The librarian will guide research projects in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	J. Jennings, Teachers	
X					Library Services	X	X	X		10B	The librarian will be trained in SIRSI software.	The librarian will use SIRSI as indicated in monthly circulation statistics.	July, 2004 through June, 2005	John Allen, Diane Hopkins, J. Jennings	
X					Library Services	X	X	X		10C	The librarian will be trained in electronic databases, and provide centralized school-wide and home access to all electronic resources	The librarian will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	J. Jennings	
X					Library Services	X	X			10D	Maintain focus on TEKS and curriculum integration.	The librarian will create integrated TEKS units to be posted to lesson plan database.	First and second semester	J. Jennings	
X					Library Services	X	X	X		10E	Evaluate campus library programs using revised Texas Library Standards model.	The librarian will complete output measure data collection.	First and second semester	Sharon Swarner, Diane Hopkins, J. Jennings	
X					Dyslexia	X	X	X		11A	Continue implementation of a dyslexia program that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus rolls.	2004-2005 school year	Beverly Kinsey, P. Hickey, A. Villareal	

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X					ESL	X	X	X	X	12A	Implement NE ESL Scope and Sequence and action strategies such as classifying, say something, think, pair, share and the vocabulary development process.	80% of students taking the pre and post oral assessments will gain one-half year of language development.	Fall/Spring	Elmosa Herrera, A. Villareal	
X					ESL		X	X		12C	4 core teacher at each grade level will receive training in sheltered instruction	Semester surveys will indicate 80% of teachers who attend training sessions have used learned strategies	Fall/Spring	Elmosa Herrera, A. Villareal	
X					Fine Arts		X	X		15A	Participate in UIL academic competition.	Campus will increase participation in UIL activities by 25%.	May-05	Diana Schumacher & Nora Franklin	\$500
X			X		Special Education		X	X	X	17B	Provide a statement of transition service needs for students with disabilities 13 years of age and older, focusing on the student's course of study. (CAP-Transition)	All students with disabilities 13 years of age and older will receive information about career opportunities and community resources appropriate to address their individual needs.	Monthly	Henry Gonzales, K. Williams, N. Eslinger	
X					Special Education	X	X	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	Judith Higgins, K. Williams, N. Eslinger, P. Hickey, K. White	
X					Special Education	X	X	X		17E	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Judith Higgins, K. Williams, N. Eslinger, P. Hickey	

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X					Special Education	X	X	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	Judith Higgins, Curriculum Specialists, K. Williams, N. Eslinger, P. Hickey, K. White	
X					Accelerated Education At Risk	X	X	X	X	18B	Increase affective, cognitive and linguistic needs of the limited English proficient students	100% of the ESL/Bilingual students will pass TAKS in the language they were assessed in.  100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE).	April 2005  April, 2005	ESL Specialists, A. Villareal, S. Sharpton	
X					Accelerated Education At Risk  Drop Out reduction		X	X	X	18C	Counselors will implement and support programs to prevent the possession and distribution of tobacco, alcohol and other drugs by students.	The annual evaluation of Safe and Drug Free Schools and Communities (Title IV) will show a decrease in drug, alcohol and tobacco related incidents at the middle and high school levels.	Monthly  Monthly  June 2005	Pat Sanford, P. Hickey, C. Stonaker, Counselors	

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					Accelerated Education At Risk		X	X		18D	Provide local credit TAKS classes in Reading and Math for students who have failed TAKS and are in jeopardy of retention.	100% of the targeted students enrolled in the local credit Reading and math classes will pass TAKS.  Reduce disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students in the four curriculum areas.	May, 2004  June, 2005	P. Hickey, K. White, E. Maze, B. Cantu	
X					Accelerated Education At Risk  Discipline Management		X	X		18G	Provide Behavior Management Class based on a structured environment and course content through an in school suspension program.	100% completion of student assignments.  1% decrease in discipline referrals at the middle and high school campuses.	June, 2005  June, 2005	E. Maze, B. Cantu, J. Marin, Counselors	
X					Accelerated Education At Risk	X	X	X		18H	Teachers will be provided with professional development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend professional development related to teaching the At Risk student and Drop Out Prevention.	August, 2004 through May, 2005	P. Hickey, Counselors, Carol Harle, Don Dalton	
X			X		Accelerated Education At Risk		X		X	18K	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards	Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion prescribed by Section 28.021.	June, 2004 through August, 2005	Summer School Principal, Don Dalton, Counselors	

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X					Career & Technology		X	X	X	19E	Implement a keyboarding proficiency exam to determine % of 8th graders who have mastered proficiency	80% of students will obtain proficiency rating on district evaluation of keyboarding proficiency skills.	April, 2005	Keyboarding Committee, J. Higdon	
X				X	Technology Applications	X	X	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	Instructional Technology Specialists and Coordinator, P. Hickey, J. Higdon, technology committee, E. Maze	

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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	P. Hickey, E. Maze, B. Cantu, J. Higdon, teachers	
X					Technology Applications	X	X	X		20D	Teachers will utilize the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine-weeks	P. Hickey, E. Maze, B. Cantu, J. Higdon, K. White, teachers	
X					Technology Applications		X			20F	Educational Technology Staff will provide support to teachers and students in the utilization of classroom computers, computer labs, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas	100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walk-throughs, and observations at least twice a semester.  100% of core content teachers will work with each student a minimum of four class periods each semester as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.	Semester  Semester	Curriculum and Instructional Technology Specialists and Coordinator, P. Hickey, E. Maze, B. Cantu, J. Higdon, K. White, teachers	

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X			X		Safe and Drug-Free Schools	X	X	X		21A	1. We will reduce the use of tobacco, alcohol and other drugs among students. 2. We will reduce incidents of violence/Improve school safety. 3. We will increase parental and community involvement in violence- and drug prevention activities. 4. We will increase student involvement in school activities.	1. Reduce number of referrals by 1%. 2. Increase number of parents at sessions for training by 25 each grade. 3. Increase number of students in each venue by 10.		P. Hickey, B. Cantu, E. Maze, PTA President, counselors	
X	X		X		Safe and Drug-Free	X	X	X	X	21B	Plan and implement a comprehensive SDFS program that includes: -Prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership (PAL) program - Mediation/Conflict Resolution - Experiential Learning - Professional Development	Involve community in safe and drug-free activities.  Surveys of PAL students will reflect exceeds expectations in 95% of responses.  The campus will have mediation/conflict resolution program.	PAL Nine Weeks Training and Service Reports	P. Hickey, Counselors, C. Stonaker	
X	X		X		Guidance	X	X	X	X	22A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	May 2005	Teresa Miller, L. Burge, L. Williams, C. Richardson	

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	X		X		Guidance	X	X	X	X	22B	Organization, planning and evaluation of Campus Guidance Programs	The guidance department 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	Teresa Miller, L. Burge, L. Williams, C. Richardson	
		X	X		Guidance	X	X	X	X	22C	Organization, planning and evaluation of Campus Guidance Programs	The counselors 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	Teresa Miller, P. Hickey, L. Burge, L. Williams, C. Richardson	
X			X		Guidance	X	X	X	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	Teresa Miller, P. Hickey, L. Burge, L. Williams, C. Richardson	
X			X		Guidance	X	X	X	X	22E	Organization, planning and evaluation of Campus Guidance Programs	The counselors will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Teresa Miller, P. Hickey, L. Burge, L. Williams, C. Richardson	

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X					Guidance	X	X	X	X	22F	Middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. Parents will understand the need for students to make informed curriculum choices to be prepared for success beyond high school ,and sources of information on higher education admissions and financial aid. (SB158, HB713)	100% of contact counselors will file agendas of their meetings with their constituency.		P. Hickey, counselors	
					Guidance		X	X		22G	Middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. (TEC §§ 33.001-33.009)	Sign-in sheets will register 100% compliance	April 2005	P. Hickey, L. Burge, C. Richardson, L. Williams	
X					Guidance		X			22H	All middle school counselors will meet with every 8th grade student and develop individual four year plan.	All students will have 4 year plans at end of 8th grade.	April 2004	P. Hickey, L. Burge, C. Richardson, L. Williams	

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X					Guidance			X		22K	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	August 2004 January 2005 May 2005	K. White, L. Burge, C. Richardson, L. Williams, P. Hickey	
X					Dropout Reduction		X	X	X	23A	PEIMS coordinator will hold dropout/school leaver campus audit bi-annually	We will file campus reports biannually	October, 2004 March, 2005	B. Coe	
X					Dropout Reduction (Teen parenting component)		X	X	X	23B	Provide Compensatory Education Home Instruction (CEHI) and Pregnancy Related Services (PRS) for teen mothers when pregnancy prevents the student from attending school during the pre-natal and postpartum duration. During the CEH Instruction, these Pregnancy Related Services will be provided: 1. Counseling services through the School Age Parenting Program. 2. School and health services 3. Child care tuition assistance for student's child 4. Case management/social services.	10% reduction in dropout of teen parents.  Increased academic performance during CEHI, as evidenced by student grades.  10% increase in recovering dropout teen parents.	August, 2004 through May, 2005	Twain Tharp, Counselors	
X					Dropout Reduction		X	X	X	23C	Decrease barriers for enrolling homeless youth and children by providing training for NEISD Personnel.	All level professional staff as well as registrars and cafeteria personnel will attend in-service.	August, 2004 through May, 2005	Twain Tharp, P. Hickey, Counselors	

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X					Dropout Reduction		X	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	Twain Tharp, P. Hickey, Counselors	
					Health Services					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	Director of Health Svs., Francene Tharp, RN, Kathy Rackley	
X			X		Discipline Management	X	X	X	X	25A	Staff training methods and materials will be presented	Each component of BMP will have training design, materials, and process for teachers, administrators, parents, and students.	August, 2004	Don Dalton, Bruce Schneider	
X	X		X		Discipline Management	X	X	X		25C	Modifications will be made 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	P. Hickey, E. Maze, B. Cantu	
		X	X		Discipline Management	X	X	X		25D	Training and motivation of school personnel for BMP implementation	We will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2003	P. Hickey, E. Maze, B. Cantu	