

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 2006-2007 Canyon Ridge Elementary <i>Equity and Excellence: Everybody Counts</i> "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, 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.	EXPECTATIONS <u>RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.</u> <u>* 3 Tier Instructional Model</u> <u>* Student Engagement Strategies</u> <u>* Content Reading and Writing Strategies</u> <u>* Vocabulary Development</u> <u>* Similarities and Differences</u> <u>* Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)</u> <u>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</u> <u>* Student Goal Setting and frequent feedback with individual students</u> <u>* Personal Graduations Plans (PGPs)</u> <u>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</u> <u>* Collegial Instructional Learning and Planning</u>	STUDENT ENGAGEMENT STRATEGIES CIP - Collegial Instructional Learning and Planning GSF - Goal Setting & Frequent Feedback with individual students 3TL - 3 Tier Levels of Instructional Intervention CRW - Content Reading & Writing ITL - Interactive Teaching/Learning
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BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1	X	X	X	Focus on listed instructional goals to include rigor, relevance, and relationship components that enhance student achievement	X				CIP, GSF, 3TL, CRW, ITL	* To focus on instructional goals of Collegial Instructional Planning (CIP), Goal Setting & Frequent Feedback (GSF), 3 Tier Levels of Instructional Intervention (3TL), Content Reading & Writing (CRW), Interactive Teaching/Learning (ITL) grade level teams will: 1. meet weekly for planning 2. meet twice monthly for extended planning (XP) to support instructional goals, data analysis, and STAT. * Utilize grade level STAT meetings to: 1. document student concerns, develop remediation plans, and monitor progress. 2. review TAKS/SDAA II failures, sub-population group performance and minimal passing scores, students with attendance issues, and ESL/ELL students.	1. Grade level chairs will post agendas to shared folder weekly. Grade level secretaries will post minutes to shared folder weekly. 2. Administration will schedule extended planning weekly for 100 minutes (3 grade levels per week -- XP1 -- K, 2, 4 and XP2 -- 1, 3, 5) and provide agenda. Schedule specialists as needed. 3. IIT will schedule STATs and assist TCC teacher with data collection, remediation plan development, and monitoring follow-up 4. Maintain record of scheduled meetings, agendas, attendance by team members, administration, and specialists. 5. 100% of test takers will pass TAKS/SDAAII with commended rates above 70% of each subpopulation group.	August 06 through May 07	Peggy Peterson, Tammy VanCleave, GLCs, GL Secretaries, Staff Development Team, IIT, TCC/CMC teacher	
1	X	X	X	Strategies for Engagement: Setting Objectives and Providing Feedback- Assessments and Student Goal Setting TRIAND: Data Analysis	X			1 B 1 H	GSF	1. Utilizing the <i>Student Profile Chart</i> , available TRIAND data, and cum folder information, each teacher will prepare a review of class data, strengths, weaknesses, and instructional concerns. 2. Assess all I students new to Texas or students without assessment data on released TAKS/SDAA. 3. Each K-5 grade level team will develop and implement a student goal setting system which is developmentally appropriate. Students will analyze, record, and set individual learning goals. 2. Teach student conferencing skills (2-5) and allow students to lead parent conferences.	1. All staff will review (new teachers will be trained) TRIAND training and locate all available data on students in their classes. 2. Each teacher will present their class profile, utilizing all available data, class strengths, weaknesses, and instructional concerns at a scheduled grade level meeting. 3. Student goals will be shared with parents on the progress report schedule. 4. 100% of test takers will pass TAKS/SDAAII with commended rates above 70% of each subpopulation group.	1. Train new teachers - Sept. 06 2. Presentations - Sept 06 - Oct 06 3. Goal Setting - Aug 06 - May 07 4. Conferences - Sept 06 and Feb 07	Peggy Peterson, Tammy VanCleave, Counselors, Campus Leadership Team (GLCs), Classroom Teachers	

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1, 2	X	X	X	TRIAND: Curriculum Reading/ELA, Math, Science, Social Studies	X			1J 2A, C, D	CRW, CIP, ITL	Continue work with Trinity University to fully implement Understanding by Design lesson model. 1. Each grade level will develop and implement UbD template to record Key Questions, Understanding Goals, TEKS, Vocabulary for each unit in all content areas. 2. TEKS, Understanding Goals, Key Questions, Vocabulary will be posted in classrooms for all units/lessons. 3. Post UbD products on TRIAND as appropriate and on Trinity University website	1. All grade levels will complete unit development (Core Knowledge/Social Studies) and SCOPE science packets to reflect UbD steps (Key Questions, Understanding Goals, Assessments). 2. Teams will present UbD templates. 3. Completed UbD templates will be posted on the grade level shared folder for all units and all content areas. 4. Weekly plans will be posted on shared grade level folder by team or individual teachers.	1. Summer 2006 through May 2006 2. & 3. August 2006 through May 2007	Peggy Peterson, Tammy VanCleave, Professional Development committee, Dr. Laura Allen (Trinity), GLCs	Funding from Trinity University for teacher work groups.
1, 2	X	X	X	TRIAND: Curriculum Reading/ELA, Math, Science, Social Studies	X			1J 2A, C, D	CIP, GSF, 3TL, CRW, ITL	1. Provide teachers focused instruction, practice, and reflection for strategies set forth in Mosaic of Thought, Strategies That Work, Reading for Meaning and other supportive resources in scheduled staff development/faculty meetings, team meetings with administration, and extended planning (XP) sessions. 2. Provide teachers focused instruction in Kilgo Assessment Strategies and Question levels.	1. Walk-throughs and lesson plans will focus on level 4 and 5 questions as well as implementation of strategies to increase commended rates on TAKS. 2. 100% of test takers will pass TAKS/SDAAll with commended rates above 70% of each subpopulation group.	August 2006 - May 2007	Peggy Peterson, Tammy VanCleave, Counselors, Campus Leadership Team (GLCs), Professional Development Team	1. All books purchased for teachers by campus during 2005-06. Reading Comprehension with Ellin Keene - June 2006 (2005-06 budget) 2. Kilgo Training on Assessment and Social Education

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1	X	X	X	Reading/ELA, Math, Science, Social Studies -- Common Assessments	X			1J 2A, C, D	CIP, GSF	1. Revise fall semester common assessments for all grade levels with focus on TEKS, levels of Bloom's and Kilgo's standards. 2. Compare Fall 2005 data, Fall 2006 data, and Spring 2006 data as a comparison of student performance on instruments with increasing rigor. 3. Work with Specialists, Dr. Laura Allen, and Campus Professional Development Team to develop unit assessments that address Level 4 and 5 questions. 4. Work with Wilderness Oak to revise all Common Assessments.	1. Administration of Common Assessments will reflect an increase in scores.	Dec. 2006 and May 2007	Peggy Peterson, Tammy VanCleave, Counselors, Campus Leadership Team (GLCs), Professional Development Team	
1, 2	X	X	X	Science	X			4 A, 4 B, 4 C, 4 D, 4 E	3TL, ITL, CRW	1. Meet with science specialist to review UbD stages (developed summer 2006), plan activities, and monitor use of 5 E's, 80-60-40 lab and field investigations. 2. Provide co-teaching in science (K-5). 3. Utilize co-teacher to pre-teach lab concepts and vocabulary and to re-teach lab concepts after lessons as a reinforcement for struggling students. 4. Utilize work stations and technology stations as part of the 80% investigations focus in science. 5. Implement Science Exemplars K-5 6. Begin planning outdoor science lab	1. 100% of walkthroughs and lesson plans will reflect 80% science investigation lessons. 2. 100% of 5th grade students will pass TAKS/TAKS-I and each subpopulation group will have commended rates above 70%. 3. All K-5 classes will implement Science Exemplars 4. Complete Stage One plan to begin development of outdoor science lab	August 2006 - May 2007	Peggy Peterson, Tammy VanCleave, Counselors, Campus Leadership Team (GLCs), Professional Development Team, Science Specialist, Ed Roy, Trinity University	Funds for maintenance of science lab supplies and for future outdoor science lab

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1	X	X	X	ESL	X			10 A,C, D, I	GSF, CIP, CRW, 3TL	1. Provide tutoring for ELL students (2nd-5th) with a native speaker to reinforce important concepts and vocabulary in order to improve use of English to express understanding and comprehension in all content areas. 2. Investigate offering ESL classes for adults at Canyon Ridge. 3. Continue ELL Parent Academy with focus on working with struggling students at home and provide translators in at least Spanish and Urdu/Hindi. 4. Continue to develop list of parents willing to assist with translations and tutor/mentor in the 12 home languages represented on the campus.	1. LEP students will make one level gain in English language proficiency as measured annually. 2. 100% of eligible LEP students will pass TAKS/SDAAll on level in English. 3. All newly ESL certified teachers will complete SIOP and professional development classes offered by NEISD. 4. Sign-in sheet at Parent Academy will reflect increased attendance from 2005 Academy.	August 2006 - May 2007	Peggy Peterson, Tammy VanCleave, Counselors, Campus Leadership Team (GLCs), Professional Development Team, ESL Specialists and Coordinators, ELL POC	Parent Academy supplies.
1	X	X	X	Special Education	X			14 A, B, C, D,H	CIP, GSF, 3TL	Enhance success in general education classroom and curriculum for students with disabilities through collaborative support.	1. Participate in Step By Step training to increase participation of students with disabilities in general education classes. 2. Include paraprofessionals in specific training to include working with autistic students and differentiating instruction for all students. 3. Increase number of special education students taking and passing grade level TAKS/SDAA II tests. 4. 100% of special education students will participate in homeroom class activities.	August 2006 - May 2007	Peggy Peterson, Tammy VanCleave, Counselors, Campus Leadership Team (GLCs), Professional Development Team, Special Education Coordinators	Allow for inclusion of students with disabilities through class size monitoring and adjustments