

- 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**

**Coker 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.

**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**  
[RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.](#)  
 \* [3 Tier Instructional Model](#)  
 \* [Student Engagement Strategies](#)  
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**RELEVANCE** - [Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.](#)  
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**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

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			Utilize Web Cat Assessments	X				GSF	Teachers will utilize Web Cat assessments every 2 weeks to intervene for student progress	Administrators will meet with grade levels every 2 weeks to discuss student progress	September 2006-May 2007	Classroom Teachers, Administrators	
1		X		Strategies for Engagement-Setting Objectives and Providing Feedback-Assessments and Student Goal Setting	X				GSF	Individual student goal setting with frequent feedback on progress towards TEKS mastery, will be conducted during lessons using the "TEKS Mastery Cards". Students will analyze, record and set learning goals based on the results. Student goal setting system will be developed and implemented in every classroom based on individual student results on benchmark/common assessments and classroom assessments.	Data from classroom assessments and benchmarks will be used to provide feedback to students with goal setting completed by both teachers and students.	August 2006-June 2007	Glennie Lecoche, Terri Neuman and counselors. All teachers will apply instructional goals in classroom instruction and use data to inform instructional improvement.	
1	X	X	X	Strategies for Engagement-Similarities and Differences	X				CIP, ITL	Teachers will meet monthly in vertical teams to discuss the success of specific strategies in their classrooms.	Monthly agendas will reflect collaboration and the depth of strategies for engagement utilized in the classrooms.		Classroom Teachers, Administrators	
1	X	X		Reading/ELA	X			2A	GSF, 3TL, ITL	Provide teachers with training and support in implementation of Literacy Stations (K-2) and small group Guided Reading (3-5) with an emphasis on Literary Elements	All snapshot visits, formative walkthroughs, and lesson planning in reading will indicate use of literacy stations and small group guided reading	Fall 2006-Spring 2007	Literacy Specialists, IIT, and classroom teachers	
1	X			Reading/ELA				2D	CRW	Teacher will utilize before, during and after reading and writing strategies in the core content areas using a variety of instructional activities including graphic organizers, think-alouds, quick writes, anticipation guides, content journal, KWL, QAR, and Cornell Note taking.	All snapshot visits, formative walkthroughs, and lesson planning in content areas will indicate appropriate application of the before, during and after reading strategies to support content reading.	Fall 2006-Spring 2007	Classroom teachers	

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1	X			Reading/ELA	X			2E	CRW	Teachers will implement vocabulary development for all students across content areas using the 6 step vocabulary process and other strategies.	All snapshot visits, formative walkthroughs, and lesson planning in reading will indicate appropriate application of vocabulary development strategies and 100% of students in grades 3-5 will meet expectations in TAKS reading.	Fall 2006-Spring 2007	Reading Specialist Gina Graham, Classroom teachers, Glennie Lecoche, Terri Neuman	
1	X			Reading/ELA	X			2F	3TL, ITL	Support differentiated writing instruction by providing training and support in the implementation of the writing process.	Formative walk throughs, snapshot visits, and lesson planning for writing will indicate appropriate application of six trait writing principals and best practices of writing instruction. 100% of fourth grade students will meet expectations in writing TAKS.	Fall 2006-Spring 2007	Classroom teachers, Glennie Lecoche, Terri Neuman, Gretchen Bernabei, Virginia Guerrero	\$500
1	X			Reading/ELA	X				GSF	Elementary librarians will implement the READ, KIDS, READ districtwide reading challenge to promote the habit of daily reading after school.	Coker students will participate in the READ, KIDS,READ district reading incentive, which encourages students to meet a personal goal of 1600 minutes each during the challenge.	Oct. 1, 2006 - Jan. 31, 2007	Librarian	
1	X			Writing across content areas	X				ITL	Teachers will utilize journals with their students to ensure metacognitive thinking and reflection in all content areas	Administrators review of journals will reflect students understanding of content	August 2006 - May 2007	Classroom teachers, Administrators	
1	X			Mathematics	X			3A	CRW, ITL	Teachers will implement the Six Step Vocabulary Model when introducing vocabulary for new math concepts. Use the district-wide grade-level math vocabulary list.	Using the "What to Look for in the Mathematics Classroom Checklist," 100% of formative walkthroughs will indicate application of skills acquired.	August 2006 through May 2007	Cluster Math Specialist Julie Ryclick, K-5 Classroom Teachers	

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1	X			Mathematics	X			3B	GSF, ITL	Integrate the use of the following Best Practices into the math program: inquiry with higher order questioning, class discourse (SAY SOMETHING, THINK-PAIR-SHARE) and appropriate tools, individual student goal setting "hard cards", reading/writing strategies, graphic organizers, SIOP strategies	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> . 100% of formative walkthroughs will indicate application of skills acquired	Quarterly	Glennie Lecoche, Terri Neuman, Classroom teachers	
1	X			Mathematics	X			3C	CIP, 3TL, ITL	Provide staff development to support the implementation of Investigations, Exemplars, and the 5 day Problem Solving strategy to be incorporated into the 90-minute math plan.	85% of students will score a minimum of 70 on each benchmark and common assessment.	Fall training, Implementation on-going	Cluster Math Specialist Julie Ryclick, K-5 Classroom Teachers, Glennie Lecoche, Terri Neuman	
1, 3	X		X	Mathematics	X			3D	ITL	Plan and hold a Family Math/Science Night to educate parents in Math Investigations and science inquiry.	50% of the Coker families will attend and gain a better understanding of Investigations and science inquiry.	Spring 2007	Classroom Teachers and Math & Science committees	\$75
1	X			Science	X				CIP	Provide staff development in the 5E's and questioning that targets the unifying concepts.	Teachers incorporate 5E strategies in lessons. Students perform science activities with proper 5E model incorporating the unifying concepts throughout all grade levels.	Fall training; on-going implementation	Classroom teachers, Science Specialist	
1	X			Science	X				ITL	Science lessons will incorporate hands-on experiments and field experiences 80% of the time.	Lessons, walk throughs and teacher implementation reflect students' involvement in hands-on learning. Students understand science concepts. 90% or more of students will meet expectations on TAKS Science.	Fall/Spring	Classroom teachers	
	X			Science	X				3TL, ITL	Utilize Science games to reinforce concepts with all students.	90% or more of students will meet TAKS expectations	Fall/Spring	Classroom Teachers	

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1	X			Science	X				CIP, ITL	Provide teachers instruction and support in earth science	90% or above passing on TAKS test	Fall 2006-Spring 2007	Classroom teachers, Science specialist, Glennie Lecoche, Terri Neuman	
X	X			Science	X				3TL, CRW	Integrate the use of reading and writing in the content area.	100% of formative walktroughs will indicate appropriate use of these instructional strategies.	Monthly	Glennie Lecoche, Terri Neuman, Classroom teachers	
1	X			Social Studies	x				ITL	Differentiate instruction through Social Studies Alive	100% of formative walk throughs will indicated appropriate use do these strategies	Fall 2006-Spring 2007	Classroom teachers	
1	X	X		Library Services	X			9B	CIP, GSF, CRW	Use Big Six Research Strategy, Grades 2-5	Librarian will guide research projects in Language Arts, Science, and Social Studies	One lesson plan submitted and approved to Lesson Plan Database per year	Librarian, teachers	
1	X	X		Library Services	X			9C	CIP, GSF, CRW	Expand Big 6 research model using training provided by David Loertscher (Ban Those Bird	Librarian will use higher-level learning model presented by David Loertscher when collaborating with teachers to improve student research activities.	Use models presented in staff development to produce relevant and rigorous database lesson.	Librarian	
1	X			Library Services	X			9F		Maintain focus on TEKS and curriculum integration	100% of lessons will reflect the integration of TEKS into library curriculum	First and second semester	Library	
3			X	Bilingual	X				CIP	Provide an orientation for Bilingual families new to Coker Elementary	Parent Orientation August 2006	Aug-06	Glennie Lecoche, Terri Neuman, Bilingual Specialist	

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1	X		X	ESL	X				CIP, ITL	Continued staff development and support of ESL teachers using SIOP methods	Teachers will use sheltered instruction strategies in lesson planning as observed by campus administration. LEP students will make one level gain in English proficiency.	August 2006-May 2007	Glennie Lecocke, Terri Neuman, Marie Mendoza	
1	X			Foreign Language	X		7A	ITL		Implement an exploratory Spanish program using the video program Espanol Para Ti.	Every student will have a minimum of 45 minutes of instruction in Spanish per week.	August 2006-May 2007	Instructional Assistants.	
1	X			Special Education	X			3TL		Develop, provide training on, and implement an intervention model for students experiencing academic and behavior difficulty which results in appropriate interventions being implemented using the Three Tier Model of Intervention prior to a student being considered for Special Education or Dyslexia testing and services.	Reduction in number of referrals for testing in Special Education or Dyslexia which do not result in placement. Percentage of district student population identified as special education will continue to decrease to a level recommended by TEA (8.5%)	August 2006 -May 2007	Glennie Lecocke, Terri Neuman	
2			X	Safe and Drug Free Schools	X			GSF		School-wide Character Education lessons to include classroom guidance, Character Education assemblies, Courage to Stand Pledge on morning announcements.	Improved student behavior, fewer discipline issues and administrative referrals.	August 2006-May 2007	Glennie Lecocke, Terri Neuman, Counselors, classroom teachers.	
2			X	Safe and Drug Free Schools	X			GSF		Continue Peer Mediation Program targeting 4th and 5th graders.	Reduction of office referrals by 10%. Students will demonstrate an ability to solve problems with peers.	October-May	Counselors	
2			X	Safe and Drug Free Schools	X			GSF		At-risk students will be assigned a personal cheerleader or mentor to make weekly contact through visits, lunch, notes, etc.	Increased student self-esteem and success	September-May	Counselors	

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2			X	Safe and Drug Free Schools	X				GSF	Continue Churchill Peer Assistance and Leadership Program (PAL)	Increased student self-esteem and success through relationship with PALS.	September-May	Counselors	
2			X	Safe and Drug Free Schools	X				GSF	Students of the Week Program	Students will be selected randomly to be students of week. Student interests will be shared on morning announcements.	August-May	Counselors and Administrators	
4			X	Guidance	X			18A	GSF	Counselors will have monthly guidance lessons in each class focusing on virtues, test-taking strategies, self esteem, problem solving, etc.	Improved student behavior, fewer discipline issues and counselor referrals	September 2006-May 2007	Counselors, classroom teachers	
1			X	Guidance	X			18B	GSF	Counselors will meet with 5th grade parents to educate them about a rigorous curriculum in middle school.	50% of 5th grade parents attend the event.	Spring 2007	Counselors	
1,3	X			Guidance	X			18C	GSF	Using the student academic goal setting plan teachers will communicate with parents about student achievement. Student led spring conferences will celebrate student achievements in grade 2-5.	90% of parents and students will participate	Fall 2006 and Spring 2007	Classroom teachers	
4			X	Guidance	X			18H	GSF	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.	Parent sign-in sheets will show 100% compliance	Apr-07	Glennie Lecocke, Terri Neuman, and Counselors.	
1		X		Professional development; Teachers new to the school/profession	X			12B	CIP	Teachers new to profession will observe effective teaching practices twice a year.	Teachers will implement at least two effective practices within their classroom.	August 2006 - May 2007	Glennie Lecocke, Terri Neuman, Mentors, Mentees	

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2		X		Discipline Management	X			20C	ITL	Staff will implement the Second Step Program to assist with creating empathy, anger management and a decrease in impulsivity.	5% decrease in discipline referrals at our campus	August 2006 - May 2007	Teachers	