

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
 Colonial Hills Elementary**

WHATEVER IT TAKES!

"...shifting the focus from inputs to outcomes and from intentions to RESULTS." Rick DuFour

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.

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 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
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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
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				Campus Initiatives										
				Student Achievement and Effective Instructional Practices Staff Development	X				GSF, 3TL, CRW, ITL, CIP	All teachers will use "The Marzano Five" instructional strategies from "Classroom Instruction That Works" in all of their lessons (identifying similarities and differences; summarizing and note taking; questions; cues and organizers; interactive teaching and learning; goal setting and providing feedback) Campus and district staff development will support effective implementation of these strategies.	100% of walkthroughs and lesson plans will show evidence of the process; students' understanding of vocabulary will increase as evidenced by mastery on all campus, district, and state assessments	August-May	Teachers and Administrators	
				Student Achievement and Effective Instructional Practices	X				CRW	All teachers will use Marzano's six step vocabulary development process from "Building Background Knowledge" during vocabulary instruction in all content areas.	100% of walkthroughs and lesson plans will show evidence of the process; students' understanding of vocabulary will increase as evidenced by mastery on all campus, district, and state assessments	August-May	Teachers and Administrators	
				Student Achievement and Effective Instructional Practices Staff Development	X				CRW, CIP	Continue book study, "Building Background Knowledge" during vocabulary instruction in all content areas	100% of walkthroughs and lesson plans will show evidence of the process; students' understanding of vocabulary will increase as evidenced by mastery on all campus, district, and state assessments	August-May	Administrators	
				Student Achievement and Effective Instructional Practices; Goal Setting	X				GSF	Student goal setting systems will be developed by each grade level and implemented in every classroom. Students and teacher will analyze, record, and set learning goals based on assessment results. Goal setting/feedback will be reviewed with students at least monthly or after each classroom district assessment.	Goal setting forms will show increased student success: higher collaboration between student and teacher about instructional needs	August-May	Teachers and Administrators	

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				Student Achievement and Effective Instructional Practices: Goal Setting	X				GSF	The leadership team will meet with all 3rd-5th grade students who are not making progress towards their goals	Goal setting forms will show increased student success: increased collaboration between teacher, student, and leadership team about student needs	August-May	Teachers and Leadership Team	
				Student Achievement and Effective Instructional Practices; Reading/Language Arts	X				3TL	Provide support for consistent implementation of the Four Block model in 3rd-5th grade: Begin Four Block book study with 3rd grade with emphasis on the Writing block	100% of walkthroughs and lesson plans will show evidence of the Four Block model. Student's success in reading comprehension will increase as evidenced by 100% of students passing Reading TAKS and at least 60% with commended performance.	August-May	Teachers and Administrators	
				Student Achievement and Effective Instructional Practices	X				3TL	Use of literacy stations in every grade level during small group guided reading, with focus on consistent implementation at 3rd-5th grade	100% of walkthroughs and lesson plans will show evidence of stations and students' success in reading comprehension will increase as evidenced by mastery on all campus, district, and state assessments	August-May	Teachers, Reading Facilitators, IIT, and Administrators	
				Student Achievement and Effective Instructional Practices	X				CRW	Embed writing in all content areas (Read and response Math journals, reflective journals, Science notebooking, summarizing and note taking, publishing stories, etc.)	100% of walkthroughs and lesson plans will show evidence of content writing.; increased students mastery in all subjects on campus, district and state assessments	August-May	Teachers and Administrators	
				Student Achievement and Effective Instructional Practices for all students with focus on ELL's	X				ITL	School-wide SIOP training w/focus on : lessons preparation, building background Comprehensible input Strategies Instruction Practice/Application Lesson delivery Review/Assessment	100% of walkthroughs and lesson plans will show evidence of systemic implementation of SIOP strategies	August-May	Teachers and Administrators	

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				Student Achievement and Effective Instructional Practices; Mathematics	X				3TL, ITL	Use the district's 90 minute Math plan at 3rd-5th grade to include daily problem solving; lesson/activity targeting specific TEKS; flexible, small group instruction for at-risk learners/MAP; and Math stations to focus on differentiated learning for all students.	100% of walkthroughs and lesson plans will show evidence of 90 minute Math plan. 95% or more of the 3rd-5th grade students will pass the Math TAKS and at least 60% with commended performance.	August-May	Teachers, Math Facilitator, and Administrators	
				Student Achievement and Effective Instructional Practices; Mathematics	X				3TL, ITL, GSF, CIP	Use of Exemplars materials at all grade levels at least two times each month (whole group, small group, math station activity); Use of rubrics to provide feedback to students and allow them to self-assess their mastery	100% of walkthroughs and lesson plans will show evidence of strategies. Grade level collaboration/discussion of rubrics monthly as evidenced in team collaboration minutes.	August-May	Teachers and Administrators; District Math Specialist	
				Student Achievement and Effective Instructional Practices Mathematics	X				3TL, GSF	All campus teachers will tutor at-risk 3rd-5th grade students in Math each morning 20 days prior to the Math TAKS; focus on weak TEKS as identified by campus and district assessment data.	95% or more of the 3rd-5th grade students will pass the Math TAKS and at least 60% with commended performance.	March-April	Teachers, Math Facilitator, and Administrators	
				Student Achievement and Effective Instructional Practices; Science; Parental Involvement	X				CRW	Each grade level will create Literacy Bags for Science to encourage family literacy and Science inquiry at home	Increased parental involvement as evidenced by completion of Literacy Bag activities and evaluation forms; increased student mastery on all campus, district, and state Science assessments.	September - April	Teachers, Science Facilitator, Administrators	
				Student Achievement and Effective Instructional Practices; Science; Staff Development	X				3TL, ITL, CIP	Increase the use of the 5 E Model for Science instruction; frame all campus-based Science staff development around this inquiry-based instructional model	100% of walkthroughs and lesson plans will show evidence of the 5 E model; 90% or more of our 5th grade students will pass Science TAKS and at least 50% with commended performance.	August-May	Teachers, Science Facilitator, Administrators	

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				Campus Initiatives										
				Student Achievement and Effective Instructional Practices; Science	X				3TL, ITL, CIP	Science Facilitator will co-teach at least once a week with k-5 teachers in the Science lab; Science facilitator will collaborate with K-5 teachers for lesson planning and implementation of the district's scope and sequence	100% of walkthroughs and lesson plans will show evidence co-teaching; 90% or more of our 5th grade students will pass Science TAKS and at least 50% with commended performance.	August-May	Teachers Science Facilitator, Administrators	
				Student Achievement and Effective Instructional Practices; Professional Learning Communities	X				CIP, GSF	Grade level teams will create and administer mini-assessments using WebCcat or other available test question banks at least once a month in order to monitor student progress towards mastery of TEKS; results will be used to guide student goal-setting and lesson planning	100% of walkthroughs and lesson plans will show evidence of assessments; increased student mastery on all campus, district, and state assessments; increased collaboration in grade levels to enhance success of all students	September - May	Teachers, PLC team leaders Administrators	
				Student Achievement and Effective Instructional Practices; Community Involvement	X				3TI, GSF	Provide mentors, from groups such as Lee PALS, for at-risk students not currently mastering grade level TEKS. Mentors will meet with students weekly	Mentored students will show increased success on campus, district and state assessments.	September - May	Teachers, Family Specialist and Administrators	
				Student Achievement and Effective Instructional Practices; Professional Learning Communities, PK/K.	X				CIP	Increase time for collaboration between PK and Kinder teachers to review Kinder TEKS; discuss age-appropriate instructional practices; and align PK instruction for increased student success at Kinder	Tighter alignment of PK and K curriculum and instructional strategies; smoother transitions for all PK students to Kinder.	August-May	Teachers and Administrators	

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				Campus Initiatives										
				Student Achievement and Effective Instructional Practices; Fiscal Management	X				ITL	Coordinated funding through the use of local, state and federal funds will be used to support all campus programs, enhance instructional practices, and purchase instructional materials after review of assessment data that identifies student needs.	Management of campus resources will support success of all students	August-May	Administrators and CIC	
				ESL	X				ITL	One teacher per grade level will be ESL certified, trained in SIOP (sheltered instruction), and will use these strategies to effectively meet the needs of our ESL students.	100% of walkthroughs and lesson plans will reflect sheltered instruction strategies; increased student mastery on all campus, district, and state assessments; LEP	August-May	ESL Teachers and Administrators	
				ESL	X				CIP, ITL	Bi-monthly collaboration with ESL teachers to evaluate implementation of ESL strategies and monitor student progress	Increased collaboration with ESL teachers; increased student mastery of grade level TEKS and English proficiency	September - May	ESL Teachers and Administrators	
				Highly Qualified Teachers	X				CIP	Monthly support meetings for novice teacher (0-2 years) with mentor teacher to focus on lesson planning, instruction, assessment, classroom management, and campus/district initiatives; classroom observations for novice teacher in experienced teachers' classrooms.	100% of novice teachers will be rated "proficient" or "exceeds" on PDAS	August-May	Novice teachers, mentors and Administrators	
				Highly Qualified Teachers	X					The school will actively recruit and hire highly qualified teachers; campus web site will regularly highlight school's successes and programs to aid in recruiting	100% of all teachers will be highly qualified as specified under NCLB	August-May	Administrators and Web Page Designer	

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				Campus Initiatives										
				Special Education	X				CIP, GSF, 3TL	Initiate a co-teaching model with Special Ed and general ed teachers during the Four Block instructional time (Word Block, Guided Reading, Writing Block) and Math in order to provide differentiation of instruction and academic support for the special ed students in 2nd-5th grade. Weekly collaboration time for teachers to evaluate instructional practices and monitor student success by reviewing assessment data.	Increased success of included special education students and at-risk students in the co-teacher classrooms as evidenced by passing grades each nine weeks and continuous progress on campus, district and state assessments.	August-May	Teachers and Administrators	
				College and Career Readiness; Parental Involvement	X				GSF	Counselor will meet individually with 5th grade students and parents to review cumulative folder, assessment data and the plan for middle school course work.	100% of students and parents will be aware of middle school academic expectation and its importance for future success in high school and college.	May	Counselor and Administrator	
				College and Career Readiness; Parental Involvement					GSF	Provide education and support t students by securing local universities to speak and present to our students about "college life". College spirit day once a month for all students and staff	100% of students and parents will be aware of the importance of college readiness and the opportunity for all students to attend college	August-May	Counselor and Administrator	
				Professional Learning Communities; Staff Development	X				CIP	Campus PLC leadership team will provide training for all teachers on Rick DuFour's framework for Professional Learning Communities with a focus on ; shared mission, vision and values; collective inquiry; collaborative teams; action orientation; continuous improvement; and results orientation. The book, "Whatever It Takes: How PLC's Respond When Kids Don't Learn", will be our guide for implementation.	All staff members will understand, support, and implement all aspects of a professional learning community.	August-May	Teachers and Administrators	

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				Professional Learning Communities	X					Incorporate team collaboration time into the school day for teachers to plan instructional activities, reflect on best instructional practices, develop mini-assessments to evaluate student learning, and disaggregate assessment data to evaluate effectiveness of lessons	All grade levels teams will collaborate at least once a week. School-wide systems will be put in place to allow for extended planning time at least 2 times a month. Increased student mastery on campus, district and state assessments as a result of collaboration.	August-May	Teachers and Administrators	
				Professional Learning Communities	X			CIP	Vertical collaboration between grade levels will be used to effectively align academic content curriculum, assessment strategies, and instructional practices from grade-to-grade	Vertical teams will collaborate at least five time throughout year. Increased student mastery on campus, district and state assessments as a result of collaboration and instructional alignment	August-May	Teachers and Administrators		
				Parental Involvement	X				Family Specialists and Counselors will be an active member of STAT to provide support for families/parents of at-risk/struggling students.	Increased collaboration between home and school to support at-risk students	August-May	Family Specialist, and Counselors and Administrators		
				Parental Involvement	X				Schedule a minimum of at least two family nights during the school year such as; Authors' Night, Science Night/Star Gazing Party, Family Literacy Night, Academic Night, etc	10% increase in parental involvement	August-May	Family Specialists, Parental Involvement Committee and Administrators		
				Parental Involvement	X				Family Specialists will act as an advocate for families and provide case management services by; maintaining home-school links through home visits, identify, inform and refer school staff, students and parents to appropriate resources and services in the community.	Increased collaboration between home and school to support at-risk students	August-May	Family Specialist, Teachers, Counselors and Administrators		

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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		E	M	H							
				Campus Initiatives										
				Parent Involvement	X					Family Specialist will provide consultation and coordination of school, home, and community by helping families identify available resources within the school and the community, link schools, home, and the community in coordinating educational partnerships.	This support will result increased academic success for students at school and increased involvement for parents at home and at school.	August-May	Family Specialist, Teachers, Counselors and Administrators	
				Parental Involvement and Student Success	X					Family Specialist will provide Student Support Services by performing intake information for students experiencing barriers to achievement and attendance, conduct individual or small group conferences for targeted students as needed, assist student progress in the classroom by providing support and information to school, staff and parents, help students attain maximum educational benefits by referring them to special programs is necessary.	This support will result increased academic success for students at school and increased involvement for parents at home and at school.	August-May	Family Specialist and Administrators	
				Character Education	X					Selected 4th and 5th grade students will be trained in Peacemakers Peer Mediation program; school-wide initiative in conflict resolution and violence prevention and intervention.	100 decrease in discipline referrals	September- May	Counselor and Administrator	
				Character Education	X					Use of Premier Character building curriculum for all grade levels.	100% of walkthroughs and lesson plans will reflect these lessons; 10% decrease in discipline referrals	August-May	Teachers, Counselors and Administrators	
				Character Education; Staff Development	X					Commitment to Character committee will meet to implement school wide incentives that will increase students character building skills and decrease discipline referrals	All staff members will participate on school-wide program, decrease in discipline referrals	August-May	Counselors	

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
 Colonial Hills Elementary**

WHATEVER IT TAKES!

"...shifting the focus from inputs to outcomes and from intentions to RESULTS." Rick DuFour

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](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
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](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - [Every student will have a personal teacher advocate who will convey a sense of caring and support.](#)
 * [Collegial Instructional Learning and Planning](#)

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		E	M	H							
				Campus Initiatives										
				Staff Development	X					Family Specialist will provide consultation with teachers/administrators by; participating in school support team, provide information regarding students' living situations, participate in student conferences regarding student behavior, social adjustment, and academic performance. Contribute to staff development in the areas of parent conferencing cultural and linguistic differences, barriers to attendance, classroom management, social skill, etc.	Increased collaboration between Family Specialist and staff to increase student success.	August-May	Family Specialist, Administrators, and Staff	