

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**

Oak Meadow 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](#)
 * [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 | | | | | | | |
| 1,2,3,4,5 | X | X | X | District Initiatives | X | | | 1A | CIP,GSW, 3TL, CRW, ITL | The campus will implement all the elementary initiatives included in the 2006-2007 District Instructional Improvement Plan. | Evidence of progress will be gathered from lesson plans, walk throughs, student work samples, benchmark results, and test scores. Horizontal, vertical and leadership teams will review data, reflect upon and evaluate progress, and revise the implementation plan. | August 2006 - June 2007 | All Oak Meadow staff members. | |
| 1,2,3,4,5 | X | X | X | All areas | X | | | 1B | CIP,GSW, 3TL, CRW, ITL | Teachers will continue to utilize techniques for differentiating their instruction to meet the needs of all students. Small group settings will continue to be utilized as a regular instructional setting and as a tool to reach more students at their level. | Teachers will continue participating in campus and district level PD on differentiated instruction. Vertical and horizontal teams will continue to show the connection (verbally and in written form) between their work and differentiation. Learning logs will reflect growth toward individual teacher goals. Feedback will be given by administrators and peers on walk through forms. | August 2006 - June 2007 | All teachers and administrators | |
| 1,2,3,4,5 | X | X X | X | All areas | X | | | 1C | CIP,GSW, 3TL, CRW, ITL | Teachers will design a school-wide goal setting form and tracking process. K-2 teachers will implement the plan with their classes as a whole, implementing class meetings. 3-5 teachers will implement the plan as regular intervention with their neediest math students. | Class/student goal setting will become part of the regular K-2 classroom routine. Needy math students will set their own goals, track their own progress and ultimately master those skills most challenging for them. Benchmark data will show gradual progress toward meeting individual math goals. | August 2006 - June 2007 | All teachers and administrators | |

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 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
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| | Rigor | Relevance | Relationship | | District Initiatives | E | M | | | | | | | |
| 1,2,3,4,5 | X | X | X | Math and Science | X | | | 1D | CIP,GSW, 3TL, CRW, ITL | Teachers will re-examine their math and science curricula for rigor and relevance. They will use data to inform their instruction and adapt to the needs of their students. | Administrators will coordinate district specialists to offer PD opportunities in the areas of math and science. Vertical and horizontal team agendas will focus on math and science. Benchmark and TAKS scores will increase in these areas. | August 2006 - June 2007 | Teachers and administrators, Dee Dee Luther, Julie Rychlik | |
| 1,2,3,4,5 | X | X | X | All areas | X | | | 1E | CIP,GSW, 3TL, CRW, ITL | Teachers will implement the 6-step vocabulary development process. | Background knowledge will increase for every student. Reading comprehension question data will show improvement over the course of the year. | August 2006 - June 2007 | All teachers and administrators | |
| 1,2,3,4,5 | X | X | X | All areas | X | | | 1F | CIP, 3TL, ITL | Teachers and staff will implement the Step-by-Step to Inclusion model at each grade-level. All special ed students will be included as members of a general ed homeroom. General ed and special ed teachers will work together to differentiate for all students. | Walk throughs, lesson plans, planning meetings, and IEP progress will indicate implementation of the least restrictive environment for all students. More special ed students will take TAKS. All students will meet ARD expectations on state testing. | August 2006 - June 2007 | Co-teach teams per grade level, all staff | |
| 1,2,3,4,5 | X | X | X | All areas | X | | | 1G | CIP, GSF, ITL | Teachers and staff will implement the ReDirect program as an intervention and social skills teach-piece for emotionally and socially needy students. | Classroom removal time will decrease, office referral numbers will decrease, students will implement coping and self monitoring skills more often to control their own behaviors. | August 2006 - June 2007 | ReDirect intervention team | |
| 1,2,3,4,5 | X | X | X | All areas | X | | | 1H | CIP,GSW, 3TL, CRW, ITL | Teacher will continue meeting in vertical teams to examine student work, talk about their practice, review data, study challenging students, and collaborate on curriculum and instruction. Focus will be on math processes and problem-solving, K-5. | Learning logs, lesson plans, student work samples, and collaborative discussions will be evidence of the groups' progress toward individual learning goals. Math TAKS scores will at least be at 90% at each grade-level and sub pop. | August 2006 - June 2007 | All teachers and administrators | |
| 1,2,3,4,5 | X | X | X | All areas | X | | | 1I | CIP,GSW, 3TL, CRW, ITL | All teachers will work as collaborative members of horizontal teams which will meet monthly to discuss best practices, progress toward district initiatives, current data, and the unique needs of their students and team. Focus will be on math processes and problem-solving, K-5. | The groups' cohesiveness and impact on practice will be measured by lesson plans, curriculum unit revision, walk throughs and administrative reflection and feedback on the groups' individual goals. Math TAKS scores will at least be at 90% at each grade-level and sub pop. | August 2006 - June 2007 | All teachers and administrators | |
| 1,2,3,4,5 | X | X | X | All areas | X | | | 1J | CIP,GSW, 3TL, CRW, ITL | Campus will compile a list of our neediest students-- socially, behaviorally, academically, to include low SES students. Each student on this "hit" list will be assigned two adults other than the classroom teacher who will make contact with them in some small way every week. | Students will have multiple personal advocates who care and show support. Students test scores will show improvement over the course of the year. All students will begin their college and career path. | August 2006 - June 2007 | All teachers and administrators | |