

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 West Avenue Elementary "Where College begins, and everyone is on track to Exemplary" <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.
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)	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	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor		Relevance			Relationship							
							Campus Initiatives		**Denotes strategies that help in the college readiness process.				
1,4	x		x			x	Rigor, Relevance, Relationships	#TL, CIP, GSF,CRW,ITL	** Our school community will engage learning and align initiatives with the Basic School Framework- connect people to create community, connect the curriculum to build coherence, connect resources to enrich learning, and connect learning to life to promote character.	Campus Leadership Teams will establish short and long term goals related to the 4 C's. Evaluation of effectiveness of practices will occur every nine weeks.	August 2006- June 2007	Admin. Team, Team Leaders, Basic School Committee	Title 1
1	x		x			x	Strategies for Engagement	ITL, CIP	** A guiding commitment for our school community will grow to include creating a coherent curriculum that engages students and reflects college readiness standards.	Grade Level Teams and Vertical Teams will focus on coherence using fundamental ideas of integration and UbD - What is worthy of understanding (TEKS)?; What is acceptable evidence for understanding?; What experiences will promote excellence and understanding?	August 2006- June 2007	All campus staff	Title 1
1			x			x	Strategies for Engagement	GSF, ITL, 1TL	Teacher's will collaborate to use best practice from Margaret Kilgo's levels of questioning, Marzano's Building Background Knowledge, Jensen's Teaching with the Brain in Mind, DuFour's Whatever it Takes, and Basic School Regional Center Learning Series and conference.	Lesson plans and walk-throughs will depict use of best practice - (What to look for...)	August 2006- June 2007	All Campus Staff	Title 1 \$4,500 for books and registration.
1,2,4			x				Strategies for Engagement	GSF	Our commitment to developing a school as community and becoming a school of character involves recognizing that each classroom is itself a community and that we must be a disciplined, just, caring, communicative place with occasions for celebration. We will build relationships that promote goal setting (academic and behavioral) for students and teams. Goal setting and feedback will align with the 3,6, and 9 week progress report cycle.	Align efforts to purposefully build classroom community and character with goal setting - use data from assessment to provide academic feedback - use virtue based literature/lessons and self-manager program to provide feedback to students with goal setting completed by teacher and student.	August 2006 - June 2007	All campus staff	Title 1
1,2,4						x	Strategies for Engagement	GSF,3TL	**Students need significant relationships with an adult within a school community who will promote a sense of hope, caring, and support.	Students will be identified at the beginning of the school year with an informal biography. Selection day will occur for the "extraordinary" teacher (mentor) will occur to include establishing purpose and practices for mentors. Feedback timeline will align with progress report cycle.	August 2006- June 2007	All campus staff	

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**NORTH EAST INDEPENDENT SCHOOL DISTRICT
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN**

2006-2007
West Avenue Elementary
"Where College begins, and everyone is on track to Exemplary"
Equity and Excellence: Everybody Counts

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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)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
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1	x						Reading/LA	3TL	Promote writing in all content areas (PK-5) to include writing workshop, 6Trait Writing, writing process math journals, science notebooking, et.	Lesson plans and walk throughs (What to Look For...) will show appropriate application of best practice in writing. Sharing of writing journals will occur periodically during team planning and vertically in faculty instructional meetings. 100% of students will meet expectations of TAKS writing with 75% commended.	August 2006 - June 2007	All campus staff	Title 1
1	x						Math	CIP,GSF,3TL	Integrate use of best practices in math using Marzano's <u>Building Background Knowledge</u> , Jensen's <u>Teaching with the Brain in Mind</u> , Kilgo's Level of Questioning, Math talk, Math Exemplars and other appropriate tools.	Lesson plans and walk throughs (What to Look For...) will show appropriate use of instructional best practice. 100% of students will meet expectations of TAKS math with 75% commended.	August 2006 - June 2007	All campus staff	Title 1
1	x						Science	CIP,GSF,3TL	Integrate use of best practices in science using Marzano's Building Background Knowledge, Jensen's Teaching with the Brain in Mind, Kilgo's Level of Questioning, 5 E Model.	Lesson plans and walk throughs (What to Look For...) will show appropriate use of instructional best practice. 100% of students will meet expectations of TAKS science with 75% commended.	August 2006 - June 2007	All campus staff	Title 1 \$2000 for instructional materials
							COORDINATION & INTEGRATION OF FEDERAL, STATE, & LOCAL PROGRAMS & FUNDS (Title IA Component # 10)		Coordinate and integrate the use of all federal, state, and local programs and funds to improve the academic achievement of all students, but especially the struggling and at-risk students	All programs and funds will be managed in such a way that the overall instructional program is upgraded as evidenced by 90% of all students meeting the the passing standards on TAKS tests	August - May	Administration, Leadership Team, & Campus Improvement Committee	Title IA funds SCE personnel Local funds Title IA funds SCE personnel Local funds
							PRE-K TO K TRANSITION (TITLE IA COMPONENT #7)	CIP, ITL	Pre-K and K teachers will meet at the beginning of each semester to align curricula and instructional strategies to improve student achievement	100% of students will meet grade level expectations	August & January	Administration Pre-K & K Teachers	
							PRE-K TO K TRANSITION (TITLE IA COMPONENTS 6 & #7)		Campus will hold a kindergarten orientation in August to familiarize parents with program including TEKS and Students Expectations	100% of kindergarten parents will attend the orientation	August, 2006	K Teachers Administration	Title IA - \$300 to mail invitations
							PROFESSIONAL DEVELOPMENT (Title IA Component # 4)	3TL, ITL	All teachers and instructional assistants will receive training in SIOP to support the learning of ELL students	100% of teachers and instructional aides will be trained in SIOP by August 2008.	2006-2007 2007 - August 2008		

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1	x					Accelerated Education, At-Risk	3TL	**Our commitment to build a school as community in order to promote learning involves parent partnerships to improve students' behavioral and academic success, overall school performance and attendance. This will be done through parent communication agenda, first day of school celebration, parent academies, literacy nights and college readiness programs and events.	Increase parent participation at school and student daily attendance by 1%	August 2006 - June 2007	Admin. Team, Team Leaders, Family Specialist, Campus staff	Title 1

COMPREHENSIVE NEEDS ASSESSMENT (Title IA Component #1)	CIP,GSF,3TL	A comprehensive needs assessment will be conducted including, but not limited to: (1) disaggregating TAKS and SDAALL data by all student populations (2) RPTE & TOP data (3) benchmark data (4) attendance data (5) failure rates and (6) retentions	Campus data team will use results of needs assessment to develop campus objectives and initiatives for 2006-2007.	May - August 2006	Principal Leadership/Data Team
HIGHLY QUALIFIED TEACHERS & INSTRUCTIONAL ASSISTANTS (Title 1A Components 3 and 5)	CIP	The campus will actively recruit and hire highly qualified teachers and instructional assistants Campus web pages will highlight school's programs & achievements	100% of teachers and instructional aides will be highly qualified as defined by NCLB Web pages will be regularly updated	August - May	Administrators Campus Webmaster

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						STUDENT ACHIEVEMENT USING EFFECTIVE METHODS AND INSTRUCTIONAL STRATEGIES BASED ON SCIENTIFICALLY BASED RESEARCH (Title IA Component # 2, 8, 9)	3TL,	READING & MATH - Provide additional tutoring for at-risk students in RAP and MAP programs.	100% of at-risk students will show progress on mini-assessments, benchmarks, and TAKS tests	September - May	Reading facilitator Math facilitator Teachers Administrators	SCE -Project Target TEKS - \$5,000 Title I A - \$104,000 for salaries of Facilitators Title IA - \$5,000 for tutoring

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