

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
 Wilderness Oak Elementary**

Equity and Excellence: Everybody Counts

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EXPECTATIONS
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[* 3 Tier Instructional Model](#)
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[* 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	District Initiatives	E	M	H							
1	X	X		Reading/ELA	X			2A	GSF, 3TL, ITL	Provide teachers with continued training and support in implementation of Literacy Stations and small group Guided Reading (3-5)	All snapshot visits, formative walkthroughs, and lesson planning in reading will indicate use of literacy stations and small group guided reading. 100% of students in grades 3-5 will meet expectations in TAKS Reading and Commended Performance will increase to 70%.	Fall 2006-Spring 2007	Literacy specialists, IIT (Angela Heyde), Classroom teachers, Jane Jensen, Jeffrey Owens	
1,3	X	X		Reading/ELA	X			2B	ITL, GSF	Kinder and first grade teachers will send home supplemental readers at least once weekly for students to read at home.	Home reading log will indicate student participation.	Fall 2006-Spring 2007	Kindergarten and first grade classroom teachers.	\$6000 for purchase of books and reproducibles.
1	X	X		Reading/ELA	X			2C	CIP, ITL	Provide training for RAP, benchmarking, TPRI, and BRI for teachers that are involved in implementation of these programs.	Teachers will successfully administer and implement these reading assessments and programs. 100% of students in grades 3-5 will meet expectations in TAKS Reading.	Fall 2006 and Spring 2007	Angela Heyde (IIT) and Classroom Teachers	
1, 2, 3	X	X		Reading/ELA	X			2D	CIP, ITL	Plan and hold a Family Literacy Night to familiarize parents with reading strategies that can be used to strengthen the home/school connection that will include TAKS information and strategies.	50% of Wilderness Oak families will attend and gain ideas of strategies to use at home.	Fall 2006	K-5 classroom teachers, IIT Angela Heyde, Language Arts committee	

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1	X			Reading/ELA	X			2E	CRW	Provide teacher support in 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 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, Jane Jensen and Jeffrey Owens	
1	X	X		Reading/ELA	X			2F	3TL, ITL	Support differentiated writing instruction by providing training and support in the implementation of writing workshop, six trait writing, and strategies for all steps in the writing process.	Formative walkthroughs, snapshot visits, and lesson planning for writing will indicate appropriate application of six trait writing principles and best practices of writing instruction. 100% of fourth grade students will meet expectations of writing TAKS and Commended Performance will increase to 70%.	Fall 2006-Spring 2007	Reading Specialist Gina Graham, Classroom teachers, Jane Jensen and Jeffrey Owens	
1	X	X		Reading/ELA	X			2G	ITL	Students in grades K-5 will complete each step of the writing process from brainstorming, prewriting, first draft, revising, editing, and publishing at least once a quarter.	Evidence of the process will be stored in the students' Language Arts folder.	Fall 2006 and Spring 2007	Classroom teachers	
1	X			Reading/ELA	X			2H	CRW	Students in grade K-5 will write across the curriculum in science notebooks and math journals, etc.	Writing Rubric will show increase in student success as measured from Fall 2006 to Spring 2007.	Fall 2006 and Spring 2007	Classroom teachers	
1	X			Mathematics	X			3A	CRW	Utilize the vocabulary development process to teach all necessary vocabulary when introducing new mathematics concepts (Six Step Vocabulary Model). 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	Jane Jensen, Jeffrey Owens, Cluster Math Specialist Julie Crenshaw, K-5 Classroom Teachers	

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1	X	X		Mathematics	X			3B	3TL, ITL	Throughout the utilization of North East Scope and Sequence, implement the Exemplars materials including student feedback and continue Investigations lessons with discovery-based learning. With the Investigations lessons, teachers will connect a TAKS-based question using TAKS format to the appropriate mathematics concept.	85% of students will score a minimum of 70 on each benchmark and common assessment. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies. 100% of students in grades 3-5 will meet expectations in Math TAKS and Commended Performance will increase to 70%.	August 2006 through May 2007	Cluster Math Specialist Julie Crenshaw, K-5 Classroom Teachers, Jane Jensen, Jeffrey Owens	
1	X	X		Mathematics	X			3C	CIP, 3TL	Using the Exemplars materials, provide K-5 teachers with professional development and support in the implementation of rubrics and standards-based assessment with a focus on increasing success for all students in mathematics. Teachers will also be provided with training and models of how to implement the 90-minute math plan.	85% of students will score a minimum of 70 on each benchmark and common assessment.	Fall Training 2006, Implementation ongoing Aug 2006-May 2007	Jane Jensen, Jeffrey Owens, Cluster Math Specialist Julie Crenshaw, K-5 Classroom Teachers	
1, 2, 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 Wilderness Oak families will attend and gain a better understanding of Investigations and science inquiry.	Spring 2007	Math Committee, Classroom Teachers	\$100
1	X			Science	X			4A	3TL, ITL	Provide professional development integrating inquiry-based instruction to increase student achievement using the 5 Es: Engage, Explore, Explain, Elaborate, Evaluate.	Teachers incorporate 5 E strategies in lessons. Students perform science activities with proper 5 E model throughout all grade levels as evidenced by 100% of formative walkthroughs.	Fall training; ongoing implementation Fall 2006-May 2007	Classroom teachers, Science Specialist, Jane Jensen, Jeffrey Owens	
1	X			Science	X			4B	ITL	Engage students in 80% hands-on laboratory and field experiences utilizing a centrally-located science lab and/or materials.	Lessons, walkthroughs and teacher implementation reflect students' involvement in hands-on learning. Students understand science concepts. 100% of students will meet expectations on TAKS Science in Grade 5 and Commended Performance will increase to 70%.	August 2006-May 2007	Classroom teachers, Jane Jensen, Jeffrey Owens	

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1	X			Science	X			4C	CIP, ITL	Teachers will complete, share with other schools and implement at least one science UbD unit.	Students have a broader understanding of content through essential questions as evidenced by 100% formative walkthroughs.	Fall 2006	Classroom teachers, Jane Jensen, Jeffrey Owens	
1	X			Social Studies	X			5A	ITL	Teach Core Knowledge content and all social studies TEKS from NEISD Scope and Sequence.	Lessons reflect Core Knowledge Units and NEISD Scope as evidenced by 100% of formative walkthroughs	August 2006-May 2007	Classroom teachers, Jane Jensen, Jeffrey Owens	\$6,000
1	X			Social Studies	X			5B	ITL	Fifth grade students will participate in the History Alive! Program.	5% improvement in individual scores on the social studies common assessment.	August 2006-May 2007	Fifth grade teachers	\$4,000
1	X			Social Studies	X			5C	CIP, ITL	Implement at least one UbD social studies unit. Obtain UbD units from other campuses.	Students have a broader understanding of content through essential questions and successful completion of assessments as evidenced by 100% of formative walkthroughs.	Fall 2006-Spring 2007	Classroom teachers	
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	Jane Jensen, Instructional Assistants	
1	X			Gifted/Talented	X			8A	ITL, CRW	Students will be provided field trips that reinforce the GT curriculum.	100% of GT students who were involved in the GT field trips will show through their writing worthwhile connections pertaining to the unit being studied.	Spring 2007	Kathy Middleton, Jane Jensen	\$500

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1	X	X		Library Services	X			9A	GSF	Campus librarian will implement the READ KIDS READ district wide reading challenge to promote the habit of daily reading after school.	Wilderness Oak 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.	October 1, 2006- January 31, 2007.	Vicki Krebsbach, Classroom teachers	\$500
1	X	X		Library Services	X			9B	CIP, GSF, CRW	Use Big Six Problem-Solving and other research models, Grades K-5. Projects will be developed using inquiry techniques that support higher-level learning.	Librarian will guide at least one inquiry project each semester per class-research projects in Lang. Arts, Science, and Social Studies.	August 2006-May 2007	Vicki Krebsbach, Classroom teachers	
1		X	X	Accelerated Education At Risk	X			13A	GSF, 3TL, ITL	Teachers will use Target Reading TEKS Score Cards with RAP and Voyager groups to document frequency each tested TEKS is taught.	Target Reading TEKS Score Cards will document how often tested TEKS are taught and/or reinforced in RAP/Voyager lessons	Fall 2006 - Spring 2007	Angela Heyde, IIT, Classroom teachers who teach RAP and/or Voyager	
1	X	X	X	Special Education	X			14A	3TL, ITL	Identified special education and regular education students will attend a co-funded content mastery center as needed for support.	Content mastery sign-in logs will document attendance, subject assistance, level of help and duration of time spent in the center.	Fall 2006-Spring 2007	STAT , special education teachers, general education staff members	
1	X			Technology Applications	E			16B	CIP	Teachers and students will utilize grade level trunks, computer lab, and other technologies on a regular basis to integrate Technology Application Standards into the content area.	100% of students will use computer lab or laptop trunks for a minimum of 9 hours during each nine week grading period as evidenced by lesson plans and student projects.	Each week	Classroom teachers, Jane Jensen, Jeffrey Owens	
2,3,4			X	Safe and Drug Free Schools	X			17A	GSF	Plan and implement a comprehensive SDFS program that includes Reagan Peer Assistance and Leadership Program (PAL).	Student surveys will reflect increased student success and self-esteem through relationships with PALS.	September 2006- May 2007	Kathy Johnson and Tracy Fazzzone, Reagan PAL sponsor	
2, 4			X	Safe and Drug Free Schools	X			17B	GSF	Plan and implement a Peer Mediation/Conflict Resolution program to aid in solving student conflicts on campus. Program will include training 4th and 5th grade students in conflict resolution skills.	Mediation/conflict resolution program will reduce office referrals by 10%. Students will demonstrate an ability to solve conflicts with peers. Mediation reports completed by campus to show successful conflict resolution.	October 2006-May 2007	Kathy Johnson and Tracy Fazzzone	

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2, 4	X		X	Safe and Drug Free Schools	X			17C	GSF	At-Risk students will be assigned a staff mentor to make weekly contact through personalized notes, visits, lunch, etc. Individual goals will be formed and reviewed.	Increased students' self-esteem and success, as measured by report card grades (academic and behavioral).	October 2006-May 2007	Kathy Johnson and Tracy Fazzone, All Staff	
1, 2, 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/administrative referrals.	September 2006-May 2007	Kathy Johnson and Tracy Fazzone, Classroom Teachers	
1, 3	X			Guidance	X			18B	GSF	Counselors will meet with 5th grade parents and students prior to the end of 5th grade to discuss taking a rigorous curriculum, the Gear Up Program and college and career awareness.	100% of 5th grade students will meet with counselor one on one and majority of parents will attend the parent ed offering.	September 2006-May 2007	Kathy Johnson, Tracy Fazzone and Lopez Middle School counselors	
1, 3		X		Guidance	X			18C	GSF	In order to stress college and career readiness, a Career Day will be held for grades 4th/5th.	100% of students will increase their level of college and career interests as related to their future career.	Fall 2006	Kathy Johnson, Tracy Fazzone and Classroom teachers	\$150
1, 3			X	Bilingual/ESL	X			10A	CRW, ITL, CIP, GSF	On each grade level, there will be 2-3 ESL certified teachers. Teachers will be trained in the following areas: SIOP, compliance support, and classroom support for LEP students. This training will be implemented in each ESL classroom.	LEP students will make one level gain in English proficiency as measured annually.	Spring 2007-May 2007	Kathy Johnson, ESL Teachers	
1, 3			X	Bilingual/ESL	X			10B	ITL	Hold an ESL Parent Education Night to discuss ways parents can support their ELL learner.	50% of ELL parents will attend.		Kathy Johnson, ESL Teachers	
2		N/A		Health Services	X			19A	N/A	Professional development focusing on documentation/medication will be provided to all teachers.	100% compliance with district mandate concerning medication and documentation.	August 2006-May 2007	Deb Stull, Classroom teachers	

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1, 2			X	Professional Development: Teachers new to the school/profession.	X			12A	CIP	Provide targeted/effective mentor program for teachers new to the profession/campus which supports our vision of Believe, Behave, Become.	100% of our new teachers will meet weekly with their mentors in order to develop and sustain a positive/supportive professional relationship.	August 2006-May 2007	Jeffrey Owens/Jane Jensen/Mentors/Mentees, Leslie Hosey	
1, 2	X	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 as documented by lesson plans.	August 2006-May 2007	Jeffrey Owens/Jane Jensen/Mentors/Mentees.	
2		X	X	Discipline Management	X			20A	GSF	Teachers will be trained and will implement the Self-Manager, Love & Logic and Class Meeting programs across grade levels.	90% of student body will receive an E or S in conduct for each grading period.	August 2006-May 2007	Jeffrey Owens/Jane Jensen, Kathy Johnson, Tracy Fazzone, Discipline Committee, Classroom teachers	\$1,000
2		X		Discipline Management	X			20B	GSF	Staff will be trained and then utilize the 3, 2, 1 Folder to ensure effective communication with student, parents and administration concerning behavioral issues.	5% decrease in discipline referrals at our campus.	August 2006-May 2007	Jeffrey Owens/Jane Jensen, Kathy Johnson, Tracy Fazzone and Teachers	\$300 for Love & Logic training in Fall 2006
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	Classroom teachers	
1,3	X	X	X	Student Goal Setting	X			21 A	GSF	Using the student academic goal setting plan teachers will communicate with parents about student achievement in fall. Student led spring conferences will celebrate student achievements and goal mastery in grades 2-5.	100% of parents and students will participate in Parent Conferences, addressing student goals and progress.	Fall 2006 and Spring 2007	Classroom teachers	

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 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

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 Wilderness Oak Elementary**

Equity and Excellence: Everybody Counts

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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.

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STUDENT ENGAGEMENT STRATEGIES
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GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
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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
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1		X		Student Goal Setting	X			21B	GSF	Each grade level will develop a student goal-setting and feedback process addressing student progress every 3 weeks.	100% of students will be involved in setting goals and understanding their progress toward those goals.	September 2006- May 2007	Classroom teachers	

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 2006-2007
 Wilderness Oak 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 \(i.e. THINK-JNK-PAIR-SHARE\)](#)
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							
				District Initiatives										

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

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