

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
 Wilshire 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		District Initiatives	E	M							
										** Denotes strategies that help in the college readiness process.				
1.-4	X	X	X	Rigor, Relevance, Relationships	X				3TL, CIP, GSF, CRW, ITL	**Our school community will continue to align initiatives with the Basic School Framework - connect people to create community, connect the curriculum to build coherence, connect resources to enrich learning climate, and connect learning to life to promote character.	Campus Leadership Teams including Basic School Committee and Team Leaders will establish short and long term goals related to the 4 C's. Evaluation of effectiveness of practices will occur every nine weeks.	Aug-06	Admin Team, Team Leaders, Basic School Committee	Tile I
1		X	X	Strategies for Engagement	X				ITL, CIP	**A guiding commitment across our school community will continue to be 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 of understanding? What experiences will promote excellence and understanding?	August 2006 - June 2007	All campus staff	Tile I
1		X	X	Strategies for Engagement	X				GSF, ITL, 3TL	Teachers will collaborate to use best practice from Kilgo's levels of questioning, Marzano's Building Background Knowledge , Jenson's Teaching with the Brain in Mind , and co-teach model in grades 2-5, and early intervention K-1 with Title I facilitators.	Lesson plans and walk throughs will depict use of best practice - (What to look for.....)	August 2006 - June 2007	All campus staff	Tile I
1, 2, 4		X		Strategies for Engagement	X				GSF	Our commitment to school as a community and becoming a school of character involves recognizing that each classroom is itself a community and by being a disciplined, just, caring, communicative, collaborative place. We will build relationships that promote goal setting (academic and behavioral) for students and teams. We will align goal-setting and feedback 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 students.	August 2006 - June 2007	All campus staff	Tile I

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				District Initiatives						** Denotes strategies that help in the college readiness process.				
1, 2, 4			X	Strategies for Engagement	X				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 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 for mentors and students' teacher will align to progress reports.	August 2006 - June 2007	All campus staff	
1	X			Reading/ELA	X				3TL	Promote writing in all content areas (PK-5) to include writing workshop, 6-trait writing, writing process math journals, science notebooking, etc.	Lesson plans and walk throughs (What to Look For....) will show appropriate application of best practice in writing. Sharing of writing journals will happen periodically during team meetings and vertically in faculty instructional meetings. 100% of students will meet expectaions of TAKS writing with 75% commended.	August 2006 - June 2007	All campus staff	Tile I
1	X			Math	X				GSF, ITL	Integrate use of best practices in math using Marzano's Building Background Knowledge , Jenson's Brain-Based Learning , Kilgo's Levels of Questioning, Math Talk, continue work with 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	Tile I
2, 3			X	Accelerated Education, At-Risk	X				3TL	**Our commitment to build 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, back to	Increase parent participation at school by 1% and student daily attendance by 1%.	August 2006 - June 2007	Admin team, Family Specialist Team Leaders Grade Level Teams Librarian Campus sub-committees	Tile I