

**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**

**Woodstone Elementary School**

*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		School Initiatives	E	M							
1, 2	X	X	X	Accelerated Instruction At-Risk	X			1A	CIP, GSF, 3TL, CRW, ITL	The Campus Improvement Committee will focus on the revision of the STAT step process. Teachers will be given a detailed STAT step process in which to follow prior to a referral to the campus level STAT team.	There will be more peer to peer strategies utilized by the faculty prior to scheduling at the administrative STAT level.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	
1,2,5	X	X	X	Accelerated Instruction At-Risk	X			1B	CIP, GSF, 3TL, CRW, ITL	The Woodstone Faculty will incorporate early intervention curriculum strategies to be used as a pre-cursor to the Special Education referral process. i.e. ELC, Language for Learners, Distar Math, Co-teach, Redirection, Corrective Reading and Reading Mastery.	Early intervention strategies will be expanded and put into place which will considerably lower the number of students being considered for an FIE while providing interventions to meet the needs as determined by the STAT committee.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	
1,2,5	X	X	X	Accelerated Instruction At-Risk	X			1C	CIP, GSF, 3TL, ITL	All faculty will be involved in a school wide tutorial program that identifies at risk students and formulates strategies so that they may meet with success. In doing so, all teachers will have an identified MAP, RAP, SRA, and tutorial time, which will also enable them to extend mentoring services to students participating in the campus based mentoring program.	Students that had been identified through the 2005-2006 data as having a scale score of 2200 or less will score at a higher level as evidence in our 2006-2007 TAKS sub pop profile.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	
1,5	X	X	X	Accelerated Instruction At-Risk	X			1D	CIP, GSF, 3TL, CRW, ITL	All faculty members will be involved in further aligning curriculum strategies used K-5 including, but not limited to, the six step process, write pair share, think pair share, solve pair share, read pair share, note taking, and graphic organizers.	We will build uniformity from grade level to grade level with the strategies we teach children so that there is a common storehouse for students' to build on.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	
1,2,5	X	X	X	Accelerated Instruction At-Risk	X			1E	CIP, GSF, 3TL, CRW, ITL	All teachers, K-5, will list the student expectations pertaining to the TEKS being taught in their lesson plans and display them daily on the board.	Students will better understand the objective of the lesson, the TEK being taught, and the expectations for their learning as evidenced by walk-throughs.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	

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1,5	X	X	X	Mathematics	X			2A	CIP, GSF, 3TL, ITL	All grade levels will expand upon the use of Math Exemplars a minimum of two times each nine weeks to encourage higher order thinking skills.	Snapshot visits and teacher feedback will indicate appropriate application and benefits.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	
1,5	X	X	X	Mathematics/ Reading/ELA	X			2B/3A	CIP, GSF, 3TL, ITL	100% of classroom teachers will incorporate the use of Margaret Kilgo questioning stems.	Woodstone students will incorporate and utilize higher order thinking skills as reflected in their benchmark/TAKS results.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	
1,2,5	X	X	X	Reading/ELA	X			3B	CIP, GSF, 3TL, CRW, ITL	The entire Woodstone faculty will incorporate usage of literacy centers a minimum of twice per week in their classrooms. The IIT, librarian, and administrative staff will be involved in the structure and implementation of this goal.	Teachers will have more time to work with children in smaller groups to better ascertain their individual needs and to be able to provide immediate student feedback.	August 2006 through May 2007.	Carol Pierce-Reading Coordinator, Principal, Assistant Principal, Counselors, and all campus staff.	
1,2,5	X	X	X	All Core Curricular Subject Areas	X			4A	CIP, GSF, 3TL, CRW, ITL	The Woodstone Faculty and staff will construct and utilize the six step vocabulary development process and other campus vocabulary initiatives to strengthen background knowledge and establish relevancy for new vocabulary.	Student work will reflect the use and comprehension of identified words to build a commonality, K-5.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	
1,2,5	X	X	X	Science	X			5A	CIP, GSF, 3TL, ITL	The Woodstone faculty and staff will expand Science day activities to a minimum of two times per each nine weeks to increase hands on opportunities and further provide meaningful experimentation.	Woodstone students will become familiarized with materials, vocabulary, and safety practices used in Science experiments. From this there will be an increased knowledge of Science objectives with a focus on relevant hands-on experimentation.	August 2006 through May 2007.	Principal, Assistant Principal, Counselors, and all campus staff.	
1,2	X	X	X	College and Career Readiness Initiative	X			6A	CIP,GSF,3TL,ITL	Woodstone faculty and staff will use appropriate data and teaching strategies to dramatically impact student commended scores.	Commended performance levels will increase to 75% across all tested areas of TAKS.	August 2006 through May 2007	Principal, Assistant Principal, Counselors, all campus staff, District support staff.	

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1,2,4	X	X	X	College and Career Readiness Initiative	X			6B	CIP,GSF, 3TL, ITL	The Woodstone faculty and staff will further implement a student goal setting program to target areas of academic need, and provide students with consistent constructive feedback in order to develop personal academic goals and take ownership of the learning process.	All teachers K-5 will use appropriate data to set learning objectives, and create personal student goal setting initiatives for every student. Students and teachers will have a better understanding of individual academic needs and be able to plan accordingly.	August 2006 through May 2007	Principal, Assistant Principal, Counselors, and all campus staff.	
1,2,4	X	X	X	College and Career Readiness Initiative	X			6C	CIP, GSF, 3TL,	The Woodstone faculty and staff will expand upon the student mentoring program which was developed and implemented during the 2005-2006 school year.	Woodstone teachers will further deepen their commitment to the mentoring program by increasing the number of mentors and students monitored. This will impact student self-esteem and student outcomes on standardized assessments.	August 2006 through May 2007	Principal, Assistant Principal, Counselors, all campus staff, District support staff.	
1,2,4	X	X	X	College and Career Readiness Initiative	X			6D	CIP, GSF, 3TL, CRW,ITL	The Woodstone faculty K-5 will integrate writing strategies in the areas of mathematics and science.	A K-5 writing initiative will be implemented to embed writing in all curricular areas, focusing largely in the areas of math and science. In doing so students will be more curriculum focused.	August 2006 through May 2007	Principal, Assistant Principal, Counselors, all campus staff, District support staff.	
1,2,4,	X	X	X	College and Career Readiness Initiative	X			6D	CIP, GSF, 3TL,	The Woodstone faculty will implement a College, Career and Scholarship Awareness program that incorporates a 5th grade student/parent three year MS plan.	Woodstone students will be made aware of their future collegial options, and the educational opportunities they have at various levels of their schooling.	August 2006 through May 2007	Principal, Assistant Principal, Counselors, all campus staff, District support staff.	