

- 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
 2007-2008**

Colonial Hills Elementary School

WHATEVER IT TAKES! ~ CUESTE LO QUE CUESTE!

*"School improvement efforts must be measured against results rather than activity and intentions."
 Dufour, Dufour, and Eaker*

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DISTRICT GOAL: Improve instruction for all students focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.

For further description click on <http://intranet.int.neisd.net/si/>
RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers
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
 * Assessment for learning strategies
 * Personal Graduations Plans (PGPs)
 * College / Career Readiness
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
V - Vocabulary Development
SD - Similarities and Differences
ITL - Interactive Teaching/Learning
Q - Cues, Questions, and Advance Organizers
GSF - Goal Setting & Frequent Feedback with individual students
AL - Assessment for Learning Strategies
PGP - Personal Graduation Plans
CCR - Career / College Readiness
CLP - Collegial Learning and Planning

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Math: Improve TAKS math scores for African American population by at least 11 points to reach 80%	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies. 2. Campus Math Specialist will meet with all grade levels monthly to continue to build on instructional strategies such as "Talk Moves" that were discussed at Math Leadership Training using the book: <u>Classroom Discussions: Using math Talk to help students learn.</u> 3. Campus Math Specialist will work collaboratively with grade levels to develop mini common assessments every three weeks to monitor TEKS based teaching and learning. 4. Continue to work with District Math Specialist to assure alignment with district expectations/initiatives. 5. Campus and District Math Specialists will collaborate with grade level teachers to improve instruction; specifically ten-minute problem solving, math work stations and for small group intervention (MAP). 6. Continue with Cougar Camp (Saturday School/Tutorials) beginning in October to target students in need of targeted intervention.	1. Mini common-assessments will provide specific TEKS mastery information on each student: district benchmarks will add additional data 2. Campus Administrators will conduct walk-throughs focused on math and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Math Specialist will conduct model lessons for teachers to focus on appropriate instructional strategies/question techniques. 4. Continue to actively participate in district math professional development and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment of math on the campus. Feedback will be provided to grade levels by administrators as appropriate. 6. Classroom teachers will conduct student conferences to discuss assessment results and set goals for academic improvement.	3TL V ITL Q GSF AL CLP	1. Mini common assessments every 3 weeks 2. District benchmarks 3. TAKS test 4. Ongoing training/staff development	Campus administrators, Campus/District Math Specialists, Classroom teachers	

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	Math : Improve TAKS scores for ALL students by at least 3 points to reach 90%. Improve number of "Commended" students from an average of 30.5% to 40%.	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies. 2. Campus Math Specialist will meet with all grade levels monthly to continue to build on instructional strategies such as "Talk Moves" that were discussed at Math Leadership Training using the book: <u>Classroom Discussions: Using math Talk to help students learn.</u> 3. Campus Math Specialist will work collaboratively with grade levels to develop mini common assessments every three weeks to monitor TEKS based teaching and learning. 4. Continue to work with District Math Specialist to assure alignment with district expectations/initiatives. 5. Campus and District Math Specialists will collaborate with grade level teachers to improve instruction; specifically ten-minute problem solving, math work stations and for small group intervention (MAP). 6. Continue with Cougar Camp (Saturday School/Tutorials) beginning in October to target students in need of targeted intervention.	1. Mini common-assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data 2. Campus Administrators will conduct walk-throughs focused on math and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Math Specialist will conduct model lessons for teachers to focus on appropriate instructional strategies/question techniques. 4. Continue to actively participate in district math professional development and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment of math on the campus. Feedback will be provided to grade levels by administrators as appropriate. 6. Classroom teachers will conduct student conferences to discuss assessment results and set goals for academic improvement.	3TL V ITL Q GSF AL CLP	1. Mini common assessments every 3 weeks 2. District benchmarks 3. TAKS test 4. Ongoing training/staff development	Campus administrators, Campus/District Math Specialists, Classroom teachers	

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	Science: Improve TAKS scores for the Hispanic population by at least 12 points to reach 80%.	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies. 2. Campus Science Specialist will provide direct Science instruction to grades 2-5 during Specials rotation. 3. Campus Science Specialist will meet with grade levels monthly to collaborate on planning, instructional strategies, Science notebooks and alignment with district initiatives. 4. Continue to work with District Science Specialist to assure alignment with district expectations/initiatives. 5. Implement After-school Science Club to provide additional support for students in need of targeted interventions.	1. Mini common-assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data 2. Campus Administrators will conduct walk-throughs focused on science and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Science Specialist will conduct model lessons for teachers to focus on appropriate instructional strategies/question techniques. 4. Continue to actively participate in district science professional development (SCOPE meetings) and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment of science on the campus. Feedback will be provided to grade levels by administrators as appropriate. 6. Campus administrators and Campus/District Specialists will conduct monthly Science Notebook reviews and provide specific feedback to teachers and students. 7. Classroom teachers will conduct student conferences to discuss assessment results and set goals for academic improvement.	3TL V ITL Q GSF AL CLP	1. Mini common assessments after each unit of study. 2. District benchmarks 3. TAKS test 4. Ongoing training/staff development	Campus administrators, Campus/District Science Specialists, Classroom teachers	

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	Science: Improve TAKS scores for the Economically Disadvantaged population by at least 17 points to reach 80%.	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies. 2. Campus Science Specialist will provide direct Science instruction to grades 2-5 during Specials rotation. 3. Campus Science Specialist will meet with grade levels monthly to collaborate on planning, instructional strategies, Science notebooks and alignment with district initiatives. 4. Continue to work with District Science Specialist to assure alignment with district expectations/initiatives. 5. Implement After-school Science Club to provide additional support for students in need of targeted interventions.	1. Mini common-assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data 2. Campus Administrators will conduct walk-throughs focused on science and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Science Specialist will conduct model lessons for teachers to focus on appropriate instructional strategies/question techniques. 4. Continue to actively participate in district science professional development (SCOPE meetings) and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment of science on the campus. Feedback will be provided to grade levels by administrators as appropriate. 6. Campus administrators and Campus/District Specialists will conduct monthly Science Notebook reviews and provide specific feedback to teachers and students. 7. Classroom teachers will conduct student conferences to discuss assessment results and set goals for academic improvement.	3TL V ITL Q GSF AL CLP	1. Mini common assessments after each unit of study. 2. District benchmarks 3. TAKS test 4. Ongoing training/staff development	Campus administrators, Campus/District Science Specialists, Classroom teachers	

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	Science: Improve TAKS scores for ALL students by at least 8 points to reach 80%. Improve number of "Commended" students from an average of 22.2% to 30%.	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies. 2. Campus Science Specialist will provide direct Science instruction to grades 2-5 during Specials rotation. 3. Campus Science Specialist will meet with grade levels monthly to collaborate on planning, instructional strategies, Science notebooks and alignment with district initiatives. 4. Continue to work with District Science Specialist to assure alignment with district expectations/initiatives. 5. Implement After-school Science Club to provide additional support for students in need of targeted interventions.	1. Mini common-assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data 2. Campus Administrators will conduct walk-throughs focused on science and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Science Specialist will conduct model lessons for teachers to focus on appropriate instructional strategies/question techniques. 4. Continue to actively participate in district science professional development (SCOPE meetings) and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment of science on the campus. Feedback will be provided to grade levels by administrators as appropriate. 6. Campus administrators and Campus/District Specialists will conduct monthly Science Notebook reviews and provide specific feedback to teachers and students. 7. Classroom teachers will conduct student conferences to discuss assessment results and set goals for academic improvement.	3TL V ITL Q GSF AL CLP	1. Mini common assessments after each unit of study. 2. District benchmarks 3. TAKS test 4. Ongoing training/staff development	Campus administrators, Campus/District Science Specialists, Classroom teachers	

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	Reading: Improve TAKS scores for ALL students by at least 6 points to reach 95%. Improve number of "Commended" students from an average of 13.9% to 30%.	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies... 2. Campus Reading Specialists/IIT will work collaboratively with grade levels to facilitate TEKS based teaching and learning. 3. Continue to work with District Reading Specialist to assure alignment with district expectations/initiatives. 4. Campus and District Reading Specialists/IIT will collaborate with grade level teachers to improve instruction; specifically with small group guided reading, literacy centers/work stations and for small group intervention (RAP). 5. Continue with Cougar Camp (Saturday School/Tutorials) beginning in October to target students in need of targeted intervention.	1. Assessments (TPRI/Tejas Lee, BRI/Flynt-Cooter, 4-Blocks benchmarking) will provide specific reading mastery information on each student; district benchmarks will add additional data 2. Campus Administrators will conduct walk-throughs focused on reading and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Reading Specialists and IIT will conduct model lessons for teachers to focus on appropriate instructional strategies/question techniques. 4. Continue to actively participate in district reading professional development and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment of science on the campus. Feedback will be provided to grade levels by administrators as appropriate. 6. Campus administrators and Campus/District Specialists will review student assessments each 9 weeks and provide specific feedback to classroom teachers. 7. Classroom teachers will conduct student conferences to discuss assessment results and set goals for academic improvement.	3TL V ITL Q GSF AL CLP	1. Assessments (TPRI/Tejas Lees, BRI/Flynt-Cooter/4-Blocks benchmarking) BegOY, MidOY, EndOY 2. District benchmarks 3. TAKS test 4. Ongoing training/staff development	Campus administrators, Campus/District Reading Specialists, IIT Classroom teachers	

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	Writing: Improve TAKS scores for ALL students by at least 4 points to reach 100%. Improve number of "Commended" students from an average of 19.6% to 30%.	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies... 2. Campus Reading Specialists/IIT will work collaboratively with grade levels to facilitate TEKS based teaching and learning. 3. Continue to work with District Reading Specialist to assure alignment with district expectations/initiatives. 4. Campus and District Reading Specialists/IIT will collaborate with grade level teachers to improve instruction; specifically with 6-trait writing and literacy centers/work stations. 5. Continue with Cougar Camp (Saturday School/Tutorials) beginning in October to target students in need of targeted intervention.	1. District benchmark assessment results will provide specific writing mastery information on each student. 2. Campus Administrators will conduct walk-throughs focused on writing and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Reading Specialists and IIT will conduct model lessons for teachers to focus on appropriate instructional strategies/question techniques for writing. 4. Continue to actively participate in district writing professional development and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment of science on the campus. Feedback will be provided to grade levels by administrators as appropriate. 6. Campus administrators and Campus/District Specialists will review student writing samples each 9 weeks and provide specific feedback to classroom teachers and students. 7. Classroom teachers will conduct student conferences to discuss assessment results and set goals for academic improvement.	3TL V ITL Q GSF AL CLP	1. Writing samples each 9 weeks 2. District benchmarks 3. TAKS test 4. Ongoing training/staff development	Campus administrators, Campus/District Reading Specialists, IIT Classroom teachers	

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BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Improve Failure Rates for ALL students.	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies that ensure students' academic success.	1. Campus administrators will review data on grades such as progress reports, report cards/checklists, campus failure rate reports, and GradeSpeed and provide specific feedback for improvement to each grade level team as well as to individual teachers. 2. Campus administrators will collaborate with teams to develop an action plan that indicates the next steps for improvement.	GSF CLP	Progress Reports - every 3 weeks Failure Rate Reports and Report cards/Checklists - every 9 weeks GradeSpeed - ongoing	Campus Administrators, Classroom Teachers, Campus Specialists	
	Improve Attendance Rates for ALL students and staff.	1. Campus administrators will meet with all grade levels monthly to continue to build on motivational strategies that ensure students' academic success through consistent attendance by all students and all staff members. 2. Designated staff members will communicate with parents of students who are not in attendance by phone, in writing, and/or by making home visits.	1. Campus administrators will analyze and review attendance data (by individuals, by grade levels, by class and/or staff groups) and provide specific feedback for improvement. 2. Campus administrators will collaborate with teams and/or individuals to develop an action plan that indicates the next steps for improvement.	GSF CLP	ongoing	Campus Administrators, Classroom Teachers, Office/Clinic Staff, Family Specialist	

- 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
 2007-2008**

Colonial Hills Elementary School

WHATEVER IT TAKES! ~ CUESTE LO QUE CUESTE!

*"School improvement efforts must be measured against results rather than activity and intentions."
 Dufour, Dufour, and Eaker*

UE

DISTRICT GOAL: Improve instruction for all students focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.

For further description click on <http://intranet.int.neisd.net/si/>
RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers
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
 * Assessment for learning strategies
 * Personal Graduations Plans (PGPs)
 * College / Career Readiness
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
V - Vocabulary Development
SD - Similarities and Differences
ITL - Interactive Teaching/Learning
Q - Cues, Questions, and Advance Organizers
GSF - Goal Setting & Frequent Feedback with individual students
AL - Assessment for Learning Strategies
PGP - Personal Graduation Plans
CCR - Career / College Readiness
CLP - Collegial Learning and Planning

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Decrease number of Discipline Referrals.	1. Campus administrators will meet with all grade levels monthly to continue to build on instructional strategies that ensure students' academic success through meaningful and engaging instructional activities. 2. A campus-wide commitment will be implemented in order to have a working and learning environment that builds on character virtues (such as Responsibility, Fairness, Trustworthiness, Caring, Citizenship, and Respect). 3. All students and staff will utilize the Student Agenda book to communicate information to parents about student behaviors and expectations.	1. Campus administrators will analyze and review discipline referral data and provide specific feedback for improvement. 2. Campus administrators will collaborate with teams to develop an action plan that indicates the next steps for improvement.	GSF CLP	ongoing	Campus Administrators, Classroom Teachers-all staff	