

- 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**

East Terrell Hills 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 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/sj/](http://intranet.int.neisd.net/sj/)

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

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
<p>Academics (Core Content): Use student and research data to improve alignment of curriculum and teaching practices in grades PK - 5 in order to provide individualized instruction and support for all students in all subgroups and support programs including GT, SpEd, Dyslexia, DNQ, 504, SSI, At-Risk, Bilingual/ESL, Early Childhood, failing students and those performing below grade level expectations. Promote College & Career readiness with a variety of student activities.</p>	<ul style="list-style-type: none"> Title I support staff and homeroom teachers will use student data and research to plan TEKS based instruction that maximizes use of best practices in lessons and aligns curriculum from one grade level to the next (Comp 1-3) Title I support staff will model lessons and provide lesson feedback (Comp 4) Title I support staff will assist homeroom teachers with small group instruction to provide students individualized instruction, specific feedback, and relevance to the TEKS (Comp 2, 3, & 9) Homeroom teachers will use TAKS data to develop smaller instructional groups; each homeroom teacher will be responsible for RAP (Comp 2, 3, & 9) Homeroom teachers will conference with each student about his/her progress and identify next set of target objectives to set goals (Comp 8 & 9) Increase the number of science lessons (K-5) that are hands-on to 80% using SCOPE packet activities; Title I support staff will plan with each grade level and monitor lesson activities, science stations in class; notebooking (Comp 1-3) Early childhood teachers will improve the transition of PK/PPCD students from half programs to the Kinder full day program by further aligning curriculum (Comp 7, 9, & 10) Promote higher education by showcasing various colleges/universities throughout the campus (Comp 1 & 2) Counselors schedule career day speakers with high interest presentations (Comp 1 & 2) Title I support staff and homeroom teachers will provide after school tutorials minimum twice a week (Comp 2 & 9) TAKS instruction efforts to address every subgroup (Comp 2) 	<p>Student progress will be monitored using progress / failure reports, district and campus benchmarks and assessments such as teacher made tests, class observations & running records (Comp 8). Progress will be measured by..</p> <ul style="list-style-type: none"> TPRI (more students on grade level), Increase numbers of students scoring Commended Performance on TAKS Make gains on TAKS reading from 89% to 100%, TAKS writing from 91% to 100%, TAKS math from 87% to 100% and TAKS science from 73% to 100% Specific subgroups such as Science Hispanic will be reviewed and monitored throughout the year in order to improve performance from 66% to 100% Increase the number of 3s and 4s on the composition part of the 4th grade TAKS writing test 	<p>3TLCRW, V, SD, ITL, Q, GSF, AL, CCR</p>	<p>Minimum, each nine weeks</p>	<p>Homeroom teachers, Title I Support Staff, IIT, Bil. Specialist, GT, Sp.Ed., Fam. Specialist & Admin</p>	<p>\$200,000.00 Title I Fund</p>

- 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**

East Terrell Hills 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 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/sj/](http://intranet.int.neisd.net/sj/)

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

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
Professional Development: Specific training will focus on improving teaching practices in all content areas, better implementation of support programs, further develop technology proficiency of teachers, and improving the various programs of our campus discipline initiative. Further efforts will be in place to attract highly qualified teachers and assistants.	<ul style="list-style-type: none"> Title I Reading to present 6 Traits Writing Workshop for lesson planning (Comp 1, 3 & 4) Team of teachers trained at Marilyn Burns to present information to the rest of the staff (Comp 1, 3 & 4) Title I Science will train and work with each grade level regarding notebooking, vocabulary development and scope (Comp 1, 3 & 4) Tech committee to present and offer campus training regarding the Technology Proficiency Test-Basics level (Comp 1 & 4) SIOP training for the rest of the staff on campus (Comp 1, 3 & 4) Discipline committee to train staff on homeroom intervention, redirection, self-manager, admin intervention and bullying (Comp 1 & 4) Work closely with district personnel to promote our school and initiatives at job fairs and college/university events (Comp 5) Provide various opportunities for development for assistants, especially for those pursuing a teaching certification (Comp 4 & 5) 	<ul style="list-style-type: none"> Writing samples from all grade levels will be turned in to the administration Improve teacher use of concrete models & manipulatives and improve math-literacy connection Science notebooking samples will be turned in to the administration All certified staff members to pass the Technology Proficiency Test-Basic level Increase the numbers of teachers trained on the SIOP model to align ESL practices throughout the grade levels Increased numbers of Commended Performance on TAKS; increased TAKS passing rates 	CRW, V, SD, ITL, Q, GSF, AL, CCR	Monitor minimum every 9 weeks	Homeroom teachers, Title I Support Staff, IIT, Bil. Specialist, GT, Sp.Ed., Admin.	\$12,500.00 Title I Fund
Character Ed: Improve implementation of the different levels of school wide behavior intervention; reinforce strategies for homeroom teachers, reaffirm the role of Redirection, the role of Self-Manager, and the roles of the counselor & administration	<ul style="list-style-type: none"> Weekly school wide Self-Manager activities; special incentives for students maintaining the badge for long time periods (Comp 1 & 10) Discipline committee will review & discuss office referrals (Comp 1 & 10) Administration, counselors & homeroom teachers will focus on bullying prevention; Counselor & Redirection teacher role play bully scenarios in classrooms; overview with classes of the definition of bullying by administration (Comp 1 & 10) Identify student leaders and build student capacity by encouraging more student peer mediators (Comp 10) 	<ul style="list-style-type: none"> Increased number of Self-Managers and those maintaining the badge for long time periods Decrease the number of office referrals Decrease the number of bullying situations Increase the number of students who are trained with Peer Mediation Improved overall student atmosphere 	V, SD, ITL, Q, GSF	Monitor minimum every 9 weeks	Discipline Committee & homeroom teachers, Sp.Ed., Admin.	\$2,000.00 Title I Fund
Parent / Community Involvement: Increase the number of parents involved with campus events as well as improve the quality of volunteering and parental support; form business partnerships with area business and provide specific adult education for our parents	<ul style="list-style-type: none"> Parents trained through Family Fun Night, TAKS Parent Night, Parent Academy, Health Fair & Raising Readers (Comp 2, 6 & 10) Recruiting parents new to ETH, improve retention of majority of parent volunteers (Comp 6) Mentor relationships for students to convey sense of caring & support and advocate for each one (Comp 2, 6 & 9) ESL and computer literacy training for parents and community members at ETH (Comp 6 & 10) 	<ul style="list-style-type: none"> Increase the number of parents graduating from parent academy Family specialist to continue actively recruiting the parents of PK students and students transferring to ETH Increase the number of mentors for students Increase the number of parents attending ESL and computer literacy training at ETH 	V, SD, ITL, Q, GSF	Monitor minimum every 9 weeks	Family Specialist, Counselors, Homeroom teachers, Admin.	\$50,000.00 Title I Fund