

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 Walzem Elementary <i>Equity and Excellence: Everybody Counts</i> <i>"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck</i>	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.
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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.	<p style="text-align: center;">For further description click on http://intranet.int.neisd.net/si/</p> 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
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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
1	Increase the overall number of students passing Math TAKS while focusing on increasing the passing rates for each sub-population.	Teachers will work with each other, Math Specialist and Title 1 Math Facilitator to plan lessons and asses instruction. Teachers, Math specialist, Title 1 Math Facilitator will use coaching model to teach, observe and conference about teaching and learning in the classrooms. Teachers and specialists will meet for extended planning a minimum of 1 every 9 weeks.	Lesson plans will indicate 90 Minute Math Plan is being utilized K-5. Increase in commended performance on benchmark and TAKS results. Walk-Through, Coaching Activities and K-5 Math notebooks will indicate higher levels of questioning and understanding by both teacher and student.	3TL, ITL, GSF, Q, AL, CLP	Aug 07 - June 08	K-5 Teachers, Title 1 Math Facilitator, Math Specialists, Principal, Assistant Principal	
1	Increase the number of students passing Science benchmarks and TAKS tests while focusing on increasing the passing rates for each sub-population.	Teachers will utilize team planning and Science Specialist to plan S.C.O.P.E. Lessons. Teachers will utilize the Science Lab a minimum of once every two weeks.	Lesson plans will indicate 90 Minute Science Plan is being utilized 3-5. A minimum Increase to recognized status on benchmark and TAKS scores. Walk-Through, Coaching Activities and K-5 Science notebooks will indicate higher levels of questioning and understanding by both teacher and student.	3TL, ITL, GSF, Q, AL, CLP, V, SD	Aug 07 - June 08	K-5 Teachers, Title 1 Science Facilitator, Science Specialists, Principal, Assistant Principal	
1	Continue to increase benchmark and TAKS Reading Scores to Exemplary	Teachers will meet a minimum of once every two weeks with Walzem Reading team (IIT, Title 1 facilitators and Reading Specialist) to improve instruction during guided reading. They will analyze student data to improve instruction. k- 2 Teachers will analyze TPRI results to determine individualized student intervention. IIT and Title 1 facilitators will monitor Voyager and Passaporte assessments and data will be shared with principal, assistant principal and teachers.	Lesson Plans will indicate TEKS focus, leveled books, and how often small groups receive guided reading instruction. Voyager and Passaporte data will indicate increase in reading comprehension and fluency.	3TL, ITL, Q, AL, V, SD, CRW	Aug 07 - June 08	K-5 Teachers, Title 1 Reading Facilitators, Reading Specialists, Principal, Assistant Principal	

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1,2	Increase relevance for student learning through Goal setting .	Teachers will meet monthly with students to review their progress and to set goals for learning. Students will meet once per nine weeks with the principal and or AP, campus Title specialists to review goals and student data in order to plan intervention strategies for students.	Increased Student Achievement, Students will be able to identify and share their personal goals with other teachers, specialists, and administrators.	3TI, ITL, CRW, GSF	Sept. 07 - June 08	K-5 Teachers, Title 1 Facilitators, Principal, Assistant Principal	
1	Special Education	Implement Stetson "Step by Step" co-teach models for special education and general education teachers and students. Collaborative support will be K-5. Create master schedule that meets the needs of all students and allows for special education teachers to plan with co-teacher and grade level.	Monitor students progress and IEPs. Involve all special education students in the general education classroom as much as possible to allow for maximum exposure to grade level TEKS. Agenda for grade level members will be provided to Principal & AP and will include attendance of members.	3TL, CLP, GSF	Aug 07 - June 08	Special Ed Teachers, General Ed inclusion teachers, STAT committee	
1,2,5	Increase Student and Staff Attendance to minimum of 96% rate.	Create individual classroom attendance incentives. Create School wide incentives for teachers and students and recognize perfect attendance every month. Provide engaging lessons and safe environment where students want to come to school. Incorporate Bully Intervention Plan to assure students feeling of safety.	Increase in student attendance and employee attendance. Decrease in need for substitutes.	GSF	Aug 07 - June 08	Family Specialist, Counselors, AP & Principal	
2, 3, 4	Parent Involvement	Implement effective parental involvement activities such as Parent Academy to improve student academic achievement, school performance, and attendance	Increase in parent attendance at school activities including Parent Academies and PTA meetings using sign in sheets to determine attendance. Increase in student attendance.	CCR, CLP	Aug 07 - June 08	Family Specialist, Counselors, AP & Principal	

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1, 5	Accelerated Education At-Risk Needs Assessment	A comprehensive needs assessment will be used to determine areas of campus need.	A completed needs assessment will be on file. Areas of campus concern noted in needs assessment will be appropriately addressed.	Title 1 Component	Aug 07, June 08 but ongoing throughout 07-08 school year.	Principal, Assistant Principal	
1	Accelerated Education At-Risk Research Based Instructional Strategies	Implement, research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Lesson plans will indicate these researched based strategies are in place. Implementation of strategies will be discussed and reviewed at vertical and grade level planning. Walkthroughs will indicate strategies are being implemented.	3TL, CRW, ITL,GSF, Title 1 Component	Aug 07 - June 08	K-5 Teachers, Principal, Assistant Principal	
1, 5	Accelerated Education At-Risk Highly Qualified Teachers	Recruit and retain highly qualified teachers	Personnel rosters and recruiting records (interview notes) will show personnel interviewed and hired for our Title 1 campus.	Title 1 Component	July 07 and ongoing throughout 07-08 school year	Principal, Assistant Principal	
1	Accelerated Education At-Risk Professional Development	Teachers will attend and use strategies gained from professional development. Campus based professional development will be teacher driven and focus on collaboratively decided goals based on campus improvement plan	Teachers will attend professional development and use strategies in the classroom. Benchmark and TAKS scores will increase. Walkthroughs will indicate strategies being used effectively. Professional development will be centered on Teacher's needs to assist all student's to be successful. Teacher's will have a voice in staff development opportunities.	AL, Title 1 Component	Aug 07 - June 08	Principal, K-5 teachers, Title I specialists, Assistant Principal	

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1, 3	Accelerated Education At-Risk Transition from prekindergarten to Kindergarten	School personnel will assist in the transition of students from the prekindergarten program to kindergarten	Kinder round up participation. Visits from area prekinder programs.	Title 1 Component	Aug 07 - June 08	Data Processor, Counselors, Principal, Kindergarten teachers	
1, 2, 3	Accelerated Education At-Risk CIC	Effectively utilize a Campus Improvement Committee to gather input from Teacher, Staff, and Community Members in decisions regarding the campus.	Sign in sheets from monthly meetings will indicate all stakeholders are present at meetings. Notes from meetings will indicate input from all present.	CCR, Title 1 Component	Aug 07 - June 08	Principal, CIC Members	
1	Accelerated Education At-Risk Utilize assistance programs	Effectively utilize assistance programs such as targeted tutoring, MAP, and RAP	Improved benchmark scores, improved TAKS scores. Decrease in number of students referred for special education services. Decrease in the number of students retained.	3TL, AL, ITL, Title 1 Component	Aug 07 - June 08	K-5 Teachers, Title I Specialists, Principal, Assistant Principal, STAT committee	
1,2,5	Accelerated Education At-Risk Implementing Campus Improvement Plan	All title funds will be utilized to effectively carry out the campus' improvement plan. Federal, State comp. ed, and local funding will be coordinated and integrated to effectively carry out Walzem's campus improvement plan.	All professional development will be directly related to Campus Improvement Plan. 100% of funds will be spent appropriately.	Title 1 Component	Aug 07 - June 08	Principal, Assistant Principal, Counselors, All Teachers	
1, 4	Increase of students' self-monitoring of behavior	Continue to follow campus BMP which emphasizes the use of Love and Logic and Self Manager principles to increase student self-monitoring.	Number of discipline referrals will decrease from previous school year.	GSF	Aug 07 - June 08	Assistant Principal	