

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

WINDCREST 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.

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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
	Reading/ELA	Kinder through fifth grade teachers will create "mini assessments" using WebCat and other resources , to be given every two weeks to assess student progress on content TEKS and to make needed changes for small group instruction and to formulate tutoring groups.	1. Lesson planning and lesson plans will be shared on a two week basis. 2. Classroom walk-through observations will be conducted to observe small group guided instruction. 3. WOW attendance logs and reflection notes from training will be reviewed following each session.4. IIT, Reading Facilitator, and Reading Specialist will provide feedback to individual teachers, as well as, provide classroom modeling of strategies.	3TL, Q,GSF, AL, V	Aug. 2007- May 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Reading - 100% of Kinder through second grade students will meet grade level standards on the End of the Year TPRI.	Kinder through second grade teachers will administer the TPRI at the end of the first nine weeks and then meet with the Campus Leadership Team and Cluster Reading Specialist to review the data and plan intervention accordingly.	1. TPRI results will be charted and reviewed. 2. Lesson plans will reflect appropriate intervention for identified students. 3. Walk through observations will be conducted to observe intervention strategies. 4. Mid-year TPRI results will reflect steady growth for identified students. 5. Student attendance logs will reflect students receiving additional tutoring in the area of reading. 6. 100% of Kinder through second student will achieve Developed status on the End of the Year TPRI>	CRW	Aug. 2007- June 2008	Kinder through second grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	

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	Reading/ELA/ Math, Science	All teachers will teach content vocabulary in all subject areas using the Six Step Vocabulary Building Process.	100% of grade level lesson plans will reflect implementation of the Six Step Vocabulary Building process. Student work will demonstrate evidence of mastery and use of identified content vocabulary. All students will be on grade level by the end of the school year in all academic areas.	CRW, V, SD, ITL	Aug/ 2007- June2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Reading/ELA	Continue implementation of Building Blocks (K) and Four Blocks (1-5) strategies with an emphasis on Guided Reading. (k-5)	Using the What to Look For in the Reading Classroom Checklist as a guide, lesson plans, formal observations and walk throughs will indicate the appropriate implementation and application of Building Blocks (K) and Four Blocks (1-5).	3TL, Q,GSF, AL, V	Aug. 2007- June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	

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	Reading/ELA	All classroom teachers will conduct regular Guided Reading Groups.	Using the What to Look For in the Reading Classroom Checklist as a guide, lesson plans, formal observations and walk throughs will indicate the appropriate implementation and application of Guided Reading.	3TL, Q,GSF, AL, V	Aug. 2007- June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Reading/ELA, Math, Science	All teachers will implement reading strategies that reflect Best Practices: KWL, Reciprocal Teaching, Structured Note taking, Reading Aloud, Think Alouds, Graphic Organizers, Get the Gist, Say Something, Think Pair, Share, Six Step Vocabulary Building, Math Talk Moves.	100% of grade level lesson plans will reflect implementation of Best Practices. Documented Walk Throughs will reflect use of Best Practices throughout the classroom instruction. 100% of students will be on grade level by the end of the year in all academic areas. School will achieve Exemplary status.	ITL, GSF, V, SD, SRW	Aug. 2007 - June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	

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	Reading/ ELA, Math, Science	100% of Second through fifth grade teachers will meet with the Campus Leadership Team, and the Cluster Reading, Math, and Science Specialist to review Benchmark Data using Triand Data and to plan strategies for meeting areas of weakness. This data will be used to guide Student Goal Setting.	100% of Second through fifth grade teachers will adjust their classroom instruction based on data analysis and individual student achievement. Tutoring and small group instruction will be adjusted based on data analysis. Student achievement will increase by a minimum of 30%.	GSF, 3TL, CIP	Aug. 2007 - June 2008	Second through fifth grade teachers, special ed staff, IIT, Reading, and Math Facilitators, Reading, Math, and Science Specialist, Jeanie Weidenbach, and Tiffany Gill	
	Reading/ ELA, Math, Science	100% of Kinder through fifth grade teachers will develop meaningful Literacy, Math, and Science Work Stations insuring that high levels of questioning strategies and activities are utilized.	Centers and work stations will reflect a differentiated approach focusing on meaningful student work that promotes higher order thinking and individualized student work. Formal and informal walk throughs will document meaningful centers and work stations.	3TL, CIP, V, SD	August 2007- June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	

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	Reading./ELA, Math, Science	100% of kinder through fifth grade teachers will begin each lesson with the identification and discussion of the lesson TEK. Level 3 & 4 questioning strategies will be used throughout the content lessons and assessments.	100% of classroom walk throughs and lesson plans will show evidence of identified lesson TEKS. Grade levels will keep a notebook with identified TEKS, examples of assessments and which TEKS students have mastered.	CRW, ITL	Aug. 2007- *June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Writing/ELA	Writing Instruction K-5 (developmentally appropriate) will include 6 Traits, Writing Workshop, and Lucy Caulkins Writing Workshop, and other appropriate strategies for all steps in the Writing process. Emphasis will be placed on writing across the curriculum in all content areas.	Using the What To Look in the Writing Classroom Checklist as a guide, lesson plans, formal observations and walk throughs will indicate appropriate application of 6 Traits Writing Principles and best practices of writing. 100% of 4th grade students will meet expectations of TAKS writing test.	3TL, CRW, ITL	August 2007 - June 2008, Spring 2008 TAKS results	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	

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	Mathematics	Continue implementation of Math Investigations and other best practices such as Exemplars, Marilyn Burns, 5 Day Math Plan, etc.	Lesson plans, formal observations, and walk throughs will indicate appropriate application of Math Investigations and other best practices. 100% of third through fifth grade students will meet expectations on the Math TAKS test.	3TL, V, ITL	August 2007- June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Mathematics	Continue implementation of the 90 minute math block with 60 minutes focused on direct teach and 30 minutes on small group instruction.	Lesson plans, formal observations, and walk throughs will indicate appropriate application of Math Investigations and other best practices. 100% of third through fifth grade students will meet expectations on the Math TAKS test.	3TL, V, ITL	August 2007- June 2008, Spring 2008 TAKS results	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	

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	Science	Integrate inquiry based instruction to increase student achievement including 5-E's questioning and questioning that targets the unifying concepts in Science.	Lesson plans, formal observations, and walk throughs will indicate the implementation of inquiry-based strategies. 100% of students in 5th grade will meet expectations on the science TAKS test.	3TL, CRW, V, SD, ITL, Q	August 2007- June 2008, Spring 2008 TAKS results	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Science	Continue to use concrete models and manipulatives to reinforce scientific concepts.	Lesson plans, formal observations, and walk throughs will indicate appropriate application of Math Investigations and other best practices. 100% of third through fifth grade students will meet expectations on the Science TAKS test.	3TL, ITL	August 2007 - June 2008, Spring 2008 TAKS results	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	

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	Science	Students will articulate their understanding of science concepts through a daily notebooking assignment which will be collected, read, and responded to by the Leadership team at least one time each 6 weeks.	Classroom teachers, science specialist and administrators will meet to discuss the students' collective and individual understanding of the science concepts taught and to adjust the curriculum as necessary to insure success on the science TEKS. 100% of 5th grade students will meet expectations on the science TAKS test.	CIP, ITL, CRW, V, SD, Q	August 2007- June 2008, Spring TAKS results	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Science	Teachers in grades K-5 will collaborate with their grade level team and the cluster science specialist to develop assessments to track the progress of students as they master the science TEKS.	100% of students will score a minimum of 70% on each assessment. Administrators will monitor the assessments to insure that 70% of the assessments are written at a Level 3 and Level 4. 100% of fifth grade math students will meet expectations on the Science TAKS test.	CIP, CRW, AL	August 2007- June 2008, Spring 2008 TAKS results	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Campus Initiatives will focus on the district instructional goals. Student achievement will be enhanced through the 3R's.	Share Power Point that highlights the district/campus instructional initiatives for 2007-2008. All instructional goals will focus on one or more of the following: 3TL, CRW, V, SD, ITL, Q, GSF, AL, and CCR. Campus goals and expectations will be discussed. TAKS scores will be shared and challenges identified.	The Windcrest instructional team will develop a clear understanding of the district goals and initiatives. Agendas from staff development meetings, as well as faculty meetings, lesson plans, grade level meetings, classroom walk throughs and periodic evaluations data will produce evidence of student achievement.	CIP, 3TL, GSF, ITL	August 2007 PowerPoint Initiatives 2007-2008	Windcrest Leadership Team	

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	Strategies for Engagement ,Setting Objectives and Providing Feedback - Assessments and Student Goal Setting	Individual student goal setting with frequent feedback on progress towards TEKS mastery will be utilized. Individual student results on benchmark/common assessments, and classroom assessments will be used to guide goals setting.	Data from classroom assessments and benchmarks will be used to provide feedback to students with goal setting completed by collaboration between the teacher and students. All teachers will use all available data to set learning objectives and provide students with focused support.	GSF, 3TL, CIP	August 2007 - June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Gifted and Talented and Differentiated Instruction	100% of the Windcrest staff will be engaged in various staff development opportunities to help target GT strategies and other best practice methods to aid in differential instruction.	Lesson plans, formal observations, and walk throughs will indicate an understanding of how to develop and deliver instruction to all learning styles.	CIP, GSF, ITL	August 2007 - June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Accelerated Education and At Risk	The campus will recruit and hire highly qualified teachers and paraprofessionals. New teachers will be provided a veteran mentor teacher.	100% of teachers and paraprofessionals will meet the standards of NCLB. Agendas from new teacher and mentor meetings will reflect 100% participation and subjects discussed. On going professional development will be provided to help new teachers understand different formats of curriculum and campus and district initiatives.		August 2007- June 2008	Windcrest Leadership Team, new teachers and assigned mentors	

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	Accelerated Education At Risk and Parent Involvement	The campus will provide parents multiple opportunities to attend Parent Academy Sessions on a variety of topics throughout the year.	Increase the number of parents who complete the Parent Academy by 5%.	GSF	August 2007 - June 2008	Parent Involvement Specilaist - Melissa Gutierrez	\$2000 Title I Funds
	Accelerated Education At Risk and Parent Involvement	The campus will provide a computer in the Parent Involvement Room for parents to access the Parent Portal.	10% of parents will utilize the computer to access information on the Parent Portal.	GSF	August 2007- June 2008	Parent Involvement Specialist - Melissa Gutierrez	
	Accelerated Education At Risk	Students will be encouragedd to participate in two meetings per month with a focus on higher order thinking in Reading Book Clubs and Math Clubs.	Student participation records will reflect number of students involved in both clubs. Books read, games played, and question strategies will be kept and reflect 80% higher order thinking skills.	GSF, 3TL, ITL	September 2007- June 2008	Gifted and Talented Teacher, Leadership Team and volunteer teacher sponsors	
	Accelerated Education At Risk	Mentors will be provided for identified At Risk students to assist with academic and social challenges.	100% of identified At Risk students will be assigned a mentor. 100% of identified At-Risk students will demonstrate academic success as reflected in their daily grades, reorot cards, and assessments.	GSF, 3TL, ITL	September 2007- June 2008	Counselors, Administrative Team, Parent Involvement Specialist, and Kinder through fifth grade teachers.	

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	Accelerated Education At Risk	Kinder through fifth grade teachers will provide tutoring after school for students who are struggling academically as identified by their daily grades and a variety of assessments.	Tutoring rosters will reflect 100% attendance for those identified students. Grade and assessments will reflect student progress. 100% of third, fourth, and fifth grade students will meet expectations on the TAKS test.	GSF, 3TL, ITL	October 2007- May 2008	Kinder through fifth grade teachers, special ed teachers, PE, Music, GT teacher and Leadership Team	4500 Title I Funds
	Accelerated Education At Risk	The campus will conduct a comprehensive needs assessment, using the results to develop a clear and shared focus.	Campus Needs Assessment will be shared at a faculty meeting. Faculty meeting agenda will reflect discussion of the results of the Campus Needs Assessment.	CIP	August 2007- June 8	Leadership Team	
	Accelerated Education At Risk	Teachers will strengthen relationships by implementing Relationship Building Activities learned by the Experiential Learning Team.	All students will develop positive relationships with their teacher and feel a sense of support, which will develop a sense of community with the school.		August 2007 - June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	\$500 Title I Funds
	Accelerated Education At Risk	Parents will be invited to attend Kinder Round Up and First Grade Parent Information Night to insure a smooth transition from early childhood programs to local elementary school programs.	Parent attendance rosters will indicate attendance. Agenda will be kept to reflect topics discussed at the meetings.	GSF	August 2007, May 2008	Kinder and first grade teachers, and the Leadership Team	\$200

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	Accelerated Education At Risk	The Leadership Team will meet with every teacher on an individual basis to review student progress and plan intervention strategies as appropriated. Meetings will occur monthly.	100 % of students will pass classroom assessments, demonstrate improvement on TPRI, benchmark tests, and will meet expectations on the TAKS reading, math, and science tests.	CIP, GSF, 3 TL	August 2007 - June 2008	Leadership Team, Counselors, and grade level teachers	
	Library	The librarian will continue to implement the use of a Library Word Wall, introducing new vocabulary on a weekly basis.	Lesson plans will reflect teaching of library vocabulary in grades Kinder through fifth. Words will be listed in students' individual vocabulary notebooks.	ITL, CRW, V, SD	August 2007- June 2008	Librarian	
	Library	The librarian will meet with grade level teams to plan and create integrated lessons with a strong focus on curriculum and library TEKS. Kinder through second grade classess will be scheduled for an integrated library lesson a minimum of one time per 9 weeks, and third through fifth grade will be sceduled for an integrated library lesson a minimum of two times each 9 weeks.	Grade level agendas and minutes will reflect topics discussed. Lesson plans will reflect integrated plans. Periodic walk throughs will reflect implementation of integrated lessons.	CIP, CRW, ITL	August 2007- June 2008	Librarian , Kinder through fifth grade teachers	
	Parental Involvement	The Parent Involvement Specialist will provide opportunities for parents to acquire and apply knowledge and skills necessary to fulfill their role as their child's first teacher. Through involvement in Parent Academy Training sessions, parents will be motivated, encouraged, and empowered to support their children's education.	100% of parents registered in the program will receive a Certificate of Graduation from San Antonio College. There will be a 5% increase in the number of parents enrolled and participating in the Parent Academy.	GSF	August 2007- May 2008	Parent Involvement Specilaist - Melissa Gutierrez	

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	Parental Involvement	The Curriculum Committee will plan and implement a Fall Family Night with an emphasis on Reading, Writing, and Language Arts and a Spring Family Night with an emphasis on Math and Science.	Parent attendance rosters will indicate participation in the Family Events.	GSF	September 2007 - June 2008	Curriculum Committee Members, Windcrest Faculty, Leadership Team	\$1000 Title I Funds
	Parental Involvement	The librarian will plan and implement monthly Family Library Nights encouraging families to attend and participate on reading, playing games, or working on the computer with their child/children. Special guest speakers will be provided for identified occasions.	Family Library attendance rosters will indicate participation in Family Library Nights.	GSF	September 2007 - June 2008	Librarian	
	Guidance/ NEISD College Career Readiness Initiative	Counselors and students will meet with the parents and 5th grade students prior to the end of the year to discuss taking rigorous curriculum and the Gear Up Program for the Texas Grant.	Parent sign in sheets will indicate 100% compliance. Agenda of discussion topics will be kept on file.	CIP, GSF, CCR	Spring 2008	Parents, Counselors, Parent Involvement Specialist, Leadership Team, fifth grade teachers	
	Guidance/ NEISD College Career Readiness Initiative	Provide education and support regarding college readiness through Career Day and guidance lessons.	100% of students will participate in Career Day and guidance lessons. Guidance lesson plans will reflect topics discussed with regards to career and college readiness. Career Day plans will reflect which careers were highlighted. Student surveys will reflect 100% student participation and satisfaction.	CIP, GSF, CCR	Spring 2008	Counselors, Administrative Team, and Parent Involvement Specialist	

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	Attendance	The campus will provide meaningful and relevant instruction, activities, and incentive to encourage perfect attendance.	Attendance rate will be maintained or exceed the District Average. Phone calls will be made to parents of students who are absent. Home visits and conferences will be held with those students experiencing frequent attendance issues.	GSF	August 2007- June 2008	Windcrest Instructional Staff, Leadership Team	
	Special Education	All special education students will receive core reading, math, ELA, science, and social studies instruction in the general ed classroom.	100% of special education students will have access to on-grade level instruction in the curriculum TEKS. 100% of special ed students in grades 3-5 will meet ARD expectations on the TAKS test or on grade level TAKS M test.	3TL	August 2007- June 2008	Kinder through fifth grade teachers, special ed staff, PE, Music, GT teachers, IIT, Reading and Math Facilitators, Jeanie Weidenbach, and Tiffany Gill	
	Professional Development	Provide staff development to educate staff about working with At Risk Students effectively and to enhance awareness of students and families living in poverty.	100% of staff members will attend training and utilize effective strategies to increase at risk students' success.	CIP		Windcrest Staff	\$400 Title I Funds
	Professional Development	Send teams of teachers to Margaret Kilgo training to learn Data Driven planning and assessments for reading, math, and science.	100% of third, fourth, and fifth grade students will meet expectations on the reading, math, and science TAKS tests. Teachers attending training will provide inservice to the remaining staff to increase knowledge. 100% of teachers will incorporate strategies learned from Margaret Kilgo and will be reflected in lesson plans and formal walk through observations.	CIP, CRW, ITL	Fall 2007	Windcrest Instructional Staff, Leadership Team	\$4000 Title I Funds

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	Technology Applications	Continue to implement the use of classroom technology, computer lab, portable keyboards, and other technologies on a daily basis to integrate technology applications standards into the content area.	Lesson plans, formal observations, walk throughs will reflect the implementation of Technology What To Look For. Students will receive a minimum of 9 hours of technology instruction per 9 weeks grading period.	CIP, 3TL, CRW, ITL	August 2007- June 2008	Windcrest Instructional Staff, Leadership Team	
	Safe and Drug Free Schools	Implement SDF's awareness program, Red Ribbon Week, Second Step Program, Peer Mediation, Classroom Instruction, and guidance lessons. Programs will address: prevention or use of tobacco, alcohol, and other drugs, reduction of violence and bullying/improve school safety, and increase parental involvement in SDF's and increase student involvement in school activities.	Students will have increased awareness of the dangers of using drugs, alcohol and tobacco, develop tools to prevent acts of bullying and violence, increased parent involvement in SDF activities, and realize the benefits of being involved in school activities.	GSF, ITL	August 2007- June 2008	Administrative Team, Instructional Team, Parents, and Counselors	
	Discipline Management	In addition to following the district and campus behavior management plan, the campus will place emphasis on Character Building through guidance lessons, grade level meetings, and morning announcements. Students will additionally be recognized through weekly incentives to reward outstanding behavior, attendance, and improved academic achievement.	Student management will be reflected in positive ways such as the student daily agenda book, maintaining Self-Manager Badges, Student of the Month recognition, and monthly Shining Star Awards.		August 2007- June 2008	Leadership Team, Instructional Staff, Counselors	