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| 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 Hidden Forest <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 <u>http://intranet.int.neisd.net/si</u></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. | 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 |
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| 1 | Maintain Exemplary scores and focus on our Commended scores both with benchmark and state mandated assessments in reading for all students. | 1. Work with specialists with small group instruction, to identify specific needs of students and target those areas 2. Provide opportunity to study <i>Strategies That Work</i> , and implement specific strategies for student success 3. Close achievement gap of sub pops by targeting areas of weakness 4. Provide tutoring to targeted students | 1. IIT and Specialists will COMPED (coteach, observe, model, plan, disaggregate data) with teachers 2. Teachers will share chapter information at faculty meetings 3. Classroom walk throughs will show evidence of small group individualized instruction 4. Staff Development attendance and reflection on training | 3TI CRW V ITL Q | Four visits per grade level or faculty with specialists by Apr. 1, 2008 | Administration, IIT, reading specialists and teachers | Money for STW \$750 |
| 1 | Provide training and support for the implementation and deeper application of Building Blocks and Four Blocks through campus staff development | 1. Work with specialists to improve or review skills in teaching Guided Reading, Self Selected Reading, Writing, Working with Words | 1. Staff Development attendance and reflection on training 2. Classroom walk throughs will show evidence of mastery of blocks 3. Specialists will COMPED | ITL | Four visits per grade level/faculty with specialists by Apr. 1, 2008 | Administration, IIT, reading specialists, and teachers | |
| 1 | Continue focus on Writing K-5 | 1. Provide Randi Whitney staff development for primary grades and review for intermediate grades 2. Use of rubrics to self evaluate writing samples 3. Primary will continue with the Lucy Caulkins program for the first semester | 1. Staff Development attendance and reflection on training 2. Classroom walk throughs will show evidence of mastery of program 3. Fourth grade teachers will observe each other | ITL | Improvement on assessments | Administration, IIT, specialist, and teachers | |

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| 1 | Maintain Exemplary scores and focus on our Commended scores both with benchmark and state mandated assessments in math for all students | 1. Work with specialists within the instruction of Investigations and the 90 minute model 2. Utilize higher order questioning to evaluate student progress 3. Use of small group individualized instruction for specific student needs 4. Continue use of Exemplars 5. Use of mini assessments to guide instruction and monitor progress of students 6. Provide tutoring to targeted students | 1. Staff Development attendance and reflection on training 2. Classroom walk throughs will show evidence of mastery of training 3. Specialists will COMPED 4. Teachers will refer to Kilgo question stems, Talk Moves, 6 -Step Vocabulary | 3TI CRW V ITL Q | Three visits per grade level/faculty with specialist by Apr. 1, 2008 | Administration, IIT, math specialist and teachers | |
| 1 | Maintain Exemplary scores and focus on our Commended scores both with benchmark and state mandated assessments in science for all students | 1. Work with specialist with the instruction of science in the area Life Science and Earth Science 2. Science instruction will promote real life applications through continued hands-on-activities in the classroom and science lab 3. Use of mini assessments to guide instruction and monitor progress of students 4. Review Science TEKS through a vertical alignment exercise for all grade levels | 1. Classroom walk throughs will show evidence of effective science instruction 2. Specialist will COMPED 3. Evidence in student notebooks will show clear understanding of science TEKS | 3TI CRW V ITL Q SD | Three visits per grade level/faculty with specialist by Apr. 1, 2008 | Administration, specialists and teachers | |

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| 1 | Enhance school climate with a focus on teachers, students, and parents | 1. Committee will design a plan of activities that will focus on enhancing school climate that will involve students, teachers, and parents | 1. Reflection on activities from different groups 2. Reflection on activities from CIC 3. Reflection on mid year and end of year survey | | Committee will meet monthly | Administration and committee members | |
| 1 | Technology will be used as a tool for TEKS instruction | 1. Students will be exposed to technology as a tool for learning at least 2 or more times every two weeks 2. WP, PP, photo story, internet research, excel, publisher, kidspiration, alpha smarts, kid keys will be supported through class instruction and centers | 1. Students will have multiple opportunities to produce products with the use of technology 2. Specialist will COMPED | 3TL CRW V ITL Q SD | Three visits per grade level/faculty with specialist by Apr. 1, 2008 | Administration, Specialist, Technology committee, and teachers | |
| 1 | Special education students will be placed in an inclusive setting with co-teaching support | 1. Provide special education students with the opportunity to be taught and supported in the least restrictive setting 2. Provide teachers and assistants the training to provide differentiated instruction for special education students 3. Provide special education students with TEKS instruction based on their ability | 1. Feedback on implementation will be shared at ARD's 2. Staff Development attendance and reflection on training 3. An increase of special education students will be assessed on TEKS based assessments | 3TL CRW V SD ITL Q GSF | Three visits with specialist and inclusion teachers | Administration Specialist, Special Education and Regular Education teachers | |
| 1 | Provide a Character Education program through lessons provided by the counselors and the classroom teachers with a focus on bullying | 1. Use Project Wisdom in the morning announcements, guidance lessons and during class council meetings 2. Use Project Wisdom values during counselor or administrative referrals | 1. Decrease in referrals to the office 2. Decrease in referrals that deal with bullying | ITL GSF | | Staff | |

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| 1 | Deepen the implementation of Marzano's Five and SIOP strategies for improved instruction focusing on Rigor, Relevance, and Relationships for all children | 1. Staff will study <u>Classroom Instruction That Works</u> 2. Teachers will use graphic organizers to enhance student higher order thinking and analysis skills 3. Teachers will continue with the implementation of 6-Step Vocabulary development | 1. Classroom walk throughs will show evidence of the effective use of these strategies 2. IIT and Specialists will embed these strategies in all staff development 3. Administration will share chapter information at staff development meetings | ITL | Improved commended scores on assessments | Administration, IIT, and teachers | |
| 1 | Provide differentiated instruction to target all students in an effort to maximize the students' learning | 1. Meet with specialists to gather additional ideas for literacy centers, extension of lessons, and meeting the needs of GT students as well as special education students in the general education setting | 1. Classroom walk throughs will show evidence of differentiated instruction 2. Use of rubrics for differentiated lessons and activities 3. Staff Development attendance and reflection on training | ITL | | Administration, IIT, and teachers | |