

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**

Wilderness Oak 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/si/](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
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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	Reading/ELA	Provide teachers with continued training and support in implementation of Literacy Stations and small group Guided Reading (3-5).	All snapshot visits, formative walkthroughs, and lesson planning in reading will indicate use of literacy stations, and small group guided reading. 100% of students in grades 3-5 will meet expectations in TAKS Reading and Commended Performance will increase to 70%.	GSF, 3TL, ITL, CRW	Fall 2007- Spring 2008	Literacy specialists, IIT (Angela Heyde), Classroom teachers, Jane Jensen, Jeffrey Owens, Harold Massey	
1,3	Reading/ELA	Kinder and first grade teachers will send home supplemental readers at least once weekly for students to read at home in order to increase their reading abilities.	Home reading log will indicate student participation, and TPRI scores will show gains from Fall to Spring for all children.	ITL, GSF, CRW	Fall 2007- Spring 2008	Kindergarten and first grade classroom teachers.	\$1000 for purchase of books and reproducibles.
1,2,3,4	Reading/ELA	Plan & hold a Family Core/Literacy Night in which integration of Reading and Core Social Studies is shown.	50% of Wilderness Oak families will attend and gain ideas of strategies to use at home, resulting in increases in TAKS and TPRI scores.	CLP, ITL	Fall 2007	K-5 classroom teachers, IIT Angela Heyde, Language Arts committee	
1	Reading/ELA	Provide teacher support in vocabulary development for all students across content areas using the 6 Step vocabulary process and other strategies.	All snapshot visits, formative walkthroughs, and lesson planning will indicate appropriate application of vocabulary development strategies and 100% of students in grades 3-5 will meet expectations in TAKS reading, and commended performance will increase to 70%	CRW, V	Fall 2007- Spring 2008	Reading Specialist Gina Graham, Classroom teachers, Jane Jensen, Jeffrey Owens and Harold Massey	

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1	Reading/ELA	Support differentiated writing instruction by providing training and support in the implementation of writing workshop, six trait writing, and strategies for all steps in the writing process. Students will write across the curriculum in Science Notebooks, Math Journals, etc.	Formative walkthroughs, snapshot visits, and lesson planning for writing will indicate appropriate application of six trait writing principles and best practices of writing instruction. 100% of fourth grade students will meet expectations of writing TAKS and Commended Performance will increase to 70%.	CRW, ITL	Fall 2007- Spring 2008	Reading Specialist Gina Graham, Classroom teachers, Jane Jensen , Jeffrey Owens and Harold Massey	
1	Reading/ELA	Students in grades K-5 will complete each step of the writing process from brainstorming, prewriting, first draft, revising, editing, and publishing at least once a quarter.	Evidence of the process will be stored in the students' Language Arts folder, and 100% of student writing rubrics will show increase in student success as measured from Fall to Spring. Administrators will also read writing samples	ITL, CRW	Fall 2007 and Spring 2008	Classroom teachers, Jane Jensen, Jeffrey Owens and Harold Massey	
1	Mathematics	Utilize the vocabulary development process to teach all necessary vocabulary when introducing new mathematics concepts (Six Step Vocabulary Model). Use the district-wide grade-level math vocabulary list.	Using the "What to Look for in the Mathematics Classroom Checklist," 100% of formative walkthroughs will indicate application of skills acquired.	V, ITL	August 2007 through May 2008	Jane Jensen, Jeffrey Owens, Harold Massey, Cluster Math Specialist Julie Rychlik, K-5 Classroom Teachers	

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1	Mathematics	Throughout the utilization of North East Scope and Sequence, implement the Exemplars materials including student feedback and continue Investigations lessons with discovery-based learning. With the Investigations lessons, teachers will connect a TAKS-based question using TAKS format to the appropriate mathematics concept and 90 minute Math Plan will be utilized as will TEKS be displayed for students to view.	85% of students will score a minimum of 70 on each benchmark. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies. 100% of students in grades 3-5 will meet expectations in Math TAKS, and Commended Performance will increase to 70%.	AL, ITL, GSF	August 2007 through May 2008	Cluster Math Specialist Julie Rychlik, K-5 Classroom Teachers, Jane Jensen, Jeffrey Owens and Harold Massey	
1,2,3	Mathematics	Plan and hold a Family Math/Science Night to educate parents in Math Investigations and science inquiry.	50% of the Wilderness Oak families will attend and gain a better understanding of Investigations and science inquiry, resulting in increased Math & Science TAKS scores.	ITL, CPL	Spring 2008	Math Committee, Science Committee, Classroom Teachers, and PTA volunteers	\$100
1	Science	At least 1 teacher per grade level will attend all Scope meetings and share info. with team members to be evidenced in teacher's Science plans and lessons.	Students will have a wider variety of quality lessons when teaching the science concepts, as evidenced by snapshot visits, formative walkthroughs, and lesson planning. 100% of 5th grade students will show mastery on Science TAKS test with 70% commended.	CLP	August 2007- May 2008	Classroom teachers	
1	Science	Engage students in 80% hands-on laboratory and field experiences utilizing centrally-located science materials.	Lessons, walkthroughs and teacher implementation will reflect students' involvement in hands-on learning. 100% of students will meet expectations on TAKS Science in Grade 5, and Commended Performance will increase to 70%.	ITL	August 2007- May 2008	Classroom teachers, Jane Jensen, Jeffrey Owens and Harold Massey	\$500
1	Science	Teachers will improve current UBD unit(s) and incorporate them into the vertical alignment.	Students will have a broader understanding of content through essential questions and successful completion of assessments as evidenced by 100% of formative walkthroughs.	AL,Q, ITL,CLP	August 2007- June 2008	Classroom teachers Jane Jensen, Jeffrey Owens & Harold Massey	the 2007

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1	Social Studies	In order to enrich the curriculum, Core Knowledge and History Alive! will be taught as well as Social Studies TEKS.	Lessons, walkthroughs, and teacher implementation will reflect students involvement in relevant learning of Social Studies content.	ITL	August 2007- May 2008	Classroom teachers, Jane Jensen, Jeffrey, and Harold Massey	
1	Social Studies	Plan and hold a Core Knowledge "Hero Walk" during Texas Public Schools Week to highlight Core learning.	25% of parents will visit during Texas Public Schools week to view students' work and projects regarding Heroes. These parents will gain a better understanding of Core content as evidenced by parent surveys.	ITL, CLP	Mar-08	Classroom teachers and Jane Jensen	
1	Foreign Language	Implement an exploratory Spanish program taught by instructional assistants using the video program Espanol Para Ti.	A trained instructional assistant will teach utilizing a video Spanish program. Every student will have a minimum of 45 minutes of instruction in Spanish biweekly.	ITL	Aug-07	Jane Jensen, Instructional Assistants	
1	Gifted/Talented	The enriched G/T curriculum along with G/T Field trips will assure that G/T students will be commended on TAKS.	100% of G/T students will be commended on all TAKS tests taken in grades 3-5.	ITL	August 2007-08 TAKS results	Kay Stotts, Kathy Middleton, and Jane Jensen	
1	Library Services	Campus librarian will continue to implement participation and encouragement in daily reading.	Wilderness Oak will participate in the READ AROUND THE SCHOOL , a district reading incentive expanded from the 2006-2007 elementary reading incentive.	GSF	September 2007 -May 2008	Vicki Krebsbach, Classroom teachers	\$500
1	Library Services	The librarian will teach Big Six Problem-Solving and other research models to Grades K-5. Projects will be developed using inquiry techniques that support higher-level learning.	The librarian will guide at least one inquiry project each semester per class-including research projects in Lang. Arts, Science, and Social Studies.	CLP, GSF, CRW, ITL	August 2007- May 2008	Vicki Krebsbach, Classroom teachers	
1	Bilingual/ESL	On each grade level, there will be 3-4 ESL certified teachers. Teachers will be trained in the following areas: SIOP, compliance support, and classroom support for LEP students. This training will be implemented in each ESL classroom as evident in lesson plans.	LEP students will make one level gain in English proficiency as measured annually.	CRW, ITL, CLP, V, ITL	summer 2008	Kathy Johnson, ESL Teachers	

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1,3	Bilingual/ESL	A quarterly ESL Parent Education Coffee will be held to discuss ways parents can support their ELL learners.	50% of ELL parents will attend the Parent Education Coffees as evidenced by sign in sheets.	ITL	Sept. 2007 Nov. 2007 Feb. 2008 May 2008	Kathy Johnson, ESL Teachers	
1,2	Professional Development: Teachers new to the school/profession.	Provide targeted/effective mentor program for teachers new to the profession/campus which supports our vision.	100% of our new teachers will meet weekly with their mentors in order to develop and sustain a positive/supportive professional relationship.	CLP	August 2007- May 2008	Jeffrey Owens/Jane Jensen/Harold Massey/Mentors/ Mentees	
1,2	Professional Development: Teachers new to the school/profession.	Teachers new to profession will observe effective teaching practices twice a year.	Teachers will implement at least two effective practices within their classroom as documented by lesson plans.	CLP	August 2007- May 2008	Jeffrey Owens/Jane Jensen/Harold Massey/ Mentors/Mentees	
2,4	Accelerated Education At Risk	At-Risk students will be assigned a staff mentor to make weekly contact through personalized notes, visits, lunch, etc. Individual goals will be formed and reviewed. This program will be called "STARS" Sharing Time & Reaching Success	Students will show increased self-esteem and success, as measured by report card grades (academic and behavioral).	GSF	October 2007- May 2008	Kathy Johnson and Tracy Fazzone, All Staff	
1	Accelerated Education At Risk	Teachers will use Target Reading TEKS Score Cards with RAP and Voyager groups to document frequency each tested TEKS is taught and mastered.	100% of students with Target Reading TEKS Score Cards will pass the Reading TAKS test at the assigned grade level.	GSF, 3TL, ITL	Fall 2007 - Spring 2008	Angela Heyde, IIT, Classroom teachers who teach RAP and/or Voyager	
1	Special Education	Identified special education and regular education students will attend a co-funded content mastery center as needed for support.	Content mastery sign-in logs will document attendance, subject assistance, level of help and duration of time spent in the center.	3TL, ITL	Fall 2007- Spring 2008	STAT , special education teachers, general education staff members June 2007	

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1	Special Education	Enhance success in Gen Ed. for students with disabilities by developing training in inclusion & coteaching for gen ed. teachers.	Administrative team, special ed. teachers and general education teachers will attend workshops on the coteach model. As a result 100% of the special ed. students will show mastery on TAKS or another appropriate test as indicated by their IEP.	3TL, ITL	Fall 2007- Spring 2008	Special Ed. team, district Ed. staff	
1	Technology Applications	Teachers and students will utilize grade level trunks, computer lab, and other technologies on a regular basis to integrate Technology Application Standards into the content area.	100% of students will use computer lab or laptop trunks for a minimum of 9 hours during each nine week grading period as evidenced by lesson plans and student projects.	CLP, ITL	Each week	Classroom teachers, Technology Committee, Jane Jensen, Jeffrey Owens and Harold Massey	
2,3,4	Safe and Drug Free Schools	Plan and implement a comprehensive SDFS program that includes Reagan Peer Assistance and Leadership Program (PAL).	Student surveys will reflect increased student success and self-esteem through relationships with PALs.	GSF	September 2007-May 2008	Kathy Johnson and Tracy Fazzone, Reagan PAL sponsor	
2,4	Safe and Drug Free Schools	Plan and implement a Peer Mediation/Conflict Resolution program to aid in solving student conflicts on campus. Program will include training 4th and 5th grade students in conflict resolution skills.	Mediation/conflict resolution program will reduce office referrals by 10%. Students will demonstrate an ability to solve conflicts with peers. Mediation reports completed by campus to show successful conflict resolution.	GSF	October 2007- May 2008	Kathy Johnson and Tracy Fazzone	
1,2,4	Guidance	Counselors will have monthly guidance lessons in each class focusing on virtues, test-taking strategies, self esteem, problem-solving etc.	There will be improved student behavior as evidenced by fewer discipline issues and counselor/administrative referrals.	GSF	September 2007-May 2008	Kathy Johnson and Tracy Fazzone, Classroom Teachers	
1,2,4	Guidance	Counselors will meet with 5th grade parents and students prior to the end of 5th grade to discuss taking a rigorous curriculum, the Gear Up Program and college and career awareness.	100% of 5th grade students will meet with counselor one on one and majority of parents will attend the parent ed offering.	GSF	September 2007-May 2008	Kathy Johnson, Tracy Fazzone and Lopez Middle School counselors	June 2007

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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
1,3	Guidance	In order to stress college and career readiness, a Career Day will be held for grades 4th/5th.	100% of students will increase their level of college and career interests as related to their future career- shown by a written student component related to the day.	GSF, CRW	Fall 2007	Kathy Johnson, Tracy Fazzino and Classroom teachers	\$150
2	Health Services	Professional development focusing on documentation/medication will be provided to all teachers.	There will be a 100% compliance with district mandate concerning medication and documentation.	N/A	August 2007- May 2008	Deb Stull, Classroom teachers	
2	Discipline Management	Teachers will be trained and will implement the Self-Manager, Love & Logic and Class Meeting programs across grade levels.	90% of student body will receive an E or S in conduct for each grading period.	GSF	August 2007- May 2008	Jeffrey Owens, Harold Massey, Jane Jensen, Kathy Johnson, Tracy Fazzino, Discp. Comm, Classroom teachers	\$1,000
2	Discipline Management	The Administrative team will participate in the national conference for Love & Logic. The team will return to facilitate targeted discipline goals for the campus and will also train staff in Love & Logic procedures.	There will be at least a 5% decrease in discipline referrals at our campus.	GSF	August 2007- May 2008	Jeffrey Owens, Jane Jensen, Harold Massey, Kathy Johnson, Tracy Fazzino and Teachers	\$4,500
2	Discipline Management	Staff will implement the Second Step Program within classrooms to assist with creating empathy, anger management and a decrease in impulsivity and also as an Anti-Bullying curriculum to reinforce positive relationships.	There will be at least a 5% decrease in discipline referrals at our campus.	ITL	August 2007- May 2008	Classroom teachers	
1,3	Student Goal Setting	Using the student academic goal setting plan, teachers will communicate with parents about student achievement in fall. Student led spring conferences will celebrate student achievements and goal mastery in grades K-5.	100% of parents and students will participate in Parent Conferences, addressing student goals and progress.	GSF	Fall 2007 and Spring 2008	Classroom teachers	June 2007

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**

Wilderness Oak 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/si/](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	Student Goal Setting	Each grade level will develop a student goal-setting and feedback process addressing student progress every 9 weeks.	100% of students will be involved in setting goals and understanding their progress toward those goals.	GSF	September 2007-May 2008	Classroom teachers	