

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**NORTH EAST SCHOOL DISTRICT
CAMELOT INSTRUCTIONAL IMPROVEMENT PLAN
ELEMENTARY SCHOOL LEVEL
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					Reading	X				1A	Align and implement reading strategies that reflect Best Practices: reciprocal teaching, think alouds, writing to learn, questioning techniques, and graphic organizers. Elementary level - Four Blocks, Building Blocks Literacy Night Integration of Science and Social Studies into the Reading block. Accelerated Reader RAP	100% of teaching staff will use Best Practice strategies as evidenced by achieving a 2 or above on the Innovation Configuration and/or administrative walk-throughs. 100% successful administrative walk-throughs 5% family participation 100% of teaching staff 100% student participation on TPRI in grades K-2 100% student participation in grades 1-5	Last nine weeks of '05-'06 school year August, 2005- May, 2006 August, 2005- May 2006 August, 2005- May, 2006 August, 2005- May, 2006	Teaching Staff, Administrators, Librarian, District Reading Specialist, Instructional Intervention Teacher (Lara Quintero), and Title I Reading Teacher (Kristi Drzymalla), Family Specialist (Olga Figueroa)	\$1000
					Reading	X					Author presentation for grades K-5	100% student participation in grades 1-5	Twice annually	Administrators, Librarian, Instructional Intervention Teacher	\$3,000
					Reading/ Writing	X					Camelot Café	Writing samples written and read by students in grade one	May, 2006	First Grade team	\$50
X					Writing	X				2A	Improve student writing through implementation of Writing Workshop	100% of 4th grade students will pass TAKS writing test.	February, 2006	K-5 Teachers	

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X					Writing	X					2D	Implement a benchmark assessment program to guide writing instruction in K - 5.	100% of students at grades 2-5 will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2005-2006	K-5 Teachers, Administrators, IIT	
X					Writing	X					2E	Monitor benchmark assessments	Teachers and administrators will review benchmark data, adjust curriculum and meet with principal to discuss results.	Fall, Winter, and Spring of 2005 - 2006	K-5 Teachers, Administrators, IIT	
X					Writing	X					2F	Peer Editing	100% student participation in grades 2-5	Once per semester	Teaching Staff, Administrators, Librarian	
					Writing	x					2G	TAKS tutoring	At risk students grades K-5	Twice per week November thru April	All Certified Staff	
					Mathematics	x					3A	Utilize the revised North East Scope and Sequence for Grades K through 5.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence.	Fall '05- Spring '06	K-5 Teachers, Administrators, District Math Specialist	
X					Mathematics	X					3C	District math specialist will assist in maintaining campus focus.	100% of teachers will achieve successful administrative walk-throughs.	Fall 2005- Spring 2006	Math specialist, K-5 Teachers, Administrators	

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X				X	Mathematics	X					3K	Integrate the use of the following Best Practices into the math program: * inquiry/investigations * use of manipulatives * Mountain Math	100% of teachers will have successful administrative walk-throughs.	August, 2005 through May, 2006	K-5 Teachers, Administrators, District Math Specialist	
X					Mathematics	X					3L	Math Buddies	Vertical Planning with pairing of K/1, 2/3, 4/5	August 2005-May 2006	Teaching staff	
X					Mathematics	X					3N	Math TAKS Tutoring	100% At risk K-5 students	November, 2005-April 2006	Teaching staff	
					Science	x					4I	Teachers will implement Science vocabulary, hands-on experiments, and FOSS kits	100% of teachers will have successful administrative walk-throughs.	August 2005- May 2006	Teaching staff, Administrators, District Science Specialist	
X					Science	X					4I	Teachers maintain campus focus on TEKS through Science instruction	100% of 5th grade students will pass TAKS test	April, 2006	K-5 Teachers, Administrators	
					Science	X					4E	Teachers will utilize questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of administrative walk-throughs will show evidence of questioning	August 2005- May 2006	K-5 Teachers, Administrators	
					Science, Community Relations	X	X				4G	Science Fair presentations at the May PTA meeting.	Grades K-2--classroom presentations Grades 3-5 Individual participation	May, 2006	K-5 Teachers, Administrators, District Science Specialist	
X					Social Studies	X					5F	Teachers will implement vertical alignment of Social Studies TEKS through reading, vocabulary, and field trips.	100% of administrative walkthroughs will provide evidence of teaching strategies applicable to TEKS.	August 2005- May 2006	K-5 Teaching Staff, Administrators, Social Studies Specialist	

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X	X			X	Social Studies	X				5I	Multicultural celebration *Schoolwide assemblies *Classroom activities	100% of students will attend assemblies recognizing various cultures	Feb-06	Multicultural Committee, K-5 Teachers, Community Members	
					Gifted/Talented	X				6H	Identify and assess potential G/T students and recommend them to the cluster G/T representative.	Teacher/Parent observation and recommendation	Beginning and closure of each academic year.	Teachers and Cluster G/T Representative	
X					Gifted/Talented	X				6I	Differentiated instruction will be used.	100% of formative walkthrough will indicate problem solving strategies in action	August, 2005-May 2006	K-5 Teachers, Administrators	
X					Dyslexia	X				8A	Provide a program that identifies and meets the needs of dyslexic students.	100% of identified dyslexic students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	August, 2005-May, 2006	IIT (Kristi Drzymalla), K-5 Teachers, Administrators, STAT Team	
X					Professional Development	X					Staff will be highly qualified according to NCLB	100% of teachers and paraprofessionals will meet standards of NCLB.	August, 2005-May, 2006	Administrators	
					Professional Development						Implement teacher mentoring program	100% of new teachers will be matched with an experienced teacher and meet monthly to discuss questions and concerns.	August, 2005-May, 2006	Administrators, Counselors, New teachers, Mentor teachers	
X	X		X		Professional Development	X				13I	Provide staff development that will improve student achievement in academics.	100% staff attendance.	Designated faculty meetings and designated staff development days.	Campus Administrator and District Specialist	\$2,000

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X	X				Special Education	X	X	X		14D	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Increase the number of students with disabilities served in general education settings by 10% in order to decrease the district's ratio above the state's 125% average.	August 2005- May 2006	Special Education Campus Coordinators, K-5 Teachers	
X	X				Special Education	X				14E	Increase the percentage of students with disabilities taking TAKS to meet AYP accountability.	The number of students with disabilities taking TAKS will increase by 5%.	August 2005- May 2006	Teachers, Administrators, Special Education Coordinator	
					Special Education						Increase the achievement of students with disabilities on SDAA according to ARD expectations to meet AYP accountability	100% of disabled students taking SDAA	August 2005- May 2006	Teachers, Administrators, Special Education Coordinator	
		x			At Risk					15 I	Implement effective parental involvement activities to improve student academic achievement, school performance, and attendance	1% increase in student attendance; 10% increase in parent participation at school activities	August 2005- May 2006	Teachers, Administrators, Family Specialist, Counselors	Title One Funds
X					At Risk	X					Provide Kinder Orientation Round Up.	5% increase in Kinder parent participation and ease in transition.	April 2006	Administrators and Kinder teachers	
					At Risk						STAT at-risk students	100% STAT recommendations implemented	Sept. 2005-May 2006	Administrators, Counselors, Teachers, Family Specialist	
					At Risk						Implement Parent-Student reading program	Attendance at 'Parents As Partners' Literacy Night- 50% of K-2 parents	Monthly August 2005- May 2006	Administrators, Librarian, Family Specialist, K-2 Teachers	\$300

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					Parent Education							Provide curriculum Strategies for parents to use with their children.	10% Increase of attendance at Parent Academy sessions and Parent Academy graduates	August 2005- May 2006	Family Specialist	Title One Funds
X	X			X	Safe and Drug-Free	X				18B	Plan and implement a comprehensive SDFS program that includes: -Prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership program (PAL) - Professional Development - DARE - Second Step/Mediation/Conflict Resolution/Violence Prevention - Red Ribbon Week - Mentors and Love and Logic/ Self-Manager	Invite community participation in 100% of the campus safe and drug-free activities. 100% participation in Staff Development on Love and Logic and Self-Manager 100% student participation in Second Step program/ Self-Manager	August, 2005 through May, 2006	Teachers, Administrators, Counselors, DARE Officer, Pat Sanford, Family Specialist		
X	X		X		Discipline Management	X	X	X	X	23D	Use campus wide behavior management plan	100% student and staff participation in Self-manager and Love and Logic. Decrease in office referrals.	August 2005- May 2006	Discipline Committee and all Certified/ Classified Staff, Administrators	\$1,000	
X					Technology					17B	Teachers will use Gradespeed and Teacher web software to manage grades and improve communication with staff, students, and parents.	100% of teachers grades 2-5 who report numerical grades will use Gradespeed to report grades.	Daily and each 9 weeks	K-5 Teachers, Administrators, District TEchnology Coordinator/Specialist, Librarian		

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X					Technology						17C	Teachers and students will use keyboarding software and equipment to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests provided with software and developed by Career and Technology Education.	August 2005- May 2006	K-5 Teachers, computer Lab Assistant, District Technology Coordinator/Specialist	
					Technology						17D	NE Technology applications standards for students will be used to assess mastery for technology TEKS.	100% of students will demonstrate mastery of grade level technology standards as measured by rubrics and student work.	August 2005-May 2006	K-5 Teachers, Computer Lab Assistant, District Technology Coordinator/Specialist	
x		x			Technology						17E	Teachers and students will use classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of administrative walk-throughs will show evidence of implementation. 100% of classroom teachers will provide instruction in the computer lab once a week and use wireless computer carts as evidenced by lesson plans, lab schedule, and student products.	Weekly Every 9 weeks	K-5 Teachers, computer Lab Assistant, District Technology Coordinator/Specialist	