

**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  
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN  
DELLVIEW ELEMENTARY SCHOOL  
2005-2006**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals 1 2 3 4 5					TARGET AREA	LEVEL E M H D				CODE #	ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
X					Reading	X	X	X	X	1A	Align and implement reading strategies that reflect Best Practices: KWL, reciprocal teaching, think alouds, vocabulary building and writing to learn, graphic organizers, and RAP (K-5), Guided Reading, SRA. Elementary Level - Four Blocks/Building Blocks	100% of elementary (K-5) teachers will participate in collegial conversations about best-practices in reading  100% of 3rd, 4th, and 5th grade students will pass TAKS reading.	August, 2005 - May, 2006	Principal, Teachers (K-5), Campus Curriculum Facilitators	\$500.00 Campus Budget
X					Reading	X	X	X		2C	Support before, during and after reading strategies such as Say Something in the core content areas (English, social studies and science) through professional development.	100% of the elementary teachers, (English, social studies, and science) will implement before, during and after content reading strategies.	August, 2005 - May, 2006	Literacy Specialist, K-5 Reading Teachers	
X					Reading	X	X	X	X	2D	Provide all teachers instruction and support in implementation of best reading practices, targeting grades 3, 4 and 5 ie., Guided Reading.	100% of elementary language arts teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS. Grades 3, 4 & 5 teachers will implement strategies from Teacher Reading Academies and will instruct in small guided reading groups.	Summer 2005 - Spring 2006	Literacy Specialists, Principal	District Funds

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X					Reading	X	X	X	X	2F	Implement a benchmark assessment program to guide reading instruction 2-5.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress.	August, 2005 - May 2006	Literacy Specialists, Teachers	District Funds
X					Writing	X	X	X	X	2A	Improve student writing by aligning writing instruction K - 5th grades.	100% of students will pass TAKS Writing Test.  78% will score a 3 or above.	March, 2006	Principal, Teachers, Campus Curriculum Facilitators	\$500.00 Campus Funds
X					Writing	X	X	X	X	2C	Provide teachers instruction and support in implementation of writing workshop and in the essential elements of good writing.  Implement common instructional language and structure for the process of writing.	100% of elementary language arts teachers will receive instruction in Four Blocks, Six Traits, and writing workshop as appropriate to grade level.  100% of Language Arts teachers will score a 2 or above on the Innovation Configuration for process writing.	April, 2005 - June, 2006	Language Arts Specialists, Campus Curriculum Facilitators	District Funds
X					Writing	X	X	X		3F	Develop and implement a common end-of-semester assessment for selected courses to guide writing instruction.	100% of students in Grades 3 and 5 will be administered an end-of semester assessment.	December, 2005 May, 2006	Elementary Principal, Grade Level Teachers	District Funds

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X					Mathematics	X	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.  100% of campus will utilize common assessment for grades 2 and 5.	August, 2005 - May, 2006	Principal, Math Facilitator, Teachers	District Funds
X					Mathematics	X	X	X		3K	Integrate the use of the following Best Practices into the Math program: * Inquiry * Class Discourse (Say, Something; Think, Pair, Share) * Use of appropriate tools * Exemplars * Map (K-5)	100% of teachers will participate in collegial conversations about teaching mathematics.  100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	September, 2005 - May, 2006	Principal, Teachers, Campus Math Facilitator	
X					Mathematics	X	X	X		4I	Revise campus level common semester assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd grade students will be administered a common end-of-semester assessment.	December, 2005 - May, 2006	Principal, Math District Specialist, Campus Math Facilitator, Teachers	District Funds

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		X			Science	X	X	X		4A	Teachers will attend training to use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL, Science vocabulary in Word Walls, Concept mapping and Science Vistas.	100% of the formative walkthroughs will indicate use of effective teaching strategies.	September, 2005 - May, 2006	Principal, Teachers, Science Facilitator	District Funds
X					Science	X	X	X		5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of the walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2005 December, 2005 March, 2006	Patti Castellano, Campus Administrators, Campus Science Facilitator, Teachers	Campus Funds, if needed.
X					Science	X	X	X		5C	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science. Driven by data: Exemplars, Earth Science, Charts, Graphs, Differentiated Instruction.	100% of teachers will participate in collegial conversations about teaching science.  100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every nine weeks	Patti Castellano, Campus Administrators, Campus Science Facilitator, Teachers	

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X					Science	X	X	X		5D	Integrate the use of the following best practices to target diverse learners including: laboratory and field investigations, KWL, Word Wall, vocabulary development process, Say Something; Think, Pair, Share, Classifying, Streaming Videos, Science Exemplar Lessons, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Each Semester	Patti Castellano, Campus Administrators, Campus Science Facilitator, Teachers	
X					Social Studies	X	X	X		6A	Integration of technology into the subject area through professional development, and modeling of best practices such as Classifying, Say Something; Think, Pair, Share, and the vocabulary development process.	Walkthroughs will demonstrate compliance.	December, 2005 May, 2006	Campus Administrators, Campus Social Studies Facilitator, Teachers	

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	X	X		X	Gifted/Talented	X				9A	Integrate the Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies.  100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks.  Each nine weeks.	Kay Stotts, G/T Teacher	
	X	X			Gifted/Talented				X	9B	Implement the vocabulary development process, Say Something; Think, Pair, Share and Classifying as research based strategies in all G/T programs.	All curriculum units will incorporate these strategies.	Each nine weeks	Kay Stotts, G/T Teacher	
X	X	X			Gifted/Talented	X				9C	Implement <u>Understanding by Design (UBD)</u> curriculum units.	100% of the curriculum units will reflect UBD design elements.  On a rubric designed for UBD, 100% of students will score three or above.	Each nine weeks.	Kay Stotts, G/T Teacher	District Funds
X					Library Services	X	X			7A	Use Big Six Research Strategy, Grades 1 - 5.	Librarian will guide research project in Language Arts, Science or Social Studies.	August, 2005 - May, 2006	Librarian	N/A
X					Library Services	X	X	X		7C	Provide training in electronic databases. (Grades 1-5)	100% of librarians will use electronic databases.	August, 2005 - May, 2006	Librarian, Teachers	
X					Library Services	X	X	X		7D	Maintain focus on TEKS and curriculum integration.	100% of librarians will create integrated TEKS units.	August, 2005 - May, 2006	Librarian	

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X					Dyslexia	X	X	X		8A	Implement a dyslexia program on campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2005 -2006 School Year	Principal, Teachers, Instructional Intervention Teacher, STAT Team	
X					Bilingual	X				11A	Implement Pre-Kinder Standards.	80% of students taking the pre and post oral assessments will gain one level of Spanish language proficiency.	August, 2005- May, 2006	Principal, Bilingual Coordinator	
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%.	August, 2005 - May, 2006	Principal, Special Education Teachers	
X					Special Education	X	X	X		14F	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs and initial evaluations for all students will occur on time.	Monthly Special Ed. Meetings	Principal, Campus Special Ed. Coordinators, Counselors, Special Education Teachers	

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		X			Special Education	X	X	X		17F	Provide professional development to general and special education staff on differentiated instructional strategies like Say Something; Think, Pair, Share, vocabulary development process, and Classifying for serving students with disabilities in general education.	Special Education students taking TAKS will increase by 10% at each grade and in each subject tested.	Close of each semester	Principal, Special Ed. & Curriculum Specialists, Teachers	Campus Funds
X					Accelerated Education At Risk	X				15A	Increase student achievement in core academic areas and social/emotional skills.	Prekindergarten students will show improvement based on the comparison between the fall and the end of the year assessment using the Prekindergarten Checklist.	August, 2005 - May, 2006	PreKinder Teachers	
					Accelerated Education At Risk		X			15B	Assist Prekinder children in transition from Early Childhood programs to Kinder.	Y	April, 2006  August, 2005- May, 2006	Principal, Family Specialist, Teachers	\$300.00 Campus Funds
	X				Accelerated Education At Risk	X	X	X		15H	Provide staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend staff development related to teaching the At Risk student and Drop Out Prevention.	August, 2005- May, 2006	Principals, Counselors, Title I Coordinator	District Funds Title I Funds

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X					Accelerated Education At Risk  Professional Development	X	X		X	15N	Provide high quality professional development that will improve the teaching of academic subjects based on scientifically based research (teachers and assistants).	100% of the personnel working at Title I campuses with At Risk students will attend staff development related to methods and instructional strategies to strengthen the core academic areas.	July, 2005 - May, 2006	Principal, Teachers, Facilitators	Title I Funds

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		X			Accelerated Education At Risk  Parental Involvement	X	X			15O	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance by maintaining a Family Resource Center for parent training, meetings, and research. Materials included and available to parents include a Parent Resource Library, continuing education information, as well as social service information related to housing, childcare, insurance/health issues, clothing and food needs.  A computer is made available to parents to research: *NEISD Continuing Education Schedules *SAC Information *Job Searches *Map Quests *Parent Portal Gather data via parent survey about school's curriculum, instruction and assessment. Data shared with staff: Parent education classes formed from data. *1-2% increase in Parent Involvement at school.	1% increase in student attendance district wide at the Title I Elementary Campuses.  1% increase in parent attendance at school activities at each Title I Campus.	Every nine weeks	Principal, Counselor, Family Specialist, Parents	Title I Funds

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		X			Parent Involvement	X				15P	Provide an Early Literacy Development Center through our "Ready, Set, Read" Program, parents can access good literature to use with their children at home. Questioning techniques and interactive activities for parents are provided for each title.  Early Literacy Development training is also provided through KLRN's "Early On" Program.  Develop and maintain the Parent Support Network through which parents are trained to use workroom equipment and materials. Parents volunteer to become involved in preparing materials for classroom.	Parent Program Evaluation Forms are provided.  Parent Evaluations  Parent Volunteer Hours	Ongoing          Ongoing	Title I Family Specialist, Counselor, Administrators  Title I Family Specialist, Administrators  Title I Family Specialist, Math Facilitator, Administrators	Initial Investment through North East Foundation Grant of \$2,500.00 , in 2002-03; Maintenance and additions to program through Title I Funds  KLRN Grant Monies

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		X			Family Support	X				15P	Provide opportunity and coordinate family support through...			Title I Family Specialist, Administrators	
											Salvation Army's "Shoe In" Program, Alamo Heights Optimist Club "Coats for Kids", Assistance League of San Antonio "Operation School Bell", Elf Louise	More clothing and shoes for needy children.	Ongoing		
											Make Home Visits in order to... Provide and maintain communication with parent(s) regarding student progress and well-being; assess family needs and provide support accordingly.	Increased Parent Involvement	Ongoing	Title I Family Specialist, Administrators, Counselors, Nurse, Title I Family Specialist, Administrators	

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		X			Parent Education	X	15Q	Provide opportunity 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 through their education as well as continue their own.	100% of parents registered in the program will receive certification from San Antonio College.	Spring, 2006	Title I Family Specialist, Administrators	
								Provide English as a Second Language classes for parents each semester to develop communication skills and confidence with which to interact in our school setting and beyond.	Participant Feedback and Evaluations	December, 2005, April 2006	Title I Family Specialist, Administrators	

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					Community Involvement						Develop and maintain Tutor/Mentor Programs: Lee PALS Community Volunteers	PAL Community Service Hours Tutor/Mentor Hours	Spring, 2006  December, 2005, April 2006	Title I Family Specialist, Administrators	
X					Accelerated Education At Risk	X	X		X	15Q	Hire Highly Qualified teachers and assistants.	Personnel rosters and recruiting records will show personnel interviewed and hired for Title I campuses are fully qualified.	July, 2005 through June, 2006	Personnel Director, Principal	District Funds, Title I Funds
X			X		Accelerated Education At Risk	X	X		X	18K	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards.	Students will attend a minimum of 90% of the days and before & after school tutoring.	August, 2005 through May, 2006	Principal, Teachers, Academic Facilitators	Title I Funds
		X			Accelerated Education At Risk	X				18L	Provide individualized reading instruction to increase mastery of TEKS reading objectives (RAP).	Students receiving individualized reading instruction will master 100% of reading skills taught.	April, 2006  August, 2005- May, 2006	Principal, IT, Reading Facilitator	District Funds

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X					Accelerated Education At Risk	X	X			18S	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.	Assess the results of the District AEIS report.  100% of students with special needs will pass TAKS.	September, 2005	Principal, Don Dalton, Curriculum Coordinators	Title I Funds
X	X			X	Technology Applications	X	X	X		17A	Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs.  Staff members will provide technology training.	Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area.  100% of teachers will participate in at least nine hours of staff development that has a technology component.	August, 2005 - May, 2006  August, 2005 - May, 2006	Principal, Campus Technology Committee, Technology Specialists	Campus Technology Training Funds, District Funds
		X		X	Technology Applications	X	X	X		17B	Technology Committee will support teachers in the utilization of Grade Speed and Teacher Web software to manage grades and improve communication with staff, students, and parents.	100% of teachers who report numerical grades will use Grade Speed to record and upload grades.  100% of teachers will post essential classroom information as outlined in the Teacher Web template.	Daily, Weekly Every Nine Weeks  Each Nine Weeks	Principal, Teachers, Data Processor	

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X					Technology Applications	X	X			17D	Staff will support teachers in the utilization of the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills	100% of students will demonstrate mastery of grade level technology standards as measured by district proficiency tests, rubrics, and a student portfolio stored on a CD.	Nine Weeks	Principal, Teachers, Instructional Technology Specialists and Coordinators	
X		X			Technology Applications	X				17E	Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of classroom teachers will work with students a minimum of ten times during each nine weeks period using the wired and/or wireless computer lab for a minimum of forty-five minutes each time as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.	Weekly  Nine Weeks	Principal, Teachers, Technology Committee	

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

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

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1	2	3	4	5		E	M	H	D						
X	X		X		Safe and Drug-Free	X	X	X		18A	1) Classroom Guidance 2) Second Step Violence Prevention and Intervention 3) Capturing Kids' Hearts Curriculum	Campus plans indicates 100% compliance with Safe and Drug-Free mandates including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/Improve school safety 3. Increased parental and community involvement in violence-and drug prevention activities 4. Increased student involvement in school activities.	August, 2005	Principal, SDFS Contact, Campus Counselors, Teachers	Campus Funds, SDFS Funds

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X	X	X	X		Safe and Drug-Free	X	X	X	X	18B	Plan and implement a comprehensive SDFS program that includes: - Programs based on needs assessment - Violence and intervention prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership Program (PALS/Lee HS) - Mediation/Conflict Resolution (Capturing Kids' Hearts) - Professional Development - Capturing Kids Hearts' (grades 2-5) - Outside Agencies Mentoring Program	Needs assessment data interpreted and utilized to customize programs at local campuses.	August, 2005 - May, 2006  PAL Six Weeks Training and Service Report	Principal, Counselors, PAL Teachers, Family Specialist, Teachers	\$1,200 (PTA) (Capturing Kids' Hearts)
						100% of campuses will involve community in safe and drug-free activities.  100% of campuses will have mediation/conflict resolution program.	Service 25% of recommended "At Risk" 4th and 5th grade students.	August 2005 - May 2006	Campus Counselors Mentor Coordinator			\$200.00			
X	X		X		Guidance	X	X	X	X	22A	Implement the state-mandated comprehensive developmental guidance program. (TEC SS 33.001-33.009)	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	August, 2005	Counselors, Guidance, Leadership Team, Teresa Miller	

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X	X		X		Guidance	X	X	X	X	22B	Organization, planning and evaluation of Campus Guidance Programs.	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May, 2005	Counselors, Guidance, Leadership Team, Teresa Miller	
X	X		X		Guidance	X	X	X	X	22C	Organization, planning and evaluation of Campus Guidance Programs.	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September, 2005 December, 2005 June, 2006	Counselors, Principal, Teresa Miller	
X	X		X		Guidance	X	X	X	X	22D	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	100% of guidance counselors will reduce non-guidance tasks and activities in half.	August, 2005 - June, 2006	Counselors, Principal, Teresa Miller	
X			X		Guidance	X	X	X	X	22E	Organization, planning and evaluation of Campus Guidance Programs.	100% of campus guidance departments will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Counselors, Principal, Teresa Miller	

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X					Guidance	X	X	X	X	22F	Designate elementary cluster counselors and secondary contact counselors for each school in order to enhance program development, impart program expectations, and expedite communication between schools and central office.	100% of contact counselors will file agendas of their meetings with their constituency.	Monthly	Contact Counselors, Teresa Miller	
X		X			Guidance	X				22I	All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant SS 33.001-33.009)	Parent sign-in sheet will show 100% compliance.	April, 2005	Counselors, Principal	
	X		X		Discipline Management	X	X	X		23C	Training and motivation of school personnel for BMP implementation.  Implementation of Character Education and Discipline Management strategies from Capturing Kids' Hearts.	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2005 - May, 2006	Principal  Teachers	

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X					Health Services					24C	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance	August, 2005 - May, 2006	School Nurse, Clinic Assistant	