

**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.**

**West Avenue Elementary  
Campus Improvement Plan  
2005-2006**

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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			Impact on student and/or teacher learning measured quarterly				
					Setting Objectives and providing feedback: 1. DATA teams	X				X	1A	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	Use of multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	Administrators, Data Team, CIC, IIT	
X					2. Common Assessments	X				X	1B	Teachers from more than one school will come together to create, share and administer Common Assessments	100% of common assessments will adhere to the checklist or rubric for common assessments.	According to district guidelines (fall and spring)	Principal, teachers, district specialists	
					3. Feedback-- Benchmark Testing	X				X	1C	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	One benchmark per semester according to district guidelines	Administrators, teachers, district specialists	
					Research Based Strategies: 1. Identifying Similarities and Differences-- Classifying 2. Vocabulary Development Process 3. Strategies for Engagement	X				X	1D	Every teacher will use research based strategies including but not limited to classifying, teaching core vocabulary using a six-step vocabulary process, Say Something and Think, Pair, Share, before during and after reading strategies, concept mapping, reflection journals, using technology to enhance critical thinking, content-specific inclusion support, KWL, Word Wall.	100% of walkthroughs will show evidence of students working on district and campus research based initiatives and differentiated centers. 100% of common assessments will show evidence of research based strategies.	Ongoing	Administrators, teachers	

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X					Reading/ Accelerated Education At-Risk	X				1,15, 2E	1. Implement district TEKS Reading Scope and Sequence (Building Blocks and Four Blocks), Benchmark Co. materials, Fountas and Pinnell Phonics K-3, and intervention program. 2. Implement schoolwide "Read for Pleasure" initiative to enhance student performance (Cat "Tale" Readers, Literacy days-1 per nine weeks, Literature Circles, Book Clubs, buddy reading, storytelling, Literacy Night) 3. Improve student fluency and sight word mastery 4. Implement CMC for students not passing reading TAKS through STAT referral process.	100% of students will score at least 80% on grade-level and Benchmark Co. assessments. 100% of teachers will show an increase in at least one area of the Innovation Configuration. 100% of teachers will attend after-school district training. 100% of below level kindergarten students will attend after-school tutoring for 4-6 weeks in the fall and spring semesters.	K-2nd grades every nine weeks, Running Records K-2 each three weeks, 3rd-5th grades every three weeks	Teachers, CMC teacher, STAT committee	Title I funds; Voyager K-5
X					Reading	X			X	2F, 2G	Develop, implement, and monitor an assessment program (benchmark, 9-week or periodic) to guide reading instruction K-5 that meets TEKS, levels of Bloom's, and Kilgo training standards	100% of students at grades K-5 will be administered assessments to determine reading progress	Ongoing	Administrators, data team, district specialists, teachers	

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X					Writing/ Accelerated Education At-Risk	X				X	2, 15, 3A, B, C	Improve student writing instruction by implementing the district K-5 Writing Scope and Sequence through writing workshop, the essential traits of good writing, and strategies for all steps in the writing process, such as the use of classification as a pre-writing or organizational strategy..	100% of students will publish at least one writing piece per nine weeks. 100% of students at Grade 4 will meet expectations on the TAKS writing test. 100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Traits Writing instruction and evaluation	End of each nine weeks; May 2006	Teachers	Title I funds
X					Writing	X					3D, E, F,	Develop, implement, and monitor an assessment program (benchmark, 9-week or periodic, common) to guide writing instruction K-5 that meets TEKS, levels of Bloom's and Kilgo training standards	100% of students at Grade 3-5 will be administered periodic benchmark tests to determine progress in writing. 100% of students at grades K-5 will be administered assessments to determine writing progress.	Ongoing	Administrators, data team, district specialists, teachers	

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X					Math/ Accelerated Education At-Risk	X				3,15, 4A, B	1. Implement district TEKS Math Scope and Sequence by integrating the use of the following Best Practices into the math program: * inquiry, * class discourse (say something, think,pair, share), and * use of appropriate tools. 2. Implement CMC for students not passing math TAKS through STAT referral process.	100% of students will score at least a 80% on grade-level assessments. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies while adhering to district scope and sequence. 100% of students will score a minimum of 70 on each benchmark assessment. 100% of below level kindergarten students will attend after-school tutoring for 4-6 weeks in the fall and spring semesters.	K-2nd grades every nine weeks, 3rd-5th grades every three weeks	Administrators, teachers, data team, district specialists, CMC teacher, STAT	Title I funds
X					Mathematics	X			X	4H, I, J	Develop, implement, and monitor an assessment program (benchmark, 9-week or periodic) to guide math instruction K-5 that meets TEKS, levels of Blooms, and Kilgo standards.	100% of students at grades K-5 will be administered assessments to determine math progress	Ongoing	Administrators, data team, district specialists, teachers	
X					Science/ Accelerated Education At-Risk	X				4,5B, 15	Implement district Science TEKS Scope and Sequence, campus alignment, and Texas Science Safety Standards.	100% of students will complete at least one integrated product per nine weeks. 100% of walkthroughs will indicate adherence to the district scope and sequence and Texas Science Safety Standards. Science rotations grades 2-5 a minimum of three times per nine weeks.	Unit of study assessments; assessment per rotation; ongoing	Teachers	Title I funds

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X					Science	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.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every 9 Weeks	Teachers	
X					Science	X				5D	Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigation.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Nine weeks	Teachers, administrators	Title I Funds
X					Social Studies/ Accelerated Education At-Risk	X				5,15	Implement Nine Weeks Social Studies TEKS Scope and Sequence.	100% of students will be assessed at least once per nine weeks in a variety of forms.	End of each nine weeks	Teachers	Title I funds
X					Gifted and Talented/ Accelerated Education At-Risk	X				6,15	Implement gifted and talented strategies in the regular classroom through integrated units of study.	Two teachers per grade level will receive G/T training.	Fall 2005	Administrators, teachers	Title I funds
X					Library Services	X				7,15, 10A, D	Implement TEKS and curriculum integration through the Big 6 Research Strategies and/or electronic databases.	100% of students in 2nd-5th grades will complete one research project using library resources in their research guided by librarian. The librarian will create integrated TEKS units to be posted to a lesson plan database.	1st and 2nd Semester	Anne Peters, Librarian Teachers	Library Funds Title 1 Funds

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X					Library Services	X				10B, C	Provide training in SIRSI software and electronic databases, and provide centralized schoolwide and home access to all electronic resources.	The librarian will use SIRSI as indicated in monthly circulation statistics and will use electronic databases as indicated in semester statistics.	July, 2005 through June, 2006	Anne Peters, Librarian Teachers	
X					Library Services	X				10E	Evaluate campus library programs using revised Texas Library Standards model.	The librarian will complete output measure data collection.	First and second semester	Anne Peters, Librarian	
X					ESL	X				12A	Implement NE ESL Scope and Sequence and action strategies such as classifying, say something, think-pair-share and the vocabulary development process.	80% of the students taking the pre and post oral assessments will gain one-half year of language development	Fall/Spring	Grade level ESL teachers	
X					Dyslexia	X				11A	Continue implementation of a dyslexia program on each campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in STAT meeting notes and parent letters.	2005-2006 school year	Instructional Intervention Teacher	Local Funds
X					Physical Education	X				15	Students will participate in a balanced physical education program with an emphasis on TEKS and skill development and the district Showcase and track meet.	Through daily specials rotation, students will participate in a minimum of 135 minutes of physical education on a weekly basis. District standards	Weekly	Jaime Marquez, Physical Education Teacher	\$500 (local funds)

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X					Fine Arts	X				15	Students will participate in a balanced fine arts program that includes music, visual arts, and theater arts. Students will participate in the district's Young Masters and district choir concert. Fourth and fifth grade students will have the opportunity to participate in after-school vocal and bell choir	Through daily specials rotation, students will participate in 45 minutes of music (weekly), visual arts and theater arts (monthly). Fine Arts will be integrated in units of study developed by grade levels. District standards	Weekly	Music teacher, Campus Fine Arts Coordinator	\$500 (local funds)
X					Professional Development	X				13,15, 18N	Staff development will focus on district initiatives, research based strategies, differentiated instruction, and special education initiatives to improve the teaching of academic subjects.	100% of staff will attend campus/partnership (Roan Forest) Professional Learning Time (PLT), and district training related to methods and instructional strategies to strengthen the core academic program.	Ongoing	Administrators, Counselor, Teachers, District Program Specialists	Title 1 Funds
X					Professional Development	X			X	16F	Provide leadership capacity training for leadership/data team	At least one teacher per grade level will attend leadership/data training including but not limited to ILD for Teachers.	Per semester	Administrators, teachers	Title I Funds
X					Special Education	X				14,15, 17D	Increase Special Education students' participation in the general education classroom through inclusion.	Increase the number of students with disabilities served in general education settings to a level below the TEA 125% standard as reported on the data analysis system.	Fall, 2005	Special Educ. Teachers, Regular Educ. Teachers	Local Funds

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X					Special Education	X				17E	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Diagnostician, special education teachers	
X					Accelerated Education At Risk	X				18A	Increase student abilities and achievement in core academic areas through Content Mastery Center.	100% of CMC students will demonstrate increase in benchmark and content area scores.	Nine weeks	Teachers, CMC teacher	Title I
				X	Accelerated Education At Risk Resource Management	X			X	18M	Provide effective management of campus resources to maximize student achievement	100% compliance with State and Federal laws.	July, 2005 through July, 2006	Administrators, CIC	
		X			Accelerated Education At Risk Parental Involvement	X				18O, 15	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	Increase in student attendance. 1% increase in parent attendance at school activities and volunteer programs.	Every nine weeks	Administrators, Training Team, Family Specialist, Counselor	Title I Funds
X					Accelerated Education At Risk	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.	Ongoing	Principal, teachers, district specialists	Title I Funds

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X					Technology Application/ Accelerated Education At-Risk	X				17,15	Continue technology training for staff proficiency in new applications.	100% of teachers will gain proficiency in technology knowledge and skill areas.	Per nine weeks	Technology Committee, Teachers, District Technology Specialist	Local Funds
X	X			X	Technology Applications	X				20A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals.  100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS.  Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met.  Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly  Yearly  Monthly  Monthly	CTC, Administrators, Teachers	

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		X		X	Technology Applications	X				20B	Teachers will utilize GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents.	100% of teachers who report grades will use GradeSpeed to record grades.  100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades.  100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly  Nine-weeks	Teachers	
X					Technology Applications	X				20D, E	Implement 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 student products. 100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walkthroughs, and observations at least twice a semester.	Nine-weeks	Teachers, administrators	

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X	X		X		Safe and Drug-Free Schools	X				21A	Implement Safe and Drug-Free Schools program addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/Improve school safety 3. Increase parental and community involvement in violence- and drug prevention activities 4. Increase student involvement in school activities	100% of teachers will integrate the Second Step program and six virtue characteristics into weekly lessons. Campus plan will indicate 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	Weekly	Counselor, Teachers, Family Specialist	
X	X	X	X		Safe and Drug-Free	X			X	21B	Plan and implement a comprehensive SDFS program that includes: - Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals - Mediation/Conflict Resolution - Professional Development	Involve community in safe and drug-free activities.	Semester reports	Counselor, Teachers, Family Specialist	

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X	X		X		Guidance	X			X	22A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of students will participate in some form of guidance and counseling.	Twice per each nine weeks grading period	Lisa Johnson, Counselor, teachers	Local Funds
X	X		X		Guidance	X			X	22B	Organization, planning and evaluation of Campus Guidance Programs	Counselor 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 2006	Lisa Johnson, Counselor	
X	X		X		Guidance	X			X	22C	Organization, planning and evaluation of Campus Guidance Programs	Counselor 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	Lisa Johnson, Counselor	
	X		X		Guidance	X			X	22E	Organization, planning and evaluation of Campus Guidance Programs	Counselor will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Lisa Johnson, Counselor	

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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. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April 2006	Lisa Johnson, Counselor	
					Health Services					24E	Professional development sessions focusing on documentation and health clinic referrals.	Three sessions per year. Evaluations of sessions will reflect a score of 3 or above.	Ongoing	Nurse	
X					Discipline Management/ Accelerated Education At-Risk	X				23,15, 25 C	1. Revise and implement Behavior Management Plan through training. 2. Continue with "Cat Pride" rallies and behavior incentive program. 3. Continue implementation of safety patrol program. 4. Develop student leadership qualities through Student Council.	100% of staff will be trained in the BMP and TBSI. 100% of staff and students will participate in #2. Student participation and charter documentation.	August 2005 - May 2006	Administrators, Counselors, Teachers, Staff, 5th grade teachers and safety patrol sponsor, Student Council sponsor	Local Funds