

BOARD GOALS (BGs)
1- Challenge All Students 2- Safe & Supportive Atmosphere 3- Community Involvement 4- Character Development 5- Management of District Resources



CANYON RIDGE ELEMENTARY SCHOOL
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2008-2009
Canyon Ridge

"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.

- 3TL 3 Tier Instructional Model
- CRW Content Reading and Writing Strategies
- AV Development of Academic Vocabulary
- AL Active Learning
- CT Critical Thinking and Problem Solving
- DI Differentiated Instruction, Flexibility and Responsiveness

RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.

- GSF Goal-Setting and Frequent Feedback with Individual Students
- AFL Assessment For Learning--Strategies to Guide Instruction
- PGP Personal Graduations Plans
- CCR College / Career Readiness

RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.

- CLP Collegial Learning and Planning (i.e. professional learning communities)
- MCP Managing Classroom Procedures
- IA Improved Student Attendance
- PI Parent & Community Involvement

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	1. 90% of Kindergarten students will demonstrate mastery in 5 of 7 skills as tested on TPRI. 2. 90% of 1st graders will read Grade 1 Story 5 independently with 60 wpm and 6/8 comprehension questions correct. 3. 90% of 2nd graders will read Grade 2 Story 5 independently with 90 wpm and 6/8 comprehension questions correct. 4. 90% + 3rd, 4th, & 5th grade students will pass TAKS in all content areas tested. 5. Commended performance on TAKS will reflect 10 percentage points in all grade levels and content areas.	1. Refine and continue to implement grade level (including music and P.E.) UbD-based lesson planning to include Key Questions with focused higher order questions, Understanding Goals, Assessments, and Activities for all content areas. 2. Continue focus on small group instruction at all grade levels with on-campus specialists, district specialists, and/or IIT. 3. Continue to develop mini assessments that monitor student progress and document TEKS attainment. 4. Assess all students new to Texas and those without assessment data by the end of the first 4 weeks of school or within a month of enrollment. 5. Provide feedback to all teams based on walk throughs, benchmarks, scope and sequence lesson plans in team meetings 2x/month.	1. Lesson plans will be posted on grade level shared folder each Friday. 2. Grade level secretary will post minutes from weekly team planning meetings (including names of attendees) on shared folder. 3. Team planning minutes will reflect use of Schmoker's meeting protocol. 4. Mini assessments will document TEKS mastery information on each student. 5. Campus walk-throughs will reflect small group instruction. 6. Each grade level will schedule at least one meeting per semester with each district specialist assigned to CanyonRidge to discuss areas of concern. GLC will organize meetings and create agenda to include TEKS focus. 7. Counselors, IIT, and data processor will monitor collection of student assessment data for all students new to Canyon Ridge.	3TL, CRW, AV, AL, CT, DI, CLP, AFL	1. & 2. Weekly 3. Every 3 weeks 4. By end of Sept./monthly 5. Twice monthly	GLCs, Teachers, Admin., counselors, data processor	
1	Increase team collaboration to monitor student achievement and increase individual teacher skills.	1. Meet weekly as team to review student progress, share and evaluate student work, and plan collaboratively. 2. Utilize Results and Results Now strategies to create Team Norms and implement Lesson Planning Protocol to improve team meeting efficiency. 3. Each teacher will participate in one Conversation Club (book study). Selection will be made from list compiled based on campus need.	1. Walk throughs will effect consistency between classes on each grade level. 2. Each book study group will present important points/learnings to the faculty.	AFL, CLP	Weekly	Admin., Teachers	\$2500 for books

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	100% of ELL students will pass TAKS, LAT Reading, LAT Math.	1. ESL Team will meet monthly to focus on best practices in the ESL classroom, implementation of SIOP strategies, and plan remediation. 2. Meet with all ESL teachers monthly to review assessment data and develop plan to meet individual student needs. 3. Continue to develop a strong relationship with parents of ELL students through parent meetings.	1. Walk throughs will reflect effective implementation of SIOP strategies in all ESL classrooms. 2. Professional development presented for all teachers by ESL Team at least 3 times during the year.	3TL, CRW, AV, AL, CT, DI, CLP, AFL, PI	Monthly meetings	ESL Committee, Admin., ELL POC	\$500 Parent Meetings \$ 200 Prof. Dev. materials
1, 2, 3	1. All self contained special needs children will participate in grade level activities with their homeroom. 2. All SPED students in grades 3-5 will pass TAKS or demonstrate mastery on TAKS-AIT	1. Increase success in general education classroom and curriculum for students with disabilities through collaborative support. 2. Provide specialized training for paraprofessionals to increase success of special needs students in general ed. classes 3. Continue to sponsor monthly Support Group for parents of autistic students. 4. Meet monthly with SPED Team to focus on best practices, differentiated instruction strategies, student achievement, and remediation needs. 5. Staff classrooms to meet ARD expectations for all sped students.	1. Walk throughs in co-teach and inclusion classes will reflect successful implementation of differentiated instruction strategies and adequate staffing to meet ARD goals and objectives. 2. Professional development presented for all teachers by SPED Team at least 3 times during the year. 3. Schedule at least 5 meetings for paraprofessionals working with students to address skill development and individual concerns. 4. Work with parent chairs of support group to organize, publicize, and	3TL, CRW, AV, AL, CT, DI, CLP, AFL, PI	Monthly meetings	SPED Team, Admin, SPED GLC	1. Overtime pay for paraprofessionals as needed to complete training and meetings 2. \$200 for parent meetings to include materials, copying, and babysitting

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1, 2, 3,	100% of students will maintain their self-manager badge for the entire year	1. Implement CHAMPS in all classrooms. 2. Revisit core virtues as outlined in <i>The Basic School</i> with all staff and connect to Steps to Respect program, CHAMPS, Self-Manager, and Teaching with Love & Logic 3. Offer Parent Academy with emphasis on <i>Parenting with Love & Logic</i> , CHAMPS, and Self-Manager Program. 4. Introduce Cafeteria Teachers (instructional assistants) to work with each class to teach and practice cafeteria CHAMPS and procedures.	1. Complete 6 hours of CHAMPS training for all staff each nine weeks. 2. CHAMPS posters will be displayed throughout the school. 3. Lesson plans will reflect lessons to connect core virtues with daily life and literature, Steps to Respect (3-5), and CHAMPS. 4. Collect sign-in sheets from Parent Academy programs to monitor participation and to provide follow-up. 5. Cafeteria reward system will honor classes meeting grade level Cafeteria Goals.	CRW, AL, CT, GSF, CLP, MCP, PI	1. August (6 hours of training) & 6 hours after per 9 week period 2. August 25 (post CHAMPS) 3. Sept. 2008 & Jan. 2009 (Parent Academy) 4. 1st week of school (Cafeteria Reward Program)	CHAMPS TEAM, Admin, Counselors	
1, 2, 3, 4	1. Improve understanding of different cultures and communities. 2. Celebrate important cultural and community events. 3. Integrate the arts into social studies activities.	1. Continue Steps to Respect program (3-5) to increase understanding of individual differences and eliminate bullying. 2. Continue Core Knowledge social studies units. 2. Introduce Exploring to Learn program/activities through LINKS to reinforce Core Knowledge cultures studied by each grade level. 3. Schedule whole school celebrations (First Friday, Veterans Day, Celebration of Cultures, etc).	1. Lesson plans will reflect Steps to Respect lessons (3-5) and Core Knowledge units. 2. LINKS lesson plans will refelct Learning to Explore and Exploring to Learn activities to support Core Knowledge units. 3. Celebrations and culminating activities will be scheduled on monthly parent calendars, and reminders will be sent in Coyote Mail E-Blasts. Publicity requests will be submitted to Community Relations, Welcome Home, and The Howler newsletter. 4. Schedule First Friday activities with PTA Committee. 5. Display works of art. Invite classes on Gallery Walks.	CRW, AL, CT, GSF, CLP, MCP, PI	First Friday - each month Sept - May Exploring to Learn - Year long Monthly newsletter - Howler (PTA)	LINKS Teachers, Admin., Community committee, Climate committee, PTA, Counsleors, Teachers	PTA funded