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
2008-2009

CLEAR SPRING ELEMENTARY *Where Amazing Happens*

RESULTS

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	Strategies for Engagement:Six Step Vocabulary Development in all disciplines	Every teacher will teach the core vocabulary in all discipline using a Marzano's Six Step Vocabulary process outlined in Building Background Knowledge. Lesson plans will reflect the strategies and steps in the vocabulary development.	100% of walk-throughs and lessons will show evidence of six step vocabulary instruction. Student work in the vocabulary notebooks will reflect the use and comprehension of identified words in all disciplines. 100% of students will be on grade level by the end of the year in all academic areas (Reading/ ELA, Math, Science, Social Studies) School will achieve exemplary status.	AV	Sept 2008-- June 2009	Admin , Title One Faciliators, IIT, Teachers	
1	Strategies for Engagement: Setting Objectives and Providing Feedback - Assessments and Student Goal Setting in all disciplines	1. Student goal setting system, which includes frequent feedback from teachers, will be developed and implemented in every classroom (K-5) based on individual results on benchmarks, common assessments and classroom assessments and activities in all content areas. 2. All teachers will use formative and summative assessments to inform instructional decisions (including bu not limited to classroom observations/assessments, benchmarks, common assessments, TAKS, etc.) 3. Students will have an opportunity to participate in age-appropriate goal setting activities that allow them to track their progress.	Data will be used to provide feedback to students with goal setting completed by both staff and students. All teachers will use data to set classroom learning objectives and to provide students with focused support. Students will periodically review goals and be given feedback by teachers and other staff members. 100% of teachers will incorporate assessment strategies to guide instruction. Campus leaders and District Curriculum Specialists will assist teachers in reviewing data and assist in developing individual action plans. 100% of students will be on grade level by the end of the year in all academic areas.	GSF	Sept 2008-- June 2009	Title One Faciliators, IIT, Teachers	
1	Strategies for Engagement: Interactive Teaching and Learning	In order to cognitively engage all students in their learning, teachers will use Interactive Teaching and Learning strategies and adaptations of these strategies in all curricular areas. Strategies include, but are not limited to Say Something, Think-Ink-Pair-Share, and Talk Moves.	100% of walkthroughs and lesson plans will show evidence of these strategies. Stude knowledge levels will be increased as they interact with content.	CRW	Sept 2008 - June 2009	Administrators, Teachers, Family Specialist, Counselors, Title One Facilitators, IIT	
1	Strategies for Engagement: Differentiated Instruction in all disciplines	In all content areas teachers will differentiate instruction in order to maximize student success through the use of: sm groups, student sorkstations, etc.	100% of walk-throughs and lessons will show evidence of differentiated instruction in a disciplines. Students work will reflect the application of grade level TEKS in all disciplines. 100% of students will be on grade level by the end of the year in all academic areas.	DI	Sept 2008 - June 2009	Administrators, Teachers, Family Specialist, Counselors, Title One Facilitators, IIT	
1	Special Populations	1. Enhance success in general curriculum for students in special educaton, ESL, LEP, Gifted and Talented, and 504 through collaborative support in all content areas by using SIOP strategies, differentiated instruction, high levels of questioning, Marzano's best practices, RTI, and Redirection. 2. Gifted and talented students will participate in small group accelerated instruction to meet their needs.	100% of identified students will master TEKS on state assessments. 100% of students will be on grade level by the end of the year in all academic areas. 100% of gifted and telented students will achieve commended performance of TAKS.	3TL	Sept 2008 - June 2009	Administrators, Teachers, Family Specialist, Counselors, Title One Facilitators, IIT	
1	At-Risk Education	Elements of Ruby Payne training will be integrated into oth professional development.	An understanding of children who come from diverse backgrounds will help all staff bu significant relationships with each child in order to provide the support and resources they need to be successful.	CLP	Sept 2008 - June 2009	Administrators, Teachers, Family Specialist, Counselors, Title One Facilitators, IIT	
1	At-Risk Education	The campus will actively recruit and hire highly qualified teachers and paraprofessionals.	Personnel rosters and recruiting records will show personnel interviewed and hired for Title I campuses are fully qualified.		Sept 2008 - June 2009	Administrators	
1	At- Risk Education	Implement research-based instructional strategies to address the needs of all special population students including but not limited to: -Accelerated/retained students -McKinney students -Economically Disadvantaged students -All At-Risk students	100% of students will pass TAKS, TAKS I, and TAKS M	DI	Sept 2008 - June 2009	Administrators, Teachers, Family Specialist, Counselor, Title One Facilitators, IIT	
2	At-Risk Education	Teachers will strengthen relationships by greeting each student each morning by handshake, high five, or a hug. Frequent "Morning Meetings" will be held in all classrooms	Lesson plans and qalkthroughs will depict use of class meetings. All students will develop positive relationships with their teacher and feel a sense of support, which wil develop a sense of community within the school.	MCP	Sept 2008 - June 2009	Administrators, Teachers	
1	At-Risk Education	Increased instructional time will include before and after school tutoring, additional student clubs and KIN (District after school program)	Students involved in these programs will build self confidence, improve academic progress as demonstrated on district/campus assessments as well as classwork/homework	CLP	Sept 2008 - June 2009	Administrators, Teachers, Title One Facilitators, IIT	
1	Technology Integration in All Disciplines	1. Teachers will integrate grade level technology standards throughout instruction in all disciplines to increase students higher order thinking skills. 2. Teacher Technology proficiencies will increase.	100% of students will demonstrate mastery of grade level technology standards as measured by student produced technology projects in all discipline areas. 100% of teachers will successfully master the district basic technology assessment.	AL	Sept 2008 - June 2009	Teachers and Technology Specialists	
2,4	Safe and Drug-Free Schools	School activities will focus on Safe and Drug-Free Schools program efforts including goals and strategies for violence prevention and intervention. * Reduce use of tobacco, alcohol and other drugs among students through observance of Red Ribbon Week and one anti-drug lesson. * Reduce incidents of violence adn improve school safety through one anti-violence lesson each 9 week period.	All classrooms will receive guidance lessons that comply with the Safe and Drug-Free program objectives through student activities and projects.	PGP	Redribbon Week Activities - October 2008. All other activities Sept 2008 - June 2009.	Teachers, Counselors, Safe and Drug-Free Coordinator, Family Specialist	
2	Safe and Drug-Free Schools	Plan and implement a comprehensive SDFS program that includes: * PAL program * Conflict Resolution * Project Wisdom * Character Counts	Surveys of PAL students will reflect "exceeds expectations" in 95% of responses. 100% of classroom teachers will receive training on proper use of mediation/conflict resolution strategies.	PI	Sept 2008 - June 2009	Teachers, Counselors, Safe and Drug-Free Coordinator, Family Specialist, PAL Middle School Contact, Administrators	
2,4	Guidance	Organization, planning and evaluation of Campus Guidanc Programs.	Counselors will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.		September 2008, December 2008, June 2009	Counselors	
2,4	Guidance	Implement the state-mandated comprehensive developmental guidance program. (TEC 33.001-33/009)	Evaluation process will demonstrate that all required components have been implemented.	CLP	Sept 2008 - June 2009	Counselors	

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
2008-2009

CLEAR SPRING ELEMENTARY *"Where Amazing Happens"*

RESULTS

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.
- 21L 21 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
- PT Parent & Community Involvement
- 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
2,4	Guidance	Counselors will meet with students and parents prior to the end of 5th grade to discuss taking rigorous curriculum and the Gear-Up Program for the Texas Grant. (TGC 33.001-33.009)	Student and parent sign-in sheets will reflect attendance.	CCR	April - May 2009	Counselors	
2,4	Guidance	Classroom guidance lessons will be scheduled a minimum of once per month.	Classroom guidance lessons will increase in frequency	PGP	Sept 2008 - June 2009	Counselors	
2	Health Services	Provide support to parents/teachers regarding health-related absences and transition back to school and monitor individual attendance records on specific students.	Phone log will reflect calls to parents/physicians regarding absences.	IA	Sept 2008 - June 2009	School Nurse/Staff	
2,4	Discipline Management	Implement and review Behavior Management Plan which includes character education and school-wide discipline system to include CHAMPS as framework	100% of walk-throughs will reflect use of CHAMPS. Discipline referrals will decrease according to the PEIMS data.	MCP	Sept 2008 - June 2009	Students, Parents, Administrators, Teachers	
1,4	Attendance	Provide meaningful instruction, activities and incentives to encourage perfect attendance	Student attendance rate will meet or exceed 96.5%	IA	Sept 2008 - June 2009	Teachers and Administrators	
2,3	Parental Involvement	Prevention strategies that include family and community involvement as a key element in achieving program goals: * Extended Parent Guidance * One on One Assistance * Grandparent Academy	Campus staff will involve community in safe and drug-free activities such as the City-wide Red Ribbon Rally and parent/grandparent meetings.	PI	Sept 2008 - June 2009	Family Specialist, Counselors, Teachers, and Administrators	
1,2	Parental Involvement	Family Specialist will work with Data Processor to assist parents in accessing information using the Parent Portal.	100% of parents who wish to access the system will gain access to the Parent Portal	PI	Sept 2008 - June 2009	Parents, Family Specialist, and Data Processor	
3,4	Parental Involvement	Provide opportunity for parents to acquire and apply the 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.	150% of parents registered in the program will receive certification from San Antonio College.	PI	Sept 2008 - June 2009	Parents and Family Specialist	
3	Parental Involvement	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 will demonstrate an increased communication level between home and school.	PI	Sept 2008 - June 2009	Parents and Family Specialist	
3	Parental Involvement	Develop a rid maintain the Parent Support Network through which the parents are trained to use workroom equipment and materials. Parents volunteer to become involved in preparing materials for classroom.	Parent volunteer hours will be increased by 10%.	PI	Sept 2008 - June 2009	Parents and Family Specialist	
4	Character Education	Continue Character Education through a school-wide program of classroom and guidance lessons. An increase in recognition of students displaying character traits through community outreach including Spurs Recognition Program and "Gotcha Tickets".	100% of students will participate with all parents receiving information about the program. Office and counseling referrals will be decrease as a result of lessons and implementation of program components.	MCP	Sept 2008 - June 2009	Administrators, Counselors, and Teachers	
1	Professional Staff Development	Teachers new to Clear Spring or new to their grade level will be mentored by campus and district lead mentors. Administrators will meet a minimum of four times a year to review and reflect on instructional strategies and techniques to improve the quality of instruction and provide additional support within these particular classrooms.	100% of identified teachers will implement instructional strategies and effectively utilize tools in order for all students to be successful.	CLP	Sept 2008 - June 2009	Mentors and Administrators	
1	Professional Staff Development	Professional development will be differentiated to meet the needs of all teachers and staff as it relates to their needs and the campus goals.	100% of teachers will participate in campus/district based staff development and implement strategies learned.	CLP	Sept 2008 - June 2009	Administrators, Teachers, Title One Facilitators	
1	College and Career Readiness Initiative	Educate all students about commended levels. Use Goal Setting and Providing Feedback at a minimum of nce a month for each student.	50% of all 3-5 grade students will obtain commended scores on TAKS for each tested subject. 50% of all K-2 students will be independent at the designated grade's highest benchmark level.	GSF	Sept 2008 - June 2009	Administrators, Title One Facilitators, Teachers, and Counselors	
1	College and Career Readiness Initiative	Develop and implement curriculum bases assessments at least every two to three weeks. Use information/data to plan intervention strategies, tutoring, and small group instruction	100% of all students will be on grade level by the end of the year. 100% of all students will pass TAKS, TAKS I, or TAKS M on grade level and 50% of students will be commended.	AFL	Sept 2008 - June 2009	Administrators, Teachers, Family Specialist, Counselors, Title One Facilitators, IIT	
	Components of a Schoolwide Title One Program	A comprehensive needs analysis of the entire school community will be conducted annually. The survey will be based upon the performance of students in relation to TEKS and TAKS.	100% of parents will be offered the opportunity to participate in the needs assessment survey	PI	April - May 2009	Administrators, Family Specialist, IIT, Title One Facilitators, Teachers, Parents	
	Components of a Schoolwide Title One Program	All classroom teachers and instructional assistants will meet the designation of "highly qualified" in order to provide quality instruction for students.	100% of teachers and instructional assistants will meet minimum standards to be considered "highly qualified".		Sept 2008 - June 2009	Administrators, Counselors, Teachers, Instructional Assistants	
	Components of a Schoolwide Title One Program	All certified staff members will participate at least once per month in high quality, ongoing professional staff development.	Research-based staff development shall be differentiated to meet staff needs and focused on enabling all students to master TAKS standards	CLP	Sept 2008 - June 2009	Administrators, Counselors, Teachers, Title One Facilitators, Family Specialist, IIT	
1	Components of a Schoolwide Title I Program	The staff will plan and provide effective, timely assistance for any students who do not meet minimum standards on the TAKS test or TEKS-based benchmark exams.	Benchmark and TAKS data will be utilized to determine which students will participate in the Project Target TEKS tutoring and/or additional small group instruction activities in order to promote success on standardized assessments.	AFL	October 2008 - May 2009	Administrators, Teachers, Title One Facilitators, IIT.	
1	Components of a Schoolwide Title I Program	Provide an Early Literacy Developmnet Center. Through our Ready, Set, Read! Program and Early On KLRN program, parents can access quality literature to use with their children at home. Questioning techniques and interactive activities for parents are provided for each title. Take-Home Literacy based book bags will be sent home for the enhancement of reading at home.	Parent Program Evaluation Forms will indicate satisfaction with the program. 100% of completion of at home activities will reflect an increase in student achievement.	PI	Sept 2008 - June 2009	Parents and Family Specialist	
1	Components of a Schoolwide Title I Program	Teachers will create and/or utilize academic assessments that are TEKS-based, rigorous and designed to improve the performance of both the individual student and the instructional program as a whole.	100% of extended planning sessions will result in the creation of rigorous, TEKS-based assessments linked to TAKS and/or benchmark data.	CLP	Sept 2008 - June 2009	Administrators, Title One Facilitators, IIT, Teachers	