

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
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2008-2009
Coker Elementary**

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

RESULTS

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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
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 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)
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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	Reading Improve scores in TAKS Reading Grades 3, 4, and 5 on Objective 4 Critical Thinking Skills and Objective3 Strategies to Analyze	1. Provide teachers with training and support in implementation of Literacy Stations and small group Guided Reading with an emphasis on critical thinking skills and strategies to analyze. 2. Develop and implement use of student goal setting forms. 3. Provide teachers with continued training and support on the implementation of Bloom's higher order thinking questions.	All snapshot visits, formative walkthroughs and lesson planning in reading will indicate use of literacy stations, small group guided reading, and Bloom's higher order questioning.	3TL, SD, ITL, Q, GSF,	Fall 2008- Spring 2009	Literacy Specialist, IIT, Classroom Teachers	
	Reading Improve commended rate on TAKS reading to at least 50%	1. Teachers will implement vocabulary development for all students using the 6 step vocabulary process and other strategies. 2. Develop mini assessments that monitor students' progress 3. Analyze benchmark data and adjust instructional strategies to impact student results. 4. Teacher will utilize best practices such as graphic organizers, think-alouds, anticipation guides, content journals, KWL, literacy stations, small group guided reading and differentiated instruction.	1. All snapshot visits, formative walkthroughs and lesson planning will indicate use of 6 six step vocabulary process and best practices. 2. Mini assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data.	3TL, SD, ITL, Q, GSF, V	Fall 2008- Spring 2009	Classroom Teachers, IIT, Glennie Lecoche, Catherine Schweers	
	Math Improve scores in TAKS Math Grades 3, 4, and 5 on Probability and Statistics.	1. Teachers in grades K-5 will implement math vocabulary development for all students using the 6 step vocabulary process and other strategies. 2. All students will utilize math notebooks for problem solving and vocabulary development 3. Teachers in grades K-5 will utilize the 5 day problem solving model, Exemplars and differentiated instruction.	1. Administrators review of math notebooks will indicate use of problem solving strategies and vocabulary development. 2. Formative walkthroughs will indicate application of 5 day problem solving model, Exemplars, vocabulary development and differentiated instruction.	3TL, V, ITL, Q, A	Fall 2008- Spring 2009	Classroom Teachers, Glennie Lecoche, Catherine Schweers	
	Math Improve commended rate on TAKS math to at least 50%	1. Teachers will implement the use of the 90 minute math structure which includes 5 day problem solving, Investigations, exemplars, and math notebooking. 2. Integrate the use of best practices such as inquiry with higher order questioning, class discourse (ie Think-Pair-Share, Say Something) , goal setting, and graphic organizers.	1. All snapshot visits, formative walkthroughs and lesson planning will indicate use of 5 day problem solving model with Exemplars 2. Mini assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data	3TL, V, ITL, Q, A	Fall 2008- Spring 2009	Classroom Teachers, Glennie Lecoche, Catherine Schweers	

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	Writing Improve writing composition TAKS scores to 50% of tests scoring a 3 or 4	1. Provide training and support for teachers grades 1-2 to utilize the "Units of Study for Primary Writing" by Lucy Calkins 2. Provide teachers in grades 3-5 with support in continued implementation of the 6-Traits writing model. 3. Students will utilize writing notebooks daily. 4. Teachers will have a writing conference with each student weekly.	1. Administrators review of journals will reflect daily composition writing using 6-traits and Primary Writing. 2. Formative walk throughs, snapshot visits and lesson planning for writing will indicate appropriate application of six trait writing principles, Units of Study for Primary Writing and best practices.	3TL, CRW, V, ITL, GSF, A	Fall 2008- Spring 2009	Classroom Teachers, Virginia Guerrero, Glennie Lecoche, Catherine Schweers	
	Science Improve scores in TAKS Science grade 5 on Objective 4 Earth Science	1. Daily science lessons will incorporate hands-on experiments and field experiences 80% of the time. 2. Integrate the use of content area reading, writing and vocabulary using science notebooks. 3. Teachers will implement the use of the 90 minute science plan daily. 4. Integrate ELL students with non-LEP students for hands on science activities.	1. Lesson plans, walk throughs, and teacher implementation reflect students' involvement in hands-on learning. 2. Mini common assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data. 3. Administrators will check Science notebooks monthly.	3TL, CRW, V, ITL, Q, GSF, DI	Fall 2008- Spring 2009	Classroom Teachers, Glennie Lecoche, Catherine Schweers	
	Meet the instructional needs of all students in an organized and systematic way.	Provide staff development to promote implementation of best practices, focusing on differentiated instruction in all classrooms.	1. Lesson plans, and walk-throughs will reflect the use of best practices.	3TL, ITL, CLP, DI	Fall 2008- Spring 2009	Classroom Teachers, Glennie Lecoche, Catherine Schweers	
	Develop relationships with students to promote academic success	At-risk students will be assigned a personal cheerleader ("cub companion") to make weekly contact through visits, lunch, notes, etc.	Increased student self-esteem and academic success	GSF	Fall 2008- Spring 2009	Counselors, personal cheerleaders,	
	Character Education and Anti-Bullying	1. Staff will implement the Knights of the Guild Character Education Curriculum ("The Code") 2. Continue Peace Kids Service Club and monthly Knighting Ceremony programs to encourage leadership, relationships and character development among students.	Reduction of "Bullying" office referrals, fewer counselor referrals and improved student relationships.	GSF, MCP, IA	Fall 2008- Spring 2009	Counselors	

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	Increase parent involvement of at-risk students	1. Provide parenting classes 2. Provide ESL classes for parents, 3. Plan and hold a Family Math/Science night to educate parents in Math Investigations and Science Inquiry.	1. Increase number of parents attending classes by 20% 2. 50% of the Coker families will attend and gain a better understanding of Investigations and Science Inquiry.	PI, IA	Fall 2008- Spring 2009	Lupe Negley, Classroom Teachers, Math & Science committees	
	Reading Increase the percent of students passing TAKS reading in grades 3-5	1. Analyze previous year TAKS data 2. Analyze current year benchmark results. 3. Implement small group intervention with targeted students and specific identified skills.	1. Periodic mini-assessments 2. Benchmark test results.	CRW, GSF, AFL, AV	Fall 2008- Spring 2009	Classroom Teachers, Glennie Lecocke, Catherine Schweers, IIT	
	Math Improve passing rate on Math TAKS to at least 90% for all sub pops in grades 3-5 including Economically Disadvantaged.	1. Analyze previous year TAKS data 2. Analyze current year benchmark results. 3. Implement small group intervention with targeted students and specific identified skills.	1. Periodic mini-assessments 2. Benchmark test results.	GSF, AFL, AV	Fall 2008- Spring 2009	Classroom Teachers, Glennie Lecocke, Catherine Schweers	
	Vocabulary Development Increase vocabulary development in all content areas for ELL students.	1. Teachers will implement SIOP strategies in all content areas 2. Teachers will attend regularly scheduled campus based SIOP meetings.	1. All snapshot visits, formative walkthroughs and lesson planning will indicate use of SIOP strategies by all ELL teachers. 2. All ELL students will make one level gain in English Language proficiency as measured annually.	CRW, AL, AV	Fall 2008- Spring 2009	Bilingual and ESL Classroom Teachers, Glennie Lecocke, Catherine Schweers, Marcela Csitkovits	
	Attendance Increase attendance by 2%	1. Teachers will document phone contact with parents when students are absent. 2. Implement early intervention strategies for students with excessive absences insuring the previous school year. 3. Family Specialist will make intervene when absences become excessive.	1. Monitor absence reports each six weeks	IA	Fall 2008- Spring 2009	Classroom Teachers, Glennie Lecocke, Catherine Schweers, Lupe Negley	
	Technology	Teachers will use the North East Technology Applications Student Standards to assess mastery of essential knowledge and skills across the curriculum.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	CLP, 3TL, CRW, AL	Fall 2008- Spring 2009	Classroom Teachers, Glennie Lecocke, Catherine Schweers	

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	Positive Behavior Support	1. Implement CHAMPS program campus wide 2. Provide staff development for all staff on the CHAMPS model	Decreased number of office referrals	MCP	Fall 2008-Spring 2009	Classroom Teachers, Glennie Lecoche, Catherine Schweers, Counselors, CHAMPS Committee.	