

BOARD GOALS (BGs)



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2008-2009 - Colonial Hills Elementary School**

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

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 Se

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

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.

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 TAKS scores for ALL students by at least 12 points to reach 90%. Improve number of "Commended" students from an average of 20% to 30%.	1. Campus administrators will meet with all grade levels monthly to continue to analyze data and build on instructional strategies. 2. Campus Reading Specialist/IIT will work collaboratively with grade levels to facilitate TEKS based teaching, learning and creating assessments. 3. Continue to work with District Reading Specialist to assure alignment with district expectations/initiatives. 4. Campus and District Reading Specialists/IIT will collaborate with grade level teachers to improve instruction; specifically with small group guided reading, literacy centers/work stations and small group interventions (RAP). 5. All grade levels will work collaboratively with school librarian to create TEKS based lessons and reading initiatives (Battle of Books for 4th grade; Read Across the School for all grade levels; authors, illustrators and story teller presentations). 6. Implement "Paws"abilities Unlimited Reading Club to support students in need of targeted interventions.	1. Targeted TEKS based assessments will provide specific TEKS mastery information on each student: district benchmarks, TPRI/TejasLee, SRI/BRI/Flynt-Cooter, 4-Blocks benchmarking will add additional data. 2. Campus Administrators will conduct walk-throughs focused on reading and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Reading Specialist and IIT will conduct model lessons for teachers to focus on appropriate instructional strategies/question techniques. 4. Continue to actively participate in district reading professional development and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Campus administrators and Campus/District Specialist will review student assessments each 9 weeks and provide specific feedback to classroom teachers. 6. Classroom teachers will conduct student conferences to discuss assessment results and set goals for academic improvement. 7. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment on the campus. Feedback will be provided	3TL V ITL Q GSF AL CLP	1 Assessments (TPRI/Tejas Lees, BRI/Flynt-Cooter/4-blocks benchmarking) BegOY, MidOY, End OY 2. District Benchmarks 3. TAKS test 4. Ongoing training/staff development 5. RTI assessments	Campus administrators, Campus/district reading specialists, IIT, classroom teachers	

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



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	Writing: Improve TAKS scores for ALL students by at least 4 points to reach 100%. Improve number of "Commended" students from an average of 20% to 30%.	1. Campus Reading Specialist/IIT will work collaboratively with grade levels to facilitate TEKS based teaching & learning. 2. Continue to work with District Reading Specialist to assure alignment with district expectations/initiatives. 3. Campus and District Reading Specialists/IIT will collaborate with grade level teachers to improve instruction: specifically with 6-trait writing and literacy centers/work stations. 4. Librarian will supply titles to support the 6-trait writing. 5. Implement the "PAWS"abilities Unlimited Writing Club to support 6-traits writing. 6. Six-trait writing rotation within grade level six weeks prior to TAKS Writing to provide needed interventions.	1. District benchmark assessment results and writing samples will be reviewed by campus administrators and Campus/District Specialists to provide specific feedback to classroom teachers 2. Campus administrators will conduct walk-throughs focused on writing and provide immediate, specific feedback to staff on use of appropriate instructional strategies/techniques. 3. Campus Reading Specialists and IIT will conduct model lessons for teachers to focus on appropriate instructional strategies/questions techniques for writing. 4. Continue to actively participate in district writing professional development and meet with grade level teams to reflect on information to adjust teaching practices accordingly. 5. Lesson plans will be shared with grade levels weekly and will be discussed at weekly Leadership meetings to assure instructional alignment to the TEKS. Feedback will be provided to grade levels by administrators as appropriate. 6. Classroom teachers will conduct student conferences to discuss assessment results and goals for academic improvement.	3TL V ITL Q GSF AL CLP	1. Writing samples each 9 weeks 2. District benchmarks 3. TAKS test 4. Ongoing training/staff development	Campus administrators, Campus/district reading specialists, IIT, classroom teachers	

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	Family Specialist: Student achievement and effective instructional practices; Community/parental involvement; staff development	<ol style="list-style-type: none"> 1. Provide mentors, from groups such as Lee Pals, for at-risk students not currently mastering grade level TEKS. Mentors will meet with students weekly. 2. Family Specialist will provide consultation and coordination of school, home, and community by helping families identify available resources within the school and the community, link schools, home, and the community in coordinating educational partnerships. 3. Will provide intake information for students experiencing barriers to achievement and attendance, conduct individual or small group conferences for targeted students as needed, assist student progress in the classroom by providing support and information to school, staff, and parents, help students attain maximum educational benefits by referring them to special programs if necessary. 4. Schedule a minimum of at least 2 family nights during the school year, such as: Science night, Literacy Night, TAKS night, Math night. 5. Will act as an advocate for families and provide case management services by; maintaining home school links through home visits, identify, inform and refer school staff, 6. Provide consultation with teachers/administrators by pa 7. Contribute to staff development in the areas of parent co 	<ol style="list-style-type: none"> 1. Mentored students will show increase success in all areas. 2. Support will increase academic success for students at school and increase involvement for parents at home and at school. 3. Increase in attendance for students in school and decrease in discipline referrals. 4. Increase collaboration between Family specialist and staff to increase student success. 5. Parents will be exposed to outside speakers and resources that will be made available to them. 6. Increase registration of parents to the Parent Academy. 	AL CT DI GSF CCR MCP IA PI	ongoing	Family Specialist, Campus administrators, classroom teachers, counselor	