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| 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**
East Terrell Hills Elementary
"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 Semifinalists per comprehensive high school.

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| DISTRICT GOAL | CODES FOR STUDENT-CENTERED STRATEGIES |
| 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. | <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> 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 <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> 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 <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> 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 |
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| | <p>Academics (Core Content): Use student and research data to improve alignment of curriculum and teaching practices in grades PK - 5 in order to provide individualized instruction and support for all students in all subgroups and support programs including GT, SpEd, Dyslexia, DNQ, 504, SSI, At-Risk, Bilingual/ESL, Early Childhood, failing students and those performing below grade level expectations. Promote College & Career readiness with a variety of student activities.</p> | <ul style="list-style-type: none"> • Title I support staff and homeroom teachers will use student data and research to plan TEKS based instruction that maximizes use of best practices in lessons and aligns curriculum from one grade level to the next (Comp 1-3) • Title I support staff will model lessons and provide lesson feedback (Comp 4) • Title I support staff will assist homeroom teachers with small group instruction to provide students individualized instruction, specific feedback, and relevance to the TEKS (Comp 2, 3, & 9) • Homeroom teachers will use TAKS data to develop smaller instructional groups; each homeroom teacher will be responsible for RAP (Comp 2, 3, & 9) • Homeroom teachers will conference with each student about his/her progress and identify next set of target objectives to set goals (Comp 8 & 9) • Increase the number of science lessons (K-5) that are hands-on to 80% using SCOPE packet activities as well as support in the science lab and extended lab; Title I support staff will plan with each grade level and monitor lesson activities, science stations in class; notebooking (Comp 1-3) • Early childhood teachers will improve the transition of PK/PPCD students from half programs to the Kinder full day program by further aligning curriculum (Comp 7, 9, & 10) • Promote higher education by showcasing various colleges/universities throughout the campus (Comp 1 & 2) • Counselors schedule career day speakers with high interest presentations (Comp 1 & 2) • Title I support staff and homeroom teachers will provide after school tutorials minimum twice a week (Comp 2 & 9) • TAKS instruction efforts to address every subgroup (Comp 2) | <p>Student progress will be monitored using progress / failure reports, district and campus benchmarks and assessments such as teacher made tests, class observations & running records (Comp 8). Progress will be measured by..</p> <ul style="list-style-type: none"> • TPRI (more students on grade level), • Increase numbers of students scoring Commended Performance on TAKS • Make gains on TAKS reading from 93% to 100%, TAKS writing from 97% to 100%, TAKS math from 83% to 100% and TAKS science from 70% to 100% • Specific subgroups in Science such as Hispanic will be reviewed and monitored throughout the year in order to improve performance from 63% to 100%; Economically Disadvantaged will be reviewed and monitored to improve performance from 61% to 100% • Increase the number of 3s and 4s on the composition part of the 4th grade TAKS writing test | <p>3TL, CRW, AV, SD, AL, CT, DI, GSF, AFL, CCR, CLP</p> | <p>Minimum, each nine weeks</p> | <p>Homeroom teachers, Title I Support Staff, IIT, Bil. Specialist, GT, Sp.Ed., Fam. Specialist & Admin</p> | <p>\$200,000.00 Title I Fund</p> |

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| | Professional Development: Specific training will focus on improving teaching practices in all content areas, better implementation of support programs, further develop technology proficiency of teachers, and improving the various programs of our campus discipline initiative. Further efforts will be in place to attract highly qualified teachers and assistants. | <ul style="list-style-type: none"> • CHAMPS Training with other modules will continue (Comp 1 & 4) • Team of teachers trained at Marilyn Burns to present information to the rest of the staff (Comp 1, 3 & 4) • Title I Science will train and work with each grade level regarding notebooking, vocabulary development and scope (Comp 1, 3 & 4) • Tech committee to present and offer campus training regarding the Technology Proficiency Test-Basics level (Comp 1 & 4) • SIOP training for the rest of the staff on campus (Comp 1, 3 & 4) • Discipline committee to train staff on homeroom intervention, redirection, self-manager, admin intervention and bullying (Comp 1 & 4) • Work closely with district personnel to promote our school and initiatives at job fairs and college/university events (Comp 5) • Provide various opportunities for development for assistants, especially for those pursuing a teaching certification (Comp 4 & 5) | <ul style="list-style-type: none"> • Writing samples from all grade levels will be turned in to the administration • Improve teacher use of concrete models & manipulatives and improve math-literacy connection • Science notebooking samples will be turned in to the administration • All certified staff members to pass the Technology Proficiency Test-Basic level • Increase the numbers of teachers trained on the SIOP model to align ESL practices throughout the grade levels • Increased numbers of Commended Performance on TAKS; increased TAKS passing rates | CRW, AV, AL, CTQ, GSF, CCR, CLP | Monitor minimum every 9 weeks | Homeroom teachers, Title I Support Staff, IIT, Bil. Specialist, GT, Sp.Ed., Admin. | \$12,500.00 Title I Fund |
| | Character Ed: Improve implementation of the different levels of school wide behavior intervention; reinforce strategies for homeroom teachers, reaffirm the role of Redirection, the role of Self-Manager, and the roles of the counselor & administration | <ul style="list-style-type: none"> • Weekly school wide Self-Manager activities; special incentives for students maintaining the badge for long time periods (Comp 1 & 10) • Discipline committee will review & discuss office referrals (Comp 1 & 10) • Administration, counselors & homeroom teachers will focus on bullying prevention; Counselor & Redirection teacher role play bully scenarios in classrooms; overview with classes of the definition of bullying by administration (Comp 1 & 10) • Identify student leaders and build student capacity by encouraging more student peer mediators (Comp 10) | <ul style="list-style-type: none"> • Increased number of Self-Managers and those maintaining the badge for long time periods • Decrease the number of office referrals • Decrease the number of bullying situations • Increase the number of students who are trained with Peer Mediation • Improved overall student atmosphere | AV, AL, CT, GSF, PI | Monitor minimum every 9 weeks | Discipline Committee & homeroom teachers, Sp.Ed., Admin. | \$2,000.00 Title I Fund |
| | Parent / Community Involvement: Increase the number of parents involved with campus events as well as improve the quality of volunteering and parental support; form business partnerships with area business and provide specific adult education for our parents | <ul style="list-style-type: none"> • Parents trained through Family Fun Night, TAKS Parent Night, Parent Academy Health Fair & Raising Readers (Comp 2, 6 & 10) • Recruiting parents new to ETH, improve retention of majority of parent volunteers (Comp 6) • Mentor relationships for students to convey sense of caring & support and advocate for each one (Comp 2, 6 & 9) • ESL and computer literacy training for parents and community members at ETH (Comp 6 & 10) | <ul style="list-style-type: none"> • Increase the number of parents graduating from parent academy • Family specialist to continue actively recruiting the parents of PK students and students transferring to ETH • Increase the number of mentors for students • Increase the number of parents attending ESL and computer literacy training at ETH | AV, CT, AL, GSF, PI, IA | Monitor minimum every 9 weeks | Family Specialist, Counselors, Homeroom teachers, Admin. | \$50,000.00 Title I Fund |