

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

EI Dorado 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.

<p>DISTRICT GOAL</p> <p>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>	<p style="text-align: center;">CODES FOR STUDENT-CENTERED STRATEGIES</p> <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
2, 5	Core Curricular Areas	The campus will work closely with Human Resources to ensure all faculty and staff on campus are highly qualified as per No Child Left Behind guidelines.	Highly qualified faculty and staff; Winocular data	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal	HR dept.
1, 2	Core Curricular Areas	Curriculum Committees (i.e. Data Teams) and grade levels will meet to evaluate multiple data sources and identify students who are at risk of not meeting the state academic achievement standards.	Agendas/sign in sheets; At-Risk list; RTI documentation; Overall campus performance, to include gains in each subpopulation so that overall campus rating is exemplary	CLP, GSF, 3TL, CRW, ITL	Commitment - monthly; Grade levels - weekly	Principal, Assistant Principal, Teachers, Curriculum Committees	Data coach
1, 2	Core Curricular Areas	Faculty will analyze AEIS data to develop a Comprehensive Needs Assessment.	Current "Reality Data Report" ; Improved performance in all subpopulations	CLP, GSF, 3TL, CRW, ITL	Upon release of AEIS	Principal, Assistant Principal, Teachers, Curriculum Committees	
1, 2	Core Curricular Areas	The needs of identified At Risk students will be met through small group instruction, mentoring and tutoring.	Benchmark data; Progress reports, report cards, and TAKS scores	CLP, GSF, 3TL, CRW, ITL	Each six weeks	Principal, Assistant Principal, Teachers	
1, 2	Core Curricular Areas	Utilize COMPASS to analyze student performance on district and state assessments to guide data-driven instruction.	Updated spreadsheets based on assessment timeline	CLP, GSF, 3TL, CRW, ITL	Dates to align with assessment timeline	Principal, Assistant Principal, Teachers, Curriculum Committees	Data Coach
1, 5	Bilingual/ ESL	All teachers will be SIOP trained by end of 2008-2009 school year. Trained teachers will utilize instructional strategies.	Lesson plans, Walkthroughs, Faculty agendas, academic progress of ELL students (benchmarks, grades, TELPAS, TAKS)	CLP, ITL, CRW	Ongoing	Teachers, Administration	A-Train

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

El Dorado 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.

<p>DISTRICT GOAL</p> <p>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>	<p style="text-align: center;">CODES FOR STUDENT-CENTERED STRATEGIES</p> <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
1	Bilingual/ ESL	All Special Education teachers will be ESL certified by May 2009.	Certification documentation; cademic progress of SE students (bemchmarks, grades, IEP goals, TAKS)	ITL,	August, Dec, May	Teachers, Administration	
1	Bilingual/ ESL	Bilingual/ ESL teachers will meet monthly to discuss vertical team planning, and linguistic accomodations.	Agendas/ minutes/sign in sheets; academic progress of ELL students (benchmarks, grades, TELPAS, TAKS)	CLP, GSF, ITL	Ongoing	Teachers, Administration, Bilingual Specialist.	
1, 2, 4	Student Goal Setting	Implement student goal setting to provide students with ownership of their academic progress in grades 2-5 in targeted content areas . 2nd--reading; 3rd--reading; 4th--writing/reading; 5th--science	Goal setting conference sheets in student portfolios	CLP, GSF, 3TL, ITL	3 times per year	Principal, Assistant Principal, Teachers and Counselors	
1, 2, 4	Safe and Drug Free	Counselors will attend professional development opportunities provided by Safe and Drug Free Coordinator in order to increase drug awareness and anti-violence on campus.	School calendar outlining drug awareness and anti-violence activities; Office referral data	CLP, GSF, 3TL, CRW, ITL	monthly	Principal, Assistant Principal, Counselors	
1, 2, 4	Guidance Services	Counselors will meet with the 5th grade students and parents during the school year to discuss taking a rigorous curriculum and developing a three-year plan for middle school.	Agenda/sign in sheets; Middle school assignment sheets	CLP, GSF, 3TL, CRW, ITL	Ongoing	Counselors and Middle School Counselors	
1, 2, 4	Guidance Services	Counselors will continue individaul and small group guidance lessons that align with Campus Plan with targeted students K-5, in addition to classroom guidance.	Discipline Referral Data	ITL	Ongoing	Counselors; Leadership Team	
1, 2, 4	Guidance/College Awareness	Counselors will provide a career awareness program emphasizing the importance of a rigorous curriculum and the connection of early planning for college.	Student Survey to include question: Do you plan to go to college? What are your ideas for your future as an adult?; Career Week Plan	GSF	Ongoing	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
El Dorado 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.

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	Library	Librarian and teachers will use Big Six Research Strategy and online resources including encyclopedia and databases to explore a science topic in grades 1-5.	Lesson plans, Walkthroughs, Faculty agendas, academic progress of all students (benchmarks, grades, TAKS) in science.	CLP, GSF, 3TL, CRW, ITL	1st nine weeks	Librarian, 1st-5th grade teachers	
1	Library	Librarian and teachers from all grade levels will collaborate to create integrated Science TEKS units using library resources. The units will align with the district scope and sequence.	Lesson plans; Assessment results	CLP, GSF, 3TL, CRW, ITL	Once per semester	Librarian, K-5th grade teachers	
1	Mathematics	(1) data will be analyzed and district specialists will be consulted after each district benchmark. (2) district timelines for scope and sequence will be followed. (3) lesson planning and lesson plans incorporating the 90 minute district math plan will be shared among teammates weekly.	Lesson Plans; Walkthroughs; Assessment data (grades; benchmark results, TAKS) Team agendas/sign in sheets; Committee agendas/sign in sheets	V ITL Q GSF	Ongoing	teachers Title 1 teacher District Math Specialist Principal; Assistant Principal	District web site
1	Mathematics	Teams will determine math goals and priorities based on data, research and implement strategies that address the need, and reflect on the effectiveness.	Team Improvement Plans; Agendas/Sign in sheets; Lesson Plans; Walkthroughs; Assessment data (grades, benchmarks, TAKS)	ITL	2nd and 4th six weeks	all teachers	
1	Reading	Provide classroom teachers with instruction and support to improve quality of small group guided reading and development of literacy workstations through professional development and an expansion of resources.	Guided Reading Lesson Plans, Schedules, Walkthroughs ; Assessment data (TPR/ Tejas Lee; SRI; Voyager; Grades; Benchmarks; TAKS)	3TL CRW V ITL GSF	Ongoing	Classroom Teachers, IIT, Title I Facilitator	

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

EI Dorado 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.

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	Reading	Review data and focus on meeting the needs of struggling readers through improved implementation of RAP (Voyager and Soar to Success) in grades K-5 .	Rosters; Data spreadsheets; a (TPR/ Tejas Lee; SRI; Voyager; Grades; Benchmarks; TAKS)	3TL	Monthly	Principal, Classroom Teachers, IIT, Title I Facilitator	
1	Reading	Increase the amount of time students read independently in order to improve reading skills through book bags (2nd grade); time within the school day; time at home; documented reading logs.	Schedules; reading logs; Reprts	CRW V	2x per nine weeks	Classroom Teachers, Librarian	
1	Dyslexia	Continue to provide a dyslexia program on campus that meets state requirements. . The IIT will provide information to classroom teachers to help understand dyslexia, testing referral procedures, and classroom accommodations.	Checklists, teacher observation, and assessments.	3TL ITL GSF	Fall and Spring	Classroom Teachers, IIT	
1,2,3	Science	Use a vertical, inquiry- based science program that integrates reading, particularly guided reading, and science to meet the needs of all students including bilingual and special education.	90% passage of science TAKS. Lesson plans, formal observations and walk throughs will indicate the implementation of inquiry based instruction.	3TL ITL GSF	Ongoing	Principal, Assistant Principal, Teachers, Curriculum Committees	
1,2,5	Science	Teachers will teach science vocabulary in a systematic way based on the District scope and sequence. A common vocabulary will be determined, introduced over announcements and reviewed through a cafeteria science word wall.	90% passage of science TAKS. Lesson plans, formal observations and walk throughs, Word wall observations	3TL ITL GSF	Ongoing	Principal, Assistant Principal, Teachers, Curriculum Committees	Campus budget, Ti

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

El Dorado 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.

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
1,2,5	Science	Teachers will teach children to use notebooking (journals) in science for the purpose of prediction, recording data, and reflecting/drawing conclusions.	90% passage of science TAKS. Lesson plans, formal observations and walk throughs, Faculty sharing of high, medium and low notebooks.	3TL ITL GSF	October; February; April	Principal, Assistant Principal, Teachers, Curriculum Committees	
1	Science	Teachers will provide a minimum of one investigation/experiment via a lab approach in which children participate and engage in the scientific process.	90% passage of science TAKS. Lesson plans, formal observations and walk throughs	3TL ITL GSF	Each nine weeks	Principal, Assistant Principal, Teachers, Curriculum Committees	Campus budget
1,2	Special Education	Provide a special education support structure which maximizes student, special education teacher, and special education paraprofessional participation in the general education classroom.	A. The organization structure will maximize special education teacher and para professional classroom time in the general education classroom through a co-teach and direct support model. (1) Over 80% of the 5 Full Time Equivalent teacher positions will be allocated to direct general education support.	CLP, CRW, ITL	Ongoing	Principals, Special Education Chairperson	
1,2,5	Technology	Each class will utilize the wired or wireless lab 7 times per each 9 weeks to create student products.	Family Success Night displays, Lesson plans; walkthroughs and formal observations.	CLP, GSF, 3TL, CRW, ITL	Every other month beginning in October	Principal, Assistant Principal, Classroom Teachers	
1,2,5	Technology	Each class will integrate a specific software and/or hardware each 9 weeks and integrate it into projects or classroom activities, particularly in the area of science. Teachers will receive professional development as needed.	Family Success Night displays, Lesson plans; walkthroughs and formal observations.	CLP, GSF, 3TL, CRW, ITL	3 per year	Principal, Assistant Principal, Classroom Teachers	Librarian
1,2	Technology	Students will utilize the technology vocabulary of their grade level as per TEKS	Students will master technology vocabulary based on teacher observation. Teacher-created assessments.	CLP, GSF, 3TS, CRW, ITL	Each nine weeks	Teachers; Committee members; principal	

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
 El Dorado 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.

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, 2, 3	Writing	K-5 teachers will have attended or receive formal 6 Trait Writing Training or familiarization training and will develop a plan for implementation.	Lesson Plans; Walkthroughs; Formal observations; Writing assessment data; TAKS Writing--number of compositions scoring a 3 will increase by 5% and continue scoring at the exemplary level,	CRW, GSF, Q	Ongoing		
1	Writing	Continue alignment and implementation of Language Arts TEKS that reflect best practices as prescribed by the district.	Lesson Plans; Walkthroughs; Formal observations; Writing assessment data; TAKS Writing--number of compositions scoring a 3 will increase by 5% and continue scoring at the exemplary level,	CRW, ITL, 3TL, CIP	Ongoing	Principal , Assistant Principal, Teachers	
1,2,4	Discipline Management	All campus personnel will receive professional development on CHAMPS and will receive a copy of the book to use as a reference. CHAMPS expectations will be posted and reviewed in each setting (classroom; library; cafeteria,etc.)	Walkthroughs; Discipline referrals will decrease by 10%. Self Managers will increase by 10%. Student surveys will yield positive results.	CLP, GSF, 3TL, CRW, ITL	August; Monthly		
1,2,4	Discipline Management	All personnel will receive professional development and utilize the new NEISD Discipline Referral form as a way of documenting interventions prior to a referral.	Office discipline referrals will decrease 10%. Self Managers will increase by 10%. Student surveys will yield positive results.	CLP, GSF, 3TL, CRW, ITL	August; Monthly		

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

El Dorado 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.

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, 2, 4	Discipline Management	All campus personnel will use the Self-Manager format with the Love and logic philosophy in order to support students in following the NEISD student code of conduct. In addition a variety of strategies will be used to encourage positive behavior. Options include but are not limited to: school-wide "Extra Special" coupon drawings, communication folders, behavior contracts, office visits, counselor coupons, and positive notes home. Office referrals will be compared to the previous years and presented to the discipline committee.	Office discipline referrals will decrease 10%. Self Managers will increase by 10%. Student surveys will yield positive results.	CLP, GSF, 3TL, CRW, ITL	Monthly	Principal, Assistant Principal, Classroom Teachers; Discipline Committee.	
2, 3	Parental Involvement	Improve parent and community involvement through Student Success nights and Family Fun Nights in partnership with PTA.	Sign in sheets; Parent Survey	CLP, GSF, 3TL, CRW, ITL	Monthly	Principal, Assistant Principal, Classroom Teachers, Family Specialist	PTA Board
2, 3	Parental Involvement	"Kindergarten and You" presentation will be given to parents who have preschool students at PCI/Headstart.	Session evaluation; Agenda/sign in sheets	CLP, GSF, 3TL, CRW, ITL	TBA	Principal, Assistant Principal, Counselors; Kindergarten Teachers, Family Specialist	

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

EI Dorado 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.

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, 2, 3,	Attendance	Students will attain an attendance rate of 97% through classroom/ individual recognition, parent conferences, and written communication.	Student attendance rate will increase to 97% .	CLP, GSF, 3TL, CRW, ITL	Each nine weeks	Principal, Assistant Principal, Classroom Teachers, Data Processor	