

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
 HIDDEN FOREST ELEMENTARY 2008-2009**
"The goal makes the team." Mark Role ski
"Teams get results." Katzenback and Smith

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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
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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/ELA	1. Utilize specialist's expertise to help identify specific needs of students to target for small group instruction 2. Close achievement gaps of sub pops by targeting areas of weakness 3. Provide tutoring to targeted students beginning in October 2008	1. IIT and specialist will COMPAD (coteach, observe, model, plan, analyze data) with teachers on benchmark scores and state mandated assessments 2. Classroom walkthroughs will show evidence of small group individualized instruction 3. 100% of students in grades 3-5 will meet expectations on TAKES Reading and Commended Performance will be 70% or greater	3TL, CRW, V, Q	Four visits per grade level or faculty by April 2009	Gina Graham, IIT (Pam Rogers), Classroom teachers, Tammy VanCleave, Scott Cales	
1	Reading/ELA	1. Continue to work with specialists to improve skills in teaching Guided Reading, SSR, Writing and Working with Words 2. Provide teachers with continued training and support in implementation of Literacy Stations to include science and social studies and small group guided reading (K-5)	1. Staff Development attendance and reflection on training 2. All walkthroughs and lesson planning in reading will indicate use of literacy stations and implementation of small group guided reading. 100% of students will meet expectations on TAKS Reading and Commended Performance will be 70% or greater	3TL, CRW, GSF	Four visits per grade level or faculty by April 2009	Gina Graham, IIT (Pam Rogers), Classroom teachers, Tammy Van Cleave, Scott Cales	
1	Reading/ELA	Continue vocabulary development for all students across content areas using the district provided vocabulary lists with the Six Step Vocabulary Process	All three minute walkthroughs, formative walkthroughs, and lesson planning will indicate the use of vocabulary development across content areas in all grade levels	CRW, AV, 3TL, CT	Fall 2008-Spring 2009	Classroom teachers, Tammy Van Cleave, Scott Cales	
	Reading/ELA	1. Continue to provide support and training in the implementation of writing workshop, six trait writing, and Randi Whitney strategies for all steps in the writing process 2. Students will write across the curriculum in Science notebooking, Social Studies, and Math journals 3. Train all teachers in the use of rubrics to evaluate writing samples of students 4. K-5 students will complete each step of the writing process and publish at least once each nine weeks	Formative walkthroughs, three minute walkthroughs and lesson planning for writing will indicate appropriate application of six trait writing principles and best practices of writing instruction. 100% of fourth grade students will meet expectations on Writing TAKS and Commended Performance will be 70% or greater. The number of 3's and 4's on compositions will increase by 20%.	CRW, 3TL, CT	Fall 2008-Spring 2009	Gina Graham, Classroom teachers, Tammy Van Cleave, Scott Cales	

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1	Math	1. Continue to work with specialist in implementation of Investigations, the 90 minute math model, Exemplars, and the new math curriculum (Envisions) 2. Continue with higher order questioning to deepen the students' learning 3. Continue with small group instruction for specific needs, including tutoring and MAP 4. Analyze data from mini assessments and benchmarks to guide instruction and monitor progress 5. Use district grade-level math vocabulary list when introducing concepts and writing in math journals	1. Attend staff development trainings for grade level, reflect on training and share information with teams/faculty 2. Three minute walkthroughs, formal walkthroughs, observations and lesson plans will show evidence of implementation of 90 minute model, Investigations, higher order questioning, math journals and math vocabulary 3. Specialist will COMPAD (coteach, observe, model, plan, and analyze data) 4. Teachers will refer to higher order questioning stems and 6-step vocabulary 5. Using the "What to Look for in the Mathematics Classroom Checklist", 100% of formative walkthroughs will indicate application of best practices in math 6. 100% of students will meet the minimum expectati	3TL, CRW, V, AV, AL, Q	Three visits per grade level/ faculty with specialist by April 2009 Fall 2008- Spring 2009	Julie Rychlik, Classroom teachers, Tammy Van Cleave, Scott Cales	
1, 2, 3	Math/Science	Host a Family Math and Science Night including sessions to inform parents of strategies they can use with their children at home	50% of Hidden Forest families will attend and leave with a better understanding of grade level math and science strategies which will result in increased Math and Science TAKS scores	AL, CT, DI, PI	Fall 2008	Math Committee, Science Committee, Classroom teachers, PTA volunteers	\$100

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1	Science	1. At least one member of each team will attend all grade level SCOPE meetings 2. Instruction will promote real life application through 80% hands-on activities/labs with implementation of the 5 E's and notebooking 3. Use of mini assessments and benchmarks to guide instruction and monitor progress of students 4. Minimum of 2 visits per 9 weeks to Science Lab or garden 5. CAST conference in November (3 teachers)	1. Classroom walkthroughs will show evidence of effective science instruction 2. Specialist will COMPAD with teachers 3. Science notebooking will show clear understanding of science TEKS through students' reflective thinking, data collection and science vocabulary 4. Teachers will utilize higher order questioning stems, 5 E's and 6 step vocabulary 5. 100% of students will meet minimum expectations on TAKS Science with 70% commended	3TL, CRW, AV, AL, CLP, CT	Three visits per grade level/ faculty with specialist by April 2009	Charlene Danielson, Classroom teachers, Tammy Van Cleave, Scott Cales	CAST \$850
1	Student Goal Setting	Each grade level will develop a student goal-setting and feedback process addressing student progress every 9 weeks.	100% of students will be involved in setting goals and understanding their progress toward those goals.	GSF	August 2008-June 2009	Classroom teachers	
1	Library Services	The librarian will implement Battle of Books in grade 4 to promote the habit of daily reading.	All students in grade 4 will participate in Battle of the Books which encourages students to meet a personal goal during the challenge.	CIP CRW	August 2008-June 2009	Librarian and classroom teachers	
1, 2	Discipline Management and Staff Development	CHAMPS will be implemented in all grade levels to promote better classroom management and less discipline referrals. The campus trainer of trainers will conduct the staff development sessions to all teachers and assistants.	Evidence of implementation will be observed during walkthroughs and observations. There will be a 5% decrease in office referrals.	GSF	August 2008-June 2009	CHAMPS Campus Team, classroom teachers and assistants	

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3, 4	Parent Involvement	Six sessions on Parenting With Love and Logic will be held to discuss parenting issues	Evaluation will indicate that parents believed the training was helpful and needed.	CLP	October 2008- April 2009	Administrative Team	
1	Differentiated Instruction	1. Teacher book study <i>How To Differentiate Instruction in Mixed-Ability Classrooms</i> and implement specific strategies for student success 2. Attend the National Differentiated Instruction Conference, July 2008 and present learning to faculty during staff development sessions	1. Walkthroughs and lesson plans will show evidence of differentiated instruction 2. Teachers will utilize rubrics for differentiated lessons and activities 3. Staff Development attendance and reflection on training	3TL, DI	Fall 2008- Spring 2009	Teachers, DI Team: Tammy VanCleave, Julie Metcalf, Lynne Balbert, Tacey Derby	\$750 books, \$3000 conference
1	Technology	1. Students will be exposed to technology as a tool for learning at least 9 hours per 9 weeks 2. WP, PP, Photo Story, Web research, wireless trunks, Excel, Publisher, Kidspiration, AlphaSmarts, Kid Keys, Kid Pix, Graph Club will be supported through class instruction and centers	1. Students will have multiple opportunities to utilize technology and create products 2. Specialist will COMPAD 3. Standard V will be observed in lesson plans, during walkthroughs and observations	3TL, CRW, AV, AL, CT	Three visits per grade level/faculty with specialist by April 2009	Kelly Miksch, Tech Committee, Teachers, Tammy VanCleave, Scott Cales	
1	Special Education	Increase success of special education students on state assessments through continued inclusion/co-teaching support	100% of special education students will show mastery on TAKS, TAKS-A, or TAKS-M	3TL, CT, AFL	Fall 2008- Spring 2009	Special Education staff and General Education teachers	
2, 4	Character Education/Guidance	1. Use Project Wisdom on the morning announcements, guidance lessons, and during class council meetings 2. Use Project Wisdom values during counselor or administrative referrals	1. Decrease in referrals to the office 2. Decrease in referrals dealing with bullying	3TL, GSF	Fall 2008- Spring 2009	Julie Metcalf, Becky Spiekerman, Tammy VanCleave, Scott Cales, Classroom Teachers	

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1	Accelerated Education At Risk	1. Each child who failed any part of the Spring 2008 TAKS will be assigned a staff member to serve as his/her mentor 2. Each child considered at risk of failing or with chronic attendance issues will be assigned a staff member to serve as his/her mentor	100% of students failing a portion of the Spring 2008 TAKS test will pass all sections of the Spring 2009 TAKS test	GSF	August 2008- June 2009	Voluntary classroom teachers, Julie Metcalf, Becky Spiekerman, Tammy VanCleave, Scott Cales	
1, 5	ESL	Two teachers will be ESL certified on each grade level by Fall 2009	100% of ESL students will receive ESL instruction/SIOP by an ESL certified teacher	3TL	August 2008- August 2009	ESL Teachers, Becky Spiekerman, Tammy VanCleave, Scott Cales	
1, 5	Student Attendance	Continue classroom and schoolwide incentives for maintaining attendance goals of 97%: announce weekly class grade level winner with highest attendance, donations of bicycles and savings bonds for students with the highest attendance rate at the end of year	Maintain 97% campus attendance rate each 9 weeks	IA	Fall 2008- Spring 2009	Attendance committee, Lisa Roberts, Tammy Van Cleave, Scott Cales	
1	District Initiatives	Deepen the implementation of Marzano's Five and SIOP strategies for improved instruction focusing on Rigor, Relevance, and Relationships for all children by: using graphic organizers to enhance higher order thinking, analysis skills, vocabulary development, higher order questioning and technology. Teachers will discuss chapters from <i>Strategies That Work</i> at faculty meetings.	1. Classroom walkthroughs will show evidence of the effective use of strategies 2. Specialists will embed these strategies in all staff development 3. Chapters will be discussed at faculty meetings 4. Commended scores will improve on district and state assessments	3TL	Fall 2008- Spring 2009	District specialists, Teachers, Tammy Van Cleave, Scott Cales	
1, 3	Professional Development	4 Extended planning days will be provided during the school year for the teachers to analyze data and reflect on instruction	Benchmark scores will be analyzed and tracked throughout the year and teachers will meet with students individually about their results/data. Strategies of engagement and best practice will be reviewed. Teachers will reflect on their practice.	CRW, GSF, AL	October 2008, January 2009, March 2009, May 2009	Instructional specialists, Teachers, Tammy Van Cleave, Scott Cales, PTA	

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1, 2	Professional Development	Teachers new to the profession or grade level will observe effective teaching practices twice a year.	Teachers will implement at least two effective practices within their classroom as documented by lesson plans.	CLP	Fall 2008- Spring 2009	Mentors/ Mentees, Tammy VanCleave, Scott Cales	\$400 for subs