

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**

Jackson-Keller Elementary School
"The goal makes the team." Mark Rolewski
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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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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
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 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
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 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 Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Needs Assessment	A plan will be developed that identifies initiatives, demands high standards, ensures academic success for all students, and reflects vision of beliefs. <i>TI Component #1</i>	90% passing level on TAKS.	CLP	May-09	Principal	
1	Ensure that Curriculum, Instruction and Assessment Initiatives are aligned with TEKS (DATA).	Strategies for engagement and differentiated instruction will be a school-wide focus. <i>TI Component #2</i>	Benchmark data will set learning objectives in lesson plans.	CRW, DI	August 2008 - May 2009	All teachers, Principal	
1	Reading, Writing, Math, and Science	New students will be given Scholastic Reading inventory, and the Reading and Math Release TAKS to determine academic achievement levels. Title I, RAP, MAP, Spire, tutoring and Voyager programs will be provided to students whose achievement level is below their given grade level. <i>Title I Component #9</i>	90% passing level on TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide feedback.	AFL	August 2008 - May 2009	Title I teachers, classroom teachers, Principal	
1	Reading	Teachers will utilize literacy workstations to enhance and differentiate instruction. <i>Title I Components #2 and #9</i>	90% passing level on TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide feedback.	CRW, DI	August 2008 - May 2009	Classroom teachers, Title I Teachers, Principal	
1	Reading	Critical thinking skills using Bloom's Taxonomy and Margaret Kilgo stems will be a school-wide focus. <i>Title I Component #2</i>	100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 50% commended performance.	CT	August 2008 - May 2009	District Specialist, classroom teachers, Principal	
1	Reading	Teachers will be aware of reading level and record level each nine weeks. Teachers will address student needs through small groups. <i>Title I Component #9</i>	90% of students will pass Reading TAKS.	3TL, CRW, AFL	2008-2009	Title I teachers and classroom teachers	
1	Reading	Teachers will use Scholastic News, National Geographic, and other non-fiction materials as a supplement to target authentic reading skills. <i>Title I Component # 2</i>	An increase of scores based on comprehension as assessed on TPRI/Tejas Lee K-2 and weekly assessments 3-5 benchmarks.	3TL, CRW	August 2008 - May 2009	District Reading Specialist, Principal	

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1	Math	New teachers to J.K. will be mentored/coached by the Title I Math Specialist and will attend Math Investigations training. Title Math Specialist will work in-class with new teachers once per 9 weeks. <i>Title I Component #4</i>	Attend 1 peer coaching session per nine weeks.	CLP	Monthly	District Math Specialist, Principal	
1	Math	Target retained students and students that were not successful on Math TAKS for small group support. <i>Title I Component #9</i>	80% of the targeted students will pass math TAKS.	3TL, DI	Monthly	District Math Specialist, classroom teachers, Principal	
1	Reading/Math	Title I Reading & Math teachers will focus on identifying struggling students and provide small group support to the identified struggling learners (K-5), with focus on problem-solving, comprehension and vocabulary. <i>Title I Component #9</i>	90% of students will pass reading and math TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide additional feedback.	3TL, DI	2008-2009	Title I, all teachers, Principal	\$10,000 Title I funds
1	Reading/Math	Transportation, teaching supplies, and teacher salaries will be provided for professional staff members who tutor struggling students. <i>Title I Component #9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL	August 2008 - May 2009	Teachers and Principal	Target TEKS funds; Title I Funds, as needed
1	Reading/Math	Targeted 3rd Grade students will be identified for tutoring based on beginning of the year Reading and Math Benchmark results. <i>Title I Component # 9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL, AFL	August 2008 - May 2009	Teachers and Principal	Target TEKS funds; Title I Funds, as needed
1	Reading/Math	Targeted 4th and 5th Grade students will be identified for tutoring based on Reading and Math TAKS results from the previous school year. <i>Title I Component # 9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL, AFL	August 2008 - May 2009	Teachers and Principal	Target TEKS funds; Title I Funds, as needed

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1	Reading, Math and Bilingual	Provide teacher support, through walkthroughs and Professional Development, in vocabulary development of English and Bilingual students of math concepts and reading. <i>Title I component #4</i>	98% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 80% passing on TAKS and 50% commended performance.	CLP	August 2008- May 2009	District Math and Reading Specialists, classroom teachers, Principal	
1	Science	Provide students with experiences with various hands-on experiments in a lab setting. Each teacher will devote 40% of Science instruction time towards inquiry-based lab instruction and will emphasize the 5 E's. <i>Title I Component #2</i>	85% of students will score a minimum of 75 on each benchmark. 90% passing on Science TAKS, Benchmarks, and Unit Assessments.	3TL, AL	2008-2009	Classroom teachers, Science Specialist, Principal	\$5,000
1	Science	Each teacher will utilize streaming videos and vocabulary-intensive instruction to build background knowledge and science literacy. <i>Title I Component #9</i>	Vocabulary and video usage will be reflected in lesson plans. 100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 75% commended performance.	3TL, DI, AV	August 2008 - May 2009	Science Specialist and 5th grade teachers	
1	Science	All grade level teachers will meet twice a year with Science Specialist to plan 9 weeks of lessons. <i>Title I Component #4</i>	100% of walk-throughs and lesson plans will reflect integration and show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 50% commended performance.	CLP	August 2008, October 2008, January 2009 and April 2009	Science Specialist, 5th grade teachers, Principal	\$2,000 subs
3	Parent Education Involvement	The Administrative Team will coordinate with the Family Specialist to provide monthly parent education opportunities. <i>Title I Component #6</i>	Parent Involvement will increase by 10%	PI	August 2008- May 2009	Family Specialist and Administrators	\$2,000 Title I funds
3	Accelerated Education/At-Risk, NCLB, Title I; Parental Involvement	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance. <i>Title I Component #6</i>	2% increase in attendance each nine weeks. 10% increase in parental attendance at school activities.	PI, IA	August 2007- May 2008	Leadership Team and Family Specialist, Principal	\$1000 Title I funds

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3	Accelerated Education/At-Risk, NCLB, Title I; Parental Involvement	Host two family nights during the school year--Meet the Teacher Night and TAKS Night. <i>Title I Component #6</i>	10% increase in parent attendance.	PI	October and February of the given school year	Family Specialist	\$500 Title I funds
1	Professional Development, NCLB and Title I	Teachers will work with vertical teams and implement the Basic School concept. <i>Title I Component #4</i>	Collaboration of team members, vertical alignment, and integration of strategies into classroom instruction.	CLP	Once a month	All teachers, Principal	
2	Accelerated Education/At-Risk, NCLB and Title 1.	Provide staff development designed to educate teaching staff about working with at-risk students and children from poverty, both academically and socially. <i>Title I Component #4</i>	100% of personnel will attend staff development and apply strategies for all learners as outlined in walkthroughs.	CLP	August, 2008	Principal, classroom teachers	\$3,000
2	Professional Development	School-wide focus will be on positive classroom management through the use of CHAMPS. Initial training and ongoing support will be provided. <i>Title I Component #4.</i>	Consistent implementation of positive classroom expectations	CLP, MCP	July, 2009	Principal, classroom teachers	\$1,000
1	ESL/Bilingual	Bilingual/ESL teachers will meet monthly to discuss linguistic accommodations. <i>Title I Component s #2 and #4</i>	SIOP strategies are visible as walkthroughs and observations are conducted.	CLP	Monthly	Bilingual Specialist	
1	ESL/Bilingual	Increase amount of bilingual print throughout school. <i>Title I Component #2</i>	Bilingual print is visible throughout the school, in hallways as well as classrooms.	CRW	Monthly	Bilingual Specialist	\$1,000
1	Accelerated Education/ At-Risk	Highly Qualified teachers/new teachers will be hired and will be paired with a mentor teacher. <i>Title I Component #5</i>	Teacher will participate in NEISD cohort/support group.	CLP	August, 2008	Principal and classroom teachers	

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1	Pre-K and Kinder	Professional development for all Pre-K/K teachers focused on deepening understanding of Kinder TEKS. <i>Title I Component # 7</i>	100% of walkthroughs and lesson plans will show evidence of understanding and implementation of TEKS.	GSF and 3TL	August, 2008	District Specialist, classroom teachers, Principal	\$1,000
2	Pre-K and Kinder	Transition Pre-K students to Kinder by providing a Kinder Roundup to explain expectations in Kinder. <i>Title I Component #7</i>	Students will be prepared for school and have expectations	CLP	April, 2008	Kinder teachers, Principal	\$500
1	Setting objectives and providing feedback to Faculty	Frequent monitoring of teaching and learning through walk-throughs, observations and assessments. <i>Title I Component #4</i>	Increased student performance on TAKS and mastering of TEKS. 100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 50% commended performance.	CRW and CLP	August 2008 - May 2009	Principal and classroom teachers	
2	Federal, State and local services	All programs under NCLB, violence prevention, nutrition and vocational education are coordinated and integrated in the school. <i>Title I Component #10</i>	In compliance with the law.	CLP	August 2008 - May 2009	Counselors and teachers	
2	Strategies for engagement, student goal setting.	Career Day activities will be provided for all K-5 students.	Increase awareness of relationship between education and career.	GSF, CCR	October, 2008	Counselors and Family Specialist	\$500