

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
Stahl Elementary**

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

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
- 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
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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	Assessment	Utilize a variety of assessments including WebCat/benchmarks.	It will be reflected in lesson plans. Results will be reviewed to form groups for MAP and tutoring.	GSF AFL	Aug-May	classroom teachers	
1	Data Analysis (TRIAND)	3-5 teachers will review/utilize Margaret Kilgo training to expand use of higher level questioning at all grade levels.	Teacher walk throughs and lesson plans will reflect the use of Kilgo questions in all core subjects.	GSF CT	Aug-May	Administrators classroom teachers, math specialist(s)	
1	Math	Provide staff development	Classroom walk throughs, lesson plans, professional development attendance, presentation of information, demonstrations, modeling sample lessons.	AL	Aug-May	Administrators classroom teachers, math specialist	
1	Math	Teachers will continue using the Six Step Vocabulary model when introducing vocabulary for new math concepts.	Classroom walk throughs, lesson plans, student scores on assessments	CRW AV	Aug-May	Classroom teachers, Math specialist	
5	Math	Continue multi-step problem solving in grades K-5.	Classroom discussions. Math journals. Math specialist will model lessons. Students will provide evidence of math thinking in journal note booking and use of Best Practices	AL CT	Aug-May	Administrators classroom teachers, math specialist	
1	Math	Continue implementation of TERC and Exemplars to include the Envision textbook adoption.	Utilization of techniques and strategies as modeled in sample lessons and training provided by the math specialist. Specialist will be available to provide training on new adoption.	AL GSF	Aug-May	Classroom teachers, math specialist	
1,5	(Math) Improve 3-5 TAKS math scores by 5 points overall	Use of Exemplars for rigorous math instruction. 90 minute math scheduled daily.	TAKS scores increase. District Benchmarks increase.	AL GSF AFL CT	Aug-May	Classroom teachers, Math specialist	

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1,5	Writing	Continue to develop instructional language and structure for the process of writing using the 6 Traits model for all grade levels.	New teacher training. Lesson plans. Walk-through. Streaming videos. Author presentations/visits. I-Bistro. 100% of 4th grade students will meet expectations on Writing TAKS and TAKS-A	CRW AL GSF	Aug-May	Admin. Teachers, Librarian	
1,5	Writing	Teachers will continue utilizing the Units of Study for Primary Writing (gradeS 1-2)	Walk throughs and lesson plans.	CRW AL	Aug-May	Admin, classroom teachers	
1,5	Higher order thinking skills (Reading)	Utilizing Junior Great Books with small group instruction (grades 2-3)	Increase number of commended performing students in TAKS Reading. Increase number of students qualifying for GT program.	CRW CT DI	Aug-May	Librarian	
1,5	Reading	"Read Kids Read" program	Increase in the number of students participating in a variety of reading incentive programs offered throughout the year.	CRW GSF	Aug-May	Classroom teachers Librarian	
1	Reading	Teachers will implement vocabulary development for all students using the 6 Step Vocabulary process and other strategies.	Walk throughs. Reading lesson plans. 100% of students in grades 3-5 will meet expectations in TAKS Reading.	CRW AFL AV	Aug-May	Classroom teachers, administrators	
1	Reading (RAP)	Identify and provide small group instruction for at-risk students. K-2 based on TPRI results, 3-5 based on Benchmark BRI and SRI results, voyager, and Ticket to Read.	Students identified will demonstrate growth in fluency and early literacy skills.	AFL	Aug-May	Classroom teachers, IIT	
1	Reading (comprehension and connection with text)	Continue to implement <u>Reading With Meaning</u> for grades 1 & 2.	Strategies will be shared in team meetings with IIT and Reading Specialist.	CRW 3TL DI	Aug-May	1st and 2nd grade classroom teachers, administrators, IIT, District Specialist	

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1	Reading	Kinder will know all letters/sounds. Students will be on level C.	Scores will be reflected in TPRI results.	CRW AL AFL GSF	Aug-May	Classroom teachers	
1	Science	Students will continue to participate in at least one hands-on activity for each objective of the 9 week grading periods.	Walk throughs and lesson plans will show evidence of instruction in each objective.	AL CT	Aug-May	Classroom teachers	
1	Science	Align instructional and material resources to support standards based instruction (TEKS). Continue expansion of materials in Stahl's science lab.	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and modifications for diverse learners to be taught in the science lab setting.	AL GSF DI	Aug-May	Classroom teachers, science specialist	
1	Science	K-5 teachers will integrate the use of journal notebooks to reflect understanding of content.	Classroom teachers will review journal notebooks to check for understanding of content.	GSF AL AV CT	Aug-May	Classroom teachers, administrators	
1	Science	Continue to provide 5th grade teachers instruction and support in Earth Science through the use of TEX Says/Scope meetings.	Students in grade 5 will pass the science TAKS test with 90% or above.	AL GSF AV	Aug-May	Classroom teachers, science specialist	
1	Math, Reading, Science and Writing	Saturday academies will be available for students in danger of failure for students in grades 3-5.	Lesson plans, Benchmarks, failure on TAKS, teacher observations.	3TL CRW AV AL CT GSF AFL	Oct - Apr 5 months	Admin, IIT, Teachers	\$22,000 every Saturday \$11,000 every 2nd Saturday

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1	Math, Reading, Science and Writing	Co-teach/IF classrooms will provide special education students the opportunity to stay in the general education classroom and receive grade level instruction while receiving special education support (PPCD-5)	Benchmark scores, TAKS assessments on grade level	CRW AV AL	Aug-May	Administrators, Teachers, Spec. Ed Teachers, IIT	
1	Bilingual/ESL Teachers and Students Spanish/English PK - 90/10% K - 90/10% 1st - 80/20% 2nd - 70/30% 3rd - 60/40% 4th - 50/50% 5th - 40/60%	One-Way Bilingual teachers will fully implement Building Blocks and Four Blocks. They will adhere to the 2008-2009 Revised NEISD Two-Way/One-Way/Bilingual/ESL Framework for guidance to instruction in mathematics, social studies, and science. Moving into English may serve as the explicit ESL component. LEP mandates within the No Child Left Behind Act will be enforced. Both Bilingual and ESL educators will utilize research-based strategies and best practices (SIOP, Marzano 5, the use of Bloom's Taxonomy, Margaret Kilgo comprehension strategies) to elicit higher order questioning of content by teachers and higher order thinking by students.	100% of walkthroughs will provide evidence of implementation. Benchmarks, TAKS, grades, and TELPAS reports will also provide evidence of language attainment and proficiency.	3TL CRW AV AL CT GSF PI	Aug-May	Bilingual and ESL teachers K- 5, Bilingual Specialist, Administrators	
1	Reading for ELL	Bilingual and ESL students will acquire academic English as monitored by state and federal LEP mandates (NCLB).	Walkthroughs, teacher planning, TELPAS reports (TELPAS ratings & TELPAS reading online test), and TAKS results	CRW AV AFL AL CT DI GSF	Aug-May	Bilingual and ESL teachers K- 5, Bilingual Specialist, Administrators	
2,4	Safe and Drug free schools	Create and implement a school wide discipline management program based on "I Care" rules	1. Students will be able to identify "I Care" rules that pertains to their instruction. 2. Classrooms will be rewarded for appropriate behavior. 3. Develop a plan. 4. Caught Being Good on morning announcements	GSF MCP AL	Aug - May	Counselors, Administrators	

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4	Safe and Drug free schools	Stahl Stars awards program rewards students that exemplify good character.	Each 9 weeks 2 students are selected from each homeroom and recognized as Stahl Stars receiving an award during the Stahl Star ceremony on closed circuit.	GSF PI	Aug-May	Principal, Stahl Star Committee members	
2,4	Safe and Drug free schools	Stahl will implement a bully-free initiative to include: common definition of bullying, weekly recitation of Courage Pledge and Courage stories, students learning bully buster strategies, systematic and methodology of reporting bullying and follow up with discipline, curriculum support: Peace works and Steps to Respect.	Utilization of appropriate strategies to deal with bullying. Decrease of repeat offenders along with bullies and victims.	GSF AL MCP CT	Aug-May	Teachers, counselors, administrators	
2, 4	Safe and Drug free schools	Stahl will implement Peace Works curriculum (I Care Rules) as a conflict resolution system and support to discipline management.	Students will be able to target the appropriate "I Care Rules" needed for resolving specific conflict situations as well as identify appropriate problem solving strategies. Reduction of classroom disruptions and resultant office referrals.	MCP CT AL	Aug-May	Counselors, classroom teachers	\$200.00
4	Safe and Drug free schools	At-risk students will be targeted for evaluation of developmental assets. Interventions to include mentoring, small group, tutoring and PAL (5th grade/Madison) as appropriate.	Students will show improved school performance as evidenced by grades, conduct and attendance.	GSF AL IA PI	Aug-May	Counselors, classroom teachers, Administrators	
2,4	Guidance	Appropriate small groups will be made available to students to address individual needs. These may include friendship, social skills, divorce, self-esteem, anger management and deployment.	Students will employ strategies taught in the small group sessions. Improved school adjustment will be evident.	AL CT	Aug-May	Counselors	

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3,4	Guidance	Students will be made aware of a variety of careers that match their interests and skills as well as the education needed to achieve them. This will be accomplished through career awareness activities to include career day/week, guidance sessions, announcements, and speakers.	Students will identify a variety of careers and determine ones that meet areas of interest. Students will identify necessary skills for specific jobs.	AL GSF CCR CLP PI	Sept.	Counselors	
1	Enrichment- Music & Physical Education	Integrate & Implement Music and Physical Education TEKS & the North East Standards for Music.	The campus plan is monitored through annual review and comparison with classroom strategies, National and District standards, and the TEKS. Assessment of mastery level is made via performance and participation in class.	CRW AV DI AL CT GSF AFL	3 and 6 week assessments 9 week grades, professional development completed by Dec. 1, 2007	Music and Physical Education Teachers	Campus Budgeted Funds departmental fundraising
1	Enrichment- Music & Physical Education	Music/PE TEKS tutoring/GT enrichment	When significant goals are not met, tutoring (peer and teacher), mentoring, and extra practice time are set in place.	CRW AV DI GSF CT AL	3 and 6 week assessments 9 week grades, professional development completed by Dec. 1, 2007	Music and Physical Education Teachers	Campus Budgeted Funds departmental fundraising

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1	Enrichment- Music & Physical Education	Music/PE TEKS tutoring/GT enrichment	GT students are challenged through extra and advanced instrumentarium, participation in extra curricular activities, and the opportunity to peer mentor.	CRW AV DI GSF CT AL	3 and 6 week assessments 9 week grades, professional development completed by Dec. 1, 2007	Music and Physical Education Teachers	Campus Budgeted Funds departmental fundraising
3	Enrichment- Music & Physical Education	Parent Involvement	Parent involvement is encouraged through requests for volunteering in school activities, extra curricular activities, and via notices placed upon the External Calendar, Teacher Web, and the Campus Web Page.	AL GSF	Aug-May	Music and Physical Education Teachers	Campus Budgeted Funds departmental fundraising
1	Enrichment- Music & Physical Education	Integrate & implement music TEKS and North East Standards for music	Music supports the goal of reading on grade level by performing extensive symbol/notational training, and by providing consistent text, poetry, lyric, and supplemental reading practice through textbook use. This reading takes place both by group and individual work.	CRW AV DI AL CT	Aug-May	Music and Physical Education Teachers	Campus Budgeted Funds departmental fundraising
2,4	Enrichment- Music & Physical Education	Integrate & implement music TEKS and North East Standards for music	Music conveys the importance of all students through the use of multicultural song, movement, chant, instrumental, and listening materials used in the classroom setting and through additional enrichment resources. All Enrichment students are included in classroom work and are encouraged to participate in all programs. All Enrichment students are guided in team work, conflict resolution, and the development of social skills. All Enrichment classes apply the CHAMPS methods of classroom management.	GSF DI AL	Aug-May	Music Teachers	Campus Budgeted Funds departmental fundraising

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<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
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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
3	Enrichment- Music & Physical Education	Integrate & implement music/PE TEKS and North East Standards for music and PE	Community involvement is encouraged with extracurricular enrichment programs such as: PTA performances, 5th grade Strings, Talent Show, Choir performances, Track and Field, the Patrols, P.E. Showcase, Jump Rope for Heart, and Music Club.	AL GSF PI	Aug-May	Music and Physical Education Teachers	Campus Budgeted Funds departmental fundraising
1	Enrichment- Music & Physical Education	Integrate & implement PE TEKS and North East Standards for PE	All 3rd, 4th, and 5th grade P.E. students must be tested twice a year using the fitness gram program. All students are instructed in means to improve their health and should be engaged in physical activity for a minimum of 135 minutes a week.	CRW AV CT AL GSF	Aug-May and March-April	PE teachers	Campus Budgeted Funds departmental fundraising
1	Enrichment- Music & Physical Education	Integrate & implement music TEKS and North East Standards for music	Music supports the goal of advancing mathematic skills by performing extensive symbol/notational training, providing formulaic practice, and by providing consistent practice of numeric function skills. Music also provides group and individual work of verbal, special, manipulative and aural algebraic reasoning.	AL CRW AV DI CT	Aug-May	Music Teachers	Campus Budgeted Funds departmental fundraising
1	Enrichment- Math Art	Integrate Math into art lessons for grades 4,5	Walk throughs, art lesson plans and student work samples.	DI AL	Aug - May	Art teacher, 4th and 5th grade teachers	
1	Enrichment- Writing Art	Integrate Writing into art lessons for grades 3	Walk throughs, art lesson plans and student work samples.	CRW AL	Aug - May	Art teacher, 3rd grade teachers	