

**BOARD GOALS (BGs)**  
 1- Challenge All Students  
 2- Safe & Supportive Atmosphere  
 3- Community Involvement  
 4- Character Development  
 5- Management of District Resources



**WALZEM INSTRUCTIONAL IMPROVEMENT PLAN  
 2008-2009**

*"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
1,3	Increase the daily student attendance rate by .5 %	Develop classroom and schoolwide incentives and a frequent system of recognition for those students showing regular attendance. Conference with parents to discuss the importance of prompt school attendance. Engaging lessons and a safe school environment will additionally encourage students to attend school.	Student attendance will increase, as measured on six weeks attendance reports. Tardies will decrease.	IA, PI	Aug 2008- June 2009 ongoing and six weeks reports	Family Specialists, Counselors, AP, & Principal	
2,4	Reduce the number of disciplinary office referrals by 25%.	Form a Positive Behavior Support Team. Train staff members on the CHAMP framework. Provide CHAMP book to all classroom teachers. Hold monthly Discipline Committee meetings. Provide regular guidance lessons. Offer incentives for positive student behavior.	Office referral rate will decrease from previous school year. Discipline committee agenda, discussion, and minutes.	MCP, GSF	June 2008- June 2009 ongoing and six weeks reports	Positive Behavior Support Team, Counselors, AP, Principal	
1	Reduce the number of required Grade Placement Committee meetings by 25%.	Provide targeted intervention for struggling students at all grade levels in core content areas.	Benchmark data and reponse to demonstrated academic needs. Response to Intervention (RTI) committee documentation.	3TL, DI, GSF, AFL, PGP, CLP	August 2008- June 2009 ongoing	K-5 Teachers, Specialists, Counselors, AP, Principal	
1	Increase the overall number of students passing <b>SCIENCE</b> TAKS while focusing on increasing the passing rates for each subpopulation so the campus may reach RECOGNIZED status.	Teachers will utilize a team planning approach and available resources to plan SCOPE lessons. Grade 2-5 teachers will participate in a regular Science Lab rotation (one time per week), as well as conducting additional hands-on activities in the classroom. Grade level teams will attend SCOPE meetings throughout the year.	Improved Benchmark and TAKS scores. Science journals. Lab rotation schedule. Science Committee agendas and notes.	3TL, AV, AL, CT, DI, GSF, AFL, CLP	August 2008- June 2009 ongoing	K-5 Teachers, Title I Science Facilitator, AP, Principal	
1	Increase the overall number of students passing <b>READING</b> TAKS while focusing on increasing the passing rates for each subpopulation.	Teachers will utilize a team planning approach and appropriate strategies to enhance reading time for students in the classroom. Title I Reading Specialist and IIT will lead teachers in discussion of data gathered from classroom observations and assessment results. Tutoring will be provided for students in additional need of support.	Improved Benchmark and TAKS scores. Tutoring logs. Literacy Committee agendas and notes.	3TL, AV, AL, CT, DI, GSF, AFL, CLP	August 2008- June 2009 ongoing	K-5 Teachers, Title I Reading Specialist, IIT, AP, Principal	

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1	Increase the overall number of students passing <b>MATH TAKS</b> while focusing on increasing the passing rates for each subpopulation, especially the Economically Disadvantaged, so the campus may reach <b>RECOGNIZED</b> status.	Teachers will collaborate with team members, as well as the Title I Math Facilitator and District Math Specialists. Teachers will regularly attend appropriate staff development in the area of math. Title I Math Facilitator will lead discussions using relevant data gathered from classroom observations and benchmark assessments. Teachers will improve instruction and effectiveness of questioning by participating in coaching and co-teaching opportunities with Title I Math Facilitator.	Improved Benchmark and TAKS scores. Tutoring logs. Math committee agendas and notes.	3TL, AV, AL, CT, DI, GSF, AFL, CLP	August 2008- June 2009 ongoing	K-5 Teachers, Title I Math Facilitator, AP, Principal	
2, 3, 4	Parent Involvement	Implement effective parental involvement activities such as Parent Academy to improve student academic achievement, school performance, and attendance	Increase in parent attendance at school activities including Parent Academies and PTA meetings using sign in sheets to determine attendance. Increase in student attendance.	CCR, CLP, PI	August 2008- June 2009 ongoing	Family Specialist, Counselors, AP & Principal	
1, 5	Accelerated Education At-Risk Needs Assessment	A comprehensive needs assessment will be used to determine areas of campus need.	A completed needs assessment will be on file. Areas of campus concern noted in needs assessment will be appropriately addressed.	Title 1 Component, PI	August 2008- June 2009 ongoing	Principal, Assistant Principal	
1	Accelerated Education At-Risk Research Based Instructional Strategies	Implement, research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Lesson plans will indicate these researched based strategies are in place. Implementation of strategies will be discussed and reviewed at vertical and grade level planning. Walkthroughs will indicate strategies are being implemented.	Title 1 Component 3TL, CRW, ITL, GSF, CLP	August 2008- June 2009 ongoing	K-5 Teachers, Principal, Assistant Principal, Co-Teachers, New Comer Teachers	

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1, 5	Accelerated Education At-Risk Highly Qualified Teachers	Recruit and retain highly qualified teachers	Personnel rosters and recruiting records (interview notes) will show personnel interviewed and hired for our Title 1 campus.	Title 1 Component	June 08 and ongoing throughout 08-09 school year	Principal, Assistant Principal	
1	Accelerated Education At-Risk Professional Development	Teachers will attend and use strategies gained from professional development. Campus based professional development will be teacher driven and focus on collaboratively decided goals based on campus improvement plan	Teachers will attend professional development and use strategies in the classroom. Benchmark and TAKS scores will increase. Walkthroughs will indicate strategies being used effectively. Professional development will be centered on Teacher's needs to assist all student's to be successful. Teacher's will have a voice in staff development opportunities.	Title 1 Component, AL, GSF, CLP	August 2008-June 2009 ongoing	Principal, K-5 teachers, Title I specialists, Assistant Principal	
1, 3	Accelerated Education At-Risk Transition from prekindergarten to Kindergarten	School personnel will assist in the transition of students from the prekindergarten program to kindergarten	Kinder round up participation. Visits from area prekinder programs.	Title 1 Component, AFL	August 2008-June 2009 ongoing	Data Processor, Counselors, Principal, Kindergarten teachers	
1, 2, 3	Accelerated Education At-Risk CIC	Effectively utilize a Campus Improvement Committee to gather input from Teacher, Staff, and Community Members in decisions regarding the campus.	Sign in sheets from monthly meetings will indicate all stakeholders are present at meetings. Notes from meetings will indicate input from all present.	Title 1 Component, CR, PI, CLP	August 2008-June 2009 ongoing	Principal, CIC Members	
1	Accelerated Education At-Risk Utilize assistance programs	Effectively utilize assistance programs such as targeted tutoring, MAP, and RAP, & Co-Teach	Improved benchmark scores, improved TAKS scores. Decrease in number of students referred for special education services. Decrease in the number of students retained.	Title 1 Component, 3TL, AL, ITL	August 2008-June 2009 ongoing	K-5 Teachers, Title I Specialists, Principal, Assistant Principal, RTI committee	

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1,2,5	Accelerated Education At-Risk Implementing Campus Improvement Plan	All title funds will be utilized to effectively carry out the campus' improvement plan. Federal, State comp. ed, and local funding will be coordinated and integrated to effectively carry out Walzem's campus improvement plan.	All professional development will be directly related to Campus Improvement Plan. 100% of funds will be spent appropriately.	Title 1 Component	August 2008-June 2009 ongoing	Principal, Assistant Principal, Counselors, All Teachers	
1, 4	Increase of students' self-monitoring of behavior	Continue to follow campus BMP which emphasizes the use of CHAMPS and Self Manager principles to increase student self-monitoring.	Number of discipline referrals will decrease from previous school year.	GSF, MCP	August 2008-June 2009 ongoing	Principal, Assistant Principal, Counselors, All Teachers	