

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 West Avenue <i>Equity and Excellence: Everybody Counts</i> <i>"The goal makes the team." Mark Rolewski</i> <i>"Teams get results." Katzenback and Smith</i>	RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.
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DISTRICT GOAL: Improve instruction for all students focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.	<p style="text-align: center;">For further description click on http://intranet.int.neisd.net/si/</p> RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards. * 3 Tier Instructional Model * Content Reading and Writing Strategies * Vocabulary Development * Similarities and Differences * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE) * Cues, Questions, and Advance Organizers RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. * Student Goal Setting and frequent feedback with individual students * Assessment for learning strategies * Personal Graduations Plans (PGPs) * College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. * Collegial Instructional Learning and Planning (i.e. professional learning communities)	STUDENT ENGAGEMENT STRATEGIES CODES 3TL - 3 Tier Levels of Instructional Intervention CRW - Content Reading & Writing V - Vocabulary Development SD - Similarities and Differences ITL - Interactive Teaching/Learning Q - Cues, Questions, and Advance Organizers GSF - Goal Setting & Frequent Feedback with individual students AL - Assessment for Learning Strategies PGP - Personal Graduation Plans CCR - Career / College Readiness CLP - Collegial Learning and Planning
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1	Reading: 100% of K-2 students will read on grade level and 100% of 3-5 students will meet expectations on TAKS reading.	1. Balance assessment For learning and assessment OF learning. 2. Provide opportunities for book study using Results Now and New Mission, New Beliefs, Notebook Knowhow, Comprehension Connections, and Reality Checks.3. Collaborate with IIT, Title 1 Facilitator, Specialists and teacher teams to improve reading instruction- increased reading, drawing inferences, determining importance in text, thinking strategies, activating background knowledge, etc. 4. Foundation for learning and instruction - How Students Learn, The Brain and Poverty, Marzano's Strategies for Engagement.	1. Classroom assessments(mini common assessments) will provide specific student progress toward mastery; district benchmarks, BRI, TPRI will offer data on meeting standards. 2. Team planning and lesson plans will demonstrate curriculum coherence with focus on assessment upfront. [what is worthy of understanding? what is teh acceptable evidence of understanding? what learning expereimnces will ensure mastery?] 3. Foundational ideas and practices from book study learning will be integrated in professional development, vertical team meetings, and team planning. 4. Walkthroughs. 5. Learning Partner observations and reflective conversation with triad.	3TL, ITL, Q, CLP, CRW, GSF	Ongoing assessment FOR learning; Bi-weekly mini common assessments. Professional Development completed by October 2008.Team Planning meetings	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Specialists	

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1	Writing: 100% of 4th grade students will meet expectations on TAKS writing.	1. Balance assessment For learning and assessment OF learning. 2. Provide opportunities for book study using Results Now and New Mission New Targets, Notebook Knowhow, Comprehension Connections, Reality Checks, Checking for Understanding. 3. Collaborate with IIT, Title 1 Facilitator, Specialists and teacher teams to improve writing instruction- Teach versus Assign writing(focus on elements of writing, voice, introductory paragraphs, integrate quotes or supporting evidence, rewriting, feedback and self-assessment, study good examples, and modeling). 4. Support differentiated writing instruction by providing instruction and support in implementing writing workshop, 6 Trait Writing, Units of Study for Primary grades. 5. Implement writing as link to THINKING and Learning across disciplines. 6. Foundation for learning and instruction - How Students Learn, The Brain and Poverty, Marzano's Strategies for Engagement.	1. Classroom assessments(mini common assessments) will provide specific student progress toward mastery; district benchmarks will offer data on meeting standards 2. Team planning and lesson plans will demonstrate curriculum coherence with focus on assessment upfront. 3. Foundational ideas and practices from book study learning will be integrated in professional development, vertical team meetings, and team planning. 4. Walkthroughs. 5. Learning Partner observations and reflective conversation with triad. 6. Content journals and science note booking.	3TL, ITL, Q, CLP, CRW, GSF	Ongoing assessment FOR learning; Bi-weekly mini common assessments. Professional Development completed by October 2008 Team Planning meetings	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Specialists	

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1	Math: 100% of K-2 students will meet grade level TEKS standards and 100% of 3-5 students will meet expectations on TAKS math.	1. Balance assessment For learning and assessment OF learning. 2. Provide opportunities for book study using Results Now and New Mission New Targets, Notebook Knowhow,Checking for Understanding. 3. Collaborate with IIT, Title 1 Facilitator, Specialists and teacher teams to improve math instruction- use of best practices such as inquiry, class discourse/Math Talk, appropriate tools. 4. Provide and support professional development focused on Math Investigations and Exemplars. 5. Foundation for learning and instruction - How Students Learn, The Brain and Poverty, Marzano's Strategies for Engagement.	1. Classroom assessments(mini common assessments) will provide specific student progress toward mastery; district benchmarks will offer data on meeting standards 2. Team planning and lesson plans will demonstrate curriculum coherence with focus on assessment upfront[what is worthy of understanding? what is teh acceptable evidence of understanding? what learning experiences promote mastery and understanding?]3. Foundational ideas and practices from book study learning will be integrated in professional development, vertical team meetings, and team planning. 4. Walkthroughs. 5. Learning Partner observations and reflective conversation with triad. 6. Content journal.	3TL, ITL, Q, CLP, CRW, GSF	Ongoing assessment FOR learning; Bi-weekly mini common assessments. Professional Development completed by October 2008 Team Planning meetings	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Specialists	
1	Science: 100% of students K-4 will meet grade TEKS standards and 100% of 5th grade students will meet expectations on TAKS science.	1. Balance assessment For learning and assessment OF learning. 2. Provide opportunities for book study using Results Now and New Mission New Targets, Notebook Knowhow, Checking for Understanding. 3. Collaborate with IIT, Title 1 Facilitator, Specialists and teacher teams to improve science instruction- use of best practices such as 5E's, questioning, small group instruction including workstations, literacy stations, and tech stations, science note booking. 4. Provide and support professional development focused science standards, safety, and integration. 5. Foundation for learning and instruction - How Students Learn, The Brain and Poverty, Marzano's Strategies for Engagement.	1. Classroom assessments(mini common assessments) will provide specific student progress toward mastery; district benchmarks will offer data on meeting standards 2. Team planning and lesson plans will demonstrate curriculum coherence with focus on assessment upfront [what is worthy of understanding? what is the acceptable evidence of understanding? what learning experiences promote mastery and understanding?] 3. Foundational ideas and practices from book study learning will be integrated in professional development, vertical team meetings, and team planning. 4. Walkthroughs. 5. Learning Partner observations and reflective conversation with triad. 6. Science note booking.	3TL, ITL, Q, CLP, CRW, GSF	Ongoing assessment FOR learning; Bi-weekly mini common assessments. Professional Development completed by October 2008 Team Planning meetings	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Specialists	

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1,4	Rigor, Relevance and Relationships	1. Our school community will engage learning and align practices with the Basic School Framework- connect people to create community; connect curriculum to build coherence; connect resources to enrich learning; and connect learning to life to promote character. 2. Enable collaborative teams to implement identified practices (needs assessment from Schmoker's article- The Real Causes of Higher Achievement)	1. Campus Leadership Team will establish short and long term goals related to four C's. 2. Form ad hoc teams to lead implementation of needs assessment practices- maintain notes and acquire feedback for each practice.	3TL, CIP, GSF, CRW, ITL	August 2008- June 2009- Ad Hoc Teams report to CIC and instructional meetings.	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Family Specialist	
1,2,4	Enable sense of school as community and a commitment to character for all students and adults.	1. Our commitment to developing a school as community and becoming a school of character involves recognizing that each classroom is itself a community. 2. Teach and practice new WA Expectations " be. a wildcat." based on virtues. 3. Use basic School foundational idea that to be a school as community one must be a disciplined, just, caring, and communicative place with occasions for celebration. 3. Provide significant relationships with an adult within school community who will promote a sense of HOPE, caring, and support. 4. Implement new teaching and learning opportunity for all students led by counselors- utilize drama, art, oral communication skills integrated with Second Step, Foundation for Safe and Civil Schools. 5. Wildcat Leadership Camp for incoming Fifth graders (August 2007). 6. Peer Mediation Team	1. Align efforts to purposefully build classroom community and character with goal setting. 2. Self-manager Program data. 3. Goal setting and feedback will align with 3,6,9 week progress report cycle. 4. Learning Partner observations and reflective conversation with triad. 5. Data on discipline referrals and mediations.	3TL, ITL GSF, CCR	August 2008- June 2009- Learning Partner Triad Conversation, CIC	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Counselors, Family Specialist	

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2,3	Promote Parent Partnerships to increase participation at school events and student attendance by 1%.	1. Our commitment to build a school as community in order to promote learning involves parent partnerships to improve students' behavioral and academic success, overall school performance and attendance. 2. Utilize Parent Communication Agenda at all grade levels. 3. Hold Back to School Picnic - meet each TEAM. 4. Hold First Day of School Celebration, Parent Academies, Open Gym Nights, College Readiness Events, Literacy Nights. 5. Campus Newsletter and Student led newspaper. 6. Complete Title 1 Comprehensive Needs Assessment	1. Parent Sign-in logs at events. 2. Two way communication on Parent Communication agendas. 3. Goal setting and feedback will align with 3,6,9 week progress report cycle. 4. Data from daily attendance and tardy reports. 5. Data from Title 1 Needs Assessment.	3TL, AL, CCR	3,6,9 week progress report cycles. Team meetings.	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Data Processor, Family Specialist, Counselors, Librarian, Nurse, IA's.	
1,2,3	Assist preschool children to successfully transition from early childhood programs to elementary school Pre-K or Kindergarten.	1. Pre-K and Kinder Round-up in May - provide school readiness information; grade level standards; classroom visit. 2. Pre-K and Kindergarten Teachers meet at end of year to discuss student instructional and behavioral needs. 3. Family Specialist coordinate parent workshop through parent academy on school readiness.	1. Parent Sign-in logs at event. 2. Grade level checklists and progress reports. 3. Parent conferences on student progress.	3TL, GSF	Feedback from parents at events. 3,6,9 week progress report cycle. Team Meetings.	Admin. Leadership Team, Counselors, Family Specialist, Pre-K/Kindergarten Team	
1,2,3	Comprehensive Needs Assessment [Title 1A Component #1]	A comprehensive needs assessment will be conducted including but not limited: (1) disaggregating accountability data by all student populations (2) RPTE & TOPPS data (3) benchmark data (4) attendance data (5) failure rates and (6) retentions.	Campus data team will use results of needs assessment to development campus objectives and initiatives for 2008-2009.	3TL, GSF	May-August 2008	Admin. Leadership Team	

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1,2,3	Professional Development [Title 1A Component #4]	All Teachers will receive training in assessment literacy.	100% of teachers will experience book study, vertical team, learning partner experiences to deepen understanding of assessment literacy.	3TL, GSF	August 2008- May 2009	Admin. Leadership Team	
1,2,3	Highly Qualified teachers and Instructional assistants [Title 1A Components #3 and 5]	The campus will actively recruit and hir highly qualified teachers and instructional assistents. Campus web page will highlight school community's programs and celebrations.	100% of teachers and instructional assistants will be highly qualified as defined by NCLB. Web page will be updated regularly.	3TL, GSF	August 2008- June 2009	Admin. Leadership Team Campus Webmaster	
1,2,3	Coordination and integration of Federal, State, and Local Programs and FUNDS [Title 1A Component #10]	Coordinate and integrate the use of all federal, state, and local programs and funds to improve the academic achievement of all students, but especially the struggling and at-risk students.	All programs and funds will be managed in such a way that the overall instructional program is upgraded as evidenced by 90% of all students meeting the passing standard on TAKS tests.	3TL, GSF	August 2008- June 2009	Admin. Leadership Team, CIC	Title 1A funds SCE personnel Local Funds