

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

Wilshire Elementary

**"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.

<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
--	---

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
2	Our school community will continue to align initiatives with the Basic School Framework - connecting people to create community, connecting curriculum to to build coherence, connecting resources to enrich learning climate and connecting learning to life to promote students of character.	HOPE is embedded in our work in all areas: vertical planning, collaborate with district curriculum specialists, reflective practice using the Instructional Improvement Cycle, team conversations on cohesive curriculum, focus on UbD lesson planning, small group targeted instruction, assessments and mini-assessments along the way, Kilgo questioning, Marzano and Jensen practices, book studies, differentiated & tiered instruction, coteaching, peer coaching	Community - Increased involvement of parents, businesses, and community members; Curriculum - measurement on TPRI and TAKS assessments; Character - 100% goal of students who will be self-managers; Climate - open and honest dialogue between staff members to address determined needs and develop action plans. In focusing on the 4 C's, the needs and the development of the whole child will be met and learning will be seen as an integral part of the community.	3TL, CLP, AL, CT GSF	ongoing throughout year	Administrators and teacher leaders	
	Expose students to greater language through development of vocabulary so they can build and retain a meaningful knowledge base.	1.) Vertically align vocabulary for math, science and social studies 2.) Implement six-step vocabulary and other interactive strategies into daily instruction 3.) Use SIOP strategies with all LEP students 4.) Students will demonstrate knowledge of vocabulary through oral presentations and stories, technology, journaling.	1.) Student work - notebooking, classroom displays, rubrics, and in their sharing of content with each other. 2.) Teacher-student conferencing/conversations and assessment 3.) Use technology to show understanding-podcast, PPT, discussion boards, templates	AV, 3TL, DI, AFL	ongoing throughout year	All campus staff	

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

Wilshire Elementary

**"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.

<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
--	---

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
	Improve 4th grade Reading TAKS scores to 90% or greater from 88%; Maintain or improve 3rd and 5th grade in the 90th percentile.	1.) The IIT and Title I facilitators will continue to facilitate grade level planning, model lessons, review data to plan small group, targeted instruction, using assessment to drive instructional decisions. 2.) Improve on using Kilgo questioning strategies in grade levels 2-5 and using Kilgo's Benchmark reading series to facilitate higher order thinking processes 3.) Improve phonemic awareness and fluency in reading in grades K-2 through use of big books and creating engaging activities within literacy centers and working with words. K-2 teachers will use reading notebooks and running records to plan small guided reading groups. 4.) Voyager program will be used for students who are targeted in specific areas of need through many different ways of assessment. When Voyager is not appropriate for Special Ed. students, SRA or other reading program will be used. 5.) Self-selected reading will be a part of the daily schedule in all grades to improve fluency and comprehension. 6.) Staff development will be provided through book studies to 7.) Language Arts Coordinator will be on campus the 3rd Wed.	1.) Analyzing team lesson plans 2.) Vertical planning 3.) Analyzing all data assessment data & use in targeted instructional groups. 4.) Increases in TPRI fluency and phonemic awareness scores 5.) Voyager benchmark growth using assessment to drive instructional decisions	3TL, CRW, AV, GSF, AFL, AL, CT, DI, CLP	ongoing throughout year, teacher input each 9 week period	Teachers, Title I Facilitators, IIT Administrators	Regular & Title I funds

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

Wilshire Elementary

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

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
	Improve 3rd, and 4th grade Math TAKS scores to 85% or better from 80%, 78%. Maintain 5th grade math TAKS in 90% (88/100) Improve African American Subpop TAKS scores to 85% from 74%	1.) Title I math facilitator will work with grade level planning, model lessons, review data to plan small group, targeted instruction 2.) Improve on using Kilgo questioning strategies in grade levels 2-5 and using Kilgo's Benchmark reading series to facilitate higher order thinking processes 3.) Improve problem solving thought processes and communication skills through use of new math EnVisions adoption, Exemplars, and Marilyn Burns 4.) Connect literacy to math by using Marilyn Burns children's literature that coincide with math content to present problem solving experiences in number and operations, probability, geometry and algebra 5.) Continue the new ot math centers 6.) Staff development will be provided through book studies to put research in practice. 7.) Grades 3 & 5 will plan Math Marathon Days with TEKS focus. 8.) Math coordinator will be on campus to work with teachers & students on the 1st Wed. of each month.	1.) Analyzing team lesson plans 2.) Vertical planning 3.) Use assessment data to group & target instruction (TEKS) 4.) Use common mini assessments to determine TEKS mastery & needs 5.) Share student work.	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	ongoing throughout year	Teachers, Title I Facilitators, IIT Administrators	Regular & Title I funds
	Improve 5th grade Science TAKS scores to 90% or better from 79%. Improve Hispanic Sub pop to 85% from 73%	1.) Collaborate with science specialists to continue the development of vertical instruction that involves student inquiries 2.) refine schedule and use science lab grades 2-5 3.) Use notebooking as one way of assessing student understanding 4.) Staff development/vertical planning will be ongoing throughout the year. Each grade level will follow the pacing guide and have ongoing TEKS assessment that leads to instructional goals.	1.) Analysing team lesson plans 2.) Vertical planning and planning feed back 3.) Review & share within each unit 4.) Share student work.	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	ongoing throughout year	ESL Coordinator, ESL Point of Content, ESL Teachers	Regular & Title I funds

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

Wilshire Elementary

**"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
	Assist students and in acquiring the academic language needed to be successful in the school environment.	1.) All teachers are trained and use SIOP 2.) Increase the number of ESL endorsed teachers on campus 3.) Collaborate at teacher share sessions for ESL strategies and instructional plans 4.) Continue to assist parents in learning ways to help their children be more successful.	1.) Increase in the number of ESL students who are able to pass standardized tests 3-5 2.) Lesson plans have vocabulary & content goals with ESL instructional strategies. 3.) Monthly ESL meeting with ESL coordinator and set agenda. Learning from student-work.	V,SD, ITL, Q, GSF, CLP		ESL Coordinator, ESL Point of Contact ESL Teachers, Administrators	
	To create classrooms that will successfully service all students and assist teachers with intervention strategies through RtI.	1.) Serve children in regular ed 2.) The diverse needs of students will be met through a multi-tiered model and differentiated instruction 3.) Ongoing staff development will be provided for teachers and instructional assistants to learn best practice in an inclusive school model 4.) Give periodic extended planning time throughout the year to assist teachers in the collaboration process of creating engaging, purposeful activities and specific, individualized instruction.	1.) Increase in number of students who will be ready to take TAKS and TAKS-I standardized tests	3TL, GSF, CLP, CRW, CCR, DI	ongoing throughout year	Administrators, Teachers, Facilitators, IIT, , Instructional Coordinators, LSPP, Counselor	
	To ensure that assessment is being used on an ongoing basis to evaluate progress and mastery of grade level curriculum.	1.) Use data analysis of benchmark, TPRI and TAKS to plan individual and differentiated instruction 2.) data will be used for individual conferenceing with students which will lead to goal setting 3.) Differentiated instruction will be based upon formal and informal assessment 4.) Staff development will focus on various assessment tools and using information gathered to plan effective instruction and reteaching/tutoring.	1.) Have the faculty share ways of assessing students once a month in staff development 2.) Increase the discussion of assessment strategies at team meetings 3.) Analyze benchmark and TAKS data to correlate with assessments of teachers to get a good understanding of where students are in their understanding and mastery of curriculum	AFL, GSF, CI	ongoing throughout year	Administration, Teachers, Facilitators, Instructional Coordinators, LSPP, Counselor	

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

Wilshire Elementary

**"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
	To mold students into people of character who will be successful, productive citizens in their community.	1.) Plan and implement a program that will bring awareness to students and parents about the issues of bullying 2.) Plan activities for a "One book, one school" family series using the book, <u>Bullying, Why Would You Do That?</u> - Oct.-Dec.) 3.) Continue to use the Self-Manager Program to teach students the meaning of and living by the virtues 4.) CHAMP	1.) Look at number of students who successfully become self-managers 2.) Differentiate self-manager model for ALL students to be successful 3.) Evaluate counselor/peer mediator and office referrals to understand the reasons for referrals 4.) Schedule Self Manager Celebrations, School-wide & grade level to reward student decision making and reinforce citizenship. 5.) Implement school-wide expectations to create consistency in use of Agenda Books and educate parents	PGP, CCR, GSF, MCP	ongoing throughout year	All staff Character Committee	
	Create a community of learners.	1.) Instructional assistants will get professional development in areas appropriate and needed, specifically in the co-teach & facilitator support areas 2.) Certified staff will continue to get professional development in best practice areas such as Eric Jensen, Ruby Payne, Differentiated Instruction, CHAMP, Assessment 3.) Family Specialist will assist parents in Parent Academy to increase awareness in the importance of parenting models and continuing education 4.) Peer coaching	1.) Weekly/daily walk-throughs to get information on what strategies are being implemented from best practice models 2.) Staff to staff professional development 3.) Implement peer coaching model for teachers and assistants 4.) Assist parents with ideas on how they can assist their children at home with school work 5.) Use info gathered from Three Minute Walk-through model to target areas in need of improvement.	3TL, GSF, AFL, AL, CT, CCR, CLP, DI, MCP	ongoing throughout year	All Campus staff Community Members	
2	Hire personnel that will assist in creating a highly challenging and successful learning environment for all students.	1.) Review files and use the INSIGHT to help in choosing highly qualified personnel 2.) Conduct interviews with leading questions to find out the most we can about each candidate we interview	1.) Weekly/daily walk-throughs and PDAS evaluation 2.) Consistent conversations with each teacher individually and also within team atmosphere 3.) Analyze data from benchmarks, classroom assessments and TAKS 4.) Highly qualified staff 5.) All TAKS scores over 80%	CLP	when needed in the hiring process	Administrative staff	

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

Wilshire Elementary

**"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.

<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
--	---

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	Increase parent Involvement	1.) Start the year sharing our beliefs to help parents understand they are an integral part in student success 2.) Create multiple opportunities for school to become the center of the community where families feel welcome 3.) Family Specialist will continue to host Parent Academy and other parent involvement activities 4.) Continue to build trusting relationships between parents and staff. 5.) Partner with PTA to help children.	1.) Track attendance at community activities to see if we are getting a good average of all families and students within the neighborhood 2.) Informal conversations with parents and students 3.) Meeting minutes 4.) PTA meeting as scheduled & increase in membership	PI	ongoing throughout year		
3	Assist pre-school children in the transition from early childhood	1.) Coordinate with community pre-schools to help with transition to Kinder 2.) Notification of invitation for Kinder open house	1.) Enrollment of students in the Kinder program 2.) Teacher collaboration 3.) Parent Visitors	PI	end of one year into the beginning of another	Administrative Team, Family Specialist, PK/K Teachers	