

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
 WINDCREST CAMPUS 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
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1,2,3,4,5	Student Centered Strategies	Campus vision, goals, and initiatives will focus on district instructional goals, building of relationships, and positive communication. Share Power Point that highlights the district/campus instructional initiatives, vision, and goals. All instructional goals will focus on one or more of the following: rigor, relevance, and relationships.	The Leadership Team will share a clear understanding of the district/campus goals, vision, and instructional initiatives. Agendas from faculty meetings, team meetings, team plans, grade level planning agendas, classroom walk-throughs and periodic evaluations of data will produce evidence of student learning.	3TL, CRW	August 2008 - June 2009	Windcrest Leadership Team	
1,2,3,4,5	Student Centered Strategies	The campus grade level teams will conduct a campus wide book study on "Teaching Essentials" Each team will be responsible for presenting information from their assigned chapters.	Lesson plans, teaching strategies, and classroom walk-throughs will demonstrate evidence of teaching essentials learned from the book study.	AL, DI, CLP, MCP, AFL, AV, CRW, CT	Sept. 2008 - Oct. 2008	Kinder through fifth grade teachers, specials teachers, Leadership Team	\$ 1, 100
1,2	Data Analysis	Instructional Leadership Team as well as grade level teachers will analyze all student data and adjust instructional strategies, determine student goal setting, and define tutoring groups to positively impact student achievement. All teachers will utilize district data analysis system.	Windcrest Shining Stars will plan for their individual student success. Campus data will demonstrate growth as the year progress and the campus will reach Exemplary Status.	3TL, AL, DI, GSF	Sept. 2008 - June 2009	Second through fifth grade teachers, Leadership Team and Cluster Specialist	\$500
1,2,3,4,5	Reading/ELA	Third, fourth and fifth grade teachers will participate in a learning cohort by conducting a book study on " Notebook Know How" to increase student writing. Time will be provided to plan implementation of strategies learned. Student writing samples will be shared and reviewed.	Lesson plans, teaching strategies, and classroom walk-throughs will demonstrate evidence of teaching essentials learned from the book study.	IL, AL	Sept. 2008 - Dec. 2008	Third, fourth, fifth grade teachers, IIT, Reading Facilitator, Nancy Mills, Jeanie Weidenbach	\$500
1	Reading/LA	Provide monthly mini WOW session for Kinder through fifth grade teachers: running records, mentor texts, building vocabulary, non-fiction, and higher order thinking.	Mini WOW sessions lesson plans, enrollment forms, classroom walk throughs, will demonstrate teaching evidence of strategies learned through mini sessions	CT, DI, GSF	Sept. 2008 - May 2009	IIT, Campus Reading Facilitator, Nancy Mills, and selected teachers	\$1,000

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1	Reading/LA	Kinder through second grade teachers will administer the TPRI at the end of the first nine weeks and then meet with the Campus Leadership Team and Cluster Reading Specialist to review the data and plan interevention accordingly.	1. TPRI results will be charted and reviewed. 2. Lesson plans will reflect appropriate intervention for identified students.. 3. Walk through observations will be conducted to observe small group instruction and intervntion strategies. 4. Mid year TPRI results will reflect steady growth for identified students. 5. Student attendance logs will reflect students receiving additional tutoring in the area of reading. 6. 100% of Kinder through second grade students will acheive Developed status on the End of the Year TPRI.	CRW, 3TL, AV, CLP, AL	Oct. 24- May 2009	IIT, Kinder through second grade teachers, Reading Facilitator, Nancy Mills, Principal and Assistant Principal	
1	Reading/LA	100% of Kinder through fifth grade teachers will develop meaningful Literacy, Math, and Science Work Stations ensuring that high levels of questioning strategies and activities are incorporated.	Centers and work stations will reflect a differentiated approach focusing on meaningfull student work that promotes higher order thinking and individualize student work. Formal and informal walk throughs will document meaningful centers and work stations.	3TL, CIP, AV, CT, DI, MCP	Sept. 2008 - June 2009	Kinder through fifth grade teachers, IIT, Reading Facilitator, Nancy Mills	\$1,500
1	Reading/LA	Campus will continue implementation fo Building Block(K), Four Blocks (1-5) strategies by utilizing the disrict scope and sequence. All classroom teacher will place a strong emphasis on conducting regular guided reading groups.	Using the What to Look For in the Reading Classroom Checklist as a guide, lesson plans, formal observations and walk through observations will reflect appropriate implementation of Building Blocks and Four Blocks.	3TL, DI, AV, AL	August 2008 - June 2009	Kinder through fifth grade teachers, IIT, Reading Facilitator, Cluster Reading Specialist, Principal and Assistant Principal	
1	Reading/ELA	100% of second through fifth grade teacher will meet with the Campus Leadership Team and Cluster Specialist to review Benchmark Data, identifying areas of strength and weaknesses and to plan strategies for meeting identified areas. This data will guide in Student Goal Setting.	100% of Second through fifth grade teachers will adjust their classroom instruction based on data analysis and individual student achievement. Tutoring and small group instruction will be adjusted based on the data analysis. Student achievement will increase by a minimum of 30%.	GSF, AFL	Sept. 2008 - May 2009	Second through fifth grade teachers, IIT, Reading Facilitator, nancy Mills, Principal, and Assistant Principal	

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1	Writing	100% of Kinder through fifth grade teachers will place an emphasis on utilizing strategies learned from Kay Stotts "Building Academic Vocabulary to increase student understanding of content vocabulary.	100% of Kinder through fifth grade lesson plans will reflect an emphasis on Academic Vocabulary. Formal and informal walk throughs will document students learning Academic Vocabulary. Campus will attain Exemplary Status.	3TL, AV, AL, ITL	August 2008 - June 2009	Kinder through fifth grade teachers, IIT, Reading Facilitator, Nancy Mills, Principal, and Assistant Principal	
1	Mathematics	Campus will collect school-wide writing samples in grades K-5. Teachers will analyze writing samples identifying strengths and weaknesses.	100% of the students will participate in following writing sample months: November, February, and May. Documented improvement will be noted.	3TL, CRW	Nov. 2008, Jan. and May 2009	Kinder through fifth grade teachers, IIT, Nancy Mills, Principal, and Assistant Principal	\$420.00
	Mathematics	Campus will continue implementation of the 90 minute Math plan, to include small group instruction, and the 10 minute Math Problem - Exemplars. Teachers will use the district scope and sequence and implement best practice strategies. A strong emphasis will include focused vocabulary development.	Using the What to Look For in the Math Classroom checklist as a guide, all lesson plans, formal observations, and walk throughs will indicate the appropriate implementation of the 90 Minute Math Plan. The campus will attain Exemplary status in the area of Math.	3TI, GSF, CT, AV, DI	August 2008 - June 2009	Kinder through fifth grade teachers, Math Facilitator, Jill Castillo, Principal, Assistant Principal	
1	Science	Grade level teams will hold scheduled monthly meetings with the Math Facilitator and Cluster Specialist to plan lessons, look at Data and to focus on different instructional needs.	Meeting agenda's will reflect information discussed. Lesson plans will reflect strategies learned, formal observations, and walk-throughs will indicate an improvement in core math instruction.	3TL, AV, AL, D	Sept. 2008- May 2009*	Kindert hrough fifth grade teachers, Math Facilitator, Jill Castillo, Principal, and Assitant Principal	

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1,2	Science	Integrate inquiry based instruction to increase student achievement including 5 E's questioning and questions that target the unifying concepts in Science. Teachers will have a strong focus on helping students understand science vocabulary terms.	Lesson plans, formal observations, and walk throughs will indicate implementation of inquiry-based instruction. Science benchmark results will demonstrate 100% passing. 100% of students in 5th grade will meet expectations on the Science TAKS test.	3TL, CRW, AV, DI, , CT, AFL	Aug. 2008 - June 2009	Kinder through fifth grade teachers, Science Facilitator	
1,	Science	Students will articulate their understanding of science concepts through a daily notebooking assignment which will be collected, read, and responded to by the Leadership Team at least two times per semester.	Classroom teachers, science specialist, and administrators will meet to discuss the students' collective and individual understanding of the science concepts taught ,and adjust their instructional strategies to insure success on the grade level science TEKS. 100% of fifth grade students will meet expectations on the science TAKS test.	3TL, CLP, CRW, AV, SD, Q	Aug. 2008- June 2009	Kinder through fifth grade teachers, Administration, students, Cluster Science Specialist	
1	Science	Teachers in grades 2 - 5 will collaborate with their grade level team and the cluster science specialist to develop assessments to track the progress of students as they master science TEKS.	100% of students will score a minimum of 70% on each assessment. Administrators will monitor the assessments to insure that 70% of the assessments are written at a Level 3 and Level 4. 100% of fifth grade students will meet minimum expectations on the Science TAKS test.	CLP, AL	Aug. 2008- May 2009	Second through fifth grade teachers, Cluster Science Specialist, Administration	
	Guidance/College Career Readiness	Provide education and support regarding college readiness through Career Day and guidance lessons.	100% of students will participate in Career Day and Guidance Lessons. Guidance lesson plans will reflect topics discussed with regards to career day and college readiness. Career Day Plans will reflect which careers were highlighted. Student surveys will reflect 100% participation and satisfaction.		Aug. 2008- June 2009	Kinder through fifth grade teachers, students, Parent Involvement Specialist, Counselors, Leadership Team	\$400

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1,2	Guidance/College Career Readiness	Counselors and students will meet with the parent and 5th grade students during the spring semester to discuss taking rigorous curriculum, go through the CUM folder, and the Gear Up Program for the Texas Grant.	Parent sign in sheets will indicate 100% compliance. Agenda of discussion topics will be kept on file.	GSF, CCR	Spring 2009	Fifth Grade Teachers, students, parents, and Counselor	\$1,000
1,2	Library Services	The librarian will meet with grade level teams to plan and create integrated lessons with a strong focus on content curriculum and library TEKS. Kinder through second grade will schedule with the librarian for an integrated library lesson a minimum of one time per 9 weeks. Third through fifth grade will schedule for an integrated library lesson a minimum of two times each nine weeks.	Grade level agendas and minutes will reflect on topics discussed. Lesson plans will reflect integrated plans. Periodic walk throughs will reflect implementation of integrated lessons.	CLP, AV, DI, 3TL, CRW, AL, CT	Sept. 2008- May 2009*	Kinder through fifth grade teachers, Librarian	
1,2,5	Attendance	The campus will provide meaningful and relevant instruction, activities, and incentives to encourage perfect attendance. Classes who have perfect attendance will be recognized weekly.	Attendance rate will increase from 96% to 98 %. Phone calls will be made to parents of students who are absent. Conferences will be held with students demonstrating excessive absences. Home visits will be held with students experiencing frequent absences. Logs of visits and phone calls will be kept.	IA	Aug. 2008- June 2009	Kinder through fifth grade teachers, Counselors, parents, Parent Involvement Specialist, Leadership Team	\$1,500
1,2,3	Safe and Drug Free Schools	Implement SDF's awareness program, Red Ribbon Week, Second Step Program, Peer Mediation, Character Education, classroom instruction and guidance lessons. Programs will address prevention or use of tobacco, alcohol, and other drugs, reduction of violence and bullying, improve school safety, build character education, and increase parental involvement in SDF's.	Students will gain increased awareness of the dangers of using drugs, alcohol, and tobacco, develop tools to prevent acts of bullying and violence, build character traits, and increase parental involvement in SDF activities, while realizing the full benefits of being involved in their child's education.	GSF, AL, DI, AV, CT	Aug. 2008- June 2009	Counselors, Leadership Team, Peer Mediation Sponsors, Parent Involvement Specialist, Parents,	

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1	Technology Applications	Continue technology integration in the classroom, computer labs, portable keyboards, and wireless labs on a daily basis to integrate technology applications standards into the content area. Students in grades Kinder through second will be expected to generate a minimum of 8-12 meaningful student samples and students in grades 3 -5 are expected to generate a minimum of 12-16 student products.	Lesson plans, formal observations, walk-throughs will reflect the implementation of Technology What To Look For. Student products will reflect appropriate grade level technology TEKS.	CRW, AV, CT, AL, DI	Aug. 2008- June 2009	Kinder through fifth grade teachers, librarian	
	Accelerated Education and At Risk	The campus will recruit and hire highly qualified teachers and paraprofessionals. New teachers will participate in New Teacher Orientation and be provided a veteran teacher mentor.	100% of teachers and paraprofessionals will meet the standards of NCLB. Agendas from new teacher and mentor meetings will reflect 100% participation and subjects discussed. On going professional development will be provided to help new teachers understand different formats of curriculum, instructions, and campus/district initiatives.	CLP,	Aug. 2008 - June 2009	Mentor Teachers, New Teachers, Counselors, Administrations	
	Accelerated Education and At Risk	The campus will conduct a comprehensive needs assessment, using the results to develop a clear and shared focus.	Campus Needs Assessment will be shared at a faculty meeting. Faculty meeting agenda will reflect discussion of the results of the Campus Needs Assessment.		Aug. 2008	Leadership Team and Faculty	
1,2,4	Accelerated Education and At Risk	Teachers will strengthen relationships by implementing Relationship Building Activities with their students. CHAMPS components will be implemented school wide with time provided for teachers to teach, model, and practice classroom/campus wide expectations.	All students will develop positive relationships with their teachers and feel a sense of support, which will develop a sense of community with the school.	3TL, AV, AL, MCP	Aug. 2008- June 2009	CHAMPS team, grade level teams, Leadership Team	

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1,2,4	Accelerated Education and At Risk	Students will be encouraged to participate in Morning or After School clubs which focus on higher order thinking - Reading Book Club, Math and Logic Club, and Robotics Club.	Student participation records will reflect number of students involved in all three clubs. Books read, games played, questioning strategies, and projects will be kept and will reflect 80% higher order thinking skills.	AV, AL, CT, DI	Sept. 2008- May 2009*	Club Sponsors, Leadership Team	
1,2,3,4	Accelerated Education and At Risk	Mentors will be provided for identified At Risk students to assist in academic and social challenges.	100% of identified At Risk students will be assigned a mentor. 100% of identified At Risk students will demonstrate academic success/growth as reflected in their daily cards, report cards, campus, district, and state assessments.	GSF,	Sept. 2008- May 2009*	Involvement Specialist, Administrative Team, Kinder through fifth grade teachers, community	
1,2	Accelerated Education and At Risk	Kinder through fifth grade teachers will provide tutoring either prior to school or after school for students who are struggling academically as identified by their daily grades and a variety of assessments.	Tutoring rosters will reflect 100% attendance for those identified at risk students. Grades and assessments will reflect student progress. 100% of third, fourth, and fifth grade students will meet expectations on the reading, writing, math, and science TAKS tests. 100% of second grade students will meet minimum expectations on benchmark tests.	3TL, CRW, AV,	Jan. 2009- JuMay 2009	Kinder through fifth grade teachers, special ed teachers, specialist, IIT, and all other campus stakeholders	\$4,000
1,2	Accelerated Education and At Risk	Parents will be invited to attend Kinder Round Up and First Grade Parent Information Night to ensure a smooth transition from early childhood programs to local elementary school programs.	Parent attendance rosters will indicate attendance. Agendas will be kept to reflect topics discussed at the meetings.	GSF,	Spring 2009	Kinder and first grade teachers, administration, counselors, and Parent Involvement Specilaist	250 Title I Funds

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 WINDCREST CAMPUS 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.

<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>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
2,3	Accelerated Education and At Risk and Parental Involvement	The campus will provide parents multiple opportunities to attend Parent Academy Sessions on a variety of topics throughout the school year.	Parent sign in sheets will reflect an increase in number of parents who participate and who complete the Parent Academy by 5%. Academy agenda and topics discussed will be kept on file.	GSFCLP	Sept. 2008- May 2009*	Parent Involvement Specialist	\$2000 Title I Fund
2,3	Accelerated Education and At Risk and Parental Involvement	The campus will provide a computer in the Parent Involvement Room for parents to access the Parent Portal.	15 % of parents will utilize the computer to access information on Parent Portal.	GSF	Sept. 2008- May 2009*	Parent Involvement Specialist	
2,3	Accelerated Education and At Risk and Parental Involvement	The campus will provide a Fall Family Night with an emphasis on Math and Science, a Spring Family Night with an emphasis on reading and writing, and every other month Family Library Night. Families will be encouraged to attend and participate in reading, writing, games, math, and science activities with their children. Special Guest speakers will be provided for some occasions.	Parent attendance rosters will indicate participation in the events.	GSF, CRW, AV, AL, CT,	Fall 2008 and Spring 2009	Parent Involvement Specialist, Grade Level Teachers, Counselors, Curriculum Committee, Leadership Team	\$2000 Title I Fund
5	Professional Development	Provide professional development opportunities for grade level teams to work in collaboration on vertical alignment of curriculum content, TEKS, and assessments.	Lesson plans, classroom assessments, formal and informal observations, instructional strategies will reflect vertical alignment discussions. 100% of third, fourth, and fifth grade students will meet expectations on the reading, math, writing, and science TAKS tests.	CLP	Fall 2008 - Spring 2009	Kinder through fifth grade teachers, IIT, Reading and Math Facilitators, Counselors, other campus teams	\$12,850