

**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**

**2009-2010**

**CAMELOT ELEMENTARY**

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

**RESULTS**

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**DISTRICT GOAL**

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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
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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
	90% of all student groups will pass TAKS math.	Math planning based on the TEKS will utilize the North East Scope and Sequence and integrate the use of Best Practices such as the 90 minute lesson plan, investigations, manipulatives, TAKS tutoring, and goal setting. Hold math night focused on a target objective. Hold math camps for grades 3-5 in the spring semester. Hold two half day math rotations for each grade level.	Monitor benchmark scores, unit tests, and grade level assessments.	GSF, 3TL, AL, CT, CLP	May	Administrators, teachers, Title I Math Specialist, District Math Specialist	1,500.00 Title I
	90% of all student groups will pass TAKS Writing.	Utilize journals, samples of "4" writing papers, Six Trait lessons, student goal setting, and TAKS tutoring. Utilize district language arts specialists to train all teachers to use Six Traits strategies. Utilize student - teacher writing conferences. Utilize grade level writing protocol to determine target areas to focus instruction (3-5 in fall and K-2 and 4 in the spring).	Monitor benchmark scores, unit tests, grade level assessments, and writing protocol results.	CRW, 3TL, GSF, CLP	May	Administrators, teachers, District Language Arts Specialists	1,000.00 Title I
69	90% of all student groups will pass TAKS Science.	Utilize the North East Scope and Sequence, science journals, and questioning techniques for higher order thinking skills (inquiry method) at all grade levels. Fifth grade students will spend 50 minutes in lab activities daily, attend the John Knox Ranch Program. Spend staff development time on vertical alignment and analyzing Science TAKS by grade level TEKS. Focus on vocabulary that needs to be taught at each grade level. Hold two half day science rotations for each grade level. One teacher from each grade level will attend each SCOPE session and share information with their grade level team.	Monitor benchmark scores, unit tests, and grade level assessments.	AV, CT, 3TL, CLP, CRW	May	Administrators, teachers, Title I Science Teacher, District Science Specialists.	1,500.00 Title I

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	90% of all student groups will pass TAKS A and TAKS M tests.	Increase participation in mainstream setting through inclusion, support facilitation, and redirection. Provide skill support through SRA and resource groups. Provide strategies for reading and math that will support success on TAKS A and TAKS M, such as use of a multiplication chart, using tally marks, or notetaking, as appropriate to student need.	Monitor benchmark scores, unit tests, and grade level assessments.	3TL, AL, DI, CLP	May	Special Education Teachers, Inclusion teachers, Administrators, District Campus Coordinator, behavior specialist, counselors.	
	Student attendance will increase to 96%. Tutoring attendance will increase to 96% of identified students.	Utilize a mentoring program, attendance incentives, Self Manager Program, and academic tutoring for all grade levels. Utilize RTI approach to provide interventions for academic and behavior concerns. Hold assemblies to address the prevention of bullying. Family specialist, counselors, teachers and administrators will make home visits.	Monitor benchmark scores, unit tests, and grade level assessments.	3TL, AL, DI, CLP	May	Special Education Teachers, Inclusion teachers, Administrators, District Campus Coordinator, behavior specialist, counselors.	
	Increase number of Parent Academy graduates by 2%. Increase PTA membership by 5%. Teachers will conference with 100% of parents during the school year. Parent attendance at school functions will increase 5%.	Provide curriculum strategies for parents to use with their children. Provide opportunities for parent to use community services. Involve parents in after school activities. Hold Kinder Round Up, Parent Literacy Nights, and Parent TAKS night. Expose parents to student curriculum through parent academy sessions.	Monitor parent academy rolls, PTA membership and meeting participation, and records of teacher conferences.	PI	Sept-May	Family Specialist, Administrators, Counselors, Teachers, and Parents.	
	Decrease office referrals by 5%. 100% of students will participate in Red Ribbon Week Activities.	Utilize Self Manager Discipline Program, Red Ribbon Week Activities, PALS, group / individual counseling, business mentor program, and staff mentor program.	Monitor discipline reports, mentor sign in, and Red RibbonWeek participation.	MCP	June	Counselors, Teachers, Administrators	1,000.00 Title I

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	90% of students will earn their self manager badge. Office referrals will decrease by 5%. 100% of teachers will utilize CHAMPS techniques.	Train all teachers and assistants and implement CHAMPS program. Continue Self Manager Program. Utilize parent conferences, home visits, incentives, and cafeteria incentive program. Staff development time will be set aside to focus on classroom management. Teachers trained in CPI will maintain their certification status.	Monitor discipline reports and Self Manager application records.	MCP, PI	Aug-June	Administrators, All Staff	
	50% of parents will attend a school health event. All students will be exposed to a health education unit through the school nurse.	Hold an annual family health event to promote and educate about healthy eating and physical exercise. PE teacher will create a fitness gram for each student. School nurse will provide health lessons for all student K-5. K-3 will focus on healthy practices, 4-5 will learn maturation information.	Monitor fitness grams and attendance at annual health event.	PI,	Spring	PE teacher, school nurse, family specialist	150.00 Title I
	Students will be exposed to college and career Readiness activities. Students and parents will participate.	Hold a college assembly for students, Parent Academy Field trip to SAC, fourth Grade Austin Field Trip, fifth grade career goal setting, and hold a career day. Staff will promote college awareness by wearing their college shirts every other week.	100% participation of students in grades 3-5 during Career Day. Event sign-in sheets will be monitored.	CCR, PI, GSF	Fall & Spring	Counselors, Teachers, Staff, and Parent Academy	1000.00 Title I
	All identified students will receive support from the RTI process. 2% decrease in the number of retentions at each grade level.	Hold level one meetings with grade level teams. Utilize data to document success of interventions. Continue use of timer and meeting protocol for effective communication and organization. Any student who has failed TAKS or been identified at-risk will have a level one meeting within the first six weeks of school.	Monitor RTI minutes kept in staff shared and CBMs for each grade level.	DI, 3TL, CLP	Aug - March	RTI Committee, Grade Level Chairs, Teachers	
	Title I-component 1 Needs Assessment	A needs assessment will be given to CIC to identify campus needs. Evaluation of findings will take place during CIC meetings. Implementation of changes will begin.	CIC will develop an implementation plan based on the findings of the needs assessment.	AFL, CLP, PI	Sept. - May	CIC committee	

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	Title I-component 2 Reform strategies	All staff hired will be highly qualified in their area of instruction. Grade level planning will take place with Title I specialists in attendance.	Grade levels will meet with administrators monthly and conduct weekly grade level planning sessions with Title I specialists.	DI, GSF,CLP, MCP	Aug.- May	All certified staff	
	Title I-component 3 Staff Development in the area of at risk students	Book Study will be completed by all certified staff on the book, Dream-Keepers, which describes successful teachers of African American students.	Walk throughs and teacher observations will reveal the use of differentiated instruction, specifically targeting diverse, low-income and minority students.	AL, 3TL, AV, CT, DI	Aug. - May	All certified staff	4,000.00
	Title I-component 4 Professional Development towards student improvement	Math and reading Nights, highlighting grade level curriculum, will be held in the evening for parents. Staff will attend at least 12 hours of staff development outside of school hours.	Attendance at math and reading nights. Teacher choice hours will be monitored.	CRW, 3TL, AV, AL, DI, AFL, CLP, PI	Once in fall and spring	Staff and parents	300
	Title I-component 5 Attracting high quality teachers	Screen for teachers who want to work with at-risk students during initial interview process. Provide support through mentor teachers and provide incentives for teachers wanting to continue their education.	Low teacher turnover rate will indicate teachers want to work at this high-need campus. Monitoring of mentor/teacher relationships will take place through conversations and regular meetings. Early dismissal time for teachers attending graduate school will be provided.	CLP	Sept. - May	Administrators	
	Title I-component 6 Increase Parental Involvement	Provide weekly parent classes. Invite parents on campus for regular events such as book fairs, assemblies, career day or having lunch with their child. Provide opportunities for parents to help in classes.	Parent attendance on campus for weekly classes with the family specialist will increase, number of parent academy graduates will increase by 5%, PTA will be run by parents, and the goal of parent attendance at teacher/parent conferences will be 100%.	DI, CCR, CLP, PI	Sept. - May	Staff and parents	1,000.00
	Title I-component 7 Transition from early childhood to elementary school program	A parent orientation will be provided for incoming kindergarten students' parents. Topics will include the importance of attendance and career readiness as early as kindergarten.	Attendance at the kinder orientation will increase by 10%. The event will be advertised at local apartment complexes.	PI, CLP, CCR, IA	Sept. - May	Administrators and kinder teachers	100

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	Title I-component 8 Assessments	Teachers will assess student progress using teacher made tests, TPRI, daily grades, benchmark tests and individual student goal setting. RTI meetings will be set for students of concern.	Graded classroom assessments will be on gradespeed and entered for parents to view. Lesson plans, indicating assessments, will be monitored weekly. Administrators' monthly meetings with grade levels will provide discussions concerning ongoing assessments.	CRW, AV, CT, AFL, CLP	Sept. - May	All classroom teachers and administrators	
	Title I - component 9 Extra assistance for struggling students	After school tutoring will be provided twice weekly for struggling students. SSI tutoring will be provided to students who did not pass TAKS.	Student attendance will be taken during after school tutoring. Student improvement will be monitored. Communication with parents will be ongoing. Attendance at SSI tutoring will also be monitored.	3TL, CRW, AV, AL, CT, DI, GSF, AFL,	Oct. - April	All classroom teachers and administrators	
	Title I - component 10 Integration of federal, state and local services	Nutrition will be incorporated as part of our P.E. program, Second Step will be part of our violence prevention program. Character development will be taught through the Self-Manager program. Family specialist will communicate information about housing, food, education and job training.	Lesson plans will indicate lessons in character education. The number of parent visits and requests for assistance through the family specialist and counselors will indicate communication of available services.	PI	Sept. - May	Administrators, teachers, counselors & family specialist.	