

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

COKER ELEMENTARY

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

RESULTS

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<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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	Reading Improve scores in TAKS Reading Grades 3, 4, and 5 on (Objective 4 Critical Thinking Skills)	<ol style="list-style-type: none"> 1. Provide teachers with training and support in implementation of Literacy Stations and small group Guided Reading with an emphasis on (critical thinking skills). 2. Make use of Compass reports to target instruction. 3. Provide teachers with continued training and support on the implementation of Bloom's higher order thinking questions. 4. Implement Voyager for grades K-2. 5. Provide small group instruction for targeted groups (Black, Hispanic and Eco. Dis.) 	All snapshot visits, formative walkthroughs and lesson planning in reading will indicate use of literacy stations, small group guided reading, and Bloom's higher order questioning.	3TL, SD, ITL, Q, GSF,	Fall 2009- Spring 2010	Literacy Specialist, IIT, Classroom Teachers	
	Reading Improve commended rate on TAKS reading to at least 50%	<ol style="list-style-type: none"> 1. Teacher will implement vocabulary development for all students using the 6 Step Vocabulary process and other strategies. 2. Develop mini assessments that monitor students' progress 3. Analyze benchmark data and adjust instructional strategies to impact student results. 4. Teacher will utilize best practices such as graphic organizers, think-alouds, anticipation guides, content journals, KWL, literacy stations, small group guided reading and differentiated instruction. 	<ol style="list-style-type: none"> 1. All snapshot visits, formative walkthroughs and lesson planning will indicate use of 6 six step vocabulary process and best practices. 2. Mini assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data. 	3TL, SD, ITL, Q, GSF, V	Fall 2009- Spring 2010	Classroom Teachers, IIT, Glennie Lecoche, Catherine Harper	
	Math Improve scores in TAKS Math Grades 3, 4, and 5 on (Objective 6 Processes and Tools)	<ol style="list-style-type: none"> 1. Teachers in grades K-5 will implement math vocabulary development for all students using the 6 Step Vocabulary process and other strategies. 2. All students will utilize math notebooks for problem solving and vocabulary development 3. Teachers in grades K-5 will utilize the 5 day problem 	<ol style="list-style-type: none"> 1. Administrators review of math notebooks will indicate use of problem solving strategies and vocabulary development. 2. Formative walkthroughs will indicate application of 5 day problem solving model, Exemplars, vocabulary development and differentiated instruction. 3. Teachers share at faculty meetings. 	3TL, V, ITL, Q, A	Fall 2009- Spring 2010	Classroom Teachers, Glennie Lecoche, Catherine Harper	

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	Math Improve commended rate on TAKS math to at least 50%	1. Teachers will implement the use of the 90 minute math structure which includes 5 day problem solving, investigations, exemplars, and math notebooking. 2. Integrate the use of best practices such as inquiry with higher order questioning, class discourse (ie Think-Pair-Share, Say Something) , goal setting, and graphic organizers	1. All snapshot visits, formative walkthroughs and lesson planning will indicate use of 5 day problem solving model with Exemplars 2. Mini assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data	3TL, V, ITL, Q, A	Fall 2009-Spring 2010	Classroom Teachers, Glennie Lecoche, Catherine Harper	
	Writing Improve writing composition TAKS scores to 50% of tests scoring a 3 or 4	1. Provide training and support for teachers grades 1-2 to utilize the "Units of Study for Primary Writing" by Lucy Calkins 2. Provide teachers in grades 3-5 with support in continued implementation of the 6-Traits writing model. 3. Students will utilize writing notebooks daily. 4. Teachers will have a writing conference with each student weekly.	1. Administrators review of journals will reflect daily composition writing using 6-traits and Primary Writing. 2. Formative walk throughs, snapshot visits and lesson planning for writing will indicate appropriate application of six trait writing principles, Units of Study for Primary Writing and best practices.	3TL, CRW, V, ITL, GSF, A	Fall 2009-Spring 2010	Classroom Teachers, Virginia Guerrero, Glennie Lecoche, Catherine Harper	
	Science Improve scores in TAKS Science grade 5 on (Objective 4 Earth Science)	1. Science lessons will incorporate 80-60-40 hands-on experiments and field experiences. 2. Integrate the use of content area reading, writing and vocabulary using science notebooks. 3. Integrate best practices such as inquiry based instruction, differentiated instruction and SIOP strategies. 4. Integrate ELL students with non-LEP students for hands on science activities.	1. Lesson plans, walk throughs, and teacher implementation reflect students' involvement in hands-on learning. 2. Mini common assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data. 3. Administrators will check Science notebooks monthly. 4. Leadership Team will conduct weekly walk throughs.	3TL, CRW, V, ITL, Q, GSF	Fall 2009-Spring 2010	Classroom Teachers, Glennie Lecoche, Catherine Harper	

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	Meet the instructional needs of all students in an organized and systematic way.	1. Provide staff development to promote implementation of best practices, focusing on differentiated instruction and integration of technology and promote competencies to improve cultural proficiencies. 2. RTI will provide specific remediation for students in need of assistance.	1. Lesson plans, and walk-throughs will reflect the use of best practices.	3TL, ITL, CLP	Fall 2009-Spring 2010	Classroom Teachers, Glennie Lecoche, Catherine Harper, RTI committee	
	Develop relationships with students to promote academic success	At-risk students will be assigned a personal cheerleader ("cub companion") to make weekly contact through visits, lunch, notes, etc.	Increased student self-esteem and academic success	GSF	Fall 2009-Spring 2010	Counselors, personal cheerleaders	
	Character Education and Anti-Bullying	1. Staff will continue the implementation of the Knights of the Guild Character Education Curriculum ("The Code") 2. Continue Peace Kids Service Club and monthly Knighting Ceremony programs to encourage leadership, relationships and character development among students.	Reduction of "Bullying" office referrals, fewer counselor referrals and improved student relationships		Fall 2009-Spring 2010	Counselors	
	Increase parent involvement of at-risk students	1. Provide parenting classes 2. Provide ESL classes for parents, 3. Plan and hold a Family Math/Science night to educate parents in Math Investigations and Science Inquiry. 4. Hold a Parent Portal training class 5. Provide a "Camp You Can" to inform parents of child's needs and support	1. Increase number of parents attending classes by 20% 2. 50% of the Coker families will attend and gain a better understanding of Investigations and Science Inquiry		Fall 2009-Spring 2010	Lupe Negley, Classroom Teachers, Math & Science committees	
	Reading Increase the percent of students passing TAKS reading in grades 3-5	1. Analyze previous year TAKS data 2. Analyze current year benchmark results. 3. Implement small group intervention with targeted students and specific identified skills. 4. Share results with parents at beginning of year along with strategies to target those weaknesses.	1. Periodic mini-assessments 2. Benchmark test results. 3. Voyager progress monitoring 3-5 small group instruction.		Fall 2009-Spring 2010	Classroom Teachers, Glennie Lecoche, Catherine Harper	

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	Math Increase the percent of students passing TAKS Math in grades 3-5	1. Analyze previous year TAKS data 2. Analyze current year benchmark results. 3. Implement small group intervention with targeted students and specific identified skills, specifically Hispanic population	1. Periodic mini-assessments 2. Benchmark test results.		Fall 2009-Spring 2010	Classroom Teachers, Glennie Lecocke, Catherine Harper	
	Vocabulary Development Increase vocabulary development in all content areas for ELL students.	1. Teachers will implement SIOP strategies in all content areas 2. Teachers will attend regularly scheduled campus based SIOP meetings. 3. Implement a "word of the week" on morning announcements.	1. All snapshot visits, formative walkthroughs and lesson planning will indicate use of SIOP strategies by all ELL teachers. 2. All ELL students will make one level gain in English Language proficiency as measured annually.		Fall 2009-Spring 2010	Bilingual and ESL Classroom Teachers, Glennie Lecocke, Catherine Harper, Marcela Csitkovits	
	Attendance Increase attendance by 2%	1. Teachers will document phone contact with parents when students are absent. 2. Implement early intervention strategies for students with excessive absences in 2008-2009. 3. Family Specialist will make intervene when absences become excessive. 4. Classrooms will use "All Here On Time" posters to encourage regular and punctual attendance.	1. Monitor absence reports each six weeks 2. Reward classes when they complete "All Here On Time" poster.		Fall 2009-Spring 2010	Classroom Teachers, Glennie Lecocke, Catherine Harper, Lupe Negley	
	Technology	Teachers will support students in the utilization of classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	1. 100% of classroom teachers and administrators will use the Texas STaR Chart for planning, instruction, reflection, walk-throughs, and observations. 2. 100% of classroom teachers will ensure students have a minimum of nine hours during each nine-week grading period as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards, lab schedules, and student products.				
	Technology	Provide staff development to support the mastery of technology proficiencies as outlined in the North East Educator Technology Standards.	100% of staff will show progress towards mastery of the Foundations, Basic, and Intermediate proficiency levels of the North East Educator Technology Standards as measured by proficiency tests and PDAS.		Annually	Glennie Lecocke, Catherine Harper, Teachers, Ed Tech Specialists	

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	Positive Behavior Support	1. Continue to Implement CHAMPS program campus wide 2. Provide staff development for all staff on the CHAMPS model	Decreased number of office referrals		Fall 2009 - Spring 2010	Classroom Teachers, Glennie Lecoche, Catherine Harper,	