

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**

DELLVIEW ELEMENTARY

"One Vision, One Goal; Every Student, Every Teacher"

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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
1	Student Achievement and Effective Instructional Practices	Student goal setting systems will be developed by each grade level, then implemented in every classroom. Students and teacher will analyze, record, and set learning goals based on assessment results. Goal setting/feedback will be reviewed with students at least monthly or after each classroom/district assessment.	Goal setting forms will show increased student success; higher collaboration between student and teacher about instructional needs	GSF	August-May	Teachers and Administrators	
1	Reading/Language Arts	Use of guided reading and literacy stations in every grade level during small group guided reading, with focus on consistent implementation at 3rd-5th grade	100% of walkthroughs and lesson plans will show evidence of stations and students' success in reading comprehension will increase as evidenced by mastery on all campus, district, and state assessments	3TL	August-May	Teachers, Reading Facilitator, IIT, and Administrators	Title I: \$2000 for instructional materials
1	Reading/Language Arts; Title I Component: Staff Development	Use of the "Daily Five" framework in Kinder-2nd grade to support early literacy development. Ongoing staff development with a subscription to the Daily Five website for access to videos, podcasts and instructional materials for classroom use.	100% of walkthroughs and lesson plans will show evidence of the Daily Five Framework in practice; increased student success in reading comprehension	DI, 3TL	August-May	Teachers, Reading Facilitator, IIT, and Administrators	Title I: \$1200 for subscription; K-2nd grade, Reading teachers, Admin staff (15 total)
1	Language Arts; Title I Component: Staff Development	School-wide use of Randi Whitney strategies from the Writing Academy; strategies will be integrated with and support the Four Block model and Six Traits Writing	100% of walkthroughs and lesson plans will show evidence of these writing strategies; increase in the number of 3's and 4's on the 4th grade Writing TAKS	3TL	August-May	Teachers and Administrators	
1	Student Achievement and Effective Instructional Practices; Title I Component: Staff Development	All RTI Core Team members and one teacher per grade level will attend training, "Pyramid Response to Intervention" and then redeliver content/strategies with grade level team. New learning will be applied to support and enhance campus RTI process	Monitoring will show increased student success; increased collaboration between teacher, student, and admin team about student needs; more efficient RTI meetings	DI, 3TL	October	Principal, Teachers	Title I: \$6900 (12 total)

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1	Reading/Language Arts Title I Component: Staff Development	Literacy consultant will work closely with Kinder-3rd grade teachers, Reading teachers, and admin team to facilitate the teachers' use of data to inform instruction for individual students and increase use of differentiated instruction strategies based on interests, readiness, and learning styles (to include one day of staff development on RTI and differentiated instruction at beginning of school year). Focus will also address fidelity of Tier I and II instruction.	Focus on assessment data and monitoring of students' achievement will show increased student mastery in all students on campus, district, and state assessments. Students on or above grade level in reading will make adequate yearly progress as evidenced by a gain of at least 35 wcpm from BOY to EOY.	DI, 3TL	August-May	Teachers, Reading Facilitator, IIT, and Administrators	Title I funds for contract: \$9500 (10 days total support during year)
1	Mathematics	Use the district's 90 minute Math plan at 1st-5th grade to include daily problem solving; lesson/activity targeting specific TEKS; flexible, small group instruction for at-risk learners/MAP; and Math stations to focus on differentiated learning for all students.	100% of walkthroughs and lesson plans will show evidence of 90 minute Math plan. 95% or more of the 3rd-5th grade students will pass the Math TAKS and at least 50% with commended performance.	3TL, ITL	August-May	Teachers, Math Facilitator, and Administrators	
1	Mathematics	Use of Exemplars materials at all grade levels (whole group, small group, math station activity); Use of rubrics to provide feedback to students and allow them to self-assess their mastery.	100% of walkthroughs and lesson plans will show evidence of strategies. Grade level collaboration/discussion of rubrics monthly as evidenced in team collaboration minutes.	3TL, ITL, GSF, CIP	August-May	Teachers and Administrators; District Math Specialist	
1	Student Achievement and Effective Instructional Practices; Title I Component: Staff Development	Campus-based staff development on Differentiated Instruction; implementation of strategies into instructional practices	100% of walkthroughs and lesson plans will show evidence of cooperative learning structures (at least one weekly); increased student collaboration will result in increased student mastery on all campus, district, and state assessments.	CLP, 3TL	Training once at month at faculty meetings	Facilitators and Administrators	Title I: \$3000 for materials and resources to support differentiated instruction
1	Student Achievement and Effective Instructional Practices; Title I Component: Staff Development	Campus-based staff development on Cooperative Learning structures using Kagan Cooperative Learning book	100% of walkthroughs and lesson plans will show evidence of cooperative learning structures (at least one weekly); increased student collaboration will result in increased student mastery on all campus, district, and state assessments.	CLP, 3TL	Training once at month at faculty meetings	Facilitators and Administrators	Title I: \$2000 for materials and resources to support cooperative learning

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1, 3	Student Achievement and Effective Instructional Practices; Community Involvement	Provide mentors, from groups such as Lee PALS and Kids HOPE USA, for at-risk students not currently mastering grade level TEKS. Mentors will meet with students weekly.	Mentored students will show increased success on campus, district and state assessments.	3TI, GSF, PI	September-May	Teachers, Family Specialist, and Administrators	
1	ESL	One teacher per grade level will be ESL certified, trained in SIOP (sheltered instruction), and will use these strategies to effectively meet the needs of our ESL students. At least one more teacher per grade level will focus on ESL certification during school year.	100% of walkthroughs and lesson plans will reflect sheltered instruction strategies; increased student mastery on all campus, district, and state assessments.; LEP students will make at least one level gain in English proficiency as measured on TELPAS.	ITL	August-May	ESL Teachers and Administrators	
1	ESL	Campus collaboration between ESL teachers to evaluate implementation of ESL strategies and monitor student progress	Increased collaboration with ESL teachers; increased student mastery of grade level TEKS and English proficiency	CLP, ITL	Once each nine weeks	ESL Teachers and Administrators	
1	Special Education, Title I Component Staff Development	Continue co-teaching model with Special ed and general ed teachers in order to provide differentiation of instruction and academic support for the special ed students in 2nd-5th grade. Weekly collaboration time for teachers to evaluate instructional practices, discuss lesson plans and monitor student success by reviewing assessment data. Ongoing staff development support throughout year will be provided by Stetson and Associates (Initial training in September and 7 site visits during year.	Increased success of included special education students and at-risk students in the co-teach classrooms as evidenced by passing grades each nine weeks and continuous progress on campus, district and state assessments.	CLP, GSF, 3TL	August-May	Teachers and Administrators	District Funded through Special Ed department
1	Technology Applications; Title I Component: Staff Development	Staff development for teachers on the integration of Smart Boards, Elmos, Classroom Performance System, and Web 2.0 technologies into their lessons in all content areas.	100% of walkthroughs and lesson plans will show regular integration of technology	ITL, 3TL, CRW	September-May	District Ed Tech Specialist; Teachers, and Administrators	
3	College and Career Readiness; Title I Component: Parental Involvement	Counselor will meet individually with 5th grade students and parents to review cumulative folder, assessment data, and the plan for middle school course work.	100% of students and parents will be aware of middle school academic expectations and its importance for future success in high school and college.	GSF, PI	May	Counselor and Administrators	

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3, 4	College and Career Readiness; Title I Component: Parental Involvement	Provide education and support for our theme "College Begins in Kinder", through Career Day, Parent Academy classes, visits to local colleges and universities for parents and students, guidance lessons with 5th graders on application process for college, and college t-shirts for all PK-5th grade students who have met their reading goals.	100% of students and parents will be aware of the importance of college readiness and the opportunity for all students to attend college.	GSF, PI	August-May	Teachers, Counselors, Family Specialist, and Administrators	Title I: \$1500 for transportation costs SCE: 1 FTE for Family Specialist PTA funds and business donations for college t-shirts
1	Professional Learning Communities; Title I Component: Staff Development	Our PLC framework will continue to focus on: shared mission, vision and values; collective inquiry; collaborative teams; action orientation; continuous improvement; and results orientation. The books, "Revisiting PLC's at Work" and "On Common Ground", will be our guides for continued implementation of framework.	All staff members will understand, support, and implement all aspects of a professional learning community.	CLP	August-May	Teachers and Administrators	
1	Professional Learning Communities	Incorporate team collaboration time into the school day for teachers to plan instructional activities, reflect on best instructional practices, develop mini-assessments to evaluate student learning, and disaggregate assessment data to evaluate effectiveness of lessons.	All grade level teams will collaborate at least once a week. School-wide systems will be put in place to allow for extended planning time at least 2 times a month. Increased student mastery on campus, district, and state assessments as a result of collaboration.	CLP	August-May	Teachers and Administrators	
1	Professional Learning Communities	Vertical collaboration between grade levels will be used to effectively align academic content, curriculum, assessment strategies, and instructional practices from grade-to-grade.	Vertical teams will collaborate at least five times throughout year. Increased student mastery on campus, district, and state assessments as a result of collaboration and instructional alignment.	CLP	August-May	Teachers and Administrators	
3	Title I Component: Parental Involvement	Family Specialist will be an active member of RTI team (as it pertained to high needs/homeless students) to provide support for families/parents of at-risk/struggling students.	Increased collaboration between home and school to support at-risk students	3TL, PI	August-May	Family Specialist, Counselors, and Administrators	
2, 4	Positive Behavior Support; Title I Component: Staff Development	CHAMPS Module training for campus staff to enhance our continued school-wide implementation of positive behavior model.	Decrease in the number of discipline referrals and increase in the percent of students engaged and on task during lessons	GSF, ITL	August-May	CHAMPS Core Team	

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2, 4	Positive Behavior Support, Character Education	Students will set goals and monitor their own behavior through the Self Manager system for discipline. Character traits such as responsibility, respect, honesty, self control, etc. are emphasized daily as student reflect on their behavior. School-wide celebrations each nine weeks will recognize students' efforts.	Decrease in the number of discipline referrals and increase in the percent of students engaged and on task during lessons	GSF, ITL	August-May	Character Ed Committee, Administrators	Local funds: \$1000.00
1	Student Achievement, Extra Curricular Activities	Selected 4th and 5th grade students will participate in an afterschool enrichment activity: STEM Scholars. This program will focus on robotics, Science and Math Instruction.	95% or more of the participating students will meet expectations on the TAKS Math and Science assessments.	ITL	August-May	STEM Scholar Sponsors	District Funded through technology department, and local business donations
2, 4	Character Education	Selected 4th and 5th grade students will be trained in Peacemakers Peer Mediation program; school-wide initiative in conflict resolution and violence prevention and intervention.	10% decrease in discipline referrals	MCP	September-May	Counselor and Administrators	
2, 4	Character Education	Use of Keystone curriculum for daily character education instruction	100% of walkthroughs and lesson plans will reflect these lessons; 10% decrease in discipline referrals	MCP	August-May	Teachers, Counselors, and Administrators	Title I: \$1000 for curriculum resources
2, 4	Character Education; Title I Component: Staff Development	"Capturing Kids Hearts" model will be used to build positive relationships within classrooms and will guide our school-wide discipline plan. New teachers will attend staff development for "Capturing Kids Hearts".	100% of all professional staff will use this model in their classrooms; 10% decrease in discipline referrals	MCP	August-May	Principal	Title I: \$2500 (5 teachers)
1	Title I Component: Needs Assessment	A comprehensive campus needs assessment (Data to include: TAKS, TPRI, Reading/Fluency levels, Attendance, Discipline, Parental Involvement, School-wide systems, etc.) will be conducted to identify student/campus needs and develop plans for intervention and improvement	95% or more of the 3rd-5th grade students will meet expectations on the TAKS assessments; 97% ADA, 10% decrease in discipline referrals; 10% increase in parental involvement in school activities	AFL, CLP, PI	September-May	CIC Committee	

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1	Title I Component: Use of Research-based Instructional Strategies	All teachers will use instructional strategies from "Classroom Instruction That Works" in their lessons (identifying similarities and differences; summarizing and notetaking; questions: cues and organizers; interactive teaching and learning; goal setting and providing feedback; six step vocabulary process) Campus and district staff development will support effective implementation of these strategies.	100% of walkthroughs and lesson plans will show evidence of the process; students' understanding of vocabulary will increase as evidenced by mastery on all campus, district, and state assessments	GSF, 3TL, CRW, CLP	August-May	Teachers and Administrators	
1	Title I Component: Instruction by Highly Qualified Teachers	Monthly support meetings for novice teachers (0-2 years) with mentor teacher to focus on lesson planning, instruction, assessment, classroom management, and campus/district initiatives; classroom observations for novice teacher in experienced teachers' classrooms.	100% of novice teachers will be rated "proficient" or "exceeds" on PDAS	CLP	August-May	Novice teachers, mentors, and Administrators	
1	Title I Component: Attracting Highly Qualified Teachers to High Needs Schools	The school will actively recruit and hire highly qualified teachers; campus web site will regularly highlight school's successes and programs to aid in recruiting.	100% of all teachers will be highly qualified as specified under NCLB	CLP	August-May	Administrators and Web Page Designer	
3	Title I Component: Increase Parental Involvement	Schedule a minimum of at least two family nights during the school year such as: Authors' Night, Science Night/Star Gazing Party, Family Literacy Night, Academic Night, etc.	10% increase in parental involvement	CLP, PI	August-May	Family Specialist, Parental Involvement Committee, Curriculum Committee, and Administrators	Title I and local funds: \$500 for supplies and instructional materials
3	Title I Component: Increase Parental Involvement	Each grade level will use Literacy Bags for Science to encourage family literacy and Science inquiry at home. Family Specialist will work with Science Facilitator to host a parent education class to support use at home.	Increased parental involvement as evidenced by completion of Literacy Bag activities and evaluation forms; increased student mastery on all campus, district, and state Science assessments.	CRW, AV	September-April	Teachers, Science Facilitator, Administrators	
1	Title I Component: Assisting Preschool Children in the Transition from Early Childhood to Elementary School	Increase time for collaboration between PK and Kinder teachers to review Kinder TEKS; discuss age-appropriate instructional practices; and align PK instruction for increased student success at Kinder.	Tighter alignment of PK and K curriculum and instructional strategies; smoother transition for all PK students to Kinder.	CLP	2 times during school year	Teachers and Administrators	

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3	Title I Component: Assisting Preschool Children in the Transition from Early Childhood to Elementary School	PK students from feeder day care facilities will visit school with their teacher and parents for a tour and time in a Kinder classroom; current PK parents and students will also have same opportunity during Kinder Round-up week	Smoother transition for all PK students to Kinder; parent understanding of academic and behavioral expectations in Kinder classrooms; increased collaboration with neighboring day care facilities	ITL	April	Teachers, Family Specialist, and Administrators	
1	Title I Component: Include Teachers in the Decisions Regarding use of Assessments	One teacher per grade level and content Facilitators will attend training, "Building Common Assessments" and then redeliver content/strategies with grade level team. New learning will be applied to support and enhance campus PLC framework and student achievement.	100% of walkthroughs and lesson plans will show evidence of assessments; increased student mastery on all campus, district, and state assessments; increased collaboration in grade levels to enhance success of all students	CLP, 3TL, ITL	October	Principal, Teachers	Title I: \$6400 (11 total)
1	Title I Component: Include Teachers in the Decisions Regarding use of Assessments	2nd-5th grade level teams will create and administer mini-assessments at least once a month in order to monitor student progress towards mastery of TEKS; results will be used to guide student goal-setting and lesson planning	100% of walkthroughs and lesson plans will show evidence of assessments; increased student mastery on all campus, district, and state assessments; increased collaboration in grade levels to enhance success of all students	CLP, GSF	September-May	Teachers, PLC team leaders, Administrators	
1	Title I Component: Students Experiencing Difficulty will be Provided with Effective, Timely, Additional Assistance	Use of flexible intervention grouping to target reading comprehension in grades 3-5, six-eight weeks prior to TAKS assessment	100% of walkthroughs and lesson plans will show evidence of flexible grouping; increased students mastery in all subjects on campus, district and state assessments.	DI, 3TL	January-March	Teachers, Reading Facilitator, IIT, and Administrators	
1	Title I Component: Students Experiencing Difficulty will be Provided with Effective, Timely, Additional Assistance	Use of Intervention teachers to provide support for at-risk students 2 times a week, during the school day	100% of walkthroughs and lesson plans will show evidence of flexible grouping; increased students mastery in all subjects on campus, district and state assessments.	DI, 3TL	October-April	Teachers, Reading Facilitator, IIT, and Administrators	Title I: \$3000 and Project Target TEKS funds
1	Title I Component: Students Experiencing Difficulty will be Provided with Effective, Timely, Additional Assistance	After school tutoring will be provided 2 times a week for at-risk students, with a focus on struggling students in 3rd-5th grade	95% or more of the 3rd-5th grade students will pass TAKS assessments.	3TL, DI	October-May	Teachers and Administrators	Title I: \$5000

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**

DELLVIEW ELEMENTARY

"One Vision, One Goal; Every Student, Every Teacher"

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
1	Title I Component: Students Experiencing Difficulty will be Provided with Effective, Timely, Additional Assistance	Campus teachers will tutor at-risk 3rd-5th grade students in Math each morning 20 days prior to the Math TAKS; focus on weak TEKS as identified by campus and district assessment data.	95% or more of the 3rd-5th grade students will pass the Math TAKS and at least 50% with commended performance.	3TL	March-April	Teachers, Math Facilitator, and Administrators	
1	Title I Component: Students Experiencing Difficulty will be Provided with Effective, Timely, Additional Assistance	The admin team, in collaboration with facilitators and grade level teams, will develop a list of at-risk "targeted students" in 1st-5th grade to monitor and support. Meet with grade levels regularly to review students' progress	Monitoring will show increased student success; increased collaboration between teacher, student, and admin team about student needs. 10% decrease in the number of students recommended for retention.	GSF	August-May	Teachers, Facilitators, and Administrators	
1	Title I Component: Coordination and Integration of Federal, State, and Local Services/Programs	Coordinated funding through the use of local, state and federal funds will be used to support all campus programs, enhance instructional practices, and purchase instructional materials after review of assessment data that identifies student needs.	Management of campus resources will support success of all students	ITL	August-May	Administrators and CIC	Title I, SCE and local funds: staff, instructional materials, programs, and supplies