

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**

Fox Run Elementary

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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)
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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, 2, 5	Reading/Language Arts	All kindergarten teachers will implement the Building Blocks Instructional model. All 1-5 grade teachers will implement the 4-Blocks Instructional model.	3-minute informal and formal walkthroughs will monitor progress. Monthly meetings with Administrators and Curriculum Specialists will present feedback to each team/teacher.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP MCP	Monthly	Principal, Assistant Principal, Curriculum Specialist, Teachers	
1	Reading	The District Literacy Specialist will model small group Guided Reading lessons for Kindergarten-5th Grade classes. Teachers will work with District Literacy Specialist and/or Instructional Intervention Teacher to improve small group Guided Reading instruction.	100% of Guided Reading lessons observed with District Literacy Specialist and/or Instructional Intervention Teacher will be implemented and shared with grade level during a scheduled planning period.	3TL, CRW, IITL, AL, CLP	August 2009- June 2010	Literacy Specialist, IIT, and Classroom Teachers	
1	Reading	Maintain and add to guided reading leveled bookroom.	Teachers will be able to use the guided sets in the bookroom to meet curricular needs.	CLP, DI	Fall 2009-2010	Language Arts Committee	
1, 2, 5	Science	All 5th grade classrooms will have at least one lesson in the science lab per week. All K-4 grade classrooms will have at least one lesson in the science lab per month.	District benchmark tests will be monitored and assessed with each team by Administrators, Curriculum Specialist, and Science Committee. Students will become more familiar with materials, vocabulary, and safety practices used in science to increase knowledge of science objectives. This will ultimately improve understanding of the TEKS and increase student academic performance by 10% or the 5th grade science TAKS test.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP, MCP	Monthly	Principal, Assistant Principal, Curriculum Specialist, Teachers	
1	Science	Representatives from grades K-5th will attend Science S.C.O.P.E. sessions. Kinder-5th grade teachers will meet quarterly with the District Science Specialist to outline and implement authentic and engaging student lessons. Kinder -5th grade students will maintain Science notebooks on a daily basis and will share them vertically.	100% of Science lesson plans will demonstrate authentic and engaging Science lessons in which 80% of the lessons are field and/or lab investigations for upper grades. 60% for intermediate grades and 40% for primary grades. Mini assessments and semester common assessments will demonstrate mastery on grade level TEKS.	AL, CT, DI, GSF	August 2009- June 2010	Classroom Teachers, Administrators, Science Specialist, Science Committee	
1	Science	Supply lab with ongoing experiments and supplies needed throughout year.	Science committee will submit purchase orders for needed equipment and supplies	CLP	Ongoing	Science Committee	

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1	Science	Science committee chair and teachers, minimum of three, will attend CAST 2009 in Galveston, TX.	Teachers will return and present information gathered to faculty and staff unable to attend.	CLP	November 5th-7th	Classroom Teachers, Administrators	
1	Science	Science committee chair and teachers will attend Kilgo training in September or October.	Teachers will return and present information gathered to faculty and staff unable to attend.	CLP	September 2009 November 2009, January 2010	Principal, Science Committee	
1	Mathematics	Math Committee will help plan and supervise parent training sessions. This will be done by hosting Math nights, breakfast sessions, luncheons or sessions after PTA programs. One session will be planned each semester.	Success will be measured by attendance and Math committee members with administration will reassess each semester the need for these such sessions and their value. Math committee members and teachers will decide the content of these sessions and how best to present to parents.	PI	August 2009- May 2010	Math Committee Classroom Teachers, Administration Math Specialist	
1, 2, 5	Mathematics	Each grade level will meet monthly to align strategies with the district Math Specialist to disaggregate data obtained from benchmark, palm, and teacher assessments.	Students will be tracked to monitor specific progress and establish long term goals. Math benchmarks, teacher assessment, and 3-5 math TAKS scores will show growth from the previous year and higher commended performance scores.	3TL, CT, DI, GSF, AFL	August 2009- June 2010	Principal, Assistant Principal, Counselors, all campus staff, and district math coordinator.	
1, 2, 5	Gifted and Talented	100% of identified GT students will score at the Commended level on all TAKS tests.	GT teacher will monitor the progress of GT students' benchmark scores and continue to provide staff development ideas to teachers through personal contact with each teacher.	AL, CT, DI, GSF, AFL, CCR.	Ongoing	Gifted and Talented Teacher	

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2, 4	Discipline	Continue self-manager program, which includes core virtues. All students and teachers will be provided staff development on the C.H.A.M.P.S process and the Love and Logic principles. All students and teachers will follow campus BMP based on the C.H.A.M.P.S. process and "self-manager" program. Training of staff, parents, and students on Fox Run procedures.	Self-manager program will be introduced to new teachers and reviewed with all staff during staff development week. Additional 15% decrease in office referrals reported to PEIMS/referrals which result in loss of instructional time. 100% of walk throughs will reflect BMP. Procedures taught 1st week of school, at parent orientation, and January 2010.	GSF, MCP	August 2009, January 2010 on-going CHAMPS, 6 hrs. each 9 wks.	Administrative Team/Discipline Committee/C.H.A.M.P.S. Trainers/Classroom Teachers	
1, 2, 4	School Discipline Plan	The Fox Run staff will fully implement the CHAMPS behavioral model school wide in an effort to build a K-5 discipline plan.	Office referral to ISS will be monitored by Assistant Principal. Data will be shared with teams and faculty throughout the year.	DI, GSF, AL, AV, CT, DI.	Weekly	Principal, Assistant Principal, Teachers	
1	Accelerated Instruction for At-Risk student	The Fox Run staff will implement the RTI process school-wide to ensure that struggling students get intervention strategies as soon as possible.	The RTI team will meet every week to address and monitor students who are struggling in school. Each student will be monitored on a consistent basis.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP MCP	Weekly	RTI team, Classroom Teachers	
1	All Core Curriculum Subject Areas	All classroom teachers will list student expectations (SE) in lesson plans and post them in a prominent place where they can be reviewed and discussed during each lesson. (verbalized K-2)	3-minute informal and formal walkthroughs will monitor progress. Monthly meetings with Administrators and Curriculum Specialists will present feedback to each team/teacher.	AL, CT, DI, GSF, AFL, CCR.	Daily	Principal, Assistant Principal, Classroom Teachers	
1, 2, 3, 5	Community/Parent Involvement	All teachers will have Fall and Spring mandatory conferences to communicate academic progress. A monthly newsletter will be sent out to the community informing on instructional and extra-curricular events. The school website will be updated on a consistent basis.	Campus Improvement Committee will monitor relations with PTA President . Principal will monitor relations with PTA Board.	PI, IA	Monthly	Principal, CIC, Classroom Teachers	
1,2,3,5	Parental Involvement	To increase parental involvement our campus will hold the following monthly meetings: Open House/Meet the Teacher, New Parent Orientation, Parent Academy sessions focused on home and school working together.	100% of teachers will meet with parents throughout the year either by direct face to face contact or phone conferences. 100% of PTA meetings and Campus Improvement Committee meetings will be attended by school staff and PTA representatives. Sign-in sheets will be maintained for all Community/School Activities.	PI, IA	August 2009-May 2010	Administrators, Classroom Teachers, Counselors	

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1,3	Parental Involvement	Parent intervention meetings for students who are not meeting expectations according to grade level assessments. Parents will be invited to all RTI and 504 meetings.	100 % parent participation will be monitored. Administration follow-up meetings will be held for parents who cannot attend.	PI, IA	August 2009-May 2010	Administrators, Classroom Teachers, Counselors	
1,5	Technology Applications	Campus will implement podcasting program to extend and deepen student technology projects.	1 teacher per grade level (minimum) will be trained in podcasting. Each grade level will post a minimum of 1 project per month.	3TL, CRW, AV, AL, CT, DI	Monthly	Grade level Technology Committee Representatives	
1	English Language Learners	All ELL students will be placed in a certified ESL classroom with SIOP training.	ELL Coordinator will ensure the placement of each student and will monitor progress of each student.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP MCP	Monthly	ELL Coordinator, ESL Classroom Teachers	
1, 2	Special Education	Continue to have a staffing before all ARD meetings to plan out the IEP of each student. Continue the Case Manager Model of monitoring the performance of each student receiving Special Education services.	Case Managers will monitor all students on a 3-week basis.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP MCP	Weekly	Special Education Teachers, Classroom Teachers	
1, 2, 3, 4, 5	Accelerated Instruction At-Risk	The Fox Run faculty will incorporate early intervention curriculum strategies to be used as a precursor to the Special Education referral process i.e. Co-Funded CMC, Language for Learning. Corrective Reading, SRA Reading, Math and Reading small group tutorial program.	Early intervention strategies will be expanded to lower the number of students being considered for an FIE while providing interventions to meet the needs as determined by the RTI committee. PBMS indicators of the number of students served in Special Education will show our campus percentage at or below district averages. Student scores on state testing show an increase from the 2008-2009 school year.	3TL, CRW, AV, AL, CT, DI, IA	August 2009-June 2010	Principal Assistant Principal Counselors, and all campus staff.	
1, 2, 3, 4, 5	Accelerated Instruction At-Risk	The Fox Run faculty will implement academic intervention strategies K-5, including before/after school instruction, small group daily instruction and a pull out program to assist students identified as At Risk.	Students will be tracked using district assessments as well as approved evaluative tools from various N.E. supplied curriculum.	3TL, DI, GSF, PGA	August 2009-June 2010	Principal Assistant Principal Counselors, and all campus staff.	
1, 5	Title I-component 1 Needs Assessment Reform strategies	A needs assessment will be given to CIC to identify campus needs. Evaluation of findings will take place during CIC meetings.	CIC will develop an implementation plan based on the findings of the needs assessment.	AFL, CLP, PI	August 2009-June 2010	CIC Committee	

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5	Title I-component 2 Reform strategies	All staff hired will be highly qualified in their area of instruction.	Grade levels will meet with administrators monthly and conduct weekly grade level planning sessions.	DI, GSF, CLP, MCP	August 2009- June 2010	All certified staff.	
1, 2, 5	Title I-component 3 & 4 Professional Development towards student improvement	Staff development will be sought by all staff.	Walk through and teacher observation will reveal the use of differentiated instruction, specifically targeting at risk students.	CRW, 3TL, AV, AL, DI, AFL, CLP, PI	Once in fall and spring	Staff and parents	
2, 5	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.	CLP	Sept. - May	Administrators	
2, 3	Title I-component 6 Increase Parental Involvement	Provide monthly opportunities for parents to participate in activities at school.	Each grade level will monitor attendance and data will be discussed at CIC meetings.	DI, CCR, CLP, PI	Sept. - May	Staff and parents	
2, 3	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 exceed 90%.	PI, CLP, CCR, IA	Sept. - May	Administrators and Kinder Teachers	
2, 3	Title I- component 8 Assessments	Teacher will assess student progress using teacher made tests, TPRI, daily grades, benchmark test and individual student goal setting.	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	
1, 2	Title I-component 9 Extra assistance for struggling students	Before and after school tutoring will be provided 1 hour per week for struggling students. SSI tutoring will be provided to students who did not pass TAKS.	Student attendance will be taken during 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	
1, 2	Title I- component 10 Integration of federal, state and local services	Nutrition will be incorporated as part of our P.E program. Character development will be taught through the Self-Manager program.	Lesson plans will indicate lessons in character education.	PI	Sept. - May	Administrators, Teachers, Counselors	