

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

Oak Grove Elementary

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

RESULTS

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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
 - IA Improved Student Attendance
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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	Strategies for engagement, setting objectives and providing feedback	Teachers will participate in monthly Reflective Practice Meetings	Walk-throughs will reflect active engagement in classrooms	AFL, AL, DI	Monthly	Teachers and administration	
1	Reading	Integrate Reading into content areas, integrating the six comprehension strategies throughout.	100% of 3rd - 5th grade students pass TAKS with 50% commendable ratings; 100% of K-2nd will demonstrate comparable mastery on grade appropriate measurements.	CRW	August - May	Classroom Teachers, Reading Specialist, Reading Facilitator	\$500 Title I funds
1, 2, 3	Reading	*Provide intervention based on level of need (RAP, MAP, VOYAGER, tutoring, staff mentoring, MAC PALS)	100% of students grades 3 - 5 pass TAKS with 50% commendable ratings	CIP, GSF, 3TL, CRW, ITL	August - April	Data Team: Principal; Assistant Principal; Counselor;	
1	Reading	Tutoring after school with students identified by benchmarks and grades	100% of 3rd and 5th grade students pass TAKS with 50% commendable ratings	CIP, GSF, 3TL, CRW	August - May	Classroom Teachers, Reading Specialist, Reading Facilitator	\$8,000 Title I funds
1	Reading	Integrate reading into content areas	100% of 3rd - 5th grade students pass TAKS with 50% commendable ratings; 100% of K-2nd will demonstrate comparable mastery on grade appropriate measurements.	CRW	August - May	Classroom Teachers, Reading Specialist, Reading Facilitator	
1	Vocabulary	Teachers will continue to focus on vocabulary development through centers and word walls. Marzano's 6 Step Vocabulary Instruction will be used school-wide, K-5	100% of 3rd, 4th and 5th grades will pass reading TAKS. Walk throughs, lesson plans, grade level meetings will indicate appropriate application of vocabulary development strategies.	GSG, ETL, 3TL, DI	Aug - May	All Oak Grove teachers and staff.	\$500
1	Language Arts: Writing	Support and review the development and implementation of common assessments for selected courses to guide writing instruction to utilize the 6 traits of writing and the writer's workshop model, K-5.	100% of 4th grade students will be administered common assessments for writing.	CIP	August - May	Literacy Specialists, Classroom teachers	
1, 5	Math	Lessons planned that integrate higher-level questioning strategies and discussions of problem solving strategies. (TERC, Marilyn Burns, Exemplars)	100% of 3rd - 5th grade students pass Benchmarks and TAKS; 50% at a commendable rate. K - 2nd grade students will demonstrate mastery on appropriate measures (Common Assessment, Benchmarks, and/or CogAT)	ITL, CIP	August - May	Classroom teachers, Math Specialist, Math Facilitator	\$2,500

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1	Math	Implement the use of math workstations that will support the district scope and sequence and TEKS	100% of 3rd - 5th grade students pass TAKS; 50% commendable rate. K, 1st and 2nd grade students will demonstrate mastery on appropriate measures (Common Assessment, Benchmarks, and/or CogAT)	CIP, GSF, 3TL, ITL	August - May	Classroom teachers, Math Specialist, Math Facilitator	
1	Math	Utilize the North East Scope and Sequence for Grades K-5 along with the Revised TEKS-based Resource Web site.	Using the "What to Look for in the Mathematics Classroom Checklist" as a guide, snapshot visits or formative walk-throughs will indicate the appropriate TEKS and levels of understanding are being addresses; 100% of students in grades 3-5 will meet expectations on TAKS mathematics.	3TL, AFL	Fall - Spring	Principal, Assistant Principal, Teachers	
1	Math	Use multiple means of formative and summative assessments including mini-assessments, benchmarks, TAKS. Analyze data from assessment to inform instructional decisions.	Reading, Math, and Science specialists will assist campuses in reviewing mini-assessment and benchmark data and assist in developing campus action plans to address areas of concern.	GSF, AFL, DI	November - February	Principal, Assistant Principal, Teachers, District Specialists	
1	Science	Provide elementary teachers with focused professional development and support in utilizing standards-based instruction through extended planning	100% of 5th grade students will pass TAKS	ITL, 3TL	Aug - May	Teachers, Title I Facilitators, District Specialist	\$1,000
1, 5	Science	Teachers attend all Science Scope meetings and integrate lessons and ideas. Teachers will monitor student progress on benchmark assessments and common assessments.	100% of 5th grade students pass TAKS; 50% commendable rate. Staff will review benchmark data, adjust curriculum and meet with the principal and leadership team to discuss the results.	ITL, CIP	August - May	5th grade teachers, Principal, Assistant Principal, Science Specialist	
1, 5	Science	Utilize KLRN Down streaming videos related to Science TEKS	100% of 5th grade students pass TAKS; 50% commendable rate	ITL, 3TL	August - May	5th grade teachers	
1	Science	Integrate inquiry based instruction to increase student achievement	100% of 5th grade students pass TAKS; 50% commendable rate	3TL	August - May	5th grade teachers	
1	Tutoring - Reading, Math, Science	Campus wide tutoring program - All teachers will tutor before and after school. Students identified as deficient in a content area by the CogAT, benchmark testing, TAKS, or grades will be targeted.	100 % of 3rd, 4th and 5th grade students pass Benchmarks and TAKS; 50% at a commendable rate. K, 1st and 2nd grade students will demonstrate mastery on appropriate measures (TPRI, Common Assessment, Benchmarks, and/or CogAT)	CIP, GSF, CRW, ITL	Sept - May	All Oak Grove teachers and staff.	Transportation and stipends Title 1 \$8,000.

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1, 2, 5	Technology Applications	Teachers will integrate technology lessons specific to academic areas using programs including, but not limited to, PowerPoint, Kidspiration, Excel, and Inspiration II.	Students will use technology as a tool to master grade level TEKS as demonstrated by student developed projects.	CIP, CRW, ITL	August - May	Teachers, Administrators, Campus Technology Committee, Instructional	
1, 2, 5	Technology Applications	Teachers will plan and implement lessons based on the grade level Technology TEKS. All curriculum area planning will include technology applications	Students regularly use technology on an individual basis to access electronic information and, for communication and presentation projects.	CIP, CRW, ITL	August - May	Teachers, Administrators, Campus Technology Committee,	
1	Library Services	Librarian will coordinate with PK - 5 teachers to order books to enhance relevancy of instruction	All orders will reflect instructional needs of the classroom	GSF	August - May	Librarian, Principal	\$6,000
4	Guidance	All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	GSF, PGP, CCR	August - May	Counselor & Middle School Counselors	
4	Guidance	Counselor will attend district-provided professional staff development quarterly.	Sign in sheets will reflect 100% compliance	GSF	August - May	Counselor & Director and Coordinator of	
4	Guidance	Develop yearly campus guidance plans supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support.	Counselor will develop yearly plans which incorporate level-appropriate activities in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	GSF	August - May	Counselor	

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2	Safe & Drug-Free Schools and Communities	All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and violence prevention and intervention on campus addressing the following five areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence and Improve school safety 3. Increase parental and community involvement in violence and drug prevention activities 4. Increase student involvement in school activities 5. Increase awareness and prevention efforts related to teen dating violence by implementing HB 121 and developing a dating violence policy	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the five areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence and improvement in school safety 3. Increased parental and community involvement in violence and drug prevention activities 4. Increased student involvement in school activities 5. Increase awareness and prevention efforts related to teen dating violence and develop a dating violence prevention plan (secondary level)	GSF, PI	June	Principal, Counselor, SDFS Campus Contacts, Family Specialist	
	Safe & Drug-Free Schools and Communities	Motivational Productions assembly	Increase awareness of dangerous substance abuse	GSF	Fall	Principal	\$3,000
1	Safe & Drug-Free Schools	Counselor will coordinate "Red Ribbon Week" and continue to expand peer mentoring program	Reduction in incidence of violence and improvement of safety. Increased student involvement in activities.	GSF	August - May	Counselor, Classroom Teachers	\$110.00 Title I
1	Safe & Drug Free Schools	Discipline Committee with all classroom teachers will review the Self Manager Program and make changes as needed.	Reduction in the number of office referrals by 2%.	GSF	August - May	Teachers, Principal, Assistant Principal	
1,2,3,5	Health Services	Collaborate with Family Specialists, Counselors, local health care providers, and local/state and federal agencies to secure health related resources (glasses, hearing aids, medical care, immunizations, prescription medication assistance) for uninsured, under-insured students to facilitate improved attendance and academic success	Improved student attendance and academic performance in target population	AL, CT, GSF, IA	Aug - May	Campus Nurse, Family Specialist, Counselor	

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2,3,5	Health Services	Provide accurate, current, concise health related information to parents and community members through PTA meetings and newsletters, campus activities and campus activities and campus nurse web sites	Campus Nurse will collaborate with Principal and PTA officers to provide health information		Monthly	Campus Nurse, Principal, PTA officers	
1,2,3,4	Health Services	Coordinate at least 2 wellness activities; help organize campus wellness functions.	Campus Wellness Plan Goals are achieved	AL, CT, GSF, PI	Aug - May	Campus Nurse, CATCH team, Administration	\$200
2,3,4	Health Services	Campus nurses will provide the crucial link between student health and academic success by conducting health assessments; providing preventive care; minimizing student risk taking behaviors; providing first aid for injured and ill students; developing Individualized Health Plans to benefit students with acute and chronic health needs; providing communicable disease surveillance, providing individual and group health education,; offering parent-nurse conferences; providing families with referral information; monitoring results of treatments and interventions; and working closely with campus staff to ensure student health needs are met.	Monthly reports , review of student/clinic referrals, and staff meetings	AL, CT, GSF, IA	Monthly, annually, as needed	Campus Nurse, Family Specialist, Counselor, Staff	
1	Motivating and monitoring student performance	Ongoing monitoring of student achievement via grades, and assessment tools (common assessment, benchmarks, TPRI). Through a school-wide mentoring program students will	100 % of 3rd-5th grade students pass TAKS; 50% commendable rate. K, 1st and 2nd grade students will demonstrate mastery on appropriate measures (TPRI, Common Assessment, Benchmarks, and/or CogAT)	GSF, ETL, ITL, CRW, CLP	August - May	Teachers, Curriculum Facilitators, Literacy Specialist	
2, 3, 4	Parent Involvement	Implement effective parent involvement to improve academic achievement: Family Fun Night, Open House, KLRN Kinder Readiness, Conferences, Parent Academy, Parent Education Classes, Parent Education Presentations in conjunction with PTA meetings	Attendance will increase by 2%	CIP, ITL, PI	Fall & Spring	Family Specialist, Title Facilitators, Classroom Teachers	\$500
3	Accelerated Education/At-Risk, NCLB, Title I: Parental Involvement	Host two family nights during the school year	10% increase in parent attendance.	3TL	Oct and Feb	Family Specialist, Title Teachers	\$400

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2	Professional Development	School-wide focus on positive classroom management	Consistent implementation of positive classroom expectations	3TL, MCP	August	Principal, Classroom Teachers	\$1,000 from Title I funds
2	Professional Development	School-wide book study on the book "Whatever it Takes, How Professional Learning Communities Respond When Kids Don't Learn" for reflective practice and to build community	Collaboration and communication at grade level meetings as reflected in agendas	CIP	August - May	Principal, Classroom teachers	\$1,000
1, 2	Increase attendance rate by 1.4%	Teachers will monitor daily attendance and report weekly with parent contacts by each 5 absences. Administrators, Counselors, Family Specialists will make personal contact with parents/students having attendance issues. Administrators will monitor attendance reports monthly.	Increase attendance rate from 96.6% to 98%	GSF, ITL, IA	August - May	Teachers, Principal, Assistant Principal, Counselor, Family Specialist	\$1,000
3	Title I - Component 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	
1	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	
1	Title I-component 3 Staff Development in the area of at risk students	Teachers attending workshops and in-services this summer will present staff development.	Walk-throughs and teacher observations will reveal the use of differentiated instruction, specifically targeting at risk students.	AL, 3TL, AV, CT, DI	Aug - May	All certified staff	\$5,000
3	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	
1, 3	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	

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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
3	Title I-component 6 Increase Parental Involvement	Provide 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	
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 increase by 10%. The event will be advertised at local apartment complexes.	PI, CLP, CCR, IA	Sept - May	Administrators and kinder teachers	
1	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 grade speed and entered for parents to view. Lesson plans, indicating assessments, will be monitored weekly.	CRW, AV, CT, AFL, CLP	Sept - May	All classroom teachers and administrators	
1, 5	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 - Apr	All classroom teachers and administrators	
4	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. 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	Sep - May	Administrators, teachers, counselors & family specialist.	