

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INSTRUCTIONAL IMPROVEMENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
OLMOS ELEMENTARY
2009-10**

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

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
5	Improve Leadership Team Effectiveness	Through consistent collaborative planning, weekly meetings, and professional communication, the leadership team will identify teachers and students in need, plan for assistance, provide support, and monitor for success.	Review of data and scores on individual students, classes, and grade levels will show an increase in student performance. Leadership team meeting notes will indicate areas of concern, plans of action, and progress monitoring.	CLP, IA	August 2009- June 2010	Leadership team to include Principal, Assistant Principal, Counselors, Title I teachers, Bilingual specialist, IIT	None
1	90% of all student groups will pass TAKS in the areas of Reading, Math, Science, and Writing	Teachers in grades PreK-5 will meet with students who are working below grade level and/or who have not demonstrated mastery on grade level TEKS at least twice each week in a small group setting. Mini-assessments will be administered to students in the small group setting to assess their understanding of the TEK.	100% of students in the small group setting will score a minimum of 70% on the mini-assessments.	CLP GSF CRW	Weekly August 2009 to June 2010	Teachers, Administrators, Title I facilitators	None
1	90% of all student groups will pass TAKS in the areas of Reading, Math, Science, and Writing	Teachers and students will collaboratively set goals for improvement following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in reading, math, science, and writing.	CLP GSF CRW	August 2009 - June 2010	Teachers, Administrators, Title I facilitators	COMPASS
1	90% of all student groups will pass TAKS in the areas of Reading, Math, Science, and Writing	All students who failed to meet the minimum passing standards on the TAKS tests and all 5th grade students who were retained will meet with the counselors within the first four weeks of school to discuss strengths and weaknesses. Each student will develop a plan of action to insure success.	100% of this student group will establish a plan of action to insure success in passing TAKS. Students who continue to perform below grade level will meet with the counselor at the nine-week mark in each succeeding marking period.	CLP GSF	August 2009 - June 2010	Counselors, Teachers	None
1, 2	90% of all student groups will pass TAKS in the areas of Reading, Math, Science, and Writing	Administrators will meet with teachers once each 9 week period to discuss student performance, intervention strategies, attendance, behavior, as well as, any other issue that impacts student achievement.	100% of teachers will develop an intervention plan for each student who is working below grade level or whose achievement is impacted by other issues such as behavior, attendance, etc.	CLP GSF DI 3TL	August 2009 - June 2010	Administrators and Teachers	None

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1, 2, 4	90% of all student groups will pass TAKS in the areas of Reading, Math, Science, and Writing Improved attendance and discipline	Administrators will meet with students in grades K-5 during assemblies within the first week of each semester to discuss learning goals, assessments, discipline and concerns.	100% of students will be motivated to set and meet personal achievement goals, attend school regularly and demonstrate appropriate behavior in class. Students will score a minimum of 80% on all campus and/or District assessments.	CLP GSF CRW	August 2009 and January 2010	Administrators	None
1, 2	90% of all student groups will pass TAKS in the areas of Reading, Math, Science, and Writing	Teachers will meet in grade level teams and/or vertically aligned teams to discuss student work, review results from District and/or campus assessments at least once per nine weeks in half day Extended Planning Sessions.	100% of teachers will participate in the collegial discussion of student work and student performance. Teachers will develop plans to address student needs.	CLP GSF 3TL	Sept. 2009-May 2010	Administrators, Teachers, Title I facilitators	Appr. \$9,000 for substitutes for professional development (Title I funds)
1, 2	90% of all student groups will pass TAKS in the areas of Reading, Math, Science, and Writing	The Title I facilitators and the Instructional Intervention Teacher will observe classroom teachers during instructional time to gather information, provide teachers with feedback, insure fidelity to district programs and timelines, and to assist in helping teachers to set goals for improvement in instruction.	Each teacher will be observed at least once per nine weeks, with new teachers being observed at two times during each nine week period. Observations and feedback to be provided by district support staff as well. Walk throughs and observations will show that 100% of teachers are working towards meeting their own instructional improvement goals.	CLP CRW AV AL DI	August 2009 - June 2010	Title I reading facilitator, IIT, Teachers, and district support staff	None
1	90% of all student groups will pass TAKS in the areas of Math and Science Incorporate writing into all academic content areas	Students will articulate their understanding of concepts through journal assignments. Students will respond in pictures, numbers and words to the problem assigned by the teacher.	Administrators will collect math journals and science notebooks from students at least once per nine weeks. Administrators will respond to students and to teachers about their students' individual and collective understanding of the concepts taught. Teachers will adjust the curriculum and instructional strategies as necessary to insure success on mastering TEKS. Title I math and science facilitators will collect, read, and respond to student journals at least once per nine week period.	CLP GSF	Oct.2009 - May 2010	Administrators, Title I math facilitators, classroom teachers	None
1	90% of all student groups will pass TAKS in the area of Writing with 50% or more scoring 3 or 4 on composition	2nd through 4th grade students will complete compositions each month to be scored by the classroom teachers, as well as, Title I facilitators and/or administrators.	Classroom teachers, Title I reading/IIT teachers, or administrators will score the compositions using the TAKS Scoring Rubric. Once scored, teachers and administration will meet to discuss student performance, as well as, intervention strategies. Teacher will adjust instruction accordingly. Teachers will conference with students scoring less than a 4.	CLP GSF CRW	Sept. 2009-May 2010	Teachers, Administrators, Title I facilitator and IIT	None
1	90% of all student groups will pass TAKS in the area of Science	Teachers will provide quality science instruction to insure that our students, especially those who are economically disadvantaged, have access to a full range of science vocabulary, hands-on experiences, and are well prepared for science assessments.	100% of formative walk throughs during science instruction will indicate that teachers are following science requirements and program, along with implementing SCOPE lessons.	AL CT DI	August 2009-June 2010	Administrators, Title I science facilitator, classroom teachers, district support staff	
4	Guidance 100% of 5th graders will have a transition plan in place for middle school	Counselors will meet with fifth grade students and their parents prior to the end of the fifth grade to discuss taking a rigorous curriculum in middle school.	100% of fifth grade students and parents will meet with the counselors as indicated by sign-in sheets.	GSF		Counselors	None
2, 4	Guidance 10% decrease in discipline referrals each nine weeks	Selected fourth and fifth grade students will attend peer mediation training.	Peer mediators will successfully complete the peer mediation training. Using their training, they will mediate minor conflicts between students under the supervision of an adult.	GSF	Oct. 2009-June 2010	Counselors	None
2, 4	Guidance	Third, fourth, and fifth grade students will understand the importance of planning for college and/or career by participating in Career Week and the College Fair.	100% of the students in grades 3-5 will be able to articulate the importance of attending college and will gather information about careers that interest them.	GSF CCR	Spring 2010	Counselors, Administrators	\$250.00 materials and refreshments for Speakers

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2, 4	Create a Safe and Drug Free learning environment with an increase in appropriate learning behaviors and a 10% decrease in discipline referrals each nine weeks	Staff will implement the CHAMPS program to effectively teach students grades PreK through 5 how to behave appropriately in a variety of instructional settings.	Discipline referrals to the office will decrease by 10% for the year.	GSF	August 2009 - June 2010	Counselors, Administrators, Teachers	\$400 for CHAMPS materials
1, 2, 4	Accelerated Education At-Risk and Discipline Management with 10% decrease in discipline referrals each nine weeks	Students who exhibit the Pillars of Character will be recognized. Provide incentives for appropriate behaviors.	Two students will be chosen from each classroom in grades K-5 to receive the Outstanding Owl certificate and incentives each nine week period. Two students from each grade level will receive Awesome Owl awards each week. Discipline referrals will decrease by 10%.	GSF DI MCP	August 2009- June 2010	Administrators and Classroom teachers	\$1500.00 for incentives
1, 2, 5	Increase student achievement using effective instructional strategies Accelerated Education At-Risk Personnel-Reading, Math, and Science	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in reading through: model teaching, classroom walkthroughs w/ feedback, book studies, etc. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, as well as provide intervention for students at SSI grade levels.	3TL CRW CLP AFL DI	August 2009 - June 2010	Title I teachers, Principal	Apr. \$50,000+ salary from Title I funds for each of our Title I teachers
1, 3	Increase enrollment in the Two-Way Dual Language Program	Provide ongoing education to families and staff about the benefits of the Two-Way Dual Language Program, provide staff development to teachers in this area, increase the number of appropriate resources available to teachers implementing the program, and insure that the district's program model is being implemented with fidelity.	100% of students in the program will show gains in both academic languages, at least 90% of the parents with students in the program will note satisfaction with the program outcomes, 100% of walk throughs in these classrooms will show fidelity to the district's program outline	AV DI AFL CLP PI	August 2009- June 2010	Two Way Dual Language Teachers, Bilingual Specialist, Administrators, district support staff	\$5000 for purchase of Dual Language materials and resources
1	Special Education	All special education students will receive core reading and math instruction in the general education classroom. Resource pull-out will occur during non-core instructional periods, such as, SSR and WWW. Students will participate in all district and campus-based assessments.	100% of special education students will have access to on-grade level instruction on the TEKS. 100% of special education students in grades 3-5 students will meet the ARD expectations on the TAKS, TAKS-A, TAKS-M or Alt. Assessment.	3TL GSF AFL DI	August 2009 - June 2010	Special education teachers, General education teachers, Title I teachers, Administration	None
1, 2	Attendance	Total student attendance for the 2009-10 school year will increase to 97.6% through the use of incentives and perfect attendance awards.	Students will be present and on time for school 97.6% of the time.	GSF IA	August 2009 - June 2010	Assistant Principal, Classroom teachers, Data Processor	\$500 for incentives
3, 5	Title I--Component 1 Needs Assessment to elicit input and feedback from all stakeholders	The community and staff will be given the opportunity to complete a comprehensive needs assessment/survey.	The results from the needs assessment will be used to modify the CIP for the year. Based on findings, changes to programs made be made to address needs.	AFL CLP PI	Administered May 2009 with results to be studied in Aug/Sept. 2009 and changes to be addressed in 09-10 school year	CIC committee	None
1, 5	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 montly and conduct weekly grade level planning sessions with Title I specialists.	DI GSF CLP MCP	August 2009- June 2010	All certified staff	None
1, 5	Title I--Component 3 Staff Development in the area of At-Risk Students	Information on at-risk students will be shared with staff during staff development, through weekly bulletins, and through article reviews. Staff development about gender differences will be conducted for staff.	Walk throughs and observations will reveal the use of specific research-based strategies to meet the needs of students in at-risk situations.	AL 3TL AV DI	August 2009 through June 2010	All certified staff	\$200 for materials

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1	Title I---Component 4 Professional Development for Student Achievement	All Certified staff members will complete a book study which will directly impact their daily instruction of reading and/or writing. All staff will earn at least 12 hours of staff development outside school hours. Classroom teachers in grades 205 will attend at least one Kilgo training session to improve instruction in reading, math, science, and writing.	Improvements in students' reading grades, benchmark scores, and state assessments scores will be noted with comparisons made to previous year's scores. Staff development hours will be monitored. Teachers will use information from Kilgo sessions to build assessments at higher levels of difficulty.	CLP DI CRW AV AL AFL	June 2009- June 2010	All certified staff	\$1000 for books, \$8,000 Kilgo sessions, and \$2000 for substitutes
1.5	Title I----Component 5 Attracting Highly Qualified Teachers	During initial interview, screen for teachers who want to work with at-risk students. Outline support available to teachers who work with at-risk students. Provide incentives to teachers who continue their education.	Lower rate of teacher turn-over. Monitor mentor-mentee relationships and levels of support. Special arrangements to be made for teachers attending graduate school programs.	CLP	August 2009- June 2010	Administrators and Hiring Committee	None
2,3	Title I---Component 6 Increase Parental Involvement	Provide opportunities for parent involvement through Literacy Night, Math and Science Night. Parent Conferences, Parent Academy, Classes, Parenting Sessions, Computer classes, ESL classes, Diabetes Walk, and other special events. Opportunities for parent involvement will be outlined during Breakfast with the Principal sessions and in our newsletter.	Parent participation will increase by 10% in all areas with a goal of 100% participation in parent teacher conferences. The parent survey that we give out at the end of the year will indicate that more parents were able to participate in school-related activities and that more parents felt welcomed into the school. More parents will indicate that they had more opportunities to use the Parent Portal.	CLP CRW PI	Sept. 09- June 10	Certified Staff, Family Specialists, and Parents	Appr. \$5,000
2,3	Title I--Component 7 Transitions from early childhood programs to elementary school programs	Parent orientation sessions will be held for students entering PreKinder and Kinder programs. Parents will be able familiarize themselves with school expectations and receive information about early education's contribution to career readiness.	Parent attendance rates for these orientation sessions (Round Up and Informational meetings) will show an increase of 10% from last year.	IA CLP PI	August 2009 and Spring 2010	PreKinder and Kinder teachers, administrators, Family Specialists, and Bilingual Specialist	\$200
1	Title I---Component 8 Assessments	Teachers will assess student progress using teacher made tests (mini-assessments), daily grades, benchmark tests, state and federal assessments, and locally developed tests. Assessments will focus on student mastery of TEKS.	Assessment results will be available through the use of COMPASS, Gradespeed, Parent Portal, and through other summary reports. Lesson plans will note assessments and are monitored weekly by administration. A portion of monthly meetings with administration will focus on grading and student assessment.	CRW AV CT AFL CLP	Sept. 2009 through June 2010	Classroom teachers and administrators	None
1, 2, 5	Title I- Component 9 Extra assistance for struggling students	After School tutoring will be provided one to two times weekly for struggling students. SSI tutoring will be provided to students who did not pass TAKS.	Student attendance will be taken during tutoring. Student performance will be monitored.	3TL CRW AV AL CT GSF AFL	October 2009- May 2010	Classroom teachers and administrators	Appr. \$9,000
1, 2, 5	Title I- Component 10 Integration of federal, state, and local services	Coordinate and integrate the use of all federal, state, and local programs and funds to improve students' academic achievement, especially those in at-risk situations.	Programs and funds will be managed so that the instructional program is supported to allow 90% of all student groups to pass the TAKS test with 50% commended.	3TL AL AFL	August 2009- June 2010	Leadership team, especially Family Specialists	Title I funds with local funds