

**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**

**ROYAL RIDGE 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
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- GSF Goal-Setting and Frequent Feedback with Individual Students
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  - PGP Personal Graduations Plans
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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)
  - MCP Managing Classroom Procedures
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  - 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	Improve school-wide summarization skills.	1. Incorporate think alouds with read alouds. 2. Read and respond based on comprehension questions and Marzano strategies (Similarities and Differences, Think-Pair-Share, Student Goal Setting, Graphic Organizers, and Classifying Tools). 3. Focus on higher level thinking questions 4. Increase specific teacher feedback 5. Utilize Benchmark Education reading program. 6. Dinah-Zike flipbooks.	Benchmark data; 100% of K-2nd grade students will show improvement on May TPRI results when compared to August TPRI results; 100% of 3rd-5th grade students will meet expectations on TAKS reading.	AL, GSF, CT, DI, CRW, ASF	Dinah Zike books (1 per nine weeks), notebooks	All classroom teachers	
1	Develop and extend school-wide vocabulary.	1. Words will be introduced during morning announcements pertaining to a variety of concepts. 2. Words will be posted in the school. 3. Vocabulary notebooks will be used (2-5). 4. Vocabulary Parade (grades 3-5). 5. Incorporate SIOP strategies.	100% of students in 2nd-5th grades will develop a vocabulary notebook.	AV, AL, CRW, DI, PI	Weekly	All classrooms	
1	Improve school-wide writing skills.	1. Provide models of quality writing using literature. 2. Incorporate writing into literacy centers/stations. 3. Introduce and develop writing process across grade levels.	Each grade level is required to have an ongoing writing portfolio which will demonstrate the various modes of writing; will display published writing throughout the campus.	CRW, AV, GSF, DI, AL, CT	Ongoing; End of year folder will contain a sample from beginning, middle, and end of year	All classroom teachers	
1,3	Mathematics 1. Increase/maintain TAKS math scores to 90% or higher in grades 3, 4, and 5. 2. 100% students who attend Math/Science Night receive additional exposure to activities involving scientific method and math problem solving.	1. Identify and provide individualized instruction for at-risk students based on on-going assessments. (i.e. TAKS tutoring and/or MAP). 2. Organize and conduct Math/Science Night. 3. Purchase and utilize math resources such as literature, manipulatives and computer software to enhance best practices and teaching of the TEKS. 4. Meet and collaborate with math specialist once per nine weeks for half a day per grade level for 2009-2010 and 2010-2011 school years.	1. TAKS scores, common assessments, and teacher assessments will provide specific TEKS mastery information on each student. District benchmarks and teacher observations will add additional data. 2. Individual goal setting for math TEKS in grades 3-5 will provide specific mastery information on each student. Classroom goal setting for math TEKS in grades K-2 will provide specific mastery information.	CRW, AV, AL, CT, DI, GSF, AFL, PI	1. Ongoing student observations or mini-assessments and/or end-of-unit assessments 2. Math/Science Night held during the fall semester, 2009.	Classroom teachers, Administration	Title I

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1	90% of all student groups who take TAKS A or TAKS M tests will pass.	Increase participation in mainstream setting through inclusion, support facilitation, and redirection. Provide skill support through SRA and resource groups. Provide strategies for reading and math that will support success on TAKS A and TAKS M.	Monitor benchmark scores, unit tests, and grade level assessments.	3TL, AL, DI, CLP	May-10	Special Education Teachers, Inclusion Teachers, Administrators, District Campus Coordinator, Behavior Specialist, Counselors.	
1	Science Maintain 90% or higher in 5th grade Science TAKS scores	1st-5th grade teachers will implement the Daily Science Reinforcers while incorporating science TEKS with the use of Marzano District Initiatives. K- 5th grade teachers attend S.C.O.P.E. meetings	1. Mini Common Assessments ( 4th & 5th grade) 2. District Benchmarks (2nd - 5th grade) 3. Implementation of the scientific process (K-5) 4. 5th grade TAKS scores will reflect 90% or higher	GSF AV DI CT AL 3TL AFL	August 2009 - June 2010	Administration: Comelia Black, Glenn Forde, K- 5th grade classroom teachers	
1	Science Maintain 90% or higher in TAKS science and reading scores and work towards 100% in writing scores	Assist students in completing at least 1 interdisciplinary project per nine weeks based on a Dinah Zike idea and Margaret Kilgo lesson design while incorporating Marzano District Initiatives.	1. Team planning and lesson plans will be shared weekly 2. Utilize district specialist for planning as needed 3. Create and maintain a Science notebook 4. Teacher observation and/or rubric	DI CRW 3TL AV AL	Each 9 week period	Administration: Comelia Black, Glenn Forde, K - 5th grade classroom teachers, district specialist	
1,3	Science 100% of students who attend Math/Science Night will receive additional exposure to activities involving the scientific process and math problem-solving.	Organize and promote a Math/Science Night by incorporating and utilizing TEKS driven activities.	Students will gain and transfer knowledge that will apply to district benchmarks and Science TAKS tests	AV DI CT PI	Fall 2009	K - 5th grade classroom teachers, Math and Science Committees	Title I \$750.00

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1	Social Studies Maintain 90% or higher in TAKS reading scores and work towards 100% in writing scores.	Assist students in completing at least 1 interdisciplinary project per nine weeks based on a Dinah Zike idea and Margaret Kilgo lesson design while incorporating Marzano District Initiatives.	1. Team planning and lesson plans will be shared weekly 2. Utilize district specialist for planning as needed 3. Teacher observation and/or rubric	CRW 3TL AV DI AL	Each 9 week period	Administration: Comelia Black and Glenn Forde K - 5th grade classroom teachers, district specialist	
3,4	Social Studies Organize and promote a Fiesta Float Parade to demonstrate cultural awareness and traditions.	Students will design and create a model float representing cultural diversity.	1. 90- 100% of students in K-2nd grades will participate	AV AL DI	April 2010	K-2nd grade classroom teachers	
5	Teachers and students will utilize Technology Resources as indicated by grade level standards.	Teachers and students will utilize projector and wireless technology to enhance instructional aspects of curriculum. Training will be offered to help teachers implement the new devices.	90% or more of students will be engaged when new devices are used for instruction as noted in lesson plans.	AL DI CT GSF AFL MCP	October 2009- May 2010	Classroom Teachers K-5, ITS	
3	Teachers and students will utilize Technology Resources as a tool for communication.	Teachers and students will utilize computer labs, wireless trunks, classroom computers, or video camera to generate communication accessible to school and local community.	Audience will provide feedback via rating system on campus web page.	3TL AL CCR PI	October 2009- May 2010	Classroom Teachers K-5, ITS	
5	Title I - Component 1 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	
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 district specialists in attendance.	Grade levels will meet with administrators monthly and conduct weekly grade level planning sessions.	DI, GSF, CLP, MCP	Aug-May	All certified staff	

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5	Title I-Component 3 Staff Development in the area of at risk students	Teachers attending a differentiated teaming conference 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	\$4,000.00
1, 3, 5	Title I-Component 4 Professional Development towards student improvement	Math and Science Night, 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 Science night. Teacher choice hours will be monitored.	CRW, 3TL, AV, AL, DI, AFL, CLP, PI	Once in fall and spring	All certified staff	\$300.00
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.	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	Mentors/Teachers	
3	Title 1-Component 6 Increase Parental Involvement	Provide monthly parent classes. Invite parents on campus for regular events such as book fairs, assemblies, or having lunch with their child. Provide opportunities for parents to help in classes.	Document parent attendance for campus for monthly classes with counselors. 100% of parents will attend parent/teacher conferences in October and March.	DI, CCR, CLP, PI	Sept-May	Teachers, Counselors, and Parents	\$1,000.00
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.	100% of kinder parents will attend the kinder orientation.	PI, CLP, CCR, IA	Sept-May	Administrators and Kinder Teachers	\$100.00
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. TPRI meetings will be scheduled for students of concern.	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	After school tutoring will be provided twice weekly for struggling students. SSI tutoring will be provided to students in 3rd and 5th grade 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-April	All classroom Teachers and Administrators	

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4	Title I - Component 10 Integration of federal, state and local services	Nutrition will be incorporated as part of our P.E. program. Peer Mediation will be part of our violence prevention program. Character development will be taught through the Self-Manager program.	Counselors will document and provide lessons in character education/development and peer mediation.	PI	Sept-May	Administrators, Teachers, and Counselors	
1	90% of all student groups will pass TAKS A and TAKS M tests.	Increase participation in mainstream setting through inclusion, support facilitation, and redirection. Provide skill support through SRA and resource groups. Provide strategies for reading and math that will support success on TAKS A and TAKS M.	Monitor benchmark scores, unit tests, and grade level assessments.	3TL, AL, DI, CLP	May	Special Education Teachers, Inclusion Teachers, Administrators, District Campus Coordinator, Behavior Specialist, Counselors	