

**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**

Serna Elementary

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

**RESULTS**

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- 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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- 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	Integrated writing: Teacher will incorporate writing into all curriculum areas including Math and Science.	Integrated writing instruction will be put into place through regular vertical team planning, coordination with district and campus specialists, as well as weekly grade level planning meetings. Campus based staff development will revolve around this target area and will use tools and instruments such as the tuning protocol to focus on student work. This targeted professional development will occur throughout the year based on campus needs.	Lesson plans will indicate integrated writing. Science notebooks will be used school wide, including a modified version for kinder. Math instruction will incorporate writing in the problem solving model during the math block. 100% of walkthroughs will indicate that writing is being integrated. Students notebooks will be collected regularly to monitor student work.	CRW, 3TL, AL, CT, GSF, AFL, CLP	Aug 09 - June 10	PreK - 5 teachers, Title I specialists, IIT, Principal, Asst. Principal	
1, 2	Vertical Teaming: Create compelling and engaging curriculum through the collaborative efforts of vertical teams formed around the core content areas as well as continue weekly grade level planning meetings.	Provide structured professional development time for vertical teams utilizing protocols to meet to focus instruction on core content areas. Critical Friends training will be ongoing. The 4 vertical teams or committees are: Reading, Writing, Math, and Science. Teams will work to focus instructional plans, review all data, and integrate the curriculum but primarily on examining student work.	Lesson plans will be reviewed regularly. 100% of walkthroughs will indicate a vertical sequence in all content areas. 10% increase in performance on all content area benchmarks and TAKS results. Vertical teams will share information directly related to student improvement throughout the year.	3TL, CRW, AL, CT, DI, AFL, CLG	Aug 09 - June 10	PreK - 5 teachers, Title I specialists, IIT, Principal, Asst. Principal	\$4000 Title funds
1, 2	Structured Data Use: Teachers will use a structured and collaborative approach to analyzing student data to inform instruction and improve student learning	Grade level and vertical teams will use structured data review protocols in regular meetings. Teams will use this information to craft engaging lessons that are targeted to specific student needs.	Team meetings will utilize protocols and procedures from Critical Friends as well as those in PLC readings. Improvement in benchmark scores in all content areas from fall to spring administrations. Improvement in TPRI as well as SRI scores from beginning of year to end of year administrations. At least an 80% pass rate on all TAKS tests in all subpops.	3TL, AL, CT, DI, GSF, ASF, CLP	Aug 09 - June 10	PreK - 5 teachers, Title I specialists, IIT, Principal, Asst. Principal	\$1000 Title funds
1, 2, 3, 5	Technology: Increase the integrated use of digital technologies in the school community	Continue use of staff blog for professional development uses. Each committee will contribute to their own blog focused on improved student achievement. Include a regular digital update from administration regarding the state of the campus. Integrated technology in all content areas	All teachers will utilize integrated technology lesson in all content areas throughout the year. 100% Staff will regularly contribute to the blog. Student performance on technology skills will increase. STaR chart will indicate increased meaningful use of technology.	3TL, AL, CT, DI, GSF, AFL, CLP, MCP	Aug 09 - June 10	PreK - 5 teachers, Title I specialists, IIT, Principal, Asst. Principal	\$4000 Title funds

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2, 3, 5	Parent Involvement	Implement effective parental involvement activities such as Parent Academy to improve student academic achievement, school performance, and attendance.	1% increase in parent attendance at school activities including Parent Academies using sign in sheets to determine attendance. 1% increase in student attendance.	CCR, CLP, IA, PI	Aug 09 - June 10	Principal, Family Specialist, Counselors, Asst. Principal, PreK-5 teachers	\$1500 Title funds
1, 2	Special Education	Continue to follow the inclusion and co-teach models for special education students using collaborative support in all curriculum areas. Rigorous use of the Stetson model to maximize the special education resources.	100% of walkthroughs will indicate a rigorous curriculum for all special needs children. 100% of special education teachers will follow all IEPs. 10% increase in both the benchmark and TAKS results for all special education students (including TAKS, TAKS A, TAKS M, and TAKS Alt)	3TL, AL, DI, GSF, AFL, CLP, MCP	Aug 09 - June 10	All campus Special Education teachers and staff, Principal, Asst. Principal	

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1, 2, 4	Student Goal Setting	Individual goal setting with students 3 – 5 for all educational content areas as well as attendance and behavior targets.	10% increase in passing rates for campus, district, and state generated tests. 1% improvement in attendance. 2% decrease in discipline referrals.	AL, CT, DI, GSF, AFL, CLP, IA	Aug 09 - June 10	Principal, Asst. Principal, Counselors, Title I Facilitators, Librarian	
1, 5	Accelerated Education At-Risk Needs Assessment	A comprehensive needs assessment will be used to determine areas of campus need. Needs assessment will be conducted digitally	A completed needs assessment will be on file. Areas of campus concern noted in the needs assessment will be appropriately addressed. Campus based professional development will be based directly on these results. 10% increase in benchmark and TAKS results.	GSF, AFL, CLP	Aug 09 - June 10	PreK - 5 teachers, Title I specialists, IIT, Principal, Asst. Principal	
1, 2, 4, 5	Accelerated Education At-Risk Research Based Instructional Strategies	Implement, research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Lesson plans will indicate these researched based strategies are in place. Implementation of strategies will be discussed and reviewed at vertical and grade level planning. Walkthroughs will indicate strategies are being implemented. At least an 80% pass rate for these student groups on Spring benchmarks and TAKS results.	3TL, AL, CT, AFL, CLP	Aug 09 - June 10	PreK - 5 teachers, Principal, Asst Principal	\$4,000
2, 5	Accelerated Education At-Risk Highly Qualified Teachers	Recruit and retain highly qualified teachers	Personnel rosters and recruiting records (interview notes) will show personnel interviewed and hired for our Title I campus	CLP	July 09 - June 10	Principal, Asst. Principal	

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1, 5	Accelerated Education At-Risk Professional Development	Teachers will attend and use strategies gained from professional development such as Critical Friends, Professional Learning Community conferences, and targeted special education workshops. Motivational and classroom management strategies such as CHAMPS, differentiated instructional strategies, and "Love and Logic" will be used in classrooms campus wide. Campus based professional development will be teacher driven and focus on collaboratively decided goals based on campus improvement plan.	Teachers will attend professional development by the campus needs and will utilize those strategies in the classroom. 10% increase in both benchmark and TAKS results will be based on these professional development opportunities. 100% of professional development will be focused on improved student performance. Walkthroughs and conversations with teachers will indicate strategies being used effectively.	CLP, MCP, IA	Aug 09 - June 10	PreK-5 teachers, Title I facilitators, IIT, Asst. Principal, Principal	\$5,000
1, 2, 3	Accelerated Education At-Risk: Transition from pre-kindergarten to Kindergarten	School personnel will assist in the transition of students from the pre-kindergarten program to kindergarten	District kinder round up participation. 5% increase in attendance at Pre Kinder welcome night/orientation	CLP, PI	Aug 09 - June 10	PreK-5 teachers, Family Specialist, Counselor, Principal	
2, 3, 5	Accelerated Education At-Risk: CIC	Effectively utilize a Campus Improvement Committee to gather input from Teacher, Staff, and Community Members in decisions regarding the campus.	Protocols selected for use will be appropriate for topics under discussion. Sign in sheets from monthly meetings will indicate all stakeholders are present. Notes from meeting will indicate topics and strategies impacting campus have been discussed.	CLP, MCP, PI	Aug 09 - June 10	CIC committee, Principal	
5	Accelerated Education At-Risk: State Compensatory Education	All State Comp Ed funds will be used effectively to carry out Serna's Campus Action Plan.	Reviews of purchase orders and accounts will indicate 100% of State Comp Ed funds were used appropriately.	CLP, MCP	July 09 - June 10	Principal, CIC committee	
1, 2	Accelerated Education At-Risk: Utilize assistance programs	Effectively utilize assistance programs such as targeted tutoring, MAP, RAP, TPRI progress monitoring and SRI.	Targeted walkthroughs will indicate fidelity of the interventions. There will be an increase in benchmark scores from the Fall to the Spring administrations. 10% increase in TAKS scores. 5% decrease in the amount of referrals for special education in 2 - 4 grades. 5% decrease in the number of students being retained. Principal will regularly assist with monitoring the fidelity of intervention by benchmarking students.	AL, CT, DI, AFL, GSF, CLP, IA	Aug 09 - June 10	K - 5 teachers, Title I facilitators, IIT, Asst. Principal, Principal	

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1, 2, 5	Accelerated Education At-Risk: Implementing Campus Improvement Plan	All title funds will be utilized to effectively carry out the campus' improvement plan. Federal, State comp. ed, and local funding will be coordinated and integrated to effectively carry out Serna's campus improvement plan.	All professional development activities will be directly related to the Campus Improvement Plan. 100% of funds will be spent appropriately.	3TL, DI, GSF, AFL, CLP	July 09 - June 10	Principal, Asst. Principal, CIC committee	
1, 2, 4	Increase of students' self-monitoring of behavior	Continue to follow campus BMP which emphasizes the use of CHAMPS to increase student self-monitoring.	Number of discipline referrals will decrease by 5% from previous school year.	CLP, MCP	Aug 09 - June 10	Asst. Principal, Principal, PreK - 5 teachers	\$400
1, 2, 4, 5	Increase Attendance Rate	Create engaging classroom lessons, offer students both internal and external motivators to attend school including, Student Council, Safety Patrols, and Robotics Club. Continue monitoring and communication system to alert students and parents to attendance issues.	Attendance rate will increase by 1% from previous year.	IA, CLP, MCP	Aug 09 - June 10	Asst. Principal, Principal, PreK - 5 teachers	\$600