

**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**

**STAHL ELEMENTARY**

**"The goal makes the team." Mark Rolewski  
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**RESULTS**

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1	Assessment	Utilize a variety of assessments including TAKS and benchmarks.	It will be reflected in lesson plans. Results will be reviewed to form groups for MAP and tutoring.	GSF AFL	Aug-May	2-5 classroom teachers	
1	Data Analysis (Compass)	2-5 teachers will review/utilize Margaret Kilgo training to expand use of higher level questioning at all grade levels.	Teacher walk throughs and lesson plans will reflect the use of Kilgo questions in all core subjects.	GSF CT	Aug-May	Administrators classroom teachers, math specialist(s)/ facilitator	
1	Math	Provide staff development	Classroom walk throughs, lesson plans, professional development attendance, presentation of information, demonstrations, modeling sample lessons.	AL	Aug-May	Administrators classroom teachers, math specialist/facilitator	
1	Math	Teachers will continue using the Six Step Vocabulary model when introducing vocabulary for new math concepts.	Classroom walk throughs, lesson plans, student scores on assessments	CRW AV	Aug-May	Classroom teachers, Math specialist/ facilitator	
5	Math	Continue multi-step problem solving in grades PK-5.	Classroom discussions. Posters/ Math journals. Math specialist/facilitator will model lessons. Students will provide evidence of math thinking in journal note booking and use of Best Practices	AL CT	Aug-May	Administrators classroom teachers, math specialist/ facilitator	
1	Math	Continue implementation of Investigations and Exemplars to include the Envision textbook adoption.	Utilization of techniques and strategies as modeled in sample lessons and training provided by the math specialist/Facilitator. Facilitator will be available to provide training on new adoption.	AL GSF	Aug-May	Classroom teachers, math specialist/ facilitator	

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1,5	(Math) Improve 3-5 TAKS math scores by 5 points overall	Use of Exemplars for rigorous math instruction. 90 minute math scheduled daily.	TAKS scores increase. District Benchmarks increase.	AL GSF AFL CT	Aug-May	Classroom teachers, Math specialist/facilitator	
1,5	Writing	Continue to develop instructional language and structure for the process of writing using the 6 Traits model for all grade levels. Include vertical team discussions.	New teacher training. Lesson plans. Walk-throughs. Streaming videos. Author presentations/visits. I-Bistro. 100% of 4th grade students will meet expectations on Writing TAKS and TAKS-A	CRW AL GSF	Aug-May	Admin. Teachers, Librarian / reading facilitator	
1,5	Writing	Teachers will continue utilizing the Units of Study for Primary Writing (grades 1-2)	Walk throughs and lesson plans.	CRW AL	Aug-May	Admin, classroom teachers/ reading facilitator	
1,5	Higher order thinking skills (Reading)	Utilizing Library resources and technology instruction with whole class (grades PK-5)	Increase number of commended performing students in TAKS Reading. Increase number of students qualifying for GT program. Increase number of students using library resources.	CRW CT DI	Aug-May	Librarian	
1,5	Reading	"Read Kids Read" program	Increase in the number of students participating in a variety of reading incentive programs offered throughout the year.	CRW GSF	Aug-May	Classroom teachers Librarian	
1	Reading	Teachers will implement vocabulary development for all students using the 6 Step Vocabulary process and other strategies.	Walk throughs. Reading lesson plans. 100% of students in grades 3-5 will meet expectations in TAKS Reading.	CRW AFL AV	Aug-May	Classroom teachers, administrators/ IIT/reading facilitator	

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1	Reading (RAP)	Identify and provide small group instruction for at-risk students. K-2 based on TPRI results, 3-5 based on Benchmark BRI and SRI results, Voyager, and Ticket to Read (K-5).	Students identified will demonstrate growth in fluency and early literacy skills.	AFL	Aug-May	Classroom teachers, IIT/reading facilitator	
1	Reading (comprehension and connection with text)	Continue to implement Reading With Meaning for grades 1 & 2.	Strategies will be shared in team meetings with IIT and Reading Facilitator.	CRW 3TL DI	Aug-May	1st and 2nd grade classroom teachers, administrators, IIT, District Specialist	
1	Reading	Kinder will know all letters/sounds. Students will be on level C by the end of the year.	Scores will be reflected in TPRI results.	CRW AL AFL GSF	Aug-May	Classroom teachers/reading facilitator	
1	Science	Students will continue to participate in at least one hands-on activity for each objective of the 9 week grading periods to help build grade appropriate vocabulary.	Walk throughs and lesson plans will show evidence of instruction in each objective.	AL CT	Aug-May	Classroom teachers/ Science facilitator/ Science Instructional Specialist	

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1	Science	Align instructional and material resources to support standards based instruction (TEKS). Continue expansion of materials in Stahl's science lab and Library.	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and modifications for diverse learners to be taught in the science lab setting and library.	AL GSF DI	Aug-May	Classroom teachers, science facilitator/ Science Instructional Specialist	
1	Science	K-5 teachers will integrate the use of journal notebooks to reflect understanding of content.	Classroom teachers will review journal notebooks to check for understanding of content.	GSF AL AV CT	Aug-May	Classroom teachers, administrators/ science facilitator	
1	Science	Continue to provide 5th grade teachers instruction and support in Earth Science through the use of TEX Says/Scope meetings.	Students in grade 5 will pass the science TAKS test with 90% or above.	AL GSF AV	Aug-May	Classroom teachers, science specialist/ facilitator	
1	Math, Reading, Science and Writing	Small group tutoring will be available for students in danger of failure for students in grades 3-5.	Lesson plans, Benchmarks, failure on TAKS, teacher observations, Compass	3TL CRW AV AL CT GSF AFL	Oct - Apr 5 months	Admin, IIT, Teachers,/ facilitators	

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1	Math, Reading, Science and Writing	Co-teach/IF classrooms/redirection support will provide special education students the opportunity to stay in the general education classroom and receive grade level instruction while receiving special education support (PPCD-5)	Benchmark scores, TAKS assessments on grade level, Compass	CRW AV AL	Aug-May	Administrators, Teachers, Spec. Ed Teachers, IIT/facilitators	
	Math, Reading, Science and Writing	Goal-setting (see page 5-9)	Compass scores, classroom data and formative summative assessments			Administrators, Teachers, Spec. Ed Teachers, IIT/facilitators	

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1	Bilingual Teachers and Students  GR. % SP / EN PK/K 90 / 10 1 80 / 20 2 70 / 30 3 60 / 40 4 50 / 50 5 40 / 60	One-Way and Two-Way Bilingual educators will fully implement Bilingual literacy instruction. They will adhere to the 2009-2010 NEISD Two-Way/One-Way Bilingual Program Guidelines for Elementary for guidance with instruction in language arts, mathematics, social studies, and science. ELPS (English Language Proficiency Standards), the 4 language domains, will be integrated throughout content area instruction. LEP mandates within the No Child Left Behind Act 2001 will be enforced. Bilingual educators will utilize research-based strategies and best practices (SIOP, Marzano 5, the use of Bloom's Taxonomy, Margaret Kilgo comprehension strategies) to elicit higher order questioning of content by teachers and higher order thinking by students. Bilingual teachers shall attend the annual Two-Way Immersion / Dual Language Summer Institute. Teachers will develop strategies in Spanish as a second language, Spanish literacy, and ELPS. Note: Goal of program is to develop Bilingual, Bi-literate students with grade level academic achievement and positive cross-cultural attitudes.	100% of walkthroughs will provide evidence of implementation (NEISD ELL Department Program Review). Benchmarks, TAKS, grades, and TELPAS reports will also provide evidence of language attainment and proficiency.  Guidelines: One-Way and ESL – Ch. 89 Two-Way – Ch. 74.4	3TL CRW AV AL CT DI GSF CLP PI	Aug-May	Bilingual PK- 5, Bilingual Specialist, Assistant Principal, Principal	

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1	Reading for ELL's	One-Way and Two-Way Bilingual students will develop CALP (Cognitive Academic Language Proficiency) in both English and Spanish, and ESL students will develop CALP in English as monitored by state and federal LEP mandates (NCLB). Bilingual and ESL teachers will attend workshops on effective ELL strategies and innovations to continue improving their SIOP skills.	100% of walkthroughs will provide evidence of implementation (NEISD ELL Department Program Review), teacher planning, TELPAS reports (TELPAS ratings & TELPAS reading online test), and TAKS results  Guidelines: One-Way and ESL – Ch. 89 Two-Way – Ch. 74.4	CRW AV AL CT DI GSF CLP PI	Aug-May	Bilingual and ESL teachers PK-5, Bilingual Specialist, Assistant Principal, Principal, Parent Involvement	
2,4	Safe and Drug free schools	Create and implement a school wide discipline management program based on "I Care" rules and CHAMPS	1. Students will be able to identify "I Care" rules that pertains to their behavior. 2. Classrooms will be rewarded for appropriate behavior. 3. Develop a plan. 4. Caught Being Good on morning announcements 5. Recognize appropriate cafeteria behavior with manner awards.	GSF MCP AL	Aug - May	Counselors, Administrators, Cafeteria Monitors	\$300/Manner Awards
4	Safe and Drug free schools	Stahl Stars awards program rewards students that exemplify good character.	First 3-9 weeks 2 students are selected from each homeroom and recognized as Stahl Stars receiving an award during the Stahl Star ceremony on closed circuit.	GSF PI	Aug-May	Principal, Stahl Star Committee members, counselors	
2,4	Safe and Drug free schools	Stahl will implement a bully-free initiative to include: common definition of bullying, weekly recitation of Courage Pledge and Courage stories, students learning bully buster strategies, systematic and methodology of reporting bullying and follow up with discipline, curriculum support: Peace works	Utilization of appropriate strategies to deal with bullying. Decrease of repeat offenders along with bullies and victims. Utilization of bullying referral form for follow up and data collection.	GSF AL MCP CT	Aug-May	Teachers, counselors, administrators	
2, 4	Safe and Drug free schools	Stahl will implement Peace Works curriculum (I Care Rules) as a conflict resolution system and support to discipline management, which will include CHAMPS.	Students will be able to target the appropriate "I Care Rules" needed for resolving specific conflict situations as well as identify appropriate problem solving strategies. Reduction of classroom disruptions and resultant office referrals.	MCP CT AL	Aug-May	Counselors, classroom teachers	Poster Materials \$200.00

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4	Safe and Drug free schools	At-risk students will be targeted for evaluation of developmental assets. Interventions to include mentoring, small group, tutoring and PAL (5th grade/Madison) as appropriate.	Students will show improved school performance as evidenced by grades, conduct and attendance.	GSF AL IA PI	Aug-May	Counselors, classroom teachers, Administrators	
2,4	Guidance	Appropriate small groups will be made available to students to address individual needs. These may include friendship, social skills, divorce, self-esteem, anger management and deployment.	Students will employ strategies taught in the small group sessions. Improved school adjustment will be evident.	AL CT GSF	Aug-May	Counselors	
3,4	Guidance	Students will be made aware of a variety of careers that match their interests and skills as well as the education needed to achieve them. This will be accomplished through career awareness activities to include career day/week, guidance sessions, announcements, and speakers.	Students will identify a variety of careers and determine ones that meet areas of interest. Students will identify necessary skills for specific jobs.	AL GSF CCR CLP PI	Sept.	Counselors	
1	Enrichment- Music & Physical Education	Integrate & Implement Music and Physical Education TEKS & the North East Standards for Music.	1. The campus plan is monitored through annual review and comparison with classroom strategies, National and District standards, and the TEKS. Assessment of mastery level is made via performance and participation in class. Grades (2nd - 5th grade) will be on Gradespeed and entered for parents to view.	CRW, AV, DI, AL, CT, GSF, AFL	Aug - June	Music and Physical Education Teachers, CIC representative	
1	Enrichment- Music & Physical Education	Music / PE TEKS Tutoring	2. When significant goals are not met, tutoring (peer and teacher), mentoring, and extra practice time are set in place.	CRW, AV, DI, AL, CT, GSF, AFL, MCP	3 and 6 week assessments, 9 week grades	Music and Physical Education Teachers	

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1	Enrichment- Music & Physical Education	Music / PE GT Enrichment	3. GT students are challenged through extra and advanced instrumentarium, participation in extra curricular activities, and the opportunity to peer mentor.	CRW, AV, DI, AL, CT, GSF, ASL, PI	Sept - June	Music and Physical Education Teachers	Campus Budgeted Funds, departmental fundraising
3	Enrichment- Music & Physical Education	Music / PE Parent Involvement	4. Parent involvement is encouraged through requests for volunteering in school activities, extra curricular activities, and via notices placed upon the External Calendar, Teacher Web, and the Campus Web Page.	AL, GSF, PI	Aug - June	Music and Physical Education Teachers	Campus Budgeted Funds, departmental fundraising
1	Enrichment- Music & Physical Education	Integrate & Implement Music TEKS & the North East Standards for Music.	5. Music supports the goal of active reading practice by performing extensive symbol / notational training, practice in composing, taking dictation, completion of rhythms or rhythmic elements, and by providing consistent pitch and rhythmic reading practice. This reading takes place both by group and individual work.	CRW, AV, DI, AL, CT	Aug - June	Music Teachers	
2,4	Enrichment- Music & Physical Education	Integrate & Implement Music and Physical Education TEKS & the North East Standards for Music and PE.	6. Music conveys the importance of all students through the use of multicultural song, movement, chant, instrumental, and listening materials used in the classroom setting and through additional enrichment resources. All Enrichment students are included in classroom work and are encouraged to participate in all programs. All Enrichment students are guided in team work, conflict resolution, and the development of social skills. All Enrichment classes apply the CHAMPS method of classroom management. As Core subject areas, Music and PE make regular cross curriculum connections to Science, Social Studies, Health, and other Core subject areas.	GSF, DI, AL, AFL, MCP, IA	Aug - June	Music and Physical Education Teachers	Campus Budgeted Funds, departmental fundraising
3	Enrichment- Music & Physical Education	Music / PE Parent Involvement	7. Community involvement is encouraged with extracurricular enrichment programs such as: PTA performances, 5th grade Strings, Choir performances, Track and Field, Field Day, the Patrols, P.E. Showcase, and Jump Rope for Heart.	AL, GSF, PI	Aug - June	Music and Physical Education Teachers	Campus Budgeted Funds, departmental fundraising

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1	Enrichment- Music & Physical Education	PE Fitness Gram program / NEISD Standards	8. All 3rd, 4th, and 5th grader P.E. students must be tested twice a year using the fitness gram program. All students are instructed in means to improve their health and should be engaged in physical activity for a minimum of 135 minutes a week.	CRW, AV, CT, AL, GSF, AFL	Aug - June	Physical Education Teachers	
1	Enrichment- Music & Physical Education	Integrate & Implement Music TEKS & the North East Standards for Music and PE.	9. Music supports the goal of advancing Mathematic skills by performing extensive symbol / notational training, providing formulaic practice, and providing consistent practice of numeric function skills. Music also provides group and individual work of verbal, special, manipulative, and aural algebraic reasoning.	CRW, AV, CT, AL, DI	Aug - June	Music Teachers	
1	Enrichment- Math Art	Integrate Math into art lessons for grades 4,5	Walk throughs, art lesson plans and student work samples.	DI AL	Aug - May	Art teacher, 4th and 5th grade teachers	
1	Enrichment- Writing Art	Integrate Writing into art lessons for grades 3	Walk throughs, art lesson plans and student work samples.	CRW AL	Aug - May	Art teacher, 3rd grade teachers	
1	Technology	Integrate technology into all areas of learning for all grades (PK-5)	Walk throughs, lesson plans, STAR chart and student work examples, in classroom/or computer lab.	CRW,AV,AL, CT,DI,GSF,A FL	Aug - May	Teachers, Administrators	

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	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. CIC will report back to grade level meeting.	AFL, CLP, PI	Sept. - May	CIC committee	
	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 facilitators in attendance	Grade levels will meet with administrators monthly and conduct grade level planning sessions with Title I facilitators/or District Specialists.	DI, GSF,CLP, MCP	Aug.- May	All certified staff, Administrators	
	Title I-component 3 Staff Development in the area of at risk students	Campus wide personnel will participate in book study to understand needs of diverse backgrounds.	Walk throughs and teacher observations will reveal the use of strategies suggested through book study, specifically targeting at risk students.	AL, 3TL, AV, CT, DI	Aug.- May	All certified staff	
	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. Curriculum nights (math, science, reading and technology)	Attendance at math and reading nights. Teacher choice hours will be monitored	CRW, STL, AV, AL, DI, AFL, CLP, PI	Once in fall and spring	Staff and parents	4,000.00
	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 facilitators.	Low teacher turnover rate will Indicate teachers want to work at this campus. Monitoring of mentor/teacher relationships will take place through conversations and regular meetings.	CLP	Sept.-May	Administrators	
	Title I-component 6 Increase Parental Involvement	Provide weekly parent classes. Invite parents to extra curricular and regular events on campus such as book fairs, assemblies, career day or having lunch with their child. Provide opportunities for parents to help in classrooms. Provide incentives to encourage parental attendance.	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, parents, Family Specilist, Administrators	

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	Title I-component 7 Transition from early childhood to elementary school program	A parent orientation will be provided for incoming PK/kindergarten students' parents. Topics will include the importance of attendance and career readiness as early as kindergarten. Provide webpage for kinder readiness (PK/Kinder round up should be in evening)	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, kinder teachers, Family Specialist	\$ 100.00
	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 gradespeed and entered for parents to view. Lesson plans, indicating assessments, will be monitored weekly. Administrators' monthly meetings with 2-5th grade levels will provide discussions concerning ongoing assessments.	CRW, AV, CT, AFL, CLP, GSF	Sept. - May	All classroom teachers and administrators	
	Title I - component 9 Extra assistance for struggling students	Before/After school tutoring will be provided twice weekly for struggling students. SSI tutoring will be provided to students who did not pass TAKS. Project TEKS monies will be utilized for additional small group interventions.	Student attendance will be taken during school tutoring. Student improvement will be monitored through TAKS results. Communication with parents will be ongoing. Attendance at SSI tutoring will also be monitored.	STL, CRW, AV, AL, CT, DI, GSF, AFL,	Oct. - April	All classroom teacher, administrators, Project TEKS tutors	
	Title I - component 10 Integration of federal, state and local	Nutrition will be incorporated as part of our P.E. program. Character development will be taught through I-Care Rules. Family specialist will communicate information about housing, food, education, job training and parenting strategies through Parent Academy classes.	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	Aug. - May	Administrators, teachers, counselors & family specialist	