

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 Steubing Ranch Elementary "The goal makes the team." Mark Rolewski "Teams get results." Katzenback and Smith <i>Equity and Excellence: Everybody Counts</i>	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 Standards of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school
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1	Analyze Data	Teachers will analyze assessment data, (TPRI, Tejas Lee, TAKS, SRI and TELPAS), from previous year to assess needs, plan and set school, grade level, class and individual goals.	Progress will be monitored by benchmarks, state testing data, and on-going assessments to determine the attainment of student, campus and district goals.	CLP, GSF	August - June	Administrators, All Classroom Teachers, Bilingual Specialists, and Counselors	
1	Goal Setting	The Principal will meet individually with each student in grades 3-5 who did not meet the minimum passing standards on any one of the TAKS tests or those at risk for failure within the first six weeks of school to discuss learning goals, assessments, and concerns. Thereafter, the Principal will meet monthly with those students do not show significant progress.	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 - June	Principal	
1	Goal Setting	Teachers will continue to work with all students to establish goals based on all available data (TPRI, Tejas Lee, TAKS, SRI and class assessments). Whole group and small group instruction will be based on the needs of the students.	Group sizes of SSI, RAP, and MAP will decrease.	CLP, GSF	August - June	All Classroom Teachers, Specialists	

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1	Identify students for accelerated learning, (SSI, MAP and RAP)	Identify SSI, MAP, RAP, and students accelerated to the next grade level. Follow their progress and make adjustments to their instructional day as necessary. Monitor progress on IEPs and in GPC. Students will participate in RAP and MAP sessions.	SSI, MAP, RAP lists will be monitored and adjusted to identify students in need of additional intervention and to exit those who have made sufficient progress. Frequent walkthroughs will occur during the small group sessions to insure the integrity of the intervention/instruction.	CLP, 3TL, AV, AL, AFL	August - June	Administrators, Teachers and Specialists	
1	SIOP Strategies	Integrate SIOP strategies and the 8 components to differentiate learning for all students.	Progress will be monitored with walk-throughs, lesson plans, and growth in student achievement.	CLP, 3TL, AV, AL, CT, DI	August - June	Administrators, Teachers and Bilingual Specialist	
1	Grade Level and Individual Teacher Planning	The leadership team will meet with grade levels and individual teachers to set expectations, review instructional practices and to review established goals for student success.	Teacher planning sessions will indicate increased collaboration with a focus on targeted, structured instruction. Administrators and specialists will attend grade level planning sessions.	CLP	August - June	Administrators, Teachers and Specialists	
1	Science	Teachers will plan science lessons that focus specifically on the Science TEKS. These lessons will be taught both in the classroom and the Science Lab. Grades 3-5th will regularly schedule visits to the Science Lab (every other week). Kinder-2 teachers will schedule visits to the Science lab whenever the lab is available.	Monitor the Science Lab schedule and check-out of materials from the Science Lab. Progress will be monitored through walk-throughs. Lesson plans will also be monitored. Progress will be determined through student performance on the District benchmarks and Science TAKS, as well as, their improved ability to articulate their understanding of science in their science notebooks.	CLP, 3TL, CRW, AV, AI	August - June	Administrators, Teachers, Specialists and Science Lab assistant.	

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1	Science	Students will articulate their understanding of science concepts through a daily notebooking assignment which will be collected and read by classroom teachers and administrators.	The Principal will collect science notebooks from students in grades 3-5 at least once per nine weeks. The Assistant Principal will collect science notebooks from grade 2 students at least once per nine weeks and from K and 1 beginning in the second semester. Administrators will respond to individual students and to teachers about their students' individual and collective understanding of the science concepts taught. Teachers will adjust the curriculum and instructional strategies as necessary to ensure success on the science TEKS.	CLP, GSF AV, CT, CRW, AL	August - June	Administrators, Classroom teachers, Bilingual specialist	
1	Science	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the science TEKS.	100% of all students will score a minimum of 80% on each performance assessment and/or District benchmark. Administrators will monitor the assessments to ensure that at least 70% of the questions on each performance assessment are written at a difficulty level of 3 and 4. 100% of fifth grade students will meet the minimum passing standard on the science TAKS. 50% of fifth grade students will be Commended on the TAKS science test.	CLP, CT, AFL, CRW	Bi-monthly assessments beginning Sept - June	Administrators, Classroom teaches	
1	Science	Teachers in grades 2-5 will collaborate with each student to set science learning goals after each assessment.	Students will demonstrate mastery of the science TEKS on District and or campus-based assessments. 100% of walkthroughs will indicate that students have worked with teachers to set personal learning goals.	CLP, GSF, AL	August - June	Classroom teaches, Administrators	
1	Science	Integrate 5 E's questioning and KILGO questioning stems to target higher order thinking and unifying concepts in Science. Use Science Note-booking to build vocabulary, demonstrate understanding of science concepts, as well as, to embed writing in Science.	Progress will be determined by performance on Science Benchmarks, TAKS test, and grade level assessments. Students will be able to articulate, in writing, their understanding of science concepts that have been taught.	3TL, CRW, AV, AL, CT, DI, AFL	August - June	Administrators, Teachers	

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1	Math	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master math TEKS.	100% of all students will score a minimum of 80% on each assessment. Administrators and classroom teachers will monitor the assessments to ensure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of all third, fourth, and fifth grade students will meet the minimum passing standard on the math TAKS. 50% of all third, fourth and fifth grade students will be Commended on the TAKS math assessment.	CLP, CRW, AFL	Bi-monthly assessments beg. Sept - June	Administrators, Classroom teachers	
1	Math	Teachers in grades K-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 TEKS.	100% of students in the small group setting will score a minimum of 80% on the mini-assessments. Walkthroughs will indicate that effective small group instruction is occurring.	CLP, CRW, AFL	Weekly Sept. - June	Adminstrators, Classroom teachers	
1	Math	Students will articulate their understanding of math concepts through a daily journal assignment (usually an exemplar). Students will respond in pictures, numbers and words to the problem assigned by the teacher.	The Principal will collect math journals from students in grades 3-5 at least once per nine weeks. The Assistant Principal will collect math journals from grade 2 students at least once per nine weeks and from K and 1 beginning in the second semester. Administrators will respond to individual students and to teachers about their students' individual and collective understanding of the math concepts taught. Teachers will adjust the curriculum and instructional strategies as necessary to insure success on the math TEKS.	CRW, CT, GSF, CLP	August 2007- May 2008	Administrators, classroom teachers	

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1	Math	Teachers and students will collaboratively set goals for improvement in math following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in math.	CLP, GSF, CRW, AFL	Sept - June	Administrators, Classroom teachers	
1	Math	Integrate Math Exemplars with math instruction. Continue planning 90 minute lessons that incorporate higher level thinking questions.	Teachers will use the 5 Day Problem Solving format for exemplars, being sure to monitor student understanding. Monitor benchmarks, end of unit assessments, and student performance on the TAKS tests at grades 3, 4, and 5. 100% of students will meet the minimum passing standards on TAKS with 50% of students scoring at the commended level. Frequent walk-throughs and monitoring of lesson plans will occur	CLP, 3TL, AV, AL, CT, DI	August - June	Administrators, Teachers, Specialists	
1	Writing	Teachers in grades 2-5 will collaborate to develop assessments to track the progress of students as they master the writing TEKS.	100% of all students will score a minimum of 80% on each assessment and will receive a score of 3 or better on the composition. 100% of all fourth students will meet the minimum passing standard on the writing TAKS. 50% of all students will be Commended on the TAKS writing assessment. 100% of students will write a composition that is scored a minimum of 2 on the TAKS scoring guide. 25% of students will write a composition that scores a 2 or a 4, while 50% of students will write a composition that scores a 3.	CLP, CRW, AFL	August - June	Adminstrators, Classroom teachers	

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1	Writing	All grade levels will teach writing through the Writer's Workshop format with an emphasis on 6 Traits. First grade will also use the Units of Study for Writing program.	Teachers will monitor student writing through frequent student conferences. Students will also demonstrate writing proficiency through periodic whole school writing assignments, as well as, individual writing assignments. End of unit assessments, benchmarks, and TAKS test at 4th grade will indicate mastery. Administrators will randomly collect, read and provide feedback on student writing with a focus on the fourth grade students.	CLP, CRW, 3TL, GSF,	August - June	Administrators, All Classroom Teachers, Bilingual Specialists	
1	Writing--ELL	All ELL students will regularly demonstrate their ability to write in a variety of content areas.	Students will write in a variety content areas, i.e. math, social studies, etc. Students will demonstrate regular progress in their ability to write complete thoughts, sentences, and paragraphs in English.	CLP, CRW, GSF	Sept - June	Administrators, ELL teachers, bilingual specialist	
1	Writing	Fourth grade students will complete at least one composition each month to be scored by the classroom teachers, administrators and bilingual specialist.	Classroom teachers, administrators and the bilingual specialist 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 and will conference with students scoring less than a 4.	CLP, CRW, GSF, AFL	Sept - June	Administrators, Classroom teachers, Bilingual specialist	
1	Reading/ELA	All teachers will provide differentiated instruction during small guided reading groups using leveled readers.	Teachers and administrators will monitor student performance by analyzing student performance on the District benchmarks, TAKS, TPRI, Tejas Lee, guided reading and other classroom assessments. On the TAKS test, students will meet the passing standards and the number of commended students will increase. All other assessments will demonstrate on grade level performance.	3TL, CRW, AL, CT, DI, AFL	August - June	Administrators, All classroom teachers, IIT and librarian	

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1	Reading/ELA	All grade levels will utilize differentiated literacy centers/work stations and will integrate other content area subjects into reading instruction.	Administrators will monitor use of literacy stations through frequent walkthroughs. Progress will be determined by an increase in on-grade-level performance on all assessments, including TAKS in grades 3, 4, and 5, as well as, an increase in the number of students reading and comprehending on-grade-level texts.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP	August - June	Administrators, All classroom teachers, IIT and librarian	
1	Reading	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the reading TEKS.	100% of all students will score a minimum of 80% on each assessment. Administrators will monitor the assessments to ensure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of all third, fourth, and fifth grade students will meet the minimum passing standard on the reading TAKS. 50% of all third, fourth and fifth grade students will be Commended on the TAKS reading assessment.	AFL, CLP,	Bi-monthly assessments-- Aug-May 2007ust 2007	Administrators, teachers, IIT, bilingual specialist	
1	Reading	Teachers in grades K-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 80% on the mini-assessments.	CLP, CRW, AFL	Sept - June	Adminstrators, Classroom teachers	
1	Reading	Teachers and students will collaboratively set goals for improvement in reading following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in reading.	CLP, CRW, AFL	Sept - June	Administrators, Classroom teachers	

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1	Reading/ELA	The Three Tier Model will be used in all classrooms to provide TEKS focused instruction for all students.	Administrators and teachers will ensure that all instruction is TEKS-focused. Student weaknesses will be identified through goal setting and instruction will be targeted to those areas of difficulty. Frequent walkthroughs. All students will achieve mastery on grade level TEKS or IEP goals.	CLP, 3TL, AL, CT, DI, GSF	August - June	Administrators, All classroom teachers	
1	Social Studies	Incorporate all Reading, Writing, and vocabulary development strategies into integrated content teaching. Implement Core Knowledge using the Understanding by Design lesson planning model.	Culminating celebrations to involve community to share information learned.	CLP, , CRW, CT, DI, PI	End of Units Study	All teachers	
	Discipline	All teachers will implement CHAMPS program..	Discipline referrals to the counseling office and front office will decrease by 10%.	MCP	August-Ma	All classroom teachers, administrators, counselors and all other staff members.	
3	Community Learning	The Family Specialist will conduct Parent Academy and ESL Classes.	Increased parent involvement with the campus and District, as well as, increased positive interaction between parent and child as reported by families. There will be an increase of 10% in the number of parents attending and completing the classes offered at San Antonio College.	CLP, PI	August - June	Family Specialist	
2, 4	Bullying	Implement strategies to Anti-Bullying and Peer Mediation Program.	There will be a decrease in office referrals by 10% , as well as, a 10 % increase in the number of students who are identified as Self-Managers. (Love & Logic, Kelso, Bully Busters, etc.)	CLP, MCP	August - June	Administrators, Classroom teachers, Counselors	

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 Steubing Ranch Elementary "The goal makes the team." Mark Rolewski "Teams get results." Katzenback and Smith <i>Equity and Excellence: Everybody Counts</i>	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 Standards of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school
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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.	<p style="text-align: center;">CODES FOR STUDENT-CENTERED STRATEGIES</p> 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
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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	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 3	Academic Family Nights	Plan and schedule two academic Family Nights (Reading; Math and Science) where families will engage in instructional strategies that are used in the classroom and learn how to help their children at home.	The number of parents attending the Family Nights will increase by 10% over the previous year. Students will demonstrate success by an increase in the number of students meeting standards on District benchmarks, TAKS and classroom assessments. Students scoring at a commended level will increase by 10% over the previous year.	CLP, PI,	August - June	All staff	
1, 3	Student Organizations	Offer students a variety of extracurricular activities in which they can participate, i.e. Newspaper, Robotic, Student Council, Peer Mediators, Patols, Choir, Strings & Go, Girl, Go club. Implement parent component to assist clubs.	Students will expand learning beyond the classroom.	CLP, PI, AL	August - June	Club Sponsors	
2	Redirect Program	Continue Redirect Program	Improved student discipline and higher TEKS mastery. Decrease in office referrals by 10%.	MCP, CLP	August - June	Redirect teacher	
1, 4	College and Career Awareness	Continue to promote the expectation of continued education beyond high school graduation. Differentiated instruction to focus on higher levels of questioning and thinking so that the students master grade level TEKS. Hold a career day. 5th grade will tour UTSA or another campus of higher learning in order to elicit excitement and desire to attend college	Increased achievement levels on TAKS and percentage of Commended Performance.	CLP, CCR	August - June	Counselors	

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

Steubing Ranch Elementary

"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith *Equity and Excellence: Everybody Counts*

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 Standards of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semi-finalists 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

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

RELATIONSHIPS - Every

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	TIMELINE	RESPONSIBLE PERSON(S)	COST / 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.	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 or exceed the ARD expectations on the TAKS, TAKS-A, TAKS-M or TAKS-Alt tests.	3TL GSF	August - June	Administrators, classroom teachers, special education teachers	
1	Special Education	All special education students will participate in all District and campus-based assessments.	100% of special education students will answer correctly at least 50% of the questions on the on-grade-level assessments.	3TL, CT, GSF	August - June	Administrators, classroom teachers, special education teachers	
1, 2	Attendance	Total student attendance for the 2009-2010 school year will increase to 97.4%	ADA will increase by .2%. Students will be present and on time for school 97.3% of the time.	GSF	August - June	Administrators, Classroom teachers, data processor	None