

**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 SCHOOL DISTRICT  
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
 2009-2010  
 WALZEM ELEMENTARY  
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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.  
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 GSF Goal-Setting and Frequent Feedback with Individual Students  
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 RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.  
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 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
1,3	Increase the daily student attendance rate by .5 %	Develop classroom and school-wide incentives and a frequent system of recognition for those students and parents showing regular attendance. Conference with parents to discuss the importance of prompt school attendance. Engaging lessons and a safe school environment will additionally encourage students to attend school.	Student attendance will increase, as measured on six weeks attendance reports. Tardies will decrease. Campus Climate Committee agenda, discussion, and minutes	IA, PI	Aug 2009- June 2010 ongoing and six weeks reports	Family Specialists, Counselors, AP, & Principal, PK -5 teachers	Title I - ???
2,4	Reduce the number of disciplinary office referrals by 10%	Utilize CHAMPS and the campus Foundations TEAM to provide on-going training for current staff and any new staff members. Hold monthly Campus Climate Committee meetings. Provide regular guidance lessons. Offer incentives for positive student behavior.	Office referral rate will decrease from previous school year. Campus Climate Committee agenda, discussion, and minutes.	MCP, GSF	June 2009- June 2010 ongoing and six weeks reports	Foundations & Campus Climate Committee Counselors, AP, Principal	
1	Reduce the number of required Grade Placement Committee meetings by 50%.	Provide targeted intervention for struggling students at all grade levels in core content areas. Utilize mini assessment and benchmark data to assess progress.	Benchmark data and reponse to demonstrated academic needs. Response to Intervention (RTI) committee documentation. Utilize PLC time to focus on student achievement.	3TL, DI, GSF, AFL, PGP, CLP	August 2009- June 2010 ongoing	K-5 Teachers, Specialists, Counselors, AP, Principal, District Support	Title I-tutoring \$12,080
1	Increase the overall number of students passing <b>SCIENCE TAKS</b> to 90% while also increasing the number of students that meet the commended performance status. Additionally we will focus on increasing the passing rates for each subpopulation so the campus maintains RECOGNIZED or EXEMPLARY status.	Teachers will utilize a team planning approach and appropriate strategies to ensure all students receive science instruction. Title I Science Specialist will lead teachers in discussion of data gathered from classroom observations and assessment results. 90 minutes of science instruction will be provided to grades 3-5. K-2 students will receive a minimum of 180 minutes of science instruction per week. Tutoring will be provided for students in additional need of support.	Improved Benchmark and TAKS scores. Science journals. Lab rotation schedule. Science Committee agendas and notes. Utilize mini assessment and benchmark data to assess progress and drive instruction.	3TL, AV, AL, CT, DI, GSF, AFL, CLP	August 2009- June 2010 ongoing	PK-5 Teachers, Title I Science Facilitator, AP, Principal, District Support	Campus-\$1000 Title I-\$1400+
1	Increase the overall number of students passing <b>READING TAKS</b> to 90% while raising the number of students that meet commended performance. Additionally we will focus on increasing the passing rates for each subpopulation so the campus maintains RECOGNIZED or EXEMPLARY status.	Teachers will utilize a team planning approach and appropriate strategies to enhance reading time for students in the classroom. Teachers will regularly attend appropriate staff development in the area of reading. Title I Reading Specialist and IIT will lead teachers in discussion of data gathered from classroom observations and assessment results. Tutoring will be provided for students in additional need of support. Begin tutoring in September. Access data in COMPASS.	Improved Benchmark and TAKS scores. Tutoring logs. Literacy Committee agendas and notes. Utilize mini assessment and benchmark data to assess progress and drive instruction.	3TL, AV, AL, CT, DI, GSF, AFL, CLP, CRW	August 2009- June 2010 ongoing	PK-5 Teachers, Title I Reading Specialist, IIT, AP, Principal, District Support	Campus-\$1000 Title I-\$1400+

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1	Increase the overall number of students passing <b>MATH TAKS</b> to 90% while increasing the commended rates. Additionally we will focus on increasing the passing rates for each subpopulation so the campus maintains <b>RECOGNIZED</b> or <b>EXEMPLARY</b> status.	Teachers will collaborate with team members, as well as the Title I Math Facilitator and District Math Specialists. Teachers will regularly attend appropriate staff development in the area of math. Title I Math Facilitator will lead discussions using relevant data gathered from classroom observations and benchmark assessments. Teachers will improve instruction and effectiveness of questioning by participating in coaching and co-teaching opportunities with Title I Math Facilitator. Begin tutoring in September. Access data in COMPASS.	Improved Benchmark and TAKS scores. Tutoring logs. Math committee agendas and notes. Utilize mini assessment and benchmark data to assess progress and drive instruction.	3TL, AV, AL, CT, DI, GSF, AFL, CLP	August 2009- June 2010 ongoing	PK-5 Teachers, Title I Math Facilitator, AP, Principal, District Support	Campus-\$1000 Title I-\$1400+
1	Increase the overall number of students passing <b>WRITING TAKS</b> to 90% while raising the number of students that meet commended performance. Additionally we will focus on increasing the passing rates for each subpopulation so the campus maintains <b>RECOGNIZED</b> or <b>EXEMPLARY</b> status.	Teachers will utilize a team planning approach and appropriate strategies to enhance writing development for students in the classroom. Teachers will regularly attend appropriate staff development in the area of writing. Title I Reading Specialist and district specialists will lead teachers in discussion of data gathered from classroom observations and assessment results. Tutoring will be provided on an as-needed basis for students in additional need of support. Access data in COMPASS.	Improved Benchmark and TAKS scores. Writing journals. Literacy Committee agendas and notes. Utilize mini assessment, benchmarks and writing protocol data to assess progress and drive instruction.	3TL, AV, AL, CT, DI, GSF, AFL, CLP, CRW	August 2009- June 2010 ongoing	PK-5 Teachers, Title I Reading Specialist, AP, Principal, District Support	Campus-\$500
1,5	Increase the effectiveness of <b>TECHNOLOGY</b> integration, aligned with 21st century teaching practices.	Teachers and students will utilize available technology, such as Airliners, Document Cameras, Laptop Trunks, LCD Projectors, Alphasmart keyboard, Smart Boards (and other resources), as interactive learning tools to become proficient users of available technology.	Walk-throughs and PDAS observations, student products, lab usage.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CCR, CLP, MCP, PI	August 2009- June 2010 ongoing	Technology Committee, AP, Principal, District Specialist	Stimulus Funds ?
1,2,4	Maintain Professional Learning Communities (PLC). Improve mentor program for new teachers.	Weekly PLC meeting matched with planning time. Coverage of students provided by regular substitutes	Meeting logs turned in to administrators.	DI, GSF, CLP	September 2009-June 2010, weekly	PK-5 Teachers, Counselors, Family Specialists, AP, P, assistants	Title I - \$17,500 (substitutes)
1,2,3	Improve Health and Wellness of all Walzem community members.	Fitnessgram assessments completed by students during PE classes. Wellness activities during faculty meetings, once per nine weeks. Health Fair for parents and community members. Utilize Rackspace resources.	Completion of Fitnessgram. Sign-in sheets for faculty meetings. Parent attendance at health fair.	PI, IA,	August 2009- June 2010 ongoing	Principal, AP, PE Teacher, Nurse, Family Specialist	Campus-\$800
1, 5	Title I-component I Accelerated Education At-Risk Needs Assessment	A comprehensive needs assessment will be used to determine areas of campus need. Assessment will be given to CIC members and PTA parents.	A completed needs assessment will be on file. Areas of campus concern noted in needs assessment will be appropriately addressed.	PI	August 2009- June 2010 ongoing	Principal, Assistant Principal	

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1, 2, 3	Title I-component 2 Accelerated Education At-Risk Reform Strategies	Use effective reform strategies that are based on scientific research. Effectively utilize a Campus Improvement Committee to gather input from Teacher, Staff, and Community Members in decisions regarding the campus.	Grade level meetings with administrators and content planning sessions with Title I specialists and district specialists. Sign in sheets from monthly meetings will indicate all stakeholders are present at meetings. Notes from meetings will indicate input from all present.	CCR, PI, CLP	August 2009- June 2010 ongoing	Principal, CIC Members	Title I - ??? Campus - ???
1, 5	Title I-component 3 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 1 campus.	AL, 3TL, AV, CT, DI	June 09 and ongoing throughout 09-10 school year	Principal, Assistant Principal	Campus - \$6700+
1	Title I-component 4 Accelerated Education At-Risk Professional Development	Teachers will attend and use strategies gained from professional development. Campus based professional development will be teacher driven and focus on collaboratively decided goals based on campus improvement plan.	Teachers will attend professional development and use strategies in the classroom. Benchmark and TAKS scores will increase. Walkthroughs will indicate strategies being used effectively. Professional development will be centered on teacher's needs to assist all student's to be successful. Teacher's will have a voice in staff development opportunities.	AL, GSF, CLP	August 2009- June 2010 ongoing	Principal, PK-5 teachers, Title I specialists, Assistant Principal	Title I - \$4220 Campus - \$3000+
1	Title I-component 5 Accelerated Education At-Risk Strategies to Attract High Quality, Highly Qualified Teachers to High-Needs Schools	Screen for teachers who want to work with At-Risk students during the initial interview process. Provide support through mentor teachers and for teachers who want to continue their education.	Low teacher turnover rate will indicate teachers wanting to work at a high-need campus. Monitoring of the mentor-teacher relationship through monthly mentor meetings.	3TL, CRW, ITL, GSF, CLP	August 2009- June 2010 ongoing	PK-5 Teachers, Principal, Assistant Principal, Co-Teachers, New-Comer Teachers	
2,3,4	Title I-component 6 Parent Involvement	Implement effective parental involvement activities such as Parent Academy to improve student academic achievement, school performance, and attendance. Hold Cafecito with Principal four times a year. Utilize Rackspace resources.	Increase in parent attendance at school activities including Parent Academies and PTA meetings using sign in sheets to determine attendance. Increase in student attendance. Decrease student tardies.	CCR, CLP, PI	August 2009- June 2010 ongoing	Family Specialist, Counselors, AP & Principal	Title 1 - \$4349
1, 3	Title I-component 7 Accelerated Education At-Risk Transition from prekindergarten to Kindergarten	School personnel will assist in the transition of students from the prekindergarten program to kindergarten.	Kinder round-up participation. Visits from area prekinder programs.	AFL	August 2009- June 2010 ongoing	Data Processor, Counselors, Principal, Kindergarten teachers	
1	Title I-component 8 Accelerated Education At-Risk Steps to Include Teachers in the decision regarding use of assessments	Collaboratively create mini-assessments and use data analysis to evaluate student success.	Teacher-made tests, ongoing mini-assessments, teacher analysis of mini-assessment data, classroom observations and walk-throughs.	CRW, AV, CT, AFL, CLP	August 2009- June 2010 ongoing	All classroom teachers and administrators	
1	Title I-component 9 Accelerated Education At-Risk Utilize assistance programs	Effectively utilize assistance programs such as targeted tutoring, MAP, RAP, Co-Teach and SSI/GPC placement.	Improved benchmark scores, improved TAKS scores. Decrease in number of students referred for special education services. Decrease in the number of students retained.	3TL, AL, ITL	August 2009- June 2010 ongoing	PK-5 Teachers, Title I Specialists, Principal, Assistant Principal, RTI	

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1,2,5	Title I-component 10 Accelerated Education At-Risk Coordination and Integration of Federal, State and Local Programs	All title funds will be utilized to effectively carry out the campus' improvement plan. Federal, Sate comp. ed, and local funding will be coordinated and integrated to effectively carry out Walzem's campus improvement plan.	All professional development will be directly related to Campus Improvement Plan. 100% of funds will be spent appropriately.	PI, 3TL, DI	August 2009- June 2010 ongoing	Principal, Assistant Principal, Counselors, All Teachers	Title I - \$200,790 (campus personnel Title teachers) Campus - \$8,500+ (library)
1,4	Students will be exposed to college and career readiness activities. Students and parents will participate.	Hold college days, parent academies, and career day.	Completion of career day. Students and teachers wearing college t-shirts monthly. Attendance sheets for parents.	CCR, PI, GSF	Fall & Spring	Counselors, Teachers, Staff and Parent Academy	