

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

WEST AVENUE ELEMENTARY

"The goal makes the team." Mark Rolewski

"Teams get results." Katzenback and Smith

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1	Reading: 100% of K-2 students will read on grade level and 100% of 3-5 students will meet expectations on TAKS reading while increasing commended rate.	<ol style="list-style-type: none"> 1. Balance assessment For learning and assessment OF learning. (Stiggins). 2. Provide opportunities for study of Notebook Knowhow, Comprehension Connections, and Reality Checks, Comprehension Toolkits(3-5) and Primary Toolkits(K-2). 3. Collaborate with IIT, Title 1 Facilitator, ELL Facilitator, Specialists and teacher teams to improve reading instruction- increased reading, drawing inferences, determining importance in text, thinking strategies, activating background knowledge, etc. 4. Foundation for learning and instruction - How Students Learn, The Brain and Poverty, Marzano's Strategies for Engagement, Collective Efficacy. 	<ol style="list-style-type: none"> 1. Classroom assessments(mini common assessments) will provide specific student progress toward mastery; district benchmarks, SRI, TPRI will offer data on meeting standards. 2. Team planning and lesson plans will demonstrate curriculum coherence with focus on assessment upfront. [what is worthy of understanding? what is the acceptable evidence of understanding? what learning experiences will ensure mastery?] 3. Foundational ideas and practices from study will be integrated in professional development, vertical team meetings, and team planning. 4. Walkthroughs. 5. Learning Partner observations and reflective conversation with triad; maintain Teacher Learning Notebook. 	3TL, ITL, Q, CLP, CRW, GSF	Ongoing assessment FOR learning; Bi-weekly mini common assessments. Professional Development. Team Planning meetings	Principal and Leadership Team, Teacher Teams, IIT, Title 1 Facilitators, ELL Facilitator and Specialists	
1	Writing: 100% of 4th grade students will meet expectations on TAKS writing. While increasing commended rate.	<ol style="list-style-type: none"> 1. Balance assessment For learning and assessment OF learning(Stiggins) 2. Provide opportunities for study using Notebook Knowhow, Comprehension Connections, Reality Checks, Checking for Understanding. 3. Collaborate with IIT, Title 1 Facilitator, ELL Facilitator, Specialists and teacher teams to improve writing instruction- Teach versus Assign writing(focus on elements of writing, voice, introductory paragraphs, integrate quotes or supporting evidence, rewriting, feedback and self-assessment, study good examples, and modeling). 4. Support differentiated writing instruction by providing instruction and support in implementing writing workshop. 6 Trait Writing, Units of Study for Primary grades. 5. Implement writing as link to THINKING and Learning across disciplines. 6. Foundation for learning and instruction - How Students Learn, The Brain and Poverty, Marzano's Strategies for Engagement, Collective Efficacy. 	<ol style="list-style-type: none"> 1. Classroom assessments(mini common assessments) will provide specific student progress toward mastery; district benchmarks will offer data on meeting standards 2. Team planning and lesson plans will demonstrate curriculum coherence with focus on assessment upfront. 3. Foundational ideas and practices from book study learning will be integrated in professional development, vertical team meetings, and team planning. 4. Walkthroughs. 5. Learning Partner observations and reflective conversation with triad; maintain Teacher Learning Notebook. 6. Content note booking. 	3TL, ITL, Q, CLP, CRW, GSF	Ongoing assessment FOR learning; Bi-weekly mini common assessments. Professional Development. Team Planning meetings	Principal and Leadership Team, Teacher Teams, IIT, Title 1 Facilitators, ELL Facilitator and Specialists	

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1	Math: 100% of K-2 students will meet grade level TEKS standards and 100% of 3-5 students will meet expectations on TAKS math while increasing commended rate.	1. Balance assessment For learning and assessment OF learning. (Stiffgins). 2. Provide opportunities for study using Checking for Understanding, District Math Website. 3. Collaborate with Title 1 Facilitator, ELL Facilitator, Specialists and teacher teams to improve math instruction- use of best practices such as inquiry, class discourse/Math Talk, appropriate tools. 4. Provide and support professional development focused on Math Investigations and Exemplars. 5. Foundation for learning and instruction - How Students Learn, The Brain and Poverty, Marzano's Strategies for Engagement, Collective Efficacy.	1. Classroom assessments(mini common assessments) will provide specific student progress toward mastery; district benchmarks will offer data on meeting standards 2. Team planning and lesson plans will demonstrate curriculum coherence with focus on assessment upfront[what is worthy of understanding? what is teh acceptable evidence of understanding? what learning experiences promote mastery and understanding?] 3. Foundational ideas and practices from book study learning will be integrated in professional development, vertical team meetings, and team planning. 4. Walkthroughs. 5. Learning Partner observations and reflective conversation with triad; maintain Teacher Learning Notebook. 6. Content notebooking.	3TL, ITL, Q, CLP, CRW, GSF	Ongoing assessment FOR learning; Bi-weekly mini common assessments. Professional Development. Team Planning meetings	Principal and Leadership Team, Teacher Teams, IIT, Title 1 Facilitators, ELL Facilitator and Specialists	
1	Science: 100% of students K-4 will meet grade TEKS standards and 100% of 5th grade students will meet expectations on TAKS science while increasing commended rate.	1. Balance assessment For learning and assessment OF learning(Stiggins). 2. Provide opportunities for study using Checking for Understanding. 3. Collaborate with ELL Facilitator, Title 1 Facilitator, Specialists and teacher teams to improve science instruction- use of best practices such as 5E's, questioning, small group instruction including workstations, literacy stations, and tech stations, science note booking. 4. Provide and support professional development focused science standards, safety, and integration. 5. Foundation for learning and instruction - How Students Learn, The Brain and Poverty, Marzano's Strategies for Engagement, Collective Efficacy.	1. Classroom assessments(mini common assessments) will provide specific student progress toward mastery; district benchmarks will offer data on meeting standards 2. Team planning and lesson plans will demonstrate curriculum coherence with focus on assessment upfront [what is worthy of understanding? what is the acceptable evidence of understanding? what learning experiences promote mastery and understanding?] 3. Foundational ideas and practices from book study learning will be integrated in professional development, vertical team meetings, and team planning. 4. Walkthroughs. 5. Learning Partner observations and reflective conversation with triad; maintain Teacher learning Notebook. 6. Science note booking.	3TL, ITL, Q, CLP, CRW, GSF	Ongoing assessment FOR learning; Bi-weekly mini common assessments. Professional Development Team Planning meetings	Principal and Leadership Team, Teacher Teams, IIT, Title 1 Facilitators, ELL Facilitator and Specialists	

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1,2,4	Rigor, Relevance and Relationships	1. Our school community will engage learning and align practices with the Basic School Framework- connect people to create community; connect curriculum to build coherence; connect resources to enrich learning; and connect learning to life to promote character. 2. Enable collaborative teams to implement identified practices needed to establish COLLECTIVE EFFICACY.	1. Campus Leadership Team will establish short and long term goals related to four C's. 2. Form ad hoc teams to lead implementation of needs assessment practices- maintain notes and acquire feedback for each practice.	3TL, CIP, GSF, CRW, ITL	August 2009- June 2010- Ad Hoc Teams report to CIC and instructional meetings.	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Family Specialist	
1,2,3	Enable sense of school as community and a commitment to character for all students and adults.	1. Our commitment to developing a school as community and becoming a school of character involves recognizing that each classroom is itself a community. 2. Teach and practice new WA Expectations " be a wildcat." based on virtues. 3. Use basic School foundational idea that to be a school as community one must be a disciplined, just, caring, and communicative place with occasions for celebration. 3. Provide significant relationships with an adult within school community who will promote a sense of HOPE, caring, and promote resiliency. 4. Implement ICC- teaching and learning opportunity for all students led by counselors - utilize drama, art, oral communication skills integrated with Second Step, Foundation for Safe and Civil Schools. 5. Wildcat Leadership Camp for incoming Fifth graders (August 2009). 6. Peer Mediation Team 7. Student -led Newspaper	1. Align efforts to purposefully build classroom community and character with goal setting. 2. Self-manager Program data. 3. Goal setting and feedback will align with 3,6,9 week progress report cycle. 4. Learning Partner observations and reflective conversation with triad. 5. Data on discipline referrals and mediations.	3TL, ITL GSF, CCR	August 2009- June 2010- Learning Partner Triad Conversation, CIC	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Counselors, Family Specialist	

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2,3	Promote Parent Partnerships to increase participation at school events and student attendance by 1%. [Title 1 A Component 6]	<ol style="list-style-type: none"> Our commitment to build a school as community in order to promote learning involves parent partnerships to improve students' behavioral and academic success, overall school performance and attendance. Utilize Parent Communication Agenda at all grade levels. Hold Back to School Picnic - meet each TEAM. Hold First Day of School Celebration, Parent Academies, Open Gym Nights, College Readiness Events, Literacy Nights. Campus Newsletter and Student led newspaper. Complete Title 1 Comprehensive Needs Assessment 	<ol style="list-style-type: none"> Parent Sign-in logs at events. Two way communication on Parent Communication agendas. Goal setting and feedback will align with 3,6,9 week progress report cycle. Data from daily attendance and tardy reports. Data from Title 1 Needs Assessment. 	3TL, AL, CCR	3,6,9 week progress report cycles. Team meetings.	Admin. Leadership Team, Counselors, Family Specialist, Pre-K/Kindergarten Team	
1,2,3	Assist preschool children to successfully transition from early childhood programs to elementary school Pre-K or Kindergarten. [Title 1 A Component 7]	<ol style="list-style-type: none"> Pre-K and Kinder Round-up in May - provide school readiness information; grade level standards; classroom visit. Pre-K and Kindergarten Teachers meet at end of year to discuss student instructional and behavioral needs. Family Specialist coordinate parent workshop through parent academy on school readiness. 	<ol style="list-style-type: none"> Parent Sign-in logs at event. Grade level checklists and progress reports. Parent conferences on student progress. 	3TL, GSF	Feedback from parents at events. 3,6,9 week progress report cycle. Team Meetings.	Admin. Leadership Team	
1,2,3	Comprehensive Needs Assessment [Title 1A Component #1]	A comprehensive needs assessment will be conducted including but not limited: <ol style="list-style-type: none"> disaggregating accountability data by all student populations RPTE & TOPPS data benchmark data attendance data failure rates and (6) retentions. 	Campus data team will use results of needs assessment to development campus objectives and initiatives for 2008-2009.	3TL, GSF	May-August 2009	Admin. Leadership Team	

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1,2,3	Reform Strategies [Title 1A Component #2]	All teachers will be highly qualified in their area of instruction. Collaborative instructional planning will continue with assessment up front.	Team Learning and Instructional Planning will continue on Tuesdays and Thursdays. 9 week curriculum mapping and team planning will continue along with addition of vertical integration.	DI, GSF, CLP, MCP	August 2009-May 2010	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Counselors, Family Specialist	
1,2,3	Professional Development [Title 1A Component #4]	All Teachers will engage learning in assessment literacy, numeracy, science, and reading writing connection.	100% of teachers will experience ongoing study, vertical team, and learning partner experiences to deepen understanding of best practice.	3TL, GSF	August 2009-May 2010	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Counselors, Family Specialist	
1,2,3	Highly Qualified teachers and Instructional assistants [Title 1A Components #3 and 5]	The campus will actively recruit and hire highly qualified teachers and instructional assistants. Campus web page will highlight school community's programs and celebrations.	100% of teachers and instructional assistants will be highly qualified as defined by NCLB. Web page will be updated regularly.	3TL, GSF	August 2009-May 2010	Admin. Leadership Team Campus Webmaster	
1,2,3	Extra assistance for struggling students [Title 1A Component #9]	Interventions will begin August based on closing year data, end of year student meetings, and SSI.	Teams and Facilitators will collaborate to maintain documentation of interventions. Parent communication will be ongoing.	3TL, CRW, AV, AL, CT, DI, GSF, AFL	August 2009-May 2010	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Counselors, Family Specialist	
1,2,3	Coordination and integration of Federal, State, and Local Programs and FUNDS [Title 1A Component #10]	Coordinate and integrate the use of all federal, state, and local programs and funds to improve the academic achievement of all students, but especially the struggling and at-risk students.	All programs and funds will be managed in such a way that the overall instructional program is upgraded as evidenced by 90% of all students meeting the passing standard on TAKS tests.	3TL, GSF	August 2009-May 2010	Principal and leadership team, teacher teams, IIT, Title 1 Facilitators, Counselors, Family Specialist	