

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 Wilshire Elementary School**

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

RESULTS

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<p>DISTRICT GOAL</p> <p>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>	<p style="text-align: center;">CODES FOR STUDENT-CENTERED STRATEGIES</p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> 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 <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> 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 <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> 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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1,2,3,4	Our school community will continue to align initiatives with the Basic School Framework - connecting people to create community, connecting curriculum to to build coherence, connecting resources to enrich learning climate and connecting learning to life to promote students of character.	HOPE is embedded in our work in all areas: vertical planning, collaborate with district curriculum specialists, reflective practice using the Instructional Improvement Cycle, team conversations on cohesive curriculum, focus on UbD lesson planning, small group targeted instruction, assessments and mini-assessments along the way, Kilgo questioning, research based practices, book studies, differentiated & tiered instruction, coteaching, peer coaching	Community - Increased involvement of parents, businesses, and community members; Curriculum - measurement on TPRI and TAKS assessments; Character - 100% goal of students who will be self-managers; Climate - open and honest dialogue between staff members to address determined needs and develop action plans. In focusing on the 4 C's, the needs and the development of the whole child will be met and learning will be seen as an integral part of the community.	3TL, CLP, AL, CT GSF	ongoing throughout year	Administrators and teacher leaders	
1	Expose students to greater language through development of vocabulary so they can build and retain a meaningful knowledge base.	Language and learning objectives will be posted and reviewed daily in all classrooms. SIOP strategies will be used with all students. Small groups will be formed during Spanish rotation for ELL students to work on academic and everyday language. Campus ELL coach will facilitate campus meetings to plan for language learning in the classroom. Subject vocabulary of pictures, drawings and words will be posted in the hallways of the school campus. Continue to assist parents in learning ways to help their children to be more successful through ESL.	Students will demonstrate knowledge of vocabulary through oral presentations and stories, technology, journaling. TELPAS will be an indicator of progress for our ELL students. CBM's will be an indicator of progress for all students.	AV, 3TL,DI, AFL	ongoing throughout year	All campus staff	\$1000 Title I

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1	90% or higher of all students will pass TAKS Reading assessment.	The IIT and Title I facilitators will continue to facilitate grade level planning, model lessons, review data to plan small group, targeted instruction, using assessment to drive instructional decisions. Incorporate the use of the book Test Talk. Develop a campus reading incentive program for SSR and daily reading. Purposeful campus-wide buddy system for reading lessons (5th/2nd, 4th/1st, 3rd/Kinder). Improve phonemic awareness, comprehension and fluency in reading in grades K-5 through Whole class and small group instruction and creating engaging activities within literacy centers and working with words. K-2 teachers will use reading notebooks and running records to plan small guided reading groups. Voyager program will be used for students who are targeted in specific areas of need through many different ways of assessment. When Voyager is not appropriate for Special Ed. students, SRA or other reading program will be used.	Analyzing all assessment data & use in targeted instructional groups. Increases in TPRI fluency and phonemic awareness scores. Voyager benchmark growth will increase show students reaching targeted goals. (CBMs, Voyager, TPRI, TAKS Benchmarks, SRI, Running Records, progress monitoring)	3TL, CRW, AV, GSF, AFL, AL, CT, DI, CLP	ongoing throughout year, teacher input each 9 week period	Teachers, Title I Facilitators, IIT Administrators	Title I funds \$5000 for literature and professional books
1	90% or higher of all students will pass TAKS Math assessment.	Title I math facilitator will work with grade level planning, model lessons, review data to plan small group, targeted instruction. Improve on using thought provoking questioning strategies in grade levels 2-5. Improve on "student talk" allowing students to explain, clarify, justify and compare their strategies and solutions "teacher talk". Connect literacy to math using Marilyn Burns children's literature. Continue to develop new and meaningful math work stations. Plan grade level rotation lessons targeting TEKS in grades 3-5. Initiate and implement a school wide math initiative program. Select from variety of district resources using instructional activities to meet the needs of students, considering levels of interest, experience, and needs.	Analyzing team lesson plans, Vertical planning; Use assessment data to group & target instruction (TEKS); Use common mini assessments to determine TEKS mastery & needs; Share student work; Use CBMs, TAKS Benchmarks, progress monitoring	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	ongoing throughout year	Teachers, Title I Facilitators, IIT Administrators	Title I funds - \$5000 for technology

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1	90% or higher of all 5th grade students will pass TAKS Science assessment.	Collaborate with science facilitators to continue the development of vertical instruction that involves student inquiries. Refine lab schedule and use science lab grades Kinder - 5. Use notebooking, UBD (technology incorporated), and CBM's as ways of assessing student understanding. Staff development will be ongoing throughout the year. Each grade level will follow the pacing guide and have ongoing TEKS assessment (part of UBD) that leads to instructional goals. Ongoing review of prior units in Reading literacy centers (content-vocabulary) will be utilized.	We will use Ubd, CBM's, and use of literacy centers as well as sharing student work.	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	ongoing throughout year	ESL Coordinator, ESL Point of Content, ESL Teachers	Title I funds \$5000 for technology
1	To create classrooms that will successfully service all students and assist teachers with assessment and intervention strategies through RtI, an ongoing basis to evaluate progress and mastery of grade level curriculum.	Serve special education children in regular education through a multi-tiered model and differentiated instruction. RtI model will focus on strategies, data, and referrals when more information is needed to create student success. Give periodic extended planning time throughout the year to assist teachers in the collaboration process of creating engaging, purposeful activities and specific, individualized instruction and conferencing with student that will lead to goal setting. Informal assessments will be used on an ongoing basis to determine student understanding and purposeful lessons. CBM's will be developed and used in the areas of Reading, Science and Math. Results will be used in team meetings to evaluate and plan instruction. Staff development will center around the use of ETS Classroom Assessment for Student Learning.	Increase in number of students who will be ready to take TAKS and TAKS-A standardized tests. Teachers will track CBM's through an excel spreadsheet on the shared drive. Assessment data will be brought ot and discussed at RtI meetings. Assessment will be better aligned with TEKS and using different CFG protocols, teachers will collectively evaluate student work and assessments.	3TL, GSF, CLP, CRW, CCR, DI	ongoing throughout year	Administrators, Teachers, Facilitators, IIT, Instructional Coordinators, LSPP, Counselor	

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2, 3, 4	To mold students into people of character who will be successful leaders and productive citizens in their community.	We will explore using Covey's book The Leader in Me to build student leaders on campus. As part of this, we will build a student council program for students. Continue to use the Self-Manager Program to teach students the meaning of and living by the virtues. We will continue to use CHAMPs expectations on campus.	Keep records of campus self-managers, self manager celebrations, school-wide & grade level, to reward student decision making and reinforce citizenship.	PGP, CCR, GSF, MCP	ongoing throughout year	All staff Character Committee	Title I \$6000
	Title I Component 1 - Needs Assessment	Needs assessment will be given to CIC to identify campus needs. Evaluation of findings will take place during CIC meetings. Implementatino of changes will begin.	CIC will develop an implementation plan based on the findings on the needs assessment	AFL, CLP, PI	Sept -May	CIC Committee	
	Title 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. Counseling, career awareness and mentoring will be provided.	Grade levels will meet with administrators monthly and conduct weekly grade level planning sessions with Title I facilitators. Keep logs of peer mentoring and college activities.	DI, GSF, CLP, MCP	Aug-May	All certified staff	
	Title I Component 3 - Instruction by Highly Qualified Teachers	Building capacity of teachers through staff development on curriculum and technoloy and working with district and campus facilitators.	Formal walk-throughs, teacher observations and 3-minute walk throughs	AL, 3TL, AV, CT, DI	Aug-May	Administrators	
	Title I Component 4 - Ongoing Professional Development	Collective Practive, UbD, Building Professional Learning Communites through CFG Protocols, professional development with ITS to build technical instruction.	Attendance and implementation of campus professional development plan. Staff will attend 12 hours of teacher choice and this will be monitored.	CRW, 3TL, AV, AL, DI, AFL, CLP, PI	Aug-May		\$12,000
	Title I Component 5 - Attracting Highly Qualified Teachers	Screen for teachers who want to work with at-risk students during initial interview process. Provide support through mentor teachers.	Low teacher turn over rate will indicate teachers want to work at this high need campus. Monitoring of mentor/teacher relationships will take place through conversations and regular meetings.	CLP	Sept-May	Administrators	

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	Title I Component 6 - Increase Parent Involvement	Provide weekly parent classes, invite parents on campus for regular events such as book fairs, assemblies, career day or having lunch with their child. Provide opportunities for parents to volunteer on campus or/and in the classroom.	Parent attendance on campus for weekly classes with the family specialist will increase, the number of parent academy graduates will increase, 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 and parents	\$2,000
	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 kinder.	Attendance at the PK/kinder orientation will increase from last year. The event will be advertised at apartment complexes and on the district website.	PI, CLP, CCR, IA	Sept-May	K teachers and admin	
	Title I Component 8 - Assessments	Teachers will assess student progress using grade level tests and CBM's, TPRI, daily grades, benchmark tests and individual goal setting. RtI meetings will be set for students of concern.	Graded classroom CBM's will be entered in to the excel spreadsheet and classroom assessments/grades will be entered on Gradespeed for parents to track.	CRW, AV, CT, AFL, CLP	Sept-May	Teachers and admin	
	Title I Component 9 - Extra Assistance for Struggling Learners	After school tutoring will be provided 2 times weekly for struggling learners. SSI tutoring will be provided to students who do not pass TAKS.	Student Attendance will be taken during after school tutoring. Student improvement will be monitored. Communication with parents will be ongoing. Attendance at SSI tutoring will also be monitored.	3TL, CRW, AV, AL, CT, DI, GSF, AFL	Oct-May	Teachers and admin	\$4,700
	Title I Component 10 - Integration of Federal, State and Local Services	Character development will be taught through the self-manager program. Family specialist will communicate information to parents about housing, food, education and job training. We will research Covey's <i>The Leader in Me</i> to challenge students to reach their potential.	The number of students who reach and maintain self-manager status will be tracked. The number of parent visits and requests for assistance through the family specialist and counselors will indicate communication of available services.	PI, CLP, CCR, IA	Sept-May	All staff	