

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

Windcrest Elementary School

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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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 - CRW Content Reading and Writing Strategies
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1,2,3,4,5	Student Centered Strategies	Campus vision, goals, and initiatives will focus on district instructional goals, building of relationships, and positive communication. Share Power Point that highlights the district/campus instructional initiatives, vision, and goals. All instructional goals will focus on one or more of the following: rigor, relevance, and relationships.	The Leadership Team will share a clear understanding of the district/campus goals, vision, and instructional initiatives. Agendas from faculty meetings, team meetings, team plans, grade level planning agendas, classroom walk-throughs and periodic evaluations of data will produce evidence of student learning and implementation of goals.	3TL, AL, CT, CLP,	August 2009 - June 2010	Windcrest Leadership Team	
1,2,	Student Centered Strategies	The campus grade level teams will conduct a campus wide book study on "Teach With Your Strengths". Each team will be responsible for attending the session, identifying their strengths and discussing the implications for their grade level teams.	Team planning agendas and discussions will demonstrate evidence of individual strengths being a major focus. Grade level teams will demonstrate evidence of working together in a more efficient manner relying on each team members strengths.	3TL, CRW, CLP	August 2009 - June 2010	Rackspace. Leadership Team and teachers	\$200.00
1,2,5	Data Analysis	Provide monthly minin WOW sessions for Kinder through fifth grade teachers: Month by Month Working with Words, Literacy and Math Stations, Technology, How to create good assessments, Vocabulary Building, etc.	Lesson plans, teaching strategies, WOW session agendas and attendance sheets, and classroom walk-throughs will demonstrate teaching evidence of strategies learned through mini sessions.	3TL, CRW, CLP, AL	September 2009-May 2010	Reading, Math, Science Facilitators, teachers, and administration	
1,2,5	Data Analysis	Instructional leadership team, as well as, grade level teams will analyze all student data and adjust instructional practices, determine student goal setting, define tutoring groups to positively impact student achievement. All teachers will utilize the district data analysis system.	Teachers will plan for their individual student success. Campus data will demonstrate growth as the year progresses and the campus will reach Exemplary status. Grade level teams will be provided extended planning time to address student needs in a collaborative manner.	3TL, AL, CLP,	September 2009-May 2010	Administration, Title I Facilitators, and teachers Kinder through fifth grade	\$3,000.00 Title I funds
1,2,3,4	Reading/ELA	Fourth Grade teachers will participate in a book study on "Launching The Writing Workshop" Kinder through third grade teachers will participate in a Lucy Caulkins Writing Workshop review group to increase student writng. Time will be provided to plan implementation of strategies learned and student writing samples will be reviewed.	Lesson plans, teaching strategies, and classroom walk-throughs will demonstrate evidence of writing strategies learned from the book study.Students will participate in school wide writing with the samples being used to find strengths and areas needing improvement.	3TL, CRW, CT, AL, CLP,	September 2009 - March 2010	Kinder, first, second, and third grade and fourth grade teachers, Title I Reading Facilitator, Cluster Reading Specialist, IIT, administration.	

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1,2,5	Reading/ELA	Kinder through second grade teachers will administer the TPRI at the beginning of the year, middle of the year, and end of year. Grade Level Teams will meet with the Campus Leadership Team and Cluster Reading Specialist to review results and plan intervention accordingly.	TPRI results will be charted and reviewed. Lesson plans will reflect appropriate intervention for identified students. Walk through observations will be conducted on a consistent basis to observe small group instruction and intervention strategies. Mid-year TPRI results will reflect steady growth for identified students. Student attendance logs will reflect students receiving additional tutoring in the area of reading. 100% of Kinder through second grade students will achieve Developed Status on the End of the Year TPRI.		November 2009, February 2010, and May 2010	Second through fifth grade teachers, Reading Facilitator, Nancy Mills,	
1,2,3,5	Reading/ELA	Kinder teachers and students will participate in a "pilot program" use an I Pod Shuffle. This will provide students with lessons to support grade level TEKS, increase language fluency and increase student reading levels.	Documentation of where an individual student starts on the TPR I and reading benchmark level will be documented. Informal assessments will given periodically to demonstrate growth in fluency, language level, and reading level. At the end of the year 100% of Kinder students will be reading at a minimum of a B or C level.			Kinder teachers, administrators, IIT, Title I Reading Facilitator, and District Reading Specialist	
1,2,5	90% of all student groups will pass TAKS math,	Math planning based on TEKS will utilize the North East Scope and Sequence and integrate the use of Best Practices such as the 90minute math lesson plan, investigations, manipulatives, TAKS Tutoring, Exemplars, and goal setting. Teachers will meet with the math facilitator and cluster specialist on a monthly basis to review lesson plans, review data, and to develop strong intervention plans. The campus will continue a strong focus on building math vocabulary.	Grade level teams, leadership team, math specialist and campus facilitator will closely monitor benchmark scores, unit tests, and grade level assessments.	GSF, 3TL, AL, CT, CLP	September 2009-May 2010	Administrators, teachers, Title I Math Specialist, District Math Specialist	\$1,500.00
1,2,5	90% of all student groups will pass TAKS Writing	Utilize journals, samples of "4" papers, Six" Trait lessons, strategies learned from "Launch the Writing " book study, student goal setting, and TAKS tutoring. Utilize district language arts specialists to train all teachers in "Six Trait" strategies. Utilize student to teacher writing conferences. Utilize grade level writing protocol to determine target areas of focus instruction(3-5 Fall and K-4 in the spring.)	Utilize the What to Look For in the Writing Classroom Checklist as a guide for lesson plans, formal observations, and walk throughs will reflect appropriate writing lessons. Grade level teams, Reading facilitator, cluster reading specialist, and the leadership team will closely monitor benchmark data, unit assessments, writing samples, and writing protocol results.	CRW, 3TL, GSF, CLP	May	Administrators, Title I Reading Facilitator, District Reading Specialist, teachers	\$1,000.00 Title I

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1,2,5	90% of all student groups will pass TAKS Science.	Utilize the North East Scope and Sequence, science journals, higher order questioning strategies, and monthly scope meetings at all grade levels. Fourth and Fifth grade students will participate in a 45 minute lesson in the Science Lab on a weekly basis. Kinder through third grade students will participate in a 45 minute Science Lab lesson every other week.	Grade level teams, leadership team, math specialist and campus facilitator will closely monitor benchmark scores, unit tests, and grade level assessments.	AV, CT, 3TL, CLP, CRW	May	Administrators, teachers, Title I Science Facilitators, and District Science Facilitator.	\$1,500.00 Title I
1,2,5	90% of all student groups will pass TAKS A and TAKS M tests.	Increase student participation in mainstream classroom setting through inclusion, support facilitation, and redirection. Provide skills support through SRA and resource groups. Provide meaningful strategies for reading and math that will support success on TAKs A and TAKS M, such as the use of a multiplication chart, using tally marks, or notetaking as appropriate for the individual student. Provide additional targeted tutoring throughout the year.	Monitor benchmark scores, daily grades, grade level assessments and unit tests.	3TL, AL, DI, CLP	June	Special Ed teachers, Inclusion teachers, Special Ed coordinator, Administrators, and Behavior Interventionist.	
1,2,4	Student Attendance rate will increase to 97%	Utilize mentoring program, attendance incentives, Self Manager Program, RTI process. Recognize classrooms with the highest daily attendance rate.	Student attendance will be monitored every two weeks, mentoring logs will be maintained, documentation of attendance incentives will be maintained	3TL, AL, DI, CLP	Aug. - June	All certified staff, Parent Involvement Specialist, Administrators and	
1,2,4,5	Increase number of Parent Academy graduates by 2%. Increase PTA membership by 5%. Teachers will conference with 100% of parents during the school year. Parent attendance at school functions will increase by 5%.	Provide curriculum strategies for parents to work with their children. Provide opportunities for parents to become aware of and use community services. Involve parents in after school activities. Hold curriculum nights in the fall and spring. Conduct a Back to School Open House, Parents TAKS Night, Grade Level Orientations, monthly Family Library Night, and begin a Watchdog program. Family Interventionist, Counselors, Administrators, and teachers will conduct home visits.	Monitor attendance sheets at evening events, maintain agendas of evening Parent c.lasses, Literacy Night,, Math and Science Night. Look at percent of PTA membership compared to last year.	PI	Sept. - May	Parent Involvement Specialist, teachers, PTA Board, Reading, Science and Math Facilitators, librarian, and Leadership team members.	

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1,2,4	Decrease the number of office referrals by 5%. 100% of students will participate in Red Ribbon Week Activities. 100% of teachers will utilize CHAMPS techniques.	Utilize mentoring program to work on social skills, small group counseling sessions, guidance lessons, teaching of CHAMPS expectations, character development lessons on morning announcements, Red Ribbon Week activities, Red Ribbon Rally attendance. All staff members will receive CHAMPS training. 9 week grade level meetings to discuss expectations and concerns with students. Self Manager program with student earning their Self-Manager badges.	Monitor discipline reports, mentor sign in logs, Red Ribbon Week activities will be documented in lesson plans, 9 week meeting agendas will document items discussed with students, counselor small group and guidance lessons will be monitored.	MCP, PI	Aug. - May	Counselors, certified staff, Parent Involvement Specialist, and administrators.	\$1,000.00 Title I
	All identified students will receive support from the RTI process. 2% decrease in the number of retentions at each grade level.	Hold Tier I meetings with grade level teams. Utilize data to document success of interventions. Continue to use the timer and meeting protocol for effective communication and organization. Any student who has failed TAKS or been identified at-risk will have a level I meeting within the first 9 weeks of school.	Monitor RTI minutes kept in staff shared and CBMs for each grade level.	Di, 3TL, CLP	Aug. - May	RTI team, Leadership Team, counselors, and teachers	
1,2,3,4,5	Students will be exposed to college and career readiness activities. Students and parents will participate	Parent Academy members will participate in a field trip to SAC, fifth grade transition meetings with parent, counselor, and student for career goal setting, and annual Career Day to be held in the spring. Staff will promote college awareness by posting their college they graduated from outside their classroom door and wear college t-shirt on a monthly basis.	100% of Kinder through fifth grade students will participate in Career Day. Event sign in sheets will be monitored.	CFR, PI, GSF	Fall and spring	Counselors, Teachers, and Parent Academy	\$1,000.00 Title I
	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 and Leadership Team meetings. Implementation of changes will begin at that time.	CIC will develop an implementation plan based on the findings of the needs assessment.				
	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 the Title I Facilitators in attendance.	Grade levels will meet with administrators monthly and conduct weekly grade level planning sessions with Title I Math, Reading, and Science Facilitators	DI, GSF, CLP, MCP	Aug. - May	All certified staff	

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	Title I - component 3 - Staff Development in the area of At-Risk students						
	Title I - component 4 - Professional Development towards student improvement	Math, Science, and Literacy Nights will be held one per semester, highlighting grade level curriculum will be held for parents and their students. Staff will attend a minimum of twelve hours of staff development outside regular school hours.	Attendance at math, science, and literacy nights will be documented. Curriculum highlighted and activities used will be documented through the Curriculum Planning committee and Power Point presentations of each evening will document attendance and activities.	CRW, 3TL, AV, CT, DI	Aug. - May	All certified staff	\$4,000.00
	Title 1 - component 5 - Attracting highly qualified teachers	Screen for teachers who demonstrate a desire to work with at-risk students during initial interview process. Provide support for newly hired teachers through mentor teachers and provide incentives for teachers wanting to continue their education.	Low teacher turnover rate will indicate teachers who want to work at this high need campus. Monitoring of mentor/teacher relationships will take place through conversations and regular meetings. Early dismissal time for teachers attending graduate school will be provided.	CLP	Sept. - May	Administrators and Leadership Team	
	Title I - component 6 - Increase Parental Involvement	Provide weekly parent classes. Invite parents on campus for regular events such as book fairs, Town Hall Meeting, assemblies, career day, or having lunch with their child. Form a Watch Dog group for Dads to help on campus prior to school, during lunch, and dismissal. Provide Doughnuts for Dad and Muffins for Mom.	Parent attendance on campus for weekly classes with the family interventionist will increase, number of parent academy graduates will increase by 5%, PTA membership will increase by 5% and the goal for parent attendance at school conferences will be 100%.	DI, CCR, CLP, PI	Sept. - May	Staff and parents	\$1,000.00
	Title I - component 7 - Transition for early childhood to elementary school program	A parent orientation will be provided for incoming kindergarten students' parents will be held. Topics will include the importance of attendance and career readiness as early as kindergarten.	Attendance at Kinder orientation will increase by 10%. The event will be advertised at local Trailer Park, apartment complex offices and the school marquee.	PI, CLP, CCR, IA	May	Administrators and Kinder Teachers	\$100.00
	Title I - component 8 - Assessments	Teachers will assess student progress using teacher made tests, TPRI, benchmark tests, daily grades, district benchmark tests, and individual student goal setting.	Graded classroom assessments will be on grade speed and entered for parents to view. Lesson plans, indicating assessments will be monitored weekly. Administrators will meet monthly with grade level teams to discuss on-going assessments.	CRW, AV, CT, AFL, CLP	Sept. - May	All classroom teachers, counselors, and administrators	

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	Title I - component 9 - Extra assistance for struggling students	Targetted TEKS specific tutoring will be provided four days weekly for struggling students. SSI tutoring will be provided for those students not passing TAKS.	Student attendance will be maintained for students participating in tutoring. Lesson plans for targetted TEKS tutoring will be maintained. Mini assessments will be given to students in order to reflect growth and mastery of TEKS.	3TL, CRW, AV, AL, CT, DI, GSF, AFL	Oct. - April	All classroom teachers, counselors, and administrators	\$6,000
	Title I - component 10 - Intergration of federal, state, and local services	Nutrition will be incorporated as part of our PE program, Second Step will be part of our violence prevention program. Character development will be taught through the Self-Manager program and Morning Announcmens. Parent Involvement Specialist will communicate information about housing, food, education, and job training.	Lesson plans will indicate lessons in character education. The number of parent visits and requests for assistance through the Parent Involvement Specialist and counselors will indicate communication of available services.	PI	Sept. - May	Administrators, teachers, counselors, and Parent Involvement Specialist	