

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
 2006-2007
 East Terrell Hills**

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

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 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
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STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

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1	x	x	x	Setting Objectives and providing feedback: 1. DATA teams	x			1A	ITL, GSF, CIP	School DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning, including Triand.	100% of teachers will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes. (Title I Component A)	Monthly	All Certified	\$200
1	x	x		Feedback for teachers and students	x			1C	3TL, GSF	Core Subject Areas will use benchmark tests based on the District scope and sequences to set instructional objectives and provide feedback to students that will assist them in tracking their performance as their strive for commended recognition.	Data from benchmarks will be reviewed by teachers after administration. 100% of teachers will use Triand data to set learning objectives evidenced in lesson plans. (Title I Component I) The data will also be shared with the students in conferences that aim to make students aware of their progress and goals.	October - April	All Certified Staff	\$200
1, 2, 3,			x	School-wide Organizational Framework	x			1H	CIP	Staff will collaboratively reexamine the four components of the Basic School Framework.	In order to build collective responsibility for our students In-services will be held during the year focusing on the four components: community, coherent curriculum, learning climate & character. Basic Schools Summer Institute will be attended by administrators and team of teachers.	August-May	All Certified	\$2,000

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1	x	x	x	Reading/LA	x		2A, 2E, 2F, 2G, 2H	3TL, CRW, ITL, GSF, CIP	Align and implement instruction and support with specific reading strategies that reflect Best Practices: think-pair-shair, reciprocal teaching, structured note-taking, think alouds, read alouds, writing to learn, and graphic organizers. Teachers will implement Four Blocks, Big Blocks in grade 1-5 and Building Blocks in Pre-K and Kinder and teach guided reading in small groups. Teachers in grades 2-5 will administer reading benchmark tests utilizing results to guide instruction and set goals w/ students.	100% of formative walkthroughs will demonstrate evidence of strategy instruction 100% of students will score a minimum of 70 on each benchmark assessment and receive feedback that will assist them in tracking their improvement towards their goals.	August-May	All Certified	\$10,000
1	x	x	x	Reading/LA	x		2G, 2H	3TL, CRW, ITL, GSF, CIP	Teachers (K-5) will use appropriate assessment information. Students will show progress on tests. Their progress will be recorded on their improvement plan and shared during student conferences.	Student assessment data from Triand, TPRI/TAKS, AR Star reports/Benchmark 2-5/3-4-5 Johns Reading Inventory, and common assessments will be used to track growth, plan instruction & provide student feedback. Teachers will provide copies of tests results to administrator.	September-May	All Certified	\$3,000
1	x	x	x	Writing	x		3B	CIP, GSF, 3TL, CRW, ITL	Improve student writing by aligning instruction through a Pre-K - 5 scope and sequence for writing. Pilot writing program for second and fourth grade in order to improve student engagement and increase interactive teaching/learning.	100% of students will pass TAKS writing test.	February, 2007	All Certified, Genny Guerrero, Nancy Mills	\$4,000 Title I Funds

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1	x	x	x	Mathematics	x			4A	CIP, GSF, 3TL, CRW, ITL	Students (grades 1-5) will have a minimum of 90 minutes of TEKS based math instruction daily. The 90 minutes will include smaller blocks of time that will reflect interactive teaching/learning & regular student feedback in order to increase student engagement and improve student performance. Our goal is commended performance.	<i>Lesson Planning , student progress as shown on improvement plans and walk throughs</i>	Monthly	All Certified, Chris Brunette	\$4,000 Title I
1	x	x	x	Science	x			5G	CIP, GSF, 3TL, CRW, ITL	Teachers will implement vertical alignment of Science TEKS as reflected in scope and sequence. In order to further develop student science relevance teachers will work with the science facilitator to implement class activities & demos in preparation for the weekly science lab activities and experiences	100% of formative walkthroughs will provide evidence of teaching strategies (like the 5 E's) applicable to TEKS and assessments. Look for activities that are interactive and maximize student engagement.	August-May	All Certified , Jacqueline Welsh	\$2,000 Title I
1,5	x	x	x	Bilingual/ESL	x			12A	CIP, GSF, 3TL, CRW, ITL	Implement NE Bilingual/ESL scope and sequence and incorporate language acquisition techniques that are SIOP based. Increase the number of teachers that are ESL certified and SIOP trained in order to give teachers the best teaching practices that maximize student learning.	Students will improve their language proficiency as evidenced by TELPAS and LAS II. Our goal is true bilingualism and biliteracy by grade 5.	Daily, Annual review of testing	All Certified	\$5,000
1,5	x	x	x	Gifted/Talented	x			9A,	CIP, GSF, 3TL, CRW, ITL	Staff development for integrating Systems Thinking in core G/T curriculum units will be provided. Committees will be formed to update G/T Curriculum Units for Grades 3-5 with teacher created materials that lead to the understandings and essential questions of each unit.	100% of G/T teachers will use updated materials created for G/T Curriculum Units. 100% of G/T students will score a minimum of 3 on the Grade Level Study Progress" section of the G/T report card.	Each Nine Weeks	Sharon Reese and team	\$250

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1,2	x	x	x	Gifted/Talented	x			9B	CIP, GSF, 3TL, CRW, ITL	Staff Development will be provided and committees will be formed to format the 5th grade Philosophy Unit through UBD.	100% of G/T Teachers will use the UBD Philosophy Unit with 5th graders. 100% of G/T 5th grade students will score a minimum of 3 on the "End-of-Year Common Assessment" section of the G/T Report Card that reflects unit understandings and personal vision.	August-May	Sharon Reese	\$250
1,2	x	x	x	Library Services	x			10A	CIP, GSF, 3TL, CRW, ITL	The librarian will create integrated TEKS units to maintain focus on TEKS and curriculum	The librarian will create integrated TEKS units to be posted online, including Core Knowledge.	Every nine weeks	Marissa Crippen	\$500
1	x	x	x	Dyslexia	x			11A	CIP, GSF, 3TL, CRW, ITL	A dyslexia program will be implemented at the campus level that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	August-May	Meredith Angelico	\$1,500
2,3,4,	x	x	x	Professional Development	x			16A,21 D	CIP, GSF, 3TL, CRW, ITL	Conduct a comprehensive needs assessment to analyze data using Triand resources such as: AEIS Report, Just for the Kids Web Site, TPRI, Common Assessments, Benchmark Testing, Multi Year Trends, Disaggregated TAKS data, student performance, and teacher self-reflection in order to direct instruction and integrate curriculum.	100% of students will pass TAKS reading, math, and writing. (Title I Component A-J)	Every nine Weeks	All Certified	\$9,000 Title I
1,2,4,5	x	x	x	Professional Development	x			16B	CIP, GSF, 3TL, CRW, ITL	Plan cross grade level and vertical team meetings each nine weeks so that teachers can problem solve, and develop new approaches to meet student needs through the North East Standards	Improve to 100% students passing TAKS Reading, Math, and Writing including all sub-populations and special populations. (Title I Component A-J)	Every nine weeks	All Certified	

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1,2,4,5	x	x	x	Professional Development	x			16C	CIP, GSF, 3TL, CRW, ITL	Grade level planning will take place at least once a week to share effective teaching practices.	Curriculum alignment and communication between team members will increase and student expectations will be consistent. Minutes will be turned in to principal.	Weekly	All Certified	
1,2,4,5	x	x	x	Professional Development	x			16D	P, GSF, 3TL, CRW, ITL	Extended planning time will be provided to grade levels twice a semester.	Teachers will improve planning and curriculum development in order to increase student achievement.	Each semester	All Certified	\$2,000 Title I
2,3,4,	x	x	x	Special Education	x			17F	P, GSF, 3TL, CRW, ITL	Provide professional development to staff on differentiated instructional strategies.	% of Special Ed students taking TAKS will increase by 10%.	Each nine weeks	All Certified	\$1,500
2,3,4,	x	x	x	Accelerated Education At Risk	x			18B	P, GSF, 3TL, CRW, ITL	Attendance: Emphasize the maximum benefit of good attendance to all students and parents. Recognize classes and individuals achieving perfect attendance through certificates, speakers, announcements, and bulletin board displays.	Documentation of 97% attendance. Include as an Open House agenda item; send attendance letters to parents.	Daily	All Staff	\$1,500 SCE funds
										Recognize classes and individuals achieving perfect attendance through certificates, speakers, announcements, and bulletin board displays. Educate parents concerning the importance of attendance to academic performance.	Awards and recognition will be given to students who achieve 97% or above. Increase the ADA to 100%. (Title I Component J)			
1,3	x	x	x	Accelerated Education At Risk	x			18T	P, GSF, 3TL, CRW, ITL	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance, including Family Fun Night, Kinder Readiness, Parent Academy, Parent Education, Saturday School and Conferences.	1 % increase in student attendance.1 % increase in parent attendance at school activities. (Title I Components C, H, and J)1% increase in parent attendance at school activities. (Title I Components C, H, and J)	May-07	All Staff	SCE Funds9.7 FTE and Title I \$2,000

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5			x	Accelerated Education at Risk; Professional Development	x			18D		Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working at Title I campuses with At Risk students will attend staff development related to methods and instructional strategies to strengthen the core academic program in school. (Title I Components A-J)	Daily	All Certified	
,2,3,4,	x	x	x	Accelerated Education At Risk	x			18T	P, GSF, 3TL, CRW, I	Implement, research-based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, Bilingual/ESL, migrant, students with disabilities, disadvantaged students, and homeless students.	Assess the results of the district AEIS report.100% of students with special needs will pass TAKS. (Title I Component A-J)	August-May	All Certified	\$10,000 Title I
,2,3,4,	x	x	x	Accelerated Education at Risk	x			18P	P, GSF, 3TL, CRW, I	Target parent involvement through personal communication, grade level and campus website, phone calls, conferences, newsletters, open houses, family-oriented activities.	Higher attendance at meetings, record of conferences, and newsletters. (Title I Component A-J)	August-May	All Staff	\$1,500 Title I
,2,3,4,	x	x	x	Safe and Drug Free Schools and Discipline Management	x			21A, 25A	P, GSF, 3TL, CRW, I	Provide training and motivation for all teachers on the utilization of the Districts' Behavior Management Plan which includes character education.	10% decrease in discipline/office referrals. (Title I Component A-J)	Daily	All Staff	

