

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**

2007-2008

Coker Elementary

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 focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)
RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * Student Goal Setting and frequent feedback with individual students
 * Assessment for learning strategies
 * Personal Graduations Plans (PGPs)
 * College / Career Readiness
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
V - Vocabulary Development
SD - Similarities and Differences
ITL - Interactive Teaching/Learning
Q - Cues, Questions, and Advance Organizers
GSF - Goal Setting & Frequent Feedback with individual students
AL - Assessment for Learning Strategies
PGP - Personal Graduation Plans
CCR - Career / College Readiness
CLP - Collegial Learning and Planning

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 Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Reading Improve scores in TAKS Reading Grades 3, 4, and 5 on Objective 4 Critical Thinking Skills	1. Provide teachers with training and support in implementation of Literacy Stations and small group Guided Reading with an emphasis on critical thinking skills. 2. Develop and implement use of student goal setting forms. 3. Provide teachers with continued training and support on the implementation of Bloom's higher order thinking questions.	All snapshot visits, formative walkthroughs and lesson planning in reading will indicate use of literacy stations, small group guided reading, and Bloom's higher order questioning.	3TL, SD, ITL, Q, GSF,	Fall 2007- Spring 2008	Literacy Specialist, IIT, Classroom Teachers	
	Reading Improve commended rate on TAKS reading to at least 50%	1. Teacher will implement vocabulary development for all students using the 6 step vocabulary process and other strategies. 2. Develop mini common assessments that monitor students' progress 3. Analyze benchmark data and adjust instructional strategies to impact student results. 4. Teacher will utilize best practices such as graphic organizers, think-alouds, anticipation guides, content journals, KWL and QAR	1. All snapshot visits, formative walkthroughs and lesson planning will indicate use of 6 six step vocabulary process and best practices. 2. Mini common assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data.	3TL, SD, ITL, Q, GSF, V	Fall 2007- Spring 2008	Classroom Teachers, IIT, Glennie Lecocke, Catherine Schweers	
	Math Improve scores in TAKS Math Grades 3, 4, and 5 on Objective 6 Processes and Tools	1. Teachers will implement math vocabulary development for all students using the 6 step vocabulary process and other strategies. 2. All students will utilize math notebooks for problem solving and vocabulary development 3. Teachers will utilize the 5 day problem solving model and Exemplars	1. Administrators review of math notebooks will indicate use of problem solving strategies and vocabulary development. 2. Formative walkthroughs will indicate application of 5 day problem solving model, Exemplars and vocabulary development.	3TL, V, ITL, Q, A	Fall 2007- Spring 2008	Classroom Teachers, Glennie Lecocke, Catherine Schweers	

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**

2007-2008

Coker Elementary

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 focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)
RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * Student Goal Setting and frequent feedback with individual students
 * Assessment for learning strategies
 * Personal Graduations Plans (PGPs)
 * College / Career Readiness
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
V - Vocabulary Development
SD - Similarities and Differences
ITL - Interactive Teaching/Learning
Q - Cues, Questions, and Advance Organizers
GSF - Goal Setting & Frequent Feedback with individual students
AL - Assessment for Learning Strategies
PGP - Personal Graduation Plans
CCR - Career / College Readiness
CLP - Collegial Learning and Planning

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 Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Math Improve commended rate on TAKS math to at least 50%	1. Teachers will implement the use of the 90 minute math structure which includes 5 day problem solving, investigations, exemplars, and math notebooking. 2. Integrate the use of best practices such as inquiry with higher order questioning, class discourse (ie Think-Pair-Share, Say Something), goal setting, and graphic organizers	1. All snapshot visits, formative walkthroughs and lesson planning will indicate use of 5 day problem solving model with Exemplars 2. Mini common assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data	3TL, V, ITL, Q, A	Fall 2007- Spring 2008	Classroom Teachers, Glennie Lecocke, Catherine Schweers	
	Writing Improve writing composition TAKS scores to 50% of tests scoring a 3 or 4	1. Provide training and support for teachers grades K-2 to utilize the "Units of Study for Primary Writing" by Lucy Calkins 2. Provide teachers in grades 3-5 with support in continued implementation of the 6-Traits writing model. 3. Students will utilize writing notebooks daily.	1. Administrators review of journals will reflect daily composition writing using 6-traits and Primary Writing. 2. Formative walk throughs, snapshot visits and lesson planning for writing will indicate appropriate application of six trait writing principles, Units of Study for Primary Writing and best practices.	3TL, CRW, V, ITL, GSF, A	Fall 2007- Spring 2008	Classroom Teachers, Virginia Guerrero, Glennie Lecocke, Catherine Schweers	
	Science Improve scores in TAKS Science grade 5 on Objective 4 Earth Science	1. Daily science lessons will incorporate hands-on experiments and field experiences 80% of the time. 2. Integrate the use of content area reading, writing and vocabulary using science notebooks.	1. Lesson plans, walk throughs, and teacher implementation reflect students' involvement in hands-on learning. 2. Mini common assessments will provide specific TEKS mastery information on each student; district benchmarks will add additional data. 3. Administrators will check Science notebooks monthly.	3TL, CRW, V, ITL, Q, GSF	Fall 2007- Spring 2008	Classroom Teachers, Glennie Lecocke, Catherine Schweers	
	Meet the instructional needs of all students in an organized and systematic way.	Provide staff development to promote implementation of SIOP methods in all classrooms.	1. Lesson plans, and walk-throughs will reflect the use of SIOP strategies. 2. LEP students will make one level gain in English proficiency.	3TL, ITL, CLP	Fall 2007- Spring 2008	Classroom Teachers, Veronica Garza, Glennie Lecocke, Catherine Schweers	

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**

2007-2008

Coker Elementary

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 focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)
RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * Student Goal Setting and frequent feedback with individual students
 * Assessment for learning strategies
 * Personal Graduations Plans (PGPs)
 * College / Career Readiness
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
V - Vocabulary Development
SD - Similarities and Differences
ITL - Interactive Teaching/Learning
Q - Cues, Questions, and Advance Organizers
GSF - Goal Setting & Frequent Feedback with individual students
AL - Assessment for Learning Strategies
PGP - Personal Graduation Plans
CCR - Career / College Readiness
CLP - Collegial Learning and Planning

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 Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Deveelop relationships with students to promote academic success	At-risk students will be assigned a personal cheerleader or mentor to make weekly contact through visits, lunch, notes, etc.	Increased student self-esteem and academic success	GSF	Fall 2007- Spring 2008	Counselors, personal cheerleaders, mentors	
	Character Education and Anti-Bullying	1. Staff will implement the Second Step Program to assist with creating empathy, anger management and a decrease in impulsivity. 2. Continue "Peace Kids" "Tour Guides" and "Star Student" programs to encourage leadership, relationships and character development among students.	Reduction of "Bullying" office referrals, fewer counselor referrals and improved student relationships		Fall 2007- Spring 2008	Counselors	
	Increase parent involvement of at-risk students	1. Provide parenting classes 2. Provide ESL classes for parents, 3. Plan and hold a Family Math/Science night to educate parents in Math Investigations and Science Inquiry.	1. Increase number of parents attending classes by 20% 2. 50% of the Coker families will attend and gain a better understanding of Investigations and Science Inquiry		Fall 2007- Spring 2008	Lupe Negley, Classroom Teachers, Math & Science committees	