

**BOARD GOALS (BGs)**  
 1- Challenge All Students  
 2- Safe & Supportive Atmosphere  
 3- Community Involvement  
 4- Character Development  
 5- Management of District Resources

**NORTH EAST ELEMENTARY SCHOOL DISTRICT  
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
 2007-2008**

**DELLVIEW ELEMENTARY**

**"Where College begins, and everyone is on track to Exemplary"**

***"One Vision, One Goal; Every Student, Every Teacher"***

**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.

EXPECTATIONS

RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.

\* 3 Tier Instructional Model

\* Student Engagement Strategies

\* Content Reading and Writing Strategies

\* Vocabulary Development

\* Similarities and Differences

\* Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)

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

\* Personal Graduations Plans (PGPs)

RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.

\* Collegial Instructional Learning and Planning

**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

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		Campus Initiatives	E	M							
1	X			Student Achievement and Effective Instructional Practices; Staff Development	X				GSF, 3TL, CRW, ITL, CIP	All teachers will use "The Marzano Five" instructional strategies from "Classroom Instruction That Works" in all of their lessons (identifying similarities and differences; summarizing and notetaking; questions: cues and organizers; interactive teaching and learning; goal setting and providing feedback) Campus and district staff development will support effective implementation of these strategies.	100% of walkthroughs and lesson plans will show evidence of the process; students' understanding of vocabulary will increase as evidenced by mastery on all campus, district, and state assessments	August-May	Teachers and Administrators	
1	X			Student Achievement and Effective Instructional Practices	X				CRW	All teachers will use Marzano's six step vocabulary development process from "Building Background Knowledge" during vocabulary instruction in all content areas	100% of walkthroughs and lesson plans will show evidence of the process; students' understanding of vocabulary will increase as evidenced by mastery on all campus, district, and state assessments	August-May	Teachers and Administrators	
1		X	X	Student Achievement and Effective Instructional Practices; Goal Setting	X				GSF	Student goal setting systems will be developed by each grade level, facilitators, and special teachers; then implemented in every classroom. Students and teacher will analyze, record, and set learning goals based on assessment results. Goal setting/feedback will be reviewed with students at least monthly or after each	Goal setting forms will show increased student success; higher collaboration between student and teacher about instructional needs	August-May	Teachers and Administrators	
1		X	X	Student Achievement and Effective Instructional Practices; Goal Setting	X				GSF	The leadership team will meet with all 3rd-5th grade students who are not making progress toward their goals	Goal setting forms will show increased student success; increased collaboration between teacher, student, and leadership team about student needs	August-May	Teachers and Leadership Team	

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1	X			Student Achievement and Effective Instructional Practices; Staff Development; Reading/Language Arts	X				3TL	Provide support for consistent implementation of the Four Block model in 3rd-5th grade; Begin Four Block book study with 4th grade teachers	100% of walkthroughs and lesson plans will show evidence of the Four Block model. Students' success in reading comprehension will increase as evidenced by 100% of students passing Reading TAKS and at least 60% with commended performance.	August-May	Teachers and Administrators	Title I and local funds: \$500 for instructional support materials and Four Block books
1	X			Student Achievement and Effective Instructional Practices; Reading/Language Arts	X				3TL	Use of literacy stations in every grade level during small group guided reading, with focus on consistent implementation at 3rd-5th grade	100% of walkthroughs and lesson plans will show evidence of stations and students' success in reading comprehension will increase as evidenced by mastery on all campus, district, and state assessments	August-May	Teachers, Reading Facilitators, IIT, and Administrators	NEISD Foundation Grant: \$6875 for literacy station materials and kits
1	X			Student Achievement and Effective Instructional Practices; Staff Development; Reading/Language Arts	X				3TL	Continue school-wide training from Randi Whitney (Part III) to support implementation of the strategies from the Writing Academy; strategies will be integrated with and support the Four Block model and Six Traits Writing	100% of walkthroughs and lesson plans will show evidence of these writing strategies; increase in the number of 3's and 4's on the 4th grade Writing TAKS	August and January	Teachers and Administrators	Title I: \$6000 for training
1	X			Student Achievement and Effective Instructional Practices	X				CRW	Embed writing in all content areas (Read and response, Math journals, reflection journals, Science notebooking, summarizing and notetaking, publishing stories, etc.)	100% of walkthroughs and lesson plans will show evidence of content writing.; increased students mastery in all subjects on campus, district and state assessments.	August-May	Teachers and Administrators	
1	X	X	X	Student Achievement and Effective Instructional Practices; Reading/Language Arts	X				3TL	All campus teachers will tutor every 4th grade student each morning 20 days prior to the Writing TAKS; focus on student needs	100% of 4th graders will pass Writing TAKS with at least 40% of students with commended performance	January-February	Teachers and Administrators	

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1	X			Student Achievement and Effective Instructional Practices; Mathematics	X				3TL, ITL	Use the district's 90 minute Math plan at 2nd-5th grade to include daily problem solving; lesson/activity targeting specific TEKS; flexible, small group instruction for at-risk learners/MAP; and Math stations to focus on differentiated learning for all students.	100% of walkthroughs and lesson plans will show evidence of 90 minute Math plan. 95% or more of the 3rd-5th grade students will pass the Math TAKS and at least 60% with commended performance.	August-May	Teachers, Math Facilitator, and Administrators	
1	X	X		Student Achievement and Effective Instructional Practices; Mathematics	X				3TL, ITL, GSF, CIP	Use of Exemplars materials at all grade levels at least two times each month (whole group, small group, math station activity); Use of rubrics to provide feedback to students and allow them to self-assess their mastery.	100% of walkthroughs and lesson plans will show evidence of strategies. Grade level collaboration/discussion of rubrics monthly as evidenced in team collaboration minutes.	August-May	Teachers and Administrators; District Math Specialist	
1	X	X	X	Student Achievement and Effective Instructional Practices; Mathematics	X				3TL, GSF	All campus teachers will tutor at-risk 3rd-5th grade students in Math each morning 20 days prior to the Math TAKS; focus on weak TEKS as identified by campus and district assessment data.	95% or more of the 3rd-5th grade students will pass the Math TAKS and at least 60% with commended performance.	March-April	Teachers, Math Facilitator, and Administrators	
1, 3	X	X	X	Student Achievement and Effective Instructional Practices; Science; Parental Involvement	X				CRW	Each grade level will create Literacy Bags for Science to encourage family literacy and Science inquiry at home	Increased parental involvement as evidenced by completion of Literacy Bag activities and evaluation forms; increased student mastery on all campus, district, and state Science assessments.	September-April	Teachers, Science Facilitator, Administrators	North East Foundation Grant, Title I, and local funds: \$4500
1	X			Student Achievement and Effective Instructional Practices; Science; Staff Development	X				3TL, ITL, CIP	Increase the use of the 5 E Model for Science instruction; frame all campus-based Science staff development around this inquiry-based instructional model	100% of walkthroughs and lesson plans will show evidence of the 5 E model; 90% or more of our 5th grade students will pass Science TAKS and at least 50% with commended performance.	August-May	Teachers, Science Facilitator, Administrators	Title I: \$2000 for instructional materials

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1	X			Student Achievement and Effective Instructional Practices; Science	X				3TL, ITL, CIP	Science facilitator will co-teach at least once a week with K-5 teachers in the Science lab; Science facilitator will collaborate with K-5 teachers for lesson planning and implementation of the district's scope and sequence	100% of walkthroughs and lesson plans will show evidence co-teaching; 90% or more of our 5th grade students will pass Science TAKS and at least 50% with commended performance.	August-May	Teachers, Science Facilitator, Administrators	Title I: 1 FTE
1	X	X		Student Achievement and Effective Instructional Practices; Professional Learning Communities	X				CIP, GSF	3rd-5th grade level teams will create and administer mini-assessments using WebCcat or other available test question banks at least once a month in order to monitor student progress towards mastery of TEKS; results will be used to guide student goal-setting and lesson planning	100% of walkthroughs and lesson plans will show evidence of assessments; increased student mastery on all campus, district, and state assessments; increased collaboration in grade levels to enhance success of all students	September-May	Teachers, PLC team leaders, Administrators	
1	X			Student Achievement and Effective Instructional Practices; Staff Development	X				CIP, 3TL, ITL	One teacher per grade level and one administrator will attend Kagan Cooperative Learning: Structures for Success staff development (if available locally); these staff members will then re-deliver information on structures to all teachers	100% of walkthroughs and lesson plans will show evidence of cooperative learning structures (at least one weekly); increased student collaboration will result in increased student mastery on all campus, district, and state assessments.	Training in September; Implementation of structures: October-May	Teachers and Administrators	Title I: \$1500 for training and \$500 for materials and resources to support cooperative learning
1, 3	X		X	Student Achievement and Effective Instructional Practices; Community Involvement	X				3TI, GSF	Provide mentors, from groups such as Lee PALS and Kids HOPE USA, for at-risk students not currently mastering grade level TEKS. Mentors will meet with students weekly.	Mentored students will show increased success on campus, district and state assessments.	September-May	Teachers, Family Specialist, and Administrators	

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1	X			Student Achievement and Effective Instructional Practices; Professional Learning Communities; PK/K.	X				CIP	Increase time for collaboration between PK and Kinder teachers to review Kinder TEKS; discuss age-appropriate instructional practices; and align PK instruction for increased student success at Kinder.	Tighter alignment of PK and K curriculum and instructional strategies; smoother transition for all PK students to Kinder.	August-May	Teachers and Administrators	
1, 3	X		X	Parental Involvement; PK/K	X				ITL	PK students from feeder day care facilities will visit school with their teacher and parents for a tour and instructional time in a Kinder classroom; current PK parents and students will also have same opportunity during Kinder Round-up week	Smoother transition for all PK students to Kinder; parent understanding of academic and behavioral expectations in Kinder classrooms; increased collaboration with neighboring day care facilities	April	Teachers and Administrators	
1	X			ESL	X				ITL	One teacher per grade level will be ESL certified, trained in SIOP (sheltered instruction), and will use these strategies to effectively meet the needs of our ESL students. Additionally, one more teacher per grade level will focus on ESL certification during school year.	100% of walkthroughs and lesson plans will reflect sheltered instruction strategies; increased student mastery on all campus, district, and state assessments.; LEP students will make at least one level gain in English proficiency as measured on TELPAS.	August-May	ESL Teachers and Administrators	
1	X			ESL	X				CIP, ITL	Bi-monthly collaboration with ESL teachers to evaluate implementation of ESL strategies and monitor student progress	Increased collaboration with ESL teachers; increased student mastery of grade level TEKS and English proficiency	September-May	ESL Teachers and Administrators	
1	X	X		Highly Qualified Teachers	X				CIP	Monthly support meetings for novice teachers (0-2 years) with mentor teacher to focus on lesson planning, instruction, assessment, classroom management, and campus/district initiatives; classroom observations for novice teacher in experienced teachers' classrooms.	100% of novice teachers will be rated "proficient" or "exceeds" on PDAS	August-May	Novice teachers, mentors, and Administrators	

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1	X	X		Highly Qualified Teachers	X					The school will actively recruit and hire highly qualified teachers; campus web site will regularly highlight school's successes and programs to aid in	100% of all teachers will be highly qualified as specified under NCLB	August-May	Administrators and Web Page Designer	
1	X	X	X	Special Education	X				CIP, GSF, 3TL	Initiate a co-teaching model with Special ed and general ed teachers in order to provide differentiation of instruction and academic support for the special ed students in Kinder and 3rd-5th grade. Weekly collaboration time for teachers to evaluate instructional practices, discuss lesson plans and monitor student success by reviewing assessment data.	Increased success of included special education students and at-risk students in the co-teach classrooms as evidenced by passing grades each nine weeks and continuous progress on campus, district and state assessments.	August-May	Teachers and Administrators	
1	X			Technology Applications; Staff Development	X				ITL, 3TL, CRW	Staff development for teachers on the integration of Smart Boards, Elmos, and a Classroom Performance System into their lessons in all content areas.	100% of walkthroughs and lesson plans will show regular integration of technology	September-May	District Ed Tech Specialist; Teachers, and Administrators	Title I: \$1000 for staff development
1, 3		X	X	College and Career Readiness; Parental Involvement	X				GSF	Counselor will meet individually with 5th grade students and parents to review cumulative folder, assessment data, and the plan for middle school course work.	100% of students and parents will be aware of middle school academic expectations and its importance for future success in high school and college.	May	Counselor and Administrators	
1, 3		X	X	College and Career Readiness; Community Involvement	X				GSF	Provide education and support for our theme "College Begins in Kinder", through Career Day, Parent Academy classes, visits to local colleges and universities for parents and students, College Night at each PTA meeting spotlighting local universities, guidance lessons with 5th graders on application process for college, and college t-shirts for all PK, Kinder students, and students who have met their reading goals.	100% of students and parents will be aware of the importance of college readiness and the opportunity for all students to attend college.	August-May	Teachers, Counselors, Family Specialist, and Administrators	Title I: \$1000 for transportation costs SCE: 1 FTE for Family Specialist PTA funds and business donations for college t-shirts

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1, 2	X		X	Professional Learning Communities; Staff Development	X				CIP	Campus PLC leadership team will provide training for all teachers on Rick DuFour's framework for Professional Learning Communities with a focus on: shared mission, vision and values; collective inquiry; collaborative teams; action orientation; continuous improvement; and results orientation. The book, "Whatever It Takes: How PLC's Respond When Kids Don't Learn", will be our guide for implementation.	All staff members will understand, support, and implement all aspects of a professional learning community.	August-May	Teachers and Administrators	Title I: \$4000 for additional PLC training with Rick DuFour for leadership team
1, 2	X	X	X	Professional Learning Communities	X				CIP	Incorporate team collaboration time into the school day for teachers to plan instructional activities, reflect on best instructional practices, develop mini-assessments to evaluate student learning, and disaggregate assessment data to evaluate effectiveness of lessons.	All grade level teams will collaborate at least once a week. School-wide systems will be put in place to allow for extended planning time at least 2 times a month. Increased student mastery on campus, district, and state assessments as a result of collaboration.	August-May	Teachers and Administrators	
1, 2	X	X	X	Professional Learning Communities	X				CIP	Vertical collaboration between grade levels will be used to effectively align academic content, curriculum, assessment strategies, and instructional practices from grade-to-grade.	Vertical teams will collaborate at least five times throughout year. Increased student mastery on campus, district, and state assessments as a result of collaboration and instructional alignment.	August-May	Teachers and Administrators	
1, 2, 3		X	X	Parental Involvement	X					Family Specialist will be an active member of STAT to provide support for families/parents of at-risk/struggling students.	Increased collaboration between home and school to support at-risk students	August-May	Family Specialist, Counselors, and Administrators	
1, 2, 3			X	Parental Involvement	X					Schedule a minimum of at least two family nights during the school year such as: Authors' Night, Science Night/Star Gazing Party, Family Literacy Night, Academic Night, etc.	10% increase in parental involvement	August-May	Family Specialist, Parental Involvement Committee, and Administrators	Title I and local funds: \$300 for supplies and instructional materials

- 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**

**DELLVIEW ELEMENTARY**

**"Where College begins, and everyone is on track to Exemplary"**

***"One Vision, One Goal; Every Student, Every Teacher"***

**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.

EXPECTATIONS

RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.

\* 3 Tier Instructional Model

\* Student Engagement Strategies

\* Content Reading and Writing Strategies

\* Vocabulary Development

\* Similarities and Differences

\* Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)

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

\* Personal Graduations Plans (PGPs)

RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.

\* Collegial Instructional Learning and Planning

**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

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		E	M	H							
				Campus Initiatives										
2, 4		X	X	Character Education	X					Selected 4th and 5th grade students will be trained in Peacemakers Peer Mediation program; school-wide initiative in conflict resolution and violence prevention and intervention.	10% decrease in discipline referrals	September-May	Counselor and Administrators	
2, 4		X	X	Character Education	X					Use of Keystone curriculum for daily character education instruction	100% of walkthroughs and lesson plans will reflect these lessons; 10% decrease in discipline referrals	August-May	Teachers, Counselors, and Administrators	
2, 4		X	X	Character Education; Staff Development	X					"Capturing Kids Hearts" model will be used to build positive relationships within classrooms and will guide our school-wide discipline plan. New teachers will attend staff development for "Capturing Kids Hearts".	100% of all professional staff will use this model in their classrooms; 10% decrease in discipline referrals	August-May		Title I and local funds: \$1500 for training
1, 5	X			Student Achievement and Effective Instructional Practices; Fiscal Management	X				ITL	Coordinated funding through the use of local, state and federal funds will be used to support all campus programs, enhance instructional practices, and purchase instructional materials after review of assessment data that identifies student needs.	Management of campus resources will support success of all students	August-May	Administrators and CIC	Title I, SCE and local funds: staff, instructional materials, programs, and supplies