

**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**

**Oak Grove 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, 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 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

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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, 2, 5	Technology Applications	Teachers will integrate technology lessons specific to academic areas using programs including, but not limited to, PowerPoint, Kidspiration, Excel, and Inspiration II.	Students will use technology as a tool to master grade level TEKS as demonstrated by student developed projects.	CIP, CRW, ITL	August- May	Teachers, Administrators, Campus Technology Committee, Instructional Technology Specialist	
1, 2, 5	Technology Applications	Teachers will plan and implement lessons based on the grade level Technology TEKS. All curriculum area planning will include technology applications	Students regularly use technology on an individual basis to access electronic information and, for communication and presentation projects.	CIP, CRW, ITL	August- May	Teachers, Administrators, Campus Technology Committee, Instructional Technology Specialist	
1	Reading	Integrate Reading into content areas.	100% of 3rd - 5th grade students pass TAKS with 50% commendable ratings; 100% of K-2nd will demonstrate comparable mastery on grade appropriate measurements.	CRW	August-May	Classroom Teachers, Reading Specialist, Reading Facilitator	
1	Reading	Teachers assign hands on projects that reflect mastery TEKS (Dinah Zike Big Book of Books)	100% of 3rd - 5th grade students pass TAKS with 50% commendable ratings	CWR	August-May	Classroom Teachers, Reading Specialist, Reading Facilitator	
1, 2, 5	Technology Applications	Teachers will integrate technology lessons specific to academic areas using programs including, but not limited to, PowerPoint, Kidspiration, Excel. Staff will do STAR chart.	Students will use technology as a tool to master grade level TEKS as demonstrated by student developed projects.	CIP, CRW, ITL	August- May	Teachers, Administrators, Campus Technology Committee, Instructional Technology Specialist	
	Tutoring -Reading, Math, Science	Campus wide tutoring program - All teachers will tutor before and after school. Students identified as deficient in a content area by the CogAT, benchmark testing, TAKS, or grades will be targeted.	100 % of 3rd, 4th and 5th grade students pass Benchmarks and TAKS; 50% at a commendable rate . K, 1st and 2nd grade students will demonstrate mastery on appropriate measures (TPRI, Common Assessment, Benchmarks, and/or CogAT)	CIP, GSF, CRW, ITL	Sept - May	All Oak Grove teachers and staff.	Transportation Title 1 \$3,000.
	Target Areas- Reading and Math	Margaret Kilgo - All teachers will be trained in Data Driven Decision Making.	Title facilitators will attend the Aug. Staff Development and train all teachers in the strategies of using Data to plan interventions for students .	GSF, ETL, ITL, CRW	Aug.	Title facilitators for math, reading, and science.	\$185 x 4 plus \$106 transportation.

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1	Vocabulary Develop across curriculum areas.	Teachers will continue instruction using 6 Steps To Effective Vocabulary Instruction. A cadre of "educators" will be formed to develop an interactive student vocabulary goal setting portfolio.	Students vocabulary portfolios will demonstrate "instructional gains" in personal/content vocabulary.	GSG, ETL	Aug-May	Teachers, Curriculum Facilitators, Data Coaching Team, Literacy Specialist	
	Motivating and monitoring student performance	Ongoing monitoring of student achievement via grades, and assessment tools (common assessment, benchmarks, TPRI). Administrators and counselors will meet with students who receive failing progress reports or grades every 3, 6, and 9 weeks to monitor and motivate. Through a school-wide mentoring program students will meet on a regular basis with a mentor. MacArthur PALS and UTSA students will work with students identified by the teachers and counselors as requiring this type of intervention to succeed in school. Administrators and counselors will meet with all students prior to Benchmark and TAKS tests.	100 % of 3rd-5th grade students pass TAKS; 50% commendable rate . K, 1st and 2nd grade students will demonstrate mastery on appropriate measures (TPRI, Common Assessment, Benchmarks, and/or CogAT)	GSF, ETL, ITL, CRW	Aug-May	Teachers, Curriculum Facilitators, Literacy Specialist	
1,5	Math	Lessons planned that integrate higher-level questioning strategies and discussions of problem solving strategies. (TERC, Marilyn Burns, Exemplars )	100 % of 3rd - 5th grade students pass Benchmarks and TAKS; 50% at a commendable rate . K-2nd grade students will demonstrate mastery on appropriate measures (TPRI, Common Assessment, Benchmarks, and/or CogAT)	ITL, CIP	August- May	Classroom teachers, Math Specialist, Math Facilitator	
1,4	Math	All students set personal goals for improvement in Math based on TEKS, benchmark scores and grades.	100 % of 3rd-5th grade students pass TAKS 50% commendable rate . K, 1st and 2nd grade students will demonstrate mastery on appropriate measures (TPRI, Common Assessment, Benchmarks, and/or CogAT)	GSF	August- May	Classroom teachers, Math Specialist, Math Facilitator	Local funds \$500

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1,5	Math	Tutoring after school with students identified as needy by benchmarks/ TAKS 2005	100 % of 5th grade students pass TAKS; 70% commendable rate . K, 1st and 2nd grade students will demonstrate mastery on appropriate measures (TPRI, Common Assessment, Benchmarks, and/or CogAT)	3TL, GSF			
1	Math	Implement the use of math centers that will support the district scope and sequence and TEKS	100 % of 3rd - 5th grade students pass TAKS; 70% commendable rate . K, 1st and 2nd grade students will demonstrate mastery on appropriate measures (TPRI, Common Assessment, Benchmarks, and/or CogAT)	CIP GSF, 3TL, ITL	August- May	Classroom teachers, Math Specialist, Math Facilitator	
1	Math	Utilize 30 minutes a week for all 3rd, 4th, and 5th graders for "Manic Math," which provides students with TAKS strategy and problem solving practice	100 % of 3rd, 4th, and 5th grade students pass TAKS; 50% commendable rate .	CIP, ITL	Weekly	Teachers, Math Facilitator	
	SIOP	Teachers will receive SIOP training by the end of 2008.	School wide understanding of instructional interventions for Limited English Proficiency Students	CIP, GSF, 3TL, RCW, ITL	Aug - May	Teacher, Administration, curriculum specialist.	

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1,2,3	Reading	* Use data tools (Just 4 Kids, Triand, TEA website, district benchmarks, common assessments) for identifying instructional needs of students *Provide intervention based on level of need (RAP, MAP, VOYAGER, tutoring, staff mentoring, MAC PALS, UTSA student volunteers) *use Differentiated Instruction *Understanding by Design model) *implement Optimal Learning Model *raise level of questioning *meet weekly with Title I Staff for planning and studying instructional strategies and best practices for instruction *use Student Goal Setting weekly *lesson plans and instruction will be monitored through walk-through using "What to Look Fors"	100% of students grades 3-5 pass TAKS with 50% commendable ratings	CIP, GSF, 3TL, CRW, ITL	August-April	Data Team: Principal; Assistant Principal; Counselor,.; Reading Facilitator; IIT; Math/Science Facilitator; Classroom Teachers, District Specialists for Reading, Math , and Science.	
1	Reading	Integrate Reading into content areas.	100% of 5th grade students pass TAKS with 50% commendable ratings	CRW	August-May	Classroom Teachers, Reading Specialist, Reading Facilitator	
1,5	Reading	Teachers assign hands on projects that reflect mastery TEKS (Dinah Zike Big Book of Books)	100% of 5th grade students pass TAKS with 50% commendable ratings	CWR	August-May		
1	Reading	Tutoring after school with students identified by benchmarks and grades.	100% of 5th grade students pass TAKS with 50% commendable ratings	CIP, GSF, 3TL, CRW	August-May		
1	Reading	Utilize North East scope and sequence for all grades	Formative walkthroughs and lesson planning will indicate use of District Scope and Sequences; 100% of students will meet expectations on TAKS	3TL	August-May	Principal, Assistant Principal, Classroom Teachers, Instructional Specialists	

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1	Reading	Provide teachers, in all content areas, instruction and support in before, during, and after reading and thinking strategies such as: activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing.	Formative weekly walkthroughs and lesson planning will indicate appropriate application of these content strategies	CRW	August-May	Principal, Assistant Principal Reading Specialist Reading Facilitator	
1	Reading	Provide support in vocabulary development for all students using a variety of strategies. Use Marzano's Six Steps, 4 Blocks, and others vocabulary building strategies in the classroom and school-wide.	Formative weekly walkthroughs and lesson planning will indicated application of vocabulary development strategies; 100% of 3rd-5th grade students will meet expectations on TAKS reading.	CRW	August-May	Reading Specialist Reading Facilitator	
x	Language Arts: Writing	Support differentiated writing instruction by providing instruction and support in the implementation of the Writing Academy, Weekly Homework Compositions, 6-Trait Writing, and strategies for all steps in the writing process.	Formative weekly walkthroughs and lesson planning will indicate appropriate application of these content strategies. 100% of 4th grade students will meet expectations of TAKS writing test with 50% or those students commended.	3TL	August-May	Literacy Specialists	
1	Language Arts: Writing	Support and review the development and implementation of common assessments for selected courses to guide writing instruction.	100% of 4th grade students will be administered common assessments for writing.	CIP	August-May	Literacy Specialists, Classroom teachers	
1		Tutoring after school with students identified by benchmarks and grades.	100% of 4th grade students pass TAKS with 50% commendable ratings	CIP, GSF, 3TL, CRW	August-May	Classroom Teachers, Reading Specialist, Reading Facilitator	
1	Writing	K-5 use communication logs, school wide writing prompts, Writing workshop Writing Center, and Editors Corners. K-5 use communication logs, school wide writing prompts, Editors Corner, "5 Star Writing, shared writing, Journals, Marie Clay-concepts of print.	Formative weekly walkthroughs and lesson planning will indicate appropriate application of these content strategies.	CIP, GSF, 3TL, CRW	August-May	Classroom Teachers, Literacy Specialist	

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1,5	Science	Teachers attend all Science Scope meetings and integrate lessons, and ideas. Teachers will monitor student progress on benchmark assessments and common assessments. All K-5 teachers have Science Word Wall displayed in the room.	100% of 5th grade students pass TAKS; 50% commendable rate. 100% of students will score a minimum of 70% on each benchmark assessment. Staff will review benchmark data, adjust curriculum and meet with the principals and leadership team to discuss the results.	ITL, CIP	August- May	5th grade teachers; Principal, Assistant Principal; Science Specialist	
1,5	Science	Utilize KLRN Down streaming videos related to Science TEKS	100 % of 5th grade students pass TAKS; 50% commendable rate .	ITL, 3TL	August- May	5th grade teachers	
1	Science	Integrate inquiry based instruction to increase student achievement .	100 % of 5th grade students pass TAKS; 50% commendable rate .	3TL	August- May	5th grade teachers	
1	Safe & Drug Free Schools	Counselors will coordinate Red Ribbon Week* and continue to expand peer mentoring program.		GSF	August- May	Counselors; classroom teachers	\$100.00 Title 1
1	Safe & Drug Free Schools	Discipline Committee with all classroom teachers will review the Self Manager Program and make changes as needed. Implement a school-wide incentive.	Office Referrals will decrease by 10% from 143 (referrals in '05-'06) to 129 or less.	GSF	August- May	Teachers, Principal, Assistant Principal	
1	Library Services	Librarian will implement "Read Kids Read" Program	All students will meet personal goal of 1600 minutes of reading during the year.	GSF	Oct. 1-Jan 31	Librarian	\$500 Title 1 and SAF
1	Library Services	Librarian will coordinate with PK-5 teachers to order books to enhance relevancy of instruction.	All orders will reflect instructional needs of the classroom	GSF	August- May	Librarian; Principal	\$9,600 Local Budget Title 1
2,3,4	Parent Involvement	Implement effective parent involvement to improve academic achievement: Family Fun Night, Open House, KLRN Kinder Readiness, Conferences, Parent Academy, Parent Education Classes, Parent Education Presentations in conjunction with PTA meetings (discipline management)	Attendance will increase by 2%.	CIP, ITL	Fall 2006 Spring 2007	Family Specialist; Title I Facilitators, Classroom Teachers	

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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
3	Parent Involvement	Establish a partnership with community based Brighton School "Precious Minds Parent Group" in order to assist preschool children in transitioning from the early childhood programs.	Sign- in sheets will establish baseline attendance for 2006-2007		Fall 2006	Principal; Assistant Principal; Family Specialist; Brighton School Coordinator	
3	Parent Involvement "needs assessment: School/Parent Compact	Conduct needs assessment survey of parents via "School Report Card" at the close of the year. All parents will be given School/Parent Compact at conferences in the Fall.	Areas of parent concerns reported by parents in 2005-06 will be addressed in 2006-2007 Campus Plan. Compacts will be placed in student cum-folders.	CIP, ITL	Feb. 2007 Sept. 2006	Principal; Assistant Principal	
1,2	Increase attendance rate by 2%	Teachers will monitor daily attendance and report weekly with parent contacts by each 5 absences. Administrators, Counselors, Family Specialists will make personal contact with parents/students having attendance issues. Administrators will monitor attendance reports monthly. Use "tags" to reward students' attendance	Increase attendance rate from 92% to 94%	GSF, ITL	Aug 06 - May 07	Teachers, Principal/Assist Principal, Counselor, Family Specialist	