

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 Olmos Elementary <i>Equity and Excellence: Everybody Counts</i> <i>"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck</i>	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.
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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.	<p style="text-align: center;">For further description click on http://intranet.int.neisd.net/si/</p> 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
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3	Needs Assessment	The community and staff will be given the opportunity to complete a comprehensive needs assessment/survey.	The results from the needs assessment will be used to modify the CIIP	CLP	August 2007- May 2008	Principal, Assistant Principal, Teachers	None
1	Reading	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the reading TEKS.	100% of all students will score a minimum of 70% on each assessment. Administrators and Title I teachers will monitor the assessments to insure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of all third, fourth, and fifth grade students will meet the minimum passing standard on the reading TAKS. 50% of all third, fourth and fifth grade students will be Commended on the TAKS reading assessment.	CLP CRW	Bi-monthly assessments-- Aug-May 2007ust 2007	Teachers, Principal, Assistant Principal, Title I facilitators	None

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1	Reading	Teachers in grades K-5 will meet with students who are working below grade level and/or who have not demonstrated mastery on grade level TEKS at least twice each week in a small group setting. Mini-assessments will be administered to students in the small group setting to assess their understanding of the TEK.	100% of students in the small group setting will score a minimum of 70% on the mini-assessments.	CLP GSF CRW	Weekly August 2007 thru May 2008	Teachers, Principal, Assistant Principal, Title I facilitators	None
1	Reading	Teachers and students will collaboratively set goals for improvement in reading following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in reading.	CLP GSF CRW	August 2007- May 2008	Teachers, Principal, Assistant Principal, Title I facilitators	None
1	Reading Math Writing Science	All students in grades 3 and 4 who failed to meet the minimum passing standards on the TAKS reading test and all 5th grade students who were retained will meet with the counselor within the first three weeks of school to discuss strengths and weaknesses. Each student will develop a plan of action to insure success.	100% of this student group will establish a plan of action to insure success in reading. The counselor will meet with each student at the end of the first nine weeks to review progress and, if necessary, to establish new goals. Students who continue to perform below grade level will meet with the counselor at the six-week mark in each succeeding marking period.	CLP GSF	August 2007- May 2008	Counselors, Teachers	None

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1	Reading Math Writing Science	The Principal will meet individually with each classroom teacher, as well as, the special education teacher, in grades 3-5, once each 9 week period to discuss student performance, intervention strategies, attendance, behavior, as well as, any other issue that impacts student achievement. The Assistant Principal will meet individually with each classroom teacher, as well as, the special education teacher in grades K-2 to discuss the above issues.	100% of teachers will develop an intervention plan for each student who is working below grade level or whose achievement is impacted by other issues such as behavior, attendance, etc.	CLP GSF	August 2007- May 2008	Principal, Assistant Principal, Teachers	None
1	Reading Math Writing Science	The Principal will meet individually with each student in grades 3-5 within the first six weeks of school to discuss learning goals, assessments, and concerns. Thereafter, the Principal will meet monthly with those students non meeting minimum standards on campus or District assessments, students with failing grades in core content areas and/or poor behavior.	100% of students will be motivated to set and meet personal achievement goals, attend school regularly and demonstrate appropriate behavior in class. Students will score a minimum of 80% on all campus and/or District assessments.	CLP GSF CRW	August 2007- May 2008	Principal	None
1, 2	Reading Math Writing Science	Teachers will meet in grade levels and/or vertically aligned teams to discuss student work, review results from District and/or campus assessments at least once per month.	100% of teachers will participate in the collegial discussion of student work and student performance. Teachers will develop plans to address student needs.	CLP GSF 3TL	August 2007- May 2008	Principal, Assistant Principal, Teachers, Title I facilitators	None

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1, 2	Reading	The Title I reading facilitator and the Instructional Intervention Teacher will observe each classroom teacher in each of the four reading blocks, i.e. Guided Reading, Working with Words, Self-Selected Reading and Writing.	The Title I reading facilitator will observe in each classroom in grades 3-5, while the IIT observes in each classroom in grades K-2. They will provide written and verbal feedback to the classroom teachers as to instructional strategies, correct implementation of 4 Blocks reading, small group instruction, literacy stations, and goal setting. Each teacher will be observed at least once per six weeks, with new teachers being observed at three times during each nine week period.	CLP ITL	August 2007- May 2008	Title I reading facilitator, IIT, Teachers	None
2, 3	Reading	Classroom teachers will collaborate to plan and implement a Family Reading/Literacy Night.	At least 80% of all students and parents will participate in the Family Reading/Literacy Night as indicated by sign-in sheets.	CLP CRW	Mar. 2008	Title I reading facilitator, IIT, Teachers, Principal, Assistant Principal	\$50.00 per grade level or \$300.00 for the activity
1	Math	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master math TEKS.	100% of all students will score a minimum of 70% on each assessment. Administrators and Title I teachers will monitor the assessments to insure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of all third, fourth, and fifth grade students will meet the minimum passing standard on the math TAKS. 50% of all third, fourth and fifth grade students will be Commended on the TAKS reading assessment.	CLP CRW	Bi-monthly assessments-- Aug-May 2007ust 2007	Teachers, Principal, Assistant Principal, Title I facilitators	None

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1	Math	Teachers and students will collaboratively set goals for improvement in math following each District benchmark, campus-based assessment or after major bi-monthly assessments.	100% of students will set goals for improvement in math.	CLP GSF CRW	August 2007- May 2008	Teachers, Principal, Assistant Principal, Title I facilitators	None
1, 2	Math	Title I math facilitators will observe in each classroom during the Math Investigations and small group instruction sessions	The Title I math facilitators will observe in each classroom in grades K-5. They will provide written and verbal feedback to the classroom teachers as to instructional strategies, correct implementation of Math Investigations, small group instruction, work stations, and goal setting. Each teacher will be observed at least once per six weeks, with new teachers being observed at three times during each nine week period.	CLP ITL	August 2007- May 2008	Title I math facilitators, Teachers	None

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1	Math	Students will articulate their understanding of math concepts through a daily journal assignment. Students will respond in pictures, numbers and words to the problem assigned by the teacher.	The Principal will collect math journals from students in grades 3-5 at least once per month. The Assistant Principal will collect math journals from grade 2 students at least once per month and monthly from K and 1 beginning in the second semester. Administrators will respond to individual students and to teachers about their students' individual and collective understanding of the math concepts taught. Teachers will adjust the curriculum and instructional strategies as necessary to insure success on the math TEKS. Title I math facilitators will collect, read, and respond to student journals at least once per nine week period.	CLP GSF ITL	August 2007- May 2008	Principal, Assistant Principal, Title I math facilitators, classroom teachers	None
2, 3	Math Science	Classroom teachers will collaborate to plan and implement a Family Math and Science Night.	At least 80% of all students and parents will participate in the Family Math and Science Night as indicated by sign-in sheets.	CLP CRW	Mar. 2008	Title I math facilitators, Teachers, Principal, Assistant Principal	\$50.00 per grade level or \$300.00 for the activity
1	Writing	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the writing TEKS.	100% of all students will score a minimum of 70% on each assessment. Administrators and Title I teachers will monitor the assessments to insure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of all fourth students will meet the minimum passing standard on the math TAKS. 50% of all students will be Commended on the TAKS writing assessment. 100% of students will write a composition that is scored a minimum of 2 on the TAKS scoring guide. 25% of students will write a composition that scores a 2 or a 4, while 50% of students will write a composition that scores a 3.	CLP CRW	Bi-monthly assessments-- Aug. 2007- May 2008	Teachers, Principal, Assistant Principal, Title I facilitators	None

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1	Writing	Fourth grade students will complete two compositions each month to be scored by the classroom teachers, as well as, Title I facilitators and/or administrators.	Classroom teachers and/or Title I reading/IIT teachers or administrators will score the compositions using the TAKS Scoring Rubric. Once scored, teachers and administration will meet to discuss student performance, as well as, intervention strategies. Teacher will adjust instruction accordingly. Teachers will conference with students scoring less than a 4.	CLP GSF CRW	Bi-monthly August 2007- May 2008	Teachers, Principal, Assistant Principal, Title I facilitator and IIT	None
1	Writing	Third grade students will complete two compositions each month to be scored by the classroom teachers, as well as, Title I facilitators and/or administrators.	Classroom teachers and/or Title I reading/IIT teachers or administrators will score the compositions using the TAKS Scoring Rubric. Once scored, teachers and administration will meet to discuss student performance, as well as, intervention strategies. Teachers will adjust instruction accordingly. Teachers will conference with students scoring less than a 4.	CLP GSF CRW	Bi-monthly August 2007- May 2008	Teachers, Principal, Assistant Principal, Title I facilitator and IIT	None
1	Science	Students will articulate their understanding of science concepts through a daily notebooking assignment which will be collected and read by classroom teachers, Title I facilitators and administrators.	The Principal will collect science notebooks from students in grades 3-5 at least once per month. The Assistant Principal will collect math journals from grade 2 students at least once per month and monthly from K and 1 beginning in the second semester. Administrators will respond to individual students and to teachers about their students' individual and collective understanding of the science concepts taught. Teachers will adjust the curriculum and instructional strategies as necessary to insure success on the science TEKS. Title I science facilitators will collect, read, and respond to student notebooks at least once per nine week period.	CLP GSF ITL	August 2007- May 2008	Principal, Assistant Principal, Title I math facilitators, classroom teachers	None
1	Science	Teachers at each grade level will complete and/or revise the grade level curriculum guides.	100% of walkthroughs will indicate that teachers are following the curriculum guides developed by the teams.	CLP	August 2007- May 2008	Principal, Assistant Principal, Title I math facilitators, classroom teachers	None

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1	Science	Teachers in grades K-5 will collaborate to develop assessments to track the progress of students as they master the science TEKS.	100% of all students will score a minimum of 70% on each assessment. Administrators and Title I teachers will monitor the assessments to insure that at least 70% of the questions on each assessment are written at a difficulty level of 3 and 4. 100% of fifth grade students will meet the minimum passing standard on the science TAKS. 50% of fifth grade students will be Commended on the TAKS science assessment.	CLP CRW	Bi-monthly assessments-- Aug-May 2007ust 2007	Teachers, Principal, Assistant Principal, Title I facilitators	None
1	Science	Teachers will collaborate with each student to set monthly science learning goals.	Students will demonstrate mastery of the science TEKS on District and or campus-based assessments. 100% of walkthroughs will indicate that students have worked with teachers to set personal learning goals.	CLP	August 2007- May 2008	Teachers, Principal, Assistant Principal, Title I facilitators.	None
1, 2	Science	Title I science facilitators will observe in each classroom during science instruction.	The Title I science facilitators will observe in each classroom in grades K-5. They will provide written and verbal feedback to the classroom teachers as to instructional strategies, work stations, and goal setting. Each teacher will be observed at least once per six weeks, with new teachers being observed at three times during each nine week period.	CLP ITL	August 2007- May 2008	Title I science, facilitators, Teachers	None
4	Guidance	Counselors will meet with each fifth grade student and their parents prior to the end of the fifth grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant.	100% of fifth grade students and parents will meet with the counselors as indicated by sign-in sheets.	GSF	Apr. 2008	Counselors	None
4	Guidance	Counselors will meet with all fifth grade students to identify areas of strength and weakness.	Each fifth grade student will conference with the counselors and complete the Student/Counselor Conference Form.	GSF	Jan.-March 2008	Counselors	None

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2, 4	Guidance	Selected fourth and fifth grade students will attend peer mediation training.	Peer mediators will successfully complete the peer mediation training. Using their training, they will mediate minor conflicts between students under the supervision of an adult.	GSF	Sept. 2007- May 2008	Principal, Assistant Principal, Counselors	None
2, 4	Guidance	Third, fourth, and fifth grade students will understand the importance of planning for college and/or career by participating in Career Week and the College Fair.	100% of the students in grades 3-5 will be able to articulate the importance of attending college and will gather information about careers that interest them.	GSF	Spring 2008	Counselors, Principal, Assistant Principal	\$250.00 materials and refreshments for Speakers
2, 4	Safe and Drug Free	Fifth grade students will participate in the DARE program.	100% of participating students will indicate an understanding of the dangers of drug and alcohol abuse.	GSF	August 2007- May 2008	Counselors, Principal, Assistant Principal	None
2, 4	Safe and Drug Free	Continue to implement the Second Step Program to increase the students' ability to appropriately resolve conflict.	There will be a 10% decrease in the number of referred to the office for violent behavior.	GSF	August 2007- May 2008	Classroom teachers, Counselors, Assistant Principal, Principal	None
2, 3	Accelerated Education At-Risk Parent Involvement	Provide parents with numerous opportunities to attend Parent Academy sessions that may include classes on: How to help your child with homework, how to positively discipline your child, how to communicate with your child's teacher/the school, how to apply for employment or how to enroll in GED or higher education courses.	The number of parents who complete the Parent Academy will increase to a minimum of 30.		Sept. 2007- May 2008	Family Specialists, Assistant Principal, Principal	\$500.00 for materials and refreshments

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2, 3	Accelerated Education At-Risk Parent Involvement	Provide parents the opportunity to attend adult ESL classes.	The number of parents who attend and complete the adult ESL sessions will increase to 20.		Sept. 2007- May 2008	Family Specialists, Assistant Principal, Principal	\$200.00 for materials and refreshments
2, 3	Accelerated Education At-Risk Parent Involvement	Provide parents the opportunity to use computers in the library to access the Parent Portal and/or other library resources.	10% of parents will be trained to access the on-line resources, as well as, register on the Parent Portal.		Sept. 2007- May 2008	Librarian, Assistant Principal, Principal	None
2, 3	Accelerated Education At-Risk Parent Involvement	Provide parents the opportunity to attend "Parenting with Love and Logic" training sessions which will help parents know how to help their children with homework, how to handle conflict within the family, etc. Sessions will be conducted in both English and Spanish.	A minimum of 20 parents will attend the Love an Logic sessions. 100% of the participating parents will rate the sessions as a 3 or higher on the evaluation forms. They will also be able to articulate one new strategy that they learned and implemented at home with their children.		Two sessions in the Fall and two sessions in the Spring.	Counselors, Family Specialists, Administration, Bilingual Specialist	\$600.00 for books/resource materials and refreshments
2, 3	Accelerated Education At-Risk Parent Involvement	Provide information to parents about Title I requirements, TAKS,, NCLB, as well as, grade level/campus expectations for behavior and academic performance.	A minimum of 25% of parents will attend one or more of the information sessions		Sept. 2007	Principal	\$150.00 for materials and refreshments
1. 2. 4	Accelerated Education At-Risk	Students who exhibit the following character Traits will be recognized: honesty, integrity, courtesy, respect, kindness and leadership	Two students will be chosen from each classroom in grades K-5 to receive the Outstanding Owl certificate and incentives each nine week period.		Sept. 2007- May 2008	Assistant Principal, Classroom teachers	\$1000.00 for incentives

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2, 3, 4	Accelerated Education At-Risk Parent Involvement	Local law enforcement will present information on gang activity in the area and how to protect their children from gang involvement, as well as, how to help prevent their children from abusing drugs and alcohol.	100% of parents will attend the meetings as indicated by sign-in sheets		Spring 2008	Counselors	None
1	Accelerated Education At-Risk Professional Development	All Certified staff members will complete a book study on Professional Learning Communities: <u>Whatever It Takes</u> by DuFour	100% of certified staff members will complete a study guide, as well as, demonstrate the characteristics of a Professional Learning Community in grade level, committee and other staff meetings.	CLP	Fall 2007	Principal, Assistant Principal, Counselors, Title I facilitators, IIT	None
1	Accelerated Education At-Risk Professional Development	Classroom teachers in grades 2-5 will attend at least one Margaret Kilgo training session in one of the following areas: math, reading, writing, science	Teachers will use the information from these sessions to build assessments at the appropriate level of difficulty, specifically at Levels 3 and 4.	CLP	Fall 2007	Principal	\$7,500 for registration; \$2,200 for subs
2, 3	Accelerated Education At-Risk	Parents of students entering Pre-kinder and Kindergarten will be given the opportunity to visit Olmos Elementary to familiarize themselves with the teachers, programs, and expectations.	Parent participation will be verified by the use of sign-in sheets.		Spring 2008	Principal, Assistant Principal, Pre-Kindergarten teachers, Kindergarten teachers, Counselors	None

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1, 2	Accelerated Education At-Risk Personnel-Reading	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in reading through: model teaching, classroom walkthroughs w/ feedback, book studies, etc. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, as well as provide reading intervention for students at SSI grade levels.	3TL CRW CLP	August 2007- May 2008	Title I reading teacher, Principal	\$50,000 salary
1, 2	Accelerated Education At-Risk Personnel-Math	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in math through: model teaching, classroom walkthroughs w/ feedback, book studies, etc. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, as well as provide math intervention for students at SSI grade levels.	3TL CLP	August 2007- May 2008	Title I reading teacher, Principal	\$50,000 salary each Teacher 3-5 and Teacher K-2
1, 2	Accelerated Education At-Risk Personnel-Science	Additional staff to provide professional development opportunities to teachers, purchase materials and resources to supplement the program, and provide accelerated instruction for targeted At-Risk students.	Title I teacher will provide professional development opportunities in science through: model teaching, classroom walkthroughs w/ feedback, book studies, etc. Title I teacher will meet with classroom teachers to discuss students in need of additional intervention, to provide resources and materials, share instructional strategies, assist in developing instructional plans, as well as provide science intervention at grade 5.	3TL CLP	August 2007- May 2008	Title I reading teacher, Principal	50,000 salary each Teacher 3-5 and Teacher K-2
1	Special Education	All special education students will receive core reading and math instruction in the general education classroom. Resource pull-out will occur during non-core instructional periods, such as, SSR, WWW, and Mountain Math.	100% of special education students will have access to on-grade level instruction on the TEKS. 100% of special education students in grades 3-5 students will meet the ARD expectations on the TAKS test or TAKS-M tests.	3TL GSF	August 2007- May 2008	Special education teachers, General education teachers, Title I teachers, Principal and Assistant Principal	None

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1	Special Education	All special education students will participate in all District and campus-based assessments.	100% of special education students will answer correctly at least 25% of the questions on the on-grade-level assessments.	3TL GSF	August 2007- May 2008	Special education teachers, General education teachers, Title I teachers, Principal and Assistant Principal	None
2, 4	Discipline Management	Provide the opportunity to receive incentives for behavior, most improved, and/or academic achievement.	Teachers will award "Awesome Owl" tickets to students throughout the week for excellent behavior, extra effort, etc. Two students from each grade level will be chosen to receive the incentive each Friday during the school year.	GSF	August 2007- May 2008	Assistant Principal, Classroom teachers	\$1,200 for incentives
1, 2	Attendance	Total student attendance for the 2007-08 school year will increase to 97.1%.	Students will be present and on time for school 97.1% of the time.	GSF	August 2007- May 2008	Assistant Principal, Classroom teachers, Data Processor	None