

- 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**

Wilshire Elementary School

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.

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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
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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
	Our school community will continue to align initiatives with the Basic School Framework - connecting people to create community, connecting curriculum to to build coherence, connecting resources to enrich learning climate and connecting learning to life to promote students of character.	HOPE is embedded in our work in all areas: vertical planning, collaborate with district curriculum specialists, reflective practice using the Instructional Improvement Cycle, team conversations on cohesive curriculum, focus on UbD lesson planning, small group targeted instruction, assessments and mini-assessments along the way, Kilgo questioning, Marzano and Jensen practices, book studies	Community - Increased involvement of parents, businesses, and community members; Curriculum - measurement on TPRI and TAKS assessments; Character - 100% goal of students who will be self-managers; Climate - open and honest dialogue between staff members to address determined needs and develop action plans. In focusing on the 4 c's, the needs and the development of the whole child will be met and learning will be seen as an integral part of the community.	ITL, 3TI,	ongoing throughout year	Administrators and teacher leaders	
	Expose students to greater language through development of vocabulary so they can build and retain a meaningful knowledge base.	1.) Vertically align vocabulary for math, science and social studies 2.) Implement six-step vocabulary and other interactive strategies into daily instruction 3.) Use SIOP strategies with all LEP students 4.) Students will demonstrate knowledge of vocabulary through oral presentations and written stories.	1.) Student work - notebooking, classroom displays, rubrics, and in their sharing of content with each other. 2.) Teacher-student conferencing/conversations and assessment	V, 3TL, ITL, AL	ongoing throughout year	All campus staff	0

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	Improve 4th grade Reading TAKS scores to 90% or greater from 78%; Maintain or improve 3rd and 5th grade in the 90th percentile.	1.) Redefine roles of the IIT and Title I facilitators to include grade level planning, model lessons, review data to plan small group, targeted instruction 2.) Improve on using Kilgo questioning strategies in grade levels 2-5 and using Kilgo's Benchmark reading series to facilitate higher order thinking processes 3.) Improve phonemic awareness and fluency in reading in grades K-2 through use of big books and creating engaging activities within literacy centers and working with words. 4.) Voyager program will be used for students who are targeted in specific areas of need through many differnt ways of assessment 5.) Create a reading incentive program to help students with self-selected reading and increase independent reading. 6.) Staff development will be provided through book studies to put research into practice.	1.) Analyzing team lesson plans 2.) Looking at vertical planning 3.) Analyzing all data assessments 4.) Increases in TPRI fluency and phonemic awaremess scores 5.) Track individual student reading as developed with reading incentive program	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	ongoing throughout year	Administration, teach	Title I Reading and

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	Improve 3rd, 4th and 5th grade math TAKS scores to 90% or better from 83% , 84% and 88%.	1.) Redefine roles of the Title I facilitators to include grade level planning, model lessons, review data to plan small group, targeted instruction 2.) Improve on using Kilgo questioning strategies in grade levels 2-5 3.) Improve problem solving thought processes and communication skills through use of Investigations, Exemplars, and Marilyn Burns 4.) Connect literacy to math by using Marilyn Burns children's literature that coincide with math content to present problem solving experiences in number and operations, probability, geometry and algebra 5.) Develop new and meaningful math centers 6.) Staff development will be provided through book studies to put research into practice.	1.) Analyzing team lesson plans 2.) Looking at vertical planning 3.) Analyzing all data assessments	3TL, CRW, V, SD, ITL, Q, GSF, AL, CLP	ongoing throughout year		
	Improve 5th grade science TAKS scores to 80% or better from 69%.	1.) Collaborate with science specialists to continue the development of vertical instruction that involves student inquiries 2.) Incorporate schedule for science lab to be utilized in grades 2-5 3.) Use notebooking as one way of assessing student understanding 4.) Staff devrlopment/vertical planning will be ongoing throughout the year and each grade level will implement the revised pacing guide to address identified weaknesses and plan instruction accordingly	1.) Analyzing team lesson plans 2.) Looking at vertical planning 3.) Analyzing all data assessments	3TL, CRW, V, SD, ITL, Q, GSF, AL,CLP	ongoing throughout year		Administrators, teachers, Title I facilitat Administrators, teachers, curriculum spe

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	Assist students and in acquiring the academic language needed to be successful in the school environment.	1.) Continue in the training process for SIOP 2.) Increase the number of ESL endorsed teachers on campus 3.) Collaborate at teacher share sessions for ESL strategies and instructional plans 4.) Continue to assist parents through	1.) Increase in teachers ESL instructional plans 2.) increase in the number of ESL students who are able to pass standardized tests 3-5	V, SD, ITL, Q, GSF, CLP	ongoing throughout year		Administrators, ESL and SIOP teachers
	Implement year 2 of co-teach strategies.	1.) Become involved in Step-by-Step for Inclusive Schools to ensure all children receive the benefits of a challenging curriculum 2.) The diverse needs of students will be met through a multi-tiered model and differentiated instruction 3.) Ongoing staff development will be provided for teachers and instructional assistants to learn best practice in an inclusive school model 4.) Give periodic extended planning time throughout the year to assist co-teachers in the collaboration process of creating engaging, purposeful activities and specific, individualized instruction.	1.) Using tools of the district initiative 2.) Increase in number of students who will be ready to take TAKS and TAKS-I standardized tests	3TL, ITL, Q, GSF, AL, CLP	ongoing throughout year		Administrators, co-teachers, instructional
	To ensure that assessment is being used on an ongoing basis to evaluate progress and mastery of grade level curriculum.	1.) Use data analysis of benchmark, TPRI and TAKS to plan individual and differentiated instruction 2.) Data will be used for individual conferencing with students which will lead to goal setting 3.) Differentiated instruction will be based upon formal and informal assessment	1.) Have the faculty share ways of assessing students once a month in staff development 2.) Increase the discussion of assessment strategies at team meetings 3.) Analyze benchmark and TAKS data to correlate with assessments of teachers to get a good understanding of where students are in their understanding	AL, Q, GSF	ongoing throughout year		Administration, teachers

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	To mold students into people of character who will be successful, productive citizens in their community.	1.) Plan and implement a program that will bring awareness to students and parents about the issues of bullying 2.) Continue to use the Self-Manager Program to teach students the meaning of and living by the virtues 3.) Use staff development of Ruby Payne and Eric Jensen to educate staff on cultural awareness of the poverty cycle and strategies that will help children of poverty succeed in school and eventually break the cycle 4.) Plan activities for a "One book, one school" family series using the book, <u>Bullying. Why Would You do That?</u> - Oct.-Dec.	1.) Look at number of students who successfully become self-managers 2.) Differentiate self-manager model for ALL students to be successful 3.) Evaluate counselor/peer mediator and office referrals to understand the reasons for referrals	ITL, PGP, CCR,	ongoing throughout year	All campus staff	
	Create a community of learners.	1.) Instructional assistants will get professional development in areas appropriate and needed, specifically in the co-teach areas 2.) Certified staff will continue to get professional development in best practice areas such as Eric Jensen, Ruby Payne, Differentiated Instruction 3.) Family Specialist will assist parents in Parent Academy to increase awareness in the importance of parenting models and continuing education	1.) Weekly/daily walk-throughs to get information on what strategies are being implemented from best practice models 2.) Staff to staff professional development 3.) Implement peer coaching model for teachers and assistants 4.) Assist parents with ideas on how they can assist their children at home with school work		ongoing throughout year	All campus staff and community membe	
	Hire personnel that will assist in creating a highly challenging and successful learning environment for all students.	1.) Review files and use the INSIGHT to help in choosing highly qualified personnel 2.) Conduct interviews with leading questions to find out the most we can about each candidate we interview	1.) Weekly/daily walk-throughs and PDAS evaluation 2.) Consistent conversations with each teacher individually and also within team atmosphere 3.) Analyze data from benchmarks, classroom assessments and TAKS 4.) Highly qualified staff 5.) All TAKS scores over 80%		when needed in the hiring process	Administrative staff	

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	Increase parent Involvement	1.) Start the year sharing our beliefs to help parents understand they are an intrgral part in student success 2.) Create multiple opportunities for school to become the center of the community where families feel welcome 3.) Family Specialist will continue to host parent academy and other parent involvement activities 4.) Continue to build trusting relationships between parents and staff	1.) Track attendance at community activities to see if we are getting a good average of all families and students within the neighborhood 2.) Informal conversations with parents and students 3.) Meeting minutes		ongoing throughout year	All campus staff	Title I
	Assist pre-school children in the transition form early childhood	1.) Coordinate with community pre-schools to help with ransition to kinder 2.) Notification of invitation for kinder open house	1.) Enrollment of students in the kinder program 2.) Teacher collaboration		end of one year into the beginning of another		state comp