

- 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

EI Dorado 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
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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
2, 5	Core Curricular Areas	The campus will work closely with Human Resources to ensure all faculty and staff on campus are highly qualified as per No Child Left Behind guidelines.	Highly qualified faculty and staff	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal	
1, 2	Core Curricular Areas	Curriculum Committees (i.e. Data Teams) and grade levels will meet to evaluate multiple data sources and identify students who are at risk of not meeting the state academic achievement standards.	Overall campus performance, to include each subpopulation, will be rated exemplary in Reading, Math, Science, and Writing.	CLP, GSF, 3TL, CRW, ITL	Commitment - monthly; Grade levels - weekly	Principal, Assistant Principal, Teachers, Curriculum Committees	
1, 2	Core Curricular Areas	Faculty will analyze AEIS data to develop a Comprehension Needs Assessment addressing the needs of all students.	Overall campus performance, to include each subpopulation, will be rated exemplary in Reading, Math, Science, and Writing.	CLP, GSF, 3TL, CRW, ITL	Upon release of AEIS	Principal, Assistant Principal, Teachers, Curriculum Committees	
1, 2	Core Curricular Areas	The needs of identified At Risk students will be met through small group instruction, mentoring and tutoring.	Overall campus performance, to include each subpopulation, will be rated exemplary in Reading, Math, Science, and Writing.	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal, Teachers	
1, 2	Core Curricular Areas	Utilize TRIAND resources to analyze student performance on district and state assessments to guide data-driven instruction.	100% of teachers in grades K-5 will access TRIAND to review formal assessments.	CLP, GSF, 3TL, CRW, ITL	Monthly	Principal, Assistant Principal, Teachers, Curriculum Committees	

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1, 5	Bilingual/ ESL	All teachers will be SIOP trained by end of 2007-2008 school year.	Teachers will use Sheltered Instruction strategies in lesson planning as observed by the Administration. Lesson plans will show evidence of SIOP strategies. Student knowledge level will increase as they interact with content.	CLP, ITL, CRW	Ongoing	Teachers, Administration	
1	Bilingual/ ESL	All Special Education teachers will be ESL certified by August 2007.	Increase in the number of General Education teachers that are ESL certified.	ITL,	Ongoing	Teachers, Administration	
1	Bilingual/ ESL	Bilingual/ ESL teachers will meet monthly to discuss vertical team planning, and linguistic accommodations.	Teachers will turn in minutes from the monthly planning sessions. Teachers will share ideas, strategies.	CLP, GSF, ITL	Ongoing	Teachers, Administration, Bilingual Specialist.	
1, 2, 4	Student Goal Setting	Implement student goal setting to provide students with ownership of their academic progress	Teachers will conference and share appropriate data with students to help them set academic goals.	CLP, GSF, 3TL, ITL	Ongoing	Principal, Assistant Principal, Teachers and Counselors	
1, 2, 4	Safe and Drug Free	Counselors will attend professional development opportunities provided by Safe and Drug Free Coordinator in order to increase drug awareness and anti-violence on campus.	100% of the students will be exposed to various drug awareness and anti-violence activities. There will be a 10% decrease in office referrals through behavior contracts and various reward incentives.	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal, Counselors	
1, 2, 4	Guidance Services	Counselors will meet with the 5th grade students and parents during the school year to discuss taking a rigorous curriculum and developing a three-year plan for middle school.	Students will transition to middle school understanding the importance of academic success.	CLP, GSF, 3TL, CRW, ITL	Ongoing	Counselors and Middle School Counselors	

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1, 2, 4	Guidance Services	Counselors will continue guidance lessons with all students K-5, in addition to classroom guidance. They will meet with students on an individual and small groups as needed.	Student needs are met in a proactive manner.	ITL	Ongoing	Counselors	
1, 2, 4	Guidance/College Awareness	Counselors will provide a career awareness program emphasizing the importance of a rigorous curriculum and the connection of early planning for college.	Students will begin early on to plan for academic success beyond elementary school.	GSF	Ongoing	Counselors	
1	Library	Librarian and teachers will use Big Six Research Strategy in grades	Librarian and teachers will collaborate with each 1st-5th grade teacher in guiding a research project in language arts, science, and/or social studies	CLP, GSF, 3TL, CRW, ITL	Ongoing	Librarian, 1st-5th grade teachers	
1	Library	Librarian and teachers will use online resources including encyclopedia and databases	Librarian will collaborate with each 2nd - 5th grade classroom teacher in using the online resources to research a topic in language arts, science, and /or social studies.	CLP, GSF, 3TL, CRW, ITL	Every 9 weeks	Librarian, 2nd-5th grade teachers	
1	Library	Librarian and teachers from all grade levels will collaborate to create integrated TEKS units using library resources.	100% of teachers will teach the collaboratively created units	CLP, GSF, 3TL, CRW, ITL	Once per semester	Librarian, K-5th grade teachers	
1	Mathematics	(1) data will be analyzed and district specialists will be consulted after each district benchmark. (2) district timelines for scope and sequence will be followed. (3) lesson planning and lesson plans incorporating the 90 minute district math plan will be shared among teammates weekly.	Each TAKS grade will be rated exemplary	V ITL Q GSF	Ongoing	teachers Title 1 teacher District Math Specialist	

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1	Mathematics	Each grade level will have at least one representative attend a math inservice or workshop to share and implement new strategies	Each TAKS grade will be rated exemplary	ITL	Ongoing	all teachers	
1	Reading	Provide classroom teachers with instruction and support to improve quality of small group guided reading and development of literacy workstations.	1. IIT and Title I Reading Facilitator will provide resources and training. 2. Lesson Plans will indicate small group guided reading. 3. Classroom observations of small group guided reading and workstations 4. Improved student performance on reading assessments	3TL CRW V ITL GSF	Ongoing	Classroom Teachers, IIT, Title I Facilitator	
1	Reading	Focus on meeting the needs of struggling readers through improved implementation of RAP (Voyager and Soar to Success) in grades K-5.	1. Once a month data meetings: teachers will analyze data from SRI, Voyager, TPRI/Tejas Lee, reading benchmarks, or TAKS. 2. Teachers will use data to identify and service struggling readers with support from the IIT and Title I Reading Facilitator.	3TL	Ongoing	Principal, Classroom Teachers, IIT, Title I Facilitator	
1	Reading	Increase the amount of time students read independently in order to improve reading skills	1. The librarian will provide literacy book bags for all second grade students. 2. All classroom teachers will provide reading logs to encourage independent reading. 3. Teacher and Parent signatures will confirm student participation.	CRW V	Ongoing	Classroom Teachers, Librarian	
1	Dyslexia	Continue to provide a dyslexia program on campus that meets state requirements	1. Student progress will be measured using report cards, checklists, teacher observation, and assessments. 2. The IIT will provide information to classroom teachers to help understand dyslexia, testing referral procedures, and classroom accommodations.	3TL ITL GSF	Ongoing	Classroom Teachers, IIT	

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1,2,3	Science	Use a vertical, inquiry- based science program that integrates reading and science to meet the needs of all students including bilingual and special education.	90% passage of science TAKS. Lesson plans, formal observations and walk throughs will indicate the implementation of inquiry based instruction.	3TL ITL GSF	Ongoing	Principal, Assistant Principal, Teachers, Curriculum Committees	
1,2,5	Science	Teachers will implement the following activities (1) use of a common vocabulary list by all grade levels, (2) a community science event (3) vertical science activity.	90% passage of science TAKS. Lesson plans, formal observations and walk throughs will indicate the implementation of inquiry based instruction.	3TL ITL GSF	Ongoing	Principal, Assistant Principal, Teachers, Curriculum Committees	
1,2	Special Education	Provide a special education support structure which maximizes student, special education teacher, and special education paraprofessional participation in the general education classroom.	A. The organization structure will maximize special education teacher and para professional classroom time in the general education classroom through a co-teach and direct support model. (1) Over 80% of the 5 Full Time Equivalent teacher positions will be allocated to direct general education support.	CLP, CRW, ITL	Ongoing	Principals, Special Education Chairperson	
1,2,5	Technology	Each class will utilize the wired or wireless lab 7 times per each 9 weeks.	Teachers will sign up for use of wired and wireless labs. Students will integrate use of technology in projects and classroom activities	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal, Classroom Teachers	

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1,2,5	Technology	Each class will integrate a specific software each 9 weeks and integrate it into projects or classroom activities.	Each class will complete 1 project per 9 weeks using the software designated by the Tech committee.	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal, Classroom Teachers	
1,2	Technology	Students will utilize the technology vocabulary of their grade level as per TEKS	Students will master technology vocabulary based on teacher observation.	CLP, GSF, 3TS, CRW, ITL	Ongoing	Teachers	
1	Writing	K-5 teachers will have attended or receive formal 6 Trait Writing Training or familiarization training.	4th Grade students will achieve an exemplary rating in writing for the campus.	CRW, GSF, Q	Ongoing	Principal, Writing Committee Members	
1	Writing	Continue alignment and implementation of Language Arts TEKS that reflect best practices as prescribed by the district.	Overall campus performance including each sub-population will be rated exemplary in Writing.	CRW, ITL, 3TL, CIP	Ongoing	Principal, Assistant Principal, Teachers	
1,2,3	Writing	Continue using 6-trait Writing in grades K-5	Overall campus performance including each sub-population will be rated exemplary in Writing.	CRW, ITL, 3TL, CIP	Ongoing	Principal, Assistant Principal, Teachers	

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1, 2, 4	Discipline Management	All campus personnel will use the Self-Manager format with the Love and logic philosophy in order to support students in following the NEISD student code of conduct. In addition a variety of strategies will be used to encourage positive behavior. Options include but are not limited to: school-wide "Extra Special" coupon drawings, communication folders, behavior contracts, office visits, counselor coupons, and positive notes home. Office referrals will be compared to the previous years and presented to the discipline committee.	Office discipline referrals will decrease 10%.	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal, Classroom Teachers	
2, 3	Parental Involvement	Improve parent and community involvement by promoting school sponsored activities and enlisting the community to volunteer.	Sign-in sheets will indicate 90% of EI Dorado parents have attended at least one school function.	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal, Classroom Teachers, Family Specialist	
2, 3	Parental Involvement	"Kindergarten and You" presentation will be given to parents who have preschool students at PCI/Headstart.	Students and parents will transition into kindergarten with a better understanding of campus expectations.	CLP, GSF, 3TL, CRW, ITL	TBA	Principal, Assistant Principal, Counselors; Kindergarten Teachers, Family Specialist	

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 EI Dorado 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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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, 3,	Attendance	Students will attain an attendance rate of 97% through classroom/ individual recognition, parent conferences, and written communication.	Student attendance rate will increase to 97% attendance rate.	CLP, GSF, 3TL, CRW, ITL	Ongoing	Principal, Assistant Principal, Classroom Teachers, Data Processor	