

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
 Thousand Oaks 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
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 * [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.](#)
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 * [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 |
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| 1,3 | X | | | Increase Commended Performance | X | | | CIP GSP 3TL | 1. Continue to study, train, and implement the District's initiatives as stated under Rigor, Relevance, and Relationships to foster interactive teaching and learning. | TAKS Scores 100%, Special Education Scores 100% ; 77% Commended Performance | August 2007- May 2008 | Classroom Teachers, Counselors and Administrators | | |
| | | | | Increase Commended Performance | X | | | CIP GSP 3TL | 2. All teachers will use strategies for engagement when teaching grade level TEKS | TAKS Scores 100%, Special Education Scores 100% ; 77% Commended Performance | August 2007- May 2008 | Classroom Teachers, Counselors and Administrators | | |
| | | | | Increase Commended Performance | X | | | CIP GSP 3TL | 3. Train teachers in the philosophy and use of Exemplars Math. Implement the program in K-5 to instill higher order thinking and reasoning. | 100% of walkthroughs and lesson plans will show evidence of strategies; 100% TAKS; 77% Commended Performance | August 2007- May 2008 | Chris Brunette, Administrators | | |
| | | | | Increase Commended Performance | X | | | CIP GSP 3TL | 4. Present staff development that clearly demonstrates using Kilgo questions stems to promote higer level thinking; planning activities for teachers included. | 100% of walkthroughs and lesson plans will show evidence of strategies; 100% TAKS; 77% Commended Performance | August 2007- May 2008 | Sherry Hicks, | | |
| | | | | Increase Commended Performance | X | | | CIP GSP 3TL | 5. Representatives from grades 2,3,4,5 will attend the Kilgo conferences. They will present to the faculty and work with team members. | Each Thousand Oaks teacher will be responsible for knowing and implementing shared strategies | August 2007- May 2008 | Classroom teachers, Administrators | | |

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| | | | | Increase Commended Performance | X | | | | CIP GSP 3TL | 6. All teachers are responsible for mastery knowledge of grade level subject TEKS and will demonstrate: *connecting activity *Explained in student language *Summary/Closure of TEKS *Scope & Sequence present | 100% of walkthroughs and lesson plans will show evidence of strategies; 100% TAKS; 77% Commended Performance | August 2007- May 2008 | Classroom teachers, Administrators | |
| | | | | Increase Commended Performance through effective instructional practices | X | | | | CIP GSP 3TL | 7. Continue implementing differentiated instruction. Focus on new activities. Follow-up faculty meetings and grade level team meetings will allow teachers to share/discuss how individuals are using strategies. | 100% of walkthroughs and lesson plans will show evidence of strategies; 100% TAKS; 77% Commended Performance; Documented in team meeting minutes | August 2007- May 2008 | Teachers, Administrators, Jan Dehaven, Kay Stotts | |
| | | | | Increase commended performance through effective instructional practices | X | | | | CIP GSP 3TL | 8. Post and Review "The Marzano Five" *Similarities & Differences *Summarizing & Note Taking *Questions, Cues & Organizers *Interactive Teaching & Learning *Goal Setting & Providing Student Feedback | 100% of walkthroughs and lesson plans will show evidence of strategies; 100% TAKS; 77% Commended Performance | August 2007- May 2008 | Teachers, IIT, Team Leaders, Administrative Team | |
| | | | | Increase commended performance through effective instructional practices | X | | | | CIP GSP 3TL | 9. Continue to stress the Six Step Vocabulary Development Process across the curriculum and recorded appropriately: math journals, student agendas, science notes, class notes | Evidence of a higher level of understanding and achievement will be indicated on periodic grade level assessment. Student work will reflect use and comprehension of content vocabulary | August 2007- May 2008 | Teachers, IIT, Team Leaders, Administrative Team | |

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| | | | | Increase commended performance through effective instructional practices | X | | | | | 10. Maintain the Four Blocks reading framework in grades K-5. Teachers in grades K-2 will utilize small group guided reading a minimum of four days each week; grades 3-5 a minimum of three days per week | 100% of walkthroughs and lesson plans will show evidence of strategies. 199% of the students will meet expectations on TAKS; 77% Commended Performance | August 2007- May 2008 | Teachers, IIT, Team Leaders, Administrative Team | |
| | | | | Increase commended performance through effective instructional practices | X | | | | | 11. Each classroom teacher, K-5, will establish and utilize grade level, TEKS focused, Literacy centers during Guided Reading | 100% of walkthroughs and lesson plans will show evidence of strategies. 199% of the students will meet expectations on TAKS; 77% Commended Performance | August 2007- May 2008 | Teachers, IIT, Team Leaders, Administrative Team | |
| | | | | Increase commended performance through effective instructional practices | X | | | | | 12. Introduce and implement the "Read Kids Read", K-5, program | Increase in reading performance as students read after school to meet the goal, 1,600 minutes after school. 100% of the students will participate. | October 1, 2007-January 31, 2008 | Teachers, Librarian | |
| | | | | Increase commended performance through effective instructional practices | X | | | | | 13. Implement a vertical alignment K-5 in our writing program using 6 Traits, Writer's Workshop, and Writing Block. | As writing folders are submitted, student progress will be noted during each collection time. | August 2007- May 2008 | Teachers, Administrators, Virginia Guerra | |

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| | | | | Increase commended performance through effective instructional practices | X | | | | 3TL | Focus on the five day problem solving method (10 minutes each day) Grades K-5 | 100% of focused walk-throughs and lesson plans will show evidence of strategies; 100% of the students will pass TAKS Math and 60% will show commended performance. | August 2007- May 2008 | Teachers and Administrators | |
| | | | | Increase commended performance through effective instructional practices | X | | | | | District math, science, and reading specialists will meet with grade level teams at least four times during the school year for planning purposes. | 100% of ofcused walk-throughs and lesson plans will show evidence of planning. | August 2007- May 2008 | Teachers, District Specialists, and Administrators | |
| | | | | Increase commended performance through effective instructional practices | X | | | | | Provide additional instruction to students who lack a thorough understanding of the TEKS presented in the classroom in grades K-5. This will be accomplished through before/after school tutoring. | Increase student mastery of the TEKS. Students and their attendance will be documented on the tutoring roster. | August 2007- May 2008 | Teachers | |
| | | | | ESL: Provide support and training for ESL teachers | X | | | | | Teachers willimplement SIOP strategies to enhance ESL and all students' learning. | Increased student awareness of ESL opportunities and student success. | August 2007- May 2008 | Teachers and Administrators | |
| | | | | ESL: Provide support and training for ESL teachers | X | | | | | Teachers and administrators willmonitor the ESL students' progress closely. | Increased TELPAS ratings to Advanced High for all ESL students. | August 2007- May 2008 | ESL Teachers and Administrators | |

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| | | | | ESL: Provide support and training for ESL teachers | X | | | | | Monthly meetings with ESL teachers will occur to discuss progress. | Increased teacher awareness of ESL student success. | August 2007- May 2008 | ESL Teachers and Administrators | |
| | | | | ESL: Provide support and training for ESL teachers | X | | | | | Administrators will use the SIOP walk-through protocol. | Increased teacher and administrator awareness of ESL requirements. | August 2007- May 2008 | ESL Teachers and Administrators | |
| | | | | Student Goal Setting | X | | | | | Continue and refine the goal setting process previously used. | Teacher/student communication will increase student performance awareness. | August 2007- May 2008 | Administrators, Counselors, Classroom teachers | |
| | | | | Student Goal Setting | X | | | | | All teachers will meet with individual students to set TEKS goal after each assessment Benchmark, administration and then discuss in their PLC team. | Data from benchmarks and classroom assessments will show improvement towards mastery and Commended Performance | August 2007- May 2008 | Administrators, Counselors, Classroom teachers | |
| | | | | Student Goal Setting | X | | | | | Goals will be monitored and adjusted after each benchmark. Students will graph their progress privately in teacher/student conferences. | Data from benchmarks and classroom assessments will show improvement towards mastery and Commended Performance | August 2007- May 2008 | Administrators, Counselors, Classroom teachers | |

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