

- 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  
 CANYON RIDGE 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.

[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  
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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	Increase commended performance rates by 10 percentage points in all content areas and all student groups.	1. Create a grade level (including music and P.E.) UbD-based lesson planning template to include Key Questions (focused on higher order questions), Understanding Goals, Assessments, and Activities for language arts, science, math, and social studies. 2. Improve small group instruction at all grade levels through use of on-campus specialists, district specialists, IIT, and administrators. 3. Develop mini assessments that monitor student progress and document TEKS attainment. 4. Assess all students new to Texas and those without assessment data on TAKS/SDAA II released tests. 5. Provide feedback to all teachers in each content area with at least one walk-through per content area. 6. Review student progress, share and evaluate student work, and plan collaboratively.	1. Each grade level will share their UbD based lesson planning template at first meeting with administrative team. 2. Lesson plans will be posted on grade level shared folder each Friday. 3. Grade level secretary will post minutes from weekly team planning meetings (including names of attendees) on shared folder. 4. Team planning minutes will reflect collaborative planning model implementation. 5. Mini assessments will document TEKS mastery information on each student. 6. Campus walk-throughs will reflect small group instruction. 7. Campus experts, IIT, specialists, and administrators will model lessons as needed.	3TL, ITL, Q, AL, CLP	1. Post grades to Gradespeed within a week. 2. Collect teacher reflections monthly. 3. Complete new student assessment by end of first 6 weeks or after, within 2 weeks of enrollment	Peggy Peterson, Principal; Veronica Garza, Assistant Principal; TBA - Assistant Principal; Grade Level Chairs; Teachers; Counselors; IIT, Data Processor	\$700 for books

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		7. Improve teacher competence in and implementation of reflective practice and research-based, innovative instructional strategies.	8. Counselors, IIT, and data processor will monitor collection of student assessment data for all students new to Canyon Ridge. 9. Attendance at bi-weekly team meetings with administration, campus professional developments, Coyote Conversation Clubs (CCC) will be documented in teacher notebooks/journals. 10. Administrator will post minutes from bi-weekly meetings with each team/dept. on shared folder. 11. Provide additional teachers to the campus curriculum materials needed to implement district scope & sequence in all content areas.		4. Complete monthly review of data received on new students and enrollment. 5. Order & receive materials needed for new classrooms by Sept. 2007		\$5000 add'l mat'ls
1	Improve 3rd grade TAKS math scores to greater than 90% passing.	1. Meet with math specialist and administration to review assessment data, develop a needs assessment, and create a plan to improve student achievement. 2. Review 90-minute math plan and Exemplars with specialist and campus specialists. 3. Complete minimum of 2 walk-throughs in each math class and provide feedback to teacher and team. 4. Utilize one team meeting each month for reflection of math progress, concerns, and mini assessment data.	1. Posted UbD format lesson plans will reflect adherence to scope and sequence, use of mini assessments, 6 Step Vocabulary, math journals, and planning for higher order questions within each unit of study. 2. Campus walk-throughs will reflect 90 minute math model, small group instruction, and higher order questioning. 3. Math journals will reflect use of 6 Step Vocabulary as well as improvement in student understanding of math concepts. 4. District specialist and campus specialists will model lessons, at a minimum, for those new to 3rd grade and/or Canyon Ridge. 5. Grade level secretary will post minutes from team math meetings on shared folder.	3TL, CRW, V,SD, ITL,Q, AL, CLP	1. Initial meeting with district specialist by Sept. 21, 2007 2. Complete 2 walk throughs by end of first 9 weeks. 3. Admin. review math journals by end of first 9 weeks.	April 2007 Adm. GLC, Team	\$ 700 new mat'ls

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			5. Mini assessments will document TEKS mastery information on each student. 6. Acquire math manipulatives for additional teacher.				
1	1. All English Language Learners will progress a minimum of one proficiency level in each tested area as reported by TELPAS. 2. 100% of ELL students will pass TAKS, LAT Reading, LAT Math.	1. Develop ESL teacher Coyote Conversation Club (CCC) to focus on best practices in the ESL classroom, implementation of SIOP strategies, and plan remediation. 2. Review 2007 assessment data to plan for individual student needs. 3. Continue to develop a strong relationship with parents of ELL students.	1. ESL Coyote Conversation Club (CCC) to meet monthly with administrator for professional development, review of student data, and reflection on student work. 2. Attendance at CCC meetings and teacher reflections from each session will document improved understanding and practices. 3. Offer at least three Parent Academy meetings with an ELL focus.	3TL, CRW, V, SD, ITL, AL, CLP	1. Monthly meetings - Sept. through May 2. Parent Academy completed by March, 2008	Veronica Garza, AP	\$500 materials
1, 2	All special needs children will participate in grade level activities with their homeroom.	1. Increase success in general education classroom and curriculum for students with disabilities through collaborative support. 2. Continue implementation of Step by Step practices to increase participation of students with disabilities in general education classes. 3. Provide specialized training for paraprofessionals to increase success of special needs students in general ed. classes. 4. Increase number of special education students taking on level TAKS. 5. Develop Coyote Conversation Club for all teachers and paraprofessionals in co-teaching, inclusion, PPCD, autistic, and ALE classes. 6. Continue to sponsor monthly Autistic Support Group.	1. SPED Coyote Conversation Club (CCC) to meet monthly with administrator or specialist for professional development, review of student performance, and reflection on student work. 2. Attendance at CCC meetings and teacher reflections from each session will document improved understanding and practices. 3. Attendance at Autistic Support Group will reflect continued interest in developing a network for parents at Canyon Ridge.	3TL, CRW, V, SD, ITL, AL, CLP	1. Monthly meetings - Sept. through May 2. Monthly support group meetings Sept through May	SPED team, Admin,	\$500 overtime
Page 3 of 4	7. Sponsor Disabilities Day to improve understanding of others with special needs.		4. Reflections of students participating will show increased understanding of individuals with special needs.	SD, CLP, ITL	3. During fall semester	SPED, Parents, Ad	

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2,3,4	Increase understanding of diverse communities and cultures.	1. Participate in Steps to Respect pilot program. 2. Continue Celebration of Cultures program. 3. Continue First Friday Celebrations with focus on how music reflects cultures.	1. Identified staff will attend August training in Steps to Respect and work as a team to implement on campus. 2. Steps to Respect activities will reflect an increased understanding of individual differences, use of core virtues, and an increase in students maintaining their Self Manager Badge. 3. Number of students participating in Self Manager celebrations will increase each nine weeks. 4. Invite families to participate in Celebration of Cultures by sending in artifacts from their family with written explanations. 5. Campus and PTA First Friday Committee will develop and reflect on events.	V, SD,CLP	1. Steps for Respect training - Aug 2. Monthly celebrations for self managers. 3. First Fridays Sept - May	Admin, Committees	\$500