

**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.

**NORTH EAST SCHOOL DISTRICT  
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN  
SERNA ELEMENTARY SCHOOL  
2005-2006**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D					
X					Reading	X			X	Continue reading strategies that reflect Best Practices: KWL, reciprocal teaching, structured note-taking, think aloud, read aloud, writing to learn, and graphic organizers. Get the Gist, QAR, vocabulary Four Blocks Core Knowledge Sequence and Literature Units Classifying, Think Pair Share and Say Something	100% of teachers will implement strategies for Best Practices	Summer 2005 Fall/Winter 2005 Spring 2006	Instructional Specialists, Reading Dept. Chairs, Campus Curriculum Facilitators, Teachers, Elementary Principals	Budgeted funds for staff development; both regular and Title I
X					Reading	X			X	Provide teachers instruction and support before, during and after reading strategies that reflect best practices.	100% of students will score a minimum of 70 on each benchmark assessment.	Fall 2005 and Winter 2006	Nancy Brischke, Instructional Specialist, Teachers, Curriculum Facilitator, Principal, IIT	Budgeted funds
X					Reading	X	X	X	X	Maintain training and implementation of Building Blocks (K), Four Blocks (1-5)	100% of the language arts teachers will show an increase in at least one area of the Innovation Configuration	Summer 2005 Fall/Winter 2005 Spring 2006	Nancy Brischke, Literacy Specialists	
X					Reading	X	X	X	X	Continue benchmark assessment program to guide reading instruction (2-5)	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress	Summer 2005 Fall/Winter 2005 Spring 2006	Nancy Brischke, Virginia Guerrero, Literacy Specialists, and Campus Teacher Committee	

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	X				Reading	X	X	X	X	Monitor benchmark assessments Add a timeline for teaching specific skills; target lowest on TAKS & Benchmarks	Central Office will review benchmark data, adjust curriculum and meet with campus staffs to discuss results and support; Serna teachers will use weekly lesson plans to insure all SE's are covered.	Fall and Winter 2005 Spring 2006	Nancy Brischke, Virginia Guerrero, Literacy Specialists, Instructional Intervention Teachers, Teachers, Administration	
X					Writing	X			X	Improve student writing by aligning instruction through a K - 5 scope and sequence for writing.	100% of students will pass TAKS Writing test at 4th grade	February, 2006	Virginia Guerrero, Language Arts Specialists, Teachers, Principal	Regular budgeted funds
X					Writing	X				Develop and sustain common instructional language and structure for the process of writing K-5.	100% New Serna teachers will attend writing workshops and Six Traits writing.  100% Serna teachers will score a 3 or above on the Innovation Configuration for Process Writing.	September, 2005 January, 2006 April, 2006	Virginia Guerrero, Language Arts Specialists, Teachers, Principal	
X					Writing	X			X	Serna teachers will participate in instruction in the implementation of writing workshop and in the essential elements of good writing.	100% of language arts teachers will receive instruction in Four Blocks, Six Traits, or writing workshop as appropriate to grade level.	2005-2006	Virginia Guerrero, Principal and Teachers, Language Arts Specialists	\$75.00 per workshop costs of substitutes for teachers

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X					Writing	X				Continue benchmark assessment program to guide writing instruction in K - 5.	100% of students at grades 2-5 will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2005 - 2006	Language Arts Specialists, Virginia Guerrero, Principal and Teachers	
X					Writing	X			X	Monitor benchmark assessments through TRIAND	Teacher will meet with C.O. staff to review benchmark data, adjust curriculum goals	Fall, Winter, and Spring of 2005 - 2006	Principal and Teachers	Math Coordinator
X					Mathematics	X				Utilize the revised North East Scope and Sequence for Grades K through 5. Monitor benchmark assessments and common assessments.	100% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will indicate adherence to district sequence.	Monthly  November 2005 January 2006 February 2006 May 2006  Monthly	Principals, Math Coordinator, Math Specialists	
X					Mathematics	X				Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse, (say something, think, pair share) vocabulary development and use of appropriate tools.	100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration 100% of teachers will utilize. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	September, 2005 March, 2006	Principals, Math Coordinator, Teachers	
X					Mathematics	X				Improve campus level semester common assessments to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd and 5th grade students will be administered a common end-of-semester assessment.	December 2005 May 2006	Principal, Math Coordinator, Teachers	

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X					Science	X				Science will be taught using the 5 E's Lesson Cycle	Every science student will develop a portfolio with a minimum of six products that reflect the 5 E's	Weekly, Monthly	Campus Administration, Science Instructional Specialists, Teachers	
X					Science	X				Integrate the use of effective teaching practices into the science program including 5E's Lesson Cycle, KWL, Science vocabulary in Word Walls, and Concept Mapping.	100% of the formative walkthroughs will indicate use of effective teaching strategies.  100% of teachers will utilize the Science Innovation Configuration as self evaluation. Elementary students will have a portfolio with a minimum of five products that reflect the 5E's.	September 2005 December 2005 March 2006	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word Walls, vocabulary development process, say something, think, pair share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking and content specific inclusion support.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Monthly	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	Budgeted Funds

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X					Science	X				Use formative and summative assessments to inform instructional decisions (including Common Assessment, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc., to guide instruction. Central Office staff will assist campuses in reviewing common assessment and benchmark data and assist in developing campus action plans.	Every nine weeks	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				Provide professional development to assist teachers in developing competency in science.	100% of walkthroughs will reflect teacher competency in science instruction. TRIAND data used to adjust and monitor progress.	Every nine weeks	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	Subs as needed
X					Science	X				Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or written action plan for meeting compliance within 3 years.	September 2005 December 2005 March 2006	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	100% of walkthroughs will indicate adherence to the district scope and sequence.	Every nine weeks; inventory due September 10, 2005	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	

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X					Science	X				Integrate inquiry based instruction to increase student achievement including: 5 E's, questioning-to target higher order thinking, and questioning that targets the unifying concepts in science.	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use if these inquiry strategies.	Every nine weeks	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners.	August 2005-May 2006	Patti Castellano, Campus Administrators, Science Instructional Specialists, Teachers	Budgeted funds
X					Social Studies	X				Integration of technology into the subject area through professional development, creation of exemplar lessons, and modeling of best practices such as classifying, say something, think...pair, share and the vocabulary development process.	Each social studies teacher will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	December, 2005-May 2006	Classroom teachers, Erin McGarrah	

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X					Social Studies	X				Implementation of differentiated instruction through <u>Social Studies Alive!</u>	9 teachers trained at Level 1 and 3 at level 2 ( <i>Social studies Alive! Coach</i> ). Classroom observations	December 2005- June 2006	Classroom Teachers, Grade Level Chairs, Social Studies Points of Contact, Erin McGarran	
X	X		X		Gifted/Talented	X				Integrate Systems Thinking in the four core G/T curriculum areas.	100% of all GT teachers will incorporate systems thinking strategies into core G/T curriculum units. 100% of G/T students will produce a minimum of one systems thinking product.	Each nine weeks  Each nine weeks	Kay Stotts, G/T Teachers	\$150
X	X				Gifted/Talented	X				Implement the vocabulary development process, say something, think, pair share; and classifying as research based strategies in all G/T programs	All curriculum units will incorporate these strategies	Each nine weeks	Kay Stotts, G/T Teachers	
X	X				Gifted/Talented	X				Create or refine all rubrics for all <u>Understanding by Design (UBD)</u> curriculum units (adding writing components) in relation to common assessments.	100% of the curriculum units will reflect UBD design elements.  On the UBD section of the G/T report card, 100% of students will score three or above.	Each nine weeks  4th Nine Weeks	Kay Stotts, G/T Teachers	

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					Gifted/Talented	X				Committees will be formed to update G/T Curriculum Units for Grades 3-5 with teacher created materials that lead to the understandings and essential questions of each unit.	100% of G/T teachers will use updated materials created for G/T Curriculum Units 100% of G/T students will score a minimum of 3 on the "Grade Level Study Progress" section of the G/T report card.	Each nine weeks  4th Nine Weeks	Kay Stotts, G/T Teachers	
					Gifted/Talented	X			X	Staff Development will be provided and committees will be formed to format the 5th grade Philosophy Unit through UBD.	100% of G/T teachers will use the UBD Philosophy unit with 5th graders. 100% of G/T 5th grade students will score a minimum of 3 on the "End of Year Common Assessment" section of the G/T Report Card that reflects unit understandings and personal vision.	End of Year	Kay Stotts, G/T Teachers	
					Gifted/Talented	X			X	Refocus on techniques of Socratic Dialogue through inservice using video presentations of NEISD G/T students	100% G/T teachers will use Socratic Dialogue. 100% of G/T elementary and G/T secondary English students will practice Socratic Dialogue	Each Nine weeks	Kay Stotts, G/T Teachers	
					Gifted/Talented	X			X	Analyze GT student results on PSAT and TAKS information from TRIAND to adjust curriculum gaps and monitor student progress.	100% G/T teachers will use the presented information to adjust curriculum/ GT teacher lesson plans will reflect changes.	September 2005-May 2006	Kay Stotts, G/T Teachers	

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X					Gifted/Talented	X				Analyze Innovation Configuration results to plan necessary in-service focuses.	100% of G/T teachers will use the UBD Philosophy	September 2005 May 2006	Kay Stotts	
X					Pre Kinder, Kinder	X				PreK/K teachers will deepen understanding of the complexity of the Kinder TEKS and PreK State Guidelines with research-based instructional practices such as the vocabulary development process, say something, think, pair share and classifying that maximize student achievement gains.	Continue PreK/K Task Force (Representatives from each campus) to provide the engagement in common planning and implementation of curriculum. Specialist provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching and pair-teaching.	Fall 2005-Spring 2006	Coordinators and Carol Harle, teachers	C.O. Budget
X					Pre Kinder, Kinder	X				PreK/K teachers will attend training based on Behavior Management, High Order Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies.	Teacher Evaluations and Task Force Feedback	Monthly 2005-2006	Coordinators and Carol Harle, teachers	
X					Library Services	X	X			Use Big Six Research Strategy, Grades 2 - 5	Librarians will guide research project in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year.	Librarian, Teachers, Sharon Swarner, Diane Hopkins	
X					Library Services	X				Continue use in SIRSI software.	Librarians will use SIRSI as indicated in monthly circulation statistics.	July, 2005 through June, 2006	John Allen, Diane Hopkins, Librarian	

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					Library Services	X				Use test data to design lessons reinforcing skills and content	Librarian and classroom teacher will collaborate on weak areas to reinforce	August, 2005 May, 2006	Serna Librarian and teachers	
X					Library Services	X				Provide training in electronic databases, and provide centralized school-wide and home access to all electronic resources	100% of librarians will use electronic databases as indicated in semester statistics.	July 2005 through June 2006	Librarian, Teachers, Sharon Swarner, Diane Hopkins	
X					Library Services	X				Maintain focus on TEKS and curriculum integration.	100% of librarians will create integrated TEKS units to be posted to lesson plan database.	First and Second semesters	Librarian, Teachers, Sharon Swarner, Diane Hopkins	
X					Dyslexia	X				Continue implementation of dyslexia program that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2005-2006 school year	Beverly Kinsey, Campus Principal, Teachers, Campus Dyslexia Intervention Teacher, STAT	
X					Professional Development	X			X	Continue staff development needed to keep updated in Core Knowledge unit writing and Boystown Social Skills changes, as well as district required S.D.	Serna staff members will attend necessary meetings and workshops to continue this process. Evaluations of 3 or above will be obtained.	As needed to stay updated.	Teachers	\$2000 regular funds; \$5000 Title I Funds

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X					Special Education	X			X	Participate in staff development regarding various service delivery options, methodology and behavior management.	Sessions will receive a rating of 3 or above. Follow-up surveys will report use of skills used in sessions. 10% reduction of referrals to special education.	Every nine weeks	Principals, Judith Higgins, Judy Talese	Funds from managed accounts
X					Special Education	X				Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Increase the number of students with disabilities served in general education settings to a level below TEA 125% standard as reported on data analysis system.	Monthly	Special Ed Teachers and Special Ed Department, Principals	Funds from managed accounts
X					Special Education	X				Increase the percentage of students with disabilities taking TAKS.	Increase the number of students with disabilities taking TAKS	October 2005, April 2006	Principal, Counselors, Special Ed Teachers	
X					Special Education	X				Monitor compliance with timelines for initial evaluations and annual ARDs	ARDs, initial evaluations and three year re-evaluations for all students will occur on time.	Monthly	Judith Higgins, Principals, Campus Coordinators	

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X					Accelerated Education At Risk	X				Increase student abilities and achievement in core academic areas and social/emotional skills	Prekindergarten students will show improvement based on the comparison between the Fall and the end of the year assessment using the Prekindergarten Checklist.	Monthly September 2005 May 2006	Teachers	PK Budget
X					Accelerated Education At Risk  Professional Development	X			X	Provide high quality professional development that will improve the teaching of academic subjects.	100% of the Serna Staff will attend staff development related to methods and instructional strategies to strengthen the core academic program in school.	July 2005 through May 2006	Principal, Teachers, Parents	Title I Funds
		X			Accelerated Education At Risk  Parental Involvement	X			X	Continue effective parent involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance at Serna Elementary 1% increase in parent attendance at school activities	Every nine weeks	Assistant Principal, Teachers, Data Processor, Family Specialist	Title I Funds
X					Accelerated Education At Risk	X			X	Provide educationally related support services to homeless students	Reduce disparity in rates of high school completion between students at risk of dropping out of school and all other district students in the four core curriculum areas.	July 2005 through June 2006	Principal, Barbara Bading, Counselor and Family Specialist	McKinney Funds

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X					Accelerated Education At Risk Parental Involvement	X			18N	Implement research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students. Bridges Lab and classroom modules to meet the needs of students	Assess the results of the district AEIS report.  100% of students with special needs will pass TAKS.	September, 2005	Principals, Don Dalton, Curriculum Coordinators, Teachers	Title I Funds
		X			Accelerated Education At Risk Parental Involvement	X	X		18O	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	1%increase in student attendance districtwide at Serna Elementary	Every nine weeks	Principal, Counselor, Family Specialist	Title I Funds

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X	X			X	Technology Applications	X				Campus Technology Committee will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs; lab maintenance, trouble shooting procedures, work order system	Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and  100% of teachers will participate in at least nine hours of staff development that has a technology component documented by A-Train and TEIS. Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed	August 2005 and May 2006  November 2005 February 2006, and June 2006  Monthly	Principals, Campus Technology Committee Representatives (one per grade level, Instructional Technology Specialists and Coordinators, Tim Miller	
		X		X	Technology Applications	X				Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents	100% of teachers who report numerical grades will use GradeSpeed to record grades  100% of teachers who report numerical grades will use GradeSpeed to upload nine-weeks grades  100% of teachers will post essential classroom information as outlined in the TeacherWeb template. (see addendum)	Daily to Weekly  Nine-weeks  Daily to Weekly	Principals, Teachers, Data Processors, Sandy Paul, Steve Young	

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**NORTH EAST SCHOOL DISTRICT  
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN  
SERNA ELEMENTARY SCHOOL  
2005-2006**

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Board Goals					TARGET AREA	LEVEL				ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D					
X					Technology Applications	X				Serna teachers and students will continue working on keyboarding with available software, equipment and staff development to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine weeks	Principals, Teachers, Instructional Technology Specialists and Coordinators	
X					Technology Applications	X	X			Educational Technology staff will support teachers in the utilization of the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills	100% of students will demonstrate mastery of grade level technology standards as measured by district proficiency tests, rubrics, and a student portfolio stored on a CD.	Nine weeks	Principals, Teachers, Instructional Technology Specialists and Coordinators	



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1	2	3	4	5		E	M	H	D					
X	X		X		Safe and Drug-Free	X	X	X		Serna campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for violence prevention and intervention on campus addressing the following four areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence/improve school safety 3. Increase parental and community involvement in violence and drug prevention activities 4. Increase student involvement in school activities	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/improve school safety 3. Increased parental and community involvement in violence and drug prevention activities 4. Increased student involvement in school activities	June of 2005	Principals, Teachers, Counselors, SDFS Campus Contacts, Pat Sanford	

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1	2	3	4	5		E	M	H	D					
X	X	X	X		Safe and Drug-Free	X			X	Plan and implement a comprehensive SDFS program that includes: - Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals -Boystown Social Skills -Second Step -District Discipline Management with Core Values - Professional Development	Needs assessment data interpreted and utilized to customize programs at local campuses.  Serna will involve community in safe and drug free activities.  Implementation of mediation/conflict resolution program	Daily lesson Plans, walk-throughs	Principals, Counselors, Teachers, SDFS Campus Contacts, Pat Sanford	
				X	Safe and Drug-Free	X			X	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report	5% district reduction in incidents of violence and drug use as indicated in the following: (using yearly data) - PEIMS Data - Drug, Alcohol, and Violence Report from Pupil Personnel Services	September 2005 May 2006	Pat Sanford, Annette Millard, Bruce Schneider, Counselors, Assistant Principal	

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1	2	3	4	5		E	M	H	D					
X	X		X		Guidance	X			X	Implement the state-mandated comprehensive developmental guidance program. (TEC 33.001-33.009)	100% of guidance counselors will receive part two of guidance program.  100% of counselors monthly calendars will show a 10% increase in parent and staff contacts.  100% of campuses will submit Guidance Plans to the Guidance Department to be monitored quarterly.	May 2006    Quarterly	Counselors, Guidance Leadership Team, Theresa Miller	
X		X			Guidance	X				All elementary counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (HB713, SB158)	Parent sign-in sheets will show 100% compliance.  Counselor logs will indicate 100% compliance.	April of 2006	Elementary Counselors, Principals	
	X		X		Discipline Management	X			X	Refine district-wide Behavior Management Plan which includes character education.	A District-wide behavior management plan is followed.	July of 2005	Teachers, Counselors, Administrators	
	X		X		Discipline Management	X			X	Development of staff training methods and materials	Each component of BMP will have training design, materials, and process for teachers, administrators, parents, and students. Revisit and new training for new staff.	August, 2005	Principal, Assistant Principal	

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1	2	3	4	5		E	M	H	D					
	X		X		Discipline Management	X				Training and motivation of school personnel for BMP implementation to align with Boys Town Social Skills and Second Step	Each campus will have completed initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2005	Principals	
					P.E. and Music	X				Integrate Music and P.E. TEKS to meet the standards of NEISD.	100% of curriculum will reflect the Music and P.E. TEKS & the North East Standards for Music. 100% of Serna students will participate in Music and P.E.	Each nine weeks	PE and music teacher	
					Fine Arts	X				Integrate Fine Arts TEKS into content areas to meet the standards of NEISD.	100% of curriculum will reflect the Fine Arts TEKS & the North East Standards for Art. Increase the number of Young Masters Participants by 10%.	Each nine weeks	Teachers	