

**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  
CAMELOT INSTRUCTIONAL IMPROVEMENT PLAN  
ELEMENTARY SCHOOL LEVEL  
2004-2005**

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Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					Reading	X				1A	Align and implement reading strategies that reflect Best Practices: reciprocal teaching, think alouds, writing to learn, questioning techniques, and graphic organizers.  Elementary level - Four Blocks, Building Blocks  Integration of Science and Social Studies into the Reading block.  Accelerated Reader	100% of teaching staff will use Best Practice strategies as evidenced by achieving a 2 or above on the Innovation Configuration and/or administrative walk-throughs.  100% of teaching staff will achieve a 2 or above on the Innovation Configuration for Four Blocks and/or successful administrative walk-throughs.  100% of teaching staff  100% student participation in grades 1-5	Last nine weeks of '04-'05 school year  August, 2004-May, 2005  August, 2004-May, 2005  August, 2004-May, 2005	Teaching Staff, Administrators, Librarian, District Reading Specialist, Reading Interventionist(Kristi Dryzmalla)	\$500
X					Writing	X				2A	Improve student writing through implementation of Writing Workshop	100% of 4th grade students will pass TAKS writing test.	February, 2004	K-4 Teachers	
X					Writing	X				2B	Develop common instructional language and structure for the process of writing.	100% of K-5 teachers will attend workshops on TAKS writing.	September, 2003 January, 2004 April, 2004	K-5 Teachers, Administrators, District Reading Specialist	
X					Writing	X				2D	Implement a 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 2003 - 2004	K-5 Teachers, Administrators	

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X					Writing	X				2E	Monitor benchmark assessments	Teachers and administrators will review benchmark data, adjust curriculum and meet with principal to discuss results.	Fall, Winter, and Spring of 2003 - 2004	K-5 Teachers, Administrators	
X					Writing	X				2F	Peer Editing	100% student participation	Once per semester	Teaching Staff, Administrators, Librarian	
X				X	Writing	X				2G	TAKS tutoring	100% 4th grade "Bubble" students	Twice per week beginning in November and lasting until TAKS	All Certified Staff	
X					Mathematics	X				3A	Utilize the revised North East Scope and Sequence for Grades K through 5.	100% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will indicate adherence to district sequence.	Fall 2003 Spring 2004  Periodically	K-5 Teachers, Administrators, District Math Specialist	
X					Mathematics	X				3C	District math specialist will assist in maintaining campus focus.	100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration and/or successful administrative walk-throughs.	September, 2003 January, 2004 April, 2004	Math specialist and K-5 teachers	

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X					Mathematics	X				3K	Integrate the use of the following Best Practices into the math program: * inquiry/investigations * class discourse * use of manipulatives * Mountain Math	100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration and/or successful administrative walk-thoughts.	August, 2003 through May, 2004	K-5 Teachers, Administrators, Janet Carlson, District Math Specialist	
X					Mathematics	X				3L	Math Buddies	Vertical Planning with pairing of K/1, 2/3, 4/5	August 2003-May 2004	Teaching staff	
X					Mathematics	X				3M	Math Club	Voluntary Participation	August 2003-May 2004	Tomas Martinez	
X					Mathematics	X				3N	Math TAKS Tutoring	100% 3rd-5th "Bubble" Students	November, 2003-April 2004	Teaching staff	
X					Science	X				4A	Teachers will implement training to use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL, Science vocabulary in Word Walls, and Concept Mapping. FOSS Kits	Elementary students will have a portfolio with a minimum of six products that reflect the 5E's. Grade level teams will meet, discuss, and assess student work that should be in the portfolio. 100% of formative walkthroughs will indicate the use of effective teaching strategies.	August, 2003 - May, 2004	K-5 Teachers, Administrators, District Science Specialist	
X					Science	X				4B	Teachers will utilize authentic assessment strategies.	100% of students will have 3 examples of authentic assessments in their portfolio.	Fall, Winter, and Spring of 2003 - 2004	K-5 Teachers, Administrators, District Science Specialist	
X					Science	X				4E	Teachers will utilize questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of formative walkthroughs will indicate the use of questioning strategies.	September, 2003 - May, 2004	K-5 Teachers, Administrators	

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X	X			X	Science Community Relations	X					4G	Science Fair presentations at the May PTA meeting.	Grades K-2--classroom presentations Grades 3-5 Individual participation	May, 2004	Teachers and Students	
X					Science	X					4I	Teachers maintain campus focus on TEKS through use of science lab and hands-on activities.	100% of 5th grade students will pass TAKS test	April, 2004	K-5 Teachers	
X					Social Studies	X					5F	Teachers will implement vertical alignment of Social Studies TEKS.	100% of formative walkthroughs will provide evidence of teaching strategies applicable to TEKS.	September 2003 through May 2004	K-5 Teaching Staff, Administrators, Social Studies Coordinator	
X	X		X		Social Studies	X					5I	Multicultural celebration *Schoolwide assemblies *Classroom activities	100% of students will attend assemblies recognizing various cultures	February and May, 2004	Multicultural Committee, K-5 Teachers, Community Members	
X				X	Gifted/Talented	X					6H	Identify and assess potential G/T students and recommend them to the cluster G/T representative.	Teacher/Parent observation and recommendation	Beginning and closure of each academic year.	Teachers and Cluster G/T Representative	
X				X	Gifted/Talented	X					6I	Differentiated instruction will be used.	100% of formative walkthrough will indicate problem solving strategies in action	August, 2003 through May, 2004	K-5 Teachers, Administrators	

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X				X	Dyslexia	X				8A	Provide a program that identifies and meets the needs of dyslexic students.	100% of identified dyslexic students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	August, 2003 through May, 2004	Kristi Drzymalla, K-5 Teachers, Administrators, STAT Team	
					Professional Development	X					Staff will be highly qualified.	100% of teachers and paraprofessionals will meet standards of NCLB.	August, 2004 through May, 2005	Administrators	
					Professional Development	X					Multicultural learning through IDRA (Intercultural Diversity Research Assoc).	Attract highly qualified teachers.	July, 2004 through May, 2005	Administrators	Title 1
					Professional Development	X					Book Study for teachers on working with diverse populations.	Positive comments in student behavior folders.	August, 2004 through May 2005	Campus Staff	\$1,000 Title 1
		X			Professional Development	X				13I	Provide staff development that will improve student achievement in academics.	100% staff attendance.	Designated faculty meetings and designated staff development days.	Campus Administrator and District Specialist	\$2,000
X					Special Education	X				14E	Increase the percentage of students with disabilities taking TAKS.	The number of students with disabilities taking TAKS will increase by 5%.	October, 2003, April, 2004	Teachers, Administrators, Stephanie Mendez	
		X			Accelerated Education At Risk	X				15I	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance.  1% increase in parent attendance at school activities.	August, 2003 through May, 2004	Teachers, Administrators, Counselors, Olga Figueroa	Title I Funds

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					Accelerated Education At Risk	X					After school tutoring for at risk students.	100% at risk will pass TAKS.	October, 2004 through May, 2005	Administrators, conselor, teachers, and Family Specialist.	
					Accelerated Education At Risk	X					Consistently STAT at risk students.	100% STAT recommendations followed.	September, 2004 through September, 2005	Administrators, counselor, teachers and Family Specialist	
X					Accelerated Education At Risk	X				15S	Implement research-based accelerated education programs to address the needs of all special population students.	Assess the results of the district AEIS report.  100% of "sub-pop" students will pass TAKS.	Sept, 2003	Administrators, Campus Leadership Team	Title I Funds
					Accelerated Education At Risk	X					Provide Kinder Orientation Round Up.	5% increase in Kinder parent participation and ease in transition.	April 2005	Administrators and Kinder teachers	Title 1 Funds
					Parent Education	X					Provide Curriculum Strategies for parents to use with their children.	Increase of attendance at sessions and increase of parental involvement.	August, 2004 throught May, 2005	Olga Figueroa	Title 1
	X			X	Parent Education	X				15T	Provide Parent Academy classes in conjunction with SAC (San Antonio College).	The number of Parent Academy graduates	Fall 2003	Olga Figueroa	Title I Funds

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		X		X	Technology Applications	X				17B	Teachers will use GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents.	100% of teachers grade 2-5 who report numerical grades will use GradeSpeed to record grades.  100% of teachers who report numerical grades will use GradeSpeed to upload six-weeks grades.  100% of teachers will post essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly  Six-weeks  Daily to Weekly	K-5 Teachers, Administrators, District Technology Coordinator/Specialist	
X					Technology Applications	X				17C	Teachers and students will use keyboarding software and equipment to deliver keyboarding instruction and practice.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests provided with software and developed by Career and Technology Education.	August, 2003 through May, 2004	K-5 Teachers, Computer Lab Assistant, District Technology Coordinator/Specialist	
X					Technology Applications	X				17D	North East Technology Applications Standards for students will be used to assess student mastery of Technology TEKS.	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.	August, 2003 through May, 2004	K-5 Teachers, Computer Lab Assistant, District Technology Coordinator/Specialist	

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X		X			Technology Applications	X				17E	Teachers and students will use classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations, and reflective practice. 100% of classroom teachers will score a 2 or above on the Technology Innovation Configuration.	Weekly	K-5 Teachers, Computer Lab Assistant, District Technology Coordinator/Specialist	
											100% of classroom teachers will work with students a minimum of seven times during each six weeks period using the wired and/or wireless computer lab for a minimum of forty-five minutes each time as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.	Six-weeks			

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X	X	X	X		Safe and Drug-Free	X				18B	Plan and implement a comprehensive SDFS program that includes: -Prevention strategies that include family and community involvement as a key element in achieving program goals - Peer Assistance and Leadership program (PAL) - Professional Development - DARE - Second Step/Mediation/Conflict Resolution/Violence Prevention - Red Ribbon Week - Mentors	Invite community participation in 100% of the campus safe and drug-free activities.  100% student participation in Second Step program.	August, 2003 through May, 2004	Teachers, Administrators, Counselors, DARE Officer, Pat Sanford	
	X		X	X	Discipline Management	X				23D	Use campus wide behavior management plan	100% student and staff participation in self management. Decrease in office referrals.	August, 2003 through May 2004	Discipline Committee and all Certified/Classified Staff	\$1,000