

**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.

**West Avenue Elementary  
Campus Improvement Plan  
2004-2005**

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

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
					Setting Objectives and providing feedback: 1. DATA teams	X			X	1A	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	Use of multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	Administrators, Data Team, CIC, IIT	
X					2. Common Assessments	X			X	1B	Teachers from more than one school will come together to create, share and administer Common Assessments	100% of common assessments will adhere to the checklist or rubric for common assessments.	October, 2004; December 2004; March 2005; May 2005	Principal, teachers, district specialists	
					3. Feedback-- Benchmark Testing	X			X	1C	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004 March, 2005	Administrators, teachers, district specialists	
					Research Based Strategies: 1. Identifying Similarities and Differences-- Classifying 2. Vocabulary Development Process 3. Strategies for Engagement	X			X	1D	Every teacher will use the strategy of classifying, teaching core vocabulary using a six-step vocabulary process, Say Something and Think, Pair, Share on a regular basis.	100% of walkthroughs will show evidence of students working on classifying, vocabulary development process, and strategies for engagement. 100% of common assessments will show evidence of the classifying strategy.	December 2004 - April 2005	Administrators, teachers	

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X					Reading/ Accelerated Education At-Risk	X				1,15, 2E	Implement district TEKS Reading Scope and Sequence (Building Blocks and Four Blocks)	100% of students will score at least 80% on grade-level assessments. 100% of teachers will show an increase in at least one area of the Innovation Configuration. 100% of teachers will attend after-school district training.	K-2nd grades every nine weeks, Running Records K-2 each three weeks, 3rd-5th grades every three weeks	Teachers	Title I funds
X					Reading	X			X	2A, 2C	Teachers will implement before, during, and after reading strategies that reflect best practices in Building Blocks/ Four Blocks and the content areas (Lang. Arts, social studies, and science).	100% of students will score a minimum of 70 on each benchmark assessment.  100% of formative walkthroughs will demonstrate evidence of strategy instruction.	Fall 2004, Winter, Spring, 2005  Monthly	Administrators, teachers	
X					Reading	X			X	2D	Teachers will implement best reading practices in grades 4 and 5	Grade 4 & 5 teachers will implement strategies from Teacher Reading Academies.	Fall and Winter 2004 Spring 2005	Administrators, grades 4 and 5 teachers	
X					Reading	X			X	2F, 2G	Develop, implement, and monitor an assessment program (benchmark, 9-week or periodic) to guide reading instruction K-5	100% of students at grades K-5 will be administered assessments to determine reading progress	Ongoing	Administrators, data team, district specialists, teachers	

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X					Writing/ Accelerated Education At-Risk	X			X	2,15, 3A, B, C	Improve student writing instruction by implementing the district K-5 Writing Scope and Sequence through writing workshop, the essential traits of good writing, and strategies for all steps in the writing process, such as the use of classification as a pre-writing or organizational strategy..	100% of students will publish at least one writing piece per nine weeks. 100% of students at Grade 4 will meet expectations on the TAKS writing test. 100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Traits Writing instruction and evaluation	End of each nine weeks; May 2005	Teachers	Title I funds
X					Writing	X				3D, E, F,	Develop, implement, and monitor an assessment program (benchmark, 9-week or periodic, common) to guide writing instruction K-5	100% of students at Grade 3-5 will be administered periodic benchmark tests to determine progress in writing. 100% of students at grades K 5 will be administered assessments to determine writing progress.	Ongoing	Administrators, data team, district specialists, teachers	
X					Math/ Accelerated Education At-Risk	X				3,15, 4A, B	Implement district TEKS Math Scope and Sequence by integrating the use of the following Best Practices into the math program: * inquiry, * class discourse (say something, think,pair, share), and * use of appropriate tools.	100% of students will score at least a 80% on grade-level assessments. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies while adhering to district scope and sequence. 100% of students will score a minimum of 70 on each benchmark assessment.	K-2nd grades every nine weeks, 3rd-5th grades every three weeks	Administrators, teachers, data team, district specialists	Title I funds

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X					Mathematics	X			X	4H, I, J	Develop, implement, and monitor an assessment program (benchmark, 9-week or periodic) to guide math instruction K-5 that meets TEKS, levels of Blooms, and Kilgo standards.	100% of students at grades K-5 will be administered assessments to determine math progress	Ongoing	Administrators, data team, district specialists, teachers	
X					Science/ Accelerated Education At-Risk	X				4,5B, 15	Implement district Science TEKS Scope and Sequence.	100% of students will complete at least one integrated product per nine weeks. 100% of walkthroughs will indicate adherence to the district scope and sequence.	3rd-5th grades nine weeks assessment	Teachers	Title I funds
X					Science	X				5A	Implement the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Teachers	
X					Science	X				5C	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 of these inquiry strategies.	Every 9 Weeks	Teachers	

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X					Science	X				5D	Integrate the use of the following best practices to target diverse learners including: 60-80-40 laboratory and field investigations, KWL, Word wall, 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.	Nine weeks	Teachers, administrators	Title I Funds
X					Science	X				5F	Provide professional development to assist teachers in developing competency in science.	100% of walkthroughs will reflect teacher competency in science instruction.	Every 9 Weeks	Administrators, training team	Title I Funds
X					Social Studies/ Accelerated Education At-Risk	X				5,15	Implement Nine Weeks Social Studies TEKS Scope and Sequence.	100% of students will be assessed at least once per nine weeks in a variety of forms.	End of each nine weeks	Teachers	Title I funds
X					Social Studies	X				6A	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, 2004 May 2005	Teachers	Local Funds
X					Social Studies	X				6C	Implementation of differentiated instruction through Social Studies Alive!	Classroom observations	March, 2005	Classroom teachers	

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X					Pre-K/K	X				7A	Professional Development for ALL PreK/K teachers focused on deepening 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. This will be pullout days with subs provided twice a	Continue PreK/K Task Force (Representatives from each campus) to provide the engagement in common planning and implementation of curriculum Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching, and pair-teaching	Fall 2004 Spring 2005	K Teachers	
X					Pre-K/K	X				7B	Provide afternoon trainings based on survey of PreK/K teachers needs - 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 2004-2005	K Teachers	
X					Gifted and Talented/ Accelerated Education At-Risk	X				6,15	Implement gifted and talented strategies in the regular classroom through integrated units of study.	One teacher per grade level will receive G/T training.	Fall 2004	Administrators, teachers	Title I funds
X					Library Services	X				7,15, 10A, D	Implement TEKS and curriculum integration through the Big 6 Research Strategies and/or electronic databases.	100% of students in 2nd-5th grades will complete one research project using library resources in their research guided by librarian. The librarian will create integrated TEKS units to be posted to a lesson plan database.	1st and 2nd Semester	Anne Peters, Librarian Teachers	Library Funds Title 1 Funds

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X					Library Services	X				10B, C	Provide training in SIRSI software and electronic databases, and provide centralized schoolwide and home access to all electronic resources.	The librarian will use SIRSI as indicated in monthly circulation statistics and will use electronic databases as indicated in semester statistics.	July, 2004 through June, 2005	Anne Peters, Librarian Teachers	
X					Library Services	X				10E	Evaluate campus library programs using revised Texas Library Standards model.	The librarian will complete output measure data collection.	First and second semester	Anne Peters, Librarian Teachers	
X					Dyslexia	X				11A	Continue implementation of a dyslexia program on each campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus rolls and reflected in STAT meeting notes and parent letters.	2004-2005 school year	Instructional Intervention Teacher	Local Funds
X					Physical Education	X				15	Students will participate in a balanced physical education program and the district Showcase and track meet.	Through daily specials rotation, students will participate in a minimum of 135 minutes of physical education on a weekly basis. District standards	Weekly	Jaime Marquez, Physical Education Teacher	\$500 (local funds)
X					Fine Arts	X				15	Students will participate in a balanced fine arts program that includes music, visual arts, and theater arts. Students will participate in the district's Young Masters and district choir concert. Fourth and fifth grade students will have the opportunity to participate in an after-school choir program.	Through daily specials rotation, students will participate in 45 minutes of music (weekly), visual arts and theater arts (monthly). Fine Arts will be integrated in units of study developed by grade levels. District standards	Weekly	Music teacher, Campus Fine Arts Coordinator	\$500 (local funds)

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X					Professional Development	X				13,15, 18N	Staff development will focus on district initiatives, research based strategies, and special education initiatives to improve the teaching of academic subjects.	100% of staff will attend Professional Learning Time (PLT) after school and district training related to methods and instructional strategies to strengthne the core academic program.	At least three times per nine weeks	Administrators, Counselor, Teachers, District Program Specialists	Title 1 Funds
X					Professional Development	X			X	16F	Provide leadership capacity training for leadership/data team	At least one teacher per grade level will attend leadership/data training including but not limited to ILD for Teachers.	Per semester	Administrators, teachers	Title I Funds
X					Special Education	X				14,15, 17D	Increase Special Education students' participation in the general education classroom through inclusion.	Increase the number of students with disabilities served in general education settings to a level below the TEA 125% standard as reported on the data analysis system.	Fall, 2004	Special Educ. Teachers, Regular Educ. Teachers	Local Funds
X					Special Education	X				17E	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs, initial evaluations, and three-year reevaluations for all students will occur on time.	Monthly	Diagnostician	
X					Accelerated Education At Risk	X				18A	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, 2004 May, 2005		
				X	Accelerated Education At Risk  Resource Management	X			X	18M	Provide effective management of campus resources to maximize student achievement	100% compliance with State and Federal laws.	July, 2004 through July, 2005	Administrators	

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		X			Accelerated Education At Risk  Parental Involvement	X				18O, 15	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance. Technology training for parents to access student information. Implement joint parent/teacher inservice.	1% increase in student attendance districtwide at the Title I elementary campuses. 1% increase in parent attendance at school activities.	Every nine weeks; August (joint parent/teacher training)	Administrators, Training Team, Family Specialist, Counselor	Title I Funds
X					Accelerated Education At Risk	X				18S	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.	Assess the results of the district AEIS report.  100% of students with special needs will pass TAKS.	Sept, 2004	Principal, teachers, district specialists	Title I Funds
X					Technology Application/ Accelerated Education At-Risk	X				17,15	Continue technology training for staff proficiency in new applications.	100% of teachers will gain proficiency in technology knowledge and skill areas.	Per nine weeks	Technology Committee, Teachers, District Technology Specialist	Local Funds

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X	X			X	Technology Applications	X				20A	Educational Technology staff will meet with Campus Technology Committees (CTC) at least once a month to identify technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.)	Using the Technology Excellence Indicator System (TEIS), 100% of teachers will establish and meet three technology integration goals.  100% of teachers will participate in at least nine hours of professional development (during or outside the school day) that is aligned with their technology integration goals and documented by ATrain and the TEIS.  Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met.  Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly  Yearly  Monthly  Monthly	CTC, Administrators, Teachers	

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		X		X	Technology Applications	X				20B	Teachers will utilize GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents.	100% of teachers who report grades will use GradeSpeed to record grades.  100% of teachers who report grades will use GradeSpeed to upload nine-weeks grades.  100% of teachers will update essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly  Nine-weeks  Daily to Weekly	Teachers	
X					Technology Applications	X				20D, E	Implement 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 student products. 100% of classroom teachers and administrators will use the Technology Innovation Configuration for planning, instruction, reflection, walkthroughs, and observations at least twice a semester.	Nine-weeks	Teachers, administrators	

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X	X		X		Safe and Drug-Free Schools	X				21A	All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for substance abuse and 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	100% of teachers will integrate the Second STEP program and six virtue characteristics into weekly lessons. Campus plan 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	Weekly	Counselor, Teachers, Family Specialist	
X	X	X	X		Safe and Drug-Free	X			X	21B	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 - Mediation/Conflict Resolution - Professional Development	Needs assessment data interpreted and utilized to customize programs at local campuses.  100% of campuses will involve community in safe and drug-free activities.  100% of campuses will have mediation/conflict resolution program.	Semester reports	Counselor, Teachers, Family Specialist	

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X	X		X		Guidance	X			X	22A	Implement the state-mandated comprehensive developmental guidance program. (TEC §§ 33.001-33.009)	100% of students will participate in some form of guidance and counseling.	Twice per each nine weeks grading period	Lisa Johnson, Counselor	Local Funds
X	X		X		Guidance	X			X	22B	Organization, planning and evaluation of Campus Guidance Programs	Counselor will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	May 2005	Lisa Johnson, Counselor	
X	X		X		Guidance	X			X	22C	Organization, planning and evaluation of Campus Guidance Programs	Counselor will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	September 2004 December 2004 June 2004	Lisa Johnson, Counselor	
	X		X		Guidance	X			X	22E	Organization, planning and evaluation of Campus Guidance Programs	Counselor will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	Monthly	Lisa Johnson, Counselor	

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X		X			Guidance	X				22I	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. (TEC §§ 33.001-33.009)	Parent sign-in sheets will show 100% compliance.	April 2004	Lisa Johnson, Counselor	
					Health Services					24E	Development of professional development sessions focusing on documentation, medication.	5 Sessions Per Year on improved skills in physical assessment and emergency response. Evaluations of sessions will reflect a score of 3 or above.	Ongoing	Nurse	
X					Discipline Management/ Accelerated Education At-Risk	X				23, 15, 25 C	Revise and implement Behavior Management Plan through training and motivation of school personnel.	100% of staff will be trained in the BMP.	August 2004 - May 2005	Administrators, Counselors, Teachers, Staff	