

**Felix Tijerina Elementary School  
PK-6**

**Claudia Gonzales, Principal**

**2011-2012**

**Continuous School Improvement Planning Goals  
Houston Independent School District**

**Action Plan**

Presented and approved by faculty on Sept. 8 and Sept. 16, 2011

Presented to parents and community on Sept. 8 and Sept. 16, 2011

**Signatures**

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PTO/PTA Parent Representative

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Date

\_\_\_\_\_  
Teacher Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Improvement Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief School Officer

\_\_\_\_\_  
Date

The signatures of the School Improvement Officer and the Chief School Officer indicate that this document has been reviewed by them and they certify that this document meets all district requirements for a School Improvement Plan.

**Felix Tijerina Elementary School  
Action Plan  
2011-2012**

<b>Goal 1:</b>	Based on the 2010-2011 Stanford/Aprenda results, 75% of all students will be at or above the 50%NCE for Math (Baseline: 64% in 2011); 45% of Limited English Proficient students in the transitional year, 5 <sup>th</sup> grade, will be at or above the 50% NCE for Math. (Baseline: 32% in 2011).
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Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. School-wide math intervention: small groups during 90 minute math block to reinforce PROBLEM SOLVING steps, through differentiation in small groups to solve multiple-step problems and strengthen math vocabulary.	Teachers by grade level and by specialty; Instructional Specialist (L. Colom); Title I Coordinator (M. Benavides); Principal (C. Gonzales)	Weekly exit tickets (during math intervention to track progress on underlying skills); 9-week district common assessments assessing Readiness Standards and Supporting Standards;  Summative: District Approved EOY Assessment.	Weekly Lesson Plans; 2011-2012 Revised TEKS; District Curriculum Framework; HISD Problem Solving Journals; Campus-wide Problem Solving Boards; Anchor charts; word walls; FAST MATH; ST MATH; math manipulatives; Every Day Math Counts Kits; TDS Support; GF1, Title 1 and Title III Funds	On-going daily small group and whole group instruction; weekly intervention times: 9/12/11- 5/30/2012
2. Extended Time: Students in grades 3-6 will receive 55 minutes of intervention bi-weekly with a campus-based math	Math Interventionist (L. Colom);	Formative: Weekly Exit Tickets with open ended	*Weekly Exit * * *Exit Tickets *Motivation Math	On-going weekly during small group

interventionist and Instructional Specialist.	Teachers by grade level and specialty; Instructional Specialist (B. Garcia); Title I Coordinator (M. Benavides); Principal (C. Gonzales)	problems based on 'underlying skills' needed to understand grade-level concepts  Summative: District Approved EOY Assessment	Resources; Fast Math Technology Program; math manipulatives;	intervention time (Eagle Camp Schedule) 09/08/2011-05/30/2012
3. Implementation of High-Yield Strategies through Math Professional Development to ensure school-wide horizontal and vertical alignment of best practices gained from: Every Day Math Counts, Margaret Kilgo Data Analysis Strategies; Fast Math; Kagan Training	Great Source Consultants; Classroom teachers by grade level and specialty ; Math Interventionist (L. Colom); Instructional Specialist (B. Garcia); Title I Coordinator (M. Benavides); Campus Network Specialist (D. Sanford); Principal (C. Gonzales)	Formative:  9-Week District Approved Assessments; Fast Math Data Analysis Reports; Observation of evidence of Marzano's High Yield Strategies  Summative: District Approved EOY Assessment	Every Day Math Count Kits; Envision Resources; Stanford Math Compendium; HISD Curriculum Framework; math manipulatives; Fast Math Program;	On-going weekly during whole and small group instruction:  09/08/2011-05/30/2012

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<b>Goal 2:</b>	Increase the percentage of students meeting or surpassing their expected Reading Composite Level of Proficiency on TELPAS as indicated by the English Language Learner (ELL) Progress Indicator Data. Specifically, for the 2011-2012 school year, we will raise the percent met standard on TELPAS from 71% to 80% for all students taking the TELPAS.
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Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
4. Implement and monitor campus-wide ESL alignment for the listening, reading, speaking, and writing components throughout all content areas. Monitor: *ESL Block Allotment as per Daily Schedules *ESL weekly writing samples(one every week for alternating content areas: science, math, reading, social studies)	All classroom teachers; Instructional Specialist (B. Garcia), Title I Coordinator (M. Benavides), Principal (C. Gonzales)	Formative: Weekly submissions of writing samples for one content area weekly (alternating subjects);  Summative: TELPAS	Student journals; writing samples; AR Reading; library books; ESL Wall of Fame	English writing samples will be submitted weekly; ESL Block will be monitored daily/weekly/on-going from Sept 2011.-May 2012.
5. Reinforce ESL vocabulary with: Interactive ESL word walls Graphic organizers during ESL instruction; anchor charts; and print-rich learning environments (room labeled).	Teachers by grade level and specialty; Instructional Specialist, (B. Garcia) Title I Coordinator (M. Benavides), Principal (C.	Formative:  Daily evidence of use via Observations/Walkthroughs; Quizzes.  Summative: TELPAS	Word walls; Tesoros/English component for ESL (PK-4); Science and Social Studies Resources for ESL.	Ongoing daily: Sept. 2011-May 2012

	Gonzales)			
6. Implementation and Monitoring of Technology/Web-based ESL resources used for intervention to assist in learning phonics, vocabulary, fluency, and reading comprehension; specifically for students who are new to the country.	Classroom teachers, Instructional Specialist (B. Garcia), Campus Network Specialist (D. Sanford), Title I Coordinator (M. Benavides), Principal (C. Gonzales)	Formative: Bi-Monthly reports showing analysis of student usage and progress; daily observation of improvement on listening, speaking, reading, and writing.  Summative: TELPAS	Technology based software: Imagine Learning; teachers; campus technology support; data team; RTI team.  GF1 Funds, Title I	Ongoing daily: Sept. 2011-May 2012

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<b>Goal 3:</b>	Based on the 2010-2011 Stanford/Aprenda results, 70% of all students will be at or above the 50%NCE for Reading (Baseline: 55% in 2011); 45% of all Limited English Proficient students in the transitional year, 5 <sup>th</sup> grade, will be at or above the 50% NCE for Reading. (Baseline: 20% in 2011).
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Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
7. Align lesson plans with HISD Curriculum Framework and 2011-2012 Texas Essential Knowledge and Skills (TEKS), incorporating best practices into instruction supported by campus-based routines, adopted text and on-	Classroom teachers by grade level and specialty; Instructional Specialist (B.	Monitoring through classroom walkthroughs/observations and feedback by the administration team.	Houston ISD Curriculum Framework, Stanford Compendium of Instructional	Weekly: Due Mondays at 7:45am. *Hardcopy to Principal *Posting on Teacher Common Drive

line resources.	Garcia), Title I Coordinator (M. Benavides), Principal (C. Gonzales)		Standards	*Copy in Lesson Plan Binder
8. Conduct formative assessments including HISD benchmark assessments with analysis of results to impact future learning experiences for students and utilize intervention practices that support student success through campus-wide data.	Classroom teachers by grade level and specialty. Data teams. Administration Team, RTI Team	Data teams and teachers will analyze results of benchmarks and provide feedback (data wall); Classroom observations of formative assessment strategies.	Research-based formative assessments for daily use (Marzano, Kagan). Campus On-Line; RTI process and intervention materials	Formative *daily *weekly *9-week district benchmark  Bi-monthly review of data by RTI team.
9. Implementation of campus-wide best practices: *literacy work stations *interactive word walls *building vocabulary exercises *small group instruction	Classroom teachers by grade and specialty; Instructional Specialist (B. Garcia); Title I Coordinator (M. Benavides); Principal (C. Gonzales)	Formative:  Daily and weekly (Performance-based and observation or anecdotal records)  Summative: Stanford/Aprenda Results 2011-2012	Reading Street and Tesoros Resources; Big Books, I-Pods, Accelerated Reader; Campus On-Line;  GF1 and Title III Funds	On-going daily: September 2011-May 2012