

BOARD GOALS (BGs)
 1- Challenge All Students
 2- Safe & Supportive Atmosphere
 3- Community Involvement
 4- Character Development
 5- Management of District Resources

**NORTH EAST SCHOOL DISTRICT
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
 2006-2007**

The Academy of Creative Education
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 North East ISD schools will be Recognized under the State Accountability System, a Standard of Adequate Yearly Progress, a minimum of ten National Merit Semifinalists

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.

EXPECTATIONS
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 * [Student Engagement Strategies](#)
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RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)
	Rigor	Relevance	Relationship		District Initiatives	E	M						
1		X	X	Accelerated Education At Risk / Dropout Reduction			X	1A	CIP	Academy Teachers will furnish organizational support through mentoring other schools requesting guidance in setting up non-traditional or dropout reduction programs	100 % of Academy Teachers will make selected portions of the Academy's program available to visiting teachers from local, state, regional, and national levels	Scheduled Visit	Dr. Mary Jo McLaughlin and Teachers
1		X	X	Accelerated Education At Risk / Dropout Reduction			X	1B	CIP	Academy Teachers will present data on curriculum development and dropout reduction to peers at break-out sessions (this includes concurrent and carousel sessions), during local, state, regional, and national conferences and workshops	100 % of Academy Teachers will be offered the opportunity to submit proposals for presentation at local, state, regional, and national dropout prevention conferences and workshops	Annually	Dr. Mary Jo McLaughlin and Teachers
3		X		Accelerated Education At Risk / Dropout Reduction			X	1C	CIP	Year-End/Report/Self-Evaluation	100 % of the Academy team will contribute information to the Year-End Report	Annually	Dr. Mary Jo McLaughlin, Paulette Harlvorson, Teachers, and Support Staff
1	X	X		Accelerated Education At Risk / Dropout Reduction			X	1D	CIP, 3TL	Academy Staff Development will include technology in-service training that will be integrated into the Academy's curriculum	Informative walk-throughs; all Academy Teachers will utilize technology in their classrooms	Daily	Teachers
1	X	X	X	Accelerated Education At Risk / Dropout Reduction			X	1E	GSF, ITL	Use technology to provide students with curriculum folders via network, so that lessons are accessible throughout the Academy's campus, for accelerated and individualized instruction	100% of Academy students will have access to individualized curriculum, posted over the network structure	Daily to Weekly	Dr. Mary Jo McLaughlin and Teachers
3		X	X	Accelerated Education At Risk / Dropout Reduction			X	1F	CIP, ITL	ACE Administrator and Teacher websites will be updated to allow students and parents access to curriculum, scheduling information and multi-certifications	100% of Academy Administrators and Teachers will have an updated comprehensive website	Weekly	Dr. Mary Jo McLaughlin and Teachers
1	X			Accelerated Education At Risk / Dropout Reduction			X	1G	CRW, 3TL	Curriculum content areas will be expanded and will include technology standards in both common and authentic assessments	100% of English, Social Studies, Science, and Mathematics curriculum will have units which integrate technology into the content	Extended School Year	Dr. Mary Jo McLaughlin and Teachers

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1, 3, 5		X		Accelerated Education At Risk / Dropout Reduction			X	1H	CIP	The Year-End Report will be available for fiscal, administrative and academic accountability. The Year-End Report will serve as a tool to validate and promote the Academy dropout reduction program	100% of the information in the Year-End Report will be available upon request	Annually	Dr. Mary Jo McLaughlin, Teachers and Support Staff
3		X	X	Accelerated Education At Risk / Dropout Reduction			X	1I	CIP	The Academy Advisory Corporate Council will serve as the Campus Improvement Committee and provide community support so that at-risk students receive their diploma and graduate	Minutes from monthly Academy Advisory Corporate Council meetings	August through June	Dr. Mary Jo McLaughlin
3, 5		X		Accelerated Education At Risk / Dropout Reduction			X	1J	CIP	The Academy Advisory Corporate Council will provide financial and in-kind contributions to supplement the dropout recovery program	Minutes from monthly Academy Advisory Corporate Council meetings	August through June	Dr. Mary Jo McLaughlin
1, 3	X		X	Accelerated Education At Risk / Dropout Reduction			X	1K	CIP, GSF, ITL	The Academy Advisory Corporate Council members will provide mentors and tutors to assist students with graduation requirements	Number of contact hours on the Academy's sign-in/sign-out system	August through June	Dr. Mary Jo McLaughlin
1,2,3	X	X	X	Accelerated Education At Risk / Dropout Reduction			X	1L	GSF	All Academy students will be eligible for scholarships so they will be encouraged to stay in school, graduate and continue their post-secondary education	During New Student Orientation, 100% of Academy students will be given a scholarship presentation and application	Every Six Weeks	Dr. Mary Jo McLaughlin and Teachers

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1	X	X	X	Accelerated Education At Risk / Dropout Reduction			X	1M	CIP, 3TL, ITL	Provide Academy students with a year-round calendar to master state content and performance standards. Will maintain an open entry/open exit policy to facilitate (1) the maximum number of students possible, (2) acceleration of students' academic programs, (3) flexibility for students who are single heads of households and/or employed, (4) adaptability for students suffering from illness, (5) transition from traditional to non-traditional high school, (6) intervention for students at-risk of dropping out, (7) individualized instruction, (8) flexibility for parenting students	100% of Academy students enrolled will attend 20+ academic hours per week. 100% of Academy students will have access to ACE via an open entry/open exit policy	Monthly	Paulette Halvorson
2, 3, 4		X	X	Accelerated Education At Risk / Dropout Reduction			X	1N	CIP, GSF	The Academy will use an admission screen to make appropriate social service referrals to include: (1) the teen parenting program, (2) the McKinney-Vento Homeless Project, (3) counseling and psychological therapy, (4) dental and health insurance, (5) food and clothing shelter, (6) drug rehabilitation	100% of Academy applicants will be screened for and referred to appropriate social service agencies, as needed	Daily	Paulette Halvorson

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2,4		X	X	Accelerated Education At Risk / Dropout Reduction			X	1O	CIP, GSF	Implement a comprehensive guidance and developmental preventative program for all Academy students: (1) students receive and /or are referred for counseling services, (2) students are referred accordingly to social services, when appropriate, (3) parents are active participants in their child's education and receive information on the Texas Grant, Teach for Texas Grants and Texas Scholars	100% of Academy students will receive guidance and counseling services: (1) daily to weekly, as referred - 100% of Academy students needing counseling services will receive appropriate referrals, (2) daily to weekly, as referred - 100% of Academy students will be referred to social services when appropriate, (3) annually - 100% of Academy parents will receive information regarding their child's academic program; 100% of Academy parents and students will receive information about the transition options to institutions and programs of higher education	Annually	Paulette Halvorson
1, 2, 4		X	X	Guidance			X	1P	CIP	Implement a guidance plan that includes guidance, curriculum, responsive services, and individualized planning	100% of Academy students will receive services in the 4 guidance components		
3, 4		X	X	Accelerated Education At Risk / Dropout Reduction			X	1Q	GSF	Create, organize and establish a community service calendar that facilitates student achievement of at least 6 hours of community service allowing students to develop civic responsibility and leadership	100% of Academy advisors will maintain individualized student plans on 100% of their advisees. 100% of Academy students will be referred to the Academy registrar for graduation check. 100% of Academy courses will be recorded on the individualized student plan and entered in the Academy's campus database	Monthly	Alan Sorensen and Teachers
3, 4		X	X	Accelerated Education At Risk / Dropout Reduction			X	1R	CIP	NESCA will be supported by maintaining an active Student Council	100% of Academy students will be given the opportunity to be a member of the Student Council	Every Six Weeks	Alan Sorensen and Teachers
4			X	Accelerated Education At Risk / Dropout Reduction			X	1S	GSF	Student attendance at national youth leadership conferences will allow Academy students to develop civic leadership qualities	100% of Academy students will be eligible to attend youth leadership conferences	Annually	Paulette Halvorson and Sandie McClure

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1		X		Accelerated Education At Risk / Dropout Reduction			X	1T	CIP	All Academy Teachers will attend and/or present at local, state, regional, and national conferences that focus on dropout recovery, allowing Academy Teachers to remain current and continue to develop the skills to implement best teaching practices	100% of the Academy Teachers will be offered the opportunity to submit proposals for presentation at local, state, regional, and national dropout recovery conferences and workshops	Quarterly	Dr. Mary Jo McLaughlin and Teachers
1	X	X		Accelerated Education At Risk / Dropout Reduction			X	1U	CIP	Provide high quality professional development that will improve the teaching of at-risk students	100% of Academy Teachers will be required to attend specialized in-service training days	Ten Times Each Extended Calendar Year	Dr. Mary Jo McLaughlin
1, 2		X	X	Accelerated Education At Risk / Dropout Reduction			X	1V	CIP	Review the Academy's original mission statement, so that philosophy and goals are aligned with personal beliefs	100% of the Administrators, Teachers and Support Staff complete a personal mission statement which supports and enhances the original Academy's mission statement	Annually	Dr. Mary Jo McLaughlin, Teachers and Support Staff
1, 4	X	X		Accelerated Education At Risk / Dropout Reduction			X	1W	GSF, 3TL	The Academy students' personal portfolio will be utilized as part of the graduation requirements so that a pattern for continuing the process of life-long learning will be established	100% of Academy graduate candidates will complete a personal portfolio to be presented at their student-led conference, prior to graduation	As individual accelerated graduation plans are completed	Teachers
1, 4	X	X		Accelerated Education At Risk / Dropout Reduction			X	1X	GSF	All Academy students will write a testimonial prior to graduation, allowing students to develop a pattern of self-evaluation and planning for the future	100% of Academy graduates will address personal strengths, what he or she learned while at the Academy and what he or she must continue to learn through the writing of a testimonial	As individual accelerated graduation plans are completed.	Teachers and Support Staff
1, 2	X	X		Accelerated Education At Risk / Dropout Reduction			X	1Y	CIP	Design and develop an extended academic calendar allowing Academy students to master the state content and performance standards, in order to accelerate the completion of a high school diploma, and provide academic programs for second year seniors and overaged students	100% of Academy students will have the opportunity to attend classes for 205 instructional days. Extended year instructional calendar, is posted on the Academy's website	Annually	Dr. Mary Jo McLaughlin, Teachers and Support Staff

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1, 4	X	X	X	Accelerated Education At Risk / Dropout Reduction			X	1AA	GSF, ITL	Plan, develop, coordinate, and implement the Life-After-ACE Program in a manner that effectuates partnerships so that Academy students develop a personal transition plan from high school (i.e. college and university tours, military base tours; local business site visits; business and community guest speaker presentations, service club, and networking participation)	100% of Academy students will be invited and encouraged to participate in the Life-After-ACE Program.	Monthly	Sandie McClure and the Academy Advisory Corporate Council
1,4	X	X	X	Accelerated Education At Risk / Dropout Reduction			X	1AB	3TL, CRW, ITL	Create, develop and implement curriculum units that recognize the connection between character development and success in the workplace	100% of Academy students will receive character instruction in the classroom during student assemblies and in their advisories	Daily	Dr. Mary Jo McLaughlin

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1	X	X	X	Accelerated Education At Risk / Dropout Reduction			X	1AC	GSF, 3TL, CRW, ITL	Academy Teachers will continue to facilitate an individualized, self-paced, accelerated curriculum in a manner that incorporates the following: (1) 4-MAT lessons that address all learning styles, (2) HOTS into each lesson, (3) computer access in all classrooms, (3) technology lessons in all curriculum areas, (4) TEKS alignment in core areas, (5) research based strategies such as Covey and Glasser, (6) diversity and scope, (7) all students are given choices within TEKS guidelines, (8) TAKS formatted writing strategies, in each core area, (9) modification given for all students (i.e. gifted and talented, special education), (10) development and expansion of elective courses, (11) social studies and science curriculum will be aligned with TAKS objectives, (12) TAKS classes which provide local credit for students who have failed the math, reading, and/or writing portion of the state mandated test, (13) integrate best practices into the math program; class discourse, inquiry, and research based materials	100% of Academy students will be involved in this curriculum. 100% of Academy students will complete all course work. 80% mastery will be demonstrated by students in all core content areas. Students receiving individualized instruction will master 100% of the targeted skills. 100% of the targeted students enrolled in the math, reading, writing, science, and social studies classes will pass TAKS. 100% of individualized assignments and formative walkthroughs will reflect appropriate instructional strategies	Weekly, Monthly and Yearly Assessment of Student Progress	Dr. Mary Jo McLaughlin and Teachers

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1, 2, 4		X	X	Accelerated Education At Risk / Dropout Reduction			X	1AD	GSF, ITL	Attendance, Performance, and Behavior (APB) cards will be implemented in a way that develops student responsibilities and insures student success by tracking the following: (1) students attendance hours, (2) courses assigned, (3) behavior expectations, (4) absences, (5) course due date, (6) course completions, (7) awards received, (8) community service hours, (9) TAKS classes needed, (10) credits earned, (11) points earned for course completions, (12) progress accomplished, (13) course modifications, (14) progress gained, (15) 40 point star recognition	100% of Academy students will be assigned an APB card customized for their individual needs	Daily and Weekly Assessment of Student Progress	Paulette Halvorson and Teachers
1, 2, 4		X	X	Accelerated Education At Risk / Dropout Reduction			X	1AE	CIP,GSF, ITL	Continue to refine and implement the new student orientation program for all students admitted to the Academy which includes: mission statement, learning styles inventories, APB cards, personal health, Safe & Drug Free School Program, graduation plans, district and campus policies and procedures, curriculum awareness, and social interactions with peers	100% of Academy students will complete a personal mission statement, a learning styles inventory, a job resume, and a policies and procedures contract. 100% of Academy students will learn about APB cards, Academy curriculum, and the personal health and Safe & Drug - Free School Program	Every Six Weeks	Paulette Halvorson, Teachers and Support Staff
1, 3		X	X	Accelerated Education At Risk / Dropout Reduction			X	1AF	GSF	Organize, schedule and coordinate student-led graduations that include: a student host and hostess, student speakers, scholarship awards, student testimonials, and the support and participation of the Academy's graduate candidates' families, Teachers, Support Staff, Advisory Corporate Council Members, and District administrative staff	100% of Academy graduate candidates will be invited to participate in graduation ceremonies. 100% of Academy graduate candidates' parents and families will be invited to attend the graduation ceremonies. 100% of Academy graduate candidates will have the opportunity to audition for speaking parts in the graduation ceremonies	June and December	Dr. Mary Jo McLaughlin, Teachers and Support Staff

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
 2006-2007**

The Academy of Creative Education
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, North East ISD schools will be Recognized under the State Accountability System, meet Standard of Adequate Yearly Progress, and a minimum of ten National Merit Semifinalists

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.

EXPECTATIONS
[RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.](#)
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
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](#)
 * [Personal Graduations Plans \(PGPs\)](#)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)
	Rigor	Relevance	Relationship		District Initiatives	E	M						
1, 2		X	X	Accelerated Education At Risk / Dropout Reduction			X	1AG	GSF	A flexible schedule will be implemented to accommodate at-risk students' special needs in a way that: (1) requires students to attend school a minimum of 20 hours per week, (2) requires students to select best daily time frame for attending school, (3) promotes good attendance, (4) allows time for health related appointments, family emergencies, or transportation problems, (5) provides the opportunity for employed students to attend school and continue to work, (6) develops student choice and problem solving skills	100% of Academy students will be involved in implementing an attendance schedule to fit their individual needs. Student attendance will increase from 89.9 to 91%	Weekly, Monthly and Yearly Assessment of Student Progress	Dr. Mary Jo McLaughlin, Teachers and Support Staff
1,4		X	X	Accelerated Education At Risk / Dropout Reduction			X	1AH	GSF	A plan will be implemented to develop student responsibility and ethics in a way that recognizes successful problem solving, time management, and decision making skills through: (1) a weekly awards assembly which provides a venue for recognition of student success, (2) presentation of weekly perfect attendance awards, (3) presentation of 40 Point Star certificates and pins, (4) announcement of all course completions, (5) awarding of points on the APB (Attendance, Performance, Behavior) card, (6) providing a student-led conference with two teachers as a self-evaluation procedure for graduation, (7) meeting in small groups with advisory teacher to discuss issues relevant to student success, (8) presentation of Student of the Week awards	100% of Academy students will participate in the plan. 98% of students will earn their diploma and graduate from high school	Weekly Meeting	Dr. Mary Jo McLaughlin, Pausette Halvorson and Teachers

BOARD GOALS (BGs)
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EXPECTATIONS
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Student Engagement Strategies
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
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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
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STUDENT ENGAGEMENT STRATEGIE
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BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)
	Rigor	Relevance	Relationship		District Initiatives	E	M						
1, 5	X	X	X	Accelerated Education At Risk / Dropout Reduction			X	1AI	CIP, ITL	Academy Teachers will be multi-certified in a way that ensures a wide variety of courses can be offered by a small staff: (1) all core subjects will have certified teachers, (2) a variety of elective courses will be taught by certified teachers, (3) fine arts courses will be taught by certified teachers, (4) technology courses will be taught by a certified teacher, (5) marketing education courses will be taught by a certified teacher, (6) foreign language courses will be taught by a certified teacher	85% of Academy Teachers will be multi-certified	Annually	Dr. Mary Jo McLaughlin, Paulette Halvorson and Teachers

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COST / RESOURCES
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SCE Funds \$5,000
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COST / RESOURCES
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COST / RESOURCES
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SCE Funds \$550
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COST / RESOURCES
SCE Funds \$7,500
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COST / RESOURCES
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Career and Technology Funds/SCE Funds \$5,000
SCE Funds \$2,000

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COST / RESOURCES
SCE Funds \$14,000

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COST / RESOURCES
SCE Funds \$600
SCE Funds \$1,800
SCE Funds \$8,000

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COST / RESOURCES
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