

<b>BOARD GOALS (BGs)</b> 1- Challenge All Students 2- Safe & Supportive Atmosphere 3- Community Involvement 4- Character Development 5- Management of District Resources	<b>NORTH EAST INDEPENDENT SCHOOL DISTRICT</b> <b>CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN</b> <b>2007-2008</b> <b>ROOSEVELT HIGH SCHOOL</b>  <i>Equity and Excellence: Everybody Counts</i>  <i>"It is the nature of man to rise to greatness if greatness is expected of him."</i> <i>John Steinbeck</i>	<b>RESULTS:</b> In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.
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<b>DISTRICT GOAL:</b> Improve instruction for all students focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.	<a href="http://intranet.int.neisd.net/si/">For further description click on http://intranet.int.neisd.net/si/</a> <b>RIGOR</b> - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards. * 3 Tier Instructional Model * Content Reading and Writing Strategies * Vocabulary Development * Similarities and Differences * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE) * Cues, Questions, and Advance Organizers <b>RELEVANCE</b> - 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 * Assessment for learning strategies * Personal Graduations Plans (PGPs) * College / Career Readiness <b>RELATIONSHIPS</b> - Every student will have a personal teacher advocate who will convey a sense of caring and support. * Collegial Instructional Learning and Planning (i.e. professional learning communities)	<b>STUDENT ENGAGEMENT STRATEGIES CODES</b> <b>3TL</b> - 3 Tier Levels of Instructional Intervention <b>CRW</b> - Content Reading & Writing <b>V</b> - Vocabulary Development <b>SD</b> - Similarities and Differences <b>ITL</b> - Interactive Teaching/Learning <b>Q</b> - Cues, Questions, and Advance Organizers <b>GSF</b> - Goal Setting & Frequent Feedback with individual students <b>AL</b> - Assessment for Learning Strategies <b>PGP</b> - Personal Graduation Plans <b>CCR</b> - Career / College Readiness <b>CLP</b> - Collegial Learning and Planning
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BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Raise attendance rates to 95%	1. Monitor daily, weekly, and six week attendance rates. 2. Have weekly class attendance rate competition - advertise winning class via announcements and marquee. 3. Use the "Crazy H.A.T." program to reward students entire classes who have "H"omework; aren't "A"bsent; and aren't "T"ardy. 4. Fully utilize the visiting teacher and court process for excessive truancy & dropouts. 5. Use the award system by having drawings for students who have 95% or better attendance. 6. Teachers and assistant principals will call teh parents of all students absent during accounting periods.	<b>1. Daily, weekly, and six weeks attendance will be calculated and compared to previous rates. 2. The phone logs of teachers and assistant principals will be monitored regularly.</b>	GSF	Daily, weekly, six weeks	Administrators, Teachers, visiting teacher, family specialist, attendance clerks	\$3000/prizes
1, 2, 3	Become a "Recognized" campus	1. Administrators and Deans complete a minimum of six walk-throughs every week. 2. Utilize common planning structure in which teachers meet to assess student progress and coordinate lessons at grade/subject levels. 3. Utilize TAKS released/TAKS formatted benchmarks to monitor student progress. 4. Utilize TAKS Objective/Student Expectation based hard cards in every core subject to allow students to monitor their own learning in comparison to baseline strengths and weaknesses. 5. Utilize TAKS released/TAKS formatted benchmarks to monitor student progress. 6. Utilize TAKS Objective/Student Expectation based hard cards in every core subject to allow students to monitor their own learning in comparison to baseline strengths and weaknesses. 7. Use additional second semester exam exemptions for core subjects based on overall student performance (95%-Math & Science; 95% - ELA & Social Studies) 8. Provide additional support for all ESL students by meeting district expectations that all core subject teachers be SIOP trained. 9. Utilize PGP process so that all teachers are aware of which of their students are in need of a PGP for TAKS performance. 10. Use non-core teachers as TAKS Motivation committee responsible for theme, videos, posters, prizes, coordination of end-of-year celebration cookout. 11. Use extracurricular study halls for additional TAKS support based on student need within the organization.	<b>1. Monitoring of teaching/learning via walk-throughs 2. Submitted lesson plans by common planning period teams. 3. Student performance on benchmarks in comparison to baseline data will be analyzed with teachers adjusting future lessons based on student need. 4. With hardcards, students will be able to articulate their own areas of strength and weaknesses. 5. Roosevelt is identified as a recognized campus by the AEIS report.</b>	PGP, AL, 3TL, GSF	On-going	Administrators, Teachers,	\$6,000 in supplies, prizes, end of year TAKS celebration; \$2000 for additional released TAKS test

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1, 2, 3, 4, 5	Build a "College Ready" campus atmosphere	1. Have all seniors accepted to a post-secondary educational institution. 2. Have all eligible students apply for the San Antonio Education Partnership. 3. Incorporate a "post secondary" portfolio through the Senior English classes to include a scholarship application to assess technical writing. 4. Have teachers advertise post-secondary institutions on progress report/report card distribution days. 5. Hold Senior Saturday and Junior Jumpstarts for all students to provide additional support to students and parents in the application/scholarship process. 6. Pending funding, implement the College Board CollegeEd advisory program.	1. <b>Counselors monitor senior acceptance to post-secondary institutions and military branches via acceptance letters.</b> 2. <b>Have all students who can not provide an acceptance letter, complete the Texas Common Application or ACCD application process.</b> 3. <b>Achieve goal of \$10 million dollars in scholarships offered to Roosevelt graduates.</b> 4. <b>Number of students/parents participating in the Senior Saturdays and Junior Jumpstart events.</b>	CLP, GSF	On-going assessment; Results will include all Seniors accepted to a post-secondary institution; \$10 Million in scholarships offered.	Administrators, counselors, teachers, post-secondary institution representatives	