

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 TRANSITION SCHOOL
CAMPUS INSTRUCTIONAL 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 AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X		X			Special Education							Student will maintain daily log of job search experiences until employment is obtained.	Nine weeks review of objectives.	Teachers and staff.	
X		X			Special Education						Explore community options for recreational involvement.	Student will participate in at least one recreational activity per week.	Nine weeks review of objectives.	Teachers and staff.	\$300
	X			X	Special Education						Analyze tasks required for each job/community site.	Fill out and maintain contact form for each job or community site.	Site analysis completed within two weeks of contact.	Teachers and staff.	\$1,200
X					Special Education						Determine individual student's interest using interest inventory.	Maintain Individual Student Profile.	Nine week review of student profile.	Teachers and staff.	\$200
X					Special Education						Determine individual student's skills using functional assessment.	Maintain Individual Student Profile.	Nine week review of student profile.	Teachers and staff.	
X		X			Special Education						Match each student to a job/community site based on interest and abilities	Student will maintain employment for at least 3 months.	Nine week review of objectives.	Teachers and staff.	
X					Special Education						Teach students skills to maintain job/community placement based on job observation checklist.	Checklist maintained in student portfolio.	Nine week review of objectives.	Teachers and staff.	
X			X		Special Education						Teach social skills to maintain placement based on job observation checklist.	Checklist maintained in student portfolio.	Nine week review of objectives.	Teachers and staff.	
X		X			Special Education						Establish students' potential for independent mobility in the community.	Students will access and use public transportation options.	October, 2004 for new students, then weekly review.	Teachers and staff.	
X		X			Special Education						Develop and implement transportation options for specific job sites.	Students will access and use transportation options.	Weekly review.	Teachers and staff.	\$1,000

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X					Special Education						Determine range of skills needed for job advancement and independence.	Students will improve job performance and independence on jobs.	Annual review.	Director, Assistant Director, Teachers and Staff				
X	X				Special Education						Focus employment on needs and abilities of students.	Assessment inventories reviewed on going.	Nine week review.	Director, Assistant Director, Teachers and Staff				
	X				Special Education						Match jobs to student strengths and preferences.	Employment status checks.	Ongoing.	Director, Assistant Director, Teachers and Staff				
	X				Special Education						Determine the need for job coaches at intervals to ultimately fade job coach from job site.	Job coach logs	Ongoing	Director, Assistant Director, Teachers and Staff	Mileage			
			X		Special Education						Develop self-evaluation method for employed students.	Formal and informal reports.	Ongoing	Director, Assistant Director, Teachers and Staff				
	X				Special Education						Develop plan for employment with family and student.	Home visits. Personal employment profile	Ongoing	Director, Assistant Director, Teachers and Staff	\$1,000			
	X			X	Special Education						Determine and provide any needed accommodations and modifications.	Continued employment. Notations and comments in student profile.	Ongoing.	Director, Assistant Director, Teachers and Staff	\$500			
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		X		X	Special Education						Schedule meetings to discuss financial matters.	Agenda and attendance on file.	August, 2004-May, 2005	Director, Assistant director, Teachers and Staff	\$300	
	X		X		Special Education						Visit community living options.	Agenda and attendance on file.	August, 2004-May, 2005	Director, Assistant director, Teachers and Staff	\$200	
	X				Special Education						Develop plan with student and family to transition from school to community services.	Meet with agency representatives	August, 2004-May, 2005	Director, Assistant director, Teachers and Staff		
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				X	Special Education						Maintain study groups to research relevant topics.	Minutes/log of study groups reviewed with director 2X per year.	Bi-annually	Director, Assistant director, Teachers and Staff.	\$150	
X					Special Education						Weekly staff meetings to plan and evaluate program/student performance.	Weekly sign-in sheet and agenda.	Weekly	Director, Assistant director, Teachers and Staff.		

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X					Special Education						Develop system to share information with high schools.	High school staff will participate in staff development.	BI-annually	Director, Assistant director, Teachers and Staff.	\$500
X					Special Education						Provide training for paraprofessionals based on program needs.	Staff development evaluations rated 4 or above.	Once each nine weeks.	Director, Assistant director, Teachers and Staff.	\$400
		X			Special Education						Present at and attend conferences related to supported employment at the state and national level.	Attend and disseminate information to other staff.	Annually	Director, Assistant director, Teachers and Staff.	\$10,000