

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 SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
ROOSEVELT HIGH SCHOOL
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					Reading			X		1A	The TAKS Facilitator will support teachers in aligning and implementing reading strategies across the curriculum that reflect current best practice.	Pre- and post-test Reading Assessment results will show a greater than 1.0 average grade level improvement.	October, 2004 and April, 2005.	Principal, Curriculum Principal, TAKS Facilitator	\$5,000
X					Reading			X		1B	The TAKS Facilitator shall work in cooperation with the Deans of Instruction and the TR "Adopt-a-Core Program" to maintain an academic program that involves all students and all faculty. The TAKS Facilitator will attend regularly scheduled department, CIC, counselor, and administrative meetings for planning and communication purposes.	100% of students will meet the minimum expectations on Grade 9 TAKS Reading.	February, 2005	Principal, Curriculum Principal, TAKS Facilitator, Head Counselor	
X					Reading			X		1C	Develop and implement a reading curriculum/course for all students not in Pre-AP courses.	100% of students will meet minimum expectations on TAKS Reading	June 2004 and February 2005	Principal, Curriculum Principal, English/Reading Instructional Specialists, Reading	

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X					Writing			X		2A	Develop common instructional language and structure for the process of writing across the curriculum through an MLA-based TR Writing Handbook.	100% of students will meet the minimum expectations in TAKS ELA.	October, 2004 and April, 2005.	Principal, Curriculum Principal, Academic Dean	
X					Writing			X		2B	English teachers will support the Roosevelt faculty in the implementation of writing across the curriculum and will offer specialized workshops during the "Teacher Hour."	Holistic scoring of 75 random examples of student writing per six weeks will demonstrate traits of the TR Writing Handbook.	Every nine weeks	Principal, Curriculum Principal, Academic Dean, Teachers	\$500
X					Writing			X		2C	Develop and implement Accelerated English courses to provide additional instruction and support to 9th and 10th grade students.	Monitor failure rates in English I and II	August 2004, January 2005	Principal, Curriculum Principal, English Dean, Teachers	
X					Mathematics			X		3A	Utilize the North East Scope and Sequence for Algebra I.	100% of students will master 70% of the objectives on common assessments. 100% of formative walkthroughs will indicate adherence to district sequence.	December 2004, May 2005 Monthly	Principal, Math Instructional Specialist, Academic Dean	

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X					Mathematics			X	X	3B	Continue implementation of high school math vertical leadership team (Algebra Team leader, Geometry Team leader, Algebra II Team leader, Advanced Course Team leader, Math Instructional Dean) responsible for maintaining campus focus on TEKS, instructional best practices, and technology integration.	100% of teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration.	December 2004, May 2005	Principal, Curriculum Principal, Math Instructional Specialist, Academic Dean	
X					Mathematics			X	X	3D	Utilize "Anchor Lessons" for all Geometry and Algebra II students.	100% of teachers involved in development and field testing will achieve a 2 or above in teaching mathematics on the Mathematics Innovation configuration.	November 2004, April 2005	Principal, Curriculum Principal, Math Instructional Specialist, Academic Dean	
X					Mathematics			X		3E	Develop and implement an Enhanced Algebra course to provide additional instruction and support to 9th grade students.	Monitor failure rates in Algebra I.	December 2004, May 2005	Principal, Curriculum Principal, Math Instructional Specialist, Academic Dean	
X					Mathematics			X		3D	Develop and implement Accelerated Algebra I and Geometry courses to provide additional student support.	Monitor failure rates in Algebra I and Geometry	August 2004, January 2005	Principal, Curriculum Principal, English Dean, Teachers	

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X					All Core Content			X		4A	Implement campus level common semester assessments for selected courses.	100% of teachers involved will administer a common end-of-semester assessment.	December 2004, May 2005	Principal, Curriculum Principal, Academic Deans	
X					All Core Content			X	X	4B	Continuously revise or restructure curricula to meet student needs.	Review of common assessment data	January 2004, June 2005	Principal, Curriculum Principal, Academic Dean, Teachers	
X					All Core Content			X		4C	Implement campus level common unit assesement for selected courses.	100% of teachers involved will administer common unit assessemets	Every nine weeks	Principal, Curriculum Principal, Academic Dean	
X					All Core Content			X		4D	Campus TAKS Facilitator will assist Roosevelt staff in analyzing TAKS assessment data to ensure implementation of the TEKS.	Sign-in sheets will register 100% participation in review of data. 100% of formative walkthroughs will indicate application of data.	October 2004, May 2005	Principal, Curriculum Principal, TAKS Facilitator	

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X					All Core Content		X	X		4E	Increase student access to Pre-AP and AP classes. Enrollment in Pre-AP and AP courses will increase by 15% by sub-population from 2002-03 to 2003-04 school year. Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2003-04 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP and AP courses.	Every nine weeks	Principal, Mike Lara, Counselors, Academic Deans		
X					All Core Content			X	X	4F	Recruit and train teachers to be 4MAT trainers to train all new Roosevelt Staff as needed in 4MAT	100% of teachers involved will utilize 4MAT as observed in formative walkthroughs	2004-05 School Year	Principal, Curriculum Principal, Campus 4MAT Trainers, Teachers	
X					All Core Content			X	X	4G	Utilize PLATO lab for TAKS deficit remediation	100% of students will meet the minimum expectations on TAKS	May-05	9th-12th Grade Success Initiative Program Administrator and Coordinator	

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X					Science	X	X	X		5A	The Science Instructional Specialist and Academic Dean will support teachers in using the 5E's Lesson Cycle and in incorporating effective teaching strategies emphasizing KWL, Science vocabulary in Word Walls, and Concept Mapping.	100% of the formative walkthroughs will indicate use of effective teaching strategies.	September 2004, December 2004, March 2005	Principal, Curriculum Principal, Science Instructional Specialist, Academic Dean	
X					Science	X	X	X		5B	Teachers will develop and use authentic assessment strategies.	100% of students will have 3 examples of authentic assessments in their portfolio.	Every nine weeks	Principal, Science Instructional Specialist, Academic Dean	
X					Science	X	X	X		5C	Teachers will utilize questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of formative walkthroughs will indicate the use of questioning strategies.	September 2004, January 2005, April 2004	Principal, Curriculum Principal, Science Instructional Specialist, Academic Dean	
X					Social Studies		X	X		6A	Utilize the departmental scope and sequence	100% of students will score a minimum of 70% on benchmark assessments.	February, 2004	Classroom teachers, Academic Dean, Principal	

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X					Foreign Language		X	X	X	7A	Implement an instructional program in all languages based on developing communicative competency.	Common departmental semester exams (or other appropriate assessments) will indicate that 100% of students are meeting or surpassing proficiency goals.	December 2004, May 2005	Principal, Foreign Language Coordinator, Department Chair, Teachers	
X	X				Gifted/Talented		X	X		8A	Utilize the G/T grammar and writing programs in G/T English.	100% of G/T students will score a 3 or above on the grades 10 & 11 TAKS composition.	October, 2004, January 2005	Principal, G/T Coordinator, Teachers	
X					Dyslexia	X	X	X		9A	Implement a dyslexia program on each campus that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	2004-2005 school year	Principal, Dyslexia Program Coordinator, Campus Dyslexia Teacher, STAT	
X					ESL	X	X	X	X	10A	Create and implement NE ESL Scope and Sequence.	80% of students taking the pre and post oral assessments will gain one-half year of language development.	December 2004, May 2005	Bilingual/ESL Coordinator, ESL Teacher, LPAC Committee	
	X				Drop Out Reduction		X	X	X	11A	Allocate counselors to implement and support programs to prevent the possession and distribution of tobacco, alcohol, and other drugs by students.	The annual evaluation of Safe and Drug Free Schools and Communities (Title IV) will show a decrease in drug, alcohol and tobacco related incidents at the high school level.	Monthly June 2005	Principal, Safe and Drug Free Schools Coordinator, STAN Counselor,	

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X					Drop Out Reduction		X	X	X	11B	Provide continuous progress program and an extended school year for second year seniors and overage students as needed.	100% of the students involved will pass all sections of the GED attempted. 100% of the students will successfully complete all credits attempted.	June 2005	ACE Principal	
X					Drop Out Reduction			X	X	11C	Provide additional tutoring through Project TEKS to prevent failures in the 9th and 10th grade core academic courses.	Monitor failur rates in core academic courses. Maintain sign-in sheets at tutoring.	Every nine weeks	Principal, Curriculum Principal, TAKS Facilitator, Head Counselor	
X					Drop Out Reduction			X	X	11D	Utilize the PLATO lab for credit retrieval in 9-12th grade academic courses.	Monitor failure rates in core academic courses.	December 2004, May 2005	9th-12th Grade Success Initiative Program Administrator and	
X			X		Drop Out Reduction			X		11E	Implement small, specialized advisory schedule to incorporate support programs for all students	Monitor drop-out/completion rates, character development, and failure rates	December 2004, May 2005	Principal, Curriculum Principal, Counselors, Teachers	
X	X				Discipline Management		X	X		12A	Provide Behavior Management Class based on a structured environment and course content through an in-school suspension program.	100% completion of student assignments. 1% decrease in discipline referrals.	June 2005	Assistant Principals, Counselors, ISS Aide	\$500

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	X		X		Discipline Management	X	X	X	X	12B	Revise and implement the District and Campus Behavior Management Plans	Monitor discipline referrals of all students	2004-05 School Year	Pupil Personnel Director, Behavior Management Plan Committee, Assistant Principals, Counselors	\$500
	X				Accelerated Education At Risk	X	X	X		13A	Provide staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend staff development related to teaching the At Risk student and Drop Out.	August 2004 through May 2005	Principal, Counselors, Instructional Staff Development Director, Director of Compensatory Education	
X					Career & Technology		X	X	X	14A	Provide Staff Development to include technology training for all Career & Technology teachers.	In formative walkthroughs, 100% of Career & Technology teachers will use technology in their classrooms.	September 2004, January 2005, April 2005	Career & Technology teachers, Central Office staff	

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X	X			X	Technology Applications	X	X	X		15A	<p>Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs.</p> <p>Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area.</p> <p>100% of teachers will participate in at least nine hours of staff development that has a technology component as measured by the Professional Development Planner.</p> <p>Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.</p>	<p>August 2004 and May 2005</p> <p>November 2004, February 2005, and June 2005</p> <p>Monthly</p>	Principal, Campus Technology Committee Representatives, Instructional Technology Specialists, and Coordinators		

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		X		X	Technology Applications	X	X	X		15B	<p>Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents.</p> <p>100% of teachers who report numerical grades will use GradeSpeed to record grades.</p> <p>100% of teaches who report numerical grades will use GradeSpeed to upload six-weeks grades.</p> <p>100% of teachers will post essential classroom informationas outlined in the TeacherWeb template.</p>	<p>Daily to Weekly</p> <p>Nine-weeks</p> <p>Daily to Weekly</p>	Principal, Teachers, Data Processors		

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X		X			Technology Applications	X				15C	<p>Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.</p> <p>100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations, and reflective practice. 100% of classroom teachers will score a 2 or above on the Technology Innovation Configuration.</p> <p>100% of classroom teachers will work with students a minimum of seven times during each nine weeks period using the wired and/or wireless computer lab for a minimum of forty-five minutes each time as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.</p>	<p>Weekly</p> <p>Nine-weeks</p>	Principal, Technology Administrator, Teachers, Curriculum and Instructional Technology Specialists, Instructional Technology Coordinators		

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X		X			Technology Applications		X			15D	<p>Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.</p>	<p>100% of administrators and core content teachers will use the Technology Innovation Configuration to measure utilization of technology during walkthroughs, observations, and reflective practice. 100% of core content teachers will score a 2 or above on the Technology Innovation Configuration.</p> <p>100% of core content teachers will work with students a minimum of four times each semester using the wired and/or wireless computer labs as evidenced by lesson plans correlated to Content Area and Technology Application TEKs, lab schedules, and student products.</p>	<p>Weekly</p> <p>Semester</p>	Principal, Teachers, Curriculum and Instructional Technology Specialists, and Coordinators	

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X	X	X	X		Safe and Drug-Free	X	X	X	X	16A	Student Teacher Assistance Network (STAN) -Peer Assistance and Leadership program (PAL) -Students Against Destructive Decisions (SADD) -Mediation/Conflict Resolution -Professional Development	Roosevelt H.S. will involve community in safe and drug free activities. Surveys monitoring STAN Program will reflect "exceeds expectations" in 80% of responses. Surveys of PAL students will reflect "exceeds expectations" in 95% of responses. 100% of campuses will have mediation/conflict resolution program.	Monthly Mediation Reports Monthly STAN Quantifiable Measures Report PAL Six Weeks Training and Service Report	Principal, STAN Counselor, PAL Teacher, SDFS Campus Contact, Safe and Drug Free Schools Coordinator	
X		X			Guidance		X	X		17A	Counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. (SB158, HB713)	Sign-in sheets will register 100% compliance.	April 2005	Principal, Counselors	

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X					Guidance			X		17B	Student transcripts will indicate whether the student has completed or is on schedule to complete the State Recommended or Advanced High School Curriculum required for Texas Grant eligibility. (HB713)	Graduation plan is posted on each high school student's transcript.	April 2005	Principal, Counselors, High School Registrar	
X					Special Education			X		18A	Schedule a regular education teacher unit to assist the SPED teacher in the Content Mastery Classroom for the benefit of both regular and SPED students. Schedule a SPED teacher unit to assist the regular ed Reading teacher in selected Reading classes for the benefit of both regular and SPED students. Schedule a SPED teacher unit to assist the regular ed Science department in selected classes for the benefit of both regular and SPED students	Decrease the district's ratio above the 125% average by serving more students with disabilities in the general population setting.	Review numbers served each nine weeks through January 2005.	Principal, Assistant Principals, Special Education Coordinators, Head Counselor	

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X					Fine Arts			X		19A	Increase participation in UIL Academic competition	25% increase in UIL Activities	May-05	Principal, Campus UIL Coordinator, Fine Arts Department	