

- 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
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2008-2009**

JOHNSON HIGH SCHOOL (014)

"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith

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- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
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1, 5	Student Performance (AP Enrollment and Exams Taken)	The campus will create opportunities to give students greater access to Advanced Placement (AP) courses and exams.	1. Overall AP Enrollment (determined by AP course requests in Spring, 2009) will increase by at least 5% from 2008-2009 AP Enrollment 2. The overall total number of AP exams taken in Spring, 2008 in all courses will be at least 50% of the number of students enrolled in AP courses during 2008-2009	GSF, AFL, CCR	1. AP enrollment reviewed in August and compared to course requests in February 2. AP exams taken reviewed in May	1. Administration, Counselor, Deans, and Teachers are responsible to encourage and implement AP enrollment 2. Administration, Counselor, Deans, and Teachers are responsible to encourage AP students to take exams 3. AVID teacher	No formal cost to campus, although the district and state subsidizes many AP exams. Resource implication of time and attention in department and faculty meetings.

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1, 5	Student Performance (College Preparation and Planning/Academic Development)	The campus will provide students access to test preparation and rigorous academic contests through course offerings, lesson integratio and extracurricular opportunities for high stakes tests and events such as TAKS, AP, SAT I and II, ACT, PSAT, Science Fair, History Day, Model United Nations, Forensics, etc.	1. The campus will offer opportunities for PSAT/SAT preparation (Saturday mornings in the fall semester) 2. Teachers will create lessons, on average every other lesson cycle, designed to encourage creative thinking and problem solving strategies related to academic contests and exams 3. Deans will promote Academic UIL teams and clubs (e.g. Math, Science, Book, Young Historians) and relevant contests (e.g. writing, Science Fair, History Fair, etc) and will design appropriate TAKS reviews.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CCR	1. PSAT/SAT prep program created in September for implementation in early October 2. Lesson plans and walkthroughs checked throughout school year 3. Academic contests and TAKS planning as per annual events 4. Clubs to meet at least monthly	1. Math and English Deans will oversee development of PSAT/SAT program 2. Administrators and Deans will review lessons for creative thinking and problem solving, as well as support teachers needing assistance 3. Leadership Team will encourage teacher support for clubs and contests	Administrative budget includes support for PSAT/SAT programs (hourly pay for teachers), stipends for some academic contests, and resources for academic contests. Resource implication of time and attention in department and faculty meetings.

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	Student Performance (NMSQT)	Campus administration, faculty, and community will be trained to understand the NMSQT process and requirements for students to become National Merit Scholars.	1. Leadership Team will review 2007-2008 NMSQT results for NEISD and Reagan High School and present to faculty. 2. Leadership Team will present NMSQT information to parents and community via CIC, Community Updates, etc. 3. Departments will study and implement strategies related to improving NMSQT results. 4. At least 1 more NMSQT Commended, Semi, and Finalist over 2007-2008 (from Reagan, attending Johnson in 2008-2009) and per academic year until district goal is reached.	CRW, V, AL, GSF, CCR, CLP	1. NMSQT data reviewed and presented in August 2. Departments will review data and strategies monthly with on-going implementation 3. Leadership Team will continually include NMSQT related information in newsletters, etc.	1. Leadership Team responsible for early review of data 2. Deans are responsible for department discussions 3. House principals are responsible for including information in their communication	No financial cost save for those related to PSAT/SAT sessions. Commitment of time and attention. Possible use of content area specialists as needed.

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1, 5	Student Performance (TAKS Passing and Commended Rates/TAKS Tutoring)	Campus administration, faculty, and community will be trained to understand the TAKS scoring process, including Commended Rates and what is required to achieve TEA Exemplary Status. Campus will also plan and coordinate a structured tutoring program for students needing additional support with TAKS Preparation	1. The Leadership Team will review 2007-2008 TAKS from the district and Reagan High School results and present to faculty 2. Leadership Team will present TAKS information to parents and the community via CIC, Community Updates, etc. 3. Departments will study and implement strategies realted to improving TAKS results to a level of at least 90% passing in all student populations 4. Commended Rates will increase by at least 5% over 2007-2008 in all student populations 5. A campus-wide weekly tutoring schedule (by content area) will be developed by September in employed by October	3TL, CRW, AV, CT, DI, GSF, AFL, CCR	1. TAKS data reviewed and presented to the faculty in August 2. Departments will review data and strategies monthly with on-going implementation 3. The Leadership Team will continually include TAKS related information in newsletters, etc. 4. Deans will develop tutoring schedule in September	1. Leadership Team responsible for early review of data and presenting TAKS information to the community 2. Deans are responsible for department discussions 3. House principals are responsible for including information in their communication 4. Deans and teachers are responsible for tutoring schedules	Tutoring funded by district Target TEKS program. Additional materials may need purchase throughout the year via campus funds. Possible use of content area specialists as needed.

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1, 3, 4, 5	Campus Vision (21 Century Learning)	The campus will foster an understanding of 21st Century Learning and promote academic and life skills that are necessary for student success in a global economy. Particular attention will be given to the creation of a campus Mission Statement, Student Graduate Profile, Teacher Profile, and Administrator Profile.	1. Early faculty meetings will focus on the nature of 21st Century Learning and center on the creation of a Mission Statement by the end of September 2. Faculty, student, parent and community member committees will be formed to create Profiles (in order) for Students/Graduates, Teachers, and Administrators with all three profiles to be completed by May 3. The Campus Improvement Committee will adopt finalized profiles	IAL, CT, DI, GSF, AFL, PGP, CCR, CLP, PI	1. Leadership team will coordinate the creation of the Mission Statement in September 2. Leadership team will oversee the creation of profile committees in October, January, and April 2. Principal will present profiles to CIC for adoption in May	1. Leadership team will coordinate the creation of the Mission Statement 2. Leadership team will oversee the creation of profile committees and their progress 2. Principal will present profiles to CIC for adoption	No foreseeable financial costs. Resource implication of time and attention in department and faculty meetings.

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1, 5	Mathematics (Access to Calculus AB)	The campus will create methods to encourage students on the "regular mathematics track" to reach Calculus AB by their senior year.	9th grade math teachers will identify Algebra I candidates for possible enrollment in an accelerated summer Geometry course or who may be able to take Geometry and Algebra II simultaneously during their 10th grade year.	PGP, CCR, CLP	Summer Geometry plans and students to be identified in April.	Mathematics Dean and teachers	Possible requests for district assistance in creating and funding a summer Geometry course for acceleration
1, 2, 5	Science (Safety)	Science teachers will provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	Walkthroughs will demonstrate either compliance.	MCP	On-going implementation of walk-throughs	1. Administrators and Science Dean will conduct walk-throughs 2. Teachers must be aware of regulations	Safety equipment purchased via bond funds for opening of school.
1, 5	Science (Integration of Mathematics)	Science teachers will incorporate mathematics, where appropriate, into science classes in order to increase, reinforce, and extend mathematical skills.	At each grade level, math and science teachers will collaborate at least monthly in order to review and chart common skills and academic goals.	DI, AFL, CLP	Departments will meet and review monthly	Administration, Math/Science Dean, and Math and Science Teachers	No foreseeable costs. Possible use of content area specialists as needed.

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1, 2, 5	Faculty Professional Development	The campus staff development plan will have a three tier (Individual, Department, and Full Faculty) approach with a monthly time set aside for each tier. Individual time will be designed to allow teachers an opportunity to work in interest-alike groups to study topics, strategies or concepts of the teacher's choice. Department time will focus on curriculum alignment and common best practices as they relate to the discipline. Full Faculty time will focus on components of the 21st Century Learner and topics determined by the CIC	1. Individual meetings and tangible products coming from them will be tracked by House administrators and will be accepted as hours toward Teacher Choice Days. The products will be shared with the Full Faculty at year's end. 2. Department meetings will be run and assessed by Deans and Department Chairs. Agendas and topics will be predetermined at Leadership Team meetings. 3. Full Faculty projects will align with and support the 21st Century Learner projects and will be finalized/adopted by the CIC.	CLP, PI	All meetings will occur monthly (on rotating Wednesdays).	House Administrators are responsible for monitoring Individual projects. Deans and Department Chairs are responsible for Department projects. Leadership Team, specifically the Principal and AP for Curriculum, are responsible for Full Faculty work.	Some costs are possible depending upon the direction the faculty goes with 21st Century Learner projects and products. There is a significant commitment to time and energy.
1, 2, 3, 5	Dropout Reduction	The campus will work toward its goal of zero dropouts through three requirements. First, all students will be assigned an advisor and meet with them periodically (students' academic achievement as well as extracurricular involvement will be monitored to assure students feel successful and connected to school). Second, the campus will identify homeless children in compliance with the McKinney Homeless Act and provide inservice for staff on definition, qualifications, and services available. Finally, students leaving the school must complete an exit interview with their counselor or House Administrator to determine and have information to follow up on the student's next academic setting.	1. Advisory logs and passing rates of students will be maintained and updated every 9 weeks as documentation of student success. Involvement in campus and outside groups will also be tracked by advisors and will be reflected in student portfolios each year. 2. Records of identified homeless children will be maintained and all available services will be offered to student and their family (Counselor contact forms and McKinney paperwork will also serve as documentation) . 3. The Leadership Team will follow up on withdrawn students to ensure they are enrolled in another academic program or to encourage them to return to an academic program.	GSF, PGP, IA, PI	1. On-going and every 9 weeks 2. On-going 3. On-going	1. All staff with an Advisory 2. Counselor 3. Leadership Team	No foreseeable costs. Possible use of district drop out and at-risk specialists as needed.

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1, 5	Technology	The campus will incorporate technology skills and growth for students teachers and the community through three strategies. First, the Campus Technology Committee (CTC) will meet a minimum of once a month to identify technology staff development needs, technology trainers, and campus infrastructure needs. Second, all staff will continuously help students to develop their presentation skills (including appropriate use of technology) during their four years at ISA. Finally, the campus will expand opportunities for students to interact with parents, community members, other schools and organizations via video conferencing, presentations and electronic communication.	1. Meeting minutes will be posted to the campus server and the CTC will make present progress to the Campus Improvement Committee monthly . 2. Department and Grade Level curriculum will include technology components consistent with Technology and content area TEKS. 3. The CTC will develop a short and long-term plan for community involvement, video-conferencing, and other strategies to the CIC by April.	DI, CLP	1. Monthly 2. On-going 3. On-going and by April	1. Campus Technology Committee Chair 2. Campus Technolgy Committee Chair, Deans, and Teachers 3. Campus Technology Committee Chair	Multiple possible costs associated with technology development to be assessed by CTC
2, 3, 4,	Safe and Drug Free Schools (PALS)	The campus will make use of PALS and peer mediation to promote a safe and drug free campus environment through four strategies. First, PALS will provide learning opportunities through advisory, classroom discussions and an informational bulletin board on challenging teen issues (drug and alcohol use, eating disorders, peer pressure, etc.). Second, the campus will make continued use of and promotion of peer mediation to resolve conflict and to prevent school violence. Third, PALS will hold choice discussion groups with teachers about issues that teens face using the PALS and PAL teachers as facilitators. Finally, Advisory teachers will seek to ensure that all students will be involved in one or more activities beyond academics as a way assuring their connectedness to school and / or peers in positive ways.	1. PALS will work with advisories, within classrooms, and update their bulletin board at least once every 9 weeks. 2. Administrators and the Counselor will coordinate peer mediation sessions whenever appropriate. 3. PALS will hose choice discussion groups at least once every 9 weeks. 4. Advisors will keep track of student involvement in their advisory logs, which are to be updated every 9 weeks.	CLP, MCP, IA, PI	1 - 4. Every 9 weeks and no later than October, December, March, and May	1. PALS Coordinator 2. Administrators, Counselor, and PALS Coordinator 3. PALS Coordinator 4. All Staff with an Advisory	Minimal costs for PALS bulletin board to come from PALS budget and/or Principal's account.

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
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN**

2008-2009

JOHNSON HIGH SCHOOL (014)

**"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith**

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

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2, 3, 4,	Safe and Drug Free Schools (Student Groups)	The campus will provide students opportunities to be remain involved with their school and community through a variety of student leadership organization such as Student Council, "Friends", and Johnson Ambassadors.	The Student Council, "Friends", and "Johnson Ambassadors" programs will be established and running by the 3rd week of school. Each program will have at least bi-weekly meetings and events that will be publicized and promoted by the administration.	CLP, MCP, IA, PI	Within the first 3 weeks of school and on-going.	Each program's faculty sponsor is responsible for operating a program by the 3rd week. The Leadership Team is responsible for promoting and advertizing the program.	Minimal costs for group programs to come from CAF line items and/or Principal's account.
2, 4, 5	Discipline Management	The campus will ensure a safe and orderly environment for students and teachers through a review its Discipline Management Plan to ensure alignment with the district's procedures and an emphasis on a student code of conduct, peer mediation, character education via CHAMPS, and a philosophy of thoughtful and appropriate consequences for infractions.	1. A Review of the Discipline Management Plan will be completed by August 31 and Discipline Management Plan will be posted to the campus server space. 2. Character education components and student inservice the code of conduct will occur within the first two weeks of school. 3. Departments will develop and post content area specific CHAMP charts for common lessons and activities.	GSF, MCP, IA, PI	By August 31 and September 5 with on-going discipline response. CHAMP cards are to be posted by September 8	The Leadership Team is responsible for all facets of promoting the plan. However, Deans, Department Chairs and teachers are responsible for implementing CHAMPS strategies.	Minimal costs for CHAMPS charts to come from department budgets and/or Principal's account.

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1, 2, 5	Attendance	The campus will work toward its goal of 97% attendance for the year by developing an Attendance Plan that reviews (using the district's attendance software) student and responds to individual student trends.	1. A Review of the Attendance Plan will be completed by August 31 and the Attendance Plan will be posted to the campus server space. 2. Character education components and student inservice the code of conduct will occur within the first two weeks of school. 3. Teachers will notify House administrators when a student has missed three classes in a semester.	GSF, MCP, IA, PI	By August 31 and September 5 with on-going attendance response.	The Leadership Team is responsible for all facets of promoting the plan. However, Deans, Department Chairs and teachers are responsible for implementing components of the plan.	No foreseeable financial costs. Resource implication of time and attention in department and faculty meetings.
1, 3, 5	Community Communication	The campus will communicate with the community on a regular basis.	1. The Administration will send weekly communications via e-mail that will also be posted to the campus web page and House administrators will send home quarterly newsletters. 2. Administrators will be assigned to meet with various boosters and the Principal will hold a monthly luncheon with booster club and the PTA president.	PI	Weekly e-mails and newsletters every 9 weeks. Meetings monthly and as needed.	The Principal will be responsible for the weekly e-mails and monthly luncheons while House administrators will be responsible for the newsletter and booster meetings.	Newsletter costs will come from campus budgeted funds. Monthly luncheons will be funded by the Principal's account.