

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 2008-2009 ROOSEVELT HIGH SCHOOL <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>		RESULTS: 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.			
DISTRICT GOAL: 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.		For further description click on http://intranet.int.neisd.net/s/ RIGOR - 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 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 * Assessment for learning strategies * Personal Graduations Plans (PGPs) * College / Career Readiness RELATIONSHIPS - 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)		STUDENT ENGAGEMENT STRATEGIES CODES 3TL - 3 Tier Levels of Instructional Intervention CRW - Content Reading & Writing V - Vocabulary Development SD - Similarities and Differences ITL - Interactive Teaching/Learning Q - Cues, Questions, and Advance Organizers GSF - Goal Setting & Frequent Feedback with individual students AL - Assessment for Learning Strategies PGP - Personal Graduation Plans CCR - Career / College Readiness CLP - Collegial Learning and Planning			
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 weeks attendance rates 2. Have weekly class attendance rate competition - advertise winning class via announcements and marquee 3. Use the "Crazy H.A.T." program throughout the year 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 and dropouts 5. Use the award system by having drawings for students who have 95% or better attendance. 6. Teachers and assistant principals will call the parents of all students absent during accounting periods. 7. Obtain email addresses for, and utilize, mass email updates.	1. Daily, weekly, and six weeks attendance will be calculated and compared to previous rates. 2. Weekly class winners for meeting H.A.T. expectations. Amount of time it takes to find a winning class. 3. The phone logs of teachers and assistant principals will be monitored. 4. 100% Increase in the number of identified email addresses (currently at less than 800 addresses)	GSF	Daily, weekly, six weeks	Administration, Teachers, Visiting teacher, Family Specialist, Attendance Clerks	\$3500/prizes

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1,2,3	Become a "Recognized" ("Exemplary") Campus	1. Administrators and Deans complete a minimum of 10 and 6 walk-throughs, respectively each 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 year long TAKS warm-ups in Math and Science. 6. Continue student award system (utilizing smaller incentives for more students) for TAKS performance and participation in TAKS tutorials/SuperSaturdays/Evening Tutorial/TAKS Olympics Events via "Teddy Tutor Tickets." 7. Provide additional support for all ESL students by meeting district expectations that all teachers be SIOP trained. 8. Utilize the PGP process so that all teachers are aware of which of their students are in need of a PGP for TAKS performance. Utilize training modules for the new "TRIAND" 9. Use non-core teachers for the TAKS Motivation committee responsible for theme, videos, posters, prizes, coordination of the end-of year celebration cookout. 10. Utilize an "everyday Algebra" designated for students who did not pass 8th grade Math TAKS or failed 8th grade math. 11. Utilize Academic Literacy/English combination for designated students who did not pass 8th grade ELA TAKS or failed 8th grade English. 12. Implement a Z.eros A.ren't P.ermitted Lunch detention funded by the DATE Grant 13. Use the automated phone calling system and principal emails to inform parents and advertise events (i.e. - report cards, progress reports, TAKS tutorials, campus events, etc.) 14. Increase enrollment, retention, and instructional support in Pre-AP/AP classes. 15. Utilize Agenda Books for 9th graders and make them available for sale to the other grade levels. 16. Continue to build the Advancement Via Individual Determination program. 17. All classes, staff developments, and homerooms activities will incorporate the use of Agenda Speak from the beginning of the school year.	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 by teachers/common planning teams to adjust future lessons based on student needs. 4. Hardcards will be in use by all core subject teachers within 3 weeks of the new "TRIAND" training so that students will be able to articulate their own areas of strength and weakness. 5. Number of students participating in TAKS events. 6. Performance of ESL students within the classroom as well as on benchmarks and standardized testing. 7. A PGP on file for every student who failed TAKS are have slow credit accumulation. 8. Performance of Everyday Algebra students within the classroom as well as on benchmarks and standardized testing. 9. Performance of Academic Literacy/English students within the classroom as well as on benchmarks and standardized testing. 10. Decrease in the number of students failing classes due to missing homework assignments. 11. Number of students enrolled in the courses at the beginning and end of the school year.	PGP, AL, 3TL, GSF	On-going	Administrators, Teachers	\$5000 in hard card supplies, Incentives prizes, and end of year TAKS celebration; \$1000 for additional released TAKS tests

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1,2,3,4,5	Build a Post-Secondary Ready Campus Atmosphere	1. Have all seniors accepted to a post-secondary educational institution. 2. Have all eligible students apply for the San Antonio Educaiton Partnership. 3. Incorporate a "post secondary" portfolio through the Senior English classes to include a scholarship application to assess writing. 4. Have teachers advertise post-seondary institutions on progress rept/report card distribution days (i.e. wear college apparel, discuss connection between grades and post-secondary readiness) 5. Hold Senior Saturday and Junior Jumpstart events for all students to provide additional support to students and parents in the application/scholarship process. 6. Incorporate a post-secondary strand within Homerooms in addition to school climate/culture, academics, and synergy strands. 7. Increase Pre-AP/AP enrollment, retention, and instructional support. 8. Utilize district sponsored Princeton Review for identified students 9. Incorporate regular AP teacher meetings to discuss student progress, needs, programs, and distribution of funds. 10. Continue to build the Advancement Via Individual Determination program.	1. Counselors monitor senior acceptance to post-secondary institutions and military branches via acceptance letters 2. Have all students who can not provide an acceptance letter complete the Texas Common Application for ACCD. 3. Achieve the goal of \$10 million in scholarships offered to Roosevelt Graduates. 4. Number of students/parents participating in the Senior Saturday and Junior Jumpstart events. 5. Having 10 students qualify for National Merit Scholar, National Achievemnt Scholar, or National Hispanic Scholar status.	CLP, GSF	On-going assessment; Result will include all Seniors accepted to a post-secondary institution; \$10 million in scholarships offered to the Senior class.	Administrators, counselors, teachers, post-secondary institution representatives	\$600 for supplies, mailings for Senior Saturday/Junior Jumpstart events.