

- 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  
2009-2010**

Jackson-Keller Elementary School

**"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.

<b>DISTRICT GOAL</b>	<b>CODES FOR STUDENT-CENTERED STRATEGIES</b>
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.	<p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> <li>3TL 3 Tier Instructional Model</li> <li>CRW Content Reading and Writing Strategies</li> <li>AV Development of Academic Vocabulary</li> <li>AL Active Learning</li> <li>CT Critical Thinking and Problem Solving</li> <li>DI Differentiated Instruction, Flexibility and Responsiveness</li> </ul> <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> <li>GSF Goal-Setting and Frequent Feedback with Individual Students</li> <li>AFL Assessment For Learning--Strategies to Guide Instruction</li> <li>PGP Personal Graduations Plans</li> <li>CCR College / Career Readiness</li> </ul> <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> <li>CLP Collegial Learning and Planning (i.e. professional learning communities)</li> <li>MCP Managing Classroom Procedures</li> <li>IA Improved Student Attendance</li> <li>PI Parent &amp; Community Involvement</li> </ul>

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Needs Assessment	A plan will be developed that identifies initiatives, demands high standards, ensures academic success for all students, and reflects vision of beliefs. <i>TI Component #1</i>	90% passing level on TAKS.	CLP	May-10	Principal	
1	Highly Qualified Staff Members	Teachers and paraprofessionals will meet the NCLB criteria for "Highly Qualified". <i>TI Component #3</i>	Teachers will have appropriate certification for their given assignment. Paraprofessionals will the minimum number of college hours as required by NCLB.	CLP	August 2009 - May 2010	Principal	
1	Ensure that Curriculum, Instruction and Assessment Initiatives are aligned with TEKS (DATA).	Strategies for engagement and differentiated instruction will be a school-wide focus. <i>TI Component #2, #9</i>	Benchmark data will set learning objectives in lesson plans.	CRW, DI	August 2009 - May 2010	All teachers, Principal	
1	Ensure that Curriculum, Instruction and Assessment Initiatives are aligned with TEKS (DATA).	All grade level teachers will meet with the Title I Reading, Math, and Science teachers on a quarterly basis to plan lessons for the upcoming 9-week period. <i>Title I Component #4 &amp; #8</i>	Benchmark data will set learning objectives in lesson plans.	3TL, CRW, AL, CT, DI, CLP	August 2009 - May 2010	Title I Teachers	
1	Reading, Writing, Math, and Science	New students will be given Scholastic Reading inventory, and the Reading and Math Release TAKS to determine academic achievement levels. Title I, RAP, MAP, Spire, Esperanza tutoring and Voyager programs will be provided to students whose achievement level is below their given grade level. <i>Title I Component #8, #9</i>	90% passing level on TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide feedback.	AFL	August 2009 - May 2010	Title I teachers, classroom teachers, Principal	
1	Reading, Writing, Math, and Science	Response to Intervention (RTI) Tier 1, Tier 2, and Tier 3 meetings will be conducted to review student achievement and determine appropriate intervention strategies and resources for students having difficulties. <i>Title I Component #8, #9</i>	Student goals will be set at the RTI meetings. Student progress on those goals will be reviewed to determine progress.	3TL, CRW, CT, DI, GSF, AFL	Monthly	RTI Committee Members, Classroom Teacher	
1	Reading	Teachers will utilize literacy workstations to enhance and differentiate instruction. <i>Title I Components #2 and #9</i>	90% passing level on TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide feedback.	CRW, DI	August 2009 - May 2010	Classroom teachers, Title I Teachers, Principal	

**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**

**2009-2010**

Jackson-Keller Elementary School

**"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.

<p><b>DISTRICT GOAL</b></p> <p>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.</p>	<p><b>CODES FOR STUDENT-CENTERED STRATEGIES</b></p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> <li>3TL 3 Tier Instructional Model</li> <li>CRW Content Reading and Writing Strategies</li> <li>AV Development of Academic Vocabulary</li> <li>AL Active Learning</li> <li>CT Critical Thinking and Problem Solving</li> <li>DI Differentiated Instruction, Flexibility and Responsiveness</li> </ul> <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> <li>GSF Goal-Setting and Frequent Feedback with Individual Students</li> <li>AFL Assessment For Learning--Strategies to Guide Instruction</li> <li>PGP Personal Graduations Plans</li> <li>CCR College / Career Readiness</li> </ul> <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> <li>CLP Collegial Learning and Planning (i.e. professional learning communities)</li> <li>MCP Managing Classroom Procedures</li> <li>IA Improved Student Attendance</li> <li>PI Parent &amp; Community Involvement</li> </ul>
--	--

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Reading	Critical thinking skills using Bloom's Taxonomy and Margaret Kilgo stems will be a school-wide focus. New Teachers to the campus will be provided this information by the Title I Reading Teachers. <i>Title I Component #2</i>	100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 50% commended performance.	CT	August 2009 - May 2010	District Specialist, classroom teachers, Principal	
1	Reading	K-2 teachers will be aware of reading level and record level each nine weeks using the yellow and white Rigby cards. New Teachers will be provided this information by the Title I Reading Teachers. Classroom teachers will address student needs through small groups. <i>Title I Component #9</i>	90% of students will pass Reading TAKS.	3TL, CRW, AFL	August 2009 - May 2010	Title I teachers and classroom teachers	
1	Reading	Teachers will use Scholastic News, National Geographic, and other non-fiction materials as a supplement to target authentic reading skills. <i>Title I Component #2</i>	An increase of scores based on comprehension as assessed on TPRI/Tejas Lee K-2 and weekly assessments 3-5 benchmarks.	3TL, CRW	August 2008 - May 2009	District Reading Specialist, Principal	
1	Math	New teachers to J.K. will be mentored/coached by the Title I Math Specialist and will attend Math Investigations training. Title Math Specialist will work in-class with new teachers once per 9 weeks. <i>Title I Component #4</i>	Attend 1 peer coaching session per nine weeks.	CLP	Monthly	District Math Specialist, Principal	
1	Math	Target retained students and students that were not successful on Math TAKS for small group support. <i>Title I Component #9</i>	80% of the targeted students will pass math TAKS.	3TL, DI	Monthly	District Math Specialist, classroom teachers, Principal	
1	Reading/Math	Title I Reading & Math teachers will focus on identifying struggling students and provide small group support to the identified struggling learners (K-5), with focus on problem-solving, comprehension and vocabulary, starting in mid-September. <i>Title I Component #9</i>	90% of students will pass reading and math TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide additional feedback.	3TL, DI	August 2009 - May 2010	Title I, all teachers, Principal	\$10,000 Title I funds

**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  
2009-2010**

Jackson-Keller Elementary School  
**"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

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Reading/Math	Transportation, teaching supplies, and teacher salaries will be provided for professional staff members who tutor struggling students. <i>Title I Component #9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL	August 2009 - May 2010	Teachers and Principal	Target TEKS funds; Title I Funds, as needed
1	Reading/Math	Targeted 3rd Grade students will be identified for tutoring based on beginning of the year Reading and Math Benchmark results. <i>Title I Component #9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL, AFL	August 2009 - May 2010	Teachers and Principal	Target TEKS funds; Title I Funds, as needed
1	Reading/Math	Targeted 4th and 5th Grade students will be identified for tutoring based on Reading and Math TAKS results from the previous school year, as well as benchmarks and failing grades. <i>Title I Component #9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL, AFL	August 2009 - May 2010	Teachers and Principal	Target TEKS funds; Title I Funds, as needed
1	Reading, Math and Bilingual	Provide teacher support, through walkthroughs and Professional Development, in vocabulary development of English and Bilingual students of math concepts and reading. <i>Title I component #4</i>	98% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 80% passing on TAKS and 50% commended performance.	CLP	August 2009 - May 2010	District Math and Reading Specialists, classroom teachers, Principal	
1	Science	Provide students with experiences with various hands-on experiments in a lab setting. Each teacher will devote 40% of Science instruction time towards inquiry-based lab instruction and will emphasize the 5 E's. <i>Title I Component #2</i>	85% of students will score a minimum of 75 on each benchmark. 90% passing on Science TAKS, Benchmarks, and Unit Assessments.	3TL, AL	August 2009 - May 2010	Classroom teachers, Science Specialist, Principal	\$5,000
1	Science	Each teacher will utilize streaming videos and vocabulary - intensive instruction to build background knowledge and science literacy. <i>Title I Component #9</i>	Vocabulary and video usage will be reflected in lesson plans. 100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 75% commended performance.	3TL, DI, AV	August 2009 - May 2010	Science Specialist and 5th grade teachers	
3	Parent Education Involvement	The Administrative Team will coordinate with the Family Specialist to provide monthly parent education opportunities. <i>Title I Component #6</i>	Parent Involvement will increase by 10%	PI	August 2009 - May 2010	Family Specialist and Administrators	\$2,000 Title I funds

**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**

**2009-2010**

Jackson-Keller Elementary School

**"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.

<b>DISTRICT GOAL</b>  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.	<b>CODES FOR STUDENT-CENTERED STRATEGIES</b>  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
---	--

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
3	Accelerated Education/At-Risk, NCLB, Title I; Parental Involvement	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance. <i>Title I Component #6</i>	2% increase in attendance each nine weeks. 10% increase in parental attendance at school activities.	PI, IA	August 2009 - May 2010	Leadership Team and Family Specialist, Principal	\$1000 Title I funds
3	Accelerated Education/At-Risk, NCLB, Title I; Parental Involvement	Host family nights during the school year--Meet the Teacher Night, Literacy Night, Math Night, TAKS Night. <i>Title I Component #6</i>	10% increase in parent attendance.	PI	August, September, November and February of the given school year	Leadership Team and Family Specialist, Principal	\$500 Title I funds
2	Accelerated Education/At-Risk, NCLB, Title I; Parental Involvement	Host Maturation Night for parents of 4th and 5th grade students. <i>Title I Component #6</i>	Parent Involvement will increase by 10%	PI	Spring Semester of given year	Nurse	
1	Professional Development, NCLB and Title I	Teachers will work with vertical teams and implement the Basic School concept. <i>Title I Component #4</i>	Collaboration of team members, vertical alignment, and integration of strategies into classroom instruction.	CLP	Once a month	All teachers, Principal	
2	Accelerated Education/At-Risk, NCLB and Title 1.	Provide staff development designed to educate teaching staff about working with at-risk students and children from poverty, both academically and socially. <i>Title I Component #4</i>	100% of personnel will attend staff development and apply strategies for all learners as outlined in walkthroughs.	CLP	August, 2009	Principal, classroom teachers	\$3,000
2	Professional Development	School-wide focus will be on positive classroom management through the use of CHAMPS. Initial training and ongoing support will be provided. <i>Title I Component #4.</i>	Consistent implementation of positive classroom expectations	CLP, MCP	July, 2010	Principal, classroom teachers	\$1,000
1	ESL/Bilingual	Bilingual/ESL teachers will meet monthly to discuss linguistic accommodations. <i>Title I Component s #2 and #4</i>	SIOP strategies are visible as walthroughs and observations are conducted.	CLP	Monthly	Bilingual Specialist	
1	ESL/Bilingual	Increase amount of bilingual print throughout school. <i>Title I Component #2</i>	Bilingual print is visible throughout the school, in hallways as well as classrooms.	CRW	Monthly	Bilingual Specialist	\$1,000

**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**

**2009-2010**

Jackson-Keller Elementary School

**"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

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Accelerated Education/ At-Risk	Highly Qualified teachers/new teachers will be hired and will be paired with a mentor teacher. <i>Title I Component #5</i>	Teacher will participate in NEISD cohort/support group.	CLP	August, 2009	Principal and classroom teachers	
1	Pre-K and Kinder	Professional development for all Pre-K/K teachers focused on deepening understanding of Kinder TEKS. <i>Title I Component # 7</i>	100% of walkthroughs and lesson plans will show evidence of understanding and implementation of TEKS.	GSF and 3TL	August, 2009	District Specialist, classroom teachers, Principal	\$1,000
2	Pre-K and Kinder	Transition Pre-K students to Kinder by providing a Kinder Roundup to explain expectations in Kinder. <i>Title I Component #7</i>	Students will be prepared for school and have expectations	CLP	April, 2009	Kinder teachers, Principal	\$500
1	Setting objectives and providing feedback to Faculty	Frequent monitoring of teaching and learning through walk-throughs, observations and assessments. <i>Title I Component #4</i>	Increased student performance on TAKS and mastering of TEKS. 100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 50% commended performance.	CRW and CLP	August 2009 - May 2010	Principal and classroom teachers	
2	Federal, State and local services	All programs under NCLB, violence prevention, nutrition and vocational education are coordinated and integrated in the school. <i>Title I Component #10</i>	In compliance with the law.	CLP	August 2009 - May 2010	Counselors and teachers	
2	Strategies for engagement, student goal setting.	Career Day activities will be provided for all K-5 students.	Increase awareness of relationship between education and career.	GSF, CCR	October, 2009	Counselors and Family Specialist	\$500

- 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  
 2009-2010**  
 Jackson-Keller Elementary School  
 "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.

<b>DISTRICT GOAL</b>  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.	<b>CODES FOR STUDENT-CENTERED STRATEGIES</b>  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
---	--

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
-----	--	--	---	-----------------------------	------------------	-----------------------	------------------

**Title I Components**

Comp. No.	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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
# 1	Needs Assessment	A plan will be developed that identifies initiatives, demands high standards, ensures academic success for all students, and reflects vision of beliefs. <i>TI Component #1</i>	90% passing level on TAKS.	CLP	May-10	Principal	
#2	Ensure that Curriculum, Instruction and Assessment Initiatives are aligned with TEKS (DATA).	Strategies for engagement and differentiated instruction will be a school-wide focus. <i>TI Component #2</i>	Benchmark data will set learning objectives in lesson plans.	CRW, DI	August 2009 - May 2010	All teachers, Principal	
#2	Reading	Critical thinking skills using Bloom's Taxonomy and Margaret Kilgo stems will be a school-wide focus. New Teachers to the campus will be provided this information by the Title I Reading Teachers. <i>Title I Component #2</i>	100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 50% commended performance.	CT	August 2009 - May 2010	District Specialist, classroom teachers, Principal	
#2	Reading	Teachers will use Scholastic News, National Geographic, and other non-fiction materials as a supplement to target authentic reading skills. <i>Title I Component #2</i>	An increase of scores based on comprehension as assessed on TPRI/Tejas Lee K-2 and weekly assessments 3-5 benchmarks.	3TL, CRW	August 2008 - May 2009	District Reading Specialist, Principal	
#2	ESL/Bilingual	Increase amount of bilingual print throughout school. <i>Title I Component #2</i>	Bilingual print is visible throughout the school, in hallways as well as classrooms.	CRW	Monthly	Bilingual Specialist	\$1,000
#2	Reading	Teachers will utilize literacy workstations to enhance and differentiate instruction. <i>Title I Components #2 and #9</i>	90% passing level on TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide feedback.	CRW, DI	August 2009 - May 2010	Classroom teachers, Title I Teachers, Principal	
#3	Highly Qualified Staff Members	Teachers and paraprofessionals will meet the NCLB criteria for "Highly Qualified". <i>TI Component #3</i>	Teachers will have appropriate certification for their given assignment. Paraprofessionals will the minimum number of college hours as required by NCLB.	CLP	August 2009 - May 2010	Principal	

**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  
2009-2010**

Jackson-Keller Elementary School  
**"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.

<p><b>DISTRICT GOAL</b></p> <p>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.</p>	<p><b>CODES FOR STUDENT-CENTERED STRATEGIES</b></p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> <li>3TL 3 Tier Instructional Model</li> <li>CRW Content Reading and Writing Strategies</li> <li>AV Development of Academic Vocabulary</li> <li>AL Active Learning</li> <li>CT Critical Thinking and Problem Solving</li> <li>DI Differentiated Instruction, Flexibility and Responsiveness</li> </ul> <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> <li>GSF Goal-Setting and Frequent Feedback with Individual Students</li> <li>AFL Assessment For Learning--Strategies to Guide Instruction</li> <li>PGP Personal Graduations Plans</li> <li>CCR College / Career Readiness</li> </ul> <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> <li>CLP Collegial Learning and Planning (i.e. professional learning communities)</li> <li>MCP Managing Classroom Procedures</li> <li>IA Improved Student Attendance</li> <li>PI Parent &amp; Community Involvement</li> </ul>
--	--

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
#4	Ensure that Curriculum, Instruction and Assessment Initiatives are aligned with TEKS (DATA).	All grade level teachers will meet with the Title I Reading, Math, and Science teachers on a quarterly basis to plan lessons for the upcoming 9-week period. Title I Component #4	Benchmark data will set learning objectives in lesson plans.	3TL CRW, AL, CT, DI, CLP	August 2009 - May 2010	Title I Teachers	
#4	Math	New teachers to J.K. will be mentored/coached by the Title I Math Specialist and will attend Math Investigations training. Title Math Specialist will work in-class with new teachers once per 9 weeks. Title I Component #4	Attend 1 peer coaching session per nine weeks.	CLP	Monthly	District Math Specialist, Principal	
#4	Reading, Math and Bilingual	Provide teacher support, through walkthroughs and Professional Development, in vocabulary development of English and Bilingual students of math concepts and reading. Title I component #4	98% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 80% passing on TAKS and 50% commended performance.	CLP	August 2009 - May 2010	District Math and Reading Specialists, classroom teachers, Principal	
#4	Professional Development, NCLB and Title I	Teachers will work with vertical teams and implement the Basic School concept. Title I Component #4	Collaboration of team members, vertical alignment, and integration of strategies into classroom instruction.	CLP	Once a month	All teachers, Principal	
#4	Accelerated Education/At-Risk, NCLB and Title 1.	Provide staff development designed to educate teaching staff about working with at-risk students and children from poverty, both academically and socially. Title I Component #4	100% of personnel will attend staff development and apply strategies for all learners as outlined in walkthroughs.	CLP	August, 2009	Principal, classroom teachers	\$3,000
#4	Professional Development	School-wide focus will be on positive classroom management through the use of CHAMPS. Initial training and ongoing support will be provided. Title I Component #4.	Consistent implementation of positive classroom expectations	CLP, MCP	July, 2010	Principal, classroom teachers	\$1,000
#4	ESL/Bilingual	Bilingual/ESL teachers will meet monthly to discuss linguistic accommodations. Title I Component s #2 and #4	SIOP strategies are visible as walthroughs and observations are conducted.	CLP	Monthly	Bilingual Specialist	

**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**

**2009-2010**

Jackson-Keller Elementary School

**"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

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
#4	Setting objectives and providing feedback to Faculty	Frequent monitoring of teaching and learning through walk-throughs, observations and assessments. <i>Title I Component #4</i>	Increased student performance on TAKS and mastering of TEKS. 100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 50% commended performance.	CRW and CLP	August 2009 - May 2010	Principal and classroom teachers	
#5	Accelerated Education/ At-Risk	Highly Qualified teachers/new teachers will be hired and will be paired with a mentor teacher. <i>Title I Component #5</i>	Teacher will participate in NEISD cohort/support group.	CLP	August, 2009	Principal and classroom teachers	
#6	Parent Education Involvement	The Administrative Team will coordinate with the Family Specialist to provide monthly parent education opportunities. <i>Title I Component #6</i>	Parent Involvement will increase by 10%	PI	August 2009 - May 2010	Family Specialist and Administrators	
#6	Accelerated Education/At-Risk, NCLB, Title I; Parental Involvement	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance. <i>Title I Component #6</i>	2% increase in attendance each nine weeks. 10% increase in parental attendance at school activities.	PI, IA	August 2009 - May 2010	Leadership Team and Family Specialist, Principal	
#6	Accelerated Education/At-Risk, NCLB, Title I; Parental Involvement	Host family nights during the school year--Meet the Teacher Night, Literacy Night, Math Night, TAKS Night. <i>Title I Component #6</i>	10% increase in parent attendance.	PI	August, September November and February of the given school year	Leadership Team and Family Specialist, Principal	
#6	Accelerated Education/At-Risk, NCLB, Title I; Parental Involvement	Host Maturation Night for parents of 4th and 5th grade students. <i>Title I Component #6</i>	Parent Involvement will increase by 10%	PI	Spring Semester of given year	Nurse	
#7	Pre-K and Kinder	Professional development for all Pre-K/K teachers focused on deepening understanding of Kinder TEKS. <i>Title I Component # 7</i>	100% of walkthroughs and lesson plans will show evidence of understanding and implementation of TEKS.	GSF and 3TL	August, 2009	District Specialist, classroom teachers, Principal	\$1,000
#7	Pre-K and Kinder	Transition Pre-K students to Kinder by providing a Kinder Roundup to explain expectations in Kinder. <i>Title I Component #7</i>	Students will be prepared for school and have expectations	CLP	April, 2009	Kinder teachers, Principal	\$500

**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  
2009-2010**

Jackson-Keller Elementary School  
**"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

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
#8	Ensure that Curriculum, Instruction and Assessment Initiatives are aligned with TEKS (DATA).	All grade level teachers will meet with the Title I Reading, Math, and Science teachers on a quarterly basis to plan lessons for the upcoming 9-week period. Title I Component #4 & #8	Benchmark data will set learning objectives in lesson plans.	3TL CRW, AL, CT, DI, CLP	August 2009 - May 2010	Title I Teachers	
#9	Reading	Teachers will utilize literacy workstations to enhance and differentiate instruction. Title I Components #2 and #9	90% passing level on TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide feedback.	CRW, DI	August 2009 - May 2010	Classroom teachers, Title I Teachers, Principal	
#9	Reading, Writing, Math, and Science	New students will be given Scholastic Reading inventory, and the Reading and Math Release TAKS to determine academic achievement levels. Title I, RAP, MAP, Spire, Esperanza tutoring and Voyager programs will be provided to students whose achievement level is below their given grade level. Title I Component #9	90% passing level on TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide feedback.	AFL	August 2009 - May 2010	Title I teachers, classroom teachers, Principal	
#9	Reading	K-2 teachers will be aware of reading level and record level each nine weeks using the yellow and white Rigby cards. New Teachers will be provided this information by the Title I Reading Teachers. Classroom teachers will address student needs through small groups. Title I Component #9	90% of students will pass Reading TAKS.	3TL, CRW, AFL	August 2009 - May 2010	Title I teachers and classroom teachers	
#9	Math	Target retained students and students that were not successful on Math TAKS for small group support. Title I Component #9	80% of the targeted students will pass math TAKS.	3TL, DI	Monthly	District Math Specialist, Classroom Teachers, Principal	
#9	Reading/Math	Title I Reading & Math teachers will focus on identifying struggling students and provide small group support to the identified struggling learners (K-5), with focus on problem-solving, comprehension and vocabulary, starting in mid-September. Title I Component #9	90% of students will pass reading and math TAKS, Benchmarking, and Unit Assessments. Classroom walkthroughs will provide additional feedback.	3TL, DI	August 2009 - May 2010	Title I, all teachers, Principal	\$10,000 Title I funds

**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**

**2009-2010**

Jackson-Keller Elementary School

**"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.

<p><b>DISTRICT GOAL</b></p> <p>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.</p>	<p><b>CODES FOR STUDENT-CENTERED STRATEGIES</b></p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> <li>3TL 3 Tier Instructional Model</li> <li>CRW Content Reading and Writing Strategies</li> <li>AV Development of Academic Vocabulary</li> <li>AL Active Learning</li> <li>CT Critical Thinking and Problem Solving</li> <li>DI Differentiated Instruction, Flexibility and Responsiveness</li> </ul> <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> <li>GSF Goal-Setting and Frequent Feedback with Individual Students</li> <li>AFL Assessment For Learning--Strategies to Guide Instruction</li> <li>PGP Personal Graduations Plans</li> <li>CCR College / Career Readiness</li> </ul> <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> <li>CLP Collegial Learning and Planning (i.e. professional learning communities)</li> <li>MCP Managing Classroom Procedures</li> <li>IA Improved Student Attendance</li> <li>PI Parent &amp; Community Involvement</li> </ul>
--	--

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
#9	Reading/Math	Transportation, teaching supplies, and teacher salaries will be provided for professional staff members who tutor struggling students. <i>Title I Component #9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL	August 2009 - May 2010	Teachers and Principal	Target TEKS funds; Title I Funds, as needed
#9	Reading/Math	Targeted 3rd Grade students will be identified for tutoring based on beginning of the year Reading and Math Benchmark results. <i>Title I Component #9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL, AFL	August 2009 - May 2010	Teachers and Principal	Target TEKS funds; Title I Funds, as needed
#9	Reading/Math	Targeted 4th and 5th Grade students will be identified for tutoring based on Reading and Math TAKS results from the previous school year, as well as benchmarks and failing grades. <i>Title I Component #9</i>	90% of the targeted students will pass their respective grade level Reading and Math TAKS.	3TL, AFL	August 2009 - May 2010	Teachers and Principal	Target TEKS funds; Title I Funds, as needed
#9	Science	Each teacher will utilize streaming videos and vocabulary - intensive instruction to build background knowledge and science literacy. <i>Title I Component #9</i>	Vocabulary and video usage will be reflected in lesson plans. 100% of walkthroughs and lesson plans will show evidence of strategies. Students' knowledge levels will increase as they interact with content. 90% passing on TAKS and 75% commended performance.	3TL, DI, AV	August 2009 - May 2010	Science Specialist and 5th grade teachers	
#10	Federal, State and local services	All programs under NCLB, violence prevention, nutrition and vocational education are coordinated and integrated in the school. <i>Title I Component #10</i>	In compliance with the law.	CLP	August 2009 - May 2010	Counselors and teachers	