

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

Regency Place

"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.

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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
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- 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
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- 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
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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	100% of student groups will pass TAKS Writing	Integrated writing instruction will be put into place through regular vertical team planning, coordination with district and campus specialists, as well as weekly grade level planning meetings. Campus based staff development will revolve around this target area and will use tools and instruments such as the tuning protocol to focus on student work. This targeted professional development will occur throughout the year based on campus needs.	Lesson plans will indicate integrated writing. Science notebooks will be used school wide. Math instruction will incorporate writing in the problem solving model during the math block. K - 5. 100% of walkthroughs will indicate writing is being integrated. Increase in commended performance on benchmark and TAKS results as well as an increase in Advanced and Advanced High rating on TELPAS. Student work, such as notebooks, will be collected regularly to monitor.	CRW, 3TL, ITL, GSF, V	August 2009- June 2010	K-5 Teachers, Title I Specialists, Principal, Assistant Principal	\$1000 Title funds
1, 4	90% of student groups will pass TAKS Reading and Math	Teachers will follow the district scope and sequence, the 90-90-90 lesson plan model, weekly grade level planning, and data driven decision making.	Lesson plans will be monitored periodically. 100% of walk throughs will indicate implementation. Weekly grade level planning with Title 1 Specialists.	GSF	August 2009- June 2010	Teachers, Title 1 Specialist, Administration	\$2000 Title funds
1, 4	90% of student groups will pass TAKS Science	Teachers will follow the district scope and sequence, the 90-90-90 lesson plan model, weekly grade level planning, and data driven decision making. Teachers will utilize the science lab, notebooking, 5 E Science model, and technology.	Lesson plans will be monitored periodically. 100% of walk throughs will indicate implementation. Weekly grade level planning with Title 1 Specialists. Science journals will be review. Benchmark and TAKS scores will increase.	GSF	August 2009- June 2010	Teachers, Title 1 Specialist, Administration	\$1000 Title funds
1,2	Maintain Professional Learning Communities (PLC's) that focus on learning, collaboration, continuous learning and results.	Provide structured time for grade level and vertical teams to utilize protocols to focus instruction on core content areas based on data. The vertical teams include: Reading, Writing, Math, Science, Technology, ELL (English Language Learners) and RTI (Response to Intervention). Grade level teams will work on focused instructional plans, data review, implementation of best practices and measurable improvement goals.	Lesson plan notebooks will be reviewed regularly by the Leadership Team. 100% of walkthroughs will indicate implementation of Best Practices. Increase in commended performance on benchmark and TAKS results. Vertical teams will actively share information directly related to student improvement throughout the year. Collaborative planning, data review and results focused instruction.	3TL, AL, CLP	August 2009- June 2010	K-5 Teachers, Title I Specialists, Principal, Assistant Principal	\$1000 Title funds
1, 4	Increase attendance rate by 1 %	Create engaging lessons, offer students both internal and external motivators to include Knighting, Student Council, Safety Patrols, and Robotics Club. Continue monitoring and communication system.	Increase attendance rate from previous year by 1 %.	GSF	August 2009- June 2010	Teachers, Title 1 Specialist, Administration	\$2000 Title funds

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1, 2	Integrated use of technology in all areas	Integrated technology (smart boards, airliners, elmos, laptops) in team planning, lesson implementation coordination with district and campus specialists, as well as weekly grade level planning meetings.	Teachers will utilize technology to enhance instruction and to increase student usage of technology. COMPASS will be used for data based instructional decisions.	AL, CT, CCR	August 2009 - June 2010	Teachers, Title 1 Specialist, Administration	\$10,000 Title funds
1, 5	Title 1 - Component 1 Needs Assessment	A comprehensive needs assessment will be used to determine areas of campus need.	A completed needs assessment will be on file. Areas of campus concern noted in needs assessment will be appropriately addressed.	CLP, Title 1	August 2009 - June 2010	Principal, Assistant Principal	
1	Title 1 - Component 2 Research Based Instructional Strategies	Implement, research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Lesson plans will indicate these researched based strategies are in place. Implementation of strategies will be discussed and reviewed at vertical and grade level planning. Walkthroughs will indicate strategies are being implemented.	3TL, CRW, ITL,GSF, Title 1	August 2009 - June 2010	K-5 Teachers, Principal, Assistant Principal	\$5,000 Title funds
1, 5	Title 1 - Component 3 Highly Qualified Teachers	Recruit and retain highly qualified teachers	Personnel rosters and recruiting records (interview notes) will show personnel interviewed and hired for our Title 1 campus.		August 2009 - June 2010	Principal, Assistant Principal	
1	Title 1 - Component 4 Professional Development	Teachers will attend and use strategies gained from professional development including motivational and classroom management strategies such as CHAMPS, differentiated instructional strategies, and "Love and Logic" strategies. Campus based professional development will be teacher driven and focus on collaboratively decided goals based on campus improvement plan	Teachers will attend professional development and use strategies in the classroom. Benchmark and TAKS scores will increase. Walkthroughs will indicate strategies being used effectively. Professional development will be centered on Teachers' needs to assist all students to be successful. Teachers will have a voice in staff development opportunities.	AL, Title 1	August 2009 - June 2010	Principal, K-5 teachers, Title 1 specialists, Assistant Principal	\$5,000 Title funds
1, 3	Title 1 - Component 5 Attracting Highly Qualified Teachers	Interview and hire highly qualified teachers.	Low teacher turn over rates in high needs areas.	Title 1	August 2009 - June 2010	Principal	
2, 3, 4	Title 1 - Component 6 Parent Involvement	Implement effective parental involvement activities such as Parent Academy to improve student academic achievement, school performance, and attendance.	1% increase in parent attendance at school activities including Parent Academies using sign in sheets to determine attendance. 1% increase in student attendance.	CCR, Title 1	August 2009 - June 2010	Family Specialist, Counselor, Principal	\$5,000 Title funds

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1, 3	Title 1 - Component 7 Transition from prekindergarten to Kindergarten	School personnel will assist in the transition of students from the prekindergarten program to kindergarten	District Kinder round up participation and District Dual Language Program Kinder roundup. Visits from area prekinder programs.	Title 1	August 2009 - June 2010	Data Processor, Counselors, Principal, Kindergarten teachers	
1, 2, 3	Title 1 - Component 8 CIC	Effectively utilize a Campus Improvement Committee to gather input from Teacher, Staff, and Community Members in decisions regarding the campus.	Sign in sheets from monthly meetings will indicate all stakeholders are present at meetings. Notes from meetings will indicate input from all present.	CCR, Title 1	August 2009 - June 2010	Principal, CIC Members	
1	Title 1 - Component 9 Extra Assistance for struggling students	Effectively utilize assistance programs such as targeted tutoring, MAP, RAP, TPRI/Tejas Lee progress monitoring and SRI.	Improved benchmark scores, improved TAKS scores. Decrease in number of students referred for special education services. Decrease in the number of students retained.	3TL, AL, ITL, Title 1	August 2009 - June 2010	K-5 Teachers, Title I Specialists, Principal, Assistant Principal, RTI committee	\$10,000 Title funds
1,2,5	Title 1 - Component 10 Coordinating and integrating federal, state and local services	All title funds will be utilized to effectively carry out the campus' improvement plan. Federal, Sate comp. ed, and local funding will be coordinated and integrated to effectively carry out Regency's campus improvement plan.	All professional development will be directly related to Campus Improvement Plan. 100% of funds will be spent appropriately.	Title 1	August 2009 - June 2010	Principal, Assistant Principal, Counselors, All Teachers	