

<b>BOARD GOALS (BGs)</b>
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  
ISA**

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

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
1, 2, 3, 4	Technology/21st Century Literacies	1. Campus Technology Committee (CTC) will meet a minimum of once a month to identify technology staff development needs, technology trainers, and campus infrastructure needs with a focus on 21st literacies. 2. All staff will continuously help students to develop their presentation skills (including appropriate use of technology) during their four years at ISA. 3. The campus will expand opportunities for students to interact and collaborate with each other, parents, community members, other schools, and international organizations, via web 2.0 tools including, but not limited to ISA Journeys (Edublogs), Ning, and Wikis. 4. Teachers will integrate technology skills across all grade-levels and content areas.	1. Meeting minutes will be posted to the campus server and the CTC will 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 and internship coordinator will develop a short and long-term plan for the attainment of these goals.	ITL, CLP	1. Monthly 2. On-going 3. On-going 4. On-going	1. Campus Technology Coordinator 2. Campus Technology Coordinator, Deans, and Teachers 3. Campus Technology Coordinator/Internship Coordinator 4. Campus Teachers	1. 5K for the Edublogs System
1	Portfolio Assessment: Create a comprehensive and intentional 4-yr portfolio system aligned with the ISA Graduate Profile to demonstrate college readiness and global competence.	1. Introduce the ISSN Performance Outcomes and Rubrics for each of the core disciplines (ELA, Social Studies, Math and Science) at the ISA August retreat to consider how these can inform the portfolio development. 2. Identify the key stakeholders and processes that will be used to create the comprehensive portfolio. 3. The key stakeholders will meet a minimum of once a month. 4. Full faculty staff development time will be allocated for the staff to give formative feedback throughout the process to the individuals leading this initiative.	1. Meeting minutes will be posted to the campus server and/or a wiki or another web 2.0 tool may be utilized to maximize collaboration. 2. Grade-level student boards will be consulted for feedback. 3. Leadership team will discuss progress at team meetings.	CLP, CCR, AFL, GSF	1. August 2. August 3. On-going 4. October, February Staff Development Days and On-going	Principal and Identified Campus Leaders/Stakeholders	1K for curriculum writing and re
1, 5	Dyslexia, 504, and Special Education	1. ISA Administration will create grade-level 504 binders for each team on campus. 2. ISA special education teacher will create grade-level special education binders each grade-level team. 3. The campus will support and maintain a dyslexia, 504, and special education program which meets state mandated requirements.	Paul Smith, the administrator overseeing dyslexia, 504, and special education students, will have a monthly meeting with ISA's 1/2 special education teacher and ISA counselor for the purpose of reviewing all students receiving dyslexia, 504, or special education services.	3TL, CLP	1. August 2. August 3. Monthly	1. ISA Administration	No costs.

**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**

**ISA**

**"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><b>RIGOR</b> - 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><b>RELEVANCE</b> - 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><b>RELATIONSHIPS</b> - 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
2,3,5	Organizational Health Data	1. Identify goals and refine the ISA CIP at the August retreat 2. Create a organizational chart at the August retreat	1. Revisit and evaluate goals at Leadership Team meetings, faculty meetings, and at monthly CIC meetings. 2. Evaluate the organizational chart every nine-weeks	CLP	1. August 2. August	1 & 2 Leadership Team	No costs.
1, 5	ELA (Literature and Strategies)	1. Teachers will further infuse elements of ISA's global focus into the curriculum including a focus on emerging 21st Century Literacies.	Formative walkthroughs will indicate appropriate use of these instructional strategies Teachers will share their PBL projects and/or new curriculum at department meetings	CRW, AV, AL, CLP, AFL, DI	1 & 2 On-going and at Department Meetings (every three weeks)	1 & 2 ELA Dean and Teachers	Possible costs associated with purchase of reading materials to come from campus ELA budget
1, 5	Math	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 candidates who as possible candidates for an accelerated summer Geometry course or who may be able to take Geometry and Algebra II simultaneously during their 10th grade year.	GSF, CCR, CLP	Students to be identified in April	Math/Science Dean and Math Teachers	Possible requests for district assistance in funding.
1, 5	Science	1. Integrate the use of small group instruction, including student workstations, literacy stations, technology stations, etc. 2. Integrate the use of concrete models and manipulatives to reinforce scientific concepts. 3. Integrate the use of reading and writing in the content area.	1 -3. Formative walkthroughs will indicate appropriate use of these instructional strategies. Teachers will share their PBL projects at department meetings	AL, CLP, DI, AFL	1-3 Ongoing 5 and at Department Meetings (every three weeks)	1-3. Administration, Deans, and Teachers	No foreseeable costs.
1, 2, 5	Science (Safety)	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 or a written action plan for meeting compliance within 2 years.	AL, CLP	On-going	Administration, Math/Science Dean, and Science Teachers	Possible requests for district assistance in funding.
1, 5	Social Studies	1. Teachers will continue to work on the vertical alignment of skills and concepts for the social studies department including writing skills, deciphering maps and graphs, and understanding cartoons on average every other lesson cycle.	1. Formative walkthroughs will indicate appropriate use of these instructional strategies. Teachers will share their PBL projects and/or other curriculum at department meetings	CRW, AV, AL	1. Ongoing 5 and at Department Meetings (every three weeks)	1. Administration, Deans, and Teachers	Possible costs associated with purchase of materials to come from campus Social Studies budget

**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**

ISA

*"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, 3, 5	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 maintain TEA Exemplary Status. Campus will also plan and coordinate a structured tutoring program for students needing additional support with TAKS Preparation.	<ol style="list-style-type: none"> <li>Leadership Team will review 2008-2009 TAKS results and present to faculty</li> <li>Leadership Team will present TAKS information to parents and community via CIC, Community Updates, etc.</li> <li>Departments will study and implement strategies realted to improving TAKS results to a level of at least 90% passing in all student populations</li> <li>Commended Rates will increase by at least 5% in all student populations</li> <li>A campus-wide weekly tutoring schedule (by content area) will be developed by mid-September and implemented for at-risk students by October</li> </ol>	3TL, GSF, AL, CCR, CLP	<ol style="list-style-type: none"> <li>August</li> <li>September</li> <li>Review every three weeks with on-going implementation and May</li> <li>May</li> <li>October on-going through May</li> </ol>	<ol style="list-style-type: none"> <li>Administration</li> <li>Administration</li> <li>Deans and Teachers</li> <li>Deans and Teachers</li> <li>Administration, Deans, and Teachers</li> </ol>	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.
1, 5	Staff Development and Goal Setting	<ol style="list-style-type: none"> <li>The ISA faculty meets every Wednesday morning at 7:30 for staff development.</li> <li>Three week rotation between CFG, Department , and Full Faculty gatherings.</li> <li>Each faculty member sets individual and collective goals for the year in each of these settings.</li> </ol>	<ol style="list-style-type: none"> <li>The CFG coaches (all ISA teachers) meet in a coaches group quarterly to share their best practices and brainstorm ideas to address any challenges that they are facing. The coaches collect written teacher reflections after each CFG as well as semester and end-of-year evaluations from teachers.</li> <li>Departments will set performance targets and goals in August and check for progress as appropriate with a May completion.</li> <li>In August, Faculty will determine 2 or 3 school-wide initiatives to complete with checks for progress as appropriate with a May completion.</li> </ol>	GSF, CLP, AFL, CCR	<ol style="list-style-type: none"> <li>1-3. Check in every three weeks (or as meeting rotation is developed) in ISA</li> <li>Wednesday Staff Development.</li> </ol>	<ol style="list-style-type: none"> <li>CFG coaches and teachers</li> <li>Deans and teachers</li> <li>Administration and teachers</li> </ol>	No cost.

**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**

**ISA**

**"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><b>RIGOR</b> - 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><b>RELEVANCE</b> - 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><b>RELATIONSHIPS</b> - 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, 5	Use of Data to Determine Individual Student Needs and Personal Student Educational Plans	1. Leadership Team will continuously use data to plan, implement, and evaluate strategies and structures to increase student achievement and personalize learning 2. Departments will continuously use data to plan, implement, and evaluate strategies and structures to increase student achievement and personalize learning 3. Grade Level Teams will develop and document using COMPASS Personal Graduation Plans/Personal Student Educational Plans for all students in need of intervention. 4. All new teachers will be trained in COMPASS during the August staff development days. 5. Implement one content support class for sophomore and juniors 6. Implement a Academic Literacy course for struggling readers 6. After the first nine-weeks, the freshmen team will identify freshmen in need of additional support.	1. Teams will use COMPASS to record successful instructional and behavioral strategies with students. 2. Teams will use COMPASS to record PGP plans. 3. Teams and departments will use COMPASS to identify students who need extra support in TAKS in early fall and create year-long interventions strategies. 4. New teachers will use COMPASS	3TL, GSF, PGP, CCR, CLP, DI, PI	Leadership Teams, Departments, and Grade Level Teams will review student performance data every three weeks (progress reports, etc.)	1. Administration 2. Deans and Administrators 3. Teachers and Administrators 4. Teachers and Administrators	No cost. Requires use of COMPASS
1,2	Attendance: Achieve 97% attendance rate by the end of the 2009-2010 school-year.	1. Administration will use the web-based attendance program to monitor student attendance. 2. Faculty and staff will implement ISA Attendance Plan	1. New administrators will be trained on the web-based attendance system. 2. Attendance plan will be reviewed with the faculty.	PI, IA	August, 2009	1 & 3 Administration, Teachers and Attendance Clerk	No cost
2, 4, 5	Guidance	1. The Counselor will continue state-mandated comprehensive developmental guidance program 2. The Counselor will develop a yearly campus guidance plan supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support	1.The Counselor will review, revise, and share the updated developmental guidance program with the Principal by September 30 2. The Counselor will develop and share the annual plan to incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system by September 30 3. The Counselor will maintain sign-in logs of various family and community meetings related to the outlined projects	3TL, GSF, PGP, CLP	1. By September 30 and on-going 2. By September 30 and on-going 3. On-going 4. On-going	1-3 . Counselor	No cost

n (web 2.0 tool)

elease time for teachers to be funded using recently acqui





