




BOARD GOALS (BGs) 1- Challenge All Students 2- Safe & Supportive Atmosphere 3- Community Involvement 4- Character Development 5- Management of District Resources	 <p style="text-align: center;">NORTH EAST INDEPENDENT SCHOOL DISTRICT CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN 2009-2010</p> <p style="text-align: center;">ROBERT E. LEE HIGH SCHOOL <i>"The goal makes the team." Mark Rolewski</i> <i>"Teams get results." Katzenback and Smith</i></p>	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.	<p style="text-align: right;">CODES FOR STUDENT-CENTERED STRATEGIES</p> RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness. 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement	

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1,2,3	Prepare students to be college and work place ready.	Increase number of students passing Eng III and Algebra II by 10% from previous school year.	Monitor through mini-assessments, common assessments, benchmarks and failure rate	CRW, AV, AL, DI, GFS, CCR, AFL, CLP	Every 3 wks, In accordance with the district testing calendar	Deans, teachers, Administrative Liaisons	\$0
		Ensure the vertical alignment of 9th-12th grade core courses (including Foreign Lang.) through level leader meetings	Level leaders meet every 9 weeks to examine alignment with Scope and Sequence & TEKS. Debrief and refine lesson plans with level teachers.	DI, AFL, CCR,AL, CT, GSF	Every 9 weeks	Level Leaders, teachers Academic Deans	\$0
		Advertise faculty's post-secondary institutions through conversations, wearing college apparel, discussing the connection between course selection, grades and postsecondary readiness.	Counselors will discuss with students college readiness and appropriate class selections during class registration. Teachers will be encouraged to display college diplomas and memorabilia in classroom.	CCR, AL, PGP, GSF	2009-10	All Faculty	0\$
		Vertically align rigor and standards of preAP and AP courses to retain consistent enrollment in grades 10-12.	PreAP and AP teachers will communicate regularly in department and/or level meetings to monitor retention of students, and to align rigor and standards of preAP and AP courses.	CLP, CT, AL,CCR, AFL	2009-10	PreAP and AP teachers, deans, curriculum AP	\$0
		Completion of a Texas Common Application by February of their senior year for all students.	Counselors and junior and senior teachers will track completion of the student's application.	GSF, CCR, AL, PGP	By February 2010	Counselors, junior & senior teachers	\$0

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1,2,4	Differentiate instruction to meet the needs of students.	Include content-specific writing prompts in each unit with scaffolding for ELL and SPED students.	Observations and/or lesson plans will show students engaging in content-specific writing opportunities which will include appropriate accommodations based on students' needs.	AV, 3TL, CRW, CT, DI, AFL	2009-10	Principal, Assistant Principals, Instructional Dean, Instructional Specialist, Level leaders, and Teachers	\$0
		Lessons in all subject areas will utilize both academic and content vocabulary.	Observations and/or lesson plans will show students actively utilizing academic and content vocabulary. Teachers in all subjects will use Sheltered Instructional Observation Protocol (SIOP) strategies to address vocabulary for ELL students.	AV, 3TL, CRW, CT, DI, AFL	2009-10	Principal, Assistant Principals, Instructional Dean, Instructional Specialist, Level leaders, and Teachers	\$0
		Provide opportunities for PSAT and TAKS preparation programs for students to take place at Trinity University.	Exit surveys will be submitted by students to gauge the effectiveness and perceptions of PSAT and TAKS programs.	AL, DI, CRW, GSF, CCR	2009-10	Curriculum AP, Deans, Trinity Liasion	Donated Funds from Trinity Partnership
1,2,4	Increase time on learning for all students.	Increase student attendance to 95% through teacher contact, developing relationships among students, parents, and teachers, and documenting contact through COMPASS.	Teachers and administrators will verify parent contact through COMPASS and will monitor attendance through 6 week reports. Attendance results will be shared with all stakeholders each six week period.	CLP, IA, PI	2009-10	All faculty and administration	\$0
		Increase student membership and participation in school clubs and organizations.	Club sponsors will report total membership annually and will actively recruit new members.	CLP, IA, PI,	2009-10	Club sponsors	\$0

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2	Actively promote a safe and drug free school climate.	Increase parental and community involvement in violence and drug prevention activities.	Increased parental and community involvement in violence and drug prevention activities through measurement of attendance of community members.	GSF	Monthly review as needed	Stan Coordinator, Pal Coordinator, Family Specialist, Counselors, Campus Police, Administrative Staff, Faculty and principal	\$0
2		Increase awareness and prevention efforts related to Teen Dating Violence by implementing HB-121 and developing a dating prevention plan.	Increased awareness and prevention efforts related to Teen Dating Violence. Development of a dating violence prevention plan.	GSF	Monthly review as needed	Stan Coordinator, Pal Coordinator, Family Specialist, Counselors, Campus Police, Administrative Staff, Faculty and principal	\$0
5	Title I - component 1 Needs Assessment	A needs assessment online survey will be given to Lee High School faculty and results from the assessment will be given to CIC. Evaluation of findings will take place at CIC meetings.	CIC will develop an implementation plan based on the findings of the needs assessment.	AFL, CLP, PI	2009-10	CIC committee	\$0
2,5	Title I - component 2 Reform Strategies	All staff hired will be highly qualified in their area of instruction. Core area level planning will take place with deans and specialists in attendance.	Curriculum AP will check certifications and make sure all candidates are highly qualified in their area of instruction. Core area levels will meet with deans weekly.	DI, GSF, CLP, MCP	2009-10	All certified staff	\$0
1,2	Title I - component 3 Staff development in the area of at-risk students	Addressing student literacy through a campus wide book study and faculty workshops. (<u>Adolescent Literacy</u>).	Walkthroughs and observations will reflect literacy strategies used for instruction.	AL, DI, 3TL, AV, CT, CLP	2009-10	All certified staff	\$2000 for materials

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1,4	Title I - component 4 Professional development towards student improvement	Actively seek professional development opportunities to guide student academic improvement and send faculty to appropriate trainings based on the needs assessment of the campus.	Teachers who attend professional development will conduct workshops for other faculty members. Teachers will be encouraged to actively participate in Critical Friends Groups.	CLP, DI, AL	2009-10	Administrators, Deans, Teachers, CFG Coaches, Professional Development School Coordinator	TBD by needs assessment
2	Title I - component 5 Attracting high quality teachers	Screen for teachers who want to work with at-risk students during the interviewing process. Assigning mentors to teachers who are new to the Lee campus.	Teacher turnover rate will be an indicator of success. Monitoring and support of teacher mentoring will occur through monthly meetings and conversation.	CLP	2009-10	Administrators, Lead Mentor, Mentor Teachers	\$0
2,3	Title I - component 6 Increase Parent Involvement	Increase number of parent workshops. Invite parents to campus for events both during and outside of the school day. Increase information placed on campus website. Provide opportunities for parents to assist at school.	Increase of parent attendance for parent workshops. Increase of PTA numbers and attendance at school events. Campus website will be updated with events and calendar items weekly. Raptor system data will be evaluated each nine weeks to determine numbers of volunteers.	PI, CLP, CCR	2009-10	Family Specialist, Parents, Administrators, Webpage coordinator	\$0
1	Title I - component 8 Assessments	Assess student progress through the use of teacher made tests, benchmark exams, common assessments.	Graded assessments will be posted to gradespeed in accordance with district grading guidelines to be viewed by parents. Core area levels will meet with deans to discuss progress of students on assessments.	CRW, AV, CT, AFL, CLP	2009-10	Teachers, deans, administrators	\$0

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1,2	Title I - component 9 Extra Assistance for Struggling Students	Tutoring outside of school hours will be made available twice weekly to students who are struggling in academic content areas. Saturday workshops will be available for students who have been unsuccessful on TAKS or to students who wish to review for their test. Trinity undergraduate students will mentor and tutor seniors through Math and ELA TAKS classes.	Student attendance will be taken for tutorial sessions and for Saturday workshops. Student improvement will be monitored by classroom teachers. Parental communication will be ongoing as students progress.	3TL, CRW, AV, AL, CT, DI, GSF, AFL	Oct 2009 - April 2010	Teachers, deans, administrators, Professional Development School Coordinator	\$3,500
2,3	Title I - component 10 Integration of federal, state, and local services	Increase the number of opportunities for parents and community members to attend workshops that provide information about job training, housing, medical, food, and education.	Attendance at and number of events will be documented to reflect increase in each of these workshop opportunities.	CLP, PI	Aug 2009-June 2010	Family Specialist	\$0