

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

THEODORE ROOSEVELT HIGH SCHOOL

"The goal makes the team." Mark Rolewski

"Teams get results." Katzenback and Smith

RESULTS

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<p>DISTRICT GOAL</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>CODES FOR STUDENT-CENTERED STRATEGIES</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"> 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 <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"> 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 <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"> 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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1,2,3,4,5	Raise attendance rates to 95%	1. Monitor daily, weekly, and six weeks attendance rates	1-2. Daily, weekly, and six weeks attendance will be calculated and compared to previous rates.	GSF, IA, PI	Daily, weekly, three weeks, six weeks, and nine weeks cycles	All Stakeholders who have interest in each and every students progress.	\$3,500	
		2. Have weekly grade level attendance rate competitions- advertise grade level via announcements, pep rallies, We Believe Cards	Close scores between grade levels. Results differ each week.					
		3. Use the We Believe Cards program throughout the year to reward students/entire classes who have done something good.	3. Administration or teachers can hand them out. Students can exchange for very small reward or hold for drawings. Teachers can exchange for intrinsic rewards.					Utilize the school store for incentive prizes or line jumping with RR Cards
		4. Fully utilize the visiting teacher and court process for excessive truancy and dropouts	4. Attendance Intervention software used by the AP's.					
		5. Post students names by Grade level who have perfect attendance, each 3 week period. Post lists of students who remain eligible for exemptions because they meet the attendance criteria.	5. Increase in attendance percentages					
		6. Teachers will monitor and call the students on the case load daily reporting any absences.	6. The phone logs of teachers will be monitored.					
		7. Obtain email addresses for, and utilize, mass email updates. MEUP.	7. Increase in the number of identified email addresses					

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1,2,3,4,5	Become a "Recognized" Campus	1. Administrators and Deans complete a minimum of 5 walk-throughs each week.	1. Monitoring of teaching/learning and engagement of students via walk-throughs.	PGP, AL, 3TL, GSF, CRW, CT, DI, AF., CLP	On-going throughout the year, 2 Benchmark Dates per content throughout the year, Progress Report and Report Card Timelines, TAKS Timelines	All Stakeholders who have interest in each and every students progress.	\$5000 in supplies, Incentives prizes, and end of year TAKS celebration; \$1000 for additional needs	
		2. Utilize common planning structure in which teachers meet to assess student progress and coordinate lessons at grade/subject levels.	2. Submitted plans by common planning period teams; unless specifically requested in a hard copy.					
		3. Utilize TAKS released / TAKS formatted benchmarks to monitor student progress. Teachers must address the importance of both tests to students creating a strong desire by the student to be successful.	3. Student performance on benchmarks in comparison to baseline data will be analyzed by teachers/common planning teams to adjust future lessons based on student needs.					Teacher to Teacher comparison by content
		4. Utilize a student generated model that identifies the TAKS Objective/Student Expectations in every core subject to allow students to monitor their own learning in comparison to baseline strengths and weaknesses.	4-5. This model will be in use by all core subject teachers using the new "COMPASS"; so that students will be able to articulate their own areas of strength and weakness. Students should be able to answer questions posed by any member of the Leadership Team as to their individual goals.					

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		5. Utilize Compass to identify who are the students who are our "Bubble Kids". Who are those who have been retained or did not pass TAKS	5. Data will be given to the teachers so that they may monitor their caseload of students progress.				
		6. Continue student reward system (utilizing smaller incentives for more students) for participation in TAKS tutorials/SuperSaturdays/Evening Tutorial/TAKS Olympics Events.	6. Number of students participating in TAKS events.				
		7. Recognize the students who taking rigorous course loads.	7. Post students names who meet the qualifications.				
		8. Recognize the students who maintain A's or A's/B's each grading cycle.	8. Post students names who meet the grade criteria.				
		9. Utilize the strengths of the Magnet Programs to spill over to the other populations on the Roosevelt Campus	9. NMSQT recognitions, TAKS Score evaluations, Benchmark Data review should show steady growth and students in other groups see the need to push for more recognition.				
		10. Provide additional support for all ESL students by meeting district expectations that all teachers be SIOP trained. ESL teachers are co-teaching in core area classes, and the ESL assistants are being offered training in SIOP strategies.	10. Performance of ESL students within the classroom as well as on benchmarks and standardized testing.				

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		11. Utilize the PGP process so that all teachers are aware of which of their students are in need of a PGP for TAKS performance or retention. Utilize training modules for the new "COMPASS".	11-12. A PGP on file for every student who failed TAKS or have slow credit accumulation. Teachers will also manage their caseloads of students				
		12. Use non-core teachers for the TAKS Motivation committee responsible for theme, videos, posters, prizes, coordination of an end-of year celebration.	12. Have TAKS Rallies, Recognitions for students who improve their credit status or pass TAKS.				
		13. Utilize an "everyday Algebra" designated for students who did not pass 8th grade Math TAKS or failed 8th grade math.	13. Performance of Everyday Algebra students within the classroom as well as on benchmarks and standardized testing.				
		14. Utilize Academic Literacy/English combination for designated students who did not pass 8th grade ELA TAKS or failed 8th grade English.	14. Performance of Academic Literacy/English students within the classroom as well as on benchmarks and standardized testing.				
		15. Update the campus calendar and website to reflect a current representation of what is happening on the campus.	15. Implement and post an activity calendar and an academic calendar that can be seen by all stakeholders to keep in touch with the goings on within the campus.				

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		16. Use the automated phone calling system and principal emails to inform parents and advertise events (i.e. - report cards, progress reports, TAKS tutorials, campus events, etc.)	16. Decrease in the number of students failing classes due to missing homework assignments.				
		17. Increase enrollment, retention, and instructional support in Pre-AP/AP classes.	17. Number of students enrolled in the courses at the beginning and end of the school year.				
		18. Continue to build the Advancement Via Individual Determination program. (AVID)					
		19. Continue to hold students ccountable for their own learning, by doing whatever it takes. Modeling the "right things to do"	19. Monitoring of student engagement teaching/learning strategies via walk-throughs.				
		20. Utilize/Implement the CHAMPS model to define formats for activities in order to maximize student engagement in the learning process.	20. Monitoring of teaching/learning strategies via walk-throughs.				

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1,2,3,4,5	Build a Post-Secondary Ready Campus Atmosphere	1. Have all seniors apply and be accepted to a post-secondary educational institution.	1. Counselors monitor senior acceptance to post-secondary institutions and military branches via acceptance letters	CLP, GSF, 3TL, AL, CT, CCR, PI	On-going assessment; Results will include all Seniors accepted to a post-secondary institution; \$10 million in scholarships offered to the Senior class.	Administrators, counselors, teachers, post-secondary institution representatives	\$1000 for supplies, mailings for Senior Saturday/Juni or Jumpstart events.
		2. Have all eligible students apply for scholarships; in addition to the San Antonio Education Partnership	2. Have all students who can not provide an acceptance letter complete the Texas Common Application for ACCD. Achieve the goal of \$12 million in scholarships offered to Roosevelt Graduates.				
		3. Incorporate a "post secondary" planning tool through the Senior English classes to include a scholarship application to assess writing.	3. Utilize the new Career Center to facilitate some of the needs of the students and/or teachers.				
		4. Have teachers advertise post-secondary institutions on progress report/report card distribution days (i.e. wear college apparel, discuss connection between grades and post-secondary readiness)					

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		5. Hold Senior Saturday and Junior Jumpstart events for all students to provide additional support to students and parents in the application/scholarship process.	4. Number of students/parents participating in the Senior Saturday and Junior Jumpstart events.				
		6. Incorporate a post-secondary strand within Homerooms in addition to school climate/culture, academics.					
		7. Utilize the district developed plans to increase the PSAT scores of our current Junior Class. Selection of the top 50 scorers from the 10th grade data, and an additional 50-100 students who can opt for additional instruction	7. Feedback given from the teachers who have volunteered to be part of this program. Students attendance, questioning, and intent to improve will be used as tools for assessment.				
		8. Incorporate regular AP teacher meetings to discuss student progress, needs, programs, and distribution of funds.					
		9. Continue to build the Advancement Via Individual Determination program.	9. Monitor seniors acceptance to post-secondary institutions and military branches via acceptance letters.				