

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Campuses as Centers for Community Involvement
- 4- Partnerships with Community
- 5- Character Development
- 6- Management of District Resources
- 7- Recruit & Retain Exemplary Employees
- 8- Health & Wellness



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2010-2011**

RONALD REAGAN HIGH SCHOOL

RESULTS

North East ISD schools will prepare all students for college and work force, 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	CODES FOR STUDENT-CENTERED STRATEGIES
<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 and creates flexibility and responsiveness to best serve learners and to increase student achievement.</p>	<p>RIGOR - All students will have access to a challenging, TEKS-focused curriculum that is engaging and reflects college/work force readiness.</p> <ul style="list-style-type: none"> 3TL 3-Tier Instructional Model RS Reading Strategies WS Writing Strategies CR Critical Reading AV Development of Academic Vocabulary CT Critical Thinking and Problem Solving DI Differentiated Instruction (Content, Process and/or Product) <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 / Work Force Readiness PBL Performance-Based Learning IBL Inquiry-based Learning TI Technology Integration <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/Positive Behavior Supports IA Improved Student Attendance PI Parent & Community Involvement HW Health & Wellness HQ Highly Qualified Employees

BGs	TARGET AREA (Specific objectives based on campus and students' needs)	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT-CENTERED STRATEGIES	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2,5	Minimize classroom disruptions to increase learning time for students		Reduction of pullout classes/sessions	Feedback from teachers about increased classroom times, monitoring of pullout sessions during the school day	MCP	August 2010-June 2011	Administration, Counselors, Teachers/Staff	
1,2	Score 90%+ on TAKS in all subjects and subpopulations		Identify students who were not successful on TAKS, utilize PGP's, monitor appropriate academic placement of students, personal invitations to TAKS tutoring opportunities	Monitoring of low performing students. Walkthroughs by AP's and Dept. Chairs. Individual attention via counselors and teachers	GSF, PGP, DI, CLP, AV, CT, RS, WS	August 2010-June 2011	Administration, Counselors, Deans, Core Teachers	
1,2	Prepare students for all career pathways - college, vocations, and/or apprenticeships		Early identification of students to be placed in appropriate pathways; examine the needs of the campus to expand offerings for students; publication of programs campus-wide.	All students will be monitored to ensure their coursework is leading to their identified pathway. Monitoring of publicity for all programs on campus at course fair and other school events. Counselors and teachers will speak with students about their pathway selections to encourage their choices and progress.	CCR, GSF, PI, PGP	August 2010-June 2011	Administration, Counselors, Teachers/Staff	
1,2,3,4,5	Promote the shared responsibility between students, parents, and faculty to educate the whole person		Communicate campus expectations to parents and students. Send e-blasts to parents about academic responsibilities and encourage the use of parent portal. Teachers will use webpages to communicate their individual classroom expectations.	Feedback from teachers about responsibility of their students; monitored usage of webpages.	CCR, PI, HQ	August 2010-June 2011	Administration, Counselors, Teachers/Staff	
1,2	Increase overall attendance to 97%+		Develop relationships with students, reinforce and promote the exemption policy, communication of importance of being in school with students and parents	Weekly reports and 6 week summary reports will assist in monitoring student attendance.	CCR, IA, PI	August 2010-June 2011	Administration, Counselors, Teachers, Attendance Staff	
1,2	Increase number of students passing AP exams in all subject areas		Using specific AP tutoring classes, AVID assistance, daily higher order instructional strategies to help students prepare for AP exams	Use released exams to monitor progress of students prior to actual AP exam. College Boards results received in July and evaluated by teachers and counselors.	3TL, RS, WS, CR, CT, CCR, PBL, CLP	August 2010-June 2011	Principal, Curriculum AP, counselors, AP teachers	
1	Increase the number of all sub-populations in advanced classes		Utilize the AVID program to locate students who can be successful in advanced courses to prepare for the rigor of college. Counselors and teachers working to identify students who can meet the challenges of advanced courses.	Progress reports, data analysis, and teacher feedback will provide the information needed for these students to be successful and receive support in advanced courses	CCR, GSF, PGP	August 2010-June 2011	Principal, Curriculum AP, Deans, Teachers	

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1,8	Increase the number of students passing the fitnessgram test to 90% or higher in all areas		Encouraging all students to be more active; Using the new Healthy Lifestyles class to inform freshmen about diet and exercise.	Fitnessgram data, feedback from teachers and students.	HW, GSF	August 2010-June 2011	Reagan Teachers/Staff	
3,4	All Campus Staff and Public Communication		All Classified and Certified campus personnel will be prompt to attending to the public via in person, phone, and/or email. Teachers will constantly update Gradespeed and Teacher Web to ensure student progress can be monitored by the parents.	Better community support/participation. Also, overall student success as parents are aware of their child's performance.	PI	August 2010-June 2011	Campus Administration, Academic Deans/Department Heads will monitor but all staff will be held accountable.	
1,2,5	All Academic Areas for Instruction to promote rigor, relevance, and relationships		Teachers will incorporate various "Teach Like A Champion" Strategies to include differentiated instruction	The campus will experience an increase in TAKS scores including all sub-pop categories and "Commended" scores.	RS,WC,CR,AV, CT,DI	August 2010-June 2011	Campus Administration, Academic Deans/Department Heads	
1,2,5	All Academic Areas for Instruction and Goal-Setting		All academic areas will develop and implement a student goal setting system based on benchmarks/common Assessments to "Aim for Commended".	The campus will be "Exemplary" as instruction will be more focused on each individual's strengths and weaknesses.	GSF,AFL,PBL	August 2010-June 2011	Campus Administrators, Academic Deans/Department Heads	
1,2,5	Writing		Continue to improve student writing by aligning instruction through a 9 - 12 scope and sequence for writing.	Teachers will evaluate student progress and implement strategies and assignments for student growth.	RS,WS,CR,AV, CT,	August 2010-June 2011	Curriculum AP and English Department	
1,2,5	All Core Areas Benchmark Testing		Monitor Benchmark assessments.	Central Office Staff and campus instructional leaders will review assessment data and meet with teachers to adjust curriculum accordingly.	AFL,PBL	August 2010-June 2011	Central Office personnel, Curriculum AP, High School Instructional Deans and Faculty	
1,2,5	All Academic Areas Pre-AP and AP		Continued implementation of Pre-AP and AP strategies in all Pre-AP and AP classes.	Enrollment numbers in Pre-AP and AP courses will remain stable or grow throughout the 2009-2010 school year. AVID and teacher recommendations will assist in this process.	RS, WS,CR, AV, CT,	August 2010-June 2011	Secondary Principal, High School Instructional Deans, Department Chairs, and Pre-AP and AP teachers.	
1,2,5	Reading		Secondary level- Interactive Reading Process - reciprocal teaching, readers' workshop, literature circles, think alouds, writing to learn, graphic organizers, structured note-taking	Walkthroughs will demonstrate evidence of strategy instruction.	RS,CR,AV,CT	August 2010-June 2011	Central Office Instructional Specialists, MS Reading Dept. Chairs, HS Dean of Instruction and District Content Area Coordinators	
1,2,5	Reading		Support before, during and after reading strategies such as say something in the core content areas (English, social studies and science) through professional development including Teach Like a Champion strategies	100% of the secondary core content teachers (English, social studies, and science) and the secondary reading teacher will implement before, during, and after content reading strategies.	RS, CR, AV,CT, DI	August 2010-June 2011	Central Office, Literacy Specialists, HS Deans HS reading teachers	
1,2,5	Reading		Develop and implement a common end of semester assessment for students in Reading I and II and Reading grade 10 to guide reading instruction	100% of Reading I and II students and Reading Grade 10 will be administered common end of semester assessments	AFL,PBL	August 2010-June 2011		
1,2,5	Reading		Monitor benchmark assessments	Central Office will review benchmark data, adjust curriculum and meet with campus staffs to discuss results and guide instruction	AFL, PBL	August 2010-June 2011	Central Office, Literacy Specialists, MS and HS Deans, MS department heads and HS reading	
1,6	Mathematics		Teachers will implement appropriate Technology lessons in all math classes	Students will perform a minimum of 4 technology based lessons per year.	TI	August 2010-June 2011	Math Instructional Dean, Zero Hour teachers	
1,2,5	Mathematics		Individual student/teacher conferences at least once during first weeks of each grading period	0% failures at end of each 9 wks period. 85% or better will score a minimum of 70 on each benchmark and common assessment.	GSF	August 2010-June 2011	Math Instructional Dean, All math teachers	
3,4	Mathematics		Parent meeting for all levels of mathematics to improve communication and understanding of the mathematics program.	100% of initial contact by parents will be directly to teacher	PI	August 2010-June 2011	Math Instructional Dean, All math teachers	
1,2,5,6	Mathematics		Teachers will utilize techniques from "Teach Like a Champion"	Leadership walk-thrus will observe evidence of techniques	MCP,AFL,GSF, DI	August 2010-June 2011	Math I nstructional Dean, All math teachers	
1,2,5	Mathematics		All math teams will evaluate and revise common assessments to align with TEKS/district scope and sequence	100% of students will score a minimum of 70 on each benchmark and common assessment.	CLP	August 2010-June 2011	Math Instructional Dean, Subject Team Leaders math teachers All Math Teachers	
1,2,5	Science		Integrate inquiry-based instruction to increase student achievement including:	100% of formative walkthroughs will indicate	IBL,DI,AFL	August 2010-June 2011	Campus Administrators,	

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			5 E's, Questioning strategies, and "Teach Like a Champion" strategies.	appropriate use of these inquiry strategies.			Science Instructional Specialists, Deans of Instruction.	
1,2,5	Science		Teachers will utilize techniques that guide the students to make connections to the Unifying Concepts in Science.	Walkthroughs will indicate the use of Strategies learned and applied from the "Teach Like a Champion" presentations.	DI,IBL,AFL, AV	August 2010-June 2011	Campus Administrators, Teachers, Instructional Deans/Science, Science Instructional Specialists	
1,2,5	Science		Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction. Compass will be used to assist in reviewing common assessment and benchmark data and assist in developing ISP	AFL, PBL	August 2010-June 2011	Campus Administrators, Science Instructional Specialists, Deans of Instruction, Department Chairpersons, Teachers	
1,2,5,7	Science		Teachers will develop and implement appropriate technology-based lessons in all Science classes.	Students will perform a minimum of 4 Technology incorporated lessons/labs per year in each Science course.	TI	August 2010-June 2011	Science Teachers and Science Instructional Deans Instructional Technology Specialists.	
1,2,5	Social Studies		Analyze PSAT scores to improve Pre-AP/AP participation	Increase growth by at least 5%	PBL,CLP,CCR	August 2010-June 2011	SS Academic Dean and SS teachers	
1,2,5	Social Studies		Improve numbers of Pre-AP and AP classes by strengthening vertical alignment of curriculum.	Conduct quarterly meetings with Pre-AP/AP teachers and feeder schools	CLP,CCR	August 2010-June 2011	SS Academic Dean and Pre AP/AP SS teachers and middle school SS teachers	
1,2,5,6	All Academic Areas		Integration of technology will occur within the regular curriculum.	Deans/Dept. Chairs with check teacher lesson plans for use of strategies	TI	August 2010-June 2011	Classroom teachers, Department Chairs and Instructional Deans, Content Area Coordinators, Instructional Technology Specialists.	
1,2,5	Core Content Areas and Foreign Language		Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, and AP.	90% of language teachers will be trained in Pre-AP and AP teaching strategies.	CLP, CCR,	August 2010-June 2011	Jerry Woods, Foreign Language Department Chairs, Foreign Language Teachers	
3,4	Parent Involvement		Educational Technology staff will work with Data Processing to assist parents in accessing information using the GradeSpeed software. Teachers will keep grades in GradeSpeed updated so that parents may receive the most current information available.	100% of teachers will keep grades updated in GradeSpeed software throughout each grading period. 100% of Parents wishing to access the system will gain access.	TI, PI	August 2010-June 2011	Teachers, Asst. Principals, Principal	
1,2,5	Gifted/Talented		Evaluate/create GIT math curriculum to reflect enrichment activities.	Each grade level will have at least one additional enrichment activity.	CLP,CCR	August 2010-June 2011	Kay Stotts, G/T Teachers	
1,2,5	Gifted/Talented		Implement G/T grammar and writing programs in GIT English.	100% G/T teachers will receive additional training.	WS,CR, AV, CT,	August 2010-June 2011	Kay Stotts, G/T Teachers	
1,2,5	Gifted/Talented		Analyze GT student results on PSAT; adjust curriculum gaps; and monitor student progress.	Central Office staff will analyze PSAT results, meet with 100% of the GT teachers to adjust curriculum. 100% of students will show 25% increase on PSA T practice	PBL,AFL	August 2010-June 2011	Kay Stotts	
1,2,5	Accelerated Education At Risk		Increase affective, cognitive and linguistic needs of the limited English proficient students	100% of the ES L students will pass TAKS 100% of the ESL students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE)	RS, WS, CR, AV, CT	August 2010-June 2011	Maria Mendoza, ESL Specialists	
6,7	Accelerated Education At Risk		Provide staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend staff development related to teaching the At Risk student and ill-Prevention.	CLP,MCP,IA, PI	August 2010-June 2011	Principal, Counselors, Central Office	
6,7	Career & Technology		Provide Staff Development to include technology training for all Career & Technology teachers.	Informative walkthroughs. 100% of Career & Technology teachers will use technology in their classrooms.	TI, CLP	August 2010-June 2011	Career & Technology Middle and High School teachers. Central Office staff	
6,7	Technology Applications		Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas	100% of administrators and core content teachers will use the Technology Innovation Configuration to measure utilization of technology during walkthroughs, observations, and reflective practice. 100% of core content teachers will score a two or above on the Technology Innovation Configuration. 100% of core content teachers will work with students a minimum of two times each semester using the wired and/or wireless computer labs as evidenced by lesson plans	TI,CLP,AFL	August 2010-June 2011	Principal, Teachers, Curriculum and Instructional Technology Specialists and Coordinators	

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				correlated to Content Area and Technology Application TEKS, lab schedules, and student products. 100% of Reagan staff will meet all new requirements for technology initiative that began in 2009-2010				
3,4,8	Safe and Drug-Free		Continue to plan and implement a comprehensive SDFS program that includes: -Advisory Boards (H Level) -Programs based on needs assessment -Prevention strategies that include family and community involvement as a key element in achieving program goals -Student Teacher Assistance Network (STAN) -Peer Assistance and Leadership program (PAL) -Mediation/Conflict Resolution -Professional Development -Staff/Faculty/Parents will be aware of warning signs of students in crisis situations including Dating Violence and behaviors harmful to themselves and/or others Employ strategies for Hate prevention Continue awareness efforts to reduce Alcohol and Drug use among students	Advisory board will meet and function according to Safe and Drug Free Schools standards and benchmarks. Needs assessment data will be interpreted and utilized to customize programs at local campuses Reagan will involve community in safe and drug-free activities. Surveys monitoring STAN Program will reflect exceeds expectations in 80% of responses. Surveys of PAL students will reflect exceeds expectations in 95% of responses. Reagan will continue to have mediation/conflict resolution program. Awareness information will be given during staff development opportunities Unity Conference; Mix it Up Luncheon; Reagan Respect Effort; Random Acts of Kindness STAN visits to health classes; Winners Circle; Friends; Student Council; PTA ADEPT; use of canines	HW, PI,CLP,	August 2010-June 2011	Principal, STAN Counselor, PAL Teachers	
1,2,3,4,5	Guidance		Organization, planning and evaluation of Campus Guidance Programs	100% of campus guidance departments will develop yearly plans which incorporate level appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support.	PGP,CSF,	August 2010-June 2011	Counselors, Guidance Leadership Team	
1,2,3,4,5	Guidance		Organization, planning and evaluation of Campus Guidance Programs	100% of campuses will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	PGP,CSF,	August 2010-June 2011	Counselors, Principals,	
1,2,3,4,5,6	Guidance		Designate elementary cluster counselors and secondary contact counselors for each school in order to enhance program development, impart program expectations, and expedite communication between schools and central office.	100% of contact counselors will file agendas of their meetings with their constituency.	CLP	August 2010-June 2011	Contact counselors,	
1,2,3,4,5	Guidance		All high school & middle school counselors will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program.	Sign-in sheets will register 100% compliance	PGP,CSF,CCR	August 2010-June 2011	Secondary Counselors, Principals	
1,2,3,4,5	Guidance		All students who require a personal graduation plan will receive one.	100% of qualified students will have a personal graduation plan.	PGP,CSF,CCR	August 2010-June 2011	Middle and High Counselors, Middle and High Principals	
1,2,3,8	Dropout Reduction		Require campus PEIMS coordinator to hold dropoutschoolleaver campus audit bi-annually	100% of campuses will file campus reports biannually	IA,	August 2010-June 2011	Special Programs	
1,2,3,8	Dropout Reduction (Teen parenting component)		Provide Compensatory Education Home Instruction (CEHI) and Pregnancy Related Services (PRS) for teen mothers when pregnancy prevents the student from attending school during the prenatal and postpartum duration.	10% reduction in dropout of teen parents. Increased academic performance during CEHI, as evidenced by student grades. 10% increase in recovering dropout teen parents.	IA,HW,	August 2010-June 2011	Special Programs	
7	Professional Development		Increase teacher effectiveness with students, especially at-risk students.	Teachers will be identify all academically-at-risk students and know their weak areas/needs. SIOP training will be available for faculty wishing further training.	HQ,PGP	August 2010-June 2011	Principal, Cindy Kosub, Maria Mendoza	
1,2,3,5,6	Special Education		Utilize the ARD process to place students in the proper assessment	Exemplary status in SDAA and TAKS Alt	PBL,GSF,PGP	August 2010-June 2011	Special Education Campus Coordinators/Case Managers	
1,2,3,5,6,8	Special Education		Provide appropriate transition planning for students with disabilities 16 years of age and older, including information regarding access to community services and agencies (CAP-Transition).	For all students with disabilities 16 years of age and older an individual transition plan will be developed which will identify student expectations, needed network of support , timelines and needed transition services.	PGP,GSF,HW	August 2010-June 2011	Special Education Campus Coordinators	
1,2,3,5,6,8	Special Education		Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general	Increase the number of students with disabilities served in general education settings to a level below the TEA standard as reported on the data analysis system.	HW,IA,PGP	August 2010-June 2011	Judith Higgins, Principal	

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			education curriculum.					