

BOARD GOALS (BGs)		NORTH EAST INDEPENDENT SCHOOL DISTRICT CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN 2007-2008 ALTERNATIVE HIGH SCHOOL		RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.			
1- Challenge All Students 2- Safe & Supportive Atmosphere 3- Community Involvement 4- Character Development 5- Management of District Resources		<p style="text-align: center;"><i>Equity and Excellence: Everybody Counts</i></p> <p style="text-align: center;"><i>"It is the nature of man to rise to greatness if greatness is expected of him."</i> John Steinbeck</p>					
DISTRICT GOAL: Improve instruction for all students focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.		<p style="text-align: center;">For further description click on http://intranet.ni.nesd.net/s/</p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.</p> <ul style="list-style-type: none"> * 3 Tier Instructional Model * Content Reading and Writing Strategies * Vocabulary Development * Similarities and Differences * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE) * Cues, Questions, and Advance Organizers <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"> * Student Goal Setting and frequent feedback with individual students * Assessment for learning strategies * Personal Graduations Plans (PGPs) * 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"> * Collegial Instructional Learning and Planning (i.e. professional learning communities) 		STUDENT ENGAGEMENT STRATEGIES CODES			
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 Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	School Wide	Students will be returned to their home campus with "value added" to their education. Criteria for returning to a home campus will be: completion of 30 successful days and passing all classes at AHS	100% of students who return to their home campus will have met the criteria as evidenced in attendance records, redirection cards, student discipline records, AHS Date folder, gradespeed reports, and student portfolios.	CIP, GSF	Daily	Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie	
2	School Wide	Provide a daily class in Survival Skills to include CHAMPS and Character Development.	Grades for Survival Skills Class will be included in the exit criteria. Redirection cards will indicate improvement in behavior.	CIP, GSF	Daily, Conclusion of 30 successful day assignment	Survival Skills teachers: et al, Ass't Principal	\$75
2	School Wide	Implement CHAMPS Program and continue "Prep for Success" interview upon student's completion of assignment at AHS	100% of students will meet expectations in Prep for Success Interview.	CIP, GSF	Conclusion of 30 successful days assignment	Ass't Principal,	
2	School Wide	AHS Dress Code will be enforced as "Dress for Success".	100% of students will follow dress code on daily basis.	GSF	Daily	Barker, Berry, Mullins, Zepeda, Heim, Hernandez,	In faculty duty day
1	School Wide	Staff will use TRIAND as a resource for TEKS data including benchmark scores for incoming students.	Teachers will have information on students' progress in mastering skills for 100% of the students.	GSF, CIP	Ongoing	Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie	
1	School Wide	Each home campus will be requested to supply AHS with a copy of the student's TAKS Score Card to be used by AHS teachers.	100% of students will have copy of the TAKS Score Card or documentation that is was requested..	GSF, CIP	Entries into AHS	Counselor, Charlie Richardson	
1	School Wide	Home Campus will provide AHS with information on student's progress/location in the Scope and Sequence for each discipline or AHS staff will contact teachers via email for this information.	Each student's record will reflect prior campus status and progress in scope and sequence.	CIP	As students enroll at AHS	Counselor, Charlie Richardson, Ass't Principal, John Kleiman, Teachers: Barker, Berry, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie	
1	School Wide	AHS teachers will follow students' PGP as found in TRIAND and provide documentation as needed.	Each student returning to home campus will have progress in meeting PGP goals recorded in TRIAND.	CIP, GSF	August 2007 and May 2008, ongoing	Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie	
1	School Wide	A small instructional setting will be provided in order to increase the success rate of students.	All classes will have a student teacher ratio of 15:1 which provides for a successful learning environment.	CIP, GSF	August 2007 thru May 2008	Principal, Bill Fish	
1	School Wide	Teachers will customize instructional plans to meet the needs of "at risk" students.	Lesson plans and gradespeed will denote modifications and accommodations as needed.	CIP GSF 3TL	Ongoing	Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie	
1	School Wide	AHS teachers will staff twice weekly and meet as a team daily to discuss students' progress and needs.	Goal data spreadsheet in shared folder will reflect student successes for 100% of the students.	CIP	Daily,	Assistant Principal, John Kleiman, Counselor, Charlie Richardson, Teachers	
1	School Wide	Every teacher will use "The Marzano Five" strategies on a regular basis. Teachers will teach the core vocabulary in their discipline using the six step vocabulary development process outlined in <i>Background Knowledge</i> .	100% of walkthroughs will show evidence of students working on identifying similarities-differences, summarizing & note taking, questions, cues and organizers, and interactive learning.	CIP, ITL, GSF 3TL, CRW	Daily	Assistant Principal, John Kleiman Teachers, Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie	
1	School Wide	Each teacher will attend the district wide departmental meetings/grade level meetings in order to stay current on latest practices and expectations.	100% of teachers will use latest practices as indicated in lesson plans..	3TL CRW, CIP	Monthly	Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie	
1	School Wide	Implement Gradespeed campus wide	Gradespeed printouts will be included in all student portfolios.	GSF CIP	Daily	Barker, Berry, Mullins, Zepeda, Heim, Hernandez,	
1	School Wide	Transitions to the home campus will include a portfolio review by the AHS counselor and the home campus representatives.	100% of portfolios will be reviewed by home campus and STAN counselor.	CIP	Ongoing	STAN Counselor, Leanne Burge	
1	Reading	Reading Workshop curriculum will be implemented for students with reading deficiencies.	Lesson Plans will document the use of the curriculum.	3TL, CRW	Daily	Toni Mullins, Ann Zepeda	
1	Reading	Continue the North East Language Arts Scope and Sequence for Grades 9 through 12.	100% of formative walkthroughs will indicate the use of scope and sequence. Lesson Plans will document TEKS being taught.	3TL, CRW CIP ITL	Daily	English teachers, Toni Mullins, Ann Zepeda	
1	Writing	Continue Writing across the Curriculum in all subject areas.	100% of formative walkthroughs will indicate the use of scope and sequence. Lesson Plans will document TEKS being taught.	3TL, CRW CIP ITL	Daily	Barker, Berry, Mullins, Zepeda, Heim, Hernandez,	
1	Writing	Provide English teacher instruction and support of implementation of Writing Workshop and in the essential elements of good writing.	Lesson plans will document instruction in the essential element of good writing as reviewed by assistant principal.	3TL, CRW CIP ITL	August 2007 thru May 2008	Virginia Guerrero, English Coordinator, Assistant Principal	
1	Mathematics	Continue the North East Mathematics Scope and Sequence for Grades 6 through 8.	100% of formative walkthroughs will indicate the use of scope and sequence. Lesson Plans will document TEKS being taught.	3TL, CRW CIP ITL	Daily	Edward Heim, Adam Hernandez Math Teachers	
1	Mathematics	Use Exemplars materials to support teachers in the implementation of rubrics and standards-based assessment.	100% of formative walkthroughs will indicate the use of Exemplars. Lesson Plans will document use of Exemplar materials.	3TL, CRW CIP ITL	Daily	Edward Heim, Adam Hernandez Math Teachers	

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DISTRICT GOAL: Improve instruction for all students focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.	For further description click on http://intranet.ni.seid.net/s/ RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards. * 3 Tier Instructional Model * Content Reading and Writing Strategies * Vocabulary Development * Similarities and Differences * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE) * Cues, Questions, and Advance Organizers RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. * Student Goal Setting and frequent feedback with individual students * Assessment for learning strategies * Personal Graduations Plans (PGPs) * College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. * Collegial Instructional Learning and Planning (i.e. professional learning communities)	STUDENT ENGAGEMENT STRATEGIES CODES 3TL - 3 Tier Levels of Instructional Intervention CRW - Content Reading & Writing V - Vocabulary Development SD - Similarities and Differences ITL - Interactive Teaching/Learning G - Cues, Questions, and Advance Organizers GSF - Goal Setting & Frequent Feedback with individual students AL - Assessment for Learning Strategies PGP - Personal Graduation Plans CCR - Career / College Readiness CLP - Collegial Learning and Planning

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1	Science	Teacher will use the Revised Bloom's Taxonomy questioning techniques that guide the students to make connections to the Unifying Concepts in science.	100% of formative walkthroughs will indicate the use of higher order questioning strategies in 30% of class exchanges.	3TL, ITL	Daily	Science Teacher, Wallis Barker	
1	Social Studies	Implement the North East Social Studies Scope and Sequence for Grades 9 through 12	100% of formative walkthroughs will indicate the use of scope and sequence. Lesson Plans will document TEKS being taught.	CIP GSF 3TL ITL	Daily	Social Studies Teacher, James Robey	
2	Safe and Drug Free Schools	Incorporate a skills based program to address the use of tobacco, alcohol, and other drugs	Students will complete an exit interview and social skills post assessment. Data will indicate a reduced incidence of referrals for "under the influence at school" while at AHS.	CIP GSF	Ongoing	Teachers, Barker, Berry, Mullins, Zepeda, Heim, Hernandez, robey, Sixt,	
2	Safe and Drug Free Schools	Nurse will collaborate with parents to ensure students receive necessary interventions which will provide students with a healthy learning environment	100% of students will have their medical needs met.	CIP GSF	On-going	Nurse, Linda Nguyen	
2	Safe and Drug Free Schools	Implement Parent/Teacher communications unrelated to discipline problems (positive feedback)	100 % of parents will perceive their child's assignment to Alternative School as "value added" to their child's education. Teachers will document calls.	CIP GSF	On going	Teachers, Barker, Berry, Mullins, Zepeda, Heim, Hernandez, robey, Sixt,	
1	Special Education	Continue Case Manager system to monitor and support student success	100% of teachers will have copy of IEP for each student. Lesson Plans will indicate needed modifications.	CIP GSF	Daily	Special Ed Teachers, Guthrie, Sixt, Special Ed Coordinator, Janice Hughes	
1	Special Education	Utilize computerized system for generating IEPs	100% of IEPs will be written using Spec Ed Manager.	CIP GSF	Ongoing	Special Ed Coordinator, Janice Hughes	
2	Safe and Drug Free Schools	Campus Discipline Step Plan will be followed consistently.	Number of unsuccessful days will decrease by 20%.	CIP GSF	Daily	Assistant Principal, John Kleiman, Counselor, Charlie	
3	Technology Application	Update teacher web page to communicate teacher assignments/programs	Web page will be published on internet	CIP GSF	Every 9 weeks	Teachers, Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt,	
1	Technology Application	Meet with Campus Technology Committee to support campus planning and maintain the campus infrastructure	Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area	CIP	August 2007 and May 2008, ongoing	Campus Technology Committee	
2,3	Technology Application	Utilize TeacherWeb software to manage and improve communication with staff, students and parents	100% of teachers will update teacher web page	CIP		Administrators, Teachers and Web Master	
1	Technology Application	Educational Technology staff will support teachers' and students' utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content area	100% of administrators and core content teachers will use the Technology Innovation Configuration to measure utilizations of technology during walkthroughs, observations, and reflective practice. 100% of core content teachers will score a two or above on the Technology Innovation Configuration	CIP ITL 3TL CRQ	Weekly	Assistant Principal, John Kleiman, Technology Specialist, Teachers, Barker, Berry, Mullins, Zepeda, Heim, Hernandez,	
2	Technology Application	Teachers will integrate technology into the classroom within the context of curriculum and instruction.	100% of core content teachers will work with students a minimum of four times each semester using the wired and/or wireless computer labs as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules and student products	CIP ITL 3TL CRQ	On-going	Assistant Principal, John Kleiman, Technology Specialist, Teachers, Barker, Berry, Mullins,	
3	Community Involvement	Assist parents in networking with community resources/services	100% of parents will consider their child's experience at AHS as one that added value to their child's education.	CIP GSF	On-going	Assistant Principal, John Kleiman, Counselor, Charlie Richardson, Nurse, Linda	
1	Professional Development	Provide teachers training and support in the use/advantages of Gradespeed	100% of teachers will use gradespeed	CIP	Fall 2007	Assistant Principal, John Kleiman, Technology Specialist, Derek Nichols	
11	Professional Development	Provide staff development in TRIAND for checking TEKS mastery, PGPs, and benchmark scores.	100% of teachers will use TRIAND to collect data on incoming students.	CIP GSF	Aug-07	John Kleiman, Sherry Young, Jeff Kurth	
1	Professional Development	Provide staff development for PLATO to use as tool for addressing academic needs of students as identified in campus goal cards.	100% of staff will be trained in the use of PLATO.	CIP GSF	Aug-07	Assistant Principal, John Kleiman, Rod Thomas	
1	Professional Development	Provide staff development in Marzano's Five and Six Steps to Vocabulary Development.	100% of teacher will include "best practices" in lesson plans	CIP GSF	Fall 2007	Barker, Berry, Mullins, Zepeda, Heim, Hernandez,	
1	Professional Development	Utilize campus based professional development tailored to support campus and district needs using technology within the context of curriculum and instruction	All teachers will be at a "proficient or above" level.	CIP TIL 3TL	On-going	Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie,	
1	Professional Development	Coordinate site-based professional development and integrate technology into the classroom	100% of teachers will participate in at least twelve hours of staff development that has a technology component as measured by the Professional Development Planner	CIPT TIL 3TL	Nov-07 Feb-08 and June-08	Campus Technology Committee	
5 2	Attendance	When a student is absent, an assigned teacher will call home to inquire about his/her well-being.	Students with "less than 2 absence" while at AHS will increase by 20%.	CIP GSF	As needed	Barker, Berry, Mullins, Zepeda, Heim, Hernandez, Robey, Sixt, Guthrie,	

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