

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
ISA
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

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1	2	3	4	5		E	M	H	D						
X					Reading & Writing			X		2B	Teachers will use & refine the common instructional structure and vocabulary developed during the 2003 - 2004 school year to support best practice alignment to departmental and school goals.	Department reflections, informal & formal observations, & student feedback will demonstrate understanding & use of structure & vocabulary	2004 - 2005 School Year	English Department & Dean of Instruction	
X					Reading & Writing			X		2C	Teachers will develop & implement a common end-of-semester assessment for students at each grade level 9 - 12 to guide reading & writing instruction. Teachers will participate in the inter-campus conversations about common assessments as prescribed by the district	Common assessments will be turned in according to the due dates set on the district calendar. Teachers will document time spent in inter-campus work as part of the district's continuing professional development requirement.	2004 - 2005 School Year	English Departments & Academic Deans from partner schools	
X					Reading & Writing			X		2D	Teachers will implement the benchmark assessment program as prescribed by the district.	100% of students will complete Benchmark Testing in grades 9-11.	As determined by district	English Department & Dean of Instruction	
X					Reading & Writing			X		2E	The English department will evaluate Bench Mark Assessment results.	The English department will meet and adjust curriculum to respond to student needs which will be reflected in lesson plans and units.	As determined by district	English Department & Dean of Instruction	
X					Reading & Writing			X		2F	Teachers will implement Pre-AP and AP strategies for reading & writing in all English classes	The department will review lesson plans for Pre-AP and AP strategies.	January 2005 & June 2005	English Department & Dean of Instruction	
X					Writing			X		2G	Teachers will continue to implement and use process writing to improve student writing.	The department will review student writing folders, & results of publication of student work, contests, TAKS writing scores, & SAT scores.	January 2005 & June 2005	English Department & Dean of Instruction	

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X					Mathematics			X		3A	Utilize the NEISD scope and sequence for high school mathematics courses in creating lessons and assessments.	Review lesson plans and activities in department meetings and through informal and formal observations.	2004-2005 school year.	Math Department, Academic Dean, and Principal	
x					Mathematics			X		3B	Continue to integrate Best Practices into the math program to improve student understanding. Strategies include (but are not limited to) inquiry, class discourse, and use of appropriate tools and technology.	Review lesson plans and activities in department meetings and through informal and formal observations, analysis of student work and assessments (including benchmarks, classroom assessments, TAKS, PSAT, etc.)	2004-2005 school year	Math Department, Academic Dean, Assistant Principal, and Principal	
X					Mathematics			X		3C	Utilize a vocabulary development process to teach all the necessary vocabulary in mathematics classrooms. Strategies may include the district-specified plan, the use of graphic organizers, and teacher-developed activities.	Department reflections, informal and formal observations, analysis of student work and assessments (including benchmarks, classroom assessments, TAKS, PSAT, etc.)	2004-2005 school year	Math Department, Academic Dean, Assistant Principal, and Principal	
X					Mathematics			X		3D	Continue use of the NEISD Algebra I Curriculum, Geometry instructional resources, and Algebra II instructional resources.	100% of students will achieve a "scope score" of 70 or better on district benchmark tests.	December, 2004 March, 2005	Math Department, Academic Dean, Assistant Principal, and Principal	

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X					Mathematics			X		3E	Provide teachers with focused professional development and support in the implementation of best instructional practices such as classifying, inquiry, and standards-based mathematics curriculum.	Common assessments will reflect new instructional focus. Departmental reflections, informal/formal observations will indicate implementation of content and strategies.	December, 2004 March, 2005	Math Department, Academic Dean, Assistant Principal, and Principal	
X					Mathematics			X		3F	Teachers will monitor benchmark assessments and analyze student achievement in order to identify areas for growth within the department.	Teachers will analyze benchmark data within department meetings and make departmental goals and adjust curriculum to improve student achievement.	January 2005, June 2005	Math Department, Academic Dean, Assistant Principal, and Principal	
X					Mathematics			X		3G	Teachers will create common assessments with assigned cluster schools (Lee and Churchill) to meet TEKS and levels of Bloom's and Kilgo's standards.	Math teachers from all three schools will review 2003-2004 campus common assessment data and TEKS to create common assessments for Algebra I, Geometry, and Algebra II. Other courses may be added by the cluster group as appropriate.	July - November, 2004 and January - April, 2005	Math Department, Academic Dean, and Cluster Math Teachers	
X					Mathematics			X		3H	Teachers will monitor common assessments results.	Math Department will review common assessment data, adjust curriculum and meet with principal to discuss results. Lesson plans and units will reflect adjustments.	January, 2005 June, 2005	Math Department, Academic Dean, and Principal	

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X					Mathematics			X		3I	Implement high school math vertical leadership team (entire department) responsible for maintaining campus focus on TEKS, instructional best practices, technology integration, District Philosophy and Indicators of Excellence.	100% of teachers will score a 3 or above in teaching mathematics on the Mathematics Innovation Configuration.	Regular Department Meetings	Math Department and Academic Dean		
X					Mathematics			X		3J	Implement high school math vertical leadership team (entire department) responsible for increasing student enrollment in Pre-AP and AP classes.	Enrollment numbers in Pre-AP and AP courses will remain stable throughout the 2004-05 school year. Continue to offer opportunities for students to earn additional math credits (summer school, etc.) Review of failure rates will show fewer than 10% of students failing Pre-AP and AP courses.	June, 2005	Math Department, Academic Dean, Assistant Principal, and Principal		

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X					Mathematics			X		3K	Review data from previous TAKS tests in order to design a support system for students. Continue to discuss strategies and build skills and their alignment for passing the TAKS. Continue the use of TAKS warm-ups in class and some TAKS-formatted assessments (multiple choice). Continue the WHAM program (after school TAKS tutoring).	Math Department will review data, adjust curriculum, design needed structures for implementation, and meet with principal to discuss results. Steady growth will be seen in the benchmark scores. Documentation will be provided from meeting minutes and ongoing campus projects.	Regular department meetings during school year and after TAKS scores are released in June 2005.	Math Department, Academic Dean, and Principal	
X					Mathematics			X		3L	Develop and hold student workshops on PSAT/SAT math objectives; offer to all students; supplement with in-class warm-up questions from previous PSAT and SAT exams.	Increased scores on PSAT and SAT in 2004-2005.	June, 2005	Math Department and Academic Dean	Grant money for Princeton Review
X					Mathematics			X		3M	Provide enrichment workshops and activities for mathematically advanced students	Increased percentage of commended scores on TAKS and maintain enrollment of Pre-AP and AP courses	June, 2005	Math Department and Academic Dean	
X					Science			X		4A	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 3 years.	September 2004, December 2004, March 2005	Campus Administrators, Science Dean, Science Department	

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X					Science			X		4B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	Walkthroughs and departmental meetings will reflect adherence to the district scope and sequence. ISA will submit a campus equipment inventory to be used as a guide for district support.	2004-2005 school year. Inventory due September 10, 2004.	Campus Administrators, Science Dean, Science Department	
X					Science			X		4C	Integrate inquiry-based instruction to increase student achievement including 5 E's, questioning strategies to target higher order thinking, and questioning strategies that target the unifying concepts in science.	100% of teachers will score a 2 or above on the Science Innovation Configuration. Walkthroughs and departmental reflections will indicate the appropriate use of these strategies.	2004-2005 school year	Campus Administrators, Science Dean, Science Department	
X					Science			X		4D	Integrate the use of best practices to target diverse learners. Strategies may include but are not limited to the following: 60-80-40 laboratory and field investigations, KWL, word wall, vocabulary development process, Say Something or other discourse methods, classifying, concept mapping, reflection journals, technology, etc.	100% of teachers will score a 2 or above on the Science Innovation Configuration. Walkthroughs and departmental reflections will indicate the appropriate use of these strategies.	2004-2005 school year	Campus Administrators, Science Dean, Science Department	

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X					Science			X		4E	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of science teachers will incorporate formative assessment strategies such as performance, portfolio, etc., to guide instruction.	2004-2005 school year	Campus Administrators, Science Dean, Science Department Teachers	
X					Science			X		4F	Teachers will develop and implement common semester assessments. Biology and Chemistry common assessments will be created with the cluster schools (Lee and Churchill). All other science common assessments will be completed by individual teachers with input from the science dean.	Common semester assessments will include common vocabulary of science concepts that is prepared prior to course planning.	December, 2004 May, 2005	Science Teachers, Instructional Dean of Science, Science Instructional Specialists, and Science Cluster Teachers	

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X					Science			X		4G	NEISD and campus will provide staff development for training in science best practices. Teachers will attend science professional development opportunities as appropriate. Training will involve examining the implementation of the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL, incorporating science content area reading and vocabulary skills, concept mapping, and the implementation of questioning techniques that guide the students to make connections to the Unifying Concepts in Science.	100% of the formative walkthroughs as well as lesson plans will indicate use of effective teaching strategies.	2004-2005 school year	Campus Administrators, Academic Dean, ISA Science Teachers, Science Instructional Specialists	
X					Science			X		4H	Teachers will attend training to develop and use authentic assessment strategies such as informal and formal presentations, projects, research papers, lab reports and group projects.	100% of students will have 3 examples of authentic assessments at the completion of their science course. Examples could include informal and formal presentations, projects, research papers, lab reports, and group projects.	2004-2005 school year	Campus Administrators, Science Department and Dean	

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X					Social Studies			X		5A	Teachers will create and administer common assessments based on TEKS objectives in 9th World Geography, 10th World History and 11th U.S. History for each semester. Teachers will also participate in the inter-campus conversations focused on the common assessment development & tuning process as prescribed by the district.	All students in World Geography, World History, and American History will take the common assessment. Teachers will document time spent in inter-conference work.	2004 - 2005 School Year	Social Studies Departments & Instructional Deans from partner schools	
X					Social Studies			X		5B	Teachers will implement & model reading, writing, engagement & meaning making, strategies including but not limited to Say Something, Classifying, Think-Pair-Share, reciprocal teaching, graphic organizers, and simulations, that reflect best practices for the Social Studies classroom & that support improvement in reading, writing, & content area skills	Department reflections, informal & formal observations, & student feedback will demonstrate understanding & use of the strategies. TAKS tests, AP tests, & benchmarks will demonstrate student understanding & ability to apply strategies.	2004 - 2005 School Year	Social Studies Department & Dean of Instruction	
					Social Studies			X		5C	Teachers will integrate the practices that best support differentiated instruction for each social studies subject area including but not limited to History Alive, History Fair, Model United Nations, simulations, & contests.	Department reflections, informal & formal observations, & student feedback will demonstrate participation in & success of differentiation strategies.	2004 - 2005 School Year	Social Studies Department & Dean of Instruction	
X					Social Studies			X		5D	Teachers will develop & implement strategies for teaching social studies vocabulary.	Department reflections, informal & formal observations, & student feedback will demonstrate participation in & success of vocabulary development	2004 - 2005 School Year	Social Studies Department & Dean of Instruction	

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					Social Studies			X		5E	Teachers will integrate technology into the classroom.	Each teacher will contribute a minimum of one exemplary lesson plan clearly showing the integration of technology for publication in the district lesson plan database.	May, 2005	Social Studies Department, Dean of Instruction, & District Social Studies Coordinator	
X					Foreign Language			X		8A	Teachers will implement an instructional program in all languages based on developing oral, written, and cultural competency. Teachers use a variety of strategies to help students build their listening, speaking, and writing skills including technology that provides interactive activities via language labs.	Common departmental semester exams will indicate that 100% of students are meeting or surpassing proficiency goals. Authentic assessment strategies will be utilized throughout the semester and will be reflected in lesson plans.	August, 2004 May, 2005	Foreign Language Teachers and principal	
X					Foreign Language			X		8B	Implement the Pre-AP and AP curricula along with vertical teaming in levels I, II, III, IV, and AP.	All Spanish II students will enroll in Pre-AP Course. Spanish III students will continue to be encouraged to enroll in Pre-AP Course with a goal of 75% during the 2004-2005 school year.	Each semester.	Foreign Language Department Chair, Foreign Language Teachers, Principal	
X	X				Gifted / Talented			X		9B & 9F	All GT Math and English teachers will access the GT curriculum materials electronically and will integrate the vocabulary development process, think-pair-share, and "Say Something" into the curriculum.	100% of our GT teachers will use the Intranet as a tool for curriculum access and these materials will be reflected in lesson plans.	Throughout school year	GT Teachers and principal	

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X	X				Gifted / Talented			X		9G	All GT English teachers will refine the new G/T grammar and writing programs.	100% of GT teachers will attend training which will be documented through sign-in sheets. 100% of G/T students will score a 3 or better on the writing benchmarks.	October 2004 and January 2005	GT English teachers, academic dean, and principal.	
X	X				Gifted / Talented			X		9H	Teachers will analyze PSAT / SAT / ACT results and will target specific skills and strategies in curriculum to address areas of weakness.	Student performance from PSAT practice tests to PSAT, and from PSAT to SAT performance will demonstrate an increase in scores with the goal of 25% increase overall.	April 2004, August 2004, January 2005	GT English teachers, academic dean, and Kay Stotts	
X					Dyslexia			X		11A	The campus will support and maintain a dyslexia program which meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by campus cluster rolls and reflected in STAT meeting notes as well as parent correspondence.	2004-2005 school year	Counselor, STAT Chair (AP), teachers and principal	
X					ESL			X		12A	ISA will continue to support Lee's ESL program through testing support and curricular modifications for ESL students.	80% of students taking the pre and post oral assessments will gain one-half year of language development at a minimum.	Fall / Spring	ESL teachers and ISA counselor and teachers	

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X					Fine Arts			X		15A	Increase participation in UIL academic competitions.	All ISA teachers and counselors will be provided information on Lee's academic UIL competition opportunities and will provide this information to and encourage their students and advisees to participate. This will be reflected in lesson plans for advisory for ISA.	May 2005	All teachers, counselor, deans, and administrators	