

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 2007-2008 Eisenhower Middle School <i>Equity and Excellence: Everybody Counts</i> <i>"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck</i>	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.
---	--	---

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. <i>This campus improvement plan represents the five WIGS of the Eisenhower campus. It has been developed by the collaborative effort of the CIC, academic team leaders, department heads, and the executive leadership.</i>	<p style="text-align: center;">For further description click on http://intranet.int.neisd.net/si/</p> 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 Q - Cues, Questions, and Advance Organizers GSF - Goal Setting & Frequent Feedback with individual students AL - Assessment for Learning Strategies PGP - Personal Graduation Plans
---	--	---

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)
1	Close achievements gaps for African American, Hispanic, and Economically Disadvantaged subgroups in all areas with an emphasis on math and science.	*Implement a tutoring program that specifically targets strengths and weaknesses of targeted subpopulation groups. Ensure students are able to attend through scheduling, parent contact, teacher relationships, and transportation. * Increase variety of math experiences by double blocking all eighth grade regular math students. *Provide additional math support through Math Workshop classes. * Utilize AIM classes to teach study skills, goal setting, and provide team academic support . * Use SIOP strategies in all courses. * Create a faculty belief that failure in not an option. * Continue with data based classroom decision making with an emphasis on streamlining team data collection and analysis. *Create a teacher study group to implement a center-approach for science and math.	2007-2008 Achievement Gaps will be closed by 50%. Current gaps are: Math: AA 21%, Hispanic 12%, Econ 17%, Science: AA 5%, Hispanic 11%, Econ 16%. Focused walkthroughs will ensure classroom instruction is engaging and on target. Administrators will be assigned to academic departments to supervise these initiatives. Each academic department has identified high stakes TEKS and established instructional plans to address these areas. Assessment data including benchmarks, mini assessments, student success rates will be used to measure progress and initiate flexible change.	3TL, CRW, V, SD, ITL, Q, GSF, AL, PGP	Ongoing	Principal, AP's, Dean, Dept. Heads.

- 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
 2007-2008**

Eisenhower Middle School

Equity and Excellence: Everybody Counts

*"It is the nature of man to rise to greatness if greatness is expected of him."
 John Steinbeck*

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.

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.

This campus improvement plan represents the five WIGS of the Eisenhower campus. It has been developed by the collaborative effort of the CIC, academic team leaders, department heads, and the executive leadership.

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)
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
Q - Cues, Questions, and Advance Organizers
GSF - Goal Setting & Frequent Feedback with individual students
AL - Assessment for Learning Strategies
PGP - Personal Graduation Plans

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)
2	Increase classroom instructional days for students referred for discipline consequences.	*Develop and pilot a Saturday detention program to be used in lieu of ISS. * Develop a team discipline process to track student data throughout a team and allow teachers to plan intervention measures and assign certain discipline consequences. Improve mentor program for PGP students by assignment of compatible student- teacher pairs. All students in targeted subpopulation areas will be assigned a mentor. *Development and Implement a comprehensive staff development program with Jo Moscorro to focus on student and teacher interactions, classroom management, and instructional practices. *Improve the campus action plan for intervening in bullying and other negative student interactions by utilizing counselors to provide large and small group seminars on bullying and tolerance strategies. *Admin team will meet with students by grade level and in small groups via AIM classes to promote positive behavior strategies. *Create and implement a plan for am/pm/passing period supervision. *Transition students returning	2006-2007 discipline data indicated that students were in alternative placements including ISS, suspension, and SRC for 2500 days. During the 2007 - 2008 school year, this number will be cut by 50% without sacrificing school safety. Six week discipline data will be analyzed to measure progress and initiate flexible change. Admin will monitor implementation of team discipline process and staff development.	CLP, PGP, GSF	Ongoing	Principal, AP's, Counselors

- 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
 2007-2008**

Eisenhower Middle School

Equity and Excellence: Everybody Counts

*"It is the nature of man to rise to greatness if greatness is expected of him."
 John Steinbeck*

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.

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.

This campus improvement plan represents the five WIGS of the Eisenhower campus. It has been developed by the collaborative effort of the CIC, academic team leaders, department heads, and the executive leadership.

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)
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
Q - Cues, Questions, and Advance Organizers
GSF - Goal Setting & Frequent Feedback with individual students
AL - Assessment for Learning Strategies
PGP - Personal Graduation Plans

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)
1	Increase commended scores especially targeting groups not showing academic growth.	*Increase rigor of Pre-AP Science and Social Studies courses by focusing instruction on higher order thinking strategies. *Implement Advanced Contemporary Literacy course. *Increase number of 3s and 4s on TAKS writing compositions by increasing writing frequency in English classes. Have a coordinated writing program across the curriculum. *Implement an AVID program with 7th and 8th grade students. Continue with Commended Academy and History Olympics.	All students in pre AP and GT classes will be commended in all tested areas. Increase commended rates in all regular courses by 25%. Focused walkthroughs will ensure classroom instruction is engaging and on target. Administrators will be assigned to academic departments to supervise these initiatives. Each academic department has identified high stakes TEKS and established instructional plans to address these areas. Assessment data including benchmarks, mini assessments, student success rates will be used to measure progress and initiate flexible change. AVID site team will monitor progress of AVID students.	3TL, CRW, V, SD, ITL, Q, GSF, AL, PGP	Ongoing	Principal, AP's, Dean, Dept. Heads, AVID instructor.
1	Maintain exemplary level Special Education scores with test placement of no more than 1% taking TAKS ALT and no more than 3% taking TAKS M.	*Design a master schedule that provides various levels of co-teach and support facilitation and place each individual student in the appropriate courses. *Align special education teachers and teacher assistants by grade level. Align case management loads with teacher assignments for better connections with students and regular education teachers. * Provide common planning periods for special education and regular education staff for coteach situations. *Provide teacher training in assignment modification strategies.	Special Education scores will remain above 90% . Assessment data including Benchmark scores and mini assessemnts will provide evidence that students are appropriately placed and making progress. Administrative walkthroughs will provide evidence that students are receiving appropriate support.	3TL, AL, CLP	Ongoing	Principal, Dean, Spec. Ed Coordinator

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 2007-2008 Eisenhower Middle School <i>Equity and Excellence: Everybody Counts</i> <i>"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck</i>		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.		
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. <i>This campus improvement plan represents the five WIGS of the Eisenhower campus. It has been developed by the collaborative effort of the CIC, academic team leaders, department heads, and the executive leadership.</i>		For further description click on http://intranet.int.neisd.net/si/ 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 Q - Cues, Questions, and Advance Organizers GSF - Goal Setting & Frequent Feedback with individual students AL - Assessment for Learning Strategies PGP - Personal Graduation Plans		
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)
1	Increase TAKS scores for ELL population.	Redesign ELL schedule to include co-teach Reading and English classes and team involvement with ELL team. Support student learning with SIOP strategies. *Begin a reading tutoring program in the fall and maintain through testing.	90% of all ELL students will pass in each tested area. Assessment data including benchmarks, mini assessments, student success rates will be used to measure progress and initiate flexible change.	3TL, CRW, V, SD, ITL, Q, GSF, AL	Ongoing	Principal, Dean, ELL team