

BOARD GOALS (BGs)		NORTH EAST INDEPENDENT SCHOOL DISTRICT CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN 2007-2008 ALTERNATIVE MIDDLE SCHOOL		RESULTS: In preparing all students for college readiness, North East ISD schools will be recognized of 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		Equity and Excellence: Everybody Counts "It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck					
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.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 CCR - Career / College Readiness CLP - Collegial Learning and Planning			
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 AMS	100% of students who return to their home campus will have met the criteria as evidenced in attendance records, redirection cards, student discipline records, AMS Date folder, gradespeed reports, and student portfolios.	CIP, GSF	Daily	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
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 days 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 AMS	100% of students will meet expectations in Prep for Success Interview.	CIP, GSF	Conclusion of 30 successful days assignment	Ass't Principal	
4	School Wide	Students will complete goal setting activity during intake conference into Survival Skills Class.	100% of students will discuss their success in meeting goal during Prep for Success Interview.	GSF	30 day assignment	Survival Skills teachers et al, Ass't Principal	
2	School Wide	AMS Dress Code will be enforced as "Dress for Success".	100% of students will follow dress code on daily basis.	GSF	Daily	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	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	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
1	School Wide	Each home campus will be requested to supply AMS with a copy of the student's TAKS Score Card to be used by AMS teachers.	100% of students will have copy of the TAKS Score Card or documentation that is requested.	GSF, CIP	Entries into AMS	Counselor, Lisa Johnson	
1	School Wide	Home Campus will provide AMS with information on student's progress/location in the Scope and Sequence for each discipline or AMS 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 AMS	Counselor, Lisa Johnson Ass't Principal, Teachers: Pace, Nelson,	
1	School Wide	AMS 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	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
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	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
1	School Wide	AMS 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, Counselor, Lisa Johnson Teachers, Pace, Jones	
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, Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
3,4	School Wide	Selected students will serve as art mentors to neighboring elementary students.	The number of selected students will increase by 10%.	GSF	Weekly	Anne Jones, Art teacher	\$250
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	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
1	School Wide	Continue Gradespeed campus wide	Gradespeed printouts will be included in all student portfolios.	GSF CIP	Daily	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
1	School Wide	Transitions to the home campus will include a portfolio review by the AMS counselor and the home campus representatives.	100% of portfolios will be reviewed by home campus and AMS counselor.	CIP	Ongoing	AMS Counselor, Lisa Johnson	
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	Reading teacher, Kimberly Nelson	
1	Reading	Continue the North East Language Arts 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	Reading and English teachers, Kimberly Nelson and Anil McDonald	
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	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
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 - 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	Math teacher	

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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	Math teacher	
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, Candice Chapman	
1	Social Studies	Continue the North East Social Studies 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.	CIP GSF 3TL ITL	Daily	Social Studies Teacher, Tom Welsh	
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 AMS.	CIP GSF	Ongoing	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald, Nurse	
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	Continue 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, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
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, Caines, Pace, 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, Counselor, Lisa Johnson	
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, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
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	Every 9 weeks	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, Technology Specialist, Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald	
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, Technology Specialist, Teachers, Pace, Jones, Nelson, Chapman Caines,	
3	Community Involvement	Assist parents in networking with community resources/services	100% of parents will consider their child's experience at AMS as one that added value to their child's education.	CIP GSF	On-going	Assistant Principal, Counselor, Lisa Johnson, Nurse, Linda Nguyen	
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, 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	Vera Hayes, 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, 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	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald, Assst	
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	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welsh, McDonald,	
5	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	CIP TIL 3TL	Nov-07 Feb-08 and June-08	Campus Technology Committee	

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1	Professional Development	Provide opportunities for teachers to attend workshop seminars, conferences provided by ASCD, TASSP	Follow-up surveys will indicate how teachers have used information from the sessions to meet the needs of our student population.	CIP	August 2007 - June 2008	Principal, Assistant Principal, Teachers, and Counselor	
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 AMS will increase by 20%.	CIP GSF	As needed	Teachers, Pace, Jones, Nelson, Chapman, Caines, Welch, McDonald	

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