

**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  
 2008-2009

Dr. Bernard A. Harris, Jr. Middle School

**RESULTS**  
 North East ISD schools will prepare all students for college and careers, 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**  
 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 creating flexibility and responsiveness to best serve learners and to increase student achievement.

**CODES FOR STUDENT-CENTERED STRATEGIES**  
 RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.  
 3TL 3 Tier Instructional Model  
 CRW Content Reading and Writing Strategies  
 AV Development of Academic Vocabulary  
 AL Active Learning  
 CT Critical Thinking and Problem Solving  
 DI Differentiated Instruction, Flexibility and Responsiveness  
 RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.  
 GSF Goal-Setting and Frequent Feedback with Individual Students  
 AFL Assessment For Learning--Strategies to Guide Instruction  
 PGP Personal Graduations Plans  
 CCR College / Career Readiness  
 RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.  
 CLP Collegial Learning and Planning (i.e. professional learning communities)  
 MCP Managing Classroom Procedures  
 IA Improved Student Attendance  
 PI Parent & Community Involvement

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 2, 3	Improve 6th, 7th, and 8th grade math TAKS scores by 12 percentage points for all at risk students not passing TAKS	1. Extra 45 minutes of math through AIM for 6th and 7th grade students who failed TAKS. Blocked 90-minute math for 8th grade students who failed 7th grade TAKS or were on the bubble. 2. Additional Project Target TEKS for each student as course recovery 3. Closer collaboration between 6th grade math teachers, math specialist, and math Department Chair 4. Each struggling math student will be assigned a mentor from the staff 5. Staff development throughout the year for the math & science teachers	Mini-assessments, benchmarks, goal setting, progress reports, student conferences, and reassessment of student progress	3TL, CRW, AL, CT, DI, GSF, AFL, PGP, CLP, MCP, IA	1. Daily and every 3 weeks 2. Mentors meet with mentee at least once per week	Math Teachers, Math Department Chair, Instructional Specialist, Dean, All Staff	20 subs for math - \$1600 20 subs for science - \$1600
1	Raise TAKS science scores	1. Identify after first three weeks those students who are in need of intervention and begin immediately. 2. Pre-teach concepts in tutoring so struggling students will understand more when they get to that point during regular class time. 3. Periodically have 6th and 7th grade science teachers re-teach concepts to 8th grade students through a scheduled rotation of science teachers 4. Have 8th grade students do peer-tutoring with struggling 6th and 7th grade science students to cement learning so concept is mastered before 8th grade.	Mini-assessments, benchmark tests, goal setting, progress reports, student conferences, and reassessment of student progress	3TL, CRW, AL, CT, DI, GSF, AFL, PGP, CLP, MCP, IA	1. Daily and every 3 weeks	Science Teachers, Science Department Chair, Instructional Specialist, Dean	Project Target TEKS from Central Office TBA
1,2,3,4	Maximize instruction time for all students by improving classroom management and behavior of students.	1. All teachers will be CHAMPS trained. 2. CHAMPS in Action team will assist teachers in need by teaching strategies, modeling, and giving support. 3. Continue to work with Jo and Jana Mascorro to adjust our plan as necessary.	1. Examine office referrals in number and kind and compare with last year. 2. Frequent classroom observations 3. Feedback surveys from faculty	AL, DI, GSF, MCP, PI	1. August - June 2. Weekly 3. Quarterly	CHAMPS in Action (CIA) team, Leadership team	\$0

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1	Improve academic performance of students in classrooms of targeted teachers	1. Mini in-services in student engagement strategies. 2. SMART goals 3. Modeling by Instructional Specialists 4. Collaborative working on lesson planning	1. Examine office referrals of targeted teachers and compare to last year's data 2. 3-Minute Walkthrough observations 3. Examine tardy and attendance records	CRW, AV, AL, CT, DI, AFL, CCR, CLP, IA	August-May	Principal, AP's, Dean, Instructional Specialists, Department Chairs	\$0
1	Improve scores and success rate for all at-risk students, especially those not passing TAKS	1. AIM class for additional reading support for bubble students, SSI class for TAKS failures. 2. Mentor for every at-risk student who failed TAKS or nearly failed TAKS 3. LTS (Learn This Stuff) peer mentoring	1. Improving scores for at-risk population by 12% over last year's TAKS scores 2. Reducing retention rate by 25% 3. Fewer absences and tardies for at-risk students who are being mentored	AV, CT, DI, GSF, PGP's, IA, PI	August-May	Core teachers, All Staff, Community mentors	Project Target TEKS from Central Office TBA
1	Data Analysis	Campus will be trained to use data screens to locate and analyze student data obtained through benchmark and TAKS assessments	Staff will use mainframe and TRIAND (or District's new program) to access and analyze student data; campus training sessions will be offered and attendance documented on A-Train	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CC, CLP, MCP, IA	August-May	Leadership Team, School Improvement	\$0
1	Increase participation in debate, UIL, and Model UN	1. Students who passed TAKS and were not considered on the bubble will be placed in AIM classes for Debate, UIL, or Model UN	More students actively involved in UIL and debate meets as well as Model UN	AV, CCR	Daily	Social Studies teachers, English teachers	\$0
1, 3	College and Career Readiness	Use individualized data to close achievement gaps and prepare all students to perform at their highest potential. Relate skills to college and workplace preparedness. Take students on virtual field trips to colleges to stimulate interest in post high school education. Invite parents and community members to share experiences and insights on college, technical schools, and career opportunities	More students in pre-AP classes, more 8th graders choosing college path for high school.	GSF, CCR, PI	August-May	Department Chairs, Teachers, Academic Dean, Counselors, Librarian	\$0

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1, 2	Differentiated Instruction	Mini-inservices during department time to educate teachers in latest best practices in differentiated instruction. Teachers will share their own experiences with best practices in their classrooms.	Observe teachers using differentiated instruction in their classrooms. More students succeeding at higher levels; fewer failures. Fewer discipline problems in the classroom.	CRW, AV, AL, CT, DI, AFL, CLP, IA	August-May	Academic Dean, Department Chairs, All teachers.	\$0
2	Teacher Recognition	Ideas for recognition and appreciation activities to create a more positive climate on campus	Less teacher absenteeism, fewer teacher complaints, more positive affective behaviors observed, less turnover.	N/A	August-May	Principal, AP's, Dean, Counselors, Department Chairs	Free donations; no more than \$30 per staff member (Total of 3600)
1, 2	Classroom management	1. Train entire faculty and staff in CHAMPS 2. Form CIA group (CHAMPS in Action) to support struggling teachers 3. Work with individual teachers on more engaging lesson plans	Fewer office referrals, fewer negative parent phone calls and conferences, higher assessment scores and grades for students targeted classrooms	CRW, AV, AL, CT, DI, GSF, AFL, CCR, CLP, MCP, IA	August-May	Administrators, Dean, CIA team	\$0
3	Parent Involvement	Increase parent involvement by offering a series of programs on adolescent behavior, bullying, MySpace, etc. Jo Mascorro will present a program to parents called, "When Go to Your Room Isn't Far Enough" during 6th grade camp Door prizes will be offered as well as food. Series will be continued during the school year with different topics and speakers.	Higher attendance at PTA meetings. More parent volunteerism. Higher attendance at school events.	PI	August-May	Leadership Team, Faculty	Free Donations; \$2000

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2, 3, 4	Character Ed and Bullying	1. Develop comprehensive program to deal with bullying. 2. Lessons on character worked into curriculum.	Fewer incidents of bullying on campus as evidenced by fewer office referrals, fewer parent calls for bullying concerns, more positive and respectful atmosphere on campus.	IA, PI	August-May	Kim Denhern and other counselors, Administrators, Dean, all faculty and staff	\$0
	Technology	Staff development on integrating technology TEKS throughout curriculum	1. Technology standards in lesson plans. 2. Observation in Walk-Throughs of authentic student use of technology in the classrooms. 3. More frequent use of Distance Learning Lab as well as computer trunks and Neo 2's.	AI, CT, DI, CCR	August-May	All faculty, especially CORE teachers.	\$0