

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

Nimitz Middle School

*"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith*

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	TITLE IA SCHOOLWIDE COMPONENT
	Setting Objectives and Providing Feedback: 1. DATA team	DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning.		CRW	Monthly			
	2. Benchmark Testing	Core Subject Area Teachers will use benchmark tests to set instructional objectives and provide feedback for instructional improvement.		SD	Per district			
	Research Based Instructional Strategies: 1. Identifying Similarities and Differences--Classifying	All teachers will apply the use CLASSIFYING for identifying similarities and differences.		ITL	August 2008 to May 2009			#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	2. Vocabulary Development Process	Every teacher will teach the core vocabulary in their discipline and grade by using a five step vocabulary development process.		Q	2008-2009			#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	Strategies for Engagement: SAY SOMETHING and THINK-PAIR-SHARE	All teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis.		GSF	2008-2009			#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	Reading	Continue using district's SSI remedial reading curriculum in order to maintain and increase TAKS Reading passing rate at the sixth, seventh grades and eighth grades.			Beginning of school year or Initial entry, weekly formative assessments, nine-week summative checks, end of year, state assessment.	SSI Reading Teacher, Michelle Watson, Laura Bosquez		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.

	Reading and all Core Areas	Monitor student progress by continued use of campus Mini Measures.	Weak objectives will be identified for each mini measure, students will be tutored towards mastery of weak objectives, follow-up mini measures will reflect student growth.	GSF	Mini Measures (administrations to be determined by Rdg dept chair)	Michelle Watson, Laura Bosquez		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	English	Develop various modes of writing through the 6 traits of writing and apply traits in other core content areas..	All written research and short answer responses in English, Reading, Social Studies and Science will be graded using a 6 trait rubric		2008-2009	Christine Polensky & the district Literary Specialist will oversee follow through via Reading, Social Studies, Science department chairs		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	English	Seventh grade students will become more focused writers and respond to writing prompts so that the final draft is at a level 3.	95% of the following 7th grade subpopulations: African American, Hispanic, Economically Disadvantaged, Special Ed, Limited English Proficient will respond to the TAKS writing prompt and score a level 3.		March, 2008 TAKS writing test.	Christine Polensky, Seventh grade English teachers, Laura Bosquez		
	English	Students will be able to identify the correct and incorrect use of conventions.	95% of the following 7th grade subpopulations: African American, Hispanic, Economically Disadvantaged, Special Ed, Limited English Proficient will pass the 2009 Writing TAKS test.		March, 2008 TAKS writing test.	Christine Polensky, Seventh grade English teachers, Laura Bosquez		
	Mathematics	90 minute math block will incorporate Math Exemplars, vocabulary development, student self assessment, Think-Pair-Share sessions.	90% of all students will pass Math TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2008-2009	Math dept head, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney	Title I funds-\$250,000 for five additional math teachers	
	Mathematics	Math dept. will advance student higher order thinking skills by teaching students to break down & decode multi-step problems as they apply learned strategies.	All students will be able to interpret problems multiple ways; e.g., visual/graphic, rewrite using different terms, simplify.	3TL	Ongoing formative assessment, Mini Measures, District Benchmarks, TAKS test	Math dept head, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney		
	Mathematics	Regularly assess campus weaknesses and adjust curriculum to address them.	85% of all students will pass district benchmarks and campus Mini Measures	GSF	2008-2009	Math dept head, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney		#1-Comprehensive needs assessment
	Science	Utilization of the 5 E's in lesson cycle incorporating effective teaching strategies emphasizing KWL, Word walls and Concept Mapping, problem solving, and organizational skills.	75% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2008-2009	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney		
	Science	Teachers will continue receiving training in the development and use of authentic assessment.	100% of students will have three examples of authentic assessments in their portfolio, 75% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2008-2009	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney	1,000	#3-Instruction by highly qualified staff AND #4-High-quality and on-going professional development

	Science	Teachers will use interactive web based lessons and assessments, Inquiry-based labs, individual/team assessments.	Cooperative learning checklist/rubric and reflective journals will show 90% mastery of science concepts/TEKS, 75% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	ITL	2008-2009	Science Teachers, Laura Bosquez, Thalia Chaney		
	Science	TAKS formatted assessments will be used as summative checks.	75% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	AL	2008-2009	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000	#8-Measures to include teachers in the decisions regarding the use of academic assessments
	Science	Additional 8th grade Science teacher to reduce class sizes in Science.	75% of all 8th grade students will pass the Science TAKS				\$50,000 state comp funds	
	Science	Utilization of questioning techniques that guide the students to make Unifying Concepts in Science.	75% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures, walkthroughs	Q	2008-2009	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000	
	Science	All science teachers will know and be able to use the Kilgo approach in targeting instruction to address weak student expectations.	75% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2008-2009	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000	#4-High-quality and on-going professional development
	Science	Vertical collaboration between teachers regarding approaches to student mastery of grade level Student Expectations.	80% passing on identified weak TEKS/Student Expectations to be assessed as needed.	3TL	2008-2009	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney		#8-Measures to include teachers in the decisions regarding the use of academic assessments
	Social Studies	Students will participate in Model U.N.	Number of students completing Model U.N. process will increase by 20%.			Mary Stewart, Social Studies Department		
	Social Studies	Technology based instruction and assessment will be used by all grade levels (Ignite Curriculum, Wireless labs, Alpha Smarts)	Cooperative rubrics, 95% of all 8th grade students will pass American History TAKS test, 80% of all 8th grade students will pass district benchmarks, 80% of all students will pass campus Mini Measures	ITL	2008-2009 school year	Irma Daniels, Laura Bosquez, Thalia Chaney		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
	Social Studies	Reduce class sizes in 8th grade Social Studies	Increase 8th grade Social Studies TAKS passing rate to 95%		2008-2009	David Jimenez, Irma Daniel, Laura Bosquez, Thalia Chaney	\$50,000 State Compensatory funds	
	Reading, English, Math, Science, Social Studies	Students will use Cornell Notes as a primary method of note taking.	100% of students will be using Cornell Notes, walkthroughs, journals		2008-2009	Ed Mendez, Core content dept heads, Laura Bosquez, AP, Thalia Chaney		#2-Schoolwide reform strategies that are based on scientifically based research
	Reading, English, Math, Science, Social Studies	Maintain Pre-AP writing strategies in all Avid Pre-AP (7th grade & 8th grade) and Pre-AP classes.	90% of regular Pre-AP and Avid Pre-AP (7th & 8th grade) students will pass courses.		2008-2009	Avid Site Team, Ed Mendez, Pre-AP teachers, Laura Bosquez, Celeste Garza, Eric Wernli, Thalia Chaney		
	Reading, English, Math, Science, Social Studies	Students at risk of failing TAKS will be tutored by specific content teacher during electives period	Tutoring schedule will identify student, time, content. Student will be tutored a minimum of once weekly.	3TL	2008-2009	Team leaders, teachers, Laura Bosquez		#3-Instruction by highly qualified staff AND #4-High-quality and on-going professional development
	Academics	Students will use Plato lab to extend previously taught TEKS and/or master weak TEKS.	TEKS mastery.	3TL	2008-2009	Team leaders, teachers, Laura Bosquez		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.

	Academics	After school tutoring and Saturday workshops will focus on TAKS preparation and targeted TEKS	95% of all students will pass the Reading, Writing, 90% Mathematics, 95% Social Studies, and 75% Science TAKS test, 80% passing rate on district benchmarks, 80% of all students will pass campus Mini Measures	3TL	2008-2009	Reading, English, Mathematics, Social Studies, Science dept. chairs, Victor Limon, Laura Bosquez, Thalia Chaney		#10-Coordination and integration of Federal, State and Local services and programs
	Academics	Areas in need of training and/or staff development will be identified and taught by departments, district and/or independent specialists.	Staff Development calendar, Atrain		2008-2009	Department chairs, Laura Bosquez, Thalia Chaney	Title Funds/Project Target TEKS	#4-High-quality and on-going professional development
	Academics	All teachers will access TRIAND, interpret assessment data, and be able to use the information to direct their instruction.	Increase in mastery based on formative assessments, decrease in target student expectations, 80% passing district benchmarks, 85% passing common assessments, 95% of all students will pass the Reading, Writing, 90% Mathematics, 95% Social Studies, and 75% Science TAKS test.		2008-2009	Dept Chairs, teachers, Laura Bosquez, Thalia Chaney	\$3,000	#1-Comprehensive needs assessment AND #4-High-quality and on-going professional development. AND #8-Measures to include teachers in the decisions regarding the use of academic assessments
	Academics	Continue Socratic Seminars as a major strategy for dialogue and discussion campus wide.	Socratic Seminar observation forms, student Journal Reflection, walkthroughs		2 times per nine week period during 2008-2009 school year	Core Content Teams, Ed Mendez, Laura Bosquez		#2-Schoolwide reform strategies that are based on scientifically based research
	Academics	Promote vertical alignment and create bridge between feeder elementary schools and NMS by meeting with fifth grade teachers and counselors.	Action plan updates, meeting minutes		A minimum of two times per school year	Susan McDevitt, Kim Stelter, Family Specialist, Sixth grade teachers, Laura Bosquez, Thalia Chaney		#7-Plans for assisting students in the transition from middle school to high school.
	Academics	Promote bridging between Nimitz Middle and Lee HS by meeting with 9th grade teachers and counselors.	Action plan updates, meeting minutes		A minimum of two times per school year	Susan McDevitt, Kim Stelter, Family Specialist, Eighth grade teachers, Laura Bosquez, Thalia Chaney		#8-Measures to include teachers in the decisions regarding the use of academic assessments.
	ESOL	ESOL teachers and paraprofessionals will provide support to LEP students in core content area classes.	Minutes from department and team meetings, Campus and District benchmarks will reflect an 80% passing rates for ESOL students		2008-2009	ESOL teachers and assistants, Laura Bosquez, Celeste Garza, Thalia Chaney		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
	Special Education	Special Education teachers will team with general education to provide co-teach support in core content classrooms with a focus in science.	90% passing on identified weak TEKS/Student Expectations to be assessed as needed.		2008-2009	Special education and core content teachers, Laura Bosquez, Thalia Chaney		#2-Schoolwide reform strategies that are based on scientifically based research
	Electives	Electives will integrate TEKS of core subjects into their instruction to reinforce student comprehension	Lesson plans, activities		2008-2009	Electives teachers		
	Academic Awareness	Students will collaborate with their assigned counselor and teacher, mentor or administrator and develop an individualized Academic Action Plan (AAP) for the current school year.	AAP review each grading period.	GSF	2008-2009	Academic and Administrative team		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
	Academic Awareness	Students will be able to lead their own conference to discuss the progress made in his or her Academic Action Plan (AAP).	By the end of the school year all students will have participated in a student led conference.	GSF	2008-2009	Academic and Administrative team		

	Academic Awareness	Monthly college awareness promotions will be held.	Formal and informal student feedback	CCR, CLP	September, 2008 through May, 2009	Academic Teams, Counselors, Academic Dean		#7-Plans for assisting students in the transition from middle school to high school.
	Academic Awareness and Parental Involvement	Parents will conference with advisory teachers about their student's progress during January Report Card Night.	Sign-in sheets used by advisory teachers will reflect an increase from last year. (>40%)		January, 2009	Advisory teachers, Administrative Team.		#6-Strategies to increase parental involvement
	Academic Awareness, Parental Involvement and Community	Implement a parent support program. Emphasis on at risk, ESL, and special education population.	Parental logs will be maintained for visits, phone call, and home visits.		Each nine weeks	Family Specialist		#6-Strategies to increase parental involvement.
	Academic Awareness, Parental Involvement and Community	Seahawk Scholar Program. Mentoring at risk, PALS, college field trips and parent/teacher/student events.	Seahawk Advisory board established with 8th graders, National Junior Honor Society and student council.	CCR	2008-2009	PALS teacher, NJHS sponsors, Family Specialist, Laura Bosquez, Susan McDevitt, Kim Stelter, Thalia Chaney	Title I Funds - \$3,000	#6-Strategies to increase parental involvement AND #7-Plans for assisting students in the transition from middle school to high school
	Academic Awareness, Parental Involvement and Community	School newsletter will be published to motivate learners, create an awareness of campus initiatives, highlight student achievement, promote parental involvement	Year long TAKS awareness, increased parental involvement		2008-2009	Ed Mendez, Laura Bosquez		#6-Strategies to increase parental involvement.
	Career & Technology	Develop curriculum to enhance the Career Connection course to include study skills, character education, career exploration, work ethics, and job preparation skills.	Progress reports, student formal and informal feedback		2008-2009	Eric Cavazos, R. Wanieck, S. Moran, Laura Bosquez		
	Technology	Certified teachers will be proficient in technology Basics.	80% will meet the passing criteria		2008-2009	Thalia Chaney, Assistant Principals, teachers, curriculum and instructional technology specialists and coordinators		
	Technology	Integrate the use of technology at each grade level, e.g., teacher multimedia stations.	Lesson plans, activities, grades, agenda, and school wide matters placed on multimedia station.		Every nine weeks	Classroom teachers, Laura Bosquez		#5-Strategies to attract high-qualified teachers in high needs schools.
	Technology Applications	Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of core content teachers will work with students in the wired and/or wireless computer labs a minimum of four times each semester as evidenced by the lab schedule.		Semester	Thalia Chaney, Assistant Principals, teachers, curriculum and instructional technology specialists and coordinators		
	Attendance	Attendance committee will consistently review attendance, implement attendance initiatives, and update professional staff.	2% increase in student attendance for the 2008-2009 school year		2008-2009	Attendance committee- Susan McDevitt, Rebecca Barnhart, Rosanna Ruiz, Jackie Erben, Victor Limon, Maureen Mazur, Sherry Wilder, Thalia Chaney	Campus budget- \$3,000	
	Attendance	Home visits will be conducted on students with attendance concerns.	Home visits documentation		Weekly	Family Specialist	Title I Funds - \$1,000	#7-Plans for assisting students in the transition from middle school to high school.

	Attendance	Attendance bulletin board will be updated daily. Numbers of tardies and discipline referrals will be posted weekly.	Improvement in student attendance, drop in the number of tardies and a decrease in discipline referrals.		2008-2009	Family specialist, attendance clerk		
	Staff Development	All teachers will participate in Ropes Training.	Increase teacher attendance, teacher morale, and collaboration.		2008-2009	All certified staff.	Title I Funds-\$20,000	
	Staff Development	Academic Dean will supervise new teacher mentors and ensure the development of instructional capacity in new teachers.	Meet with mentor/mentee teams, new teacher observations and clinical supervision model		2008-2009	Laura Bosquez, Thalia Chaney		#5-Strategies to attract high-qualified teachers in high needs schools.
	School Wide	We will implement CHAMPs school wide. Teachers will be trained in the summer and a refresher will be given the first day back.	Decrease discipline referrals, increase student attendance, increase teacher attendance, improve TAKS scores.		2008-2009	All Nimitz Faculty and Staff	Title I Funds-\$7,000	
	At-Risk	Peer counseling groups will be utilized to address repeat discipline referrals, excessive tardies and absenteeism.	Improvement in student attendance, drop in the number of tardies and a decrease in discipline referrals.		Monthly	Susan McDevitt, Kim Stelter, Celeste Garza, Assistant Principal		