

**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

**Wood 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
1	Quality of Instruction	Acceptance of ownership by every campus teacher of the quality of instruction as evidenced in each student's achievement.	Walk-throughs, classroom and team planning visits by leadership team and department chairs will indicate the use of best practices including: periodic analysis of assessment data, including mini-assessments, benchmarks, common assessments and TAKS results; immediate correction of "unlearned" material to bring students to appropriate achievement level; effective planning that produces quality lessons that address specific TEKS; purposeful selection of curriculum materials and instructional strategies to reach all students; active engagement by teachers with students for the majority of each class period; on-going use of support provided by district instructional specialists.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP, MCP	August-June	Leadership Team, Department Chairs, Teachers, Instructional Specialists	
1	Quality of Instruction	Unite the staff in belief and action of campus theme: Engaging Hearts, Enriching Minds.	By participating in a book study of <i>Teaching Outside the Box</i> during August Staff Development, faculty will define teaching philosophies, develop positive classroom management and discipline policies and experience the joy of teaching.	CRW, AL, CT, DI, GSF, AFL, CLP, MCP, IA, PI	August	Leadership Team, Teachers	
2	Campus Environment	Focus on relationships, including how faculty and administrators communicate regarding discipline, and how faculty communicates with each other and with students by talking "to" and not "at" each other.	Increase in the number of positive interactions between teachers and students through the use of CHAMPs management practices; decrease in the number of student disciplinary actions due to more effective communication between teachers/students and administrators/teachers concerning student behavioral expectations.	MCP, IA	August-June	Leadership Team, Teachers, CHAMPs Trainers	
2,5	Campus Environment	Continue to improve the appearance and function of campus buildings and grounds to provide a safe, effective and esthetically pleasing environment for students and staff.	By identifying and addressing concerns about campus facilities, the learning environment will be improved and enhanced.	CLP, MCP	July-June	Leadership Team	
3	Community Relations	Continue to encourage parental and community involvement in all aspects of campus activities.	Parental and community involvement in campus life will increase through communication with parents by e-mails and flyers; interactions between parents and faculty/staff at school activities such as concerts, athletic and student organization events; attendance at PTA meetings; participation in events such as a back-to-school cook-out.	PI	August-June	Leadership Team, Teachers	
4	Character Development	Provide lessons on character development, study skills, college/career readiness and goal-setting through Wood Support Group (WSG) classes.	Walk-throughs and visits to WSG classes will indicate that lessons in character development, effective study skills, college/career readiness and goal-setting are improving student motivation, behavior, and performance.	CT, GSF, CCR	August-June	Leadership Team, WSG Teachers	

**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

**Wood 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
1,2,3,4,5	Student-Centered Strategies	Strategies and expectations will focus on student-centered strategies and will include rigor, relevance and relationship components that enhance student achievement using research-based, best practices for learning.	Action strategies will be evident in: Campus Instructional Improvement Plan, August 2008 staff development PowerPoint (addressing campus needs, 2008 AEIS/AYP data), faculty meeting agendas, lesson plans and classroom walk-throughs, Leadership Team evaluation of data.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August-June	Leadership Team, Teachers	
1,2,3,4	College and Career Readiness AVID	Continue to improve and to strengthen AVID through professional and curriculum development, collaboration, data analysis, recruitment, parent education/involvement, community projects, and tutors.	Leadership Team will evaluate attendance, assessment scores, course enrollment, and student/parent surveys.	CT, DI, GSF, CCR, CLP	August-June	Leadership Team, AVID Teacher, AVID Coordinator	
1	Data-Analysis	Provide training in the use of data screens to locate and analyze student data obtained through benchmark and TAKS assessments.	Staff will use mainframe and TRIAND to access and analyze student data; campus training sessions will be offered and attendance documented on ATrain.	GSF, AFL	July-June	Leadership Team, Research & Info, School Improvement, Ed Tech	
1	Interventions, Personal Graduation Plans, Student Success Initiative	Provide training to identify students' needs as they relate to the PGP and SSI components and to record and monitor student interventions and parental involvement in the intervention process.	Core subject teachers will complete PGPs and SSI documentations; campus training sessions will be offered and attendance documented on ATrain.	GSF, PGP, 3TL, CCR, PI	July-June	Leadership Team, Research & Info, School Improvement, Ed Tech	
1	Curriculum	Access to the district curriculum per core content area is provided through the School Improvement webpage. Exemplar lessons aligned with TEKS identified as weaknesses in the instructional program are provided through the content specialists. Content Specialists support will be provided to all campuses to positively impact student achievement.	Alignment of the common curriculum and use of exemplar lessons will be evident through classroom walk-throughs. Targeted Effort forms will indicate level of support by specialists.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August-June	Leadership Team, School Improvement	
3	Parent Involvement	Staff will assist parents in accessing student information using the North East Parent Portal, including <i>The Family Guide to TEKS Mastery and College for Texans</i> .	Parents/guardians will have availability to the Parent Portal; Librarian will offer informational sessions to parents.	3TL, CCR, PI	Daily to weekly	Leadership Team, Librarian, School Improvement	

**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

**Wood 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
1	Reading/ELA	Utilize the North East Scope and Sequences for ELA and Reading as the basis for lesson planning. Continue to support aligned lessons/units of study based on updated curriculum for grades 6-8 reading and English classes, including Advanced Contemporary Literacy, pre-AP and G/T.	Walk-throughs and lesson plans will indicate use of District scope and sequences; 100% of students will meet expectations on TAKS reading and writing.	3TL, CRW, AV, AL, CT, DI	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	
1	Reading/ELA	Provide teachers, in all content areas, instruction and support in before, during, and after reading and thinking strategies such as: activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing as outlined in such resources as <i>Mosaic of Thought</i> , <i>Strategies That Work</i> , <i>When Kids Can't Read</i> .	Walk-throughs and lesson plans will indicate appropriate use and application of district guidelines for instruction; 100% of students will meet expectations of TAKS reading and writing, with increasing levels of commended level performances.	3TL, CRW, AV, AL, CT, DI	Fall-Spring	Leadership Team, Reading Department Chair, Teachers, Literacy Specialists	
1	Reading/ELA	Provide teacher support in vocabulary development, especially ELA academic vocabulary, for all students using a variety of strategies such as a study of Greek and Latin roots, prefixes and suffixes, and words in context.	Walk-throughs and lesson plans will indicate appropriate application of vocabulary development strategies. 100% of students will meet expectations on TAKS reading.	AV	Fall-Spring	Leadership Team, Reading Department Chair & Teachers, Literacy Specialists	
1	Reading/ELA	Focus on meeting the needs of struggling readers through implementation of best practices for reading, including small group instruction.	Using the <i>What to Look for in the Reading Classroom Checklist</i> as a guide, walk-throughs will indicate the appropriate application of reading strategies for all students.	3TL, DI, CRW, AV, AL	Fall-Spring	Leadership Team, Reading Department Chair & Teachers, Literacy Specialists	
1	Reading/ELA	Administer and analyze benchmark assessments to guide reading and writing instruction and student goal-setting, reading (6-8) and writing (7).	100% of grades 6,7,8 reading and grade 7 writing students will be administered benchmark assessments to determine progress.	GSF, AFL, PGP	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	

**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

**Wood 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
1	Reading/ELA	Support stronger student engagement and rigor in English and Reading classrooms through more effective research, questioning, and discussion strategies.	Walk-throughs will indicate effective research, questioning, strategies and student engagement in content-based conversations.	MCP, DI, CT, AL	Fall-Spring	Leadership Team, Reading Department Chair & Teachers, Literacy Specialists	
1	Reading/ELA	Support differentiated writing and instruction by providing support in the implementation of writing workshop, 6-Trait writing and strategies for all steps in the writing process.	Using the <i>What to Look for in the Writing Classroom Checklist</i> as a guide, walk-throughs will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction. 100% of students will meet expectations of TAKS writing test.	DI, AL, CRW, MCP	Fall-Spring	Leadership Team, English Department Chair & Teachers, Literacy Specialists	
1	Mathematics	Utilize the North East Scope and Sequence along with the Revised TEKS-based Resource Web site.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, walk-throughs will indicate the appropriate TEKS and levels of understanding are being addressed; 100% of students will meet expectations on TAKS mathematics.	3TL, AFL	Fall-Spring	Leadership Team, Math Department Chair & Teachers, Math Specialists	
1	Mathematics	Integrate the use of the following Best Practices into the math program: inquiry with higher order questioning, class discourse, appropriate tools, individual student goal setting, reading/writing strategies, graphic organizers, SIOP strategies, differentiated instruction, vocabulary development process.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, walk-throughs will indicate application of skills acquired.	GSF, 3TL, AV	Fall-Spring	Leadership Team, Math Department Chair & Teachers, Math Specialists	
1	Mathematics	Provide teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum, including focus on increasing the number of students enrolling in pre-AP mathematics courses.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, walk-throughs will indicate appropriate use of these instructional strategies.	AV, GTL, CLP	Fall-Spring	Leadership Team, Math Department Chair & Teachers, Math Specialists	
1	Mathematics	Use multiple means of formative and summative assessments including mini-assessments, benchmarks and TAKS. Analyze data from assessment to inform instructional decisions.	Utilize math specialists to support teachers in reviewing assessment data and developing campus action plans.	CLP, GSF, AFL, DI	Fall-Spring	Leadership Team, Math Department Chair & Teachers, Math Specialists	

**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

**Wood 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
1	Mathematics	Provide support to teachers in the use of Exemplars materials and rubrics and standards-based assessment with a focus on increasing success for all students in mathematics courses.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , walk-throughs will indicate application of the skills acquired through professional development. 85% of students will score a minimum of 70% on each benchmark.	CT, CLP, DI	Ongoing	Leadership Team, Math Department Chair & Teachers, Math Specialists	
1	Science	Utilize the North East Scope and Sequence for grades 6-8.	Formative walk-throughs and lesson plans will indicate use of District scope and sequences, and the appropriate student expectations and levels of understanding are being addressed.	3TL, AFL	Ongoing	Leadership Team, Science Department Chair & Teachers, Science Specialists	
2	Science	Provide students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at the Dana Center website.	Walk-throughs will demonstrate compliance with state standards. Campus safety audits will demonstrate compliance with the state standards.	GSF, CLP	September	Leadership Team, Science Department Chair & Teachers, Science Specialists	
1	Science	Integrate inquiry-based instruction to increase student achievement including: the 5 E instructional model, improved questioning strategies, questions that target the unifying concepts in science, use of science notebooks. Also integrate the use of concrete models and manipulatives to reinforce scientific concepts during inquiry-based activities to balance 2D and 3D instruction.	Walk-throughs will indicate the incorporation of inquiry based instructional strategies.	3TL, AL, CT	Ongoing	Leadership Team, Science Department Chair & Teachers, Science Specialists	
1	Science	Differentiate instruction through the use of small group instruction including student work stations, literacy stations, technology stations and teacher-guided groups. Integrate the use of reading and writing in science classrooms through the use of science notebooking, exploratory writing and presentational writing.	Walk-throughs will indicate appropriate use of these instructional strategies.	3TL, DI, AL, CRW	Ongoing	Leadership Team, Science Department Chair & Teachers, Science Specialists	

**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

**Wood 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
	1	Science	Integrate the use of the following Best Practices into the science program: inquiry based instruction / 5E instructional model; 80-60-40 field and laboratory experiences; appropriate tools; differentiated instruction; reading/writing strategies, graphic organizers and SIOP strategies.	Walk-throughs will indicate appropriate use of these instructional strategies.	3TL, CRW, AV, DI	Fall-Spring	Leadership Team, Science Department Chair & Teachers, Science Specialists
1	Science	Use multiple means of formative and summative assessments including mini-assessments, benchmarks and TAKS. Analyze data from assessment to inform instructional decisions.	All science teachers will incorporate formative assessment strategies such as performance, portfolio, essay, lab reports, presentation of research projects, models, notebooks, etc. to guide instruction. Teachers will review and analyze mini-assessment and benchmark data.	AFL, GSF	Fall-Spring	Leadership Team, Science Department Chair & Teachers, Science Specialists	
3	Science	Increase student access to pre-AP classes.	Enrollment numbers of pre-AP classes will increase by 10%.	3TL, CCR	May-May	Leadership Team, Science Department Chair & Teachers, Science Specialists	
1	Social Studies	Apply before, during and after reading strategies in all social studies classrooms using a variety of instructional activities. Each grade level team will submit one exemplar lesson for publishing on the NESSE web page lesson plan data base, clearly showing the use of a content reading strategy.	Walk-throughs will indicate evidence of the use of content reading strategies in the classroom. Overall improvement of 5% of students meeting expectations and commended on common assessments, benchmarks and TAKS. Exemplar lessons will be created, presented in class, tuned, and published.	CRW, AV, AL, CT, DI	Fall-Spring	Leadership Team, Social Studies Department Chair & Teachers, Asst. Director of Social Studies	
1	Social Studies	Implement differentiated instruction through best practices using Perspective-Based Learning, SIOP strategies, and Content Reading/Writing Strategies in the classroom.	Walk-throughs will indicate evidence of differentiated instruction.	3TL, CRW, AV, AI, CT, DI	Fall-Spring	Leadership Team, Social Studies Department Chair & Teachers, Asst. Director of Social Studies	
1,5	Social Studies	Participate in the North East Social Studies Excellence Lyceum Instructional Leadership Academy (NESSE) to build leadership capacity and provide a resource for campus-based support and resources.	One social studies teacher will participate in the NESSE Lyceum and conduct one campus-based staff development during the year.	3TL, CRW, AV, AL, CT, DI, AFL, CLP, MCP	Quarterly	Social Studies Department Chair & Teachers, Asst. Director of Social Studies	

**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

**Wood 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
1	Social Studies	Utilize the North East Scope and Sequence for social studies instruction, including implementation of the new 6th grade socpe and sequence.	Common assessment and benchmarks, where appropriate, and walk-throughs will indicate adherence to district scope and sequence. Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS. Raise commended rates by 5%.	GSF, 3TL, CRW, AV, AL, CT, DI	Quarterly	Leadership Team, Social Studies Department Chair & Teachers, Asst. Director of Social Studies	
1	Social Studies	Incorporate writing into the content of student work in the social studies classroom, including open response/short answer writing. Submit one exemplar lesson for publishing on the NESSE web page lesson plan data base.	Walk-throughs will indicate evidence of writing in the social studies classroom.	CRW, AV, CT, DI, AFL	Quarterly	Leadership Team, Social Studies Department Chair & Teachers, Asst. Director of Social Studies	
1	Foreign Language	Implement an instructional program in Spanish classes that includes the vocabulary development process for all students using research-based strategies.	Common deparment semester exams will indicate that 100% of students are meeting or surpassing proficiency goals.	GSF, 3TL, CLP, AV	December, May	Leadership Team, Spanish Teacher, Director of Curriculum Compliance	
1,2	Gifted/Talented	Provide G/T 30-Hour Foundation Certification for all core teachers; continue second phase of training and support for Advanced Contemporary Literacy Classes 6-8; continue differentiation training.	Number of teachers receiving trainings will show the progress; 100% students will maintain at least an 80 average.	CRW, AV, AL, CT, DI, GSF, CCR, IA	Each Grading Period	Leadership Team, G/T Coordinator, G/T & ACL Teachers	
1,2	Gifted/Talented	Increase under-represented populations in G/T.	Continue to identify and test students to increase the number of students in the G/T program.	CRW, AV, AL, CT, DI, GSF, PGP, CCR, IA	Fall-Spring	Leadership Team, Counselors, G/T Coordinator, G/T Teachers	
1,2	Gifted/Talented	G/T students will be commended for TAKS.	100% G/T students commended on TAKS.	CRW, AV,AL, CT,DI, GSF, PGP, CCR	TAKS results	Leadership Team, G/T Coordinator, G.T Teachers	
1	Library Services	Implement iRead, a district-wide reading program to promote reading for middle school students.	Participate in iRead.	DI	August-June	Librarian, Director of Library Services	

**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

**Wood 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
1	Library Services	Continue the Big 6 research model using Research Central; train ACL teachers to support use of Dr. Loertscher's models for developing higher-level research projects in the ACL curriculum.	Librarian will use higher-level learning models developed by David Loertscher when collaborating with teachers to improve student research activities.	DI, CRW, AL, CT, CCR	August-June	Librarian, Director of Library Services	
1	Library Services	Submit relevant and rigorous lesson plans into the Library Lesson Plan Database by maintaining focus on TEKS and curriculum integration.	Librarian will submit lesson plans to the Library Lesson Plan Database.	CRW	August-June	Librarian, Director of Library Services	
1	Library Services	Update library scope and sequence, correlated with TEKS for levels K-12, developed by librarians and central office staff.	Librarian and central office staff will update and implement district library scope and sequence.	CLP, CCR	August-June	Librarian, Director of Library Services	
4	Library Services	Provide training in the ethical use of materials which includes copyright and intellectual property issues to be shared with building staff and students.	Librarian will offer copyright training to staff.	CT	August-June	Librarian, Director of Library Services	
1,2	ESL	Staff will use the SIOP framework for making content more comprehensible for ELL students. An emphasis on Language Objectives in the core areas will be a focus. Core content area teachers (Math, Science, Social Studies, Reading and ELA) should receive 18 hours of SIOP training by August 2008; all other teachers have until August 2009 to complete SIOP training.	Teachers will use the SIOP framework of sheltered instruction strategies in lesson planning as observed and evidenced by specialists and campus leadership. LEP student will make one level gain in English proficiency as measured annually.	CRW, ITL, CLP, GSF	August-June	Leadership Team, Teachers, ESL instructional interventionists	
1,2	Bilingual/ESL	The Bilingual/ESL Department will train staff on the Revised ELL procedural handbook, addressing philosophy, instruction, compliance and reporting procedures, forms, and PEIMS coding. Training will also be provided in the following areas: LPAC, LAS-O, LPAC Decision Making Process for the Texas Assessment Program and LEP Student Assessment as required through TEA for ELL.	Campus LPACs will comply with all procedures set forth by TEA. PEIMS LEP data will be 100% accurate. TAKS pre-codes will be 100% accurate.	CRW, ITL, CLP, GSF	August-June	Leadership Team, ESL Teachers	
1	Fine Arts	Provide continual professional training with workshop opportunities.	Fine arts teachers will attend professional training.	AL, CT, DI, GSF, IA	Ongoing	Fine Arts Teachers, Director of Fine Arts	

**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

**Wood 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
1	Fine Arts	Promote increased participation in competitions, performances and exhibits.	Fine arts teachers will participate in activities listed on Fine Arts website.	AL, CT, DI, GSF, IA	Ongoing	Fine Arts Teachers, Director of Fine Arts	
1	Fine Arts	Develop, implement and monitor benchmark assessments to guide program growth and success.	Evaluation journals and scorecards will be submitted to document participation, student and faculty achievement and cross-curricula activities.	AL, CT, DI, GSF, IA	Every 9 weeks	Fine Arts Teachers, Director of Fine Arts	
1	Professional Development: Teachers new to the profession and Mentors	Provide an effective 2-year New Teacher Induction Program that orients new teachers to NEISD's beliefs and practices, builds professional "capacity" and retains new teachers. Provide 20 hours of training to mentors. Provide monthly after-school meetings for novice teachers to meet with master teachers to focus on lesson planning, instruction, assessment and classroom management. Promote classroom observations between novice and master mentor teachers.	New teachers will utilize key elements from professional development as evidenced by checklists provided by the master teacher. Each novice teacher will have a mentor that supports a monthly checklist provided by the master mentor teacher; 100% of all mentors will be trained and meet weekly with new teachers. Quarterly surveys will indicate 100% of mentors are supporting new teachers as articulated in the monthly mentoring duties.	CLP	August-May	Leadership Team, Director of School Improvement, New Teachers, Mentors	
1	Accelerated Education At-Risk	Increase affective, cognitive and linguistic proficiencies of the limited English proficient students.	100% of the ESL students will pass TAKS. 100% of the ESL students will show an increase of one proficiency level as determined by the state-required Reading Proficiency Test in English (RPTE).	CLP	August-June	Leadership Team, ESL Specialists	
1	Accelerated Education At-Risk	Provide local credit TAKS success classes in reading and math for students who have failed TAKS and are in jeopardy of retention. Provide course protection recovery opportunities for students who fail core courses for the year.	100% of the targeted students enrolled in TAKS success courses will pass TAKS.	3TL	May-July	Leadership Team, Teachers	
1	Accelerated Education At-Risk	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards (Summer school, SSI Academy, TAKS Success and Course Recovery)	Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion prescribed by Section 28.021.	3TL	June-August	Leadership Team, Summer School Principal, Executive Directors of Curriculum Compliance and School Improvement	

**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

**Wood 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
1	Accelerated Education At-Risk	Implement research-based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant students, students with disabilities and disadvantaged students.	Assess the results of the campus/district AEIS report. 100% of students with special needs will pass TAKS.	3TL	June-August	Leadership Team, Directors of Curriculum Compliance and School Improvement, Special Education Coordinators	
1	Special Education	Provide training to teachers working with Special Education students which supports use of the TEKS, analysis of TAKS/TAKS-A/TAKS-M, benchmark data and district scope and sequence in planning instruction for students.	Increase number of Special Education students taking and passing TAKS/TAKS-A/TAKS-M.	GSF	October, January, February, April	Leadership Team, Executive Director and Program Coordinators of Special Education	
1	Special Education	Provide training to all teachers and paraprofessional staff working with Special Education students that equips them to differentiate classroom instruction in ways that increase the success of students.	Increase passing rates of included Special Education students as measured each 9 weeks.	CIP	October, December, March, May	Leadership Team, Special Education Coordinators	
1	Special Education	Implement efficient and consistent management of required paperwork and tracking of progress for students in Special Education using the software tool, Special Education Manager.	Program will be implemented by all Special Education staff. Compliance with timelines for annual ARD meetings and evaluations will increase.	GSF	Each 9 weeks	Leadership Team, Special Education Teachers, Program Coordinators of Special Education	
1	Special Education	Implement training on transition procedures which meet the requirements of IDEA, 2004 and best practice criteria with Special Education staff.	Review of Special Education student folders will indicate appropriate transition plans. Teachers will articulate the relationship of transition activities to their daily work with students in response to a 5 point checklist completed with campus coordinators.	GSF	April	Leadership Team, Program Coordinators of Special Education	
1	Special Education	Develop, provide training and implement an intervention model for students experiencing academic and behavior difficulty that results in appropriate interventions being implemented using the Three Tier Model of Intervention prior to a student being considered for Special Education or Dyslexia testing and services.	Reduction in number of referrals for testing in Special Education or Dyslexia which do not result in placement.	3TL	August-May	Leadership Team, Executive Directors of Special Education, School Improvement	

**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

**Wood 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
2	Special Education	Provide training on a continuum of positive behavior support interventions for students with disabilities including identification of replacement behaviors, development of effective Behavior Improvement Plans, use of Redirection Model or inclusion support models, and structure of more extensive behavioral support.	Reduction in percentage of Special Education students served through disciplinary alternative education programs.	CIP	Each 9 weeks	Leadership Team, Director of Special Education	
1	Special Education	Provide training to support inclusion of students with disabilities into general education settings to the greatest extent appropriate to the needs of each individual student. Training will include use of a staffing model for making decisions as to how to schedule SPED staff to support SPED students within all instructional programs.	Inclusion ratios will meet or exceed the state targets established for the Performance-Based Monitoring Analysis System (PBMAS).	3TL	December, June	Leadership Team, Director of Special Education	
1	Special Education	Provide training on research-based district models for serving special education students including co-teaching, content mastery, resource/lab, ALE/AU/PPCD.	Program elements will be observable in classroom walk-throughs using district checklists which meet NCLB criteria for research-based best practice programs.	3TL	December, June	Leadership Team, Special Education Program Coordinators	
3	Career & Technology	Implement strategies that will foster collaboration among educational agencies, community partnerships, and parents to promote CTE programs.	Stakeholders will attend meetings with CTE staff to establish goals focusing on long-range planning and evaluation of program resources.	3TL, CCR, PI	Fall and Spring	Leadership Team, Director of Career & Technology, Electives Dept. Chair	
2	Career & Technology	Develop and implement safety rules for all CTE facilities and programs. Provide students with a safe learning environment.	100% CTE teachers will attend safety training sessions and workshops. 100% walk-throughs will ensure adherence to all safety rules.	CLP, MCP	Annual	Leadership Team, Director of Career & Technology, Electives Dept. Chair	

**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

**Wood 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
1,2,5	Technology Applications	Campus Technology Committees (CTC) provides and models instructional technology leadership. CTC will meet with Educational Technology staff regularly to identify and support technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.).	Leadership team will monitor progress through CTC meetings, and Texas STaR Chart data to ensure the CTC follows the NEISD CTC timeline.	CLP, CRW, CT, AV, DI	Monthly	Leadership Team, Campus Technology Committee, Teachers, Educational Technology Specialists	
3,5	Technology Applications	Educational Technology staff will support teachers in the utilization of GradeSpeed to manage grades and improve communication with staff, students and parents and in the utilization of teacher web pages to improve communication with staff, students, and parents.	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers will update essential classroom information as outlined in the teacher web page template.	CLP, GSF, AL	daily to weekly	Leadership Team, Teachers, Data Processor, Educational Technology Specialists	
1	Technology Applications	Educational Technology staff will support educators in the mastery of technology proficiencies as outlined in the North East Educator Technology Standards.	100% of teachers will show progress towards mastery of the Foundations, Basic, and Intermediate proficiency levels of the North East Educator Technology Standards as measured by proficiency tests and PDAS. Using the Texas State Technology and Readiness Chart, 100% of teachers will establish and meet three technology proficiency goals that are standards based, data driven, and job embedded.	CLP, 3TL, CRW, AL	Annually	Leadership Team, CTC, Teachers, Educational Technology Specialists	
1,4	Technology Applications	Educational Technology staff will support teachers in the utilization of the North East Technology Applications Student Standards to assess mastery of essential knowledge and skills and support the core content area curriculum by including Technology Applications Standards.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	CLP, 3TL, CRW, AL	Quarterly	Leadership Team, Teachers, Librarian, School Improvement and Educational Technology Specialists	
1,4	Technology Applications	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Applications Standards into the content area.	100% of classroom teachers and administrators will use the Texas STaR Chart for planning, instruction, reflection, walk-throughs, and observations.	AV, 3TL, CRW, AL, CT, DI	Quarterly	Leadership Team, CTC, Teachers, School Improvement and Educational Technology specialists	

**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

**Wood 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
2	Safe and Drug-Free Schools and Communities	Campus will create a Safe and Drug-Free Schools program including goals and strategies for substance abuse and violence prevention and intervention addressing the following five areas: 1. Reduce the use of tobacco, alcohol and other drugs among students; 2. Reduce incidents of violence and improve school safety; 3. Increase parental and community involvement in violence and drug prevention activities; 4. Increase student involvement in school activities; 5. Increase awareness and prevention efforts related to teen dating violence by implementing HB 121 and developing a dating violence policy.	Campus will develop and implement a Safe and Drug-Free Schools program to include the five mandated areas.	GSF, PI	August	Leadership Team, SDFS Campus Contacts	
2	Safe and Drug-Free Schools and Communities	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report.	Campus reduction in incidents of violence and drug use as indicated in the following sources: Durg, Alcohol and Violence Report from Pupil Personnel Services, STAN Quantifiable Measures Report, Positive Mediation Reports, PAL Six Weeks Training and Service Reports	GSF	August-June	Leadership Team, PAL Teacher, Director of Special Programs	
4	Guidance	Continue state-mandated comprehensive developmental guidance program. Develop yearly campus guidance plan supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support.	100% of counselors will receive training to include expectations, evaluations, guidance programs and will develop yearly plan which incorporates level-appropriate activities in the four guidance components.	GSF	Monthly	Counselors, Director of Guidance	
4	Guidance	Implement and evaluate campus guidance program to ensure alignment with the TEA guidance program framework.	Campus will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Director for Guidance Services, who will evaluate progress bi-annually.	GSF	June	Counselors, Director of Guidance	
4	Guidance	Increase time in counselor role and guidance program components. Organize, plan and evaluate campus guidance programs.	100% of guidance counselors will meet to plan strategies to decrease the amount of time spent in non-guidance activities. Counselors will develop, maintain and submit monthly contact logs which indicate number of contacts and type of services in the four guidance components.	GSF	August-June	Counselors, Director of Guidance	

**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

**Wood 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
4	Guidance	Contact counselor will implement and evaluate the counselor contact meeting in order to enhance program development, impart program expectations and expedite communication between school and Central Office. All counselors will attend district-provided professional staff development quarterly. All counselors will understand and utilize the counselor performance evaluation.	Counselors will attend district-provided professional staff development, file agendas of their meetings with their constituency and Guidance Services, and submit Formative and Summative Counselor Performance Evaluations to Human Resources and Guidance Services.	GSF	Monthly	Counselors, Director of Guidance, Human Resources	
4	Guidance	Middle school counselors will meet with every 8th grade student to develop individual four-year plans. All students who require a personal graduation plan will receive one.	All students will have four-year plans at end of 8th grade. 100% of qualified students will have a personal graduation plan.	GSF, PGP, CCR	August-June	Counselors	
2,3,4	Health Services	Campus will demonstrate inclusion of the eight components of a coordinated school health program: 1. Health education teaches physical, mental, emotional, and social topics; 2. Physical education supports physical activity and cardiovascular fitness; 3. Health services provides prevention, early intervention, and management of acute and chronic health conditions; 4. Nutrition services offers nutritious meals and an environment that promotes healthy food choices and support for nutrition education.; 5. Counseling, psychological and social services provide consultation and other assistance; 6. A healthy environment promotes positive physical, social, and emotional climate; 7. Staff health promotion helps staff maintain their health and act as healthy role models; 8. Family and community involvement promotes partnership that maximizes resource and expertise.	Campus will address and promote components of the health wellness initiatives and achieve District Wellness Plan Goals.	AL, CT, GSF, IA, PI	2008-09 school year	Leadership Team, Nurse, Health Teachers/Coaches, Cafeteria Manager, Directors of Health, Nutrition, Guidance	

**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

**Wood 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
1,2,4,5	Health Services	School nurse will provide and support a safe and nurturing learning environment by promoting healthy lifestyles and disease prevention; complying with Texas immunization laws, implementing health-related guidelines and procedures; assisting with the development and implementation of IEPs; and assisting with monitoring the school environment for safety.	Campus monthly reports to Health Services; TDSHS annual immunization report, vision, hearing, spinal, and acanthosis nigricans screening reports; campus-based health initiatives; collaboration with Special Education; and review of accident/injury reports will indicate compliance. District Wellness Plan goals will be achieved.	GSF, IA	Monthly, annually and as needed	Nurse, Director of Health Services	
1,2,3,4,5	Health Services	Campus nurse will provide the crucial link between student health and academic success by conducting health assessments; providing preventive care; minimizing student risk-taking behaviors; providing first aid for injured and ill students; developing individualized Health Plans (HPs) to benefit students with acute and chronic health needs; providing communicable disease surveillance; providing individual and group health education; creating programs and strategies to promote healthful living; offering parent-nurse conferences; providing families with referral information; monitoring results of treatments and interventions; and working closely with campus staff to ensure student health needs are met and goals are achieved.	Campus monthly reports, campus visits, review of student/clinic referrals and staff meetings will indicate compliance. District Wellness Plan goals will be achieved.	AL, CT, GSF, IA	Monthly, annually and as needed	Nurse, Special Education Campus Coordinator, Counselors, Faculty/Staff, Director of Health Services	
1,2,3,5	Health Services	Collaborate with counselors, local health care providers, and local/state/federal agencies to secure health-related resources (glasses, hearing aids, medical care, dental care, immunizations, prescription medication assistance) for uninsured/underinsured students to facilitate improved attendance and academic success.	Improved student attendance and academic performance in target populations.	AL, CT, GSF, IA, PI	August-June	Nurse, Counselors, Teachers, Director of Health Services	
2,3,5	Health Services	Provide accurate, current, concise health-related information to parents and community members through PTA meetings, campus activities and campus nurse web site.	Campus nurse and Health Services representatives will collaborate with Leadership Team and PTA officers to provide health information.	PI	Annually	Leadership Team, Nurse, Director of Health Services, PTA officers	

**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

**Wood 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
1,2,5	Health Services	Provide support to parents and faculty/staff as students transition from homebound/health care settings back into the school setting. Monitor health-related absences as requested.	Develop procedures to facilitate successful transition and return to school. Mimimize unnecessary and unexcused absences.	AL, GSF, IA, PI	August-June	Leadership Team, Nurse, Director of Health Services	
2	Discipline Management	Make modifications to campus BMP based upon district discipline data and its analysis. Provide training and motivation of school personnel for BMP implementation.	Campus BMP will incorporate written modifications with data of inclusion noted. Campus will complete training of staff members allowing for initial implementation of the BMP and character education module.	CLP, MCP	July, August	Leadership Team	