

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
2009-2010**

ALTERNATIVE MIDDLE SCHOOL/MSRC

"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	August 2009- June 2010	Admin., Teachers	
1	Reading/ELA	Provide teacher support in vocabulary development, especially ELA academic vocabulary, for all student using a variety of strategies such as a study of Greek and Latin roots, prefixes and suffixes, and word in context.	Walkthroughs and lesson plans will indicate appropriate application of vocabulary development strategies. 100% of students will meet expectations on TAKS reading.	AV	On-going	Admin., Teachers	
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, AI	On-going	Admin., Teachers	
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	On-going	Teachers	
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	On-going	Teachers, Admin.	
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	On-going	Teachers, Admin.	
1	Reading/ELA	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 Reading 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 reading.	3TL,GSF	On-going	Teachers, Admin.	

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1	Reading/ELA	In grade 8th, students who failed TAKS reading in Spring will be assigned on SSI Reading class. Student to teacher ratio will be no larger than 12 to 1. Teacher will be highly qualified in the area of Reading.	100% of targeted students will pass TAKS Reading in the Spring of 2009.	3TL, GSF	On-going	Teachers	
1	Mathematics	Maintain the campus focus on TEKS and build a stronger connection with District Math Philosophy.	All walk-throughs will indicate use of the campus focus on the TEKS and the District Math Philosophy.	ITL	August 2009- June 2010	Admin., Teachers	
5	Mathematics	Utilize the revised North East Scope and Sequence for all math courses. Monitor benchmark assessments.	All students will meet standard and increase commended on each benchmark assessment. All walk-throughs will indicate adherence to district math sequence.	GSL	On-going	Math Teachers	
5	Mathematics	Provide district-based professional development to all math teachers on problem-solving and use of technology assisted instruction.	Lesson plans and classroom observations indicate higher order thinking skills, problem solving activities, the language of Algebra.	ITL	On-going	Admin.	
5	Mathematics	Emphasize the vocabulary development process to teach all the necessary vocabulary and mathematics concepts.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-through will indicate appropriate use of these instructional strategies.	ITL	On-going	Math Teachers	
1	Mathematics	Monitor and improve the use of the following Best Practices into the math program: district work station, inquiry, class discourse, use of manipulative and instructional technology. AIM Math class will focus on targets.	All walk-throughs will indicate appropriate use of these instructional strategies.	ITL	On-going	Math Teachers	
1	Mathematics	All math teachers will develop activities to assess the student's ability to apply the TEKS through team problem solving investigations at the completion of each unit of study.	Commended performance & regular TAKS performance will increase by 10%.	CRW,ITL, CLP	On-going	Math Teachers	
1	Mathematics	Students in grades 8 who failed TAKS Math in Spring 2009 will attend an SSI Math class. Student to teacher ratio will be no larger than 12 to 1. Teacher will be highly qualified in the area of Math	Math passing rates for identified students will increase to > 95%	3TL	On-going	Math Teachers	
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, SLOP 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	On-going	Math Teachers	
1	Mathematics	Provide teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum	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	On-going	Admin.	
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,AV,DI	On-going	Teachers	

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1,2	ELL	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 2009.	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 2009- June 2010	Teachers, Admin.	
1,2	ELL	Cross-curricular planning resulting in strategies stressing writing and reading opportunities across the core content area through literacy workshops.	100% benchmark show improved scores in writing and reading.	CLP,PGP, GSF	On-going	Teachers	
1	Social Studies	Utilize the North East Scope and Sequence for social studies instruction, including implementation of the new 6th grade scope 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	On-going	Teachers	
1	Social Studies	Create common unit tests each nine weeks based on TEKS in 6th and 7th grade, and the TEKS and TAKS objectives in the 8th grade.	The common assessments will be administered to all students so that instruction is parallel in all grade level subject matter.	CLP,CCR	August 2009- June 2010	Teachers	
1	Social Studies	Implement differentiated instruction through History Alive! and Social Studies Alive! All teachers are trained.	100% of walkthroughs will provide evidence of differentiated instruction. Teachers will be trained at level 1 and 2. Interactive participation is evident.	CLP,ITL, CCR,GS, 3TL	On-going	Admin.	
1	Social Studies	Implement content Reading Strategies in all social studies classrooms addressing the needs of all learners. All team teachers use common literacy strategies to emphasize commonalities in all subjects.	100% of walkthroughs indicated students are able to transfer knowledge from reading to social studies classes. 100% of benchmarks will show improvement. 8th grade TAKS social studies scores will be improved by 4%.	CLP,CRW, AL,CCR	On-going	Admin., Teachers	
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 manipulative 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	August 2009- June 2010	Admin., Teachers	
1	Science	Revise, review, and elaborate lesson strategies to conform with TEKS, Benchmarks, and released TAKS test.	Review strands and required concepts throughout the year during department meetings.	CIP	On-going	Science Teachers	
1,2	Science	Incorporate Thinking Maps into lessons. Each student will utilize interactive notebooks.	Examples of students' work in their portfolios.	GSF	Ongoing	Science Teachers	
1	Science	Use the 5 E's teaching strategies. Incorporate questioning strategy using unifying concepts.	Lesson plans.	ITL	On-going	Science Teachers	
1	Science	Continue to use strategies to strengthen vocabulary and practical math skills.	70% passage rate on 8th grade TAKS Test.	CRW	Ongoing	Science Teachers	
1	Science	Integrate the use of best practices to target diverse learners including 80-7--40 laboratory and field investigations. Utilize the clarifying statements and unit vocabulary to focus the development of lesson plans and common assessments.	100% of walk-throughs will indicate appropriate use of these instructional strategies.	ITL	On-going	Admin., Teachers	

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1	Science	Monitor and improve the use of concrete models and manipulative to reinforce scientific concepts.	100% of walk-throughs will indicate appropriate use of these instructional strategies.	ITL	On-going	Admin., Teachers	
1,3	Science	Develop a science club to prepare students for Science Fair.	There will be an increase in students participation in the schools science fair.	GSF,ITL	On-going	Teacher	
1,2	Writing	ELA/Reading collaboration uses instructional strategies focusing on the Best Practices of English and reading such as cubing analysis, HOTS, notetaking, prewriting, and other curricular skills.	100% of students in grades 6,7,8, develop improved fluency and scores as reflected in benchmarks and walkthroughs. 100% of students experience at least two one-on-one direct instructions via student-teacher conferencing during the writing process.	3TL,Q,GSF ,PGP,ITL	August 2009-June 2010	Teacher	
1	Writing	Continue Writing across the Curriculum in all subject areas.	100% of formative walkthroughs will indicate the use of scope and sequence, Lesson Plans will document TEKS being taught.	3TL,CRW, CIP,ITL	On-going	Teacher	
1	Writing	Provide English teacher instruction and support of implementation of Writing Workshop and in the essential elements of good writing.	Lesson plans will document instruction in the essential element of good writing as reviewed by Principal.	3TL,CRW, CIP,ITL	On-going	Teacher	
2,4	Character Education	All teachers will be trained in CHAMPS behavior model as part of the district initiative to increase academic success and reduce disciplinary infractions.	3 minute walkthroughs will indicate implementation of district-wide initiative.	AL	August 2009-June 2010	Admin.	
2,3,4	Character Education	Bullying addressed on morning announcements. Lessons on character worked into curriculum.	Fewer incidents of bullying on campus as evidenced by fewer office referrals, fewer parent calls for bullying concerns, more positive and respectful atmosphere on campus.	IA	On-going	Admin., Teachers	
4	Character Education	Maintain and improve transition activities that include incoming students, intake meetings for parents, and transition.	Successful completion of AMS/SRC	AL	On-going	Admin.	
1,2	Health/PE	All 6th grade students will take 1/2 semester of health.	All students will pass with a 70% or better.	3TL	August 2009-June 2010	Teachers	
1,2	Health/PE	All 6th, 7th, 8th students will take at least 1 semester of physical education.	98% enrollment with 100% participation with growth and improvement in fitnessgram scores.	3TL	On-going	PE Teacher	
2,4	Safe and Drug Free	Continue to focus on Character Education and education for self-responsibility lessons.	Behavior referrals to administrators will decrease.	3TL,DI	August 2009-June 2010	Teachers, Admin.	
2	Safe and Drug Free	Inform parents/students about programs and provide support. (Suicide and Violence Prevention) Mediation	Student parent/counselor meetings, etc. indicate compliance.	GSF	On-going	Counselor	
2	Safe and Drug Free	Train staff/faculty on effective communication for diverse population using the CHAMPS program.	Redirection in number of incidents of harassment, bullying, as reported to staff/faculty.	PL	On-going	Admin.	
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 four 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; 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 School program to include the five mandated areas.	GSF,PI	On-going	Leadership Team, SDFS Campus Contacts	
1,5	Technology	Staff development on integrating technology TEKS throughout curriculum.	1. Technology standards in lesson plans. 2. Observation in Walk-throughs of authentic student use of technology in the classrooms. 3. Use of alpha smarts.	AL,	August 2009-June 2010	All faculty	

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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,AI	Within 30 day placement	Leadership Team, Librarian, School Improvement and Educational Technology Specialists	
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, AV,DI	Monthly	Leadership Team, J.Lawrence, Teachers,	
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, J.Lawrence, Teachers,	
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 in the teacher web page.	CLP,GSF,A L	Weekly	Leadership Team, J.Lawrence, Teachers,	
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	
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	August 2009- June 2010	Counselor	
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	On-going	Counselor	
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	On-going	Counselor	

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1,2,3,4	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	On-going	Counselor	
3	Guidance	Reduce number of failures through communication with parents.	Communicate with parents and students.	GSF	On-going	Counselor	
1	Guidance	Reduce number of failures by meeting with individual students	Communicate with parents and students.	GSF	On-going	Counselor	
1,2,4	Guidance	Provide students with information about performance anxiety and test taking skills.	Through student feedback, document decrease in test anxiety and show improvement in assessment scores.	GSF	On-going	Counselor	
2,4	Guidance	All students will be exposed to Safe and Drug Free programs which will incorporate character education programs.	Morning announcements, assemblies.	GSF,AL	On-going	Counselor	
4	Guidance	Plan, organize, implement small group guidance activities as needed.	All students will receive positive exposure to making good choices through morning announcements.	GSF	On-going	Counselor	
2	Discipline Management	Face to face in-take meeting with parents to discuss rules and expectations of AMS and SRC.	100% of parents and students will receive a written copy of rules and expectations of NEAC and will have an opportunity to ask questions to a member of the leadership team.	PI,MCP	August 2009-June 2010	Leadership team, Counselor, Family Specialist	
2	Discipline Management	Will utilize school within a school (SWAS) for serious misbehavior (2nd fight), possession of marijuana at DAEP or other behavior as deemed appropriate by administration, in lieu of suspension or expulsion.	Office referrals from students in SWAS will be reduced by 10% upon completion of SWAS assignment.	MCP,DI,CT,AL	On-going	Leadership team, Counselor, Family Specialist	
2	Discipline Management	Will utilize in school suspension (ISS) for behaviors that result in the removal of student from the classroom or if they are in violation of the student code of conduct.	Students in ISS will follow CHAMPS aligned rules and expectations at 90% or will be deemed "unsuccessful" and will repeat the day in ISS.	MCP	On-going	Leadership team, Counselor, Family Specialist	
2	Discipline Management	Students returning to AMS for a second time in one school year will serve 1/3 of their placement in School within a School (SWAS).	99% of students sent to AMS will not return a second time in one school year.	MCP,PI	On-going	Leadership team, Counselor, Family Specialist	
2	Discipline Management	Prior to issuing more serious consequences for dress code, administrator will have a mandatory conference with the parent and student to explain school policy.	5% decrease in referrals for dress code	MCP,PI	On-going	Principal, Assistant Principal	
2	Discipline Management	100% of students enrolled will attend a discipline assembly at least once during a 30 day placement.	Office referrals related to drug use will decrease by 10% from previous year.	MCP,PI	On-going	Principal, Counselor, Assistant Principal, Teachers	
2	Discipline Management	Provide training and motivation of school personnel for grade specific behavioral interventions.	Campus teachers will take data from CHAMPS aligned point cards. Individual students will increase 5% on point card	MCP,PI	On-going	Leadership team	
2	Discipline Management	Will monitor and track student behavior on a CHAMPS aligned point card level system.	Student referral to office will decrease by 5% as behavior monitoring increases.	CLP,MCP	On-going	Leadership, teachers	
1	Special Education	Case managers will monitor special education students in all classes to help students be successful.	All special education students will be passing all classes by the end of their time at AMS.	3TL	August 2009-June 2010	Case managers	

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1	Special Education	Provide training to all teachers working with special education students to equip them to differentiate classroom instruction in ways that increase the success of students.	All special education students will be passing all classes by the end of their time at AMS.	CIP	On-going	Admin., Special Education Teachers	
1	Special Education	Continue management of required paperwork and tracking of progress for special education students using the software tool, special education manager.	Compliance with timelines for IEP updates, annual IEP meetings and evaluations will be met.	GSF	On-going	Special Education Campus Coordinator, Special Ed. Teachers	
1	Special Education	Implement inclusion opportunities in all core academic classes for instruction in grade level TEKS.	Special education students will be presented grade level curriculum.	DI	On-going	Special Ed Teachers	
1	Special Education	Teachers will use the analysis of TAKS/TAKS-a/TAKS m, benchmark data and district scope and sequence in planning instruction for students.	All special education students will increase their scores from previous year on appropriate TAKS yearly assessment.	GSF	On-going	Special Education Teachers, Leadership team	
1	Attendance	Students will be recognized for attendance with "perfection" reward certificates, on campus rewards at end of the week for perfect attendance. Teachers will call home on 3 consecutive absences. Principal meets face-to-face with students on the excessive absences printout.	Attendance will increase by 10% from previous school year.	IA	August 2009-June 2010	Admin., teachers, family specialist	
1	Attendance	Home visits for students with poor attendance.	Attendance will increase by 10% from previous school year.	IA	On-going	Family Specialist	
3	Parent Community Involvement	Family Specialist will:(1) Provide a library of parenting materials (i.e., books, cd's, dvd's) for parents to check out.(2) Communicate with parents of at risk students to encourage participation in parent teacher conferences. (3) Keep parents informed of students' progress by conducting home visits for parents who are unable to attend meetings on campus.	Daily communication log.	PI	August 2009-June 2010	Family Specialist	
3	Parent Community Involvement	Communicate to parents through orientations, emails, telephone calls, conferences, Teacher Web, to instruct what they can do at home to help their child be successful.	Examination of appropriate documentation will indicate compliance	PI	On-going	Teachers, Leadership team	
3	Parent Community Involvement	Maintain web calendar for campus and district events.	Keep web page current on a monthly basis.	PI	On-going	Web page coordinator	
2	Data Analysis	Campus teachers will be trained to use data screens to locate and analyze student data obtained through benchmark and TAKS assessment.	Staff will use mainframe and Compass to access and analyze student data. Campus training sessions will be offered and attendance documented on A-Train	CLP	August 2009-June 2010	Leadership team, Teachers	
1	Data Analysis	Ensure each student at-risk of not meeting standard on TAKS and/or failing the current grade level is provided with the following:1. mentor, 2. support contract, 3. targeted instruction.	Teachers will use Compass and other data sources to determine students in this category and ensure they receive these services 100% of the time.	AFL,GSF	On-going	Teachers, Admin.	
5	At Risk	AMS will utilize misbehavior as an opportunity to learn new, more appropriate behaviors.	Students will complete all assignments. School will experience a decrease in office referrals.	AI	On-going	Teachers, Admin.	

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2	At Risk	Monitor students who are low performing in math, reading and writing and/or who have failed one or more sections of TAKS.	All students receiving increased academic support will pass TAKS.	AI	On-going	Teachers	
1,4	Social Skills	Students will receive instruction in social skills daily.	All students will receive a passing grade in social skills class before they are allowed to leave AMS.	CT,GST	Within 30 days of student placement	Special Ed Teacher	
1	School Wide all subject areas	Utilize the district's six-step vocabulary development process for content vocabulary mastery.	All students will show evidence of vocabulary development and improvement by targeting 100% passing rate on common assessments, benchmark tests & TAKS.	CIP,CRW,1 TL	August 2009-June 2010	Teachers	
1	School Wide all subject areas	Utilize the Interactive Instructional Strategies presented by Robert Marzano: Think-Ink-Pair-Share; Solve-Pair-Share; Write-Pair-Share; Pair (2)-Square(4); Peer to Peer; Student as Teacher; and "Say Something".	Formal and informal classroom observation	ITL, GSF	On-going	Admin.	
1	School Wide student achievement	Train teachers how to write higher level, TAKS type questions to be used on common assessments.	Walk-throughs will indicate the use of effective questioning strategies.	ITL	On-going	Admin.	
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; 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 meeting 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	