

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
 Barbara Bush Middle School**

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

Equity and Excellence: Everybody Counts

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EXPECTATIONS
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Student Engagement Strategies
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
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RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M						
1,3				Site-based Planning and Decision-Making	X				Communicate the process for site-based planning and decision-making, routinely and consistently, to students, parents, staff, faculty, and community.	Communication with stakeholders indicates high level of implementation and understanding.	2009-2010 School Year	Membership - School Community	
1,3				Site-based Planning and Decision-Making	X				Define roles / responsibilities for committee membership, etc.	All committee members are trained. Names of committee representatives are published in all general communication venues.	2009-2010 School Year	Membership - School Community	
1, 5	X			Target 2009	X			CIP,GSF	Target 2009 - Eliminate the achievement gap within student groups. Grow the percent commended across disciplines and grade levels. 90% passing on all tests for all student groups.	TAKS results from the 2009 test. All student groups will perform at 90% or above on every test.	2009-2010 School Year	Campus	
1, 5	X			Data Analysis: COMPASS	X			CIP	Train faculty and staff on effective utilization of student data (outcome, demographic and process) to identify and target low performers, to evaluate and organize curriculum and instruction, and to increase rigor and challenge. Teachers will utilize the COMPASS data management system.	Department and team meetings indicate understanding and effective use of data. Reports from each nine week grading period, disaggregated by teacher, department and campus, will highlight and draw attention to student achievement levels.	2009-2010 School Year	Randy Hoyer, Debbie Norton, Isabel Zuniga-Garcia , Joy Mazurek, Theo Risinger, Amanda Taylor, Samantha Hopkins, and Noemi Francis	
4		X		Data Analysis	X			GSF	Student goal setting will be utilized so that students are familiar with strengths and deficits.	Students will be able to articulate strengths and deficits in terms of TEKS mastery.	2009-2010 School Year	AIM teachers, Randy Hoyer, Debbie Norton, Isabel Zuniga-Garcia , Joy Mazurek, Theo Risinger, Debbie Norton, Samantha Hopkins, and Noemi Francis	

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1		X	X	Data Analysis		X		3TL	Identify students who have failed TAKS tests. Create classes to target instruction for the identified students in order to offer additional support and to fulfill the Student Success Initiative mandate.	Passing rates on benchmarks, common assessments, TAKS tests, and classroom grades.	2009-2010 School Year	Randy Hoyer, Debbie Norton, Reading/Math Workshop Instructors	
1	X			Data Analysis		X		CIP	Develop, administer, and evaluate regular common assessments across disciplines.	Evaluation of the common assessments will identify performance levels and deficits vertically and across grade levels. Assessments are to incorporate items that reflect the depth and complexity of items found on the TAKS tests.	2009-2010 School Year	Randy Hoyer, Debbie Norton, Department Heads. and members	
1		X		Data Analysis		X		CIP	Introduce the concept of performance indicators (goals and targets). Each academic team, department/grade level team, and elective will create a list of performance indicators which link directly to the mission of the team/organization.	Regular meetings will incorporate a review of the indicators relative to actual performance.	2009-2010 School Year	Administrative Team	
1		X		Data Analysis		X		CIP/GSF/3TL	Ensure each student at-risk of not meeting standard on TAKS and/or failing the current grade level is provided with the support outlined in our intervention plan: 1. PGP 2. Mentor 3. Adult Advocate 4. Support contract 5. Targeted instruction in Math/Reading Workshop	Follow the PGP timeline, meet all deadlines required, and meet with teams to discuss student progress.	2009-2010 School Year	Administrative Team	
1	X			Student Achievement		X		CIP/ITL	Use protocols on a regular basis to analyze and evaluate student work, ensure best practices, and nurture professional collaboration.	Lesson plans and classroom observations indicate higher levels of complexity.	2009-2010 School Year	Randy Hoyer, CFG facilitators and members	

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1			X	Student Achievement		X		CIP	Grade Level Professional Development Experiences for core academic areas will meet monthly on a rotating schedule each semester.	Protocols will be used to analyze and evaluate instructional practices. Focus is on student work.	2009-2010 School Year	Randy Hoyer, Debbie Norton, Assistant Principals, Department and Grade level teams	
1	X			Student Achievement		X		CRW	Develop and implement vocabulary strategies utilizing Six-Step Process and Word Walls. Focus on vocabulary words from the district word bank.	All classrooms will have Word Walls. Assessments and activities observed during observations will demonstrate implementation. Using the What to Look for in a Classroom checklist, 100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	2009-2010 School Year	Campus	
1	X			Student Achievement		X		ITL	Continue to integrate and monitor the use of the following best practices to target diverse learners including: Marzano's 9 strategies that Work, Thinking Maps, KWL, Word Wall, Six-Step Vocabulary Development Process, Say Something, Think-Pair-Share, RAFT, etc.	100% of walk-throughs will indicate appropriate use of these instructional strategies.	2009-2010 School Year	Campus	
1	X			Student Achievement		X		CRW/ITL	Integrate the use of reading and writing in the content area.	100% of walkthroughs will indicate appropriate use of these instructional strategies.	2009-2010 School Year	Campus	
1			X	Student Achievement		X		ITL	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, and TAKS).	All teachers will incorporate formative assessment strategies to guide instruction.	2009-2010 School Year	Campus	

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1	X			Student Achievement		X		ITL	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.	2009-2010 School Year	Campus	
1	X	X		Reading		X		CRW	Utilize Kilgo strategies at all grade levels in lesson plan and assessment development.	Improvement in percent passing and percent commended. Classroom observations and grade level meetings will demonstrate appropriate use of these instructional strategies.	2009-2010 School Year	Noemi Francis, Department members	\$3,000
1	X			Reading		X		CRW	Build and refine a comprehensive Language Arts curriculum and delivery of instruction.	There will be a 36-week curriculum in Reading - Advanced Contemporary Literacy	2009-2010 School Year	Noemi Francis, Department members	
1	X	X	X	Reading		X		CRW, GSF, 3TL	Develop and provide intensive, targeted intervention program for struggling readers through SRA and Reading Workshop.	95% of the students participating in the Student Success Initiative program will pass TAKS.	2009-2010 School Year	Noemi Francis, Debbie Norton, Department members	
1	X	X	X	Reading		X		CRW, GSF, 3TL	Maintain the integrity of the Reading Zone pull-out program to include at-risk and bubble students in order to increase scores and impact student achievement.	Students who consistently perform low on benchmarks and SRI will be given target, small-group instruction. Students will meet standard on TAKS.	2009-2010 School Year	Noemi Francis, Debbie Norton, Department members	\$1,000
1	x			Writing		X		CRW	Develop common instructional language and structure for the process of writing.	All language arts teachers will attend professional development on Six Traits of Writing (ideas, organization, voice, word choice, sentence fluency, and conventions). Scoring rubrics will incorporate 6-Traits terminology.	2009-2010 School Year	ELA Specialists, Amanda Taylor, Debbie Norton, Reading/English teachers	

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1	x	x		Writing		X		CIP, CRW, 3TL	Improve student writing by vertical/horizontal instruction. Focus on coordination between 6th and 7th grades.	100% of students will pass TAKS writing test. Percent of students receiving a score of 4 will increase by 10%.	2009-2010 School Year	Amanda Taylor, Noemi Francis, Debbie Norton, Reading/English teachers	
1	x			Writing		X		CIP, CRW	Continue to develop and administer assessments with open-ended responses at 8th grade.	Assessments will incorporate open-ended responses. Assessment results will show growth over time.	2009-2010 School Year	Debbie Norton, Amanda Taylor, 8th grade English teachers	
1	x			Writing		X		3TL, GSF	Enhance the Writing Zone prior to TAKS Writing. Include student writers from both ends of the achievement spectrum.	Quality effort will lead to teacher satisfaction and a higher number of students mastering minimum skills in writing as well as growth in the percent commended.	2009-2010 School Year	Debbie Norton, Amanda Taylor, English teachers	\$750
1		x		Writing		X		GSF	Increase students' opportunities to have their creative writing published.	All students will be offered opportunities to enter prose and poetry contests as well as to be published in the campus literary magazine <i>The Writer's Garden</i> .	2009-2010 School Year	Amanda Taylor and English teachers	
5	X			Mathematics		X		GSL	Utilize the NEISD math website for all math courses-instructional support. 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.	2009-2010 School Year	Math Specialists, Joy Mazurek, Debbie Norton	
1	X			Mathematics		X		ITL	Provide campus-based professional development to all math teachers on work stations, 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, and use of technology assisted instruction.	2009-2010 School Year	Randy Hoyer, Math Specialists, Joy Mazurek, Debbie Norton	

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1	X			Mathematics		X		ITL	Maintain the campus focus on TEKS and build a stronger connection with District Math philosophy to include workstations.	All walk-throughs will indicate use of the campus focus on the TEKS and the District Math philosophy.	2009-2010 School Year	Math Specialists, Joy Mazurek, Randy Hoyer, and Debbie Norton	
1	X	X	X	Mathematics		X		GSF/3TL	Provide intensive, targeted intervention program for all students who have been identified as not having mastered minimum competencies.	80% of students participating in Math Workshop will pass their grade level TAKS.	2009-2010 School Year	Randy Hoyer, Debbie Norton, Math Specialists, Joy Mazurek, and Department Members	
1		X		Mathematics		X		ITL	Monitor and improve the use of the following Best Practices into the math program: Exemplars, workstations and problem solving model, inquiry, class discourse, use of manipulatives and instructional technology. AIM Math class will focus on targets.	All walk-throughs will indicate appropriate use of these instructional strategies.	2009-2010 School Year	Randy Hoyer, Joy Mazurek, Department Members	
1			X	Mathematics		X		CIP	Assigned teachers will participate on a vertical team 6-8.	Vertical teams attend 3 separate half-day sessions to build math leadership, vertical look at TEKS,.	2009-2010 School Year	Math Specialists, Joy Mazurek, Debbie Norton	
1	X	X		Mathematics		X		CRW	Utilize Kilgo strategies at all grade levels in lesson plan and assessment development.	Improvement in percent passing and percent commended. Classroom observations and grade level meetings will demonstrate appropriate use of these instructional strategies.	2009-2010 School Year	Joy Mazurek, Department members	

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5		X		Mathematics		X		ITL	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</i> checklist, 100% of formative walk-through will indicate appropriate use of these instructional strategies.	2009-2010 School Year	Randy Hoyer, Debbie Norton, Math Specialists, Joy Mazurek	
2		X		Science		X		ITL	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at TEA website.	100% of walk-throughs will demonstrate either compliance or a written action plan for meeting compliance within two years.	2009-2010 School Year	Randy Hoyer, Theo Risinger, Science Teachers, Administrators	
1		X		Science		X		ITL	Integrate inquiry based instruction using small groups to increase student achievement including: 5 E's, questioning to target higher order thinking and questioning that targets the unifying concepts in science.	100% of walkthroughs will indicate appropriate use of these instructional strategies	2009-2010 School Year	Randy Hoyer, Theo Risinger, Department Teachers, Administrators	
1	X			Science		X		ITL	Integrate the use of best practices to target diverse learners including 80-60-40 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.	2009-2010 School Year	Randy Hoyer, Theo Risinger, Department Teachers	
1	X			Science		X		ITL	Monitor and improve the use of concrete models and manipulatives to reinforce scientific concepts. Emphasis on vertical alignment will be seen.	100% of walkthroughs will indicate appropriate use of these instructional strategies.	2009-2010 School Year	Randy Hoyer, Administrators, Theo Risinger, Department Members	

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1, 3	X			Science				GSF/ITL	Develop a science club to prepare students for Science Fair.	The number of students participating in the state science fair will be equal to or greater than five.	2009-2010 School Year	Theo Risinger, Department Members	
1	X			Social Studies		X		CIP/ITL	Social Studies teachers will use the strategy of classifying and other vocabulary development strategies on a regular basis.	100% walk-throughs and common assessments will show evidence of vocabulary development.	2009-2010 School Year	Administration, Samantha Hopkins, Debbie Norton, Department Members	
1	X			Foreign Language		X		GSF	Implement an instructional program in Spanish based on developing communicative competency.	Common departmental semester exams (or other appropriate assessments) will indicate that all students are meeting or surpassing proficiency goals.	2009-2010 School Year	Foreign Language Teachers	
1, 5	X			Gifted Talented		X		CRW	Utilize the G/T curriculum guides to include the grammar and writing elements.	All G/T teachers will access current and available curriculum.	2009-2010 School Year	G/T Teachers	
5	X			Gifted Talented		X		GSF	Analyze G/T student scores on PSAT; adjust curriculum gaps and monitor student progress.	District officials will meet with all G/T teachers to discuss student performance on PSAT.	2009-2010 School Year	G/T Teachers	
1	X			Gifted Talented		X		CIP-ITL	Provide enriched opportunities for G/T and high achievers across the curriculum.	Lesson plans and classroom observations indicate enriched curriculum/differentiated, to include Exemplars, for the G/T and high achiever.	2009-2010 School Year	Administrators	

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1,5	X			Library Services		X		CIP, GSF, CRW	Expand Big Six Research Strategies model using Research Central in both middle and high school and use of all databases provided by the district and campus.	Librarian will guide campus research projects and use of research databases. Student use of these databases will be monitored. Librarian will create a video, with ITC, to promote and train all.	2009-2010 School Year	Jan Greeman, Library Services	
5	X			Library Services		X			Provide training in SIRSI software	100% of librarians will use SIRSI as indicated in monthly circulation statistics.	2009-2010 School Year	Jan Greeman, Library Services	
1	X			Library Services		X		CIP	Maintain focus on TEKS and curriculum integration.	100% of lessons will reflect the integration of TEKS into library curriculum.	2009-2010 School Year	Jan Greeman, Library Services	
1	X			Library Services		X		CIP	Implement library scope and sequence, correlated with TEKS for levels K-12, developed by librarians and Central Office staff.	Librarians and Central Office Staff will introduce and implement district library scope and sequence for K-12	2009-2010 School Year	Jan Greeman, Library Services	
3		X		Library Services		X		CIP, GSF, CRW	Continue to develop collection for parent use. Inform parents of the importance and uses of the research databases.	Librarian will be a resource for parents in their search to quest to assist their child to be successful in middle school.	2009-2010 School Year	Jan Greeman, Library Services	
5		X		Dyslexia		X			Utilize, when indicated, the district's process for regular education dyslexia assessment and provide appropriate instructional program for identified students.	All students identified to receive dyslexia services will be provided service as evidenced by cluster campus rolls and STAT meeting notes.	2009-2010 School Year	Michael Ansley, Noemi Francis, Reading Teachers	
1, 5		X		Dyslexia		X			Provide training in appropriate classroom accommodation strategies for identified dyslexic students.	Lesson plans and classroom observations indicate appropriate accommodations for dyslexic students.	2009-2010 School Year	Michael Ansley, Noemi Francis, Reading Teachers	

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1, 5		X		Bilingual/ELL		X		CIP, GSF	Establish and monitor goals for the ELL Vertical Team	The ELL Department will continue to meet with the ELL Vertical Team to create an alignment of programs and services.	2009-2010 School Year	Director of ELL Programs/District Specialists, and Norma Guerra	
1	X			ELL		X		CRW, ITL, CIP	Core content area classes 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.	All secondary campuses will offer core content area sheltered classes. Formative evaluation: LEP students will make one level gain in English proficiency as measured annually. District will meet AMAO targets.	2009-2010 School Year	Director of ELL Programs/District Specialists, and Norma Guerra	
1	X			Fine Arts		X			Increase student participation in UIL academic and performance based competition.	Participation in UIL competitions will be incorporated into all advanced academic courses.	2009-2010 School Year	Danielle Smith, Debbie Norton, Administration, Sponsors	\$4,000
3			X	Parent Involvement		X			Communicate to parents through orientations, Open House, agenda books, emails, telephone calls, conferences, Teacher Web, etc., what they can do at home to help their child be successful.	Examination of appropriate documentation will indicate compliance.	2009-2010 School Year	Classroom Teachers / Administrators	
3		X		Parent Involvement		X			Involve parents in educational program through communication, and special programs.	Survey indicates satisfaction.	2009-2010 School Year	Randy Hoyer, Debbie Norton, Counselors, Teachers	

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1	X			Special Education	X				Develop the school's emphasis on Inclusion by maintaining the full continuum of services for students who qualify for special education with emphasis on increased participation in the general education curriculum. Continue the process of co-teach training.	Review of staff development evaluations indicates satisfaction and review of IEP's indicates compliance. A review of data on TAKS exemptions and/or LRE assignments is within recommended district guidelines.	2009-2010 School Year	Randy Hoyer, Isabel Zuniga-Garcia , Department Heads.	
1	X			Special Education	X				Increase the percentage of students with disabilities taking TAKS.	The ARD committee will decide which assessment is best for each child receiving services.	2009-2010 School Year	Randy Hoyer, Isabel Zuniga-Garcia , Special Education Teachers	
2		X		Safe and Drug Free Schools Drop Out Prevention	X				Inform parents/students about programs and provide support (i.e., PALS, Mediation, Crisis Intervention, Suicide and Violence Prevention.	Agenda from PTA meetings, parent/counselor meetings, etc. indicate compliance.	2009-2010 School Year	Randy Hoyer, Counselors, Teachers	
2		X		Safe and Drug Free Schools Drop Out Prevention	X				Ensure that comprehensive drug/violence prevention curriculum with emphasis on reduction of the use of tobacco, alcohol, other drugs, and violence is integrated into lessons for all students. Support Red Ribbon Week.	Review of lesson plans will indicate safe and drug free school elements with emphasis on reduction of the use of tobacco, alcohol and other drugs and building resilience in students.	2009-2010 School Year	Randy Hoyer, Erika Barker, Rebecca Henderson, Michael Ansley	
2		X		Safe and Drug Free Schools	X				Encourage a strong adult presence at school by recruiting volunteers, tutors, and mentors.	Review of volunteer sign in sheet indicates increased number of parents/grandparents on campus.	2009-2010 School Year	Randy Hoyer, Erika Barker, Rebecca Henderson, Michael Ansley	
2, 4		X		Safe and Drug Free Schools	X				Continue to focus on Character Education and education for self-responsibility lessons within the AIM/AVID curriculum.	Review of AIM plans indicates compliance. Behavior referrals to administrators will decrease.	2009-2010 School Year	All Staff	

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2		X		Safe and Drug Free Schools	X				Train staff/faculty on effective communication for a diverse population using the CHAMPS program. Investigate Ambassador Program.	Redirection in number of incidents of harassment and bullying, as reported to staff/faculty.	2009-2010 School Year	All Staff	
5			X	Accelerated Education At Risk/Drop Out Prevention	X				Utilize Response to Intervention (RTI) and intervention meetings to ensure student success.	Agenda notes of team meetings indicate use of RTI.	2009-2010 School Year	Teams, Counselors, Administrators, Dean	
5			X	Accelerated Education At Risk	X				Utilize ELL teacher to provide extra support to ELL students.	Review of ELL student grades indicate student success.	2009-2010 School Year	Team Leaders, Counselors, ESL Teacher	
5			X	Accelerated Education At Risk/Drop Out Prevention	X				Utilize and monitor academic coaching for students who are low performing in math, reading and writing and/or who have failed one or more sections of TAKS.	All students receiving academic coaching will pass TAKS.	2009-2010 School Year	Academic Teachers, Debbie Norton	
2			X	Accelerated Education At Risk/Behavior Management	X				Utilize the Behavior Management Class to support the school-wide behavior management plan which emphasizes using misbehavior as an opportunity to learn new, more appropriate behaviors.	Students will complete all assignments. School will experience a decrease in office referrals.	2009-2010 School Year	Student Success Committee, Assistant Principals, BMC Teacher	
1, 2	X	X	X	Accelerated Education At Risk/Behavior Management	X				Monitor and enhance structured program (AIM) to support student success, intervention, and relationships. Every student at-risk has a partner/mentor for the School Year.	Quarterly meetings will reflect progress of AIM and mentor program.	2009-2010 School Year	Behavior Management Committee, Assistant Principals, BMC Teacher	
5			X	Drop-out Prevention	X				Require campus PEIMS coordinator to audit school leaver statistics twice a year.	PEIMS Coordinator will report to the principal twice a year.	2009-2010 School Year	Jana Mascorro, Rosemary Hartman	

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5		X		Attendance		X			Continue specific incentives to establish the adult/student attendance rate at 98% for all populations.	Review of attendance data shows average daily rate > greater than 98%.	2009-2010 School Year	Randy Hoyer	
4			X	Character Education		X			Maintain and improve transition activities that include a "camp" for incoming students, orientation meetings for parents, visits to the campus, etc.	All incoming students will receive orientation about the building, schedule, curriculum, everyday school activities, organization, study skills, making friends, safety, peer pressure, etc. Survey responses related to the perception of the program are positive.	2009-2010 School Year	Administrators and Counselors	
2		X	X	Transition		X			Notify all students and parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. This includes the need for students to make informed curriculum choices to be prepared for success beyond high school and sources of information on higher education admissions and financial aid.	Roster of attendees will signify compliance.	2009-2010 School Year	Randy Hoyer, School Counselors	
5		X		Guidance		X			Provide 8th grade students with information on high school magnet programs.	Review schedule of transition activities introducing high school programs.	2009-2010 School Year	Counselors	
2		X	X	Guidance		X			Counsel with 8th grade students to develop individual four year plan.	All 8th grade students will have four year plan.	2009-2010 School Year	Counselors	
3, 4			X	Team Building		X			Support staff, utilizing reward and recognition strategies, including Super Bulldog Awards.	Survey indicates satisfaction.	2009-2010 School Year	Randy Hoyer	

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3, 4			X	Team Building		X			Utilize flexible scheduling to balance team planning/ department planning, coaching, etc. based on student needs.	Minutes of Team/department meetings.	2009-2010 School Year	Randy Hoyer, Debbie Norton, Team Leaders, Dept. Heads	
3, 4			X	Team Building		X			Focus on relationships, then tasks. Maintain on-going venues among all stakeholders.	Survey indicates satisfaction. Staff increased participation	2009-2010 School Year	Randy Hoyer, Debbie Norton, Team Leaders, Dept. Heads	
3				Public Relations		X			Build and maintain traditions that are unique to Bush Middle School such as Bulldog Festival, Bulldog Pride, Bulldog Prep, and the Bulldog Creed.	Staff can identify Bush traditions.	2009-2010 School Year	Staff and Faculty	
3				Public Relations		X			Maintain Web Calendar with current events and the publishing of the school newsletter.	Copy of web calendar.	2009-2010 School Year	Administrator	
3				Public Relations		X			Involve community in Veteran's Day, special programs, showcasing student work, etc.	Attendance logs indicate success.	2009-2010 School Year	Administrative Staff	
2, 3				Health Services		X			Provide parent communication with parents and PTA through District HEALS AIM Committee (HEALS-Health, Education, Assessment, Learning and Services) on children's health issues. Communicate with Parents, Community through internet Health Services sites.	School print and non-print media will contain periodic health related information.	2009-2010 School Year	School Nurse	

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5				Technology Applications		X			Use the <i>North East Technology Application Student Standards</i> to effectively integrate technology into the curriculum and assess mastery of the essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Quarterly	Campus Administrators, Teachers, Instructional Technology/Division Specialists & Coordinators	
5				Technology Applications		X			Use classroom computers, computer labs, Alpha smarts, and other technologies on a regular basis to integrate Technology Applications Standards into the content areas.	100% of core content teachers will work with each student a minimum of four class periods each semester using the computer labs as evidenced by lesson plans correlated to Content Area TEKS and Technology Applications Standards (submitted to the Documentation of Integration (Do-It) Binders), lab schedules, and student products.	Quarterly Semester	Campus Administrators, Debbie Norton, Core Content Area Teachers, Instructional Technology/Division Specialists and Coordinators	

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	Rigor	Relevance	Relationship		E	M	H						
5				Technology Applications		X			Meet once a month with the Campus Technology Committee (CTC) and Educational Technology Staff to identify technology staff professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, etc.)	Using the TEIS survey, 100% of teachers will establish and meet three technology integration goals that are standards based, data driven, and job embedded. 100% of teachers will participate in at least nine hours of technology-related professional development that is aligned with their technology integration goals and documented by A-Train and the TEIS. Campus administrators will monitor progress (through CTC meetings and TEIS data) on the NEISD CTC timeline and the establishment and accomplishment of the top three CTC goals. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Annually Quarterly Monthly	Campus Administrators, Jan Greeman, Campus Technology Committee, C.O.P.S. (Computer Operations Problem Solvers), Teachers, Instructional Technology Specialists and Coordinators,	

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
 Barbara Bush Middle School**

RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS
RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Student Engagement Strategies
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 * Student Goal Setting and frequent feedback with individual students
 * Personal Graduations Plans (PGPs)
RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M						
5				Technology Applications		X			Use Gradespeed and New Teacher Web to manage grades and improve communication with staff, students, and parents.	100% of teachers who report numerical grades will use GradeSpeed to record grades. 100% of teachers who report grades will use Gradespeed to upload three, six, and nine-weeks grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template. It should display daily assignments with links to handouts, agendas, and other important information.	Daily to weekly Three, six, and nine weeks Teacher Web (in general) - each nine weeks. Assignments page daily to weekly. It will be used in lieu of the information hotline.	Campus Administrators, Rosemary Hartman, Steve Wickwar, Teachers, Instructional Technology Specialists and Coordinators	
5				Technology Applications		X			Extend adult technology competencies in using peripherals such as probes, digital cameras, digital camcorders, scanners and streaming videos.	All teachers will be able to demonstrate use of peripherals.	2009-2010 School Year	Campus Technology Committee, Jan Greeman	
5				Technology Applications		X			Master technology proficiencies as outlined in the North East Educator Technology Standards	100% of teachers will show mastery of the Foundations proficiency level of the North East Educator Technology Standards as measured by proficiency tests.	Annually	Campus Administrators, Teachers, Instructional Technology Specialists & Coordinators	