

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2008-2009**

Dr. Bernard A. Harris, Jr. Middle School

RESULTS

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CODES FOR STUDENT-CENTERED STRATEGIES

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

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1, 2, 3	Improve 6th, 7th, and 8th grade math TAKS scores by 12 percentage points for all at risk students not passing TAKS with special focus on the African American and Economically Disadvantaged subgroups.	<ol style="list-style-type: none"> Extra 45 minutes of math through AIM for 6th and 7th grade students who failed TAKS. 90-minute math for 8th grade students who failed 7th grade TAKS or were on the bubble. Additional Project Target TEKS for each student at risk of failing TAKS in order to close knowledge and skills gaps. Closer collaboration between 6th, 7th and 8th grade math teachers, math specialist, and math Department Chair Staff development throughout the year for the math department focusing on integration of thinking process (understanding, reasoning, accuracy, and communication) as a common language through out math instruction. 	1. Mini-assessments, benchmarks, goal setting, progress reports, student conferences, and reassessment of student progress	3TL, CRW, AL, CT, DI, GSF, AFL, PGP, CLP, MCP, IA	1. Daily and every 3 weeks	Math Teachers, Math Department Chair, Instructional Specialist, Dean, All Staff	20 subs for math - \$1600 20 subs for science - \$1600
1	Raise TAKS science scores to 90% for all subgroups	<ol style="list-style-type: none"> Identify after first three weeks those students who are in need of intervention and begin immediately. Pre-teach concepts in tutoring so struggling students will understand more when they get to that point during regular class time. Periodically have 6th and 7th grade science teachers re-teach concepts to 8th grade students through a scheduled rotation of science teachers Have 8th grade students do peer-tutoring with struggling 6th and 7th grade science students to cement learning so concept is mastered before 8th grade. 8th grade students at risk of not meeting standard on science TAKS will receive additional intervention through objective rotation during AIM 	1. Mini-assessments, benchmark tests, goal setting, progress reports, student conferences, and reassessment of student progress	3TL, CRW, AL, CT, DI, GSF, AFL, PGP, CLP, MCP, IA	1. Daily and every 3 weeks	Science Teachers, Science Department Chair, Instructional Specialist, Dean	Project Target TEKS from Central Office TBA
1,2,3,4	Increase student time on task to 91% by improving classroom management and student behavior.	<ol style="list-style-type: none"> All teachers will be CHAMPS trained. Form CHAMPS in Action team to assist teachers in need by sharing strategies, modeling, and giving support. Continue to work with Jo Mascorro and Safe and Civil School personnel to adjust our plan as necessary. Redirection Improvement Plan 	<ol style="list-style-type: none"> Examine office referrals in number and kind and compare with last year Frequent classroom observations - Followed by feedback Feedback surveys from faculty Reduction in student referrals 	AL, DI, GSF, MCP, PI	<ol style="list-style-type: none"> August - June Weekly Quarterly 	CHAMPS in Action (CIA) team, Leadership team, Dean	\$0

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1	Improve behavior and academic performance of students in classrooms of targeted teachers	1. Mini in-services in student engagement strategies. 2. Observations of targeted teachers to collect data on student time on task, opportunities to respond, ratio of interactions, disruptions, and alignment with expectations. 3. Use data collected to work with teacher in developing a menu of interventions that will be implemented in his/her classroom 4. Modeling by Instructional Specialists 5. Collaboratively working on lesson planning	1. Examine office referrals of targeted teachers and compare to last year's data 2. 3-Minute Walkthrough observations 3. Examine tardy and attendance records 4. Mini-assessments, benchmarks, goal setting, progress reports, student conferences, and reassessment of student progress	CRW, AV, AL, CT, DI, AFL, CCR, CLP, IA	August-May	Principal, AP's, Dean, Instructional Specialists, Department Chairs, teachers	\$0
1	Improve Reading TAKS scores and success rate for all at-risk students, especially those not passing TAKS	1. SSI class for TAKS failures, and AIM class focusing on reading skills/strategies for bubble students. 2. Focus on meeting the needs of struggling readers through the implementation of best practices in reading instruction, including small group instruction.	1. Improving scores for at-risk population by 12% over last year's TAKS scores 2. Reduce retention rate by 25%	AV, CT, DI, GSF, PGP's, IA, PI	August-May	Core teachers, All Staff	Project Target TEKS from Central Office TBA
1,5	Increase understanding and use of computer-based, data analysis programs	Campus will be trained to use data screens to locate and analyze student data obtained through benchmark and TAKS assessments	1. Staff will use mainframe and COMPASS to access and analyze student data. 2. Campus training sessions will be offered and attendance documented on A-Train.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August-May	Leadership Team, School Improvement	\$0
1,5	Utilize data analysis to assess curriculum and to determine instructional needs of students	1. Use individualized data from Compass to close achievement gaps and prepare all students to perform at their highest potential. 2. Collaborate with colleagues to interpret data and to determine how to differentiate instruction to meet the needs of all students.	1. Teacher observations with evidence of differentiated instruction, small group instruction, reteach and retest 2. Student rosters of Target TEKS attendance 3. Teacher lesson plans with evidence of common planning and instructional strategies driven by student data	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August - May	Leadership team, School Improvement, core teachers	\$0

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1	Increase participation in debate, UIL, and Model UN , and make Model UN an elective	1. Students who passed TAKS and were not considered on the bubble will be placed in AIM classes for Debate, UIL, or Model UN. 2.Request Model UN as elective course at Course Convention	1. More students actively involved in UIL and debate meets as well as Model UN 2. Increased number of students representing Harris at UIL, Debate and Model UN district events	AV, CCR	Daily	Social Studies teachers, reading and English teachers	\$0
1, 3	College and Career Readiness: Establish a school culture that fosters post high school education	1. Connect skills learned to college and the workplace 2. Take students on virtual field trips to colleges to stimulate interest in post high school education. 3. Invite parents and community members to share experiences and insights on college, technical schools, and career opportunities.	1. Increased enrollment in pre-AP classes and Advanced Contemporary Literacy. 2. Increased number of 8th grade students choosing Distinguished diploma path for high school.	GSF, CCR, PI	August-May	Department Chairs, Teachers, Academic Dean, Counselors, Librarian	\$0
1, 2	Infuse Differentiated Instruction into classroom practice in order to build instructional capacity	1. Mini-inservices during department time to educate teachers in latest best practices in differentiated instruction. 2. Teachers will share their own experiences with integration of DI in their classrooms.	1. Observe teachers using differentiated instruction in their classrooms. 2. More students succeeding at higher levels; fewer failures. 3. Fewer discipline problems in the classroom.	CRW, AV, AL, CT, DI, AFL, CLP, IA	August-May	Academic Dean, Department Chairs, All teachers.	\$0
1,2,4	All staff members supervise effectively to help all students arrive to classes on time safely	1. FLIGHT Team (Safe & Civil School's Foundations team) will gather and analyze hallway data and write new hallway policy to pilot first four weeks of school year 2. All staff trained on active monitoring in hallways 3. Teams will create hallway lesson plans to teach students during the first week of school and after each long holiday 4. Post hallway expectations around campus	1. Observe hallways using common area observation form 2. Decreased number of student tardies 3. Decreased number of hallway office referrals	AL, CT,, GSF, CLP, MCP	August-May	Principal, AP's, Dean, Counselors, all teachers, paras, and custodial staff	\$0
2	Implement activities for teacher recognition and appreciation to create a more positive climate on campus	1. Brainstorm ideas for recognition and appreciation activities 2. Principal's Awards nominated by campus personnel 3. Recognition for perfect attendance by 9-week period	1. Decrease in teacher absenteeism 2. Fewer teacher complaints and more positive affective behaviors observed. 3. Less turnover.	N/A	August-May	Principal, AP's, Dean, Counselors, Department Chairs	Free donations; no more than \$30 per staff member (Total of 3600)

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3	Increase parent involvement	<ol style="list-style-type: none"> 1. Offer a series of programs on adolescent behavior, bullying, MySpace, etc. 2. Jo Mascorro will present a program to parents called, "When Go to Your Room Isn't Far Enough" during 6th grade camp. Doorprizes and food will be available. 3. Continue series during the school year with different topics and speakers. 	<ol style="list-style-type: none"> 1. Increased attendance at PTA meetings. 2. More parent volunteerism. 3. Increased parent attendance at school events. 	PI	August-May	Leadership Team, Faculty	Free Donations; \$2000
2, 3, 4	Implement Character Ed and Bullying programs for all grade levels	<ol style="list-style-type: none"> 1. Develop comprehensive program to deal with bullying. 2. Lessons on character worked into curriculum. 	<ol style="list-style-type: none"> 1. Fewer incidents of bullying on campus as evidenced by fewer office referrals. 2. Fewer parent calls for bullying concerns 3. More positive and respectful atmosphere on campus evidence by decrease in office referrals. 4. Consistency from policy to performance. 	IA, PI	August-May	Kim Denhem and other counselors, Administrators, Dean, all faculty and staff	\$0
1,2,5	Integration of Technology TEKS into content area instruction	Staff development on integrating technology TEKS throughout curriculum	<ol style="list-style-type: none"> 1. Technology standards in lesson plans. 2. Observation in Walk-Throughs of authentic student use of technology in the classrooms. 3. More frequent use of Distance Learning Lab as well as computer trunks and Neo 2's. 	Al, CT, DI, CCR	August-May	All faculty, especially CORE teachers.	\$0
Library Campus Instructional Improvement Plan							
3	Increase Community Involvement	1. Host Parent Student Book Club	<ol style="list-style-type: none"> 1. Progress monitored by active parental participation. 2. Feedback from participants will be group book selection 	AL, CT,PI	August-May	Librarian	Using Frunds from CAF attained from Book Fair
1	Increase opportunities for student self-selected Reading	Host Grade Level Book Clubs	1. Progress monitored by students completing book reviews using the on-line book review tool, "Been There, Read That."	CRW, AV,AL, CT, DI	August-May	Librarian	Using Funds from SAS/CAF attained from
1,2,4	Support Character Ed and Bullying programs	<ol style="list-style-type: none"> 1. Increase awareness of collection resources that deal with character ed and bullying 2. Assist teachers in integrating these resources into AIM activities. 	1. Items checked out, and utilized by teachers	CT,MCP, IA	August-May	Librarian	Funding from local and bond budget...amount varies

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1	Create opportunities for Student Extra Curricular Reading Activities	1. Host Contests 2. Host Authors	1. Progress monitored by active student participation 2. Number of guest authors speaking to student groups 3. Number of students participating in various contests (i.e. Mythologybee)	IA, PI	August-May	Librarian	Using Funds from SAF/CAF attained from Book Fair
1	Foster increased student reading through campus Book Fairs	Host Book Fair	1. Classes sign up for book fair 2. Utilize parent volunteers	CRW,AV,CT,IP,PI	3 times a year	Librarian	Provides revenue
1	Assist in educating all stakeholders about the district's CATCH Program	1. Work with nurse to determine types of resources to display. 2. Provide Library Resources that further the districts health initiative	1. Items checked and utilized by teachers, students, parents 2. Display of materials and resources in specific area of library	AL,CT,PI	August - May	Librarian	none