

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
EISENHOWER MIDDLE SCHOOL
2009-2010**

*"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	Improve achievement for all students in all content areas and close achievements gaps for African American, Hispanic, and Economically Disadvantaged subgroups in all areas with an emphasis on reading, math, and science.	<ul style="list-style-type: none"> *Implement a tutoring program that specifically targets strengths and weaknesses of targeted subpopulation groups. Ensure students are able to attend through scheduling, parent contact, teacher relationships, and transportation. *Increase variety of math experiences by double blocking one section of regular math per team. *Provide additional math support through Math Workshop classes. *Utilize AIM classes to teach study skills, goal setting, and provide team academic support. *Use AVID and SIOP strategies in all courses. * Maintain a faculty belief that failure is not an option. *Support data-based classroom decision making with an emphasis on streamlining team data collection and analysis. *Encourage multidisciplinary lessons and activities across grade level and vertical teams. * Facilitate teacher study groups through Web 2.0 technologies to address a variety of topics including but not limited to closing the achievement gaps, student-centered and differentiated instruction, and developing relationships with staff, students, and parents. 	<ul style="list-style-type: none"> *2009-2010 TAKS results will be in the exemplary range for all student groups. *2009-2010 achievement gaps will be closed by 50%. *Focused walkthroughs will ensure classroom instruction is engaging and on target. *Administrators will be assigned to academic departments to supervise these initiatives. *Each academic department has identified high-stakes TEKS and established instructional plans to address these areas. *Assessment data including benchmarks, mini-assessments, and student success rates will be monitored at least every three weeks to measure progress and initiate flexible change. * Lesson plans will be saved to Staff Shared so they are accessible to staff and substitutes. * Evidence of the following Best Practices will be more evident in math and science classrooms: <ul style="list-style-type: none"> - inquiry with higher order questioning - class discourse (Talk Moves) - appropriate tools - 80-60-40 field and laboratory experiences - individual student goal setting "hard cards" - reading/writing strategies - graphic organizers - SIOP strategies - differentiated instruction 	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA, PI	August-June	Leadership Team (Principal, Assistant Principals, Academic Dean, Special Education Coordinator, Counselors), Department Heads, Teachers	

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2,4	Increase classroom instructional time by decreasing the number of students referred for discipline consequences.	<ul style="list-style-type: none"> *Develop a team discipline process to track student data throughout a team and allow teachers to plan intervention measures and assign certain discipline consequences. *Improve mentor program for students in targeted subpopulation areas by assignment of compatible student-teacher pairs. *Develop and implement a comprehensive staff development program with CHAMPS team to focus on student and teacher interactions, classroom management, and instructional practices. *Improve the campus action plan for intervening in bullying and other negative student interactions by utilizing counselors to provide large and small group seminars on bullying and tolerance strategies. *Leadership team will meet with students by grade level and in small groups via AIM classes to promote positive behavior strategies. *Continue implementing a plan for am/pm/passing period supervision. *Transition students returning from AMS/SRC via intake and follow-up counseling sessions with students. 	<ul style="list-style-type: none"> *The number of students assigned to alternative disciplinary placements will be decreased by 50% without sacrificing student safety. *Focused walkthroughs will ensure student and teacher interactions, classroom management, and instructional practices are on target. *Six-week discipline data will be analyzed to measure progress and initiate flexible change. *Administration will monitor implementation of team discipline process and staff development. *Administrators and staff will enforce the dress code policy through the use of the dress code database. 	AL, GSF, PGP, CLP, MCP, PI	August-June	Leadership Team, Team Leaders, Teachers	
1	Increase commended scores especially targeting groups not showing academic growth.	<ul style="list-style-type: none"> *Increase rigor of all courses by focusing instruction on higher order thinking strategies and higher level questioning. *Continue implementing Advanced Contemporary Literacy course. * Implement AVID program with 6th, 7th, and 8th grade students and increase level of campus-wide AVID strategies. *Continue implementing Commended Academy and History Olympics. 	<ul style="list-style-type: none"> *Increase commended rates in all regular courses by 25%. *Increase commended rates in all Pre-AP courses by 50%. *Expect 100% commended rates in all GT courses. *Focused walkthroughs will ensure classroom instruction is engaging and on target. *Administrators will be assigned to academic departments to supervise these initiatives. *Each academic department has identified high-stakes TEKS and established instructional plans to address these areas. *Assessment data including benchmarks, mini-assessments, and student success rates will be used to measure progress and initiate flexible change. 	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP	August-June	Leadership Team, Department Heads, AVID Site Team, Teachers	

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1	Improve the quality of student writing.	<ul style="list-style-type: none"> *Increase writing frequency in English classes. *Continue implementing a coordinated writing program across the curriculum. * Support stronger student engagement and rigor in the English and Reading classrooms through more effective research, questioning, and discussion strategies, with special emphasis on college readiness. 	<ul style="list-style-type: none"> *At least 90% of students will pass the TAKS writing exam. *The number of 3's and 4's on TAKS writing compositions will increase by 50%. *Focused walkthroughs will ensure classroom instruction is engaging and on target. *English department has identified high-stakes TEKS and established instructional plans to address these areas. *Assessment data including benchmarks, mini-assessments, and student success rates will be used to measure progress and initiate flexible change. 	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP	August-June	Leadership Team, Department Heads, Teachers	
1	Improve achievement for all students in all content areas and close achievements gaps for the Special Education subgroup in all areas with an emphasis on reading, math, and science.	<ul style="list-style-type: none"> *Design a master schedule that provides various levels of co-teach and support facilitation and place each individual student in the appropriate courses. *Align special education teachers and teacher assistants by grade level. *Align case management loads with teacher assignments for better connections with students and regular education teachers. *Provide common planning periods for special education and regular education staff for co-teach situations. *Provide teacher training in assignment modification strategies. * 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. Training will address differentiation as process, product or content and will include hands on analysis of lesson plans and strategies for matching strategies to student skill profiles. 	<ul style="list-style-type: none"> *At least 90% of Special Education students will pass their TAKS. *Assessment data including benchmark scores, mini-assessments, and student success rates will provide evidence that students are appropriately placed and making progress. *Administrative walkthroughs will provide evidence that students are receiving appropriate support. 	3TL, AL, CT, DI, GSF, AFL, PGP, CLP, MCP	August-June	Leadership Team, Special Education Teachers and Assistants, Teachers	

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1	Improve achievement for all students in all content areas and close achievements gaps for the English Language Learner subgroup in all areas with an emphasis on reading, math, and science..	<ul style="list-style-type: none"> *Redesign ELL schedule to include co-teach Reading and English classes and team involvement with ELL team. *Support student learning with SIOP strategies. *Begin a reading tutoring program in the fall and maintain throughout the year. * Teachers will use the SIOP component of building background, lesson preparation and comprehensible input. 	<ul style="list-style-type: none"> *At least 90% of English Language Learners will pass their TAKS. * ELL students will make one level gain in English language proficiency as measured annually. *Assessment data including benchmark scores, mini-assessments, and student success rates will provide evidence that students are appropriately placed and making progress. *Administrative walkthroughs will provide evidence that students are receiving appropriate support. 	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CLP, MCP	August-June	Leadership Team, ELL Teachers, Teachers	
1,3	Increase the number of students participating in and improve the quality of the extracurricular program.	<ul style="list-style-type: none"> *Publicize fine arts, athletics, and other extracurricular programs and clubs. *Determine the need for additional programs and clubs by surveying students by the end of the first nine weeks. *Maintain existing and increase the number of fine arts, athletics, and other extracurricular programs and clubs. 	<ul style="list-style-type: none"> *Improve in Middle School Cup standings by at least one place. *Improve achievement in UIL academic, athletic, and fine art competitions *100% of students will participate in at least one fine arts, athletics, and/or extracurricular program or club. 	GSF, IA, PI	August-June	Leadership Team, Extracurricular Teachers, Coaches, and Sponsors	
1,3,4	Improve preparation of students to be ready for college and 21st century careers.	<ul style="list-style-type: none"> *Integrate technology into the content areas. *Offer technology applications classes. *Offer AIM and AVID classes. *Expose students to a variety of colleges and careers during College and Career days. *Improve the connection between elementary, middle, and high school through 5/6 and 8/9 meetings and excursions with students and parents. *Introduce students to the various magnet programs available in the district. 	<ul style="list-style-type: none"> *100% of certified staff will make progress toward meeting the basic and intermediate Educator Technology Standards by attending professional development and mastering proficiency assessments. *100% of students will make progress toward mastering the Student Technology Standards through technology-integrated projects. *Administrators will observe appropriate use of technology during walkthroughs and observations. *Maintain or increase the number of speakers who participate in college and career days. 	3TL, AL, CT, DI, CCR, CLP, MCP, PI	August-June	Leadership Team, Campus Technology Committee, Instructional Technology Specialist, Teachers	
3	Increase engagement of all campus and community stakeholders.	<ul style="list-style-type: none"> *Continue to engage students, their families, and the larger community through events such as Ike's Big Day, Culture Day, and Ike's Big Dance. *Continue to encourage parent involvement through team breakfasts and lunches. *Continue to provide classes for parents. *Continue to support the PTA. 	<ul style="list-style-type: none"> *Increase the number of people who participate in Ike's Big Day, Culture Day, and Ike's Big Dance. *Increase the number of parents who participate in team breakfasts and lunches. *Increase the number of parent education classes offered as well as the number of parents who attend the classes. *Increase the number of people who are active members of the PTA. *100% of teachers will update essential classroom information as outlined in the teacher web page template. (http://www.neisd.net/et/twp/index.htm) 	AL, CLP, PI	August-June	Leadership Team, Team Leaders, Teachers	

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1,3,5	Increase student attendance rates.	<ul style="list-style-type: none"> *Continue implementing district and campus attendance procedures. *Continue educating students and parents about the importance of attendance. *Improve attendance incentive and recognition program. *Continue implementing district and campus dropout/leaver procedures. 	<ul style="list-style-type: none"> *Student attendance rates will be at least 97% each six-week reporting period. *Focused walkthroughs will ensure classroom instruction is engaging and on target. 	AL, GSF, MCP, IA, PI	August-June	Leadership Team, Teachers	
2	Safe and Drug-Free Schools	<ul style="list-style-type: none"> *Continue educating students about teen dating violence and the dangers of tobacco, alcohol, and other drugs through AIM and Health classes, assemblies, classroom visits, and Red Ribbon Week activities. *Continue implementing our positive discipline plan and critical incident response plan to prevent incidents of violence and improve school safety. *Continue implementing portions of the CHAMPs positive behavior support program. 	<ul style="list-style-type: none"> *Reduce the use of tobacco, alcohol and other drugs among students. *Reduce incidents of violence and Improve school safety. *Increase parental and community involvement in violence and drug prevention activities. *Increase student involvement in school activities. *Increase awareness and prevention efforts related to teen dating violence by implementing HB 121 and developing a dating violence policy. 	GSF, MCP, IA, PI	August-June	Leadership Team, Teachers	
2,3	Safe and Healthy Schools	<p>Demonstrate inclusion of the eight components of a coordinated school health program:</p> <ol style="list-style-type: none"> 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 partnerships that maximize resources and expertise. 	Review health and wellness initiatives and findings from School Health Index to indicate all components are being addressed and promoted.	AL, CT, GSF, IA	August-June	Leadership Team, Nurse, Teachers	