

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**

Jose M. Lopez Middle School
"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith

RESULTS

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DISTRICT GOAL			CODES FOR STUDENT-CENTERED STRATEGIES				
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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 in Grades 6-8 as the basis for lesson planning.	All snapshot visits, formative walk-throughs, and lesson planning will indicate use of District scope and sequences. 100% of students in grades 6-8 will meet expectations on TAKS reading and writing.	3TL, CRW, AV, AL, CT, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Reading/ELA	Provide content area teachers with instructional strategies and support for before, during, and after reading and thinking activities such as: activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing as outlined in such resources as <i>Mosaic of Thought</i> , <i>Strategies That Work (3-8, When Kids Can't Read 6-12)</i> .	Snapshot visits, formative walk-throughs, and lesson planning will indicate appropriate application of district guidelines for instruction; 100% of students will meet expectations on TAKS reading, writing and ELA tests with increasing levels of commended level performances.	3TL, CRW, AV, AL, CT, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Reading/ELA	Provide teacher support in vocabulary development, especially ELA academic vocabulary, for all students using a variety of strategies.	Snapshot visits, formative walk-throughs, and lesson planning will indicate appropriate application of vocabulary development strategies, such as "SAT Hotwords." 100% of students in grades 6 - 8 will meet expectations on TAKS reading with increasing levels of commended level performances.	AV	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
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, snapshot visits or formative walk-throughs will indicate the appropriate application of Reading strategies for all students.	3TL, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Reading/ELA	Provide focused learning opportunities for Lopez Middle School English and Reading Department Chairs, and Dean to empower and support them as campus literacy leaders.	English and Reading Department Chairs, Dean of Instruction will demonstrate evidence of implementation through reflective feedback at meetings.	3TL, CLP, DI, AL, CT, AFL, PGP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists, ELA and Reading Department Chairs.	Local budget
1	Reading/ELA	Develop, implement and monitor benchmark assessments to guide reading and writing instruction and student goal-setting: Reading and Writing grades 6 & 7.	100% of students at grades 6-8 will be administered periodic benchmark assessments to determine reading progress. 100% of students at grades 6 & 7 will be administered periodic benchmark assessments to determine writing/ELA progress.	GSF, AFL, PGP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget

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1	Reading/ELA	Increase support of Lopez Middle School Reading and English programs by guiding and supporting the creation of aligned lessons/units of study based on updated curriculum for Grade 6-8 reading and English classes, including Grade 6 PreAP English and Grades 6-8 ELA/Reading Curriculum, and Grades 6-8 Advanced Contemporary Literacy.	The English and Reading department lesson plans will reflect collaborative planning aligned with district curriculum guidelines.	CLP, DI, 3TL, CRW, AV, AL, CT	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Reading/ELA	Provide support for rigorous PreAP, AP, and GT ELA and reading curricula and encourage students taking the Duke Talent Search through a variety of support programs.	Snapshot visits and formative walk-throughs will evidence appropriate use of these materials.	CCR, CT, DI, AV, AL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Reading/ELA	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, 6-Trait writing, the use of mentor text, and strategies for all steps in the writing process.	Using the "What to Look For in the Writing Classroom Checklist" as a guide, formative walk-throughs, snapshot visits and lesson planning 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 with a 10% increase in commended performances.	DI, AL, CRW, MCP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Reading/ELA	Support less experienced teachers as they prepare their students to meet the demands of the TAKS Writing test and the TAKS ELA at Grade 7. This will be accomplished through collaborative staff development with teachers at grades 6 & 7.	Benchmarks at grades 6 & 7 will indicate improvement in meeting all TAKS Writing/ELA objectives; all students will meet expectations on TAKS Writing and ELA. Using the "What to Look For in the Writing Classroom Checklist" as a guide, formative walk-throughs, snapshot visits and lesson planning will indicate appropriate application of the newly written ELA curriculum.	GSF, AFL, CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Reading/ELA	Align North East Scope and Sequence and curriculum support to the newly revised Texas Essential Knowledge and Skills for ELA.	Alignment of curriculum will be evident through classroom walk-throughs.	3TL, CRW, AV, AL, CT, D!	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget

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1	Reading/ELA	Support stronger student engagement and rigor in the 6th through 8th grade English and Reading classrooms through more effective research, questioning, and discussion strategies, with special emphasis on college readiness.	Walk-throughs will indicate use of effective research, questioning, strategies and student engagement in content-based conversation.	CCR, MCP, DI, CT, AL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Mathematics	Utilize the North East Scope and Sequence for Grades 6 - 8 along with the TEKS-based Resource Web site.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, snapshot visits or formative walk-throughs will indicate the appropriate TEKS and levels of understanding are being addressed; 100% of students in grades 6 - 8 will meet expectations on TAKS mathematics.	3TL, AFL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Math Department Chair and Math Teachers and Instructional Specialists.	Local budget
1	Mathematics	Integrate the use of the following Best Practices into the math program: <ul style="list-style-type: none"> * inquiry with higher order questioning * class discourse (Talk Moves) * appropriate tools * reading/writing strategies * graphic organizers * SIOP strategies * Differentiated instruction 	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of skills acquired.	GSF, 3TL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Mathematics	Support teachers in utilizing the vocabulary development process to teach all the necessary vocabulary with understanding when introducing new mathematics concepts.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate appropriate use of these instructional strategies.	AV	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Mathematics	Provide continued support for Math teachers with focused professional development about assessments designed to increase teacher content knowledge and the implementation of best instructional practices and standards-based mathematics curriculum.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development. 100% of Lopez students will meet expectations on the Mathematics TAKS.	CLP, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget

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1	Mathematics	Provide 6th - 8th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum. For secondary grade levels, focus will include increasing the number of students enrolling in Pre-AP and AP mathematics courses.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	3TL, CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Mathematics	Use multiple means of formative and summative assessments including mini-assessments, benchmarks, TAKS. Analyze data from assessment to inform instructional decisions.	The Lopez Leadership Team will assist teachers/departments in reviewing assessment data and assist in developing individual student action plans.	GSF, AFL, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Mathematics	Using the problem solving process, provide 6th - 8th grade teachers with professional development and support in the implementation of rubrics and standards-based assessment with a focus on increasing success for all students in Mathematics courses.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CT, CLP, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Mathematics	Provide Math teachers at Lopez with professional development and support in leadership with a focus on increasing success for all students in mathematics courses.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Mathematics	Provide Math teachers with professional development and support in preparation for high school requirements.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget

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1	Mathematics	Provide vertical focus teams with professional development focused on the big ideas of vertical connections between the grade levels.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Mathematics	Provide 6th - 8th grade teachers with ongoing professional development focused on increasing teachers' knowledge about math instruction to ensure success for their students.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> , 100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Science	Provide Lopez teachers with focused professional development and support in the implementation of best instructional practices and standards-based science curriculum.	100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	3TL, CLP, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Science	Assemble teams of teachers at each grade level and content area to develop new scopes and sequences and other materials in preparation for the implementation of the revised science TEKS.	All grade levels and content areas will have a revised scope and sequence and pacing guide at the beginning of the 2010 - 2011 school year.	AL, CT, AFL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
3	Science	Increase student access to Pre-AP classes.	Enrollment numbers will increase by 10% from the previous school year.	3TL, CCR	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Science	Provide science teachers with focused professional development and support in the implementation of best instructional practices and standards-based science curriculum.	100% of formative walk-throughs will indicate application of the skills acquired during the professional development.	3TL, CLP, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget

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1	Social Studies	Support application of before, during, and after reading strategies in all social studies classrooms using a variety of instructional activities. Provide teachers support in reading strategies, through Perspective-Based Learning and professional development opportunities.	Evidence of implementation of content reading strategies in the classroom will be provided through walk-throughs and classroom observations.	CRW, AV, AL, CT, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, ELA and Reading Department chairs and Instructional Specialists.	Local budget
1	Social Studies	Support implementation of differentiated instruction through best practices using Perspective-Based Learning, S.I.O.P. strategies, and Content Reading/Writing Strategies in the Classroom. Address the needs of all learners while closing the achievement gaps of Economically Disadvantaged, English Language Learners, and Special Education students.	Evidence of differentiated instruction in the classroom will be provided through walk-throughs and classroom observation.	3TL, CRW, AV, AL, CT, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, ELA and Reading Department chairs and Instructional Specialists.	Local budget
1, 5	Social Studies	Continue to provide support and encourage teachers to participate in the North East Social Studies Excellence (NESSE) Lyceum Instructional Leadership Academy. Build leadership capacity at Lopez to develop social studies teachers for instructional leadership roles. Develop resources for campus-based staff development and resources.	Teacher(s) participation in PBL and Lyceum. Encourage Social Studies teachers to assume team leadership roles. Encourage Social Studies teachers to present at local, state and national conferences (NECSS, TCSS and NCSS). Social Studies teachers provide material for interdisciplinary units.	3TL, CRW, AV, AL, CT, DI, AFL, CLP, MCP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget

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1	Social Studies	Adhere to published North East Scope and Sequence for social studies instruction at all subject/grade levels. Fully implement new Social Studies scope and sequences.	Common assessments and benchmarks, where appropriate, and walk-throughs will indicate adherence to district scope and sequence.	GSF, 3TL, CRW, AV, AL, CT, DI	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Social Studies	Incorporate writing into the context of student work in the social studies classroom: Open response/short answer writing in the social studies classrooms on all common and classroom assessments. Encourage teachers to provide lesson plans to publish on the NESSE web page lesson plan data base. Provide instruction and support for Document-Based Question (DBQ) in 8th grade Pre AP History classes.	Evidence of writing in the social studies classroom will come through walk-throughs and classroom observation. Increased participation in local, state, and national writing competitions. Samples of student work demonstrating skill development and progress in open response/short answer writing, and DBQ analysis.	CRW, AV, CT, DI, AFL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1,2	Gifted/Talented	Increase under-represented populations in G/T through special training with counselors.	More under-represented students will qualify for G/T.	CRW, AV, AL, CT, DI, GSF, PGP, CCR, IA	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1, 2	Gifted/Talented	Continue to provide opportunities for training for G/T 30-Hour Foundation Certification for all core teachers at Lopez.	Number of teachers completing this training will show an increase in the number of NEISD teachers having G/T Certification.	CRW, AV, AL, CT, DI, GSF, PGP, AFL, MCP, CCR	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget

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1,2	Gifted/Talented	Provide Differentiation/ Higher Level Thinking training for ALL teachers.	Number of faculties or groups receiving multiple trainings will show an increase in the number of NEISD teachers having received this specialized training.	CRW, AV, AL, CT, DI, GSF, PGP, CCR, MPG, IA	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1, 2	Gifted/Talented	Support G/T instruction through Best Practice Training for all teachers so all students are commended for TAKS.	100% students commended on TAKS.	CRW, AV, AL, CT, DI, GSF, PGP, CCR	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean and Instructional Specialists.	Local budget
1	Library Services	Continue to support iRead.	Participate in iRead.	DI	Ongoing throughout the school year	Library staff	Local budget
1	Library Services	Provide support for Grades 6 - 8 ACL teachers. Use Dr. Loertscher's models for developing higher-level research projects in the ACL curriculum.	Librarian will use higher-level learning models developed by David Loertscher when collaborating with teachers to improve student research activities.	DI, CRW, AL, CT, CCR	Ongoing throughout the school year	Library staff	Local budget
1	Library Services	Maintain collaboration with teachers to improve students' ability to complete research and prepare reports.	Librarian will collaborate with the teachers in student research and content writing.	CCR, CRW, CT, DI	Ongoing throughout the school year	Library staff	Local budget
1	Library Services	Update library scope and sequence, to reflect the changes in the ELA TEKS.	Library staff will update and implement district library scope and sequence.	CLP, CCR	Ongoing throughout the school year	Library staff	Local budget

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1	Library Services	Submit relevant and rigorous lesson plans into the Library Lesson Plan Database by maintaining focus on TEKS and curriculum integration.	Librarians will submit lesson plans to the Library Lesson Plan Database. The librarian will also rate the lesson plans that have been submitted by others.	CLP	Ongoing throughout the school year	Library staff	Local budget
5	Library Services	Evaluate the campus Spanish library collections with respect to ELL populations and increase the amount of Spanish/bilingual books at bilingual and dual language campuses.	Based on the evaluation, campus will request additional funds from bond money to purchase Spanish and/or bilingual library materials.	CRW	Ongoing throughout the school year	Library staff	Local budget
4	Library Services	Provide training in the ethical use of materials which includes copyright and intellectual property issues to be shared with building staff and students.	Librarian will offer copyright training to their building staff.	CT	Ongoing throughout the school year	Library staff	Local budget
1	Library Services	Align the scope and sequence to the Texas College Readiness Standards, The AASL 21st Century Learners Standards and The Partnership for 21st Century Learning Standards.	Librarian will record data using new guidelines.	CCR, CRW, CT, DI, CLP	Ongoing throughout the school year	Library staff	Local budget
1	ELL	Continue support for core content area classes as they develop Language Objectives in the core areas based on proficiency standards. Special attention and training will be conducted to introduce the English Language Proficiency Standards across the content areas. Collaboration with SI content specialist will ensure implementation of the ELPS.	Lopez Middle School will use the SIOP framework to make their content more comprehensible. Formative evaluation: LEP students will make one level gain in English proficiency as measured annually.	CRW, ITL, CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and ESL instructor and assistant	Local budget

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1, 2	ELL	Provide professional development: Administrators, paraprofessionals, teachers and other key stakeholders will have access to the campus based and general ELL Professional Development offerings through the ELL intranet page for training in initial SIOP, SIOP Coaches meetings, Linguistic Accommodations, English Language Proficiency Standards (ELPS), offerings related to compliance and best practice for English Language Learners.	Teachers will use the SIOP component of building background, lesson preparation and comprehensible input as observed by specialists and campus administration. Formative evaluation: LEP students will make one level gain in English language proficiency as measured annually. District will meet AMAO targets.	GSF, ITL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and ESL instructor and assistant	Local budget
1, 2	ELL	Train staff on the Revised ELL procedural handbook addressing philosophy, instruction, compliance and reporting procedures, forms and PEIMS coding.	Campus LPACs will comply with the procedures set forth in the handbook. PEIMS LEP data will be 100% accurate.	CRW, ITL, CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and ESL instructor, assistant and Data Processor.	Local budget
1	ELL	Attend training in the following areas at a minimum of 2 times a year: LPAC, LAS-O, LPAC Decision Making Process for the Texas Assessment Program.	Lopez LPACs will comply with procedures set forth in Chapter 89, Title III, and procedures developed by TEA. PEIMS LEP data will be 100% accurate.	CRW, ITL, CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and ESL instructor, assistant and Data Processor.	Local budget
1	ELL	Conduct training on LEP Student Assessment as requirements are updated and changed through TEA for ELL Points of Contact.	Campus LPACs will comply with procedures set forth in Chapter 89, Title III, and procedures developed by TEA. PEIMS LEP data will be 100% accurate. TAKS pre-codes will be 100% accurate.	CLP, GSF	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and ESL instructor, assistant and Data Processor.	Local budget
1	ELL	Conduct training on the revised LEP screen for campus and/or district personnel involved in entering LEP student data. Special attention to the new PEIMS program codes for Bilingual and ESL will be addressed.	PEIMS LEP data will be 100% accurate.	CLP	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and ESL instructor, assistant and Data Processor.	Local budget

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1	ELL	Support campus programs through walk-throughs to ensure implementation of SIOP. There will be a focus on writing across the curriculum.	Formative evaluation: LEP students will make one level gain in English proficiency as measured annually.	CLP, GSF	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and ESL instructor and assistant.	Local budget
1	Fine Arts	Promote increased participation in competitions, performances and exhibits.	All activities will be advertised on the Lopez website, distributed through District website and posted on District home page. Overall participation will improve by 10%.	AL, CT, DI, GSF, IA	Ongoing throughout the school year	Administrative staff and Fine Arts Staff	Local budget
1	Fine Arts	Support instruction by providing needed equipment and materials to enhance learning experience.	Administrative staff will review budgetary data and meet with directors to discuss needs and results.	AL, CT, DI, GSF, IA	Ongoing throughout the school year	Principal and Fine Arts Staff	Local budget
1	Fine Arts	Promote cross-curriculum activities utilizing Fine Arts programs in core curriculum classes.	Classroom observations and program showcases will indicate successful use of these instructional strategies.	AL, CT, DI, GSF, IA	Ongoing throughout the school year	Fine Arts Staff, Department heads and administration	Local budget
1,5	Accelerated Education At-Risk: Drop-Out Prevention	Personalize strategies developed and implemented for every student.	Student failure rates, attendance, tutoring sessions and benchmark scores will be analyzed and monitored.	3TL	Ongoing throughout the school year	ALL	Local budget
3	Accelerated Education At-Risk	Implement effective parental involvement activities to improve student academic achievement, school performance and attendance.	1% increase in student attendance	3TL, PI	Ongoing throughout the school year	ALL	Local budget
1	Accelerated Education At-Risk	Provide students with additional instructional time (beyond the required instructional days) to master state content and performance standards (Summer school, SSI Academy, TAKS Success and Credit Recovery).	Teachers will make themselves available a minimum of three times per week for morning or afternoon tutoring. Academic teams will also provide Target TEKS tutoring throughout the school year.	3TL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and content area teachers	Target TEKS Funds

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1	Accelerated Education At-Risk	Implement, research-based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the campus AEIS report. 100% of students with special needs will pass TAKS.	3TL	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and Campus Coordinator.	Local budget
1	Special Education	Provide training to teachers working with special education students which supports use of the TEKS, analysis of TAKS/TAKS-A/TAKS-M, benchmark data and district scope and sequence in planning instruction for students.	Increase in number of special education students taking and passing grade level TAKS/TAKS-A/TAKS-M tests.	GSF	Ongoing throughout the school year	Principals, Assistant Principals, Academic Dean, Counselors and Campus Coordinator.	Local budget
1	Special Education	Provide training to all teachers and paraprofessional staff working with special education students that equips them to differentiate classroom instruction in ways that increase the success of students. 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.	Increase passing rates of included special education students as measured from 9 weeks to 9 weeks.	CIP	Ongoing throughout the school year	Campus Coordinator, Special Ed. Clerk, Contact teachers and co-teachers.	Local budget
1	Special Education	Implement efficient and consistent management of required paperwork and tracking of progress for students in special education on all campuses using the software tool, Special Education Manager and a standardized support and accountability form which is completed on each SPED student each three weeks.	Program will be implemented on all campuses by all special education staff. Compliance with timelines for annual ARD meetings and evaluations will increase.	GSF	Ongoing throughout the school year	Campus Coordinator, Special Ed. Clerk, Contact teachers and co-teachers.	Local budget

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1	Special Education	Implement training on Transition Procedures and best practice criteria with all special education staff.	Review of special education student folders will indicate appropriate transition plans. Teachers will articulate the relationship of Transition Activities to their daily work with students .	GSF	Ongoing throughout the school year	Campus Coordinator, Special Ed. Clerk, Contact teachers and co-teachers.	Local budget
1	Special Education	Develop, provide training on and implement an intervention model for students experiencing academic and behavior difficulty which results in appropriate interventions being implemented using the Three Tier Model of Intervention prior to a student being considered for Special Education or Dyslexia testing and services.	Reduction in number of referrals for testing in Special Education or Dyslexia which do not result in placement.	3TL	Ongoing throughout the school year	Campus Coordinator, Special Ed. Clerk, Contact teachers and co-teachers.	Local budget
2	Special Education	Provide training on a continuum of Positive Behavior Support interventions for students with the disabilities of behavior and/or emotional disorders. These interventions include identification of replacement behaviors, development of effective BIPS, use of Redirection Model or inclusion support models, and structure of more extensive behavioral support.	Reduction in percentage of special education students served through disciplinary alternative education programs. PBMAS indicators related to discipline will reflect that the district data is in line with state average data.	CLP	Ongoing throughout the school year	Campus Coordinator, Special Ed. Clerk, Contact teachers and co-teachers.	Local budget
2	Special Education	Support implementation of effective inclusion strategies.	Percentage of Special Education students earning passing grades in general education classes will increase and walkthrough observations in cotaught classes will indicate a variety of models of coteaching in use by staff.	DI	Each 9 weeks	Campus Coordinator, Special Ed. Clerk, Contact teachers and co-teachers.	Local budget
2	Special Education	Support district CHAMPS initiative through campus level training and through ongoing support throughout the year.	Reduction in percentages of students referred to the office for minor infractions observations during classroom walkthroughs of CHAMPS strategies in classrooms.	CLP	Ongoing throughout the school year	Campus Coordinator, Special Ed. Clerk, Contact teachers and co-teachers.	Local budget

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2	Special Education	Develop curriculum frameworks for all levels of ALE/Specialized Support classrooms which support teachers writing IEPs using grade level TEKS and which align with general education curriculum scope and sequence.	Review of IEPs will indicate grade level TEKS reflected in IEPs for students with significant cognitive disabilities and classroom walkthroughs will indicate level of rigor which is differentiated to address the needs of all students.	DI	Ongoing throughout the school year	Campus Coordinator, Special Ed. Clerk, Contact teachers and co-teachers.	Local budget
4	Guidance	Lopez counselors will attend district-provided professional staff development quarterly.	Sign in sheets will reflect 100% compliance.	GSF	Ongoing throughout the school year	Counselors and Director and Coordinator of Guidance	Local budget
1,2,3,4,5	Health Services	Lopez Middle School will demonstrate inclusion of the eight components of a coordinated school health program.	Review of campus plans, health/wellness initiatives, and findings from School Health Index (even numbered years) on each campus will indicate all components are being addressed and promoted.	AL, CT, GSF, IA	Ongoing throughout the school year	Principal, Nurse, Counselors, Health Teacher, PE Teachers/Coaches, Cafeteria Managers, Parents/Families, School Health Advisory Council	Local budget
1,2,4,5	Health Services	The school nurse will provide and support a safe and nurturing learning environment by promoting healthy lifestyles and disease prevention; complying with Texas immunization laws; implementing health related guidelines and procedures; assisting with the development and implementation of IEPs; and assisting with monitoring the school environment for safety.	Review of monthly reports to Health Services;	GSF, IA	Ongoing throughout the school year	Campus nurse	Local budget

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**

Jose M. Lopez Middle School
"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

<p>DISTRICT GOAL</p> <p>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.</p>	<p align="center">CODES FOR STUDENT-CENTERED STRATEGIES</p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> 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 <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> 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 <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
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BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2,3,4,5	Health Services	Campus nurse will provide a link between student health and academic success by conducting health assessments; providing preventive care; minimizing student risk taking behaviors; providing first aid for injured and ill students; developing Individualized Health Plans (IHPs) to benefit students with acute and chronic health needs; providing communicable disease surveillance; providing individual and group health education; creating programs and strategies to promote healthful living; offering parent-nurse conferences; providing families with referral information; monitoring results of treatments and interventions; and working closely with campus staff to ensure student health needs are met and goals are achieved.	Information from monthly reports, campus visits, review of student/clinic referrals, and staff meetings. District Wellness Plan goals are achieved.	AL, CT, GSF, IA	Ongoing throughout the school year	Campus Special Education Campus Coordinators, Family Specialists.	Local budget
2,3,5	Health Services	Provide accurate, current, concise health related information to parents and community members through PTA meetings and newsletters, HEALS Committee activities, campus/cluster activities, and campus nurse/District Health Services web sites.	Campus nurse and Health Services representatives will collaborate with Principal and PTA officers to provide health information.	N/A	Ongoing throughout the school year	Campus nurse, Principals, PTA officers	Local budget
1,2,5	Health Services	Provide support to parents and faculty/staff as students transition from homebound/health care settings back into the school setting. Monitor health related absences as requested.	Procedures will be developed on each campus to facilitate successful transition and return to school. Unnecessary and unexcused absences will be minimized.	AL, GSF, IA	Ongoing throughout the school year	Nurse, Campus Administrators, Special Ed. Campus Coordinators	Local budget
2	Discipline Management	Make modifications to campus Behavior Management Plan based upon analysis of district discipline data	Modifications to the Campus Behavior Management Plan will be made based on current data.	CLP, MCP	Ongoing throughout the school year	Campus Principal and Leadership team	Local budget

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2	Discipline Management	Provide training and motivation of school personnel for BMP implementation.	Provide refresher training of staff members allowing for initial implementation of the BMP and character education module. Staff members new to the campus will be provided district, campus and classroom BMP training.	MCP	Ongoing throughout the school year	Leadership Team	Local budget