

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

Nimitz 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.

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	TITLE IA SCHOOLWIDE COMPONENT
	Setting Objectives and Providing Feedback: 1. DATA team	DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning.	Agendas and sign in sheets	CRW	Monthly	Thalia Chaney		
	2. Benchmark Testing	Core Subject Area Teachers will use benchmark tests to set instructional objectives and provide feedback for instructional improvement.	Agenda items that indicate discussion.	SD	Per district	Laura Bosquez		
	English	PreAP and G/T courses will be differentiated from the regular program through the selections of literature and in the challenges presented to the students in all areas of study.	Lesson plan checks and walkthroughs will assess curriculum differentiation.	AL, CT	2009-2010	Christine Polensky, Laura Bosquez, Thalia Chaney		
	English	Seventh grade students will become more focused writers and respond to writing prompts so that the final draft is at a level 3.	95% of the following 7th grade subpopulations: African American, Hispanic, Economically Disadvantaged, Special Ed, Limited English Proficient will respond to the TAKS writing prompt and score a level 3.		March, 2010 TAKS writing test.	Christine Polensky, Seventh grade English teachers, Laura Bosquez		
	English	Students will be able to identify the correct and incorrect use of conventions.	95% of the following 7th grade subpopulations: African American, Hispanic, Economically Disadvantaged, Special Ed, Limited English Proficient will pass the 2009 Writing TAKS test.		March, 2010 TAKS writing test.	Christine Polensky, Seventh grade English teachers, Laura Bosquez		

Mathematics	Pre and Post Unit tests will measure mastery.	Scope and sequence.		2009-2010	Rosanna Ruiz, Math teachers		
Mathematics	Workstation sharing sessions presented by grade levels	Biweekly		2009-2010	Rosanna Ruiz, Math teachers, Brenda Cerroni, Laura Bosquez		
Mathematics	90 minute math will include daily Problem Solving and workstations. Workstations will promote student conversation with hands-on activities as well as technology such as Agile Mind and First in Math.	90% of all students will pass Math TAKS test, 80% of all students will pass district benchmarks.		2009-2010	Rosanna Ruiz, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney		
Mathematics and Science	All 8th grade PreAP will participate in an independent project to incorporate Math and Science disciplines.	State competition	AL, CT	2009-2010	PreAP 8thg Math and Science teachers		
Science	Utilization of best practices in lesson cycle incorporating effective teaching strategies emphasizing Word walls, Think-Pair-Share, Vocabulary Development, Instructional Games, etc.	80% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2009-2010	Nelda Charles, Science Teachers, Laura Bosquez, Thalia Chaney		
Science	All grade level Science teachers will work collaboratively and actively participate in TAKS preparation Science Super Saturday.	80% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2009-2010	Nelda Charles, Science Teachers, Laura Bosquez, Thalia Chaney		
Social Studies	National History Fair will be schoolwide and include all history teachers and all grade levels.	100% participation	AL	2009-2010	Irma Daniel, Laura Bosquez, Thalia Chaney		
Social Studies	Students will participate in Model U.N.	Number of students completing Model U.N. process will increase by 20%.			Mary Stewart, Social Studies Department		
Reading, English, Math, Science, Social Studies	Teachers will use 2 team days for instructional planning.	Sign-in sheets will be turned in to department heads.		2009-2010	All department heads.		
ESOL	Counseling and ESL campus coordinator will develop procedures checklist to reinforce reliable identification of incoming 2nd language learners.	ESL, Counseling, Academic Dean staffings every six weeks	CLP	2009-2010	ESL campus coordinator, counseling, Academic Dean		
Special Education	Sp. Ed case mgrs. Will monitor st. progress and provide tutoring for students with failing grades and or assignments	Progress reports	DI, CT, GSF, AL, IA, PI	2009-2010	Special Ed teachers, Christine Finnie		
Special Education	Sp. Ed teachers will implement student led ARDs with a minimum of half their case mgt. load	Case Management portfolios	GSF, CCR, PI	2009-2010	Christine Finnie, Special Education teachers		
Academics	Department chairs will observe department teachers once a month	Observation notes, Follow-up discussions	AFL, CLP	9 times during school year	Department Chairs		
Electives	Electives will integrate TEKS of core subjects into their instruction to reinforce student learning.	Walkthroughs, lesson plan checks.		2009-2010	Department chairs, electives teachers		
Career & Technology	Develop curriculum to enhance the Career Connection course to include study skills, character education, career exploration, work ethics, and job preparation skills.	Progress reports, student formal and informal feedback		2009-2010	Eric Cavazos, R. Wanieck, S. Moran, Laura Bosquez		

	Technology	Certified teachers and administration will achieve an Intermediate proficiency level.	90% will meet the passing criteria.		2009-2010	Thalia Chaney, Assistant Principals, teachers, curriculum and instructional technology specialists and coordinators		
	Technology Applications	Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of core content teachers will work with students in the wired and/or wireless computer labs a minimum of four times each semester as evidenced by the lab schedule.		Semester	Thalia Chaney, Assistant Principals, teachers, curriculum and instructional technology specialists and coordinators		
	Attendance	Teacher created academic and non-academic clubs will meet every Friday.	Increase in student attendance.		Starting in September, 2009 through May, 2010	Thalia Chaney		
	Attendance	Attendance committee will review attendance, implement attendance initiatives, and update professional staff.	2% increase in student attendance for the 2009-2010 school year		2009-2010	Attendance committee	Campus budget-\$3,000	
	Attendance	Attendance bulletin board will be updated daily. Numbers of tardies and discipline referrals will be posted weekly.	Improvement in student attendance, drop in the number of tardies and a decrease in discipline referrals.		2009-2010	Family specialist, attendance clerk		
	At-Risk	Peer counseling groups will be utilized to address repeat discipline referrals, excessive tardies and absenteeism.	Improvement in student attendance, drop in the number of tardies and a decrease in discipline referrals.		Monthly	Susan McDevitt, Kim Stelter, Celeste Garza, Assistant Principal		

TITLE IA SCHOOLWIDE COMPONENTS

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	TITLE IA SCHOOLWIDE COMPONENT
	Mathematics	Identified Math SSI students will attend math workshop 45 minutes per day. Math workshop will address individual student weaknesses.	Mini assessments will provide periodic checks, 90% of students in math workshop will pass the Math TAKS.	GSF	2009-2010	Rosanna Ruiz, SSI math teacher.		#1-Comprehensive needs assessment
	Academics	All teachers will be able to access and navigate the COMPASS system.	Increase in mastery based on formative assessments, 80% passing district benchmarks, 85% passing common assessments, 95% of all students will pass the Reading, Writing, 90% Mathematics, 95% Social Studies, and 80% Science TAKS test.		2009-2010	Dept Chairs, teachers, Laura Bosquez, Thalia Chaney	\$3,000	#1-Comprehensive needs assessment AND #4-High-quality and on-going professional development. AND #8-Measures to include teachers in the decisions regarding the use of academic assessments

	Research Based Instructional Strategies: 1. Identifying Similarities and Differences--Classifying	All teachers will apply the use CLASSIFYING for identifying similarities and differences.	Lesson Plans, observations	ITL	August 2009 to May 2010	Laura Bosquez		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	2. Vocabulary Development Process	Every teacher will teach the core vocabulary in their discipline and grade by using a five step vocabulary development process.	Lesson Plans, observations	Q	2009-2010	Laura Bosquez		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	Strategies for Engagement: SAY SOMETHING and THINK-PAIR-SHARE	All teachers will use the strategies SAY SOMETHING and THINK-PAIR-SHARE on a regular basis.	Lesson Plans, observations	GSF	2009-2010	Laura Bosquez		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	Reading, English, Math, Science, Social Studies	Students will use Cornell Notes as a primary method of note taking.	Walkthroughs, journals		2009-2010	Ed Mendez, Dept. chairs, Laura Bosquez, AP, Thalia Chaney		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	Special Education	Special ed teachers will team with general ed to provide co-teach support in core content classrooms	90% passing on identified weak TEKS/Student Expectations to be assessed as needed and IEP's focused or based on student needs, IEP progress reports.	DI, CRW, GSF, MCP	2009-2010	Special education and core content teachers, Laura Bosquez, Thalia Chaney		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	Reading	Continue using district's SSI Reading Workshop curriculum to increase TAKS Reading passing rate at the sixth, seventh and eighth grades.	Comprehension checks will occur during and after selections.		Beginning of school year or Initial entry, weekly formative assessments, nine-week summative checks, end of year, state assessment.	SSI Reading Teachers, Yvonne Hines, Laura Bosquez		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
	Science	Campus Science Facilitator will support science program, guide lesson development, mentor/supervise new science teachers, create science mini measures, facilitate data review.	80% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2009-2010	Laura Bosquez, Thalia Chaney	\$60,000	#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
	Social Studies	Technology based instruction and assessment will be used by all grade levels (Ignite Curriculum, Wireless labs, Alpha Smarts)	Cooperative rubrics, 95% of all 8th grade students will pass American History TAKS test, 80% of all 8th grade students will pass district benchmarks, 80% of all students will pass campus Mini Measures	ITL	2009-2010	Irma Daniel, Laura Bosquez, Thalia Chaney		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
	Reading, English, Math, Science, Social Studies	Students at risk of failing TAKS will be tutored by specific content teacher during electives period	Tutoring schedule will identify student, time, content. Student will be tutored a minimum of once weekly.	3TL	2009-2010	Team leaders, teachers, Laura Bosquez		#3-Instruction by highly qualified staff AND #4-High-quality and on-going professional development
	Academics	Foster relations with AMS to promote continuity of instructional program for shared students.	Increase benchmark and TAKS passing rates.	DI, GSF	2009-2010	Academic Dean, AMS Counselor, Palma Scott, Thalia Chaney		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.

ESOL	ESOL teachers and paraprofessionals will provide support to LEP students in core content area classes.	Walkthroughs, minutes from department and team meetings, Campus and District benchmarks will reflect an 80% passing rates for ESOL students		2009-2010	ESOL teachers and assistants, Laura Bosquez, Celeste Garza, Thalia Chaney		#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
Special Education	SRA training/implementation for low readers-all grade levels	SRA level completion	DI, AL, GSF, MCP	2009-2010	Special education and core content teachers, Christine Rios, Laura Bosquez, Thalia Chaney	Title I funds \$4,000	#9-Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
Reading, English, Math, Science, Social Studies	Students at risk of failing TAKS will be tutored by specific content teacher during electives period	Tutoring schedule will identify student, time, content. Student will be tutored a minimum of once weekly.	3TL	2009-2010	Team leaders, teachers, Laura Bosquez		#3-Instruction by highly qualified staff AND #4-High-quality and on-going professional development
Academics	All teachers will be able to access and navigate the COMPASS system.	Increase in mastery based on formative assessments, 80% passing district benchmarks, 85% passing common assessments, 95% of all students will pass the Reading, Writing, 90% Mathematics, 95% Social Studies, and 80% Science TAKS test.		2009-2010	Dept Chairs, teachers, Laura Bosquez, Thalia Chaney	\$3,000	#1-Comprehensive needs assessment AND #4-High-quality and on-going professional development. AND #8-Measures to include teachers in the decisions regarding the use of academic assessments
Academics	Departments will meet once a month with the leadership team to discuss instructional strategies and practices.	Agendas, sign-in sheets		2009-2010, 9 times per school year	Thalia Chaney, Laura Bosquez, Dept. Heads, All teachers	Title Funds	#4-High-quality and on-going professional development
Staff Development	Areas in need of training and/or staff development will be identified and taught by departments, district and/or independent specialists.	Staff Development calendar, Atrain		2009-2010	Department chairs, Laura Bosquez, Thalia Chaney	Title Funds/Project Target TEKS, \$25,000	#4-High-quality and on-going professional development
Technology	Integrate the use of technology at each grade level, e.g., teacher multimedia stations.	Lesson plans, activities, grades, agenda, and school wide matters placed on multimedia station.		Every nine weeks	Classroom teachers, Laura Bosquez		#5-Strategies to attract high-qualified teachers in high needs schools.
Staff Development	New teacher mentors will promote development of instructional capacity in new teachers.	Lead campus mentor meetings, notes, walkthroughs.		2009-2010	Adriana Longoria, Laura Bosquez, Thalia Chaney		#5-Strategies to attract high-qualified teachers in high needs schools.
Academic Awareness and Parental Involvement	Parents will conference with advisory teachers about their student's progress during January Report Card Night.	Sign-in sheets used by advisory teachers will reflect an increase from last year. (>40%)		January, 2010	Advisory teachers, Administrative Team.		#6-Strategies to increase parental involvement
Academic Awareness, Parental Involvement and Community	Implement a parent support program. Emphasis on at risk, ESL, and special education population.	Parental logs will be maintained for visits, phone call, and home visits.		Each nine weeks	Family Specialist		#6-Strategies to increase parental involvement.
Academic Awareness, Parental Involvement and Community	Seahawk Scholar Program. Mentoring at risk, PALS, college field trips and parent/teacher/student events.	Seahawk Advisory board established with 8th graders, National Junior Honor Society and student council.	CCR	2009-2010	PALS teacher, NJHS sponsors, Family Specialist, Susan McDevitt, Kim Stelter, Thalia Chaney	Title I Funds - \$5,000	#6-Strategies to increase parental involvement AND #7-Plans for assisting students in the transition from middle school to high school

	Academic Awareness, Parental Involvement and Community	School website will be updated on a monthly basis	Year long TAKS awareness, increased parental involvement		2009-2010	Jeff Kenner		#6-Strategies to increase parental involvement.
	Academics	Promote vertical alignment and create bridge between feeder elementary schools and NMS by meeting with fifth grade teachers and counselors.	Action plan updates, meeting minutes		2 times per school year	Susan McDevitt, Kim Stelter, Family Specialist, Sixth grade teachers, Laura Bosquez, Thalia Chaney		#7-Plans for assisting students in the transition from middle school to high school.
	Attendance	Home visits will be conducted on students with attendance concerns.	Home visits documentation		Weekly	Family Specialist	Title I Funds - \$3,000	#7-Plans for assisting students in the transition from middle school to high school.
	Science	Vertical collaboration between teachers regarding approaches to student mastery of grade level Student Expectations.	80% passing on identified weak TEKS/Student Expectations to be assessed as needed.	3TL	2009-2010	Nelda Charles, Science Teachers, Laura Bosquez, Thalia Chaney		#8-Measures to include teachers in the decisions regarding the use of academic assessments
	Academics	All core area teachers will participate in 5 days of staff development in August.	Sign-ins, Agendas, walkthroughs, documentation of teacher collaboration		August, 2009	Thalia Chaney, Laura Bosquez, Christine Polensky, Irma Daniel, Yvonne Hines, Rosanna	\$22,250 Title I Stimulus	#10-Coordination and integration of Federal, State and Local services and programs
	Technology	Update core classrooms with Airliners, Video conferencing, Elmos, etc.	Increase student and teacher use of technology		2009-2010	Thalia Chaney, Jim Foster, Christine Polensky, Laura Bosquez	\$40,000 Title I Stimulus	#10-Coordination and integration of Federal, State and Local services and programs
	School Wide	Schoolwide implementation of CHAMPS.	Decrease discipline referrals, increase student attendance, increase teacher attendance, improve TAKS scores.		2009-2010	All Nimitz Faculty and Staff	Title I Funds-\$7,000	#10-Coordination and integration of Federal, State and Local services and programs