

**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

**Wood Middle School**

"The goal makes the team." Mark Rolewski  
 "Teams get results." Katzenback and Smith

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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
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  - AV Development of Academic Vocabulary
  - AL Active Learning
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- 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
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- 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)
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1,2	Quality of Instruction Professional Development Title 1A - Component 4	Unite the staff in belief and action of campus theme - Stand, Shine, Lead. Staff will learn the teaching components of the Lighthouse Educator: (1) Know the terrain. (2) Stand your ground. (3) Protect from harm. (4) Provide direction. (5) Shine light in darkness.	Faculty will participate in an interactive presentation by Bob Upgren during August staff development. Faculty will gain new understanding of the value of vision as a factor in our campus success.	CLP, MCP	August	Leadership Team, Teachers	
1,2,4	Student Motivation Title 1A - Component 2, 9	Unite students in belief and action of campus theme - Search, Find, Follow. Students will learn the teaching components of the Lighthouse Student: (1) Discover what the role of the lighthouse is. (2) Look for the lighthouse. (3) Listen to the guidance of the lighthouse. (4) Trust the lighthouse. (5) Follow the lighthouse.	Students will participate in a presentation by Bob Upgren during January assemblies. Students will gain new understanding of their own role in their education as well as the school's role.	GSF, CLP	January	Leadership Team, Teachers	
1,2	Quality of Instruction Professional Development Title 1A - Components 3, 4	Increase rigor in every classroom by creating an environment in which each student is expected to learn at high levels, each student is supported so he/she can learn at high levels, and each student demonstrates learning at high levels.	By participating in a book study of <i>Rigor is NOT a Four-Letter Word</i> during August Staff Development, faculty will define teaching philosophies and shared visions of campus success. Faculty will reach a shared understanding of rigor, what it looks like in the classroom, and how it impacts student achievement.	CLP, MCP, GSF	August	Leadership Team, Teachers	
1	Quality of Instruction Professional Development Title 1A Components 2, 3, 4, 8	Utilize research-based strategies to promote student success through implementation of TEKS with focus on higher standards in the classroom and in assessment.	Department chairs, selected teachers and administrators will attend Margaret Kilgo's Data-Driven Decisions Workshops and then train all core subject teachers in the strategies. Evidence of successful utilization of data-driven decisions will be measured in increased benchmark and TAKS scores.	CRW, AV, AL, CT, DI, AFL, CLP	September	Leadership Team, Department Chairs, Teachers	
1,2	Quality of Instruction Professional Development Title 1A Components 2, 4, 9	Address low performance in math and science of identified student sub-populations by bringing in speakers/coaches to work with faculty.	Faculty will participate in an interactive presentation during fall staff development by Dr. Ron K. Boykins who will share his "out of the box thinking" in how to get students, teachers, parents, and community stakeholders excited about learning math and science.	AL, CT, DI	October	Leadership Team, Teachers	

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1	Quality of Instruction Student Centered Strategies Title 1A Components 2, 3, 8, 9	Accept ownership by every campus teacher of the quality of instruction as evidenced in each student's achievement. Teachers will set personal goals for their students' achievement in the following areas: % passing course, % meeting TAKS standard; % meeting TAKS commended.	Walk-throughs, classroom and team planning visits by leadership team and department chairs will indicate the use of best practices including: periodic analysis of assessment data, including mini-assessments, benchmarks, common assessments and TAKS results; immediate correction of "unlearned" material to bring students to appropriate achievement level; effective planning that produces quality lessons that address specific TEKS; purposeful selection of curriculum materials and instructional strategies to reach all students; active engagement by teachers with students for the majority of each class period; on-going use of support provided by district instructional specialists. Teachers will meet with member(s) of the Leadership Team at least twice during the year: in fall to discuss their achievement goals and plan of action and in spring to present their data and measure their progress. Each member of the Leadership Team will model best practices by teaching at least one class during each 9-week grading period.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, CLP, MCP	August-June	Leadership Team, Department Chairs, Teachers, Instructional Specialists	
1	Quality of Instruction Professional Development Title 1A Component 4	Introduce staff to Web 2.0 social media such as blogs and podcasts and explore possible uses by teachers, students, and parents.	Afterschool sessions will be offered on Google Reader and free applications available on iTunes. By the end of the first semester, teachers will be communicating with each other via blogs.	AL, CT, DI, MCP	Fall-Spring	Leadership Team, Teachers, Ed Tech Specialists	
1	Data-Analysis Professional Development Title 1A Component 4, 8	Provide training in the use of data screens to locate and analyze student data obtained through benchmark and TAKS assessments.	Staff will use mainframe and COMPASS to access and analyze student data; campus training sessions will be offered and attendance documented on ATrain.	GSF, AFL	August-June	Leadership Team, Research & Info, School Improvement, Ed Tech, Teachers	
1	Interventions Professional Development Title 1A Component 4, 9, 10	Provide training to identify students' needs as they relate to the PGP and SSI components and to record and monitor student interventions and parental involvement in the intervention process.	Core subject teachers will complete PGPs and SSI documentations; campus training sessions will be offered and attendance documented on ATrain. Campus RtI Committee will meet regularly to discuss strategies and actions in support of struggling students. RtI record-keeping will be maintained through the use of SA2 program. A teacher from each academic team, counselors, dean, and LSSP will be trained in SA2 during the first semester.	GSF, PGP, 3TL, CCR, PI	July-June	Leadership Team, RtI Committee, Research & Info, School Improvement, Ed Tech, Teachers, LSSP	

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1,2,3,4,5	Student-Centered Strategies Title 1A Component 8	Strategies and expectations will focus on student-centered strategies and will include rigor, relevance and relationship components that enhance student achievement using research-based, best practices for learning.	Action strategies will be evident in: Campus Instructional Improvement Plan, August 2009 staff development PowerPoint (addressing campus needs, 2009 AEIS/AYP data), faculty meeting agendas, lesson plans and classroom walk-throughs, Leadership Team evaluation of data.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August-June	Leadership Team, Teachers	
1	Curriculum Title 1A Component 2	Access to the district curriculum per core content area is provided through the School Improvement webpage. Exemplar lessons aligned with TEKS identified as weaknesses in the instructional program are provided through the content specialists. Content Specialists support will be provided to all campuses to positively impact student achievement.	Alignment of the common curriculum and use of exemplar lessons will be evident through classroom walk-throughs. Targeted Effort forms will indicate level of support by specialists. Grade Level Planning and Alignment Forms will be maintained in the shared server by teachers on a weekly basis to document the lesson planning process.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PGP, CCR, CLP, MCP, IA	August-June	Leadership Team, School Improvement	
2	Campus Environment Title 1A Component 2, 6	Focus on relationships, including how faculty and administrators communicate regarding discipline, and how faculty communicates with each other and with students. Teachers will demonstrate that they "know the terrain" through a personal understanding of our students, parents, and community.	Increase in the number of positive interactions between teachers and students through the use of CHAMPs management practices; decrease in the number of student disciplinary actions due to more effective communication between teachers/students and administrators/teachers concerning student behavioral expectations. Increase in the number of positive interactions between staff and parents via in-person conferences, phone calls, e-mails, teacher webpages and Parent Portal.	MCP, IA	August-June	Leadership Team, Teachers, CHAMPs Trainers	
2,5	Campus Environment	Continue to improve the appearance and function of campus buildings and grounds to provide a safe, effective and esthetically pleasing environment for students and staff.	By identifying and addressing concerns about campus facilities, the learning environment will be improved and enhanced.	CLP, MCP	July-June	Leadership Team	
4	Character Development & Student Motivation Title 1A Component 2, 9	Provide lessons on character development, college/career readiness and goal-setting through Wood Support Group (WSG) classes.	Walk-throughs and visits to WSG classes will indicate that lessons in character development, college/career readiness and goal-setting are improving student motivation, behavior, and performance. Counselors will coordinate and provide some classroom instruction on character.	CT, GSF, CCR	August-June	Leadership Team, WSG Teachers	

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1,2,3,4	College and Career Readiness AVID Title 1A Component 2	Continue to improve and to strengthen AVID through professional and curriculum development, collaboration, data analysis, recruitment, parent education/involvement, community projects, and tutors.	Leadership Team will evaluate attendance, assessment scores, course enrollment, and student/parent surveys.	CT, DI, GSF, CCR, CLP	August-June	Leadership Team, AVID Teacher, AVID Coordinator	
3	Community Relations Title 1A Component 6	Continue to encourage parental and community involvement in all aspects of campus activities, including contacts made through the family specialist.	Parental and community involvement in campus life will increase through communication with parents by e-mails and flyers; interactions between parents and faculty/staff at school activities such as concerts, athletic and student organization events; attendance at PTA meetings; participation in events such as a back-to-school cook-out.	PI	August-June	Leadership Team, Teachers, PTA Board	
3	Parent Involvement, Quality of Instruction Title 1A Component 6, 9	Provide staff a means to communicate with parents that is immediate, efficient, and effective.	Upon approval of funds, campus will explore the option of purchasing a bank of cell phones for teachers to check out and use to communicate with parents. Success will be evident by more parent contacts resulting in an increase in student academic achievement and a decrease in misbehavior.	MCP, IA, PI, 3TL	Fall-Spring	Leadership Team, Teachers	
3	Parent Involvement Title 1A Component 6, 9	Invite parents of identified at-risk students to join support groups to promote understanding of how passing courses and state assessments affect student advancement to high school, college and future work force.	Teacher task force will meet with parents of identified at-risk students at least three times during the school year to provide information, motivation, and understanding of the educational process and how it affects their children.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PI	August-June	Leadership Team, Teachers	
3	Parent Involvement Title 1A Component 6	Assist parents in accessing student information using the North East Parent Portal, including <i>The Family Guide to TEKS Mastery</i> and <i>College for Texans</i> .	Parents/guardians will have availability to the Parent Portal; Librarian will offer informational sessions to parents at events such as Wrangler Round-Up, Greenback Night and PTA meetings.	3TL, CCR, PI	Daily to weekly	Leadership Team, Librarian, School Improvement	
3	Parent Involvement Title 1A Component 6, 9	Invite parents to attend TAKS Success Nights to promote understanding of the rigor and relevance of core subject curriculum and the state assessment process that measures student achievement in these subjects.	TAKS Success Nights will be held in conjunction with student concerts and performances.	3TL, CRW, AV, AL, CT, DI, GSF, AFL, PI	Fall-Spring	Leadership Team, Teachers	
3	Parent Involvement Title 1A Component 6	Invite parents to become more actively involved in campus life by offering classes and workshops on topics of interest to them.	Family specialist will offer classes throughout the year on such topics as parenting, nutrition, technology, ESL, arts and crafts.	PI	Fall-Spring	Leadership Team	

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1	Reading/ELA	Utilize the North East Scope and Sequences for ELA and Reading as the basis for lesson planning. Continue to support aligned lessons/units of study based on updated curriculum for grades 6-8 reading and English classes, including Advanced Contemporary Literacy, pre-AP and G/T.	Walk-throughs and lesson plans will indicate use of District scope and sequences; 100% of students will meet expectations on TAKS reading and writing.	3TL, CRW, AV, AL, CT, DI	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	
1	Reading/ELA	Provide teachers, in all content areas, instruction and support in before, during, and after reading and thinking strategies 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</i> , <i>When Kids Can't Read</i> .	Walk-throughs and lesson plans will indicate appropriate use and application of district guidelines for instruction; 100% of students will meet expectations of TAKS reading and writing, with increasing levels of commended level performances.	3TL, CRW, AV, AL, CT, DI	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	
1	Reading/ELA	Provide teacher support in vocabulary development, especially ELA academic vocabulary, for all students using a variety of strategies such as a study of Greek and Latin roots, prefixes and suffixes, and words in context.	Walk-throughs and lesson plans will indicate appropriate application of vocabulary development strategies. 100% of students will meet expectations on TAKS reading and writing.	AV	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	
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, walk-throughs will indicate the appropriate application of reading strategies for all students.	3TL, DI, CRW, AV, AL	Fall-Spring	Leadership Team, Reading Department Chair & Teachers, Literacy Specialists	
1	Reading/ELA	Provide focused learning opportunities for department chairs to empower and support them as campus literacy leaders. Support less experienced teachers as they prepare their students to meet the demands of TAKS through collaborative staff development.	Department chairs will demonstrate evidence of implementation through reflective feedback at district departmental meetings. Benchmarks will indicate improvement in meeting all TAKS objectives; all students will meet expectations on TAKS ELA & reading.	3TL, DI, CRW, AV, AL, CLP	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	

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1	Reading/ELA	Administer and analyze benchmark assessments to guide reading and writing instruction and student goal-setting, reading (6-8) and writing (7).	100% of grades 6,7,8 reading and grade 7 writing students will be administered benchmark assessments to determine progress.	GSF, AFL, PGP	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	
1	Reading/ELA	Follow the newly aligned North East Scope and Sequence and receive curriculum support in the revised Texas Essential Knowledge and Skills for ELA. Create more aligned lessons/units of study based on updated curriculum for reading and English classes included Pre-AP and Advanced Contemporary Literacy.	Alignment of curriculum will be evident through classroom walk-throughs and all students meeting expectations on TAKS Reading/ELA. Lesson plans will reflect collaborative planning aligned with district curriculum guidelines.	CLP, DI, 3TL, CRW, AV, AL, CT	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	
1	Reading/ELA	Provide support of the teacher as a writer through Abydos Institutes and Teacher As Writer academies. Provide support to teachers for rigorous PreAP and GT ELA curricula through a variety of programs such as <i>Laying the Foundations</i> and <i>Junior Great Books</i> training.	All English and reading teachers will have the opportunity to participate in staff development to grow their capacities.	CLP, DI, 3TL, CRW, AV, AL, CT	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	
1	Reading/ELA	Support stronger student engagement and rigor in English and reading classrooms through more effective research, questioning, and discussion strategies.	Walk-throughs will indicate effective research, questioning, strategies and student engagement in content-based conversations.	MCP, DI, CT, AL	Fall-Spring	Leadership Team, Reading & English Department Chairs & Teachers, Literacy Specialists	
1	Reading/ELA	Support differentiated writing and instruction by providing support in the implementation of writing workshop, 6-Trait writing and strategies for all steps in the writing process.	Using the <i>What to Look for in the Writing Classroom Checklist</i> as a guide, walk-throughs 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.	DI, AL, CRW, MCp	Fall-Spring	Leadership Team, English Department Chair & Teachers, Literacy Specialists	

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1	Mathematics	Utilize the North East Scope and Sequence along with the Revised TEKS-based Resource Web site.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, walk-throughs will indicate the appropriate TEKS and levels of understanding are being addressed; 100% of students will meet expectations on TAKS mathematics.	3TL, AFL	Fall-Spring	Leadership Team, Math Department Chairs & Teachers, Math Specialists	
1	Mathematics	Integrate the use of the following Best Practices into the math program: inquiry with higher order questioning, class discourse, appropriate tools, individual student goal setting, reading/writing strategies, graphic organizers, SIOP strategies, differentiated instruction, vocabulary development process.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, walk-throughs will indicate application of skills acquired.	GSF, 3TL, AV	Fall-Spring	Leadership Team, Math Department Chairs & Teachers, Math Specialists	
1	Mathematics	Provide teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum, including focus on increasing the number of students enrolling in pre-AP mathematics courses.	Using the <i>What to Look for in the Mathematics Classroom Checklist</i> as a guide, walk-throughs will indicate appropriate use of these instructional strategies.	AV, GTL, CLP	Fall-Spring	Leadership Team, Math Department Chairs & Teachers, Math Specialists	
1	Mathematics	Use multiple means of formative and summative assessments including mini-assessments, benchmarks and TAKS. Analyze data from assessment to inform instructional decisions.	Utilize math specialists to support teachers in reviewing assessment data and developing campus action plans.	CLP, GSF, AFL, DI	Fall-Spring	Leadership Team, Math Department Chairs & Teachers, Math Specialists	
1	Mathematics	Provide support to teachers in the use of the problem-solving process, Exemplars, 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> , walk-throughs will indicate application of the skills acquired through professional development. 85% of students will score a minimum of 70% on each benchmark.	CT, CLP, DI	Ongoing	Leadership Team, Math Department Chairs & Teachers, Math Specialists	

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1	Science	Utilize the North East Scope and Sequence for grades 6-8.	Formative walk-throughs and lesson plans will indicate use of District scope and sequences, and the appropriate student expectations and levels of understanding are being addressed.	3TL, AFL	Ongoing	Leadership Team, Science Department Chair & Teachers, Science Specialists	
2	Science	Provide students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards found at the Dana Center website.	Walk-throughs will demonstrate compliance with state standards. Campus safety audits will demonstrate compliance with the state standards.	GSF, CLP	September	Leadership Team, Science Department Chair & Teachers, Science Specialists	
1	Science	Integrate inquiry-based instruction to increase student achievement including: the 5 E instructional model, improved questioning strategies, questions that target the unifying concepts in science, use of science notebooks. Also integrate the use of concrete models and manipulatives to reinforce scientific concepts during inquiry-based activities to balance 2D and 3D instruction.	Walk-throughs will indicate the incorporation of inquiry based instructional strategies.	3TL, AL, CT	Ongoing	Leadership Team, Science Department Chair & Teachers, Science Specialists	
1	Science	Differentiate instruction through the use of small group instruction including student work stations, literacy stations, technology stations and teacher-guided groups. Integrate the use of reading and writing in science classrooms through the use of science notebooking, exploratory writing and presentational writing.	Walk-throughs will indicate appropriate use of these instructional strategies.	3TL, DI, AL, CRW	Ongoing	Leadership Team, Science Department Chair & Teachers, Science Specialists	
1	Science	Integrate the use of the following Best Practices into the science program: inquiry based instruction / 5E instructional model; 80-60-40 field and laboratory experiences; appropriate tools; differentiated instruction; reading/writing strategies, graphic organizers and SIOP strategies.	Walk-throughs will indicate appropriate use of these instructional strategies.	3TL, CRW, AV, DI	Fall-Spring	Leadership Team, Science Department Chair & Teachers, Science Specialists	

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1	Science	Use multiple means of formative and summative assessments including mini-assessments, benchmarks and TAKS. Analyze data from assessment to inform instructional decisions.	All science teachers will incorporate formative assessment strategies such as performance, portfolio, essay, lab reports, presentation of research projects, models, notebooks, etc. to guide instruction. Teachers will review and analyze mini-assessment and benchmark data.	AFL, GSF	Fall-Spring	Leadership Team, Science Department Chair & Teachers, Science Specialists	
3	Science	Increase student access to pre-AP classes.	Enrollment numbers of pre-AP classes will increase by 5%.	3TL, CCR	August-June	Leadership Team, Science Department Chair & Teachers, Science Specialists	
1	Social Studies	Apply before, during and after reading strategies in all social studies classrooms using a variety of instructional activities. Each grade level team will submit one exemplar lesson for publishing on the NESSE web page lesson plan data base, clearly showing the use of a content reading strategy.	Walk-throughs will indicate evidence of the use of content reading strategies in the classroom. Overall improvement of 5% of students meeting expectations and commended on common assessments, benchmarks and TAKS. Exemplar lessons will be created, presented in class, tuned, and published.	CRW, AV, AL, CT, DI	Fall-Spring	Leadership Team, Social Studies Department Chair & Teachers, Asst. Director of Social Studies	
1	Social Studies	Implement differentiated instruction through best practices using Perspective-Based Learning, SIOP strategies, and Content Reading/Writing Strategies in the classroom. Support implementation of same gender classes.	Walk-throughs will indicate evidence of differentiated instruction. Provide staff development to include training and materials for teachers as they implement same gender classes.	3TL, CRW, AV, AI, CT, DI	Fall-Spring	Leadership Team, Social Studies Department Chair & Teachers, Asst. Director of Social Studies	
1,5	Social Studies	Participate in the North East Social Studies Excellence Lyceum Instructional Leadership Academy (NESSE) to build leadership capacity and provide a resource for campus-based support and resources.	One social studies teacher will participate in the NESSE Lyceum and conduct one campus-based staff development during the year.	3TL, CRW, AV, AL, CT, DI, AFL, CLP, MCP	Quarterly	Social Studies Department Chair & Teachers, Asst. Director of Social Studies	

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1	Social Studies	Utilize the North East Scope and Sequence for social studies instruction, including implementation of new 6th & 7th grade scope and sequence.	Common assessment and benchmarks, where appropriate, and walk-throughs will indicate adherence to district scope and sequence. Overall improvement of 5% of students meeting expectations on common assessments, benchmarks, and the TAKS. Raise commended rates by 5%.	GSF, 3TL, CRW, AV, AL, CT, DI	Quarterly	Leadership Team, Social Studies Department Chair & Teachers, Asst. Director of Social Studies	
1	Social Studies	Incorporate writing into the content of student work in the social studies classroom, including open response/short answer writing. Submit one exemplar lesson for publishing on the NESSE web page lesson plan data base.	Walk-throughs will indicate evidence of writing in the social studies classroom.	CRW, AV, CT, DI, AFL	Quarterly	Leadership Team, Social Studies Department Chair & Teachers, Asst. Director of Social Studies	
1	Foreign Language	Implement an instructional program in Spanish classes that includes the vocabulary development process for all students using research-based strategies.	Common department semester exams will indicate that 100% of students are meeting or surpassing proficiency goals.	GSF, 3TL, CLP, AV	December, May	Leadership Team, Spanish Teacher, Director of Curriculum Compliance	
1,2	Gifted/Talented	Provide G/T 30-Hour Foundation Certification for all core teachers; continue second phase of training and support for Advanced Contemporary Literacy Classes 6-8; continue differentiation training.	Number of teachers receiving trainings will show the progress; 100% students will maintain at least an 80 average.	CRW, AV, AL, CT, DI, GSF, CCR, IA	Each Grading Period	Leadership Team, G/T Coordinator, G/T & ACL Teachers	
1,2	Gifted/Talented	Increase under-represented populations in G/T.	Continue to identify and test students to increase the number of students in the G/T program.	CRW, AV, AL, CT, DI, GSF, PGP, CCR, IA	Fall-Spring	Leadership Team, Counselors, G/T Coordinator, G/T Teachers	
1,2	Gifted/Talented	G/T students will be commended for TAKS.	100% G/T students commended on TAKS.	CRW, AV, AL, CT, DI, GSF, PGP, CCR	TAKS results	Leadership Team, G/T Coordinator, G/T Teachers	
1	Library Services	Continue to promote reading through iRead, a district-wide reading program to promote reading for middle school students.	Librarian will offer iRead program to middle school students through campus programs such as WRC and Cool Guys.	DI	August-June	Librarian, Director of Library Services	

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1	Library Services	Continue the Big 6 research model using Research Central; train ACL teachers to support use of 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	August-June	Librarian, Director of Library Services	
1	Library Services	Submit relevant and rigorous lesson plans into the Library Lesson Plan Database by maintaining focus on TEKS and curriculum integration.	Librarian will submit lesson plans to the Library Lesson Plan Database.	CRW	August-June	Librarian, Director of Library Services	
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 staff.	CT	August-June	Librarian, Director of Library Services	
1,2	ESL	Core area teachers will use SIOP Framework and Language Objectives to make content more comprehensible for ELL students. Core content teachers (Math, Reading, Science, Social Studies, ELA) shall receive 18 hours of SIOP training. All other area teachers shall complete SIOP training by August, 2009.	Teachers will use the SIOP framework of sheltered instruction strategies in lesson planning as observed and evidenced by specialists and campus leadership. LEP student will make one level gain in English proficiency as measured annually.	CRW, ITL, CLP, GSF	August-June	Leadership Team, ESL Teachers, Teachers, ESL instructional interventionists	
1,2	Bilingual/ESL	The ESL Department will train staff on ELL procedures including, but not limited to, instruction, philosophy, and compliance. Training will include testing decisions and procedures as required through TEA for ELL students.	Campus LPACs will comply with all procedures set forth by TEA. PEIMS LEP data will be 100% accurate. TAKS pre-codes will be 100% accurate.	CRW, ITL, CLP, GSF	August-June	Leadership Team, ESL Teachers, Teachers	
1	Fine Arts - Special Projects	Provide continual professional training with workshop opportunities.	Fine arts teachers will attend professional training.	AL, CT, DI, GSF, IA	Ongoing	Fine Arts Teachers, Director of Fine Arts	
1	Fine Arts - Special Projects	Promote increased participation in competitions, performances and exhibits.	Fine arts teachers will participate in activities listed on Fine Arts website.	AL, CT, DI, GSF, IA	Ongoing	Fine Arts Teachers, Director of Fine Arts	

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1	Fine Arts - Special Projects	Develop, implement and monitor benchmark assessments to guide program growth and success.	Evaluation journals and scorecards will be submitted to document participation, student and faculty achievement and cross-curricula activities.	AL, CT, DI, GSF, IA	Every 9 weeks	Leadership Team, Fine Arts Teachers, Director of Fine Arts	
1	Fine Arts - Special Projects	Provide cross-curriculum activities utilizing Fine Arts programs in core curriculum classes.	Provide TAKS Success Night programs in conjunction with fine art performances to inform parents about core academic programs and the state assessment process.	AL, CT, DI, GSF, IA	Every 9 weeks	Fine Arts Teachers, Director of Fine Arts	
1	Professional Development: Teachers new to the profession and Mentors	Provide an effective 2-year New Teacher Induction Program that orients new teachers to NEISD's beliefs and practices, builds professional "capacity" and retains new teachers. Provide 20 hours of training to mentors. Provide monthly after-school meetings for novice teachers to meet with master teachers to focus on lesson planning, instruction, assessment and classroom management. Promote classroom observations between novice and master mentor teachers.	New teachers will utilize key elements from professional development as evidenced by checklists provided by the master teacher. Each novice teacher will have a mentor that supports a monthly checklist provided by the master mentor teacher; 100% of all mentors will be trained and meet weekly with new teachers. Quarterly surveys will indicate 100% of mentors are supporting new teachers as articulated in the monthly mentoring duties.	CLP	August-May	Leadership Team, Director of School Improvement, New Teachers, Campus Lead Mentor, Mentors	
1	Accelerated Education At-Risk	Increase affective, cognitive and linguistic proficiencies of the limited English proficient students.	100% of the ESL students will pass TAKS. 100% of the ESL students will show an increase of one proficiency level as determined by the state-required Reading Proficiency Test in English (RPTE).	CLP	August-June	Leadership Team, ESL Teachers & Specialists	
1	Accelerated Education At-Risk	Provide local credit TAKS success classes in reading and math for students who have failed TAKS and are in jeopardy of retention. Provide course protection recovery opportunities for students who fail core courses for the year.	100% of the targeted students enrolled in TAKS success courses will pass TAKS.	3TL	May-July	Leadership Team, Department Chairs & Teachers	

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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 Course Protection)	Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion prescribed by Section 28.021. A course protection agreement can be created for students in danger of failing for any grading period.	3TL	June-August	Leadership Team, Summer School Principal, Executive Directors of Curriculum Compliance and School Improvement	
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, students with disabilities and disadvantaged students.	Assess the results of the campus/district AEIS report. 100% of students with special needs will pass TAKS.	3TL	June-August	Leadership Team, Directors of Curriculum Compliance and School Improvement, Special Education Coordinators	
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 number of Special Education students taking and passing TAKS/TAKS-A/TAKS-M.	GSF	October, January, February, April	Leadership Team, Executive Director and Program Coordinators of Special Education SPED Teachers	
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.	Increase passing rates of included Special Education students as measured each 9 weeks.	CIP	October, December, March, May	Leadership Team, Special Education Coordinators, SPED Teachers	

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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
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BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES	EVALUATION INDICATORS	Student-Centered Strategies	TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Special Education	Implement efficient and consistent management of required paperwork and tracking of progress for students in Special Education using the software tool, Special Education Manager.	Program will be implemented by all Special Education staff. Compliance with timelines for annual ARD meetings and evaluations will increase.	GSF	Each 9 weeks	Leadership Team, Special Education Teachers, Program Coordinators of Special Education, SPED Teachers	
1	Special Education	Implement training on transition procedures which meet the requirements of IDEA, 2004 and best practice criteria with 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 in response to a 5 point checklist completed with campus coordinators.	GSF	April	Leadership Team, Program Coordinators of Special Education, SPED Teachers	
1	Special Education	Develop, provide training and implement an intervention model for students experiencing academic and behavior difficulty that 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	August-May	Leadership Team, Executive Directors of Special Education, School Improvement	
2	Special Education	Provide training on a continuum of positive behavior support interventions for students with disabilities including identification of replacement behaviors, development of effective Behavior Improvement Plans, 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.	CIP	Each 9 weeks	Leadership Team, Director of Special Education	
1	Special Education	Provide training to support inclusion of students with disabilities into general education settings to the greatest extent appropriate to the needs of each individual student. Training will include use of a staffing model for making decisions as to how to schedule SPED staff to support SPED students within all instructional programs.	Inclusion ratios will meet or exceed the state targets established for the Performance-Based Monitoring Analysis System (PBMAS).	3TL	December, June	Leadership Team, Director of Special Education	

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1	Special Education	Provide training on research-based district models for serving special education students including co-teaching, content mastery, resource/lab, ALE/AU/PPCD.	Program elements will be observable in classroom walk-throughs using district checklists which meet NCLB criteria for research-based best practice programs.	3TL	December, June	Leadership Team, Special Education Program Coordinators	
3	Career & Technology	Implement strategies that will foster collaboration among educational agencies, community partnerships, and parents to promote CTE programs.	Stakeholders will attend meetings with CTE staff to establish goals focusing on long-range planning and evaluation of program resources.	3TL, CCR, PI	Fall and Spring	Leadership Team, Director of Career & Technology, Electives Dept. Chair	
2	Career & Technology	Develop and implement safety rules for all CTE facilities and programs. Provide students with a safe learning environment.	100% CTE teachers will attend safety training sessions and workshops. 100% walk-throughs will ensure adherence to all safety rules.	CLP, MCP	Annual	Leadership Team, Director of Career & Technology, Electives Dept. Chair	
1,2,5	Technology Applications	Campus Technology Committees (CTC) provides and models instructional technology leadership. CTC will meet with Educational Technology staff regularly to identify and support technology professional development needs, technology trainers, and campus infrastructure needs (lab maintenance, troubleshooting procedures, work order system, etc.).	Leadership team will monitor progress through CTC meetings, and Texas STaR Chart data to ensure the CTC follows the NEISD CTC timeline.	CLP, CRW, CT, AV, DI	Monthly	Leadership Team, Campus Technology Committee, Teachers, Educational Technology Specialists	
3,5	Technology Applications	Educational Technology staff will support teachers in the utilization of GradeSpeed to manage grades and improve communication with staff, students and parents and in the utilization of teacher web pages to improve communication with staff, students, and parents.	100% of teachers who report grades will use GradeSpeed to record grades. 100% of teachers will update essential classroom information as outlined in the teacher web page template.	CLP, GSF, AL	daily to weekly	Leadership Team, Teachers, Data Processor, Educational Technology Specialists	

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1	Technology Applications	Educational Technology staff will support educators in the mastery of technology proficiencies as outlined in the North East Educator Technology Standards.	100% of teachers will show progress towards mastery of the Foundations, Basic, and Intermediate proficiency levels of the North East Educator Technology Standards as measured by proficiency tests and PDAS. Using the Texas State Technology and Readiness Chart, 100% of teachers will establish and meet three technology proficiency goals that are standards based, data driven, and job embedded.	CLP, 3TL, CRW, AL	Annually	Leadership Team, CTC, Teachers, Educational Technology Specialists	
1,4	Technology Applications	Educational Technology staff will support teachers in the utilization of the North East Technology Applications Student Standards to assess mastery of essential knowledge and skills and support the core content area curriculum by including Technology Applications Standards.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	CLP, 3TL, CRW, AL	Quarterly	Leadership Team, Teachers, Librarian, School Improvement and Educational Technology Specialists	
1,4	Technology Applications	Educational Technology staff will support teachers and students in the utilization of classroom computers, computer labs, portable keyboards, and other technologies on a regular basis to integrate Technology Applications Standards into the content area.	100% of classroom teachers and administrators will use the Texas STaR Chart for planning, instruction, reflection, walk-throughs, and observations.	AV, 3TL, CRW, AL, CT, DI	Quarterly	Leadership Team, CTC, Teachers, School Improvement and Educational Technology specialists	
2	Safe and Drug-Free Schools and Communities	Campus will create a Safe and Drug-Free Schools program including goals and strategies for substance abuse and violence prevention and intervention addressing the following five areas: 1. Reduce the use of tobacco, alcohol and other drugs among students 2. Reduce incidents of violence and improve school safety 3. Increase parental and community involvement in violence and drug prevention activities 4. Increase student involvement in school activities 5. Increase awareness and prevention efforts related to teen dating violence by implementing HB 121 and developing a dating violence policy.	Campus will develop and implement a Safe and Drug-Free Schools program to include the five mandated areas.	GSF, PI	August	Leadership Team, SDFS Campus Contacts	

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2	Safe and Drug-Free Schools and Communities	Complete the Annual Title IV, Safe and Drug-Free Schools and Communities Evaluation Report.	Campus reduction in incidents of violence and drug use as indicated in the following sources: Durg, Alcohol and Violence Report from Pupil Personnel Services, STAN Quantifiable Measures Report, Positive Mediation Reports, PAL Six Weeks Training and Service Reports	GSF	August-June	Leadership Team, PAL Teacher, Director of Special Programs	
4	Guidance	Continue state-mandated comprehensive developmental guidance program. Develop yearly campus guidance plan supporting appropriate counselor time spent in the four guidance components: guidance curriculum, responsive services, individual planning and system support.	100% of counselors will receive training to include expectations, evaluations, guidance programs and will develop yearly plan which incorporates level-appropriate activities in the four guidance components.	GSF	Monthly	Counselors, Director of Guidance	
4	Guidance	Implement and evaluate campus guidance program to ensure alignment with the TEA guidance program framework.	Campus will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Director for Guidance Services, who will evaluate progress bi-annually.	GSF	June	Counselors, Director of Guidance	
4	Guidance	Increase time in counselor role and guidance program components. Organize, plan and evaluate campus guidance programs.	100% of guidance counselors will meet to plan strategies to decrease the amount of time spent in non-guidance activities. Counselors will develop, maintain and submit monthly contact logs which indicate number of contacts and type of services in the four guidance components.	GSF	August-June	Counselors, Director of Guidance	
4	Guidance	Contact counselor will implement and evaluate the counselor contact meeting in order to enhance program development, impart program expectations and expedite communication between school and Central Office. All counselors will attend district-provided professional staff development quarterly. All counselors will understand and utilize the counselor performance evaluation.	Counselors will attend district-provided professional staff development, file agendas of their meetings with their constituency and Guidance Services, and submit Formative and Summative Counselor Performance Evaluations to Human Resources and Guidance Services.	GSF	Monthly	Counselors, Director of Guidance, Human Resources	
4	Guidance	Middle school counselors will meet with every 8th grade student to develop individual four-year plans. All students who require a personal graduation plan will receive one.	All students will have four-year plans at end of 8th grade. 100% of qualified students will have a personal graduation plan.	GSF, PGP, CCR	August-June	Counselors	

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2,3,4	Health Services	Campus will demonstrate inclusion of the eight components of a coordinated school health program: 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 partnership that maximizes resource and expertise.	Campus will address and promote components of the health wellness initiatives and achieve District Wellness Plan Goals.	AL, CT, GSF, IA, PI	2008-09 school year	Leadership Team, Nurse, Health Teachers, PE Teachers/Coaches, Cafeteria Manager, Directors of Health, Nutrition, Guidance	
1,2,4,5	Health Services	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.	Campus monthly reports to Health Services; TDSHS annual immunization report, vision, hearing, spinal, and acanthosis nigricans screening reports; campus-based health initiatives; collaboration with Special Education; and review of accident/injury reports will indicate compliance. District Wellness Plan goals will be achieved.	GSF, IA	Monthly, annually and as needed	Nurse, Director of Health Services	

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1,2,3,4,5	Health Services	Campus nurse will provide the crucial 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 (HPS) 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.	Campus monthly reports, campus visits, review of student/clinic referrals and staff meetings will indicate compliance. District Wellness Plan goals will be achieved.	AL, CT, GSF, IA	Monthly, annually and as needed	Nurse, Special Education Campus Coordinator, Counselors, Faculty/Staff, Director of Health Services	
1,2,3,5	Health Services	Collaborate with counselors, family specialist, local health care providers, and local/state/federal agencies to secure health-related resources (glasses, hearing aids, medical care, dental care, immunizations, prescription medication assistance) for uninsured/underinsured students to facilitate improved attendance and academic success.	Improved student attendance and academic performance in target populations.	AL, CT, GSF, IA, PI	August-June	Nurse, Counselors, Family Specialist, Teachers, Director of Health Services	
2,3,5	Health Services	Provide accurate, current, concise health-related information to parents and community members through PTA meetings, campus activities and campus nurse website.	Campus nurse and Health Services representatives will collaborate with Leadership Team and PTA officers to provide health information.	PI	Annually	Leadership Team, Nurse, Director of Health Services, PTA officers	
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.	Develop procedures to facilitate successful transition and return to school. Minimize unnecessary and unexcused absences.	AL, GSF, IA, PI	August-June	Leadership Team, Nurse, Director of Health Services	
2	Discipline Management	Make modifications to campus BMP based upon district discipline data and its analysis. Provide training and motivation of school personnel for BMP implementation.	Campus BMP will incorporate written modifications with data of inclusion noted. Campus will complete training of staff members allowing for initial implementation of the BMP and character education module.	CLP, MCP	July, August	Leadership Team	