

| DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged. | | | | | NORTH EAST SCHOOL DISTRICT CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN BARBARA BUSH MIDDLE SCHOOL 2004-2005 | | | | | SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists. | | | | | |
|--|---|---|---|---|--|-------|---|---|---|---|--|---|---------------------------|--|-----------|
| Board Goals | | | | | TARGET | LEVEL | | | | CODE | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT | RESPONSIBLE | COST/ |
| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | RESOURCES |
| X | | X | | | Site-based Planning and Decision-Making | | X | | | 1A | Communicate the process for site-based planning and decision-making, routinely and consistently, to students, parents, staff, faculty, and community. | Survey of stakeholders indicates high level of implementation. (understanding) | September, 2004/May, 2005 | Kaye Fenn, Campus Leaders | |
| X | | X | | | Site-based Planning and Decision-Making | | X | | | 1B | Define roles / responsibilities for committee / cadre membership, co-curricular activities, etc. | All committee members are trained. Names of committee representatives are published in all general communication venues. Minutes are posted in a timely manner. | 2004-2005 School Year | Kaye Fenn, Campus Leaders | |
| X | | | | | Data Analysis | | X | | | 2A | Train faculty and staff on effective utilization of student data (outcome, demographic and process) to identify and target low performers, to evaluate and organize curriculum and instruction, and to increase rigor and challenge. | Minutes from department and team meetings indicate understanding and effective use of data. Semester reports, disaggregated by gender, ethnicity, economic status, special program assignment, and courses or classes, on attendance, failures, behavior management, etc., indicate all students making progress. | 2004-2005 School Year | Kaye Fenn, Dora McKenzie, Betty Boubel, Joy Mazurek, Melinda Spradling, Margaret Boehme, Samantha Hopkins, and Susan Lloyd | |

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| 1 | 2 | 3 | 4 | 5 | AREA | | | | | E | M | H | D | # | | | | | | | | | | | TIMELINE | | | | | PERSON(S) | | | | | RESOURCES | | | | | | | | | |
| X | | | | | Data Analysis | | | | | | X | | | 2B | Inform students of the status of the membership with respect to benchmarks, TAKS, etc. by the use of Data Walls, Charts, etc. | | | | | Students will be able to articulate how they are doing and how it relates to whole school. | | | | | 2004-2005 School Year | | | | | Kaye Fenn, Dora McKenzie, Betty Boubel, Joy Mazurek, Melinda Spradling, Margaret Boehme, Samantha Hopkins, and Susan Lloyd | | | | | | | | | | | | | | |
| X | | | X | | Student Achievement | | | | | | X | | | 3A | Encourage all students to maximize their potential for learning through motivational messages, advisory activities, adult models, recognition and reward of achievement and involvement in co-curricular activities. | | | | | Participation rates of students in different types of co-curricular activities disaggregated by gender, ethnicity, economic status, and special program assignment, etc. is greater than 50%. Student achievement improves. | | | | | 2004-2005 School Year | | | | | Donna Hengst, Kaye Fenn, Dora McKenzie, Evelyn Jacobs, Kathi Kardon, Sarah Goff, Dianna Jarvis and Ruben Escamilla | | | | | \$400 | | | | | | | | | |
| X | | | X | | Student Achievement | | | | | | X | | | 3B | Define success for adults and students at Bush Middle School. | | | | | Survey of adults/students indicates clear understanding of achievement targets. | | | | | 2004-2005 School Year | | | | | Kaye Fenn | | | | | | | | | | | | | | |
| X | | | X | | Student Achievement | | | | | | X | | | 3C | Focus on Mastery of Content, Emphasizing Bloom's and Erickson's. | | | | | Lesson plans and classroom observations indicate higher levels of complexity. | | | | | 2004-2005 School Year | | | | | Kaye Fenn Dora McKenzie | | | | | | | | | | | | | | |
| X | | | X | | Student Achievement | | | | | | X | | | 3D | Enhance the concept of inclusion i.e.; special education, LEP, etc. Implement co-teaching where readiness exists. | | | | | Survey indicated satisfaction with including diverse learners. | | | | | 2004-2005 School Year | | | | | All Staff | | | | | | | | | | | | | | |

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| X | | | | | Reading | | X | | | 4A | Align and implement reading strategies that reflect Best Practices: structured note-taking, think alouds, writing to learn, graphic organizers and other reading strategies. (Interactive Reading Process) | 100% of the teachers will achieve a 2 or above on the Innovation Configuration for Best Practices. | August, 2004 Curriculum Staff Development October, 2004 and April, 2005 | Instructional Specialists, Susan Lloyd, Dora McKenzie | \$500 materials |
| X | | | | | Reading | | X | | | 4B | Implement word family approach to vocabulary acquisition in grades 7 & 8. | Using a pre and post test format, 100% of students will gain a minimum of 25% on vocabulary development. | September, 2004/April, 2005 | Instructional Specialists, Susan Lloyd, 7th & 8th Grade Reading Teachers | \$500 materials |
| X | | | | | Reading | | X | | | 4C | Increase the percentage of students in Advanced Reading in 7th & 8th grades. | Enrollment in Advanced Reading will be greater than 55%. | August, 2004 | Susan Lloyd, Campus reading teachers | |
| X | | | | | Reading | | X | | | 4D | Reading teachers will use the strategy of classifying on a regular basis. | 100% walkthroughs and common assessments will show evidence of vocabulary development. | 2004-2005 School Year | Susan Lloyd, Campus Reading Teachers | |
| X | | | | | Reading | | X | | | 4E | Develop and monitor a benchmark assessment to guide reading instruction. | All students will be administered periodic benchmark tests to determine progress in reading. | 2004-2005 School Year | Susan Lloyd, Campus Reading Teachers | |
| X | | | | | Reading | | X | | | 4F | Develop and implement a common assessment for reading. Collaborate with staff from other schools. | All students will be administered periodic common assessment tests to determine progress in reading. | 2004-2005 School Year | Susan Lloyd, Campus Reading Teachers | |
| X | | | | | Reading | | X | | | 4G | Develop and implement a common end of semester assessment for grade 6. | 6th grade students will be administered common end of semester tests to determine progress in reading. | 2004-2005 School Year | Susan Lloyd, Campus Reading Teachers | |

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| X | | | | | Writing | | X | | | 5A | Improve student writing by vertical/horizontal alignment of instruction | 100% of students will pass TAKS writing test. | February, 2005 | Virginia Guerrero, Susan Lloyd, Margaret Boehme, Campus Reading/English Teachers. | \$1,000 |
| X | | | | | Writing | | X | | | 5B | Develop common instructional language and structure for the process of writing. | All language arts teachers will attend professional development on Six Traits of Writing (ideas, organization, voice, word choice, sentence fluency, and conventions). All will achieve a 2 or above on the Innovation Configuration (rubric that specifies what implementation of an innovation looks like in all its stages) for Process Writing. | September, 2004/January, 2005/April, 2005 | Virginia Guerrero, Language Arts Specialists, Margaret Boehme, Dora McKenzie, Susan Lloyd | \$500 supplies |
| X | | | | | Writing | | X | | | 5C | Develop and implement a common benchmark assessment to guide writing instruction. | All students will be administered periodic benchmark tests to determine progress in writing. | Fall, Winter, and Spring, 2004-2005. | Margaret Boehme and Dora McKenzie | \$400 materials |
| X | | | | | Mathematics | | X | | | 6A | Utilize the revised North East Scope and Sequence for all math courses. Monitor benchmark assessments. | All students will score a minimum of 70 on each benchmark assessment. All walkthroughs will indicate adherence to district math sequence. | October, 2004/April, 2005 | Kaye Fenn, Lu Ann Weynand, Math Specialists, Joy Mazurek | |

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**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
BARBARA BUSH MIDDLE SCHOOL
2004-2005**

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| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | RESOURCES |
| X | | | | | Mathematics | | X | | | 6B | Provide professional development to all math teachers on problem-solving and use of technology assisted instruction. | Lesson plans and classroom observations indicate higher order thinking skills, problem solving activities, the language of algebra, and use of technology assisted instruction. | 2004-2005 School Year | Lu Ann Weynand, Math Specialists, Joy Mazurek | |
| X | | | | | Mathematics | | X | | | 6C | Maintain the campus focus on TEKS, District Math Philosophy and Indicators of Excellence. | All teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. | September, 2004/January, 2005/April, 2005 | Lu Ann Weynand, Math Specialists, Joy Mazurek | |
| X | | | | | Mathematics | | X | | | 6D | Develop, implement, and monitor common semester assessments that are TAKS formatted. Collaborate with staff from other schools. | All students will be administered a common semester assessment. Curriculum may be adjusted if data indicates need. Assessment will adhere to the district rubric. | December, 2004/May, 2005 | Dora McKenzie, Joy Mazurek, Math Teachers, Instructional Specialists | |
| X | | | | | Mathematics | | X | | | 6E | Increase student participation in Pre-AP math classes. | Enrollment in Pre-AP math will be greater than 55% in 2004. | August, 2004/January, 2005 | Kaye Fenn, Lu Ann Weynand, Math Specialists, Joy Mazurek, Math teachers | |
| X | | | | | Mathematics | | X | | | 6F | Integrate the use of the following Best Practices into the math program: inquiry, class discourse, use of manipulatives and instructional technology. | All teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. All walkthroughs will indicate appropriate use of these instructional strategies. | November, 2004/March, 2005 | Kaye Fenn, Joy Mazurek, Math Teachers | |

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| X | | | | | Mathematics | | X | | | 6G | Assigned teachers will participate on a vertical team 5-6 and 8-9. | Vertical teams meet a minimum of one time a semester to ensure alignment of curriculum and appropriate placement of students. | Sept. 2004, January 2005 | Joy Mazurek, Dora McKenzie | |
| X | | | | | Mathematics | | X | | | 6H | Math teachers will use the strategy of classifying on a regular basis. | 100% walkthroughs and common assessments will show evidence of vocabulary development. | 2004-2005 School Year | Joy Mazurek, and Math Teachers | |
| X | | | | | Science | | X | | | 7A | Train teachers in the 5E's (Engage, Explore, Explain, Elaborate, and Evaluate) Lesson Cycle, incorporating effective teaching and assessment strategies emphasizing KWL, Science vocabulary in Word Walls and Concept Mapping. | All of the walkthroughs will indicate use of effective teaching strategies. | September, 2004/March, 2005 | Kaye Fenn, Dora McKenzie, Melinda Spradling, Science Teachers | |
| X | | | | | Science | | X | | | 7B | Develop, implement, and monitor common semester assessments that are TAKS formatted. Collaborate with staff from other schools. | All students will be administered a common semester assessment. Curriculum may be adjusted if data indicates need. Assessment will adhere to the district rubric. | December, 2004/May, 2005 | Dora McKenzie, Melinda Spradling, Science Teachers, Instructional Specialists | |
| X | | | | | Science | | X | | | 7C | Train teachers in questioning techniques that guide the students to make connections to the Unifying Concepts in Science (constancy and change; properties, patterns, and models; systems; and nature of science). | All walkthroughs will indicate the use of effective questioning strategies. | September, 2004/January, 2005/April, 2005 | Campus Administrators, Teachers, Dora McKenzie, Melinda Spradling | |

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| X | | | | | Science | | X | | | 7D | Require all students to participate in science fair, increasing the probability that more students will demonstrate understanding and application of scientific concepts. | The number of students participating in state science competition will be equal to or greater than 7. | November, 2004/March, 2005 | Kaye Fenn, Dora McKenzie, Melinda Spradling, Science Teachers | |
| X | | | | | Science | | X | | | 7E | Communicate to the stakeholders the benefits and opportunities of science education. | Deliver a presentation on science education at a parent meeting on campus. | School year 2004-2005 | Science Instructional Specialist. | |
| X | | | | | Science | | X | | | 7F | Assigned teachers will participate on a vertical science team 8-12. | Vertical teams meet a minimum of one time a semester to ensure alignment of curriculum and appropriate placement of students. | Sept. 2004, January 2005 | Melinda Spradling, Dora McKenzie | |
| X | | | | | Science | | X | | | 7G | Science teachers will use the strategy of classifying on a regular basis. | 100% walkthroughs and common assessments will show evidence of vocabulary development. | 2004-2005 School Year | Melinda Spradling, Science Teachers | |
| X | | | | | Science | X | X | X | | 7H | Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards. | 100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years. | September, 2004 December, 2004 March, 2005 | Melinda Spradling, Science Teachers | |
| X | | | | | Social Studies | | X | | | 8A | Develop TAKS formatted common assessments based on TAKS objectives in American History. Collaborate with staff from other schools. | All students in American History will be administered a common semester assessment. Assessment will adhere to the district rubric. | December, 2004/May, 2005 | Samantha Hopkins, Dora McKenzie, History Teachers | |

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| X | | | | | Social Studies | | X | | | 8B | Monitor common assessments in social studies. | A review of common assessments will be used to adjust curriculum. | January, 2004/June, 2005 | Samantha Hopkins, Dora McKenzie, Social Studies Teachers | |
| X | | | | | Social Studies | | X | | | 8C | Revise benchmark assessments in American History to reflect new TAKS objectives. | All students will score a minimum of 70 on benchmark assessments. | April, 2005 | Social Studies Teachers, Samantha Hopkins, Dora McKenzie. | |
| X | | | | | Social Studies | | X | | | 8D | Assigned teachers will participate on a vertical Social Studies team 5-6 and 8-9. | Vertical teams will meet a minimum of one time a semester to create sequence of vocabulary and primary document research guidelines for Pre-AP and AP teachers of social studies. | September, 2004/December, 2004/March, 2005 | Social Studies Teachers, Samantha Hopkins, Dora McKenzie | |
| X | | | | | Social Studies | | X | | | 8E | Social Studies teachers will use the strategy of classifying on a regular basis. | 100% walkthroughs and common assessments will show evidence of vocabulary development. | 2004-2005 School Year | Samantha Hopkins, Campus Social Studies Teachers | |
| X | | | | | Foreign Language | | X | | | 9A | Implement an instructional program in Spanish, German and Latin based on developing communicative competency. | Common departmental semester exams (or other appropriate assessments) will indicate that all students are meeting or surpassing proficiency goals. | December, 2004/May, 2005 | Doris Kays, Foreign Language Teachers | |
| X | | | | | Foreign Language | | X | | | 9B | Increase the percentage of students who participate in foreign language competition. | All foreign language students will be encouraged to participate in foreign language competitions. | February, 2005 | Foreign Language Teachers | |

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| X | | | | | Gifted Talented | | X | | | 10A | Utilize the G/T curriculum guides from the Intranet to include the new grammar and writing elements. | All G/T teachers will access curriculum on the Intranet. | August, 2004/May, 2005 | G/T Teachers | |
| X | | | | | Gifted Talented | | X | | | 10B | Analyze G/T student scores on PSAT; adjust curriculum gaps and monitor student progress. | District officials will meet with all G/T teachers to discuss student performance on PSAT. | August, 2004/January, 2005 | G/T Teachers | |
| X | | | | | Gifted Talented High Achiever | | X | | | 10C | Provide Enriched Opportunities for G/T and High Achievers across the curriculum. | Lesson plans and classroom observations indicate enriched curriculum/differentiated for the G/T or high achiever. | 2004-2005 School Year | Dora McKenzie | |
| X | | X | | | Library | | X | | | 11A | Train teachers to utilize the Big Six Research Strategy, the Gale Resources and electronic databases. | Librarian will guide campus research projects and use Gale Resources and electronic databases. Samples of student use of these resources will be routinely monitored. | October, 2004/March, 2005 | Jan Greeman, Glenda Speer, Teachers | |
| X | | | | | Library | | X | | | 11B | Establish a parent center in the library with literature on adolescence, health, parenting, educational issues, etc. | Librarian will be a resource for parents in their search to quest to assist their child to be successful in middle school. | August, 2004 | Jan Greeman | |
| X | | | | | Dyslexia | | X | | | 12A | Utilize, when indicated, the district's process for regular education dyslexia assessment and provide appropriate instructional program for identified students. | All students identified to receive dyslexia services will be provided service as evidenced by cluster campus rolls and STAT meeting notes. | 2004-2005 School Year | Susan Lloyd, Campus Reading Teachers | |

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| X | | | | | Dyslexia | | X | | | 12B | Provide training in appropriate classroom accommodation strategies for identified dyslexic students. | Lesson plans and classroom observations indicate appropriate accommodations for dyslexic students. | December, 2004/May, 2005 | Susan Lloyd, Campus Reading Teachers | |
| X | | | | | Fine Arts | | X | | | 13A | Increase student participation in UIL academic and performance based competition. | Participation in UIL competitions will be incorporated into all advanced academic courses. | December, 2004/May, 2005 | Diana Schumacher, Directors, Dora McKenzie, Sponsors | \$4,000 |
| X | | | | | Fine Arts | | X | | | 13B | Connect the learning of Fine Arts to other disciplines. | Lesson plans and classroom observations will indicate collaboration among general education and fine arts teachers. | December, 2004/May, 2005 | Classroom Teachers, Fine Arts Teachers | |
| X | | | | | Parent Involvement | | X | | | 14A | Communicate to parents through orientations, Open House, agenda books, hotlines, telephone calls, conferences, Teacher Web, etc., what they can do at home to help their child be successful. | Examination of appropriate documentation will indicate compliance. | 2004-2005 School Year | Classroom Teachers / Administrators | |
| X | | X | | | Parent Involvement | | X | | | 14B | Involve parents in educational program through communication, special programs, and Math/Science/Technology experiences. | Survey indicates satisfaction. | 2004-2005 School Year | Kaye Fenn, Dora McKenzie, Counselors, Teachers | |

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| X | | | | | Special Education | | X | | | 15A | Support with staff development the school's emphasis on Inclusion by maintaining the full continuum of services for students who qualify for special education with emphasis on increased participation in the general education curriculum. Implement co-teaching on at least one team. | Review of staff development evaluations indicates satisfaction and review of IEP's indicates compliance. A review of data on TAKS exemptions and/or LRE assignments is within recommended district guidelines. | August, 2004 | Kaye Fenn, Betty Boubel, Staff Development Committee, Department Heads. | |
| X | | | | | Special Education | | X | | | 15B | Increase the percentage of students with disabilities taking TAKS. | The ARD committee will decide what assessment is best for child. | 2004-2005 School Year | Kaye Fenn, Betty Boubel, Special Education Teachers | |
| | X | | | | Safe and Drug Free Schools | | X | | | 16A | Inform employees about programs that will support the individual (I.e., EAP, Sick Leave Bank, FMLA, Workman's Comp, Crisis Intervention, etc.). | Minutes from faculty meetings, daily bulletins, etc. will indicate compliance. | 2004-2005 School Year | Kaye Fenn, Counselors | |
| | X | | | | Safe and Drug Free Schools Drop Out Prevention | | X | | | 16B | Inform parents/students about programs and provide support (I.e., PALS, Mediation, Crisis Intervention, Suicide and Violence Prevention). | Agenda from PTA meetings, parent/counselor meetings, etc. indicate compliance. | 2004-2005 School Year | Kaye Fenn, Counselors, Teachers | |
| X | X | | X | | Safe and Drug Free Schools Drop Out Prevention | | X | | | 16C | Ensure that comprehensive drug/violence prevention curriculum with emphasis on reduction of the use of tobacco, alcohol, other drugs, and violence is integrated into lessons for all students. Support Red Ribbon Week. | Review of lesson plans will indicate safe and drug free school elements with emphasis on reduction of the use of tobacco, alcohol and other drugs and building resilience in students. | 2004-2005 School Year | Kaye Fenn, PALS Teacher, Student Council Sponsor | |

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| X | X | X | | | Safe and Drug Free Schools | | X | | | 16D | Encourage a strong adult presence at school by recruiting volunteers, tutors, and mentors. | Review of volunteer sign in sheet indicates increased number of parents/grandparents on campus. | December, 2004/May, 2005 | Kaye Fenn, PALS Teacher, Student Council Sponsor | |
| | X | X | | | Safe and Drug Free Schools | | X | | | 16E | Integrate Character Education and education for self-responsibility lessons into the regular curriculum. Implement Second Step, Be Cool Curriculum, and Respect Initiative. | Review of Lesson Plans indicates compliance. Behavior referrals to administrators will decrease. | December, 2004/May, 2005 | All Staff | |
| | X | X | | | Safe and Drug Free Schools | | X | | | 16F | Train staff/faculty on effective communications for a diverse population to minimize undesirable behaviors. | Redirection in number of incidents of harassment, bullying, as reported to staff/faculty. | 2004-2005 School Year | All Staff | |
| | X | X | | | Safe and Drug Free Schools | | X | | | 16G | Communicate to the public via all media what is being done to insure a safe school environment. | Copies of all print/nonprint items that deal with safe schools. | 2004-2005 School Year | Kaye Fenn | |
| X | | | | | Safety | | X | | | 16H | Communicate to parents the risk of violence to a child(ren) who is left at school unsupervised. | The number of students at school 30+ minutes after the published end of an activity is at or near zero. | 2004-2005 School Year | Kaye Fenn | |
| X | X | | | | Accelerated Education At Risk/Drop Out Prevention | | X | | | 17A | Utilize Student Teacher Assistance Teams (STAT) to ensure student success. | Meetings of team meetings indicate use of STAT. | December, 2004/May, 2005 | Team Leaders, Counselors | |
| X | X | | | | Accelerated Education At Risk | | X | | | 17B | Provide extra support to ESOL students who waive program at cluster campus. | Review of ESOL student grades indicate student success. | December, 2004/May, 2005 | Team Leaders, Counselors | |

| DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged. | | | | | NORTH EAST SCHOOL DISTRICT CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN BARBARA BUSH MIDDLE SCHOOL 2004-2005 | | | | | SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists. | | | | | |
|--|---|---|---|---|--|-------|---|---|---|---|--|--|---------------------------|--|-----------|
| Board Goals | | | | | TARGET | LEVEL | | | | CODE | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT | RESPONSIBLE | COST/ |
| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | RESOURCES |
| X | X | | | | Accelerated Education At Risk/Drop Out Prevention | | X | | | 17C | Utilize Academic Coaching for students who are low performing in math, reading and writing and/or who have failed one or more sections of TAKS. | All students receiving Academic Coaching will pass TAKS. | August, 2004/April, 2005 | Academic Teachers, Dora McKenzie | |
| X | X | | | | Accelerated Education At Risk/Drop Out Prevention | | X | | | 17D | Provide extended day/extended week programs for students before failure becomes a habit. | All students will pass all courses. | 2004-2005 School Year | Dora McKenzie, Counselors, Team Leaders | |
| X | X | | X | | Accelerated Education At Risk/Behavior Management | | X | | | 17E | Utilize the Behavior Management Class to support the school-wide behavior management plan which emphasizes using misbehavior as an opportunity to learn new, more appropriate behaviors. | Students will complete all assignments. School will experience a decrease in office referrals. | 2004-2005 School Year | Behavior Management Committee, Assistant Principals, BMC Teacher | |
| X | X | | | | Drop-out Prevention | | X | | | 18 | Require campus PEIMS coordinator to audit school leaver statistics twice a year. | PEIMS Coordinator will report to the principal twice a year. | October, 2004/March, 2005 | Kaye Fenn, Keri James, Jerry Woods, Susan Palombo, Counselors | |
| X | X | | | | Attendance | | X | | | 19 | Develop specific strategies to establish the adult/student attendance rate at 97% for all populations. | Review of attendance data shows average daily rate > greater than 96%. | 2004-2005 School Year | Kaye Fenn, Keri James, Jerry Woods, Counselors, Rebecca Kempf | |

| Board Goals | | | | | TARGET | LEVEL | | | | CODE | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT | RESPONSIBLE | COST/ |
|-------------|---|---|---|---|---------------------|-------|---|---|---|------|--|---|----------------|------------------------------|-----------|
| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | RESOURCES |
| | X | | X | | Character Education | | X | | | 20 | Develop transition activities that include a "camp" for incoming students, orientation meetings for parents, visits to the campus, etc. | All incoming students will receive orientation about the building, schedule, curriculum, everyday school activities, organization, study skills, making friends, safety, peer pressure, etc. Survey responses of the perceptions of program are positive. | August, 2004 | Jerry Woods | |
| X | | | | | Transition | | X | | | 21 | Notify all students, teachers and parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. This includes the need for students to make informed curriculum choices to be prepared for success beyond high school and sources of information on higher education admissions and financial aid. | Roster of attendees will signify compliance. | January, 2005 | Kaye Fenn, School Counselors | |
| X | X | X | | | Guidance | | X | | | 22A | Provide 8th grade students with information on high school magnet programs. | Review schedule of transition activities introducing high school programs. | February, 2005 | Kaye Fenn, Counselors | |
| X | | | | | Guidance | | X | | | 22B | Counsel with 8th grade students to develop individual four year plan. | All 8th grade students will have four year plan. | April, 2005 | School counselors | |

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|--|---|---|---|---|--|-------|---|---|---|---|---|---|---|--|-----------|
| Board Goals | | | | | TARGET | LEVEL | | | | CODE | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT | RESPONSIBLE | COST/ |
| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | RESOURCES |
| X | | | | | Technology Applications | | X | | | 23A | Use the North East Technology Application Standards for Students to effectively integrate technology into the curriculum and assess mastery of the essential knowledge and skills for technology. | 100% of students will demonstrate mastery of grade level technology standards as measured by district proficiency tests, rubrics, and a student portfolio stored on a CD. | At the end of each six weeks grading period | Campus Administrators, Teachers, Instructional Technology Specialists and Coordinators | |
| X | | X | | | Technology Applications | | X | | | 23B | Use classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas. | 100% of administrators and core content teachers will use the Technology Innovation Configuration to measure utilization of technology during walkthroughs, observations, and reflective practice. 100% of core content teachers will score a two or above on the Technology Innovation Configuration. 100% of core content teachers will work with students a minimum of four times each semester using the wired and/or wireless computer labs as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products. | At the end of each six weeks grading period December, 2004-May, 2005 | Campus Administrators, Glenda Speer, Core Content Area Teachers, Instructional Technology Specialists and Coordinators | |

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged.

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
BARBARA BUSH MIDDLE SCHOOL
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

| Board Goals | | | | | TARGET | LEVEL | | | | CODE | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT | RESPONSIBLE | COST/ RESOURCES |
|-------------|---|---|---|---|-------------------------|-------|---|---|---|------|---|--|---|---|--------------------|
| 1 | 2 | 3 | 4 | 5 | AREA | E | M | H | D | # | | | TIMELINE | PERSON(S) | |
| X | X | | | X | Technology Applications | X | | | | 23C | Meet once a month with the Campus Technology Committee and Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs. | Using the technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area. 100% of teachers will participate in at least nine hours of staff development that has a technology component as measured by the Professional Development Planner. 100% of the Campus Technology Readiness Checklist items will be addressed as needed. | Monthly November 2004, February 2005, and June 2005 Monthly | Glenda Speer, Instructional Technology Specialists and Coordinators, Technology Committee | |
| | | X | | X | Technology Applications | X | | | | 23D | Use Gradespeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents. | 100% of teachers who report numerical grades will use GradeSpeed to record grades. 100% of teachers who report numerical grades will use GradeSpeed to upload grades. 100% of teachers will post essential classroom information as outlined in the TeacherWeb template. | On going On going On going | Campus Administrators, Susan Palombo, Teachers, Instructional Technology Specialists and Coordinators | |
| X | | | | | Technology Applications | X | | | | 23E | Extend adult technology competencies in using peripherals such as probes, digital cameras, scanners and streaming videos. | All teachers will be able to demonstrate use of peripherals. | 2004-2005 School Year | Glenda Speer | |

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| Board Goals | | | | | TARGET | | | | | LEVEL | | | | | CODE | | | | | ACTION STRATEGY | | | | | FORMATIVE MEASURE | | | | | ASSESSMENT | | | | | RESPONSIBLE | | | | | COST/ | | | | |
| 1 | 2 | 3 | 4 | 5 | AREA | | | | | E | M | H | D | # | | | | | | | | | | | TIMELINE | | | | | PERSON(S) | | | | | RESOURCES | | | | | | | | | |
| X | | | | | Team Building | | | | | X | | | | 24A | Support and affirm staff, utilizing reward and recognition strategies. | | | | | Survey indicates job satisfaction. | | | | | 2004-2005 School Year | | | | | Kaye Fenn | | | | | | | | | | | | | | |
| X | | | | | Team Building | | | | | X | | | | 24B | Maintain spirit activities; i.e. student/faculty competition. | | | | | Log of dates for activities. | | | | | 2004-2005 School Year | | | | | All Staff | | | | | | | | | | | | | | |
| X | | | | | Team Building | | | | | X | | | | 24C | Utilize flexible scheduling to balance team planning/ department planning, coaching, etc based on student needs. | | | | | Minutes of Team/department meetings. | | | | | 2004-2005 School Year | | | | | Kaye Fenn, Dora McKenzie, Team Leaders, Dept. Heads | | | | | | | | | | | | | | |
| X | | | | | Team Building | | | | | X | | | | 24D | Focus on relationships, then tasks. Maintain on-going venues among all stakeholders. | | | | | Survey indicates satisfaction. | | | | | 2004-2005 School Year | | | | | Kaye Fenn, Dora McKenzie, Team Leaders, Dept. Heads | | | | | | | | | | | | | | |
| X | | | | | Public Relations | | | | | X | | | | 25A | Build and maintain traditions that are unique to Bush Middle School. | | | | | Staff can identify Bush traditions. | | | | | 2004-2005 School Year | | | | | Staff and Faculty | | | | | | | | | | | | | | |
| X | | | | | Public Relations | | | | | X | | | | 25B | Maintain Web Calendar with current events. | | | | | Copy of web calendar. | | | | | 2004-2005 School Year | | | | | Jerry Woods | | | | | | | | | | | | | | |
| X | | | | | Public Relations | | | | | X | | | | 25C | Involve community in Veteran's Day, MS Walk, Conversations with Kaye, special programs, showcasing student work, etc. | | | | | Attendance logs indicate success. | | | | | 2004-2005 School Year | | | | | Administrative Staff | | | | | | | | | | | | | | |
| X | | | | | Public Relations | | | | | X | | | | 25D | Maintain Principal's Advisory Committee | | | | | Minutes from meetings are posted. | | | | | 2004-2005 School Year | | | | | Kaye Fenn | | | | | | | | | | | | | | |

