

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 2007-2008 Nimitz Middle School Equity and Excellence: Everybody Counts "It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck		RESULTS: In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.					
DISTRICT GOAL: Improve for all students focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.		RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards. * 3 Tier Instructional Model * Content Reading and Writing Strategies * Vocabulary Development * Similarities and Differences * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE) * Cues, Questions, and Advance Organizers RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. * Student Goal Setting and frequent feedback with individual students * Assessment for learning strategies * Personal Graduations Plans (PGPs) * College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. * Collegial Instructional Learning and Planning (i.e. professional learning communities)		STUDENT ENGAGEMENT STRATEGIES CODES 3TL-3 Tier Levels of Instructional Intervention CRW-Content Reading & Writing V-Vocabulary Development SD-Similarities and Differences ITL-Interactive Teaching/Learning Q-Cues, Questions, and Advance Organizers GSF-Goal Setting & Frequent Feedback with individual students AL-Assessment for Learning Strategies PGP-Personal Graduation Plans CCR-Career / College Readiness CLP-Collegial Learning and Planning			TITLE 1A SCHOOLWIDE COMPONENT #1:Comprehensive Needs Assessment #2:Schoolwide reform strategies that are based on scientifically based research. #3:Instruction by highly qualified staff. #4:High quality and on-going professional development. #5:Strategies to attract high-qualified teachers in high needs schools. #6:Strategies to increase parental involvement #7:Plans for assisting students in the transition from middle school to high school. #8:Measures to include teachers in the decisions regarding the use of academic assessments. #9:Activities to insure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance. #10:Coordination and integration of Federal, State and Local services and programs.		
BGs	TARGET AREAS	ACTION STRATEGIES	EVALUATION INDICATORS	Student Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TITLE 1A 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.		CRW	Monthly				
	2. Benchmark Testing	Core Subject Area Teachers will use benchmark tests to set instructional objectives and provide feedback for instructional improvement.		SD	Per district				

	Research Based Instructional Strategies: 1. Identifying Similarities and Differences-- Classifying	All teachers will apply the use CLASSIFYING for identifying similarities and differences.		ITL	August 2007 to May 2008			#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.		Q	August 2007 to May 2008			#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.		GSF	September 2007 to May 2008			#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	Reading	Continue using district's SSI remedial reading curriculum in order to maintain and increase TAKS Reading passing rate at the sixth, seventh grades and eighth grades.			Beginning of school year or Initial entry, weekly formative assessments , nine-week summative checks, end of year, state assessment.	SSI Reading Teacher, Michelle Watson, 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.
	Reading and all Core Areas	Monitor student progress by continued use of campus Mini Measures.	Weak objectives will be identified for each mini measure, students will be tutored towards mastery of weak objectives, follow-up mini measures will reflect student growth.	GSF	Mini Measures (administrations to be determined by Rdg dept chair)	Michelle Watson, Laura Bosquez		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>
	English	Develop various modes of writing through the 6 traits of writing and apply traits in other core content areas..	All written research and short answer responses in English, Reading, Social Studies and Science will be graded using a 6 trait rubric		2007-2008 school year	Christine Polensky & the district Literary Specialist will oversee follow through via Reading, Social Studies, Science department chairs		#2-Schoolwide reform strategies that are based on <i>scientifically based research</i>

	English	Seventh grade students will become more focused writers and respond to writing prompts so that the final draft is at a level 3.	90% 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, 2008 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.	90% of the following 7th grade subpopulations: African American, Hispanic, Economically Disadvantaged, Special Ed, Limited English Proficient will pass the 2008 Writing TAKS test.		March, 2008 TAKS writing test.	Christine Polensky, Seventh grade English teachers, Laura Bosquez		
	Mathematics	90 minute math block will incorporate Math Exemplars, vocabulary development, student self assessment, Think-Pair-Share sessions.	90% of all students will pass Math TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2007-2008 school year	Math dept head, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney	Title I funds - \$250,000	
	Mathematics	Math dept. will advance student higher order thinking skills by teaching students to break down & decode multi-step problems as they apply learned strategies.	All students will be able to interpret problems multiple ways; e.g., visual/graphic, rewrite using different terms, simplify.	3TL	Ongoing formative assessment, Mini Measures, District Benchmarks, TAKS test	Math dept head, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney		
	Mathematics	Regularly assess campus weaknesses and adjust curriculum to address them.	85% of all students will pass district benchmarks and campus Mini Measures	GSF	2007-2008 school year	Math dept head, Math teachers, Brenda Cerroni, Laura Bosquez, Thalia Chaney		#1-Comprehensive needs assessment
	Science	Utilization of the 5 E's in lesson cycle incorporating effective teaching strategies emphasizing KWL, Word walls and Concept Mapping, problem solving, and organizational skills.	90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2007-2008 school year	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney	1,000	
	Science	Teachers will continue receiving training in the development and use of authentic assessment.	100% of students will have three examples of authentic assessments in their portfolio, 90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2007-2008 school year	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney		#3-Instruction by highly qualified staff AND #4-High-quality and on-going professional development

	Science	Teachers will use interactive web based lessons and assessments, Inquiry-based labs, individual/team assessments.	Cooperative learning checklist/rubric and reflective journals will show 90% mastery of science concepts/TEKS, 90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	ITL	2007-2008 school year	Silverio Hernandez, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000	
	Science	TAKS formatted assessments will be used as summative checks.	90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures	AL	2007-2008 school year	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000	#8-Measures to include teachers in the decisions regarding the use of academic assessments
	Science	Utilization of questioning techniques that guide the students to make Unifying Concepts in Science.	90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures, walkthroughs	Q	2007-2008 school year	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney	\$1,000	
	Science	All science teachers will know and be able to use the Kilgo approach in targeting instruction to address weak student expectations.	90% of all 8th grade students will pass Science TAKS test, 80% of all students will pass district benchmarks and campus Mini Measures		2007-2008 school year	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney		#4-High-quality and on-going professional development
	Science	Vertical collaboration between teachers regarding approaches to student mastery of grade level Student Expectations.	90% passing on identified weak TEKS/Student Expectations to be assessed as needed.	3TL	2007-2008 school year	Science dept head, Science Teachers, Laura Bosquez, Thalia Chaney		#8-Measures to include teachers in the decisions regarding the use of academic assessments
	Social Studies	Students at each grade level will participate in the campus History Fair.	80% of all students will participate in the campus history fair.	ITL	2007-2008 school year	Irma Daniels, Ed Mendez, Laura Bosquez, AP, Thalia Chaney	500	#6-Strategies to increase parental involvement AND #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, 90% 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	2007-2008 school year	Irma Daniels, 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.
	Social Studies	Reduce class sizes in 8th grade Social Studies	Increase 8th grade SS TAKS passing rates		2007-2008 school year	Irma Daniels, Social Studies teachers, Laura Bosquez, Thalia Chaney	\$45,000 State Compensatory funds	

	Reading, English, Math, Science, Social Studies	AVID team will be trained in Pre-AP techniques and strategies.	Lessons used with Pre-AP students will incorporate the use of learned techniques and strategies.		2007-2008 school year	AVID teachers, Academic Dean, Thalia Chaney		
	Reading, English, Math, Science, Social Studies	Students will use Cornell Notes as a primary method of notetaking.	100% of students will be using Cornell Notes, walkthroughs, journals		2007-2008 school year	Ed Mendez, Core content dept heads, Laura Bosquez, AP, Thalia Chaney		#2-Schoolwide reform strategies that are based on scientifically based research
	Reading, English, Math, Science, Social Studies	Establish and maintain Pre-AP writing strategies in all Avid Pre-AP (7th grade & 8th grade) and Pre-AP classes.	90% of regular Pre-AP and Avid Pre-AP (7th & 8th grade) students will pass courses.		2007-2008 school year	Avid Site Team, Ed Mendez, Pre-AP teachers, Laura Bosquez, Cynthia Garcia, Eric Wernle, Thalia Chaney		
	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	2007-2008 school year	Team leaders, teachers, Laura Bosquez		#3-Instruction by highly qualified staff AND #4-High-quality and on-going professional development
	Academics	Students will use Plato lab to extend previously taught TEKS and/or master weak TEKS.	TEKS mastery.	3TL	2007-2008 school year	Team leaders, teachers, 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.
	Academics	After school tutoring and Saturday workshops will focus on TAKS preparation and targeted TEKS	90% of all students will pass the Reading, Writing, Mathematics, Social Studies, and Science TAKS test, 80% passing rate on district benchmarks, 80% of all students will pass campus Mini Measures	3TL	2007-2008 school year	Reading, English, Mathematics, Social Studies, Science dept. chairs, Victor Limon, Laura Bosquez, Thalia Chaney	Title Funds/Project Target TEKS	#10-Coordination and integration of Federal, State and Local services and programs
	Academics	Core contents will provide on campus staff development.	Staff Development calendar, Atrain		2007-2008 school year	Core content dept chairs, Laura Bosquez, Thalia Chaney	\$3,000	#4-High-quality and on-going professional development
	Academics	All teachers will access TRIAND, interpret assessment data, and be able to use the information to direct their instruction.	Increase in mastery based on formative assessments, decrease in target student expectations, 80% passing district benchmarks, 85% passing common assessments, 90% passing TAKS test.		2007-2008 school year	Dept Chairs, teachers, Laura Bosquez, Thalia Chaney		#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	Socratic Seminars will be a major strategy for dialogue and discussion campuswide.	Socratic Seminar observation forms, student Journal Reflection, walkthroughs		2 times per nine week period during 2007-2008 school year	Core Content Teams, Ed Mendez, Laura Bosquez		#2-Schoolwide reform strategies that are based on scientifically based research
	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		A minimum of two 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.
	Academics	Promote bridging between Nimitz Middle and Lee HS by meeting with 9th grade teachers and counselors.	Action plan updates, meeting minutes		A minimum of two times per school year	Susan McDevitt, Kim Stelter, Family Specialist, Eighth grade teachers, Laura Bosquez, Thalia Chaney		#8-Measures to include teachers in the decisions regarding the use of academic assessments.
	ESOL	English Language Learners will use Rosetta Stone programmed instruction to increase their English language vocabulary and improve their English syntax and grammar.	Periodic vocabulary and comprehension check via Rosetta Stone program, Increase in the number of ELL students that pass campus mini measures, district benchmarks, 2008 TAKS	V	2007-2008 school year	Gayle Lyon, Laura Bosquez, Thalia Chaney	\$50,000 State Compensatory funds	#7-Plans for assisting students in the transition from middle school to high school.
	ESOL	All teachers will will complete 3 days of SIOP training.	A Train printout		2007-2008 school year	Reading, English, Mathematics, Reading, English, Math, Science, Social Studies teachers, Laura Bosquez, Thalia Chaney		#4-High-quality and on-going professional development.
	ESOL	ESOL teachers and paraprofessionals will provide support to LEP students in core content area classes.	Minutes from department and team meetings, Campus and District benchmarks will reflect an 80% passing rates for ESOL students		2007-2008 school year	ESOL teachers and assistants, Laura Bosquez, Cynthia Garcia, 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	Special Education teachers will team with general education to provide co-teach support in core content classrooms with a focus in science.	90% passing on identified weak TEKS/Student Expectations to be assessed as needed.		2007-2008 school year	Special education and core content teachers, Laura Bosquez, Thalia Chaney		#2-Schoolwide reform strategies that are based on scientifically based research
Electives	Electives will integrate TEKS of core subjects into their instruction to reinforce student comprehension	Lesson plans, activities		2007-2008 school year	Electives teachers		
Spanish	AP Spanish will take practice tests to prepare them for the AP Spanish exam.	Lesson plans.		Each nine weeks	Ana Ruiz-Brown		
Academic Awareness	Students will collaborate with their assigned counselor and teacher, mentor or administrator and develop an individualized Academic Action Plan (AAP) for the current school year.	AAP review each grading period.	GSF	2007-2008 school year	Academic and Administrative team		#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.
Academic Awareness	Students will be able to lead their own conference to discuss the progress made in his or her Academic Action Plan (AAP).	By the end of the school year all students will have participated in a student led conference.	GSF	2007-2008 school year	Academic and Administrative team		
Academic Awareness	Monthly college awareness promotions will be held.	Formal and informal student feedback	CCR, CLP	September, 2007 through May, 2008	Academic Teams, Counselors, Academic Dean		#7-Plans for assisting students in the transition from middle school to high school.
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, 2008	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	Title I Funds - \$3,000	#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	2007-2008 school year	PALS teacher, NJHS sponsors, Family Specialist, Laura Bosquez, Susan McDevitt, Kim Stelter, Thalia Chaney		#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 newsletter will be published to motivate learners, create an awareness of campus initiatives, highlight student achievement, promote parental involvement	Year long TAKS awareness, increased parental involvement		2007-2008 school year	Ed Mendez, Laura Bosquez	\$1,000	#6-Strategies to increase parental involvement.

	Academic Awareness, Parental Involvement and Community	Oral and written communication between school and home will be in English and Spanish.	Increase in parental response and involvement.		2007-2008 school year	Family Specialist, Laura Bosquez		#6-Strategies to increase parental involvement.
	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		2007-2008 school year	V. Sekel, R. Wanieck, S. Moran, Laura Bosquez		
	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.
	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	Home visits will be conducted on students with attendance concerns.	Home visits documentation		Weekly	Family Specialist	Title I Funds - \$1,000	#7-Plans for assisting students in the transition from middle school to high school.
	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.		2007-2008 school year	Family specialist, attendance clerk		
	Staff Development	Academic Dean will supervise new teacher mentors and ensure the development of instructional capacity in new teachers.	Meet with mentor/mentee teams, new teacher observations and clinical supervision model		2007-2008 school year	Laura Bosquez, Thalia Chaney		#5-Strategies to attract high-qualified teachers in high needs schools.
	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, Cynthia Garcia, Assistant Principal		