

**Division of Program Monitoring and Interventions  
1st Year Academically Unacceptable Campuses  
2007-2008**

**Campus Intervention Team (CIT)  
Evaluation, Needs Assessment, and Recommendations**

District/Charter Name: Aldine ISD

County-District #: 101-902-084

Campus Name: Eisenhower Ninth Grade

CIT Members: Anne Hazzan (internal) and Mary Jane DeBusk (external) and Kay Karr (primary external)

Instructions: Please click in gray shaded box below and enter requested information.

In compliance with the following requirements of the TEC §39.1323, provide information regarding findings and causal factors identified in conducting the comprehensive on-site evaluation and needs assessment, and the recommendations of the team related to those findings.

<b>CIT ACTIVITIES</b> TEC §39.1323 (a)(2)	<b>FINDINGS</b> <b>From On-Site Evaluation</b>	<b>RECOMMENDED ACTIONS</b> <b>FOR IMPROVEMENT PLANNING</b>
Reallocation of Resources and Technical Assistance	<ol style="list-style-type: none"> <li>1. Reallocated human resources to provide more teachers on the campus to increase number of math teachers.</li> <li>2. Program Director of Secondary Mathematics is scheduled to be on the IKE 9 campus weekly to model and monitor instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal will continue to interview qualified and certified applicants that meet his level of expected commitment to rigorous and vigorous instructional practices and commitment to teaching at-risk students</li> <li>2. Conduct classroom observations to determine implementation of the modeled instructional strategies in each math classroom</li> <li>3. Monitor student performance data to determine effectiveness of weekly staff development and modeling of best practices.</li> </ol>
Changes in School Procedures or Operations	<ol style="list-style-type: none"> <li>1. Double math block for students not meeting standard.</li> <li>2. No math classes offered first period so that teachers can meet collaboratively and students who are tardy do not miss math instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure that any student that did not master math TAKS in 8<sup>th</sup> grade is scheduled into a double block of math (Algebra I and graduation preparation math) taught by different teachers.</li> <li>2. Principal will monitor collaborative planning by attending the planning sessions: Mondays – Demonstration lesson by District Math</li> </ol>

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	3. A new CWT that is comprehensive and diagnostic has been created.	<p>Coordinator  Tuesdays &amp; Thursdays – Meetings with academic families  Wednesday – Dept. meeting facilitated by department chair  Friday – weekly data review</p> <p>3. Conduct daily math CWTs and share feedback with teachers on a weekly basis.</p>
Staff Development for Instructional and Administrative Staff	<p>1. Weekly staff development that deals with modeling the instructional strategies to be used on the weekly curricular objectives is conducted by Carlos Barron, Program Director of Secondary Math</p> <p>2. Three new teachers are participating in the Rice Mathematics Institute. Additional teachers are participating in Trinity training, IB training, after-school math workshops, and leadership retreats</p> <p>3. Campus leadership team participated in the district's interim peer review for strategic planning</p>	<p>1. Monitor the implementation of the weekly staff development in instructional strategies.</p> <p>2. Monitor and evaluate implementation of instructional strategies learned during all institutes, staff development training, workshops, and retreats. Evaluate for effectiveness as determined by student performance data.</p> <p>3. Monitor to determine that the opportunities for improvement (OFI) identified in the peer review are being addressed in the campus plan and in each classroom</p>
Interventions for Individual Administrators or Teachers	<p>1. All math teachers have informal "expectation plans", which articulate teaching &amp; learning performance expectations</p> <p>2. Area superintendent conducts weekly classroom walk-throughs</p> <p>3. District Math person conducts weekly walk-throughs</p> <p>4. Principal has developed campus math intervention plan</p>	<p>1. Principal should meet with math teachers weekly on an individual basis to review the walk-through data and monitor effectiveness of their teaching strategies.</p> <p>2. The area superintendent should review and monitor campus principal actions relating to the improvement plan</p> <p>3. The district math person should review, monitor, and provide feedback on classroom practices with teachers.</p> <p>4. The principal should implement, monitor and evaluate the plan on a daily basis.</p>
Waivers from State Statute or Rule	District has received a staff development waiver that adds an additional five days for staff development	Monitor for alignment of staff development with student needs and evaluate effectiveness based on student performance data.

Other Actions Considered Appropriate	None	None
<b>CIT ACTIVITIES</b> TEC §39.1323 (b)(1)-(11)	<b>FINDINGS</b> <b>From On-Site Needs Assessment</b>	<b>RECOMMENDED ACTIONS</b> <b>FOR IMPROVEMENT PLANNING</b>
<p>Assessment of the staff to determine:</p> <ul style="list-style-type: none"> <li>the percentage of certified teachers who are teaching in their field</li> <li>the number of teachers with less than 3 years experience</li> <li>teacher turnover rates</li> </ul>	<p>100%</p> <p>14 schoolwide including 8 teachers in the math department</p> <p>19.28%</p>	<p>Ensure that any vacancies in the math department is filled with certified and highly qualified applicants</p>
<ul style="list-style-type: none"> <li>Compliance with class-size rules</li> <li>Number of class-size waivers received</li> </ul>	<p>Most math classes have fewer than 20 students. Honors classes are larger.</p> <p>NA</p>	<p>NA</p> <p>NA</p>
<ul style="list-style-type: none"> <li>Assessment of the quality, quantity, and appropriateness of instructional materials</li> <li>Availability of technology-based instructional materials</li> </ul>	<p>1. Teachers have manipulatives readily available for all math classrooms, access to district's on-line curriculum and on-line resources. Teachers also have formula charts and newly adopted textbooks in classrooms.</p> <p>2. Each classroom is equipped with a video projection system to facilitate the integration of technology in everyday instruction. Teachers have received training and support from administration and technology specialist. All teachers have overhead calculators and students have calculators. Smart boards are available in some of the classrooms. All classrooms are equipped with computer access.</p>	<p>1. Recommend principal continue to monitor implementation of instructional strategies that district math person has modeled for math teachers to determine if they will have a positive impact on student learning</p> <p>2. Monitor classrooms for integration and implementation of technology resources into the teaching and learning process</p>

	3. Computer lab for grad prep math is equipped with 25 computer stations and Plato software	3. Ensure that the curriculum in the grad prep math classes is aligned with the daily algebra curriculum
<ul style="list-style-type: none"> <li>Report on parental involvement strategies</li> </ul>	<p>1. Parental Involvement activities include: open house for AVID parents and an all school open house; Aldine community committee meetings; designated parents serve as parent communicators to call parents to remind them of meetings. Counselors have monthly parenting workshops that involve instructional strategies.</p> <p>2. Parent Connect is a software program that allows parents to see lessons that students are doing, including grades and discipline reports</p> <p>3. Parents have designated computers on campus that they can use any time during the day or after hours.</p>	<p>1. Principal will provide documentation to area superintendent of all parent involvement activities conducted quarterly; principal will additionally monitor to determine if the activities are having a positive impact on student performance</p> <p>2. Principal will review and monitor Parent Connect log ins.</p> <p>3. Principal will monitor parent usage.</p>
<ul style="list-style-type: none"> <li>Assessment of effectiveness of strategies</li> </ul>	Parental evaluations of involvement meetings and workshops are conducted.	Monitor parental feedback to determine effectiveness.
Assessment of the extent and quality of the mentoring program for new teachers	<p>1. Campus mentor coordinator, Denise Smith, provides each 1<sup>st</sup> year teacher with a mentor. Teachers new to Aldine are assigned a buddy.</p> <p>2. Coordinator conducts a monthly meeting with the mentors and mentees.</p> <p>3. Mentors and mentees meet on a regular basis to assess growth and individual needs.</p>	<p>1. Principal will ensure that each new teacher has a mentor.</p> <p>2. Principal will attend monthly meeting with coordinator, mentors and mentees.</p> <p>3. Principal will ensure that all new teachers' needs are being met during the weekly individual math meetings.</p>
Assessment of the type and quality of the professional development program for staff	District high school math coordinator is on campus every week to model lessons with instructional strategies in support of the week's instructional targets. Individual teachers participated in district staff development, IB training, Rice University training for algebra teachers, Agile minds	CIT recommends classroom observations to monitor the implementation and effectiveness of any professional development using the form: "Observation Checklist for an Effective Mathematics Classroom".

	through the Dana Center, and Trinity training. (All intermediate schools and middle schools are also involved with the Rice Institute and the Dana Center activities.)																					
<p>Demographic analysis of the student population, including:</p> <ul style="list-style-type: none"> <li>• Student demographics</li> </ul>	<p>06-07 AEIS Report indicated:</p> <table> <tr> <td>06-07 AA</td> <td>Hisp</td> <td>W</td> <td>Asian</td> <td>Native Am.</td> </tr> <tr> <td>45.8%</td> <td>49.3%</td> <td>1.9%</td> <td>2.9%</td> <td>.2%</td> </tr> <tr> <td>07-08 AA</td> <td>Hisp</td> <td>W</td> <td>Asian</td> <td>Native Am</td> </tr> <tr> <td>44%</td> <td>50%</td> <td>2.5%</td> <td>2.9%</td> <td></td> </tr> </table>	06-07 AA	Hisp	W	Asian	Native Am.	45.8%	49.3%	1.9%	2.9%	.2%	07-08 AA	Hisp	W	Asian	Native Am	44%	50%	2.5%	2.9%		None
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<ul style="list-style-type: none"> <li>• At-risk populations</li> </ul>	07-08 50.5%	None																				
<ul style="list-style-type: none"> <li>• Special education percentages</li> </ul>	07-08 8.7%	None																				
<ul style="list-style-type: none"> <li>• Report of disciplinary incidents</li> </ul>	<p>Discipline reports indicated that discipline was a factor in Ike 9's low performance. Too many students were placed into Alternative settings. Currently, no students have been placed in Alternative settings. The administrators and teachers have made a conscientious effort to follow the Campus Disciplinary Framework.</p> <p>Teachers will implement daily routines and procedures:</p> <ul style="list-style-type: none"> <li>• Classroom behavior</li> <li>• Classroom language</li> <li>• Classroom attendance</li> <li>• Warm ups</li> <li>• Collecting/grading CW/HW</li> <li>• Note taking</li> <li>• Distributing and collecting calculators</li> <li>• Redirection of student misbehavior</li> <li>• Entering/leaving the room</li> </ul> <p>Teachers will correct student misbehavior immediately followed by parent/AP contact, if needed.</p>	Monitor discipline referrals to determine if they will have a negative impact on TAKS testing. Monitor teacher referrals for compliance with daily routines and procedures; instruction cannot place if the students are not in class.																				

<ul style="list-style-type: none"> <li>School Safety information</li> </ul>	<p>Three school safety choice incidents have been documented; however, they did not have an impact on low performance in math.</p>	<p>Continue all district and campus procedures to ensure a safe school environment continues at IKE 9</p>
<p>Financial and accounting practices</p>	<p>Review of budget indicated financial and accounting practices did not have a negative impact on student performance. Principal indicated that campus and district have always been financially supportive. Title I and SCE funds are allocated based on per pupil level of at risk students</p>	<p>Continue to monitor budget to ensure alignment of expenditures with teaching and learning needs.</p>
<ul style="list-style-type: none"> <li>Assessment of curriculum</li> <li>Teaching practices</li> </ul>	<p>The math department has a well-developed Instructional Calendar, supported by a campus-aligned Scope and Sequence. The Aldine ISD curriculum is a process and not a document; revisions are ongoing when concerns are brought up. Teachers and skills specialists are involved in the process so that the curriculum does not negatively impact student performance. Curriculum writing is conducted in the summer. Skill remediation is built into the curriculum, and curriculum resources are in place to support instruction. Aldine's curriculum is held in high regard among the state's education community. The curriculum uses a spiral approach to connect back to previous skills taught in earlier grades. It is also available online through Triand's management system.</p> <p>Teaching practices are closely monitored on a daily basis by the principal, skills specialist, district math coordinator and/or area superintendent.</p>	<p>Monitor the use of the curriculum through classroom observations, department meetings, lesson plans, calendars for instructional focus, and the campus scope and sequence.</p> <p>Continue to require teachers to implement "rigorous and vigorous" instructional strategies that have been modeled by the district's secondary math coordinator and campus skills specialist/department chair.</p>
<p>Other research-based data obtained to assist team in recommending an action <u>or</u> executing a school improvement plan</p>	<p>The CIT is reviewing the campus' IB Strategic Plan and the internal peer review conducted for Ike 9.</p>	<p>No recommendations at this time</p>

**Due Date:** October 22, 2007