

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
 2006-2007
 DRISCOLL 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 instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS
[RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.](#)
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
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 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
RELEVANCE - [Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.](#)
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RELATIONSHIPS - [Every student will have a personal teacher advocate who will convey a sense of caring and support.](#)
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1		X		All Subjects		X		1A	DATA Team	The school DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	100 % of departments will use multiple sources of data to set objectives as evidenced by performance of the campus on benchmarks and TAKS.	Monthly	Michael Cardona, Principal; Robert Watson, asst prin.; Brian Hurley, asst. prin.; Cynthia Kosub, asst. prin.; Rita Davis, academic dean; department chairs	
1,2,4		X		All Subjects		X		1B	Literacy Team	Teams will use TRIAND to sort 6-7-8 grade students for homeroom that is workshop focused for reading and math failures of TAKS.	Homeroom workshops will be in place and students receiving support.	September, 2006	Literacy team; literacy coaches; Rita Davis, Academic Dean; Michael Cardons, principal	
1	X	X	X	All Subjects		X		1C	Pre-AP Recruitment- All Courses	Reviewing elementary and middle school commended scores to target students to recruit into Pre-AP. Students will be supported by tutoring and pairing with peer mentors and teacher monitoring	95% successful completion rate of students entering Pre-AP classes.	Ongoing through end of year	Assistant principal for departments, teachers, Edie Ritchey, David Taylor, Lorraine Young, counselors	
1,2	X	X	X	All Subjects		X		1D	Counselor Directed Homeroom Sessions for All Students in Small Groups	Counselors will meet with every homeroom to discuss the significance of achieving commended levels. Teachers will monitor benchmarks and help students set goals to reach commended.	Benchmarks will reflect ongoing increases to commended levels. TAKS will reflect 20% increase in commended scores.	Ongoing through April 2007	Edie Ritchey, David Taylor, Lorraine Young, counselors, teachers	
1,2	X	X		Reading		X		2A	Literacy Coaching Within Academic Teams	Reading teachers serve as facilitators and coaches for content area reading, increasing amount of time students spend reading and analyzing text during the school day. Students receive increased support in reading skills in all areas.	100% of team teachers use literacy strategies provided by literacy team as indicated in formative walk-throughs. TAKS mastery level will increase by 5% on every objective in grades 6-8 reading.	Ongoing through spring 2007	Literacy coaches; Rita Davis, Academic Dean; Lynn Jordan, reading department chair; Michael Cardona, principal; Brian Hurley, asst. principal	\$1600 for attendance of department chair and dean at training conference.

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1,2	X	X		Reading:		X		2B	Literacy Workshop/Homeroom Flexible Grouping	Using Triand for data, teachers of each team will divide students into homeroom groups for specialized instruction on targeted skills. One to one conferences set goals based on benchmark scores and targeted areas for growth.	Walk-throughs will indicate teachers meet individually and in small groups with students working to improve weak areas. Closer relationships will be established. 100% of students will have improved TAKS scores in all sub pops.	Monthly through spring 2007	Reading teachers; Rita Davis, Academic Dean; Lynn Jordan, reading department chair; Michael Cardona, principal; Brian Hurley, asst. principal	
1,2	X	X		Reading		X		2C	Literacy Workshop Cross-Curricular Strategies	Support before, during, and after reading strategies such as Say Something in the core content areas (English, social studies, and science).	Teachers in the secondary core content areas (English, social studies, and science) will be mentored by teachers who teach before, during, and after content reading strategies.	Fall and Winter 2006, Spring 2007	Lynn Jordan, reading chair; Neta Greene, English chair; Margaret Erickson, social studies chair; and Kristi Howard science chair; teachers	
1,2	X	X		Reading		X		2D	Use of common assessments for consistency in addressing TEKS	Every grade level will continue to use common tests for each major test with a common nine week and semester exam.	Tests will reflect use of benchmark data to enhance teaching and item analysis for each test will be given to the Academic Dean. Teachers' lessons will indicate common planning to meet targeted TEKS.	Fall and Winter 2006, Spring 2007	Lynn Jordan, reading chair; Rita Davis, Academic Dean; teachers	
1,2	X	X		Writing		X		3A	Cross-Curricular Literacy Coaching	Cross-curricular planning results in strategies stressing writing and reading opportunities across the core content areas through teams in literacy workshops 3 days per week.	100% of benchmarks show improved scores in writing and reading. 7th grade TAKS scores will show 100% passing and 75% commended.	Ongoing through February 2007	Neta Green, English chair; Rita Davis, Academic Dean; Michael Cardona, principal	\$500 for planning days for writing team to do pull out for data identified students.

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1,2		X	X	Writing		X		3B		Core content area coaches use compiled literacy binders focusing on instructional strategies for the academic team. English and reading literacy instructors coordinate for implementation during workshop lesson planning; prewriting, cubing, analysis, HOTS, notetaking, and other cross curricular skills.	100% of students in grades 6,7,8 develop improved fluency and scores as reflected in benchmarks and walkthroughs. 100% of students experience at least two one-on-one direct instructions via student-teacher conferencing during the writing process.	December 2006, March 2007	Neta Greene, English chair; teachers; Rita Davis, Academic Dean; Brian Hurley, asst. principal; Literacy Team members.	
1,2	X	X	X	Writing		X		3C	Literacy Workshop/Home-room Groupings	Within academic teams and literacy workshop/homeroom, the English and reading teachers will compile student pull-out groupings based upon benchmarks, TAKS, and common assessment data gathered on the team students. One to one conferences to set goals.	100% of students at grade 7 will be administered periodic benchmark tests to determine progress in writing and score 70% and at least 2 in writing. Students and teachers will have 1-1 reflective feedback sessions in all grades.	Fall, 2006 and Winter, 2007	Neta Greene, English chair; teachers; Rita Davis, Academic Dean	\$875 for training on assessment
1,2	X	X		Writing		X		3D	Continued Use of Common Assessments	implement and monitor a common assessment for selected courses to guide writing instruction at each 9 weeks test.	100% of students in grades 6 , 7 , 8, will be administered an end-of-semester assessment common to that course as well as 9 weeks common assessment.	December, 2006; May, 2007	Michael Cardona, Principal; Rita Davis, Academic Dean; Neta Greene, English chair; teachers	
1	X			Writing		X		3E	Writing Across Curriculum	Implement Pre-AP strategies for writing in response to text in all Pre-AP classes. Improve students' abilities to analyze and critically evaluate written texts and visual representations.	Enrollment numbers in Pre-AP courses will increase and remain stable throughout the 2006-07 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP courses. 100% of 8th grade students will score 2 or above on short answer responses to reading/writing triplets.	June, 2006; October, 2006; June, 2007	Neta Greene, English chair; Rita Davis, Academic Dean; teachers	

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1,2		X	X	Mathematics		X		4A	Literacy Workshop Homeroom Groupings	Within academic teams, homerooms are grouped based on data: TAKS scores, benchmarks, prior grades and deficiencies. Prior math failures are scheduled into homeroom with math teachers. One-one conferences set goals based on benchmark scores and targeted areas for growth.	All populations of TAKS math scores will improve. Walkthroughs indicate 100% targeted instruction.	Weekly	Michael Cardona, Principal; Cynthia Kosub, asst. principal; Beverly Chase, math chair; Rita Davis, Academic Dean; teachers	\$875 for training on assessment
1,2	X	X		Mathematics		X		4B	Vertical Alignment	Utilize the North East Scope and Sequence for all math courses and plan weekly as a grade level group.	100 % of students will score a minimum of 70 on district benchmark tests.	October, 2006 February, 2007	Rita Davis, Academic Dean, Beverly Chase, math chair, Cynthia Kosub, asst. principal, teachers	
1,2	X	X		Mathematics		X		4C	Literacy Workshop, Cross-Curricular Emphasis	Academic teams' teacher use compiled literacy notebooks to stress cross-curricular vocabulary and reading/analysis skills in math problems.	All students review reading and vocabulary skills that support math instruction. Students use HOTS, decoding, analysis, comparison and contrast, and other strategies so that scores on benchmarks show continued improvement for every student. RIGOR will be addressed for those students not needing intervention.	Weekly	Beverly Chase, math chair; teachers	\$875 for planning day per grade level
1,2		X		Mathematics		X		4D	Literacy Workshop/Home-room Groupings	Analysis of benchmarks, common assessments, and Triand data will result in tutorials in a MWF/TTH configuration for those showing need of more support second semester. Students will come from elective or p.e. for tutorial.	100% of tutorial students will pass TAKS	February 2007 through April 2007	Michael Cardona, Principal; Cynthia Kosub, asst. principal, Beverly Chase, math chair; Rita Davis, Academic Dean; teachers	\$2000 Target TEKS funds

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1,2	X	X		Mathematics		X		4E	Vertical Alignment	Develop and implement campus level common unit tests.	All math students will be administered common assessments and major tests and for 9 week tests. Academic dean will receive item analysis from each teacher for comparison of scores.	December, 2006 May, 2007	Rita Davis, Academic Dean; Beverly Chase, math chair; teachers	
1,2	X	X		Science		X		5A	Literacy Coaches Within Academic Teams	All team teachers use compiled strategies provided by literacy coach to support content area vocabulary and reading skills.	Benchmark scores will show improvement compared to 5th grade TAKS scores. 100% of students show more proficiency with science text in analysis, synthesis, application, vocabulary, and use of text as indicated by formative walkthroughs.	Ongoing through spring 2007	Rita Davis, Academic Dean; Kristi Howard, science chair; Robert Watson, asst. principal; Michael Cardona, Prin.; teachers	\$875 training for assessment
1,2		X	X	Science		X		5B	Literacy Team for Homeroom Workshop Groupings	All students are in flexible groups during homeroom to enable teachers to target skills needed. One to one student-teacher conferences set goals for individual achievement.	100% of walkthroughs will indicate students receiving cross-curricular instruction in literacy techniques to help in science. Students receive one-on-one help with challenging academics by all teachers on rotation basis.	Ongoing through spring 2007	Kristi Howard, science chair; Robert Watson, asst. principal; teachers	
1,2	X	X		Science		X		5C	Cross-Curricular Literacy Emphasis	Homeroom/workshop time will support the core content area of science; the reading classes for the team will concentrate the first 12 weeks on text use; reading skills in technical and non-fiction reading, vocabulary enhancement, notetaking, and SQ3R or other before/during/and after strategies.	All walkthroughs will indicate use of effective teaching and questioning strategies which also include proper use of science vocabulary and the research based strategies. Benchmark and common assessments indicate students have improved success on vocabulary and writing. The writing TAKS scores and reading scores reflect improvement in all subpops.	September, 2006- May, 2007	Kristi Howard, science chair; Michael Cardona, Principal; Robert Watson, asst. principal; teachers	Substitutes for SCOPE training through district science coordinator. \$1500 for subscription to non-fiction periodical for use across curriculum, across grade levels.

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1,2	X			Science		X		5D	Vertical Alignment	All Pre-AP students will be required to complete an independent science project increasing the probability that students will demonstrate understanding and application of scientific concepts. Teachers will foster enrollment in Pre-AP classes and support student successful completion.	100% of all Pre-AP students will complete an independent science project. Enrollment number of students in Pre-AP science will remain proportional to regular classes. All Pre-AP students will have 1-1 conference with teacher once each semester.	September, 2006- May, 2007	Kristi Howard, science chair; 8th grade Pre-AP teachers; campus administration	
1,2	X	X		Science		X		5E	Vertical Alignment	Develop, implement, and monitor common nine week assessments that are TAKS formatted for all science classes to successfully demonstrate completion of the scope and sequence.	All students in middle school science courses will be administered a common nine week assessment that is prepared prior to course planning.	September, 2006, December, 2006, May, 2007	Kristi Howard, science chair; Rita Davis, Academic Dean; teachers	
1,2	X			Social Studies		X		6A	Literacy Coaches Within Academic Teams	Literacy coaches/reading teachers will provide a compiled notebook of strategies for use by all teachers. Reading teachers use social studies material and text to teach reading objectives.	Formative walkthroughs will provide evidence of students exhibiting better understanding of text so higher levels of thinking can occur.	Ongoing through spring 2007	Margaret Erickson, social studies chair; teachers; Robert Watson, asst. principal; Rita Davis, Academic Dean.	\$875 assessment training
1,2	X			Social Studies		X		6B	Vertical Alignment	Create common unit tests each nine weeks based on TEKS in 6th and 7th grade, and the TEKS and TAKS objectives in the 8th grade.	The common assessments will be administered to all students so that instruction is parallel in all grade level subject matter.	December, 2006, May, 2007	Margaret Erickson, social studies chair; teachers; Rita Davis, Academic Dean	
1,2		X	X	Social Studies		X		6C	Creating Relevance for History Connecting Past to Present	Implement differentiated instruction through History Alive! And Social Studies Alive! All teachers are trained.	100 % of walkthroughs will provide evidence of differentiated instruction. Teachers will be trained at level 1 and 2. Interactive participation is evident.	December 2006, June, 2007	Margaret Erickson, social studies chair; Rita Davis, Academic Dean; Robert Watson, asst. principal.; Brian Hurley, asst. principal.; Cynthia Kosub, asst. principak; Michael Cardona, Principal; teachers	\$600 subs, History Alive training fees

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1,2		X		Social Studies		X		6D	Literacy Team Cross-Curricular Strategies	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners. All team teachers use common literacy strategies to emphasize commonalities in all subjects.	100% of walkthroughs indicate students are able to transfer knowledge from reading to social studies classes. 100% of benchmarks will show improvement. 8th grade TAKS social studies scores will be improved by 4%.	Ongoing through spring 2007	Margaret Erickson, social studies chair; teacher, Robert Watson, asst. principal; Rita Davis, Academic Dean	
1,2		X	X	Social Studies		X		6E	Literacy Workshop Grouping	Teams use flexible groups based on analysis of reading and math scores. Literacy skills are applied to success in all subjects. Math skills will receive emphasis 25 minutes each workshop day for at-risk math students. One to one conferences of student-teacher set student goals.	100% of students on each academic team will show improved benchmark scores in math and reading; 8th grade students will show improved scores in social studies and science, above the benchmark scores, on TAKS.	Ongoing through spring 2007	Margaret Erickson, social studies chair; teachers; Robert Watson, asst. principal; Rita Davis, Academic Dean	
1,2,5		X		Library Services		X		7	Literacy Team Cross-Curricular Strategies	Librarian is key component of literacy initiative. She is involved on the Literacy Team and orders and supports cross-curricular materials as well as facilitating cross-curricular instruction.	Library is focal point to support Literacy Team.	Ongoing through spring 2007	Cindy Curney, librarian; Rita Davis, Academic Dean	
1,2,5	X	X		Special Education		X		8	Literacy Team Coaching Within Academic Teams	Special education teachers train with the teams to use the cross-curricular literacy strategies developed by the Literacy Team to enhance all student performance.	Special education students will be grouped by the team into flexible literacy homerooms with all other students. 100% of special education students will pass TAKS or the equivalent.	Ongoing through spring 2007	Michael Cardona, Principal; Mellony Deuel, campus coordinator	
2	X	X	X	Guidance		X		9A	Vertical Alignment with High School; Goal Setting within teams	Counselors will meet with every 8th grade student and develop individual four year plan. Counselors assist teams with grouping for reteach for enrichment.	All students will have 4 year plans at end of 8th grade. All students will meet with their counselor at least once a year in 1-1 conference.	April, 2007	Edie Ritchey, David Taylor, Lorraine Young, counselors; Michael Cardona, Principal	\$875 assessment conference

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
 2006-2007
 DRISCOLL 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 instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

EXPECTATIONS
[RIGOR - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.](#)
 * [3 Tier Instructional Model](#)
 * [Student Engagement Strategies](#)
 * [Content Reading and Writing Strategies](#)
 * [Vocabulary Development](#)
 * [Similarities and Differences](#)
 * [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)
[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](#)
 * [Personal Graduations Plans \(PGPs\)](#)
[RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.](#)
 * [Collegial Instructional Learning and Planning](#)

STUDENT ENGAGEMENT STRATEGIES
CIP - Collegial Instructional Learning and Planning
GSF - Goal Setting & Frequent Feedback with individual students
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
ITL - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		District Initiatives	E	M							
1,2,3	X	X	X	Promote College/Career and Scholarship Awareness		X		9B	Vertical Alignment with Elementary Feeders	Middle school counselors conference with feeder elementaries for Gear Up presentations. Follow up occurs for setting 3 year plan at time of 5th grade choice sheet.	All entering 6th graders have awareness of middle school course expectations. All have a preliminary plan.	January, 2007	Edie Ritchey, David Taylor, Lorraine Young, counselors	