

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
 Jackson Middle School**

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.

Equity and Excellence: Everybody Counts

"It is the nature of man to rise to greatness if greatness is expected of him." John Steinbeck

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 |
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| | Rigor | Relevance | Relationship | | District Initiatives | E | M | | | | | | | |
| 1 | | X | X | Student Attendance | X | | | 1A | | Increase attendance through incentives. Grade level reward for highest 6 week attendance = non-uniform day. | Increase average daily attendance to 96%. | Every 6 weeks - starting with the first week of school. | Jody Rathburn | |
| 3 | | X | X | Student Attendance | X | | | 1B | | Reminders to parents about attendance will go out with every progress report and Report card. | Increase awareness to parents about need to re-schedule dentist, doctor appointments, etc. around the attendance time. | Progress report and Report card dates. | Jody Rathburn | |
| 3 | | X | X | Student Attendance | X | | | 1C | | Update the WEB SITE. Put an Attendance Link on it for updates on non-uniform contest dates and other items that will educate parents. | Increase parent awareness of our goal of 96% ADA for the year. Impact their support with friendly updates. | Every 6 weeks - starting with the first week of school. | Jackie Lousier | |
| 2 | | X | X | Student Attendance | X | | | 1D | | Administrators will notify parents when students have been absent 5 times. | Increase parent awareness of their child's absences. | Every 6 weeks - starting with the first week of school. | Assistant Principals | |
| 1,2&4 | | X | X | Student Attendance | X | | | 1E | | * Provide students with information about performance anxiety and test taking skills through advisory groups. | Through student feedback, document decrease in test anxiety and show 10% improvement in assessment scores. | Improvement will be tracked by first 3 report card grades. | Counselors | |
| 2 & 4 | | X | X | Guidance | | X | | 18A | GSF | *Implement a mentoring program for all students who failed a portion of the TAKS test (Reading/ELA or Math). Each mentor will complete a PGP and meet w/the student's parents. | 100% of eligible students will have an adult mentor. Mentors will meet w/students on a frequent basis. | Every week. | Academic Dean | |
| 2 & 4 | | | X | Guidance | | X | | 18B | GSF | Target individuals with repeat assignments to ISS for group/individual counseling. | 80% of involved students will not be re-assigned to ISS. | Ongoing | Counselors | |
| 2 & 4 | | | X | Guidance | | X | | 18C | CIP | Plan, organize, implement group guidance activities as needed. | Each counselor will facilitate one group per semester. | Ongoing | Counselors | |

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| 3 | | x | | Guidance | | X | | 18D | GSF | Reduce number of failures through communication with parents. | Communicate with 100% of parents (by mail) whose students are failing one or more classes. | After each grading period | Counselors | |
| 1 | | X | X | Guidance | | X | | 18E | GSF | Reduce number of failures by meeting with individual students. | Meet with 100% of students who are failing one or more classes after each grading period. | Ongoing | Counselors | |
| 3 | | X | | Parent & community involvement | | X | | 1F | | Continue to implement an orientation for incoming 6th graders (Cub Camp). | 95% of incoming 6th graders will attend and participate in the orientation. | Aug-06 | Academic Dean | |
| 4 | | X | X | Character Education/Safe and Drug Free Schools | | X | | 17A | CIP | *Implement character education by grade level utilizing power point. | 100% of teamworks (advisory) classes will discuss the appropriate "Character Education" pillar each 6 weeks. | Weekly throughout the school year. | Academic Dean | |
| 1 | X | | | English | | X | | 2A | CRW | Utilize six-trait writing instruction to focus on developmental and revision stages. | TAKS test - 7th writing - 70 % score 3+; 70% + pass Common Assessment. | Feb-07 | English Department | \$1,500 |
| 1 | X | | | English | | X | | 2B | CRW | Implement positive sentence structures when students identify all that is correct in a sentence. Accentuate the positive rather than negative. | TAKS test - 7th writing - 70 % score 3+; 70% + pass Common Assessment. | Ongoing | Academic Dean | |
| 1 | X | | | English | | X | | 2C | CRW, ITL | Continue to implement the Gemini Ink Writing Program for all 7th grade students. | TAKS test - 7th writing - 70 % score 3+; 70% + pass Common Assessment. | Feb-07 | English Department | \$3,000 |
| 1 | X | | | English | | X | | 2D | CRW | Revision stage to emphasize fluency and editing skills (pn sp cap), word choice, sentence structure. | TAKS test - 7th writing 70% score 3+. Common Assessment - 70%+ | Daily/Weekly | English Department | |

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| 1 | X | | | English Grammar - Development - Parts of Speech, writing. | | X | | 2E | CRW | Use New Jersey Grammar, Writing Poetry; use six-trait writing instruction | 90% or better passing score on grammar and writing on all standardized tests and common assessments. | Ongoing | English Department | |
| 1 | X | | | Science | | X | | 4A | CIP | Revise, review and elaborate vertical alignment for technology TEKS. | Review progress and lessons during department meetings. | Weekly throughout the school year. | Science Department | \$100 |
| 1 | X | | | Science | | X | | 4B | CIP | Revise, review and elaborate lesson strategies to conform with new textbooks and changes in TAKS test. | Review strands and required concepts throughout the year during department meetings. | Ongoing | Science Department | |
| 1 & 2 | X | | X | Science | | X | | 4C | GSF | *Incorporate Thinking Maps into lessons. Each student will utilize interactive notebooks. | Examples of students' work in their portfolios. | Ongoing | Science Department | |
| 1 | X | | | Science | | X | | 4D | ITL | *Use the 5 E's teaching strategies. | Lesson Plans | Ongoing | Science Department | |
| 1 | X | | | Science | | X | | 4E | CRW | Continue to use strategies to strengthen vocabulary and practical math skills. | 70% passage rate on 8th grade TAKS Test. | Ongoing | Science Department | |
| 1 & 2 | X | X | | Math | | X | | 3A | GSF | *Students will be provided feedback through evaluation form - exemplars. | Improve test/Benchmarks/TAKS by at least 10%. | Ongoing | Math Department | |
| 1 & 2 | X | X | | Math | | X | | 3B | GSF | *Students will set goals through "I can..." TEKS Sheets. | Improve test/Benchmarks/TAKS by at least 10%. | Ongoing | Math Department | \$300 resources |
| 1 | X | | | Math | | X | | 3C | 3TL | Provide 3-Tier levels of instruction using Star Lesson Planning. | Improve test/Benchmarks/TAKS by at least 10%. | Ongoing | Math Department | |
| 1 & 2 | X | X | | Math | | X | | 3D | GSF, ITL | *Students will use graphic organizers (math notebooks) | Improve test/Benchmarks/TAKS by at least 10%. | Ongoing | Math Department | |
| 1 | X | | | Reading | | X | | 2F | CRW | Use a variety of reading strategies to improve comprehension; predict, visualize, connect, question, clarify, evaluate. | Evidence of implementation through documentation in teacher lesson plans. | Ongoing | Reading Department | |

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| 1 | X | | | Reading | | X | | 2G | CRW | Improve student's vocabulary by using English from the Roots up, Greek and Latin word roots. 6th grade - introductory 7th grade - roots #1-50...8th grade - roots #51-100. | Pretests and post tests will be administered to all students with 100% passing the post test. | August 2006 for pretest and April 2007 for post test. | Reading Department | |
| 1 | X | | | Reading | | X | | 2H | CRW | Use nonfiction material 40% of classroom time to support social studies and science curriculums. | Evidence of implementation through documentation in teacher lesson plans. | Comprehension check through discussion, written essay, or quiz following reading. | Reading Department | |
| 1 | X | | | Reading | | X | | 2I | CRW | Incorporate the use of technology in the reading classroom; specifically Microsoft Publisher and Inspiration. | Document technology TEKS taught using "Do It" program, found in teacher resources. Attach student samples. | Each 9-week period using performance assessment. | Reading Department | |
| 1 & 2 | X | X | | Social Studies | | X | | 5A | CRW, ITL | Implement content reading strategies in grades 6-8 social studies classrooms using a variety of instructional activities: including graphic organizers to encourage higher order thinking. | Evidence of implementation of content reading strategies in the classroom through Social Studies Snapshot Walk-throughs and the Social Studies "What to Look For" checklist. | Ongoing | Social Studies Department | |

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| 1 & 2 | X | X | | Social Studies | | X | | 5B | GSF, ITL | *Students will have goal setting opportunities before, during and after state, district and classroom assessments. All students will receive a TEKS MASTERY hard card each nine weeks that they will use to track progress on TEKS mastery. | Using data, individual intervention plans for students who have been unsuccessful on TAKS and/or SDAA II will be developed, implemented and monitored. TEKS/TAKS Action Plans will be completed after state and district assessments. A student goal setting system will be developed and implemented in every classroom. Teachers will use information gained from data analysis training, assessment training, Strategies for Engagement training, etc. in providing feedback to students and parents regarding academic growth. | Ongoing | Social Studies Department | |
| 1 | X | | | Social Studies | | X | | 5C | CRW | *Incorporate writing into the context of student work in the social studies classroom. | Evidence of writing in the social studies classroom through Social Studies Snapshot Walk-throughs and the Social Studies "What to Look For" checklist on web page. | Ongoing | Social Studies Department | |
| 1 | X | | | Social Studies | | X | | 5D | CIP | *Create and administer a common assessment at each grade level for each semester with attention to vertical alignment and specific TAKS objectives. | All students will be administered a common assessment each semester targeting 100% passing. | December 2006 and May 2007 | Social Studies Department | |

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| 1 | X | | | All Subject Areas | | X | | 1G | CIP, CRW, ITL | *Utilize the district's six-step vocabulary development process for content vocabulary mastery. | All students will show evidence of vocabulary development and improvement by targeting 100% passing rate on common assessments, benchmark tests & TAKS. | Ongoing | All Teachers | |
| 1 | X | | | All Subject Areas | | X | | 1H | ITL, GSF | *Utilize the Interactive Instructional Strategies presented by Robert Marzano: Think-Ink-Pair-Share; Solve-Pair-Share; Write-Pair-Share; Pair(2)-Square(4); Peer to Peer; Student as Teacher; and "Say Something" | Formal and Informal classroom observation. | Ongoing | Administration and Department Coordinators | |
| 1 | X | | | Special Education | | X | | 14A | CIP | Provide training to teachers working with special education students which supports use of the TEKS analysis of TAKS/SDAA II, benchmark/common assessment data, and district scope and sequence in planning instruction for students. | Increase the number of special education students taking and passing grade level tests. | October, January, February, April | Special Education Department | |
| 1 | X | | | Special Education | | X | | 14B | GSF | Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum. | Decrease the number of students with disabilities served in special education settings. | Progress Reports and Report Card (every 3 weeks) | Special Education Department | |
| 1 | | X | X | Special Education | | X | | 14C | GSF | *Track students in Special Education who have been placed into a general education classes. Equip students to recognize their own strengths and areas of need and to develop compensatory strategies. | Team Meetings and Student Conferences. | Progress Reports and Report Cards (every 3 weeks) | Principals, Judith Moening, Curriculum Specialists, Academic Dean and Special Education Campus Coordinator. | Will come from NEISD Special Education Budget. |

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| 2 & 3 | | X | X | Special Education | | X | | 14D | CIP | Improve communication between Case Managers, parents and general education teachers ("the team") to create a positive climate for maximum academic behavioral and social success of our special education students. | Increased time in the general education classroom (LRE) based on the number of minutes spent in CMC. Improved quality of work turned in (based on grades) and a reduction in failures each 9 weeks (based on progress reports and report cards) through communication with the team. | Progress Reports and Report Cards (every 3 weeks) | Special Education Campus Coordinator, Special Education Case Managers and Inclusion Teachers | |
| 2 & 4 | | X | X | Special Education | | X | | 14E | CIP | Provide training on a continuum of interventions for students with disabilities who have behavior and/or emotional disorders. These interventions include identification of replacement behaviors, development of effective BIPs, use of redirection model, social skills class, or inclusion support models, and structure of more extensive behavioral support. | Reduction in percentage of special education students served through disciplinary alternative education programs. | Each 9 weeks. | Special Education Department | |
| 1 & 2 | X | X | X | Special Education | | X | | 14F | GSF, ITL, CIP | Provide in class support for students through CMC Case Management/Monitoring. Remediate students with an additional Math/Reading class in area of need. Location of class (General Ed. Or Special Ed.) will be determined based on individual student need. | Increase number of Special Education students achieving grade level expectations for SDAA and/or TAKS and providing pullout for pre-teaching of vocabulary and skills classes for areas of need (calculator training). | Benchmark tests, Common Assessments, Progress Reports, Report Cards and Standardized Achievements Tests (SDAA/TAKS) | Special Education Case Managers, Program Coordinator and Special Education Campus Coordinator. | |

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* 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 | | | | | | | |
| 2 & 4 | | X | X | Special Education | | X | | 14G | GSF, CIP | *Create collaborative learning communities and facilitate student goal setting with the result being student growth and independent learning skills (including problem solving). | Conference with students at least every 3 weeks (progress reports and 9 week grading reports) to discuss progress and produce achievable goals. | Ongoing | Special Education Campus Coordinator, LSSP, Re-direction teacher, Program Coordinators in charge of behavior programs and Self Contained teacher. | NEISD Special Education |