

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

Garner 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 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.

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)

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

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Core Content Areas	Based on a campus needs assessment, teachers will receive professional development in research-based instructional analysis and any other appropriate training that targets student learning goals identified by the Campus Improvement Committee.	Student performance on TAKS will result in a campus rating of Exemplary. Commended performance will increase by 10%	CLP, 3TL	August, 2007- May, 2008	Donna Newman, Principal; Maureen Rodriguez and John Bojescul, Assistant Principals; Melissa Alcalá, Academic Dean	
	Core Content Areas	Teachers, teams, and departments will analyze data to identify and develop strategies for targeted areas/students in need of assistance. Classroom walkthroughs, dept. meeting notes, team meetings notes, and teacher lesson plans will reflect implementation of initiatives.	Student performance on TAKS will result in a campus rating of Exemplary. Commended performance will increase by 10% in all subject areas.	GSF, AL, PGP, CLP	August, 2007- May, 2008	Donna Newman, Principal; Maureen Rodriguez and John Bojescul, Assistant Principals; Melissa Alcalá, Academic Dean; Reenie Mills and Shar Huffman, Counselors; Teachers	
	Reading	Students who receive commended on Reading TAKS will be offered an Advanced Contemporary Literacy (ACL) course which will be a rigorous curriculum revolving around self and peer teaching. Teachers at all three grade levels will collaborate twice a month about ACL.	100% of targeted students will continue to receive commended on TAKS.	ITL, CLP	August, 2007- May, 2008	Donna Newman, Principal; Melissa Alcalá, Academic Dean; Reading Teachers	

Reading	Students who failed TAKS Reading in Spring 2007, will be assigned an SSI Reading class. Student to teacher ratio will be no larger than 12 to 1. Teacher will be highly qualified in the area of Reading.	100% of targeted students will pass TAKS Reading in the Spring of 2008.	3TL GSF	August, 2007- May, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; Amy Fontenot, SSI Reading Teacher	
Social Studies	Administer a TAKS review 'Success Camp' 10 days before SS TAKS test.	TAKS Social Studies scores will increase as follows: Overall: from 94% to \geq 95% African American: from 92% to \geq 95% Hispanic: from 91% to \geq 95% White: from 98% to 100% Economically Disadvantaged: from 91% to \geq 95%	ITL GSF, 3TL	April, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; Social Studies Teachers	500, Project Target TEKS
Social Studies	6th & 7th grade teachers incorporate basic Social Studies terms and geography information to support 8th grade SS TAKS test.	TAKS Social Studies scores will increase as follows: Overall: from 94% to \geq 95% African American: from 92% to \geq 95% Hispanic: from 91% to \geq 95% White: from 98% to \geq 100% Economically Disadvantaged: from 91% to \geq 95%	CLP	April, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; Social Studies Teachers	
Social Studies	6th grade teachers will organize and sponsor Model U.N. Club	100% of U.N. Club will participate in district competitions.	ITL CLP	August, 2007- May, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; Social Studies Teachers	
Writing	6th grade teachers will emphasize the writing process; focus on teaching the mirror method; introductions and conclusions.	100% of the 6th grade students will know how to use the writing process to correctly complete a TAKS prompt	CRW, Q	August, 2007 - May, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; English Teachers.	
Writing	7th grade teachers will create an intense 7 week TAKS Writing Boot Camp. Based on 7th grade Benchmark scores, students will self assess and determine TEKS that need to be addressed; Plato tutorial will be utilized for support.	TAKS Writing scores will increase as follows: Schoolwide: from 98% to 100%, African American: from 93% to 100%, Hispanic: from 98% to 100%, White: from 100% to 100% Economically Disadvantaged: from 97% to 100%	3TL, GSF, CRW	January/ February, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; English Teachers.	
Writing	7th and 8th grade teachers will instruct all students in short response writing and in the use of textual evidence.	TAKS Writing scores will increase as follows: Schoolwide: from 98% to 100%, African American: from 93% to 100%, Hispanic: from 98% to 100%, White: from 100% to 100% Economically Disadvantaged: from 97% to 100%	CRW	August, 2007 - May, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; English Teachers.	
Writing	All PreAP English teachers will incorporate SAT vocabulary in their instruction. All PreAP students will keep a file of SAT vocabulary words and an information card on all novels read (6th thru 8th).	Overall campus performance will increase as follows: Schoolwide: from 98% to 100%, African American: from 93% to 100%, Hispanic: from 98% to 100%, White: from 100% to 100% Economically Disadvantaged: from 97% to 100%	V	August, 2007 - May, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; English Teachers.	
Mathematics	Identified 8th grade students will have 90 minutes of math instruction in which students will develop a deeper understanding of mathematical concepts through group problem solving activities using manipulatives and interactive lessons.	Overall campus performance in Math will increase as follows: Schoolwide: from 84% to \geq 90% African American: from 76% to \geq 90% Hispanic: from 79% to \geq 90% White: from 93% to \geq 95% Economically Disadvantaged: from 77% to \geq 90%	STL	August, 2007- May, 2008	Donna Newman, Principal; Melissa Alcala, Academic Dean; Math Teachers; Central Office Math Specialist	
Mathematics	All math teachers will develop activities to assess the student's ability to apply the TEKS through team problem solving investigations at the completion of each unit of study. 100% of the students will participate in the "Math Marathon" problem solving day.	Student success on Math Exemplars will increase by 30%.	CRW, ITL, CLP	One time per semester	Donna Newman, Principal; Melissa Alcala, Academic Dean; Math Teachers, Central Office Specialist	

Mathematics	Students who failed TAKS Math in Spring 2007, will attend an SSI Math class. Student to teacher ratio will be no larger than 12 to 1. Teacher will be highly qualified in the area of Math.	100% of targeted students will pass TAKS Math in Spring, 2008	3TL	May, 2008	Donna Newman, Principal; Melissa Alcalá, Academic Dean; Suzanne Ramirez, SSI Math Teacher
Mathematics	All Math teachers will be trained in Kilgo Data Analysis. Tutoring will be based on previous TAKS scores, benchmark scores, classroom performance, and common assessments.	Overall campus performance will increase as follows: Schoolwide: from 84% to $\geq 90\%$ African American: from 76% to $\geq 90\%$ Hispanic: from 79% to $\geq 90\%$ White: from 93% to $\geq 95\%$ Economically Disadvantaged: from 77% to $\geq 90\%$	3TL, GSF	August, 2007-May, 2008	Donna Newman, Principal; Melissa Alcalá, Academic Dean; Math Teachers; Central Office Math Specialist
Science	Tutoring will be provided one Saturday per month during the second semester to review 6th and 7th grade TEKS with current 8th grade students. Students will be identified through analysis of data.	TAKS Science scores will increase as follows: Schoolwide: from 76% to $\geq 90\%$ African American: from 69% to $\geq 90\%$ Hispanic: from 69% to $\geq 90\%$ White: from 93% to $\geq 95\%$ Economically Disadvantaged: from 67% to $\geq 90\%$	3TL	January - April, 2008	Donna Newman, Principal; Melissa Alcalá, Academic Dean; Science Teachers
Science	All students attend "Physical and Astronomy Crunch Time" during the school day, one week long.	TAKS Science scores will increase as follows: Schoolwide: from 76% to $\geq 90\%$ African American: from 69% to $\geq 90\%$ Hispanic: from 69% to $\geq 90\%$ White: from 93% to $\geq 95\%$ Economically Disadvantaged: from 67% to $\geq 90\%$	ITL	January/February, 2008	Donna Newman, Principal; Melissa Alcalá, Academic Dean; Science Teachers
Science	All PreAP 8th grade students will participate in Physics Olympics	90% of the students will be successful with their experiments	ITL	Last 9 weeks	Donna Newman, Principal; Melissa Alcalá, Academic Dean; Science Teachers
Fine Arts	Provide opportunities and encourage student participation in concerts-both on campus and throughout the community, Solo and Ensemble events, Region, Choir, Band, and Orchestra competition, plays, debate competitions, art shows, and Fine Arts UIL events. Recruit through 5th grade visits, electives showcase, and elementary school visitation.	90% of eligible students enrolled in fine arts classes will participate in after school/extra curricular events and competitions.	ITL, CCR	August 2007-May, 2008	Donna Newman, Principal; John Bojeskul and Maureen Rodriguez, Assistant Principals; Phyllis Malone, Lisa Martin, Wyatt Moerdyk, Julia Hvass, Michelle Watkins, Liz Bashara
ELL	All grade levels will support the ELL program through word walls, personal dictionaries, common vocabulary (by teams).	100% of ELL students will pass appropriate state assessment.	V, CRW	August, 2007-May, 2008	Donna Newman, Principal; Melissa Alcalá, Academic Dean; Janis Erwin, ELL Teacher, Faculty
Special Education	Case managers will increase the number of special ed students passing regular courses through the use of Gradespeed, TRIAND, and working collaboratively with teams.	The number of students failing courses will decrease by 10%.	CLP	Annual ARD	Linda Logan, Special Ed. Campus Coordinator; Teachers
Guidance	Counselors will meet with students who are experiencing peer difficulties and utilize the following strategies: * Mediation * Problem Solving Skills * Role Playing	Office discipline referrals will decrease by 10% from previous year.	3TL, PGP	August, 2007-May, 2008	Shar Huffman and Reenie Mills, Counselors

	Safe and Drug Free	100% of students enrolled will attend a discipline assembly at the beginning of the year and at mid-year.	Office discipline referrals will decrease by 10% from previous year.		August, 2007. 1st 9 weeks . During Red Ribbon Week TBA.	Donna Newman, Principal; Reenie Mills and Shar Huffman, Counselors; Student Council Sponsor, Assistant Principals, Teachers	
	Safe and Drug Free	100% of students will participate in Red Ribbon Week activities.	Office discipline referrals will decrease by 10% from previous year.	ITL	August, 2007. 1st 9 weeks . During Red Ribbon Week TBA.	Donna Newman, Principal; John Bojescul and Maureen Rodriguez, Assistant Principals; Reenie Mills and Shar Huffman, Counselors; Student Council Sponsor, Teachers	
	Technology	A full-time CNC will be on staff. Technology Committee will meet monthly to identify staff development needs, provide training in these identified areas. Computer labs will be maintained to ensure all computers are working correctly.	Lesson plans will reflect a 10% increase of technology integration into lessons.	ITL, CLP	Monthly	Donna Newman, Principal; Diana Hughes, CNC; Technology Committee	
	At Risk Students	One member of the leadership team will be assigned to work with one grade-level team. Leadership team member will meet weekly with team to assist with promoting student achievement, particularly facilitating plans of action to assist students in danger of failing.	Students ineligible for promotion at the end of the year will decrease by at least 50%	CLP, PGP	August, 2007- May, 2008	Donna Newman, Principal; Maureen Rodriguez and John Bojescul, Assistant Principals, Melissa Alcalá, Academic Dean; Reenie Mills and Shar Huffman, Counselors; Faculty	
	At Risk Students	A co-funded CMC will be available to non-special education students who have been identified by STAT as needing more assistance with promoting student achievement, particularly facilitating plans of action to assist students in danger of failing.	Students ineligible for promotion at the end of the year will decrease by at least 50%	ITL	August, 2007- May, 2008	Donna Newman, Principal; Maureen Rodriguez and John Bojescul, Assistant Principals, Melissa Alcalá, Academic Dean; Reenie Mills and Shar Huffman, Counselors; Linda Logan, Special Ed. Coordinator; Faculty	
	Library Services	Students will use the Library Portal Page to begin all research assignments.	Usage of the database will increase by 10%.	CRW	September, 2007 - May, 2008	Grace Ryder, Librarian	

	Library Services	Reading classes will utilize library resources more frequently	Overall student performance on TAKS Reading will increase to 95%.	CRW	September, 2007 - May, 2008	Grace Ryder, Librarian	
	AVID	Selected 7th and 8th grade students will participate in AVID classes daily	The number of students enrolled in Pre AP courses will increase by 20%	CCR, 3TL	August, 2007	Carlos Valle, AVID teacher; Melissa Alcala, Academic Dean; Reenie Mills and Shar Huffman, Counselors	
	AVID	Selected 7th and 8th grade students will participate in AVID classes daily	100% of targeted students will pass scheduled Pre AP courses.	CCR, 3TL	August, 2007-May, 2008	Carlos Valle, AVID teacher; Melissa Alcala, Academic Dean; Reenie Mills and Shar Huffman, Counselors	
	Discipline Management	Provide instruction (through Garner Gear Up) to all students and teachers to teach the major and minor offenses resulting in discipline consequences.	10% decrease in discipline consequences resulting in AEP's		August, 2007-May, 2008	Donna Newman, Principal; John Bojescul and Maureen Rodriguez, Assistant Principals	\$500 (printing Garner Gear Up books)
	Discipline Management	Provide training to all teachers to promote an effective Behavior Management Plan that will result in an increase in positive student behavior.	10% decrease in discipline referrals for minor offenses	CLP	August, 2007-May, 2008	John Bojescul and Maureen Rodriguez, Assistant Principals	

	Discipline Management	Provide training to teachers and students on awareness of bullying and harassment through assemblies and Admin visits in the classrooms	Decrease any type of harassment referrals to both Counselors and Administration by 50%	CLP	August, 2007- May , 2008	Donna Newman, Principal; John Bojeskul and Maureen Rodriguez, Assistant Principals	
--	-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----	-----------------------------	---------------------------------------------------------------------------------------------------	--