

**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.

**NORTH EAST SCHOOL DISTRICT  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
JACKSON MIDDLE SCHOOL  
2004-2005**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

| Board Goals |   |   |   |   | TARGET AREA                   | LEVEL |   |   |   | CODE # | ACTION STRATEGY  | FORMATIVE MEASURE  | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S)                              | COST/ RESOURCES           |
|-------------|---|---|---|---|-------------------------------|-------|---|---|---|--------|--|--|---------------------|--|---------------------------|
| 1           | 2 | 3 | 4 | 5 |                               | E     | M | H | D |        |  |  |                     |  |                           |
|             |   |   |   |   | Accelerated Education At Risk |       | X |   |   | 15D    | Provide local credit TAKS classes in Reading and Math for students who have failed TAKS are are in jeopardy of retention.                      | 100% of the targeted students enrolled in the local credit Reading and math classes will pass TAKS.  | Aug-03              | Principal  | None                      |
|             |   |   |   |   | Accelerated Education At Risk |       | X |   |   | 15W    | Implement after school class to complete assignments.  | 100% completion of student assignments.  | Aug-03              | Assistant Principal                                | Two (2) additional phones |
|             |   |   |   |   | Accelerated Education At Risk |       | X |   |   | 15V    | Implement incentives to improve attendance between all remediation classes.  | 1% increase ofr 96% attendance by students.  | 2nd six weeks       | Teachers teaching at-risk students.                | \$500.00                  |
|             |   |   |   |   | Accelerated Education At Risk |       | X |   |   | 15K    | Provide students with additional instructional time (beyond the required instructional day) to master state content and performance standards. | Students will attend a minimum of 90% of the program days and satisfy the requirements for promotion.  | Aug-03              | Academic Dean                                      | \$2,500.00                |
|             |   |   |   |   | Accelerated Education At Risk |       | X |   |   | 15L    | Provide individualized reading instruction to increase mastery of TEKS reading objectives.   | Students receiving individualized instruction through the reading program will master 100% of the reading skills.  | Aug-03              | Reading Department Head                            | \$ -0-                    |
|             |   |   |   |   | Parent Involvement            |       | X |   |   |        | Increase PTA membership through teamwork incentives. Increase PTA membership through bilingual communication.                                  | Increase PTA membership to 60% of the student body   | Sep-03              | PTA Membership Chairman                            | \$200.00                  |
|             |   |   |   |   | Parent Involvement            |       | X |   |   |        | Increase parent contact regarding uniform policy   | Record volunteer hours for PTA volunteer working the uniform sale. Account of parents purchasing or swapping uniforms. Send home to every parent a copy of the dress code. | 1-Sep-03            | Anne Mabry (PTA Uniform Chairman) and Tom DeFosset | n/a                       |

**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.

**NORTH EAST SCHOOL DISTRICT  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
JACKSON MIDDLE SCHOOL  
2004-2005**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

| Board Goals |   |   |   |   | TARGET AREA         | LEVEL |   |   |   | CODE # | ACTION STRATEGY  | FORMATIVE MEASURE  | ASSESSMENT TIMELINE        | RESPONSIBLE PERSON(S)   | COST/ RESOURCES |
|-------------|---|---|---|---|---------------------|-------|---|---|---|--------|--|--|----------------------------|---|-----------------|
| 1           | 2 | 3 | 4 | 5 |                     | E     | M | H | D |        |  |  |                            |   |                 |
|             |   |   |   |   | Parent Involvement  |       | X |   |   |        | Increase parent participation in Texas Public School Week. Target attendance by Fathers through Donuts for Dads. Offer Attendance prizes for parents who visit the school this week. | Record the number of parents visiting campus this week.                                      | 1-Mar-04                   | PTA Texas Public School Week Chairman                         | \$100.00        |
|             | X |   |   |   | Violence Prevention |       | X |   |   | 18E    | Consequences of violent behavior explained during first of the year discipline assemblies.   | Review of violent behavior infractions will decrease by 20% from 2003-2004 school year.      | Aug./Sept. 2004/2005       | Principals  | \$0.00          |
|             | X |   |   |   | Violence Prevention |       | X |   |   | 18F    | Celebrate Crime (Violence) Prevention Month.<br>A. Guest speakers<br>B. Multi-media presentation curriculum .<br>C. Character Ed.  | 100% of students will participate gaining more knowledge in prevention.                      | Oct. 204                   | Principals<br>Counselors<br>Teachers<br>PALs<br>Academic Dean | \$250.00        |
|             | X |   |   |   | Violence Prevention |       | X |   |   | 18H    | Disseminate "Family Involvement" newsletter to staff.  | 100% of staff will receive newsletter and gain more knowledge in parent involvement.         | Sept. - June 2004-2005     | Principals  | \$327.00        |
|             |   |   |   |   | Violence Prevention |       | X |   |   |        | Renaissance Rallies for Drug Prevention/Awareness with speakers.   | 100% of students will attend rallies, receiving information about Drug Prevention/Awareness. | After each grading period. | Renaissance Rally Committee                                   |                 |
|             |   |   |   |   | English             |       | X |   |   |        | 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%+                                | August 2003 Weekly         | English Teachers  | \$100.00        |
|             |   |   |   |   | English             |       | X |   |   |        | Six-trait writing instruction to focus on developmental and revision stages.   | TAKS test - 7th writing 70% score 3+.Common Assessment - 70%+                                | End of Semester            | English teachers  | \$100.00        |
|             |   |   |   |   | English             |       | X |   |   |        | Implement daily DOL to increase grammatical skills and spelling.   | 100% of students pass TAKS objectives on DOL objectives                                      | Daily/Weekly               | English teachers  | \$100.00        |

**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.

**NORTH EAST SCHOOL DISTRICT  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
JACKSON MIDDLE SCHOOL  
2004-2005**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

| Board Goals |   |   |   |   | TARGET AREA  | LEVEL |   |   |   | CODE # | ACTION STRATEGY   | FORMATIVE MEASURE   | ASSESSMENT TIMELINE                          | RESPONSIBLE PERSON(S)                       | COST/ RESOURCES |
|-------------|---|---|---|---|--|-------|---|---|---|--------|---|---|--|---|-----------------|
| 1           | 2 | 3 | 4 | 5 |  | E     | M | H | D |        |   |   |  |   |                 |
|             |   |   |   |   | English Grammar - Development - Parts of Speech, writing.            |       | X |   |   |        | Use New Jersey Grammar, Writing, Poetry; Use six-trait writing instruction with focus on developmental and revision stages.                             | 90% or better passing score on grammar and writing on all standardized tests and common assessments.  | December 2004; April 2005                    | All English Teachers                        | \$0.00          |
|             |   |   |   |   | English Align reading and English curriculum at the 6th grade level. |       | X |   |   |        | Implement 90 minute language arts experience; Combine classroom materials; Plan together (English/Reading)  | Attendance at department meetings, lesson plans, and classroom observations will show evidence of curriculum alignment between reading and English. | August - May                                 | All 6th grade reading and English teachers. | None            |
|             |   |   |   |   | English Develop the writing process.                                 |       |   |   |   |        | Utilize six-trait writing instruction to focus on developmental and revision stages.  | TAKS test - 7th writing - 70% score 3+; 70% + pass Common Assessment.   | End of semester; February TAKS Writing test. | All English teachers.                       | None            |
|             |   |   |   |   | Science  |       | X |   |   |        | Revise, review and elaborate vertical alignment for technology TEKS.  | Review progress and lessons during department meetings.   | Weekly                                       | Science teachers                            | N/A             |
|             |   |   |   |   | Science  |       | X |   |   |        | 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.  | Weekly                                       | Science teachers                            | N/A             |
|             | X |   |   |   | Social Studies   |       | X |   |   |        | Implement the day concepts and dates of the 6 8 social studies curriculums and emphasize interpreting maps, graphs & charts through vertical alignment. | All students will be expected to pass all common assessments. Benchmark, TAKS tests and social studies tests.                                       | Aug. 2004 through May 2005                   | Social Studies Teachers                     | 0               |

**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.

**NORTH EAST SCHOOL DISTRICT  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
JACKSON MIDDLE SCHOOL  
2004-2005**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

| Board Goals |   |   |   |   | TARGET AREA    | LEVEL |   |   |   | CODE # | ACTION STRATEGY   | FORMATIVE MEASURE   | ASSESSMENT TIMELINE                  | RESPONSIBLE PERSON(S)   | COST/ RESOURCES                      |
|-------------|---|---|---|---|----------------|-------|---|---|---|--------|---|---|--------------------------------------|-------------------------|--------------------------------------|
| 1           | 2 | 3 | 4 | 5 |                | E     | M | H | D |        |   |   |                                      |                         |                                      |
|             | X |   |   |   | Social Studies |       | X |   |   |        | Implement the district's vocabulary development process by using a TAKS word wall in each social studies classroom to emphasize the core vocabulary of the social studies curriculum. | All students will show evidence of vocabulary development and improvement by targeting 100% passing rate on common assessments, benchmark tests & TAKS social studies test. | Aug. 2004 through May 2005           | Social Studies Teachers | \$0.00                               |
|             | X |   |   |   | Social Studies |       | X |   |   |        | 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.   | Dec. 2004 - May 2005                 | Social Studies Teachers | \$0.00                               |
|             |   |   |   |   | Reading        |       | X |   |   |        | Increase amount of non-fiction material to 60%.   | Raise Reading levels by at least 1.5 grade levels on Star Test.   | August 2003 - May 2004               | Reading teachers        | \$100.00 non-fiction text STAR test. |
|             | X |   |   |   | Reading        |       | X |   |   |        | Implement instruction on Greek and Latin roots and prefixes and suffixes to support the district's vocabulary development plan  | All students will be administered a pre and post test targeting 100% passing on the post test.  | August 2004, December 2004, May 2005 |                         | \$50.00 scantrons/paper              |
|             |   |   |   |   | Math           |       | X |   |   |        | When possible schedule regular math classes in the morning....Pre-AP-GT in afternoons.  | Improvement by 10% in benchmark and TAKS scores.  | Mid-semester benchmark               | Assistant Principal     | N/A                                  |
|             |   |   |   |   | Math           |       | X |   |   |        | TAKS Remediation for non-special education students (replace elective)  | Improvement of 10% in benchmark and TAKS scores.  | Mid-semester benchmark               | TAKS teacher            | \$300 resources and teacher salary   |
|             |   |   |   |   | Guidance       |       | X |   |   |        | Reduce number of failures by keeping parents informed of student progress.  | Communicate with 100% of parents (by mail) of students who are failing one or more classes at the end of semester and after 3rd grading period.                             | January/March                        | Counselors              |                                      |

**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.

**NORTH EAST SCHOOL DISTRICT  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
JACKSON MIDDLE SCHOOL  
2004-2005**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

| Board Goals |   |   |   |   | TARGET AREA   | LEVEL |   |   |   | CODE # | ACTION STRATEGY   | FORMATIVE MEASURE  | ASSESSMENT TIMELINE                        | RESPONSIBLE PERSON(S)                      | COST/ RESOURCES |
|-------------|---|---|---|---|---|-------|---|---|---|--------|---|--|--|--|-----------------|
| 1           | 2 | 3 | 4 | 5 |   | E     | M | H | D |        |   |  |  |  |                 |
|             |   |   |   |   | Guidance  |       | X |   |   |        | Plan, organize, implement group guidance activities as needed.  | Each counselor will facilitate one group per semester.   | Each Semester                              | Counselor                                  |                 |
|             |   |   |   |   | Guidance  |       | X |   |   |        | Target individuals with repeat assignments to ISS for group/individual counseling.  | 80% of involved students will not be re-assigned to ISS.   | Ongoing                                    | Assistant Principals, Counselors           |                 |
|             |   |   |   |   | Guidance  |       | X |   |   |        | Reduce number of failures through communication with parents.   | Communicate with 100% of parents (by mail) whose students are failing one or more classes at the end of first semester and after 3rd grading period. | After 1st semester and 3rd grading period. | Counselors                                 |                 |
|             |   |   |   |   | Guidance  |       | X |   |   |        | Reduce number of failures by keeping parents informed and meeting with individual students.   | Meet with 100% of students who are failing one or more classes after 2nd and 3rd grading period.   | After 2nd and 3rd grading periods.         | Team Teachers                              |                 |
|             |   |   |   |   | Guidance  |       | X |   |   |        | Meet with referred students as proactive measure to reduce discipline referrals.  | 80% of involved students will not be reassigned to ISS.  | Ongoing                                    | Assistant Principals, Counselors, Teachers |                 |
|             |   |   |   |   | <b>General - Vocabulary Development</b>                               |       | X |   |   |        | Use six step vocabulary development process; Use Workskills, Work Pak, Joy of Vocabulary. Use the strategy of classifying on a regular basis. | 90% or better passing score on vocabulary on all standardized tests and common assessments.  | December 2004 - April 2005                 | All English Teachers                       | None            |
|             |   |   |   |   | <b>General - Identify similarities and differences - classifying.</b> |       | X |   |   |        | Use the strategy of classifying on a regular basis.   | Walkthroughs, teacher observations, and common assessments will show evidence of classifying strategy.   | August - May                               | All Teachers                               | None            |

**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.

**NORTH EAST SCHOOL DISTRICT  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
JACKSON MIDDLE SCHOOL  
2004-2005**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

| Board Goals |   |   |   |   | TARGET AREA  | LEVEL |   |   |   | CODE # | ACTION STRATEGY | FORMATIVE MEASURE  | ASSESSMENT TIMELINE  | RESPONSIBLE PERSON(S)   | COST/ RESOURCES  |               |
|-------------|---|---|---|---|--|-------|---|---|---|--------|-----------------|--|--|-------------------------|--|---------------|
| 1           | 2 | 3 | 4 | 5 |  | E     | M | H | D |        |                 |  |  |                         |  |               |
|             |   |   |   |   | <b>General</b> Utilize strategies for engagement: Say something and Think, Pair, Share |       | X |   |   |        |                 | Use the engagement strategies on a regular basis.  | Walkthroughs, lesson plans, teacher observations will show evidence of the engagement strategies.                      | August - May            | All Teachers   |               |
|             |   |   |   |   | <b>P. E.</b> Improve overall fitness of each student.                                  |       | X |   |   |        |                 | Teach and emphasize the five (5) components of fitness:<br>1. Cardiovascular endurance.<br>2. Muscular endurance<br>3. Muscular strength<br>4. Flexibility<br>5. Body composition  | 1. Improved fitness based on fall and spring fitness exams.<br>2. 100% passing skills, exams when given.               | August 2004 - May 2005  | All Physical Education teachers.   | Fitness Grams |
|             | X |   |   |   | Special Education  |       | X |   |   |        |                 | Provide professional development to general and special education staff on differentiated instructional strategies like "Say Something," "Think, Pair, Share, vocabulary development process, and classifying for serving students with disabilities in general education. | Percent of Special Education students taking TAKS will increase by 10% at each grade level and in each subject tested. | Close of each semester. | Will come from NEISD Special Education Budget.                           |               |
|             |   |   |   |   | Special Education  |       | X |   |   |        |                 | 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.   | Increase the number of students with disabilities served in general education settings.                                | Monthly                 | Special Education Campus Coordinator and Special Education Case Managers |               |

**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.

**NORTH EAST SCHOOL DISTRICT  
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
JACKSON MIDDLE SCHOOL  
2004-2005**

**SUMMATIVE MEASURE:** All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

| Board Goals |   |   |   |   | TARGET AREA        | LEVEL |   |   |   | CODE # | ACTION STRATEGY   | FORMATIVE MEASURE   | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S)  | COST/ RESOURCES                            |
|-------------|---|---|---|---|--------------------|-------|---|---|---|--------|---|---|---------------------|--|--|
| 1           | 2 | 3 | 4 | 5 |                    | E     | M | H | D |        |   |   |                     |  |  |
|             |   |   | X |   | Special Education  |       | X |   |   |        | Track students in Special Education who have been placed into a general education class.  | Progress Worksheet given to the receiving teacher every nine weeks. | Each Nine Weeks     | Special Education Case Manager   |  |
|             |   |   | X |   | Student Attendance |       | X |   |   |        | Increase attendance thru incentives: Ice Cream coupons at 9 weeks for perfect attendance. Grade level reward for highest attendance with non-uniform day. | Increase average daily attendance to 96%.                           | Every 9 weeks       | Attendance Clerk   | Cost of ice cream & cost of drawing prize. |
|             |   |   | X |   | Student Attendance |       | X |   |   |        | Provide students with info about performance anxiety and test taking skills thru advisory groups.   |   | Every 9 weeks       | Counselors will facilitate & gather info for teachers to pass on to advisory groups. Attendance clerk will track attendance level. |  |