

AYP MEASURES FOR SCHOOL IMPROVEMENT

- A. Strategies Based on Scientific Research
- B. AYP Plan for Specific Academic Issues
- C. Core Subject Policies and Practices
- E. Specific Measurable Objectives by Group
- F. Notification to Community
- H. Parental Involvement
- I. Extended Day / Extended Year Activities
- J. Teacher Mentoring Program

NORTH EAST SCHOOL DISTRICT
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
 KRUEGER MIDDLE SCHOOL
 2004-2006



DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged.

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	AYP	CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	Budget	COST
1	2	3	4	5	AREA	Measure				TIMELINE	PERSON(S)	Category	
X					School Wide	A	1A	School DATA teams will meet weekly to evaluate multiple data sources and set campus objectives for learning.	100% of teachers will use multiple sources of data to set objectives as evidenced by walk through, and departmental review.	Weekly	Principal, Academic Dean, Department Heads		
X					School Wide	A	2A	Teachers from Krueger and Ed White MS will come together to create, share and administer Common Assessments. Teachers will use data from Common Assessments to review/ reteach TEKS not mastered.	100% of common assessments will adhere to the checklist or rubric for common assessments.	August, 2004; December 2004; March 2005; May 2005. August 2005; December 2005. March 2006; May 2006.	Department Heads, Grade-level Teams, Academic Dean	Title 1	\$50.00
X					School Wide	A	3A	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback. Benchmark Tests will be given to all students including LEP and Special ED.	100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004; December 2004; March 2005; May 2005. October 2005; December 2005. March 2006; May 2006.	Academic Dean, Department Heads, Teachers		
X					School Wide	A	4A	Every teacher will use the strategy of classifying on a regular basis.	100% of walkthroughs will show evidence of students working on classifying. 100% of common assessments will show evidence of the classifying strategy. Administrators will use "What to Look for" criteria for all teacher evaluations.	December 2004 - May 2005 August 2005-May 2006	Principal, Assistant Principals, Academic Dean, Department Heads, Teachers		

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X					School Wide	A.	5A	Every teacher will teach the unique vocabulary in their discipline using a six step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development process. k.Administrators will use "What to Look for" criteria for all teacher evaluations.	December 2004 - May 2005 August 2005-May 2006	Principal, Assistant Principals, Academic Dean, Department Heads, Teachers		
X					School Wide	A	6A	Every teacher will use the strategies Say Something and Think, Pair, Share on a regular basis.	100% of walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share. Administrators will use "What to Look for" criteria for all teacher evaluations.	December 2004 - May 2005 August 2005-May 2006	Principal, Assistant Principals, Academic Dean, Department Heads, Teachers		
X					School Wide	A	7A	100% of teachers trained in 4MAT lesson design and actively using 4MAT in the classroom Teachers offered training during the school year and in Summer Staff Development Sessions	Lesson plans reflect individual learning preferences. Examples of student work posted throughout the school, student publication of literary magazine, newsletter, and personal reflections. 4MAT Evaluation Rubric used in all walkthroughs.	August-May	KSAT Director Academic Dean Department Heads Teachers		\$10,000.00
X					School Wide	A	8A	Provide coordination for the school instructional programs by ensuring sound curriculum development, vertical articulation and staff development, and coordination of accelerated and enrichment programs.	Data results on benchmark tests, TAKS, AYP, and staff development evaluations will be reviewed.	August-June	Administrative Team, Team Leaders, Department Heads		

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X					School Wide	A	9A	TAKS Academies for each tested area. Full day in-service will include benchmark results, TAKS scores, and a review of the mismatch report (passing course/failing test). Disaggregate TAKS data for Math and Reading.	Scores on benchmarks and common assessments will improve. Quality of dialogue within departments will improve. Focus areas reflected in Instructional Plans.	Once Per Semester	Principal, Department Heads, Academic Dean	Title 1	
X					School Wide	F. H.	10A	Conduct TAKS/PGP conferences with all parents of at-risk students.	Each academic team, counselors, and administrators will assist in conducting individual conferences with students defining TAKS scores and reviewing TEKS missed.	Ongoing	Teams, Administrators, Counselors		
X					School Wide	H.	11A	Provide and require use of assignment / agenda books for all students.	Weekly check in classrooms will demonstrate 100% use of assignment books.	Weekly	All Team Teachers	Title 1	
X					School Wide	H.	12A	Provide field trips for exposure to real world applications of instructional practice.	Each team will plan and participate in at least two fieldtrips during the year.	October - May	All Team Teachers	Title 1	

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	X	X			School Wide	F.	13A	Test Attendance Parents notified through letters and personal phone calls, Incentive program to encourage higher rates of attendance by students: Dress in Jeans for a Day, Rewards, Automatic Calling System, Snacks and water breaks provided during tests, TAKS pep rally, TAKS Poster Contest, Transportation provided to students who are stuck at home.	Rate of attendance for students 98% or higher. Monitor and count each student's attendance.	April-May	Entire Faculty	Title 1	\$300.00
	X	X			School Wide	F. H.	14A	Attendance Inform students and parents of school policies through assemblies, parent handbook, PTA newsletter, and parent conferences.	Rate of attendance for students 98% or higher. Monitor and count each student's attendance.	April-May	Entire Faculty		

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X				X	School Wide	A.	15A	Faculty provided with extensive and continuing professional development opportunities to develop school-wide initiatives and build best practices in all instructional domains including, but not limited to: Conferences- National Title 1, ASCD , National Model Schools, NASSP, TMSA, Best Practice Conference, CAST,IRA. District Staff Development- Project TEAM, Co-teach Training, ESL Strategies, Big Muscles, 6-Traits, Vocabulary Development, S.C.O.P.E., Technology, and Super Saturday. Campus Staff Development- Summer 4MAT Training, Co-teach Training, Differentiated Instruction, Instructional Strategies, Best Practice, Department Generated Training, After School Workshops offered every week.	All school-wide programs, departmental initiatives, behavior intervention plans and lesson plans show increased usage of Best Middle School Practice to build capacity for learning. Other formative measures: Evaluation Feedback forms, Mini conferences led by teachers, Teacher led in-service, Classroom walkthroughs show implementation.	All Year	Entire Faculty	Title 1	\$38,000.00

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X					Reading	A. C. I.	1B	Implement after school tutoring for identified at risk students using Reading Advantage.	Attendance Roster % 10% Increase for all at risk kids on benchmark assessments	January 2005 - Continuous	Reading Department	Title 1 District Funds	\$3,000.00
X					Reading	A. C.	2B	TEKS IGP: Students monitor progress on TEKS objectives. Student led conferences based on TEKS IGP progress	When questioned during walkthroughs, students show an increased understanding of TEKS deficits and TEKS progress.	August - May	Reading Department		
X					Reading	A. C.	3B	Monitor benchmark assessments and common assessments. Analyze results and share information with Grade-Level teams. A review of scores will focus attention on student deficits. Teachers will use information to address deficits through tutoring, resource classes, the Falcon Center, and flexible grouping.	Increase performance of all students on benchmark and common assessments by 10%.	October and January	Principal, Reading Dept Academic Dean Reading Department Head		
X					Reading	A. B. C.	4B	Provide students with special needs and low performance with a co-teach classroom teacher to individualize instruction.	Increase performance of Special Ed subgroup and ESL students by 10% on the Grade level SDAA and TAKS tests.	August - May	Reading Teachers and Co-Teachers		

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X					Reading	A. C.	5B	Implement a reading workshop approach to identify student need and ensure differentiated instruction.	Increase performance of all students on benchmark and common assessments by 10%.	August - May	Principal, Academic Dean, Reading Teachers and Co-Teachers		
X					Reading	A. C.	6B	Implement a school-wide book club to nurture students' interest in reading, increase fluency and develop vocabulary skills.	Observation of increased interest in reading: library activity, students talking about books, students reading during lunch etc.	Weekly	Reading Department	Title 1	\$2,000.00
X					Writing	A. C.	1C	Monitor benchmark assessments and Common Assessments. Analyze results and share information with Grade-Level teams. A review of scores will focus attention on student deficits. Teachers will use information to address deficits.	Increase performance of all students on benchmark and common assessments by 10%.	August - May	Principal, English Dept. Academic Dean, Department Head, Teachers		

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X					Writing	A. C.	2C	Continue to develop Six Traits Writing Strategies	Walkthroughs reveal Implementation of the strategy. Administrators will use "What to Look for" criteria for all teacher evaluations. Increase number of students receiving 3s and 4s on writing assessments.	August - May	Principal, English Dept. Academic Dean, Department Head		
X					Writing	A. C.	3C	Use Gemini Inc. Professional Writers in the classroom to enhance student performance on TAKS	Increase commended performance on TAKS by 5%.	August - May	Jenny Guerro, Principal, English Dept. Academic Dean, Department Head	Title 1	
X					Writing	A. C.	4C	Provide students with special needs and low performance with a case manager to individualize instruction.	Increase performance of Special ED subgroup and ESL students by 10% on the Grade level SDAA and TAKS tests.	August - May	Principal, English Dept. Academic Dean, Department Head		
X					Writing	A. C.	5C	Celebrate Student Writing through production of a literary magazine, a school newsletter, and bound copies of student's best work. Outstanding writing is posted in the hallways.	Increase number of students receiving 3s and 4s on writing assessments.	August - May	Principal, English Dept. Academic Dean, Department Head	Title 1	\$2,500.00
X					Mathematics	A. C.	1D	Monitor benchmark assessments and Common Assessments. A review of scores will focus attention on student deficits. Teachers will use information to address deficits.	Increase performance of all students on benchmark and common assessments by 10%.	August - May	Principal, Math Dept. Academic Dean, Department Head, Math Specialist		

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X					Mathematics	A. C.	2D	Utilize scope and sequence developed for each grade level. Grade level leaders will report out on progress. Utilize district-developed Units.	Analysis of benchmark scores. Review of nine weeks grades, benchmark assessments, and common assessments	August-May	Principal, Math Dept. Academic Dean, Department Head, Math Specialist		
X					Mathematics	A. C.	3D	Continue to increase the number of students taking Pre Algebra on regular teams and offer sixth grade enrichment classes to all teams.	Utilize Peims data to identify eligible students.	August-May	Math Dept. Academic Dean, Department Head, Math Specialist		
X					Mathematics	A. C.	4D	UIL Math and Math Counts Increased participation and success in math competitions	Increase participation by 30% in UIL competitions.	August - May	Math Teachers Math Specialist	Title 1	\$1,000.00
X					Mathematics	A. B. C.	5D	Provide students with special needs and low performance with a co-teach classroom teacher to individualize instruction.	Increase performance of Special ED subgroup and ESL students by 10% on the Grade level SDAA and TAKS tests.	August - May	Math Teachers and Co-Teachers Math Specialist		
X					Mathematics	A. C.	6D	Assess individual student's needs and pull out at-risk students for double dose Math.	Benchmarks and Common Assessments reveal increased scores.	August - May	Bill Patterson Lee Allen		
X					Mathematics	A. C.	7D	Extended School Day: After School tutoring and Morning Initiative	Benchmarks and Common Assessments reveal increased scores,	August - May	Math Teachers Math Specialist	Title 1 District Funds	\$3,000.00

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X					Science	A. C.	1E	Utilize inquiry method of instruction. Focus is on developing essential questions that reinforce scientific process skills and concepts through 5Es.	80% passing common assessments. Assessments reveal development of critical thinking skills.	August - May	Science Department Head, Science Teachers		
X					Science	A. C.	2E	Safety Training: Science teachers will attend safety training annually. Promote safe practices in science lab.	Safety contracts and checklists.	August - May	District Coordinator/ Cluster Coordinator, Science Department Head	District Funds	

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X					Science	A. C.	3E	S.C.O.P.E.: Science teachers will participate in grade level science workshops once per semester.	Observable effective teaching strategies, Increased benchmark and common assessment scores.	August - May	District Coordinator/ Cluster Coordinator, Science	District Funds	
X					Science	A. C.	4E	Science teachers will develop and display critical vocabulary on word walls.	Reinforce vocabulary in content areas	August - May	Science Teachers		
X					Science	A. C.	5E	Core Science teachers will attend CAST -Conference for the Advancement of Science Teaching	Observable inquiry method in the sciences classroom, increased benchmark and common assessment scores.	August - May	Principal, Science Dept Head, Science Teachers	Title 1 District Funds	\$3,000.00
X					Social Studies	A. C.	1F	Use Big Muscles strategies to develop critical thinking skills.	Observable usage of Big Muscles Strategies. 80% passing common assessments.	August - May	Social Studies Department Head, Academic Dean	Title 1	\$700.00
X					Social Studies	A. C.	2F	Incorporate See-Do-Talk-Translate ESL Strategy into daily lesson plans.	Observable usage of ESL Strategies. Increased ESL scores on TAKS. 80% passing common assessments.	August - May	Social Studies Department Head, Academic Dean	District Funds	\$150.00
X					Social Studies	A. C.	3F	All 6th, 7th, and 8th grade teachers using History Alive to foster higher order thinking skills.	80% passing common assessments.	August - May	Social Studies Department Head, Academic Dean		

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X					Social Studies	A. C.	4F	Use Ignite program to supplement 8th grade curriculum.	Increase scores by 10% on the eighth grade TAKS test. 80% passing common assessments.	August - May	Social Studies Department Head, Academic Dean	Title 1	\$7,000.00

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X					Special Education	A. B. C.	1G	Restructure Special education to modified inclusion model. Lab teachers become co-teachers. Co-teaching in all reading and math classes. Case manager system used to monitor progress in Science, Social Studies, and English. Co-Funded Falcon Center replaces CMC to allow Regular Ed and Special Ed Remediation of key TEKS objectives.	Monitor individual grades and progress for SPED students. Use Planning periods to co-plan instruction with regular ed teachers creating conversations about student gaps and modifications required.	August - May	Principal, Co-Teachers, Case Managers, Core Subject teachers, Special Education Campus Coordinator, Academic Dean	Title 1	\$47,000.00
X					Special Education	A. B. C.	2G	Provide a resource class to support reading and math every other day.	Grades and reading/ math scores.	August-May	Principal, casemanagers, co-teachers		
X					Special Education	A. B. C.	3G	Provide a regularly scheduled meeting for co-teachers to meet and share successes and concerns.	Teachers outline concerns and work to a mutual resolution.	August-May	Principal, co-teachers, campus coordinator		
X					Special Education	A. B. C.	4G	Provide training to the co-teach persons: Project Team, Differentiated Instruction, ARD Process, Co-Teaching, After School Workshops.	Attendance at training sessions. Positive feedback from teachers about co-teach model, teacher observations show implementation of strategies.	August-May	Principal, co-teachers		

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X					Fine Arts	H.	1H	All Electives (Band, Orchestra, Choir, Art, Spanish, and Tech Media) come together to host Electives Night in January. This brings in parents and students from local elementary schools as decisions are made concerning class choice sheets for the next year.	Increase parent involvement in elective choice night by 20%.	January 2005 - Continuous	Electives Department		
X					Fine Arts	H.	2H	Improve overall participation and retention through recruiting efforts. Orchestra and Choir perform at local elementary schools in December. The band hosts 5th grade students for a performance at Krueger MS.	Increase communication with 5th grade teachers and encourage 8th grade students to continue participation into high school. Increased UIL scores.	2nd semester	Electives Department		

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2004-2006**



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1	2	3	4	5	AREA	Measure				TIMELINE	PERSON(S)	Category	
X					Fine Arts	H.	3H	Encourage parental involvement through concerts, competitions, and field trips.	Participation in yearly UIL competitions in Band, Orchestra, Choir, One Act Play, and Debate. The Band also performs Fall, Winter, and Spring Concerts, as well as the Roosevelt High School Band Annual Mexican Dinner. The Orchestra performs Winter and Spring Concerts, the NEISD Festival of Orchestras and Evening with Strings. They also attend the Teachers Education Awards Ceremony at the University of the Incarnate Word in April and host the Fifth Grade Strings Program, bringing in students from area elementary schools twice per week. The Choir performs Fall, Winter, and Spring Concerts as well. All three organizations also participate in regional competitions, solo & ensemble festivals, NEISD Pre-UIL Clinics, and the Veteran's Day Assemblies. Along with One-Act Play, these groups rotate their performances to align with monthly PTA meetings on the second Tuesday of every month.	August -May	Electives Department		

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X	X		X		Character Education Violence Prevention		11	Utilize advisory period for campus-wide effort to improve behavior and social skills using the Go Program in Sixth Grade and Heart of a Champion in 7th and 8th Grade. School-wide adoption of Boystown Program Philosophy and a campus-developed character education process.	Reduce number of team referrals, BMC referrals, and referrals to pupil personnel, SRC, and AMS by 20%.	August -May	All Faculty and Staff	Title 1	\$10,000.00
X	X		X		Character Education Violence Prevention		21	Boystown Philosophy will be used to promote acceptance of others rather than confrontation.	Reduce number of team referrals, BMC referrals, and referrals to pupil personnel, SRC, and AMS by 20%.	August - May	All Faculty and Staff		
X	X		X		Character Education Violence Prevention		31	Continue modified BMC class in replacement of ISS. Students are taught correct behavior and required to write formal apologies before returning to class.	Reduce number of team referrals by 20%.	August - May	Principal, Assistant Principals, BMC Supervisor		
			X		Parental Involvement	F. H.	1J	Send letter to all parents explaining the reasons for AYP sanctions, the current status of the school, and options for school choice.	Reduce the number of requested transfers by evaluating impact of letter, and revising as needed.	October	Principal		
			X		Parental Involvement	F. H.	2J	Establish a Community- wide celebratory fair for General Krueger Neighborhood. Elicit local Businesses to participate.	Positive feedback from parents	May	Entire Faculty	Title 1	\$1,000.00

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			X		Parental Involvement	F. H.	3J	Create two open house opportunities for parents to communicate concerns directly to District and Campus Personnel and to review current status and planning priorities.	Reduce the number of requested transfers by evaluating impact of open house and feedback submitted from parents.	October and May	Principal		
			X		Parental Involvement	F. H.	4J	Establish a shared relationship with parents on all excursions by inviting chaperones, mentors and guest speakers from the community to participate in all field trips.	Increase parent volunteers by 30%.	As scheduled	Entire Faculty	Title 1	\$2,000.00
			X		Parental Involvement	F. H.	6J	Establish a dynamic connection to the community through PTA leadership. Expand the role of daily parental involvement in the activities of the school day.	Increase PTA membership by 20%. Increased number of parents visible in the daily activities of the school.	August-May	Principal, PTA President		

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			X		Parental Involvement	F. H.	7J	Family Specialist will provide services to families in need of assistance including: clothing, uniforms, adult ESL classes, and referrals to government agencies.	Parent contact sheets.	August-May	Principal, Counselors, Family Specialist	Title 1	Teacher's Salary
			X		Extended Day / Extended Year Activities	I.	1K	Project TEKS: Provide students who are on Personal Growth Plans or At Risk after school tutoring in the core subject areas. Teachers use these sessions to deliver alternative strategies. Math, Social Studies, Writing and Science classes are grouped by grade -level. Reading class is a mixed grade- level group.	Increase TAKS scores by 10% for all PGP and At Risk Kids. Program is evaluated by level of participation in each session.	November-May	Core Subject Teachers	Title 1	\$2,856.00
			X		Extended Day / Extended Year Activities	I.	2K	Morning Initiative: Provide all students the opportunity to enter the building early. Core Teachers use these sessions to deliver alternative strategies to kids who are struggling in their classes.	Decrease failure rate campus-wide to below 10%. Identify problem instructional domains for reteach opportunities.	August-May	Core Subject Teachers		
			X		Extended Day / Extended Year Activities	I.	3K	Each teacher provides additional individual tutoring for any student who is struggling within the content areas.	Decrease failure rate campus-wide to below 10%. Identify problem instructional domains for reteach opportunities.	August-May	Core Subject Teachers		

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			X		Extended Day / Extended Year Activities	I.	4K	Provide all students the opportunity for after school tutoring, mentoring, community service and character development through The Kids Involvement Network.	Increase KINS participation by 20% each year.	August-May	KINS teachers		
			X		Extended Day / Extended Year Activities	I.	5K	Provide Summer School to all students who fail two or more of their core classes during the school year.	Decrease failure rate campus-wide to below 10%. Identify problem instructional domains for reteach opportunities.	May	Principal, Counselors		
			X		Teacher Mentoring Program	J	1L	Provide support for new teachers by assigning a mentor teacher who is an experienced teacher in the new teachers field, and works directly with the new teacher on a grade-level team.	New teachers actions within the classroom reveal that they are comfortable and well adjusted to the school,	August-May	Principal, Academic Dean, Department Heads		
			X		Teacher Mentoring Program	J	2L	Campus Staff Development Summer 4MAT Training, Co-teach Training, Differentiated Instruction, Instructional Strategies, Best Practice, Department Generated Training, After School Workshops offered every week.	New teachers actions within the classroom reveal that they are comfortable and well adjusted to the school,	August-May	Principal, Academic Dean, Department Heads		

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X					Special Programs	A C H	1M	The Krueger Renaissance Conservatory is a school that combines the best research-based methods currently available with the resources needed to implement best practice. Beginning in 2005-2006 with the entering 6th grade class of Krueger Middle School, teachers will use a studio design to foster measurable growth in student outcomes within the current Krueger facilities. Students will be required to evaluate their own learning and apply knowledge and skills to several community outreach projects. Student choice is garnered through a state-of-the-art elective choice program and an adaptive physical education plan that help build self-esteem.	90% Passing rate on all 6th Grade TAKS Tests in 2006, 7th grade in 2007, and 8th grade in 2008. Lesson and unit plans show studio implementation through 4MAT design model. Benchmarks show 20% increase by grade-level.	August 2005- May 2008	Renaissance Faculty		
X					Special Programs	A C H	2M	iMAK is a magnet school program that will begin operations the 2005-2006 school year for grade six and is based at Krueger Middle School. iMAK has as its key focus the extensive use of Interactive Media technologies such as: non-linear video production, video gaming architectures, DVD fabrication, digital photography, the making of short films, computer animation, web publishing.	Exemplary status in first year. 80% commended performance by all students attending iMAK magnet program.		iMAK Faculty		

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X					Special Programs	A C H	3M	K-SAT: The Krueger School of Applied Technologies, is an applied technology, school-within-a-school magnet program centered around Aerospace themes and housed at Krueger Middle School. Approximately 400 kids from 37 different elementary schools attend KSAT.	Continue exemplary performance on TAKS. 80% commended in 2005, 90% commended in 2006, 95% commended in 2007.		KSAT faculty		
Projected Outcomes: Math and Reading					Reading		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
					All Students		88	90	92	94	96	98	
					African American		80	84	88	92	94	96	
					Hispanic		86	88	90	92	94	96	
					Economically Disadvantaged		84	88	88	90	92	94	
					Special Education		55	58	61	65	70	72	
					ESL		70	72	74	76	80	82	
					White		94	96	98	98	98	100	
					Math		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
					All Students		78	80	82	84	86	90	
					African American		65	67	69	71	73	77	
					Hispanic		73	75	77	79	81	85	
					Economically Disadvantaged		70	72	74	76	78	82	
					Special Education		55	58	61	65	70	74	
					ESL		70	72	76	78	80	84	
White		92	94	96	98	98	100						