

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**

2008-2009

Jackson Middle School

"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith

RESULTS

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DISTRICT GOAL

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CODES FOR STUDENT-CENTERED STRATEGIES

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 - AV Development of Academic Vocabulary
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- GSF Goal-Setting and Frequent Feedback with Individual Students
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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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Student Attendance	Individual students with perfect attendance for target days get non-uniform.	Increase average daily attendance to 96%.		Every 9 weeks - starting with the first week of school.	Linda O'Connor	
1	Student Attendance	Increase attendance through incentives. Grade level reward for highest 6 week attendance = non-uniform day.	Increase average daily attendance to 96%.		Every 9 weeks - starting with the first week of school.	Linda O'Connor	
3	Student Attendance	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.	Linda O'Connor	
3	Student Attendance	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 9 weeks - starting with the first week of school.	Jackie Lousier	
2	Student Attendance	Administrators will notify parents when students have been absent 5 times, 10, 15 +	Increase parent awareness of their child's absences.		Every 9 weeks - starting with the first week of school.	Assistant Principals Family Specialist	
2	Student Attendance	Provide students with hand sanitizer at all 3 lunches.	Hopefully prevent spreading of germs.		Ongoing	Linda O'Connor	\$500
3, 2 5	Student Attendance	Family Specialist will meet with students who have 5 or more absences.	Determine reason(s) for absence and work with students to improve absence(s).		Ongoing	Family Specialist	
3, 2 5	Student Attendance	Maintain attendance committee	Increase staff awareness on satisfactory attendance and how they can support it.		Meet once a month.	Erin Deason, Administrator	

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1, 2, 4, 5	Student Behavior	District implementation of Champs Program.	Decrease referral of ISS, SRC & AMS		Discipline Mgmt Committee meets once a month; Administrator discuss in staffing	Champs Trainer Administrator	Providing training to entire campus.
1, 2, 4	Guidance	*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.	GSF	Improvement will be tracked by first 3 report card grades.	Counselors	
2 & 4	Guidance	*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.	GSF	Every week.	Academic Dean	
2 & 4	Guidance	Target individuals with repeat assignments to ISS, SRC/AMS, for group/individual counseling.	80% of involved students will not be re-assigned to ISS.	GSF	Ongoing	Counselors	
2 & 4	Guidance	Plan, organize, implement group guidance activities as needed.	Each counselor will facilitate one group per semester.	CIP	Ongoing	Counselors	
3	Guidance	Reduce number of failures through communication with parents.	Communicate with 100% of parents (by mail) whose students are failing one or more classes.	GSF	After each grading period	Counselors	\$250.00 Mail
1	Guidance	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.	GSF	Ongoing	Counselors	
3	Parent Involvement	Family Specialist will: (1) Provide parent education classes on campus. (2) Provide a library of parenting materials (i.e., books, cd's, dvd's) for parents to check out. (3) Communicate with parents of at risk students to encourage participation in parent teacher conferences. (4) Keep parents informed of students' progress by conducting home visits for parents who are unable to attend meetings on campus.			Ongoing	Family Specialist	

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3	Parent & community involvement	Continue to implement an orientation for incoming 6th graders (Cub Camp).	95% of incoming 6th graders will attend and participate in the orientation.		Aug-08	Academic Dean	
4	Character Education/Safe and Drug Free Schools	*Implement character education by grade level utilizing power point.	100% of teamworks (advisory) classes will discuss the appropriate "Character Education" pillar each 9 weeks.	CIP	Weekly throughout the school year.	Academic Dean	
1	English	Utilize six-trait writing instruction to focus on developmental and revision stages.	TAKS test - 7th writing - 70 % score 3+; 70% + pass Common Assessment.	CRW	Feb-09	English Department	\$1,500
1	English	Continue to implement the Gemini Ink Writing Program for all 7th grade students.	TAKS test - 7th writing - 70 % score 3+; 70% + pass Common Assessment.	CRW, ITL	Feb-09	English Department	\$3,000
1	English	Use in Sentence variations Pre-AP	To strengthen student writing and reinforce grammar.	CRW	Daily	English Department	
1	English	Implement positive sentence structures when students identify all that is correct in a sentence. Accentuate the positive rather than negative.		CRW	Daily	English Department	
1	English	Use AP strategies to develop and enhance student annotation of text.	Student comprehension of text plus elements of literature.	CRW	Daily	English Teachers	
1	English	Use of sentence variations to develop student ability to write paragraphs & summarize.	Writing proficiency exhibited in essay writing.	CRW	Daily	English Teachers	
1	Science	Revise, review and elaborate vertical alignment for technology TEKS.	Review progress and lessons during department meetings.	CIP	Weekly throughout the school year.	Science Department	
1	Science	Revise, review and elaborate lesson strategies to conform with TEKS, Benchmarks and released TAKS tests.	Review strands and required concepts throughout the year during department meetings.	CIP	Ongoing	Science Department	
1 & 2	Science	*Incorporate Thinking Maps into lessons. Each student will utilize interactive notebooks.	Examples of students' work in their portfolios.	GSF	Ongoing	Science Department	\$500

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1	Science	*Use the 5 E's teaching strategies. Incorporate questioning strategy using unifying concepts.	Lesson Plans	ITL	Ongoing	Science Department	
1	Science	Continue to use strategies to strengthen vocabulary and practical math skills.	70% passage rate on 8th grade TAKS Test.	CRW	Ongoing	Science Department	
1 & 2	Math	*Students will be provided feedback through evaluation form - exemplars.	Improve test/Benchmarks/TAKS by at least 10%.	GSF	Ongoing	Math Department	
1 & 2	Math	*Students will set goals through "I can..." TEKS Sheets.	Improve test/Benchmarks/TAKS by at least 10%.	GSF	Ongoing	Math Department	\$300 resources
1 & 2	Math	*Students will use graphic organizers (math notebooks)	Improve test/Benchmarks/TAKS by at least 10%.	GSF, ITL	Ongoing	Math Department	
1	Math	Provide TEKS-based lesson planning for classroom instruction.	Student success on Benchmark / TAKS	3TL	Ongoing	Math Department	
1 & 2	Math	Selected students will attend a Saturday Academy to reinforce TEKS.	Student success on Benchmark / TAKS	1TL	March-09	Math Department	\$1,000 (Project TEKS)
1 & 2	Math	Selected students will compete in "Who Wants to be a Millionaire" to reinforce TEKS.	Students success on Benchmark / TAKS	1TL	March-09	Math Department	\$2,000
1 & 2	Math	Student will attend B.A.M. for questions on homework.	Students success on Benchmark / TAKS	CIP	Ongoing	Math Department	
1	Reading	Use a variety of reading strategies to improve comprehension; predict, visualize, connect, question, clarify, evaluate.	Evidence of implementation through documentation in teacher lesson plans.	CRW	Ongoing	Reading Department	Use of existing department materials - no cost

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1	Reading	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.	CRW	September 2008 for pretest and April 2009 for post test.	Reading Department	Cost of Scantrons & index cards... \$200.00
1	Reading	Use nonfiction material 40% of classroom time to support social studies and science curriculums.	Evidence of implementation through documentation in teacher lesson plans.	CRW	Comprehension check through discussion, written essay, or quiz following reading.	Reading Department	Newbridge materials provided by District.
1 & 3	Reading	Promote parental involvement in Reading through a Family Reading Night/Potluck held in conjunction with book fair.	Turnout, Reading logs, Book Talks, classroom performance at an improved level	CRW	Fall 2008	Reading Department	
1	Reading	Saturday Academy to focus on TEKS	Improved TAKS passage rates/TAKS commended rates.	CRW	Early Spring 2009	Reading Department	
1 & 2	Reading	Readers Theater Club	Improved influence for struggling readers.	CRW	Ongoing	Reading Department	Covered by Reading
1	Reading	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.	CRW	Each 9-week period using performance assessment.	Reading Department	Professional development classes for new teachers after school.
1 & 2	Social Studies	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 with emphasis on vocabulary development.	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.	CRW, ITL	Ongoing	Social Studies Department	

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1 & 2	Social Studies	*Students will have goal setting opportunities before, during and after state, district and classroom assessments.	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.	GSF, ITL	Ongoing	Social Studies Department	
1	Social Studies	*Incorporate writing into the context of student work in the social studies classroom with emphasis on vocabulary development.	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.	CRW	Ongoing	Social Studies Department	
1	Social Studies	*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.	CIP	December 2008 and May 2009	Social Studies Department	
1	All Subject Areas	*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.	CIP, CRW, ITL	Ongoing	All Teachers	
1	All Subject Areas	*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.	ITL, GSF	Ongoing	Administration and Department Coordinators	
1	Special Education	Provide training to teachers working with special education students which supports use of the TEKS analysis of TAKS, TAKS-Acc, TAKS-M and TAKS-Alt, 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.	CIP	October, January, February, April	Special Education Department	

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1	Special Education	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.	GSF	Progress Reports and Report Card (every 3 weeks)	Special Education Department	
1	Special Education	*Track students in Special Education who have been placed into a general education class. Equip students to recognize their own strengths and areas of need and to develop compensatory strategies.	Team Meetings and Student Conferences.	GSF	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.
2 & 3	Special Education	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.	CIP	Progress Reports and Report Cards (every 3 weeks)	Special Education Campus Coordinator, Special Education Case Managers and Inclusion Teachers	
2 & 4	Special Education	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 Functional Behavior Assessments and Behavior Intervention Plans, use of redirection model, social skills class, or inclusion support models, and structure of more extensive behavioral support by training the Jackson faculty in the implementation of the CHAMPs model.	Reduction in percentage of special education students served through disciplinary alternative education programs.	CIP	Each 9 weeks.	Special Education Department	

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To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
 - 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 - GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 - CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

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-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1 & 2	Special Education	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. Eliminate Math Resource/Lab classes (beginning with the 6th grade in 2008-09) by providing "Basic Math" class. Student will receive grade levels instruction of the TEKS with emphasis on the "including statments" found in student expectations.	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). Students for Basic class are hand-selected based on individual needs represented in their TAKS assessments and other pertinent data. Class will be co-taught and small in number including both Special Education and General Education Students.	GSF, ITL, CIP	Benchmark tests, Common Assessments, Progress Reports, Report Cards and Standardized Achievements Tests (TAKS)	Special Education Case Managers, Program Coordinator and Special Education Campus Coordinator.	
2 & 4	Special Education	*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.	GSF, CIP	Ongoing	Special Education Campus Coordinator, LSSP, Re-direction teacher, Program Coordinators in charge of behavior programs and Self Contained teacher.	NEISD Special Education
1,2,3,4	Electives (Goal Setting)	Students will learn how to set achievable goals and be successful.		GSF, CCR, CT, IA, DI	August 2008 - June 2009	Teachers	
1,2,3,4	Electives (Life Skills/Teamwork)	Students will learn skills that they can use in real life. They will learn to work as a team.		CT,AL,GSF, CCR,IA	August 2008 - June 2009	Teachers	
1,2,3,4	Electives (UIL)	Increase involvement in UIL.		AL, CT, DI, IA,GSF	August 2008 - June 2009	Teacher/ Sponsor	
1,2,3,4	Electives (Teacher Portal/Tutoring)	Encourage students in all classes and provide tutoring as needed.		AL, AFL, CCR, IA	August 2008 - June 2009	Elective Teachers	