

**BOARD GOALS (BGs)**  
 1- Challenge All Students  
 2- Safe & Supportive Atmosphere  
 3- Community Involvement  
 4- Character Development  
 5- Management of District Resources

**NORTH EAST DISTRICT SCHOOL DISTRICT  
 CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN  
 2008-2009  
 TEJEDA MIDDLE SCHOOL**

*Equity and Excellence: Everybody Counts*

**"212 - One extra degree can make all the difference."**

**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, 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.**  
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**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 | H |      |                               |  |   |                                |   |                  |
| 1   | X                         | X         | X            | School Wide                                 |       | X |   | 1A   | CIP                           | Leadership Team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning. Teachers will come together to create, share and administer mini-assessments and monitor district benchmarks through Triand. Project Target TEKS will be utilized for all students. TAKS Tutoring/Remediation sessions will be offered during and outside the school day. | All teachers will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes. Leadership Team will review data and meet with teachers to discuss results and adjust curriculum. | Monthly/Weekly<br>August.- May | Leadership Team                                   |                  |
| 1   | X                         | X         | X            | E.S.L.                                      |       | X |   | 2A   | CIP                           | All core teachers will be SIOP trained by Aug. 2008. ESL teacher will continue monthly meetings with ESL teams. ESL teacher will monitor and provide support for all ESL students using SIOP strategies.   | ESL students will score advanced/ advanced high on TOP/RPTE and 100% will pass TAKS.  | August - May                   | ESL Teacher, ESL - AP, District trainers.         |                  |
| 1   | X                         | X         | X            | Special Education                           |       | X |   | 3A   | GSF, 3TL, CRW, ITL            | Teachers will individualize DATA results adjusting to grade level instruction for TAKS M and TAKS I. Case Managers will provide support and monitor Special Ed. students. Students needing assistance will be pulled out for support. The majority of Special Education students will be in an inclusion setting.  | Increase number of students in regular education setting and with grade level instruction. Majority of special education students will take TAKS M or TAKS I in 2007 - 2008 school year.                                      | August - May                   | Special Ed. Coordinator, Case managers, Principal |                  |
| 1   | X                         | X         | X            | Hispanic Sub-pop Achievement Gap in Science |       | X |   | 4A   | CIP, GSF                      | 8th grade Science teachers will identify Hispanic students needing additional strategies and assign them to extra tutorials. Grades in class and benchmark tests will be used to monitor student progress.   | Hispanic Sub-pop will increase science TAKS scores from 89% to 94% in 2009.   | August - May                   | 8th Grade Science teachers, Academic Dean         |                  |

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| 1   | X                         | X         | X            | Hispanic Population Achievement Gap                       |                      | X |   | 4A   | CIP, GSF                      | Reduce the achievement gap with our Hispanic students as well as increase their commended scores in Reading and Math   | Close the gap to 10% or less in Reading and Math for all grades. Increase Reading commended scores to 80% in 6th grade, 53% in 7th grade. Increase Math commended scores in 6th grade to 70%, 45% in 7th grade and 50% in 8th grade | August - May     | Leadership Team and staff |                  |
| 1,2 | X                         | X         | X            | Economic Disadvantage/At-Risk students (Math and Science) |                      | X |   | 5A   | CIP,GSF                       | Goal setting charts will be created for all students indicating possible failure in course work, benchmarks, and/or TAKS. Mentors will be assigned to each at-risk student. SSI and Academic Advisory classes will be available for Reading and Math in all grade levels in addition to regular classes. Homework Center will be available in the library. | 90% of the students will pass TAKS or equivalent, course work, and benchmarks. Increase number of student utilizing the Homework Center through sign-in sheets.   | August - May     | Leadership Team and staff |                  |
| 1,5 | X                         | X         | X            | New Enrollment new to TAKS                                |                      | X |   | 6A   | CIP,GSF                       | Identify students who have never taken a TAKS test and administer a release TAKS test in all subject areas. Students not passing the release test(s) will be assigned a mentor. Special tutoring sessions will be developed and a TAKS study guide will be provided as well as a parent awareness meeting.   | 80% of students new to TAKS will pass the state assessment.   | August - May,    | Leadership Team           |                  |
| 1,2 | X                         | X         | X            | Commended on TAKS - G/T                                   |                      | X |   | 7A   | GSF                           | Identify students who were plus 2 or minus 2 on TAKS commended scores. Teachers will implement AP strategies in all Pre-AP and above courses. Additional tutoring for students and parents (Road to Commended) will be available.  | 100% of G/T students will receive commended scores on their TAKS tests. 90% of students who earned 2 points below the commended score last year will be commended this year.  | August - May     | Leadership Team and Staff |                  |
| 1   | X                         |           | X            | Pre-AP Enrollment   |                      | X |   | 8A   | CIP,GSF, ITL                  | Teachers will identify student in regular classes who would benefit moving to Pre-AP classes. Counselors will consult with parents and students.   | Increase participation in Pre-AP classes by 15% in each grade level for 2007 - 2008 school year.  | August - May     | Team teachers, Counselors |                  |

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| 1   | X                         |           | X            | Academic U.I.L |                      | X |   | 9A   | CIP, GSF, CRW, ITL, 3TL       | GT/Pre-AP teachers will recruit students to participate in Academic UIL competitions and MathCounts.  | Increase participation in academic UIL by 10%. for 2007 - 2008 school year.  | August - May     | U.I.L. Coaches, G/T and Pre-AP teachers, Cheryl Jones (AD)              |                  |
| 1   | X                         | X         | X            | Technology     |                      | X |   | 10A  | CIP, 3TL, CRW, ITL            | Implement and support teachers in the utilization of the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills. Provide training for teachers to integrate technology in their content areas.   | 100% of students will demonstrate mastery of grade level technology standards as measured by district proficiency tests, rubrics, and student projects. 100% of the teachers will pass the district technology proficiency exam. | August - May     | Academic Dean, Tejeda teachers, Ernie Guerra (CNC)                      |                  |
| 1   | X                         |           | X            | Reading        |                      | X |   | 11A  | 3TL, CRW, ITL, CIP            | Continue use of Marzano Five and Six Step Vocabulary as well as the coordination and collaboration with English teachers. ACL classes will be implemented with an emphasis on critical reading.   | 100% of teachers will be trained and use Marzano Five and Six Step Vocabulary strategies as evidenced in lesson plans and walkthroughs. Will use a check list for student success as a means of monitoring.                      | August - May     | Reading and English Dept. Chairs, Cheryl Jones, (AD) Principal and APs. |                  |
| 1   | X                         |           | X            | Math           |                      | X |   | 12A  | CIP,GSF, 3TL                  | Implement new scope and sequence with the adoption of new textbooks with an emphasis on Exemplars study. Emphasis is to help our students think logically, solve problems, and understand spatial relationships.  | Formative walkthroughs will indicate adherence to district sequence. 90% of students will score a minimum of 80 on each benchmark assessment.  | August - May     | Math Dept. Chair, Cheryl Jones, (AD)                                    |                  |
| 1   | X                         |           | X            | Math           |                      | X |   | 12B  | CIP,GSF, 3TL                  | Will target economically disadvantaged students and work to bring each student up to NEISD standards through early identification with release tests, mini-assessments, and benchmarks. Mentors will be assigned to help develop the necessary relationships to help the students be more successful. | 100% of economically disadvantaged sub-pop will score a 70% or above on each of the benchmark assessments and mini-assessments.  | August - May     | Math Dept. Chair, Cheryl Jones, (AD)                                    |                  |

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| 1     | X                         |           | X            | Science                  |       | X |   | 13A  | 3TL, GSF, ITL,                | Implement new order of scope and sequence at each grade level. Target our economically disadvantaged students with emphasize on the nature of science (analyzing, sequential order, critical thinking, and drawing conclusions)  | 90% of students will score a minimum of 80 on each benchmark assessment.<br>100% of economically disadvantaged sub-pop will score a 70% or above on benchmark assessments.<br>Formative walkthroughs will indicate adherence to the newly adopted sequence |                  | Science Dept. Chair, Cheryl Jones, (AD)      |                  |
| 1,2,5 | X                         |           | X            | Library                  |       | X |   | 14A  | CIP,GSF, CRW,                 | Provide training for teachers in Gale Resources and Electronic databases. Teachers will use the Library Portal Page to begin all assignments using on-line research strategies.  | 100% of teachers will be trained in Gale Resources, electronic databases and Big Six Research strategies.  | August - May     | Lydia Black, Kathy Matson, Cheryl Jones (AD) |                  |
| 1     | X                         |           | X            | Professional Development |       | X |   | 15A  | CIP,GSF, 3TL, CRW, ITL        | Attend workshops, conferences , and district training to develop school-wide initiatives such as, but not limited to: Kilgo, Conferences - ASCD, NSSSP, TMSA, Best Practices, CAST, district staff development, Project TEAM, Co-Teach/Inclusion training, all teachers will receive current training and feedback through Teaming Tuesdays, lead by Administration. | All attendees will share information by presenting at faculty meeting and/or department meetings.<br>100% of teams will attend Teaming Tuesday meetings. 100% of elective teachers will participate in relevant Teaming Tuesday Training.                  | August -May      | Leadership Team                              |                  |

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| 3     |                           |           | X            | Attendance            |       | X |   | 16A  | CIP                           | Inform students and parents about state and district policies in relation to attendance through meetings, letters, and WolfTracks (PTA newsletter). Leadership Team will monitor attendance each six weeks, three absences in a row will result in a call from attendance office. Continue with our incentive program for perfect attendance with teachers and students.   | Increase attendance from 96.5% to 97% for 2007 - 2008 school year. Teacher attendance will increase as well.  | August -May      | All teachers and staff with Leadership Team as the focal point. |                  |
| 2,3,5 |                           |           | X            | Community Involvement |       | X |   | 17A  | GSF                           | Continue with parent involvement activities to improve student academic achievement, school performance and attendance, such as: Lunch and Learn, School Calendar, Student Advisory Board, Homework Hotline, Mentoring Program, Parent Portal, and Web Page, Enhance the level of home/school communication to promote a continued cooperative partnership through: PTA, Open House, Good News postcards, Meet the T-Wolves, Howl at the Moon, Silver Stars, Sex Ed. Parent Preview, Pup Camp, Parent Pup Camp, Parent Portal, Fine Arts Program | Maintain 97% attendance rate. Attendance rate of Lunch and Learn Meetings will increase by 5% from 2006-07 to 2007-08. 100% of parents who wish to access the Parent Portal will gain access to the system. PTA Newsletter, Calendar of Events, "Good News" Postcards, Awards List, daily log of calls, choice sheets, signed guest book, submitted letters & articles, teacher rolls | August -May      | All Staff   |                  |

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| 2   |                           |           | X            | Safe and Drug Free Schools |       | X |   | 18A  | GSF                           | Incorporate the Safe and Drug-Free Schools program into the campus curriculum including goals and strategies for violence prevention and intervention on campus addressing the following five areas through Weekly Character Lessons in AIM classes, D.A.R.E. Program, Red Ribbon Week activities, CHAMPS, and discipline assemblies held in August and January for all grade levels, classroom visits each semester, and have the discipline assembly PowerPoint on the Tejeda Website.<br>1. Reduce the use of tobacco, alcohol and other drugs among students<br>2. Reduce incidents of violence/Improve school safety<br>3. Increase parental and community involvement in violence- and drug prevention activities<br>4. Increase student involvement in school activities.<br>5. Reduce the amount of bullying incidences.<br>6. Reduce the number of office referrals to the administrative office by 10%.<br>7. Reduce ISS numbers by 10%. | 100% compliance with Safe and Drug-Free mandates.<br>* Complaints on bullying will drastically reduce in 2008 - 2009 school year.<br>* All teachers trained on the characteristics of bullying.<br>* All teachers trained on CHAMPS.<br>* All teachers and staff trained on the Critical Incident Response Team | August -May      | Counselors, Cheryl Jones, Academic Dean; Desiree Kloza, PAL Teacher, Todd Bloomer, Ap in charge of CHAMPS and CIRT |                  |