

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**

**2009-2010
JACKSON MIDDLE SCHOOL**

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

RESULTS

North East ISD schools will prepare all students for college and work force, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

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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	Student Attendance	Individual students with perfect attendance for target days get non-uniform.	Increase average daily attendance to 97%.	IA	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 97%.	IA	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.	IA	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 97% ADA for the year. Impact their support with friendly updates.	IA	Every 9 weeks - starting with the first week of school.	Jackie Lousier	
2	Student Attendance	Administrators and Family Specialist will notify parents when students have been absent 5 times, 10, 15 +	Increase parent awareness of their child's absences.	IA	Every 9 weeks - starting with the first week of school.	Assistant Principals Family Specialist	
2	Student Attendance	Provide students with clean hand wipes at all 3 lunches and in class.	Hopefully prevent spreading of germs.	IA	Ongoing	Head Custodian	\$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).	IA	Ongoing	Family Specialist	
3, 2 5	Student Attendance	Maintain attendance committee	Increase staff awareness on satisfactory attendance and how they can support it.	IA	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	MCP	Discipline Mgmt Committee meets once a month; Administrator discuss in staffing	Champs Trainer Administrator	Providing training to entire campus.
1, 2, 4, 5	Student Behavior	At least 3 CHAMPS expectations posted. 1-warm-up, 2-class work, 3-group work.	Decrease office referrals	MCP	Discipline Mgmt Committee meets once a month; Administrator discuss in staffing	Champs Trainer Administrator CHAMPS Committee	
1, 2, 4, 5	Student Behavior	Reduce number of less serious referrals to office.	Reteaching and retraining of CHAMPS expectations	MCP	Discipline Mgmt Committee meets once a month; Administrator discuss in staffing	Administrator CHAMPS Committee Classroom Teachers	
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. Focusing on bullying and peer pressure.	CIP	Ongoing	Counselors	

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3	Guidance	Reduce number of failures through communication with parents.	Communicate with 100% of parents (by mail/phone) whose students are failing one or more classes.	GSF	After semester and fourth cycle	Counselors	\$250.00 Mail
1	Guidance	Reduce number of failures by meeting with individual students.	Meet with 100% of students who are failing two or more classes after each grading period.	GSF	Ongoing	Counselors	
3	Parent Involvement	Family Specialist will: Provide parent education classes on campus.	Parents who complete parent education classes will receive a certificate from San Antonio College and will attend a graduation ceremony.	CLP, PI	Ongoing	Family Specialist	
3	Parent Involvement	Provide a library of parenting materials (i.e., books, CDs, DVDs) for parents to check out.	Parents will receive information regarding how to parent their adolescent child and how to become more involved in their child's academics.	CLP, PI	Ongoing	Family Specialist	
3	Parent Involvement	Communicate with parents of at risk students to encourage participation in parent teacher conferences.	Parents will have the opportunity to meet their child's teachers and be informed of their progress.	PI	Ongoing	Family Specialist	
3	Parent Involvement	Keep parents informed of students' progress by conducting home visits for parents who are unable to attend meetings on campus.	Parents will have the opportunity to be informed of their student's academic and behavioral progress in school.	PI	Ongoing	Family Specialist	
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.	CLP, PI	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.	CLP	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 - 2010	English Department	\$1,500
1	English	Continue to implement the New Jersey Writing projects for all 7th grade students.	TAKS test - 7th writing - 70 % score 3+; 70% + pass Common Assessment.	CRW, ITL	Feb - 2010	English Department	
1	English	Use in Sentence variations Pre-AP	To strengthen student writing and reinforce grammar.	CRW, AV	Daily	English Department	

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1	English	Implement positive sentence structures when students identify all that is correct in a sentence. Accentuate the positive rather than negative.	TAKS test - 7th writing - 70 % score 3+; 70% + pass Common Assessment.	CRW, CT	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, CT	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	English	Implement new TEKS-TAKS test.	Writing assessments.	CRW	Daily	English Teachers	
1	English/Reading	Cross curricular planning/teaching for ELA in 8th grade.	End of unit assessment/performance.	CRW	Daily	English/Reading Teachers	
1	Science	Revise, review and elaborate vertical alignment for technology TEKS.	Review progress and lessons during department meetings.	CLP	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.	CLP	Ongoing	Science Department	
1 & 2	Science	*Incorporate graphic organizer into lessons. Each student will utilize notebooking.	Examples of students' work.	GSF	Ongoing	Science Department	\$500
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.	80% passage rate on 8th grade TAKS Test.	CRW	Ongoing	Science Department	
1	Science	Before and/or after school tutoring for socio-economically disadvantaged students.	Formal and informal assessments (Benchmark/class activity)	GSF	Ongoing	8th grade teachers	
1	Science	Are you smarter than an 8th grader TAKS prep, two weeks before TAKS / Utilize 45 minutes of block math (two weeks prior to TAKS).	Student success on Benchmark / TAKS	GSF	Ongoing	Science Department	

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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	Project TEKS based tutoring at least 2 weeks prior. Tutoring focused on benchmark results.	Improve test/Benchmarks/TAKS by at least 10%.	GSF	Ongoing	Math Department	\$300 resources
1 & 2	Math	Students will participate weekly/bi-weekly in TEK focused work stations based on weaknesses.	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	CLP	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
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	Reading	Saturday Academy to focus on TEKS	Improved TAKS passage rates/TAKS commended rates.	CRW	Early Spring 2009	Reading Department	\$1,000 (Proj. TEKS)

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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	
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 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. to	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	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.	CLP	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	CLP, 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	

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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.	CLP	October, January, February, April	Special Education Department	
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, students 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.	CLP	Progress Reports and Report Cards (every 3 weeks)	Special Education Campus Coordinator, Special Education Case Managers and Inclusion Teachers	

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- CLP Collegial Learning and Planning (i.e. professional learning communities)
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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.	CLP	Each 9 weeks.	Special Education Department	
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 skills. Student will receive grade levels instruction of the TEKS with emphasis on the "including statements" found in student expectations.	Increase number of Special Education students achieving grade level expectations for TAKS and provide 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, CLP	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). Increase transition planning and student led LEP meeting with all special education students (including the Specialized Support classroom).	Conference with students at least every 3 weeks (progress reports and 9 week grading reports) to discuss progress and produce achievable goals. Have students attend their ARDs to report strengths, weaknesses and post secondary desires.	GSF, CLP	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	Athletics/Electives (Goal Setting)	Students will learn how to set achievable goals and be successful.	Students will discuss and set short-term and long-term goals for the year.	GSF, CCR, CT, IA, DI	Ongoing	Teachers	
1,2,3,4	Athletics/Electives (Life Skills/Teamwork)	Students will learn skills that they can use in real life. They will learn to work as a team.	Discussions and activities in class. Informal observations.	CT,AL,GSF, CCR,IA	Ongoing	Teachers	

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1,2,3,4	Athletics/Electives (UIL)	Increase involvement in UIL/Clubs/Organizations/ Athletics/Yearbook.	Target students who are not involved in a UIL activity through the KINS program.	AL, CT, DI, IA,GSF	Ongoing	Teacher/ Sponsor	
1,2,3,4	Athletics/Electives (Teacher Portal/Tutoring)	Encourage students in all classes and provide tutoring as needed.	Teachers will use the teacher portal and communicate with students and other teachers. Provide missing assignments and tutoring time when needed.	AL, AFL, CCR, IA	Ongoing	Elective Teachers	
5	Title I-component 1 Needs Assessment	A needs assessment will be given to the faculty and CIC to identify the specific needs of the campus. Evaluation of the findings will take place during admin., department chair, and CIC meetings.	The Administrative team, department chairs, and CIC will develop an implementation plan based on the findings.	AFL, CLP, PI	August - June	CIC, PTA, Faculty	
1	Title I-component 2 Reform Strategies	Before and after School tutoring programs will be offered for students who need assistance in core subject areas. Saturday academies will be offered in math, science, and reading to target specific learning objectives for students. Weekly/bi-weekly TEKS focused math work stations will be implemented based upon student learning needs. "Who Wants to be a Millionaire" game format will be implemented for math and science to reinforce TEKS prior to TAKS.	Increased scores on benchmarks and TAKS. 80% pass rate in science for the economically disadvantaged sub population.	DI, AFL, CLP	June -June	All Certified Staff	
1,2	Title I-component 3 Staff Development in the area of At Risk Students	Teachers attending the "Different Brains Different Learners" conference during the summer will present to the faculty and staff during faculty meetings and staff development days.	Walkthroughs and formal observations will reveal the use of specific strategies targeting at risk students.	3TL, AL, DI	August - June	All Certified Staff	
1,2	Title I-component 4 Professional Development toward student improvement	Staff members will attend national and local middle school conferences. Staff development will be provided throughout the school year on technology integration and professional learning communities.	Staff members who attend conferences or seminars will provide training to the faculty and staff during faculty meetings and staff development days. Evidence of implementation will be noted in walk-throughs and formal evaluations.	AL, DI, CLP	August - June	All Certified Staff	

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5	Title I-component 5 Attracting Highly Qualified Teachers	Utilize the winocular system and the gallup score to screen for highly qualified certified and classified staff. Screen applicants in the initial interview to determine desire to work with at-risk students. Provide support through mentors from Trinity University. Provide resources for classified staff to become highly qualified.	Lower rate of attrition for the applicants that have been hired to the campus. 100% pass rate for classified staff that will take the on-line exam.	CLP	August - June	Administrators	
2,3	Title I-component 6 Increase Parent Involvement	Provide parent education classes throughout the school year on a variety of topics. Home visits will be conducted with families who are unable to attend meetings on campus.	Attendance during the parent education classes. Increase in the number of parent academy graduates .	DI, CCR, CLP, PI	August - June	Administrators, Family Specialist	
2	Title I-Component 7 Transition from elementary to middle school and middle school to high school	Cub camp will be held during August to help transition the students from elementary to middle school. In February an electives fair night will be held for 5th grade students and their parents to explain elective and core course offerings. Elementary school visits will be held at the end of the school year. High school elective and magnet program representatives will visit the campus to discuss opportunities at the high school. 8th grade students will visit the feeder high schools in February.	95% of all enrolled students will attend the Jackson Cub camp. Attendance at the electives fair night will increase by 20%.	CLP,CCR, IA, PI	August - June	Administrators, Counselors, 6th Grade Teachers, 8th Grade Teachers	
1	Title I-Component 8 Student Assessment	Teachers will assess students through daily grades, teacher made assessments, and benchmark scores. Rtl meetings will be held biweekly to discuss students in need of assistance.	Grade level department meetings will be held weekly and all level department meetings will be held bi-weekly. Administrators and academic dean will attend department meetings to review results on ongoing assessments.	AV, AL, CT, AFL, CLP	August - June	Teachers, Academic Dean and Administrators	
1,2	Title I-Component 9 Additional Assistance for Struggling Students	Before and after School tutoring will be offered every week for struggling students. SSI tutoring and Saturday academies will be provide to students who did not pass TAKS.	Attendance during the before and after school tutoring will be taken. Teachers will monitor student progress and communicate with parents.	3TL, CRW, AV, AL, CT, DI, GSF, AFL	September -June	Classroom Teachers, Administrators	

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4,5	Title I-Component 10 Integration of federal, state, and local services	Family specialist will provide information about housing, food, education, and job training for families. Family specialist will provide school supplies and uniforms for students in need. Implementation of character education program through grade level teams.	100% of grade level teams will discuss the pillars of "character education" each 9 weeks. Jaguar guiding principles will be announced through video announcements. Family Specialist will provide information to families through classes and home visits.	GSF, PI	August - June	Administrators, teachers, counselors, and family specialist	