

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
 2007-2008
 Krueger Middle School**

Equity and Excellence: Everybody Counts

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 focusing on sub-populations of Anglo, African-American, Hispanic, Asian & Economically Disadvantaged, Special Education, and English Language Learners by creating engaging activities, programs, tasks, assignments, assessments and opportunities that result in increased student learning.

[For further description click on http://intranet.int.neisd.net/si/](http://intranet.int.neisd.net/si/)

RIGOR - All students will have access to a challenging, TEKS focused curriculum that engages students and reflects college readiness standards.
 * 3 Tier Instructional Model
 * Content Reading and Writing Strategies
 * Vocabulary Development
 * Similarities and Differences
 * Interactive Teaching and Learning (i.e. THINK-INK-PAIR-SHARE)
 * Cues, Questions, and Advance Organizers

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
 * Assessment for learning strategies
 * Personal Graduations Plans (PGPs)
 * College / Career Readiness

RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 * Collegial Instructional Learning and Planning (i.e. professional learning communities)

STUDENT ENGAGEMENT STRATEGIES CODES
3TL - 3 Tier Levels of Instructional Intervention
CRW - Content Reading & Writing
V - Vocabulary Development
SD - Similarities and Differences
ITL - Interactive Teaching/Learning
Q - Cues, Questions, and Advance Organizers
GSF - Goal Setting & Frequent Feedback with individual students
AL - Assessment for Learning Strategies
PGP - Personal Graduation Plans
CCR - Career / College Readiness
CLP - Collegial Learning and Planning

BGs	TARGET AREAS/WIGS	ACTION STRATEGIES	EVALUATION INDICATORS	Student Engagement Strategies	Results TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	<i>We will be advocates for children and foster positive communication with our community.</i>	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.	PGP	Ongoing	Teams, Administrators, Counselors	
1		Provide and require use of assignment/agenda books for all students to increase school / parent communication.	Weekly check in classrooms will demonstrate 100% use of assignment books.	GSF	Weekly	All Team Teachers	\$7000 TITLE 1
1		Provide field trips for exposure to real world applications of instructional practice for at risk students.	Each team will plan and participate in at least two fieldtrips during the year.	3TL	October - May	All Team Teachers	\$3000 TITLE 1
2,3		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.	3TL	April-May	Entire Faculty	\$1000 TITLE 1

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2,3	<i>We will be advocates for children and foster positive communication with our community.</i>	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.	3TL	April-May	Entire Faculty	
1		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%.	3TL	January 2005 - Continuous	Electives Department	
1		Encourage parental involvement through concerts, competitions, and field trips.	Participation in yearly UIL competitions in Band, Orchestra, Choir, One Act Play, and Debate.	3TL	August -May	Electives Department	
4		Establish a Community- wide celebratory fair for General Krueger Neighborhood. Elicit local Businesses to participate.	Positive feedback from parents	3TL	May	Entire Faculty PTA	\$1000 TITLE 1
4		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.	3TL	October and May	Principal	
4		Provide open house to discuss purpose and requirements of Title 1 Schools	Reduce the number of requested transfers by evaluating impact of open house and feedback submitted from parents.	3TL	Sept	Principal, PTA	
4		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%.	3TL	As scheduled	Entire Faculty	\$2000 TITLE 1
4		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.	3TL	August-May	Principal, PTA President	
4		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.	3TL	August-May	Principal, Counselors, Family Specialist	\$30,000 TITLE 1 SCE
4		Family Specialist will provide free computer and parenting classes for parents.	Increased parental involvement and community awareness.	3TL	Sept.- April	Juan Mireles	\$10,000 TITLE 1 SCE
	<i>We will become a community of learners dedicated to professionalism and professional growth.</i>	Highly Qualified Teachers: Continue to use strategies that attract highly qualified teachers and staff to the campus.	NEISD salary scale, reputation and climate of campus	3TL	All Year	Principal, Human Resources, NEISD	

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		Increase teacher involvement in the use of assessment.	Teacher made tests, observations, data analysis, benchmark tests	AL	All Year	Teachers, Dean, Leadership team.	
		Conduct needs assessment survey to address campus issues with teachers and parents	Results of survey will help guide campus improvement plan	3TL, AL	April-May	Principal	
1,4		Faculty provided with extensive and continuing professional development opportunities to develop school-wide initiatives and build best practices in all instructional domains.	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.	CLP 3TL	All Year	Entire Faculty	\$38,000 TITLE 1
1		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.	3TL	August - May	District Coordinator/ Cluster Coordinator, Science Department Head	
1		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.	3TL	August - May	Principal, Science Dept Head, Science Teachers	TITLE 1 DISTRICT FUNDS \$3,000
		All core teachers will be trained in SIOP strategies	Observations reveal teachers using SIOP techniques in the classroom	CRW SIOP	All Year	Principal, Dean, ESL Specialist	
1		Provide a regularly scheduled meeting for co-teachers to meet and share successes and concerns.	Teachers outline concerns and work to a mutual resolution.	DI	August-May	Principal, co-teachers, campus coordinator	
1		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.	CRW DI	August-May	Principal, co-teachers	
4		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,	3TL	August-May	Principal, Academic Dean, Department Heads	
4		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,	3TL	August-May	Principal, Academic Dean, Department Heads	

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1	<i>We will locate, develop, adapt and use Middle School Best Practices such as the "Marzano Five"</i>	Writing Across the Curriculum.	Evidence of improvement and increased publications across disciplines.	CRW	All Year	Entire Faculty	
1		Goal Setting/ Feedback: Students monitor progress on TEKS objectives using TEKS tracking cards. Student led conferences based on TEKS IGP progress	When questioned during walkthroughs, students show an increased understanding of TEKS deficits and TEKS progress.	GSF	August - May	Administrative Team	
1		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%.	CRW DI	August - May	Principal, Academic Dean, Reading Teachers and Co-Teachers	TITLE 1 \$4000
1		Use Gemini Inc. Professional Writers in the classroom to enhance student performance on TAKS	Increase commended performance on TAKS by 5%.	CRW DI	August - May	Principal, Dept. Academic Dean, Department Head	TITLE 1 \$500
1		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.	CRW AL	August - May	Principal, English Dept. Academic Dean, Department Head	TITLE 1 \$2500
1		UIL Math and Math Counts Increased participation and success in math competitions	Increase participation by 30% in UIL competitions.	3TL	August - May	Math Teachers Math Specialist	TITLE 1 \$1000
1		Science teachers will develop and display critical vocabulary on word walls.	Reinforce vocabulary in content areas	3TL V	August - May	Science Teachers	
1		Use Big Muscles strategies to develop critical thinking skills.	Observable usage of Big Muscles Strategies. 80% passing common assessments.	3TL CRW	August - May	Social Studies Department Head, Academic Dean	TITLE 1 \$700
1		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.	SIOP	August - May	Social Studies Department Head, Academic Dean	DISTRICT FUNDS \$150
1		All 6th, 7th, and 8th grade teachers using History Alive to foster higher order thinking skills.	80% passing common assessments.	3TL CRW	August - May	Social Studies Department Head, Academic Dean	
1		Use Ignite program to supplement 8th grade curriculum.	Increase scores by 10% on the eighth grade TAKS test. 80% passing common assessments.	3TL CRW	August - May	Social Studies Department Head, Academic Dean	TITLE 1 \$4000

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	<i>We will provide a safe and orderly environment for all children.</i>	Nationally acclaimed Safe School Ambassador Program • Bullying and Violence Prevention	Instead of focusing on visible violence and overt bullying, the SSA program seeks to prevent peer mistreatment, exclusion, put downs, harassment and relational aggression.	3TL	August -May	All Faculty and Staff	DISTRICT FUNDS
		Nationally acclaimed Safe School Ambassador Program • Youth as Contributors	The SSA program believes that students hold the key to creating physically and emotionally safe schools and that they can safely intervene in ways that adults don't. Ambassadors are socially influential students from diverse cliques.	3TL	August -May	All Faculty and Staff	DISTRICT FUNDS
		Nationally acclaimed Safe School Ambassador Program Strategies and Tools for Adults:	The SSA program helps adults understand the problems and costs of bullying, cruelty and violence and help them develop strategies.	3TL	August -May	All Faculty and Staff	DISTRICT FUNDS
1,2,4		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 Boys town 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%.	3TL	August -May	All Faculty and Staff	TITLE 1 \$10,000
1,2,4		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%.	3TL	August - May	Principal, Assistant Principals, BMC Monitor	

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	<i>We will provide support to each child based on his/her individual need.</i>	Mentoring and College prep.: Implement AVID program in 7TH AND 8th grade teamed with UTSA Dream Runner to mentor at-risk kids placed in AP classes.	Level of participation, commended result percentage	3TL GSF	All Year	Principal, Dean, AVID teacher	TITLE 1 \$ 45,000
1		Implement schoolwide mentoring program for identified at risk students.	Attendance Roster % Students Attending 10% Increase for all at risk kids on benchmark assessments	GSF	January 2005 - Continuous	Reading Department	
1		Implement after school tutoring for identified at risk students using Reading Advantage.	Attendance Roster % Students Attending 10% Increase for all at risk kids on benchmark assessments	GSF	January 2005 - Continuous	Reading Department	
1		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.	GSF	August-May	Math Dept. Academic Dean, Department Head, Math Specialist	
1		Assess individual student's needs and pull out at-risk students for double dose Math.	Benchmarks and Common Assessments reveal increased scores.	GSF	August - May	Eunice Trevino Lee Allen	
1		Extended School Day: After School tutoring and Morning Initiative	Benchmarks and Common Assessments reveal increased scores,	GSF	August - May	Math Teachers Math Specialist	
		Supplemental materials will be provided for ESL students in core classes	Observations reveal teachers using materials in the classroom	GSF	All Year	Principal, Dean, ESL Specialist	EGRANT \$5000
1		Provide a resource class to support reading and math every other day.	Grades and reading/ math scores.	GSF	August-May	Principal, case managers, co-teachers	
1		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.	GSF	2nd semester	Electives Department	
4		Project TEKS: Provide students who are on Personal Growth Plans or At Risk after school tutoring in the core subject areas.	Increase TAKS scores by 10% for all PGP and At Risk Kids. Program is evaluated by level of participation in each session.	GSF	November-May	Core Subject Teachers	TITLE 1 28,000

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4	We will provide support to each child based on his/her individual need.	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.	GSF	August-May	Core Subject Teachers	
4		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.	GSF	August-May	Core Subject Teachers	
4		Provide all students the opportunity for after school tutoring, mentoring, community service and character development through The Kids Involvement Network.	Grades and reading/ math scores.	GSF	August-May	KINS teachers	
1	We will rigorously use data to support all instructional placements.	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.	3TL	Weekly	Principal, Academic Dean, Department Heads	
1		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.	3TL	August-June	Administrative Team, Team Leaders, Department Heads	
1		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.	3TL GSF CRW	August - May	Reading Department	
1		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.	3TL	August - May	Reading Teachers and Co-Teachers	TITLE 1 \$47,000

BGs	TARGET AREAS /WIGS	ACTION STRATEGIES	EVALUATION INDICATORS	Student Engagement Strategies	Results TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
Projected Outcomes / Actual results							
	Reading	2004-2005 Projected	2004-2005 Actual	2005-2006 Projected	2005-2006 Actual	2006-2007 Projected	2006-2007 Actual
	All Students	88	79	90	87	92	91
	African American	80	67	84	75	88	87
	Hispanic	86	75	88	83	90	88
	Economically Disadvantaged	84	71	88	82	88	86
	Special Education	55	26	58	93	61	90
	ESL	70	20	72	60	74	41
	White	94	90	96	94	98	97
	Math	2004-2005 Projected	2004-2005 Actual	2005-2006 Projected	2005-2006 Actual	2006-2007 Projected	2006-2007 Actual
	All Students	78	67	80	79	82	78
	African American	65	53	67	73	76	70
	Hispanic	73	59	75	72	77	73
	Economically Disadvantaged	70	57	72	74	76	71
	Special Education	55	17	58	88	61	90
	ESL	70	31	72	62	76	35
	White	92	82	94	91	96	88
TAKS Performance (Grades 3-11) Report for 2006/2007 Summary							
	Category	Reading	Writing	Math	Science	Social Studies	
	KRUEGER M.S.	90.5	91.2	78.0	68.7	84.4	
	<i>African American</i>	86.7	84.2	70.4	44.8	82.8	
	<i>American Indian or Alaskan Native</i>	80.0	100.0	100.0	66.7	66.7	
	<i>Asian or Pacific Islander</i>	83.9	92.9	93.5	100.0	100.0	
	<i>Hispanic</i>	88.2	90.8	72.4	61.9	77.7	
	<i>White, not of Hispanic Origin</i>	96.7	94.6	88.3	87.0	96.1	
	<i>Economic Disadvantage</i>	85.5	86.4	70.7	56.6	78.0	
	<i>Limited English Proficient</i>	41.2	33.3	35.3	12.5	37.5	