

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
 DRISCOLL MIDDLE SCHOOL**

Equity and Excellence: Everybody Counts

*Excellence and equity are inseparable -- a good society cannot have one without the other.
 Any society that abandons either is imperfect. Julian Bond, Civil rights pioneer*

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.

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
 * 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

STUDENT ENGAGEMENT STRATEGIES
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 AREA	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	All Subjects	1A	The school DATA team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning targeting all sub populations of Anglo, African-American, Hispanics, Asian, Economically Disadvantaged and ELL by creating activities and programs.	100 % of departments will use multiple sources of data to set objectives as evidenced by performance of the campus on benchmarks and TAKS.	3TL, CRW, GSF, ITL	Monthly	Principal, Asst. Principals, Academic Dean, Department heads, Team Leaders	
1,2,4	All Subjects	1B	Teams will use TRIAND to sort 6-7-8 grade students for Advancement Individual Motivation (AIM) classes focused on strategies for reading, math, and writing	Advancement Individual Motivation (AIM) will be in place and students will receive support.	3TL, GSF, CLP	Onboing through end of year	Principal, Academic Dean, Literacy team, Literacy coaches,	
1	All Subjects	1C	Reviewing elementary and middle school commended scores to target students to recruit into Pre-AP. Students will be supported by tutoring, pairing with peer mentors and teacher monitoring.	95% successful completion rate of students entering Pre-AP classes.	CCR	Ongoing through end of year	Assistant Principal for departments, Teachers, Counselors, Academic Dean, Department heads	
1,2	All Subjects	1D	Counselors will meet with every AIM class to discuss the significance of achieving commended levels. Teachers will monitor benchmarks and help students set goals to reach commended.	Benchmarks will reflect ongoing increases to commended levels. TAKS will reflect 20% increase in commended scores.	GSF, PGP, CCR	Ongoing through April 2008	Counselors, Teachers, Academic Dean, Principal, Asst. Principals	
1,2	Reading	2A	Reading teachers serve as facilitators and coaches for content area reading, increasing amount of time students spend reading and analyzing text during the school day. Students receive increased support in reading skills in all areas.	100% of team teachers use literacy strategies provided by literacy team as indicated in formative walk-throughs. TAKS mastery level will increase by 5% on every objective in grades 6-8 reading.	CRW, GSF, ITL	Ongoing through Spring 2008	Literacy coaches, Academic Dean, Reading department head, Principal, Asst. Principals, Department heads	\$1600 for attendance of department chair and dean at training conference.
1,2	Reading	2B	Using Triand for data, teachers of each team will divide students into groups during AIM classes for specialized instruction on targeted skills. Student led one to one conferences will set goals based on benchmark scores and targeted areas for growth.	Walk-throughs will indicate teachers meet individually and in small groups with students working to improve weak areas. Closer relationships will be established. 100% of students will have improved TAKS scores in all sub pops.	GSF, CLP, CCR	Monthly through Spring 2008	Teachers, Academic Dean, Reading department head, Principal, Asst. Principal	

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
 DRISCOLL MIDDLE SCHOOL**

Equity and Excellence: Everybody Counts

*Excellence and equity are inseparable -- a good society cannot have one without the other.
 Any society that abandons either is imperfect. Julian Bond, Civil rights pioneer*

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.

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
 * 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

STUDENT ENGAGEMENT STRATEGIES
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 AREA	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2	Reading	2C	Support before, during, and after reading strategies, such as Say Something, in the core content areas (English, social studies, and science).	Teachers in the secondary core content areas (English, social studies, and science) will be mentored by teachers who teach before, during, and after content reading strategies.	CLP, ITL, Q, V	Fall and Winter 2007, Spring 2008	Reading department head, English department head, Social studies head, Science head, teachers, Academic Dean, Principal, Asst. Principals	
1,2	Reading	2D	Every grade level will continue to use common assessments for each major test with a common nine week and semester exam.	Tests will reflect use of benchmark data to enhance teaching and item analysis for each test will be given to the Academic Dean. Teachers' lessons will indicate common planning to meet targeted TEKS.	AL, CCR, CLP, V	Fall and Winter 2007, Spring 2008	Reading department head, Academic Dean, teachers; Principal, Asst. Principals	
1,2	Writing	3A	ELA/Reading collaboration results in a reading/writing workshop supporting targeted TEKS and targeted assessment data.	100% of benchmarks show improved scores in writing and reading. 7th grade TAKS scores will show 100% passing and 75% commended.	CRW, CLP	Ongoing through February 2008	English department head, Academic Dean, Principal, Asst. Principals	\$500 for planning days for writing team to do pull out for data identified students.
1,2	Writing	3B	ELA/Reading collaboration uses instructional strategies focusing on the Best Practices of English and reading such as: cubing analysis, HOTS, notetaking, prewriting, and other curricular skills.	100% of students in grades 6,7,8 develop improved fluency and scores as reflected in benchmarks and walkthroughs. 100% of students experience at least two one-on-one direct instructions via student-teacher conferencing during the writing process.	3TL, Q, GSF, PGP, ITL	December 2007, March 2008	English department head, teachers, Academic Dean, Asst. Principals, Literacy Team members	
1,2	Writing	3C	Within academic teams the English and reading teachers will compile student pull-out groupings based upon benchmarks, TAKS, and common assessment data gathered on the team students. Student lead one to one conferences to set goals.	100% of students at grade 7 will be administered periodic benchmark tests to determine progress in writing and score 70% and at least 2 in writing. Students and teachers will have 1-1 reflective feedback sessions in all grades.	CLP, GSF, AL, ITL	Fall, 2007 and Winter, 2008	English department head, teachers, Academic Dean, Principal, Asst. Principals	\$875 for training on assessment

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
 DRISCOLL MIDDLE SCHOOL**

Equity and Excellence: Everybody Counts

*Excellence and equity are inseparable -- a good society cannot have one without the other.
 Any society that abandons either is imperfect. Julian Bond, Civil rights pioneer*

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.

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
 * 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

STUDENT ENGAGEMENT STRATEGIES
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 AREA	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2	Writing	3D	Implement and monitor a common assessment for selected courses to guide writing instruction at each 9 weeks test.	100% of students in grades 6 , 7, 8, will be administered an end-of-semester assessment common to that course as well as 9 weeks common assessment.	AL, CLP, ILL	December, 2007; May, 2008	Principal, Academic Dean, English department head, teachers	
1	Writing	3E	Implement Pre-AP strategies for writing in a response to text in all Pre-AP classes. Improve students' abilities to analyze and critically evaluate written texts and visual representations.	Enrollment numbers in Pre-AP courses will increase and remain stable throughout the 2007-08 school year. Review of failure rates will show fewer than 15% of students failing Pre-AP courses. 100% of 8th grade students will score 2 or above on short answer responses to reading/writing triplets.	CRW, CCR, CLP	June, 2007; October, 2007; June, 2008	English department head, Academic Dean, teachers. Principal, Asst. Principal	
1,2	Mathematics	4A	Within academic teams, AIM classes are grouped based on data: TAKS scores, benchmarks, prior grades and deficiencies. Prior math failures are scheduled into homeroom with math teachers. On-one conferences set goals based on benchmark scores and targeted areas for growth.	All populations of TAKS math scores will improve. Walkthroughs indicate 100% targeted instruction.	ITL, AL, GSF, PGP, CLP	Weekly	Principal, Asst. Principal, Math department head, Academic Dean, teachers	\$875 for training on assessment
1,2	Mathematics	4B	Utilize the North East Scope and Sequence for all math courses and plan weekly as a grade level group.	100 % of students will score a minimum of 70 on district benchmark tests.	CCR, 3TL	October, 2007 February, 2008	Academic Dean, Math department head, Asst. Principal, teachers	
1,2	Mathematics	4C	Academic team teachers use compiled literacy notebooks to stress cross-curricular vocabulary and reading/analysis skills in math problems.	All students review reading and vocabulary skills that support math instruction. Students use HOTS, decoding, analysis, comparison and contrast, and other strategies so that scores on benchmarks show coninued improvement for every student. RIGOR will be addressed for those students not needing intervention.	CCR, CLP, CRW, V	Weekly	Math department head, teachers, Math specialist, Academic Dean, Principal, Asst. Principal	\$875 for planning day per grade level

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
 DRISCOLL MIDDLE SCHOOL**

Equity and Excellence: Everybody Counts

*Excellence and equity are inseparable -- a good society cannot have one without the other.
 Any society that abandons either is imperfect. Julian Bond, Civil rights pioneer*

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.

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
 * 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

STUDENT ENGAGEMENT STRATEGIES
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 AREA	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2	Mathematics	4D	Analysis of benchmarks, common assessments, and TRIAND data will result in tutorials in a MWF/TTH configuration for those showing need of more support second semester. Students will come from elective or PE for tutorial.	100% of tutorial students will pass TAKS	PGP, CLP, GSF	February 2008 through April 2008	Principal, Asst. Principal, Math department head, Academic Dean, teachers	\$2000 Target TEKS funds
1,2	Mathematics	4E	Develop and implement campus level common unit tests.	All math students will be administered common assessments, major tests and 9 week tests. Academic dean will receive item analysis from each teacher for comparison of scores. The academic dean will analyze assessments for uniformity and determine if assessments are based on measured needs.	CLP, CCR	December, 2007 May, 2008	Academic Dean, Math department head, teachers	
1,2	Science	5A	All team teachers use compiled strategies provided by literacy coach to support content area vocabulary and reading skills.	Benchmark scores will show improvement compared to 5th grade TAKS scores. 100% of students show more proficiency with science text in analysis, synthesis, application, vocabulary, and use of text as indicated by formative walkthroughs.	CRW, V, CLP	Ongoing through spring 2008	Principal, Asst. Principal, Academic Dean, Science department head, teachers	\$875 training for assessment
1,2	Science	5B	All students are in flexible groups during AIM to enable teachers to target skills needed. One to one student-teacher conferences set goals for individual achievement.	100% of walkthroughs will indicate students receiving cross-curricular instruction in literacy techniques to help in science. Students receive one-on-one help with challenging academics by all teachers on rotation basis.	CRW, CLP, 3TL	Ongoing through spring 2008	Principal, Asst. Principal, Academic Dean, Science department head, teachers	
1,2	Science	5C	AIM classes will support the core content area of science; the reading classes for the team will concentrate the first 12 weeks on text use; reading skills in technical and not-fiction reading, vocabulary enhancement, notetaking, and SQ3R or other before; during; and after strategies.	All walkthroughs will indicate use of effective teaching and questioning strategies which also include proper use of science vocabulary and the research based strategies. Benchmark and common assessments indicate students have improved success on vocabulary and writing. The writing TAKS scores and reading scores reflect improvement in all subpops.	CLP, CCR	September, 2007- May, 2008	Principal, Asst. Principal, Academic Dean Science department head, teachers	Substitutes for SCOPE training through district science coordinator. \$1500 for subscription to non-fiction periodical for use

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
 DRISCOLL MIDDLE SCHOOL**

Equity and Excellence: Everybody Counts

*Excellence and equity are inseparable -- a good society cannot have one without the other.
 Any society that abandons either is imperfect. Julian Bond, Civil rights pioneer*

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.

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
 * 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

STUDENT ENGAGEMENT STRATEGIES
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 AREA	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2	Science	5D	All Pre-AP students will be required to complete an independent science project increasing the probability that students will demonstrate understanding and application of scientific concepts. Teachers will foster enrollment in Pre-AP classes and support student successful completion.	100% of all Pre-AP students will complete an independent science project. Enrollment number of students in Pre-AP science will remain proportional to regular classes. All Pre-AP students will have 1-1 conference with teacher once each semester.	CCR, CLP, CRW, V	September, 2007- May, 2008	Science department head, 8th grade Pre-AP teachers, campus administration	
1,2	Science	5E	Develop, implement, and monitor common 9 week assessments that are TAKS formatted for all science classes to successfully demonstrate completion of the scope and sequence.	All students in middle school science courses will be administered a common nine week assessment that is prepared prior to course planning.	CLP	September, 2007, December, 2008, May, 2008	Science department head, Academic Dean, teachers, Principal, Asst. Principal	
1,2	Social Studies	6A	Literacy coaches/reading teachers will provide a compiled notebook of strategies for use by all teachers. Reading teachers use social studies material and text to teach reading objectives.	Formative walkthroughs will provide evidence of students exhibiting better understanding of text so higher levels of thinking can occur.	CLP, CCR, CRW	Ongoing through spring 2008	Social studies department head, teachers, Academic Dean	\$875 assessment training
1,2	Social Studies	6B	Create common unit tests each nine weeks based on TEKS in 6th and 7th grade, and the TEKS and TAKS objectives in the 8th grade.	The common assessments will be administered to all students so that instruction is parallel in all grade level subject matter.	CLP, CCR	December, 2007, May, 2008	Social studies department head, teachers, Academic Dean	
1,2	Social Studies	6C	Implement differentiated instruction through History Alive! and Social Studies Alive! All teachers are trained.	100 % of walkthroughs will provide evidence of differentiated instruction. Teachers will be trained at level 1 and 2. Interactive participation is evident.	CLP, ITL, CCR, GS, 3TL	December 2007, June, 2008	Social studies department head, Academic Dean, Asst. Principals, Principal, teachers	\$600 subs, History Alive training fees
1,2	Social Studies	6D	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners. All team teachers use common literacy strategies to emphasize commonalities in all subjects.	100% of walkthroughs indicate students are able to transfer knowledge from reading to social studies classes. 100% of benchmarks will show improvement. 8th grade TAKS social studies scores will be improved by 4%.	CLP, CRW, AL, CCR	Ongoing through spring 2008	Social studies department head, teachers, Academic Dean	

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
 DRISCOLL MIDDLE SCHOOL**

Equity and Excellence: Everybody Counts

*Excellence and equity are inseparable -- a good society cannot have one without the other.
 Any society that abandons either is imperfect. Julian Bond, Civil rights pioneer*

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.

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
 * 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

STUDENT ENGAGEMENT STRATEGIES
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 AREA	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(s)	COST / RESOURCES
1,2	Social Studies	6E	Teams use flexible groups based on analysis of reading and math scores. Literacy skills are applied to success in all subjects. Math skills will receive emphasis in AIM classes each day for at-risk math students. One to one conferences of student-teacher set student goals.	100% of students on each academic team will show improved benchmark scores in math and reading; 8th grade students will show improved scores in social studies and science, above the benchmark scores, on TAKS.	CLP, CRW,CCR, GSF	Ongoing through spring 2008	Social studies department head, teachers, Academic Dean	
1,2,5	Library Services	7	Librarian is key component of literacy initiative. She is involved on the Literacy Team and orders and supports cross-curricular materials as well as facilitating cross-curricular instruction.	Library is focal point to support Literacy Team.	CLP, CRW, CCR	Ongoing through spring 2008	Librarian, Academic Dean	
1,2,5	Special Education	8	Special education teachers train with teams to use the cross-curricular literacy strategies developed by the Literacy Team to enhance all student performance.	Special education students will be grouped by the team into flexible AIM classes with all other students. 100% of special education students will pass TAKS or the equivalent.	CLP, ITL	Ongoing through spring 2008	Principal, Campus Coordinator	
2	Guidance	9A	Counselors will meet every 8th grade student and develop individual four year plans. Counselors assist teams with grouping for reteach for enrichment.	All students will have 4 year plans at end of 8th grade. All students will meet with their counselor at least once a year in 1-1 conference.	GSF, CLP, CCR	April, 200	Counselors, Principal	\$875 assessment conference
1,2,3	Promote College/Career and Scholarship Awareness	9B	Middle school counselors conference with feeder elementaries for Gear Up presentations. Follow up occurs for setting 3 year plan at time of 5th grade choice sheet.	All entering 6th graders have awareness of middle school course expectations. All have a preliminary plan.	CCR, CLP, GSF	January, 2008	Counselors	
1,2	English Language Learners	10	Cross-curricular planning resulting in strategies stressing writing and reading opportunities across the core content area through literacy workshops.	100% benchmarks show improved scores in writing and reading.	CLP, PGP, GSF	Ongoing through August, 2008	ELL teacher, Counselor, Asst. Principal, Principal	
1,2	Health	11	All 6th grade students will participate in active health class.	100% of students will show growth on fitness gram.	ITL	On-going through July, 2008	Health teacher, Academic Dean, Asst. Principal, Principal	

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 DRISCOLL MIDDLE SCHOOL <i>Equity and Excellence: Everybody Counts</i> <i>Excellence and equity are inseparable -- a good society cannot have one without the other. Any society that abandons either is imperfect. Julian Bond, Civil rights pioneer</i>			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.			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 * 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			STUDENT ENGAGEMENT STRATEGIES 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 AREA	CODE	ACTION STRATEGIES	EVALUATION INDICATORS	STUDENT ENGAGEMENT STRATEGIES	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES	
1,2	PE	12	All 7th and 8th grade students will take 1/2 semester of physical education(athletics). All 6th graders will tak a full year of physical education.	100% enrollment of students with 100% of students showing improvement on fitness gram.	GSF	On-going through July, 2008	PE teachers, Academic Dean, Asst. Principal, Principal		