

**Boles Junior High School
Campus Improvement Plan
2008-2009**

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

The staff of Boles Junior High believes that all students can learn, and accepts our responsibility for students achieving mastery of basic skills. We will expect and exemplify positive behavior and attitudes. We believe that our primary purpose is to ensure the highest level of academic performance.

Last year, Boles Junior High came within 5% of being a recognized school by TEA. This school year, campus leaders are committed to reach the Recognized rating. In order to achieve this goal, more than 75% of all students will demonstrate mastery of TAKS objectives tested in the 7th and 8th grades. Boles Junior High is a diverse campus with a minority population of 29%. Additionally, according to federal guidelines, 15% of the Boles JH student population is economically disadvantaged.

A comprehensive needs assessment was conducted by the administration, along with the Boles SBDM. Using last year's PEIMS data, African American students, Hispanic students, and Economically Disadvantaged students did not perform at the same level proficiency in the area of Math and Science.

Department campus leaders and administration will collaborate and meet on a regular basis to discuss student achievement throughout the year. All teachers are expected to provide interventions to students who are not meeting expectations according to the campus improvement plan. Administrators will be conducting daily and weekly classroom "walk-throughs" to support instruction and to validate good teaching strategies in the classroom. Vertical alignment meetings are scheduled throughout the year with Martin network campus leaders and administrators. Finally, teachers will contact parents regularly to inform them of their students' academic progress. Parents will be engaged in the educational process at Boles Junior High by meeting with academic teams, attending 504, ARD, and RAP meetings, monitoring their student's performance (ie. Intouch, progress reports, and report cards), and attending extra-curricular events.

The following are the passing rates for all students projected by the campus leadership for 7th grade:

- 7th Grade Math – 90% or higher.
- 7th Grade Reading – 90% or higher
 - Special education students – 70% or higher.



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- LEP students – 70% or higher.
- 7th Grade Writing – 95% or higher
 - Special education students – 70% or higher.

The following are the passing rates for all students projected by the campus leadership for 8th grade:

- 8th Grade Math – 90% or higher.
 - Special education students – 70% or higher.
- 8th Grade Reading – 95% or higher.
- 8th Grade Social Studies – 95% or higher.
- 8th Grade Science – 75% or higher.
 - Special education – 70% or higher.

Goal #1: To develop and implement a system of academic interventions.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
75% of all students, African American, Hispanic, and Economically Disadvantaged students will meet mastery standards in the area of Science.	SCE accelerated instructional funds – \$1,000.00	Principal – Fernando Benavides; Assistant Principals – Bill Manley; Science department head – Tracy Moore; Counselor – Matthew Franks	Ongoing and every three weeks.	Student progress reports, student report cards from SASI, and use of Intouch. District science benchmark scores and previous TAKS scores from TRIAND. Teacher and team lesson plans.
75% of all students, African American, Hispanic, and Economically Disadvantaged students will meet mastery standards the area of Math.	SCE accelerated instructional funds & math instruction funds - \$7,050.00	Principal – Fernando Benavides; Assistant Principals – Bill Manley and Ben Bholan; Math department head and level leader – Kathy Oglesby & Rita Whitfield; Counselors – Matthew Franks & Patricia Tate.	Ongoing and every three weeks.	Student progress reports, student report cards from SASI, and use of Intouch. District math benchmark scores and previous TAKS scores from TRIAND. Teacher and team lesson plans.

Goal #1: To develop and implement a system of academic interventions.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M)	SCE Accelerated Reading/Math – \$1000.00.	Administration; Math & ELA Dept. Leaders All core subject level teachers.	On going.	Every three weeks – progress reports and report card grades.

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Counselors “Working lunch.”	Staff time.	Counselors – Patricia Tate & Matthew Franks; teachers who send work with students.	Daily.	Daily/weekly grades from Intouch; student progress reports, student report cards from SASI.
Individual academic counseling to set academic goals.	Staff time.	Counselors – Patricia Tate & Matthew Franks; Admin – Fernando Benavides, Ben Bholan, & Bill Manley.	Every three weeks.	Daily/weekly grades from Intouch; student progress reports, student report cards from SASI.
Team tutoring during athletic study hall periods.	Staff time.	Academic teams and coaching staff.	Once a week.	Daily course grades.
After/before school Teacher/department tutoring.	Staff time.	Academic teams and elective teachers.	Daily.	Daily course grades.

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Math & Science advisory tutoring placements.	Staff time.	Math teachers – Guerry, Whitfield, Bowman, Knight, Oglesby, Hou, Washington; Science teachers – Moore, Guerra, Tittle, Medrano; Special Ed. Dept. head – Lisa Hurley.	Every six weeks.	Six weeks course grades.
Parent academic team conferences.	Staff time.	Assistant Principals – Bill Manley and Ben Bholan; Math department head and level leader – Kathy Oglesby & Rita Whitfield; Counselors – Matthew Franks & Patricia Tate; 7 th & 8 th grade academic teams.	Ongoing.	Daily and six weeks course grades.

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Enlist the aid of district instructional specialist for targeted instruction and activities.	Staff time.	Department/level leaders – Morgan, Stone, Oglesby, Whitfield, Moore, Hammonds, Routt, Weatherspoon.	Ongoing.	Teacher lesson plans. Student benchmarks & grades.
After school TAKS Boot Camp/Science & Math Academies	SCE/MRI funds – \$1000.00	Principal – Fernando Benavides; Assistant Principals – Bill Manley; Science department head – Tracy Moore; Counselors – Matthew Franks & Patricia Tate; Math department leaders – Whitfield, Oglesby.	Three weeks before April administration of TAKS.	TAKS results.
Math TAKS reinforcement materials.	MRI funds – \$200.00	Counselors – Matthew Franks & Patricia Tate; Guidance Tech – Pamela Hoffman. Math Dept.	Ongoing.	District benchmark results.
RAP intervention meetings.	Staff time.	Assistant Principals – Bill Manley & Ben Bholan; Counselors – Matthew Franks & Patricia Tate	Every six weeks.	Daily and six weeks course grades.

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
PLATO/Credit recovery lab.	Staff time.	Counselors – Patricia Tate & Matthew Franks; PLATO teachers – Seligson, Swain, Poole, Williams	Every six weeks.	Six weeks course grades.
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	SCE - \$1000.00	Principal	December & April	ERO attendance reports
Identify and refer pregnant/parenting students (male/female) PRS department for verification.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Pregnancy Related Services Coordinator Campus PEP Counselors	End of each six weeks	AISD PEP Database PRS files
Pregnancy Related services will include: counseling services; transportation for the student and/or the student's children, child care, community referrals, instruction related to parenting knowledge and skills, and job readiness training. Also included, CEHI (Compensatory Education Home Instruction) as mandated. CEHI teachers will maintain a log of home instruction dates and times for students out of school per physician order.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Campus PEP Counselors	End of each six weeks	AISD PEP Database referral forms PRS file

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Documentation (PRS file) will include: verification of pregnancy, CEHI teacher log, PRS entry date, date of delivery, and physician request (s) if necessary, SPED documentation where applicable and PRS exit date.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	PRS Coordinator Campus PEP Counselors	December & May	PRS file
EOY – 8 th grade: Science, social studies, math, and ELA; 7 th grade: Math & ELA.	EOY funds.	EOY Administrator – Ben Bholan	Aug.	EOY course grades.

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Scheduled “Power of Ten” meetings.	Staff time.	Martin Network Principals.	On-going.	Teacher feedback.
Regularly scheduled department leader meetings.	Staff time.	Principal – Fernando Benavides	On-going.	Teacher feedback.
Science and math teacher in-service meetings within Martin Network.	Staff time.	Martin Network principals, math and science department leaders.	On-going.	Teacher feedback & student achievement on TAKS tests.
Science and math bi-monthly department meetings.	Staff time.	Department leaders – Tracy Moore & Kathy Oglesby.	On-going.	Teacher lesson plans. Student benchmarks & grades.
Monthly Science meetings.	Curriculum/central administration/secondary instruction.	Science curriculum coordinator - Renee Pope.	On-going.	Teacher feedback & student achievement on district benchmarks and TAKS tests.
District science academy and Building science vocabulary staff development sessions.	Curriculum/central administration/secondary instruction.	Science curriculum coordinator - Renee Pope.	On-going.	Teacher feedback & student achievement on district benchmarks and TAKS tests.

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will communicate student academic progress and assessment reports with parents weekly and every three weeks via mail, conference, phone, e-mail, etc. (FI)	Staff time.	Administration	Every three weeks.	Teacher documentation of communications with parents
Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, Title 1 Family Events, Title 1 Literacy Fair, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Title 1 Library Services Budget	Campus Librarians Lorie Bruns, Library Services Director Julie Moore, Title 1 Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars
7th grade Parent Orientation night.	Staff time.	Administration and campus leadership team.	Aug. 2008.	Parent surveys.
Site Team Committee	Faculty Activity funds - \$75.00.	Principal – Fernando Benavides	On-going.	End of the year Site team survey.
PTA parent education committee	Volunteer time.	PTA executive board and committee members.	On-going.	PTA and parent feedback.
Boles JH web-site/FC internet calendar.	None needed.	AP – Bill Manley; Boles Webmaster – Debbie Dow.	On-going.	Parent and teacher feedback.

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
PTA weekly electronic news bulletin.	Staff time.	PTA communication committee chair –	Weekly.	Parent and teacher feedback.
Intouch Web Portal	Staff time.	Administration and counseling team.	On-going.	Parent feedback.
Parent Orientation for 6 th grade parents.	Staff time.	Administration and counseling team.	Feb.	Parent feedback.
Scheduling Orientation – “Gear Up” for 7 th & 8 th grade students.	Staff time.	Counseling team.	Nov./Jan.	Student & parent feedback.

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Classroom Guidance – Internet Safety, Expect Respect, Drug Awareness.	Staff time.	Counselors. AISD Drug Interventionist - Debra Vation.	On-going.	Student & teacher feedback.
Conflict Resolution Strategies with students.	Staff time.	Administrators & Counseling Team.	On-going.	Decrease in student referrals.
Camera system/SRO presence.	Staff time.	Administration.	On-going.	Decrease in student referrals.
B.A.D. (Bulldogs Against Drugs) Student Activity Club	Student Activity Funds.	Elaine Morgan, Diane Kocian, Kelly Hunt, Tim Hammonds, Johnny Hammonds,	On-going.	Parent & student feedback.
Hall Duty/Monitoring	Staff time.	All faculty & staff.	On-going.	Decrease in student referrals & teacher feedback.
Lunchroom Monitors – PTA Bulldog Dad’s Program	Parent volunteers	Administration.	On-going.	Fewer campus disruptions at lunch times.
Random metal, drug, and locker checks	Staff time	Administration.	On-going.	Fewer incidents throughout the year.



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Bibliography

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Edwards, Steven. "At risk No More: Educating all our Children." National Dropout Prevention Conference, October 2000.

"Strong Families, Strong School: Building Community Partnership for Learning. US Dept. of Education, Washington, D.C., Sept. 1994.

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Grade 7 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	349	95%	330	95%	0%	343	97%	2%	98%	1%
Afri Amer	33	85%	32	94%	9%	39	85%	-9%	90%	5%
Hispanic	34	91%	22	95%	4%	33	94%	-2%	97%	3%
White	265	96%	258	95%	-1%	256	98%	4%	99%	1%
Eco Disadv	38	87%	41	90%	3%	43	88%	-2%	91%	3%
LEP	3	*	1	*	*	7	71%	*	80%	9%
SpEd	8	88%	7	29%	-59%	19	63%	35%	70%	7%

Grade 8 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	360	97%	345	98%	0%	340	99%	2%	99%	0%
Afri Amer	35	94%	33	97%	3%	40	98%	1%	99%	2%
Hispanic	31	97%	38	95%	-2%	22	100%	5%	100%	0%
White	284	98%	257	98%	1%	261	100%	2%	100%	0%
Eco Disadv	46	96%	42	95%	0%	45	98%	3%	99%	1%
LEP	3	*	1	*	*	3	*	*		
SpEd	17	94%	9	89%	-5%	12	100%	11%	100%	0%

Grade 7 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	349	97%	323	97%	-1%	343	96%	-1%	98%	2%
Afri Amer	35	97%	32	88%	-10%	39	90%	2%	93%	3%
Hispanic	32	97%	23	87%	-10%	32	100%	13%	100%	0%
White	264	97%	250	99%	2%	257	96%	-3%	99%	3%
Eco Disadv	39	100%	41	88%	-12%	43	95%	8%	97%	2%
LEP	2	*	1	*	*	7	86%	*	90%	4%
SpEd	8	100%	3	*	*	20	40%	*	70%	30%

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Grade 7 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	346	86%	326	81%	-5%	343	88%	7%	90%	2%
Afri Amer	31	61%	32	63%	1%	39	79%	17%	80%	1%
Hispanic	31	84%	22	82%	-2%	32	84%	3%	85%	1%
White	267	88%	255	83%	-5%	257	90%	7%	90%	0%
Eco Disadv	35	83%	40	73%	-10%	42	81%	8%	85%	4%
LEP	2	*	1	*	*	7	57%	*		
SpEd	4	*	3	*	*	19	26%	*	40%	14%

Grade 8 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	357	85%	341	88%	3%	334	94%	5%	95%	1%
Afri Amer	33	70%	31	58%	-12%	38	87%	29%	90%	3%
Hispanic	32	81%	37	76%	-6%	21	95%	20%	96%	1%
White	282	87%	256	93%	6%	258	94%	1%	95%	1%
Eco Disadv	44	75%	41	76%	1%	44	86%	11%	90%	4%
LEP	3	*	1	*	*	2	*	*		
SpEd	14	71%	5	100%	29%	4	*	*	70%	#VALUE!

Grade 8 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	363	78%	351	83%	5%	353	83%	0%	90%	7%
Afri Amer	35	60%	34	45%	-15%	42	67%	22%	78%	11%
Hispanic	30	77%	39	62%	-15%	25	76%	14%	85%	9%
White	288	79%	261	89%	10%	269	86%	-3%	90%	4%
Eco Disadv	46	66%	41	65%	-1%	50	70%	5%	76%	6%
LEP	3	*	1	*	*	3	*	*		
SpEd	21	53%	17	75%	22%	25	16%	-59%	70%	54%

Grade 8 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	366	96%	352	99%	2%	349	95%	-3%	97%	2%
Afri Amer	36	97%	34	100%	3%	42	90%	-10%	97%	7%
Hispanic	32	94%	39	95%	1%	25	92%	-3%	97%	5%
White	288	97%	262	99%	2%	265	96%	-3%	97%	1%
Eco Disadv	47	91%	42	95%	4%	49	86%	-9%	97%	11%
LEP	3	*	1	*	*	3	*	*		
SpEd	23	88%	17	88%	-1%	25	52%	-36%	75%	23%



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State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

Description	Acct Code	Original Budget	09/30/2008 Budget
Comp. Ed. Budget			
SALARIES-TEACH & OTH PROF	199.11.6119.00.051.9.24.0.00	60,367.01	60,367.01
TUTORIAL SERVICES	199.11.6119.02.051.9.24.0.00	21,345.00	21,345.00
TEACH COMP ALLOT SUPPL	199.11.6119.04.051.9.24.0.00	420.00	420.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.051.9.24.0.00	1,500.00	1,500.00
EMPLOYEE TRAVEL ALLOWANCE	199.11.6139.00.051.9.24.0.00	40.74	40.74
MEDICARE	199.11.6141.00.051.9.24.0.00	886.59	886.59
SAL & WAGES-SUPPORT PERS	199.31.6129.00.051.9.24.0.00	19,679.77	19,679.77
MEDICARE	199.31.6141.00.051.9.24.0.00	274.38	274.38
TOTAL		104,513.49	104,513.49
FTE Count			
PERSONNEL			2.25
TOTAL			2.25