

Ferguson Junior High School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

The faculty of Ferguson Junior High School chose the following goals for campus improvement based on the Comprehensive Needs Assessment (CNA) results and conclusions of Triand, INOVA, Discipline Referrals, AEIS reports, benchmark data and family and community involvement for the 2008-2009 school year: developing and implementing a system of academic interventions, reducing the number of course failure rates, developing subject area vertical alignment, engaging parents and the community in the educational process, and preventing campus violence by ensuring appropriate methods of interventions. Ferguson Junior High is a Title I Schoolwide program that consists of 571 students; 77% of which are minority and 64% of all students are coded at risk according to TEA standards. We serve sixty two students that are coded Special Education.

The TAKS results for Ferguson Junior High showed great strength in the following 8th grade areas tested: Reading 99% for all students and Social Studies 98% for all students passing. The 7th Grade Strengths included: Reading 90% for all students and Writing 93% for a all students. Ferguson students and teachers rose to the challenge as evidenced by our achievement of academically acceptable status.

The areas we have chosen to stress improvement in by utilizing our Title I Schoolwide program are improving the 8th grade science assessment scores and 7th and 8th grade math assessment scores. While the scores are not critically lacking, they are the areas in which we believe we can bring into line with our other school wide scores. We need particular improvement in the Hispanic and African American subpopulations. The new campus plan is to place emphasis on hands-on learning, lab activities and focused small group tutoring.

Ferguson Junior High did not meet Federal AYP standards in the area of special education for the 07-08 school year. We are stressing improvements in this area. Utilizing our Title I Schoolwide program, we have implemented in class support, co-teaching, tutoring and further special education staff development. We are also addressing the needs of all students during our “Blitz” period. During this period we are focusing on particular science, math, ELA, and Social Studies objectives which have been challenging to our students, thus intervening early using the Response to Intervention model. In this model we will identify students based on their individual needs and provide targeted individual attention. As a school, we are also using co-teaching, in class support strategies and a staff that is one hundred percent highly qualified to improve student outcomes. This will help prepare our students for the expectations required by TEA.

Our goal at Ferguson Junior High is to become an Exemplary school by TEA standards. We hold very high expectations for our students as illustrated by our desire to attain the best possible educational experience for our campus. As a unified campus of educators, we believe that with these particular goals in place, we will be in a good position for all students to achieve success.



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

Schoolwide Component Codes:

CNA -Comprehensive Needs Assessment	RS -SW Reform Strategies	HQ -Highly Qualified Staff	PD -Professional Development	R/R -Recruitment & Retention of HQ teachers
FI -Family Involvement	Tr -Transition	Asmt -Teachers involved in assessment decisions	M -Effective, timely, additional assistance for Mastery	C/I -Coordination & Integration of Federal, State & Local funds

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<ul style="list-style-type: none"> • Meeting AYP standards for our Special Education students • 7th and 8th TAKS Math Scores • 8th TAKS Science Scores • TAKS Subpopulation Scores – focusing on African American and Hispanic students • 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) 	<ul style="list-style-type: none"> • Local Funding • Title 1 Funding • SCE 	<ul style="list-style-type: none"> • Terri Steinman, Steve Simpson, Marc Thomsen, Heather Skelton • RyShel Peterson • Margaret Farquhar, Ella Starnes • Jeannie Holland • David Tapia, Kristin Cantrell, Steve Dunn 	<ul style="list-style-type: none"> • Regular monitoring of test data in congruence with benchmark and TAKS schedules 	<ul style="list-style-type: none"> • TAKS • Benchmark • Teacher Assessments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<ul style="list-style-type: none"> • Before & after school tutoring & PLATO • Differentiated instruction in the classroom (RS) • Parent Education meetings that are academically based • Use of school agendas & grade sheets • Co-teaching & In Class Support (RS) • Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ) • Teachers will participate in high quality, ongoing professional development based upon campus needs • To attract and retain Highly Qualified teaching staff, teachers are provided the opportunity to participate in a Master's Degree program in a core curriculum subject area. (R/R) • Department level teachers will meet monthly to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt) 	<ul style="list-style-type: none"> • Locally Funded • Title 1 Funds • SCE 	<ul style="list-style-type: none"> • Terri Steinman, Steve Simpson, Marc Thomsen, Heather Skelton • Jeannie Holland • Ella Starnes, Margaret Farquhar • State & Federal Program Office • David Tapia 	<ul style="list-style-type: none"> • Progress reports dates • Report Card dates • Benchmark dates 	<ul style="list-style-type: none"> • TAKS • Teacher made Tests • Benchmarks • ERO Attendance Reports • Teacher Meeting Agendas • Master Schedule • Teacher Certification

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<ul style="list-style-type: none"> • Regular Department meetings (Asmt) • Vertical Alignment with Seguin Cluster training and data analysis (C/I) • Use of curriculum documents to spiral skills • Staff Development that reinforces the use of vocabulary (PD) (HQ) • Use of test data to identify high stakes curriculum and bridge learning gaps (Tr) • Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include after school programs, Titan orientation, frequent parent contact and parental involvement.(Tr) 	<ul style="list-style-type: none"> • Local Funding • Title I 	<ul style="list-style-type: none"> • Terri Steinman, Steve Simpson, Marc Thomsen, Heather Skelton • Ella Starnes, Margaret Farquhar • Jeannie Holland • David Tapia, Kristin Cantrell, Steve Dunn • Nicole Davis 	<ul style="list-style-type: none"> • Benchmark testing dates • End of year assessment 	<ul style="list-style-type: none"> • TAKS • Benchmarks • Teacher 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
<ul style="list-style-type: none"> • Monthly family involvement activities (FI) • PTA meetings & Marquee • Parent/Student Registration and Cook Out (FI) • School website & Open House • Titan Dads Club (FI) • The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet four times a year to plan and evaluate family involvement events based upon campus' needs. (FI) • Campus Family Involvement Policy and Compact, which was developed by the FIT team, will be sent to all parents along with each child's first report card. Campus FI Policy will guide the Family Involvement Program. (FI) • Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI) • Teachers will communicate student academic progress and assessment reports with parents every three weeks via progress reports etc.(FI) 	<ul style="list-style-type: none"> • Local Funding • Title 1 Funding • FIT = \$1,678.00 	<ul style="list-style-type: none"> • Jeannie Holland • Nicole Davis • Terri Steinman, Steve Simpson, Marc Thomsen, Heather Skelton • David Tapia, Kristin Cantrell, Steve Dunn • Ella Starnes, Margaret Farquhar 	<ul style="list-style-type: none"> • On-going updates of important dates • End of 1st Six Weeks • Progress Reports 	<ul style="list-style-type: none"> • Parent Surveys • Sign in sheets for various events • Staff Surveys • Event Evaluations • Teacher documentation of communication with parents

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
<ul style="list-style-type: none"> • Use of Boys Town Strategies • Pathways to Success speakers • Peer Mediation • Red Ribbon Week • Monitoring student behaviors • Monitoring of hallways and duty stations • Consistent and fair classroom management strategies and dialogue with students about acceptable interactions with peers and adults • Consistent contact with parents regarding behavior • Monthly Metal Detector checks • Monthly Drug Dog inspections • Random Locker inspections 	<ul style="list-style-type: none"> • Local funding 	<ul style="list-style-type: none"> • Terri Steinman, Steve Simpson, Marc Thomsen, Heather Skelton • David Tapia, Kristin Cantrell, Steve Dunn • Jonny Spruiel • Sharon Jones • Ella Starnes, Margaret Farquhar 	<ul style="list-style-type: none"> • Daily monitoring of progress 	<ul style="list-style-type: none"> • Office Referral data • Security Reports • Arlington Police Department records



Campus Improvement Plan 2008-2009 Ferguson Junior High School

Bibliography

Constantino, Steven M. 2003. *Engaging all Families: Creating a Positive School Culture by Putting Research into Practice*. Plymouth, UK: Rowman and Littlefield Education.

Dufour, Richard, & Dufour, R., & Eaker, R., And Many, T. 2006. *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

Love, Nancy et al. 2008. *The Data Coach's Guide to Improving Learning for all Students*. Thousand Oaks, CA: Corwin Press.

Marzano, Robert J., and Pickering, Debra J. 2005. *Building Academic Vocabulary*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, Carol Ann. 2001. *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I) *(required by Title I & SCE)*

SBDM Team List which includes parents *(required by TEC §11.251)*

List of interventions (RTI tier 2 & 3) provided at the campus (M) *(required by Title I & SCE)*

Ferguson Junior High School Campus Improvement Plan 2008-09

Grade 7 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	232	87%	207	89%	2%	248	89%	0%	90%	1%
Afri Amer	73	84%	61	84%	0%	82	84%	1%	85%	1%
Hispanic	69	84%	59	83%	-1%	89	90%	7%	92%	2%
White	68	90%	52	98%	8%	52	94%	-4%	95%	1%
Eco Disadv	116	83%	105	83%	0%	142	86%	3%	88%	2%
LEP	15	73%	9	67%	-7%	22	64%	-3%	70%	6%
SpEd	12	50%	9	78%	28%	31	45%	-33%	60%	15%

Grade 8 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	261	87%	248	89%	1%	211	99%	10%	100%	1%
Afri Amer	69	87%	81	86%	-1%	67	97%	11%	100%	3%
Hispanic	58	86%	75	85%	-1%	57	100%	15%	100%	0%
White	89	88%	66	94%	6%	51	100%	6%	100%	0%
Eco Disadv	110	81%	124	86%	5%	107	99%	13%	100%	1%
LEP	9	56%	8	38%	-18%	13	92%	55%	100%	8%
SpEd	16	63%	14	50%	-13%	9	100%	50%	100%	0%

Grade 7 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	227	94%	206	97%	3%	246	91%	-5%	92%	1%
Afri Amer	72	94%	61	95%	1%	82	90%	-5%	90%	0%
Hispanic	68	93%	59	95%	2%	88	88%	-7%	90%	3%
White	65	94%	51	98%	4%	52	98%	0%	98%	0%
Eco Disadv	116	93%	105	95%	2%	140	89%	-6%	90%	1%
LEP	15	87%	9	100%	13%	23	70%	-30%	80%	10%
SpEd	11	82%	8	88%	6%	31	55%	-33%	75%	20%

Ferguson Junior High School Campus Improvement Plan 2008-09

Grade 7 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	232	79%	208	77%	-1%	249	85%	8%	86%	1%
Afri Amer	73	68%	60	72%	3%	83	78%	7%	80%	2%
Hispanic	70	81%	61	72%	-9%	86	84%	12%	85%	1%
White	67	84%	53	79%	-4%	54	91%	11%	93%	2%
Eco Disadv	116	74%	105	75%	1%	141	82%	7%	85%	3%
LEP	16	63%	10	80%	18%	23	61%	-19%	75%	14%
SpEd	10	50%	10	60%	10%	30	43%	-17%	75%	32%

Grade 8 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	261	74%	247	73%	-1%	210	86%	13%	88%	2%
Afri Amer	69	70%	81	65%	-4%	67	81%	15%	85%	4%
Hispanic	58	64%	75	67%	3%	57	77%	11%	85%	8%
White	89	78%	65	82%	4%	51	96%	15%	98%	2%
Eco Disadv	111	68%	123	67%	-1%	107	83%	17%	85%	2%
LEP	9	44%	8	63%	18%	12	83%	21%	85%	2%
SpEd	15	33%	13	23%	-10%	9	78%	55%	80%	2%

Grade 8 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	277	57%	257	65%	8%	230	67%	2%	78%	11%
Afri Amer	75	46%	86	63%	17%	72	60%	-3%	75%	15%
Hispanic	63	43%	77	50%	7%	66	53%	3%	65%	12%
White	94	68%	68	84%	16%	56	80%	-4%	85%	5%
Eco Disadv	121	46%	131	57%	11%	122	58%	1%	70%	12%
LEP	11	27%	10	38%	10%	16	25%	-13%	50%	25%
SpEd	29	41%	26	42%	0%	29	21%	-21%	50%	29%

Grade 8 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	276	89%	256	92%	2%	229	94%	3%	97%	3%
Afri Amer	74	94%	86	89%	-5%	72	97%	8%	98%	1%
Hispanic	63	77%	76	89%	12%	66	88%	-1%	90%	2%
White	94	91%	68	97%	6%	55	96%	0%	98%	2%
Eco Disadv	121	84%	131	89%	5%	121	93%	4%	95%	2%
LEP	11	64%	10	63%	-1%	16	81%	19%	85%	4%
SpEd	29	71%	25	73%	2%	29	69%	-4%	75%	6%



Campus Improvement Plan 2008-2009
 Ferguson Junior High

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			
TUTORIAL SERVICES	199.11.6119.02.056.9.30.0.00	50,250.00	50,250.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.056.9.30.0.00	20,684.66	20,684.66
EDUCATIONAL STIPEND	199.31.6129.10.056.9.30.0.00	1,000.00	1,000.00
MEDICARE	199.31.6141.00.056.9.30.0.00	302.89	302.89
TOTAL		72,237.55	72,237.55
FTE Count			
PERSONNEL			2.50
TOTAL			2.50



Campus Improvement Plan 2008-2009
Ferguson Junior High

Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
FTE Count			
PERSONNEL			3.50
TOTAL			3.50
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.056.9.24.0.00	110,133.00	70,683.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.056.9.24.0.00	0.00	1,500.00
ADVANCED DEGREE-STIPEND	211.11.6119.10.056.9.24.0.00	0.00	2,000.00
MEDICARE	211.11.6141.00.056.9.24.0.00	0.00	1,144.00
HEALTH INSURANCE	211.11.6142.01.056.9.24.0.00	0.00	4,680.00
TEACHER RETIREMENT	211.11.6146.00.056.9.24.0.00	0.00	5,978.00
TRS-CARE CONTRIBUTION	211.11.6146.01.056.9.24.0.00	0.00	434.00
GENERAL SUPPLIES	211.11.6399.01.056.9.24.0.00	1,467.00	3,910.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.056.9.24.0.00	0.00	75.00
READING MATERIALS	211.13.6329.00.056.9.24.0.00	0.00	540.00
EMPLOYEE TRAVEL	211.13.6411.00.056.9.24.0.00	125.00	50.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.056.9.24.0.00	0.00	15,797.00
MEDICARE	211.61.6141.00.056.9.24.0.00	0.00	275.00
HEALTH INSURANCE	211.61.6142.01.056.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.056.9.24.0.00	0.00	1,434.00
TRS-CARE CONTRIBUTION	211.61.6146.01.056.9.24.0.00	0.00	105.00
GENERAL SUPPLIES	211.61.6399.01.056.9.24.0.00	1,679.00	1,479.00
EMPLOYEE TRAVEL	211.61.6411.00.056.9.24.0.00	250.00	250.00
MISC OPERATING EXPENSES	211.61.6499.00.056.9.24.0.00	25.00	225.00

TOTAL

113,679.00

113,679.00