

Hutcheson Junior High School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Hutcheson Junior High School

Overview

Hutcheson Junior High School showed significant gains on the 2008 TAKS Reading in eighth grade. Progress was made in TAKS Writing in seventh grade and TAKS Mathematics in eighth grade. Results from our 2007-2008 AEIS Report revealed that our focus must be on eighth grade science with much concentration on our African American and Hispanic students. It also revealed that, because the 2009 State standards have increased in mathematics that we must take care to focus our attention on African American students.

Because of the AU status of our school, we recognize that there must be a sense of urgency on our part. Therefore, weekly planning, professional growth through staff development tied to our mission, goals and needs, deep analysis of previous years' data and this year's benchmarks, identification of struggling students in science and mathematics, constant monitoring of the data, and continued solicitation of our parents and community must be done with great diligence and steadfastness to maximize the educational opportunities of our children.

Unfortunately, we did not meet the standard for AYP in Special Education Math and Reading. Therefore, it is the disposition of the faculty to carefully monitor the progress of these students, tutor them in non-traditional ways, provide in-class teacher support, co-teach, and to fully utilize the Chap and MAC Labs

We believe that we can raise academic achievement in science and mathematics by chunking (teachers teaching, lecturing, explaining, etc. for no more than seven to ten minutes at a time with their students) and chewing (students showing, telling, and doing something with the information to denote a deep understanding of the TEKS and TAKS objectives), providing additional time on task, and a deep commitment from faculty and staff to move toward the mark of excellence.

Goal #1: To develop and implement a system of academic interventions. To improve the academic achievement of African American and Hispanic Students in eighth grade in science, seventh and eighth grade performance in mathematics, eighth grade African American performance in social studies, and seventh grade reading in critical thinking. To improve academic achievement of special education students in mathematics and reading

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will use RUBIES, a test taking strategy, to enable students to better solve for mathematics, social studies, reading, and science problems and items on tests.	None	Gerald Cornelius Hazel Byrd Gaya Bowers Tracie Bernal Vickie Pitt Paula Johnson Linda Charles Andrea Brown Shellley Bulin Jason Smith	September 3 through June 3	Benchmarks and TAKS Science, Reading, Social Studies and Mathematics
Walk Throughs to conduct specific Skill(s) checks.	Title I	RoseMary Bolden Sam Nix Rogelio Ornelas Roshale Thompson Isabelle Williams	Weekly	Walk Through Forms
Students will be expected to Chunk and Chew using their Interactive Science, Math, Resource Reading, Resource Mathematics and Social Studies Notebooks.	None	Tracie Bernal Hazel Byrd Gerald Cornelius Isabelle Williams Sam Nix Rogelio Ornelas Polly James Unika Boldon David Ball Stephanie Green Crishetta Willis	Daily	Benchmarks and TAKS Science and Mathematics

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Students who fail any benchmark will attend mandatory tutoring offered on Thursdays.	SIP and Title I 21 st Century Learning Center Grant	Chenella Priest Isabelle Williams Roshale Thompson LaShall Jones	After the administration of each benchmark	Benchmarks and TAKS Science, Social Studies, Reading and Mathematics
A partnership with Weed and Seed and General Motors has been formed to make presentations to struggling science and mathematics eighth grade students to exemplify how these two subjects and concepts taught are related to real life.	None	RoseMary Bolden Alan LeBlanc Stephanie Gillespie Roshale Thompson Gerald Cornelius Hazel Byrd Isabelle Williams Tracie Bernal Diana Smith Victoria Cartwright Charles McElmurray Ashlee Defilippis Paul Stepina	September 30	Benchmarks and TAKS Science and Mathematics
Teach vocabulary that is common to mathematics, Resource Reading, Resource Mathematics science and social studies.	None	Adam Powell Polly James David Ball Crishetta Willis Stephanie Green Unika Boldon	September 3 through June 3	Benchmarks

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will be trained on AVID strategies and methodology to deepen students' understanding of science and mathematics and to teach critical thinking skills in students.	Title I	Karen Kwast Ashlee Defilippis Gerald Cornelius	September 30 and October 29	Benchmarks TAKS Science, Mathematics, Reading, and Social studies
Students will show work in eighth grade mathematics classes step by step.	None	Ashlee Defilippis Diana Smith Victoria Cartwright Charles McElmurray Paul Stepina	September 3 through June 3	Benchmarks and TAKS Mathematics
Strugglers will be allotted more time on task by attaching science and mathematics classes to Chap class.	Title I	Gerald Cornelius Hazel Byrd Tracie Bernal Victoria Cartwright Charles McElmurray Ashlee Defilippis Paul Stepina Diana Smith	August 18 through June 3	Benchmarks and TAKS Science and Mathematics

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Students who failed the 2008 EOY Science test and seventh grade TAKS Mathematics were invited to Academic Camp to apply TAKS/TEKS to real life situations.	SIP	Debra Stroud Paul Howard Jason Smith Hazel Byrd Unika Boldon Camesha Pena Sarah McMann	July 1-13	Benchmarks
Struggling seventh and eighth grade students will chart their own progress and set goals in science, social studies, reading and mathematics on TAKS and benchmarks.	None	Chenella Priest Roshale Thompson Sam Nix Rogelio Ornelas Isabelle Williams Diana Smith Gerald Cornelius	October 18 and and after each benchmark administration	Benchmarks and TAKS
Students who struggle in Resource Reading and Mathematics will receive assistance in our MAC Lab	None	Polly James Unika Boldon Crishetta Willis David Ball Stephanie Green	October 8-June 3	Benchmarks and TAKS
ELL's will receive assistance in the Chap Lab when struggling with core subjects during the class period.	None	Chauncey Reese Chalice Kerr Marc Welby	October 8-June 3	Benchmarks and TAKS

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Special Education and ESL Teams will meet the third week of each six weeks and the end of each six weeks to monitor student progress.	None	Chauncey Reese Chalice Kerr Marc Welby Veronica Campbell Chanella Priest Polly James	October 8-June 3`	Benchmarks and TAKS
In-class support of special education teachers and inclusion will be utilized to help enhance our students understanding of reading and mathematics.	None	Polly James	October 8-June 3	Benchmarks and TAKS

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Homework and class work help will be offered to students through our Breakfast Club.	Title I	Isabelle Williams Chenella Priest Rogelio Ornelas Roshale Thompson	September through June	Failure Rate Report for Campus
Students who fail any core subject will be given the opportunity to recover a grade by participating in Grade Recovery for PLATO.	Title I	Arlis Trent Julie Williams Veronica Campbell Ashlee Defilippis Brenda Duckworth Shelley Bulin Paul Stepina Angela Leisure Jason Smith	End of each six weeks	Failure Report for Campus
Teachers will develop excel spreadsheets listing names of strugglers by team and subgroup with last year' s EOY and TAKS results to track benchmark scores.	None	Jason Smith Isabelle Williams Roshale Thompson Paul Stepina Ashlee Defilippis	After each administration of benchmarks	Benchmarks

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will plan and conduct parent involvement meetings, conduct parent/phone conferences, and student conferences for struggling students.	Title I	Sonya Ortiz Diana Smith Ashlee Defilippis Roshale Thompson Charles McElmurray Victoria Cartwright Paul Stepina Hazel Byrd Tracie Bernal Gerald Cornelius Julie Williams Veronica Campbell	September 23 through June 3	Failure Rate Report
Identify students at the end of the third and six weeks for parent and student conferences.	None	Brenda Duckworth Debra Stroud Polly James Shelley Bulin Angela Leisure Jason Smith Paul Stepina Ashlee Defilippis Linda Charles Julie Williams Veronica Campbell	September 17 through June 3	Progress Reports and Report Cards
Principal will meet with teachers who have a fifteen percent or higher failure rate to offer support and assistance.	None	RoseMary Bolden Julie Williams Veronica Campbell	September 17 through June 3	Progress and Report Cards

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Vertical Alignment of curriculum in mathematics, science, and special education	SIP	Gerald Cornelius RoseMary Bolden Diana Smith Polly James	August 21, 2008	Department Notes
Science teachers will meet every Wednesday. Two Wednesdays will be used to do lesson planning by grade level. Eighth grade mathematics teachers will meet every Thursday to plan lessons together and seventh grade will meet every Friday to do lesson planning.	None	Gerald Cornelius RoseMary Bolden Hazel Byrd Tracy Bernal Paula Johnson Vickie Pitt Gaya Jefferson Isabelle Williams Diana Smith Victoria Cartwright Charles McElmurray Ashlee Defilippis Paul Stepina Clivens Celestis Michelle Lewis Isabelle Williams Roshale Thompson	August through May	Lesson plans and sign in sheets

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>All departments will meet once a month. Members will review TAKS results and student feedback sheets, do an analysis of the items on benchmarks, do an analysis of teacher results, celebrate successes, plan strategies for success for strugglers and come back together within two weeks to see how things are going.</p> <p>Focus:</p> <ul style="list-style-type: none"> ○ What went well? ○ Difficulty students had? ○ Plans/assessments to strengthen strugglers 	<p>Student Feedback Sheet for each benchmark</p> <p>Benchmark Tests</p> <p>TRIAND and District Reports from benchmarks</p> <p>Planning sheets and assessments</p>	<p>Shelley Bulin Hazel Byrd Gerald Cornelius Diana Smith Ashlee Defilippis Michelle Benningfield Paul Howard Paula Johnson Debra Stroud Ken Raney Polly James Jason Smith Linda Charles Karen Kwast Rogelio Ornelas RoseMary Bolden Sam Nix Andrea Brown Roshale Thompson Isabelle Williams</p>	<p>Monthly and six weeks</p>	<p>Benchmarks and TAKS</p>

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
The Family Involvement team will meet monthly to plan academic and parent meetings/nights.	Title I and 21 st Century Learning Cener Grant	Sonya Ortiz Rogelio Ornelas Gabriel Perez Diana Smith Hazel Byrd Bryan Lindop Keely Cox Isabelle Williams LaShall Jones	The third Tuesday of each month	Sign in sheets
A school and business partnership has been formed with Weed and Seed, GM, APD, Girls and Boys Club, YMCA, and City Councilwoman.	None	Alan LeBlanc Lana Wolff Officer Jeff Lee Officer Anita Ellis RoseMary Bolden Stephanie Gillespie	The first Tuesday of each month	Sign in sheets
Parent conferences will be held with parents of strugglers by team teachers	None	Jason Smith Brenda Duckworth Shelley Bulin Ken Raney Debra Stroud Ashlee Defilippis Angela Leisure Polly James Paul Stepina	September through May	Sign in sheets, TRIAND and or logs

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
Academic Family Nights	Title I and 21 st Century Learning Center Grant	Sonya Ortiz Diana Smith Gerald Cornelius Hazel Byrd Shelley Bulin Ken Raney Debra Stroud Chauncey Reese Karen Kwast Isabelle Williams Roshale Thompson LaShall Jones	September 25 – December	Agendas Sign in sheets

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
Lock down drills will be conducted four times per year	None	Sam Nix Officer Jeff Lee Officer Anita Ellis Alton Breaux Isabelle Williams Roshale Thompson RoseMary Bolden Rogelio Ornelas Jimmy Womack	September 12, 2008	Debrief
Student Orientation on the Student Code of Conduct	None	Sam Nix Rogelio Ornelas Julie Williams Officer Jeff Lee RoseMary Bolden	August 26 and 27	Discipline Referrals
Utilize Crimestoppers to report would be crimes	City of Arlington	Sam Nix Officer Jeff Lee Officer Anita Ellis Rogelio Ornelas	September through June	Crimestoppers Tip Report
Students are required to wear identification badges	Title I	Sam Nix Rogelio Ornelas	September through June	Expectation Infractions
Discipline Team	None	Pamela Carson	September through June	Discipline Referrals



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Bibliography

Building Academic Vocabulary by Marzano and Piickering

Building Background Knowledge for Academic Achievement by Marzano and Pickering

AVID: Empowering Minds, Enriching Lives, Summer Institute Participant Handbook

Strategies That Work by Stephanie Harvey

Classroom Instruction that Works by Marzano, Pickering and Pollock

A Handbook for Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, and Gaddy

Teaching to Capture and Inspire All Learners Stephen G. Peters

Do You know Enough About Me To Teach Me? Stephen G. Peters

Teaching with the brain in mind, 2nd Edition by Eric Jensen

Leadership for Differentiating Schools and Classrooms by Carol Ann Tomlison and Susan Demirsky Allan

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Grade 7 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	310	69%	271	73%	4%	275	77%	4%	85%	8%
Afri Amer	93	63%	69	71%	8%	55	84%	13%	85%	1%
Hispanic	168	67%	157	69%	2%	172	74%	5%	80%	6%
White	33	85%	27	89%	4%	22	77%	-12%	80%	3%
Eco Disadv	262	66%	246	72%	6%	237	76%	4%	80%	4%
LEP	84	42%	67	54%	12%	88	61%	8%	70%	9%
SpEd	10	70%	15	20%	-50%	32	28%	8%	70%	42%

Grade 8 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	312	69%	311	80%	11%	268	95%	15%	96%	1%
Afri Amer	85	67%	83	82%	15%	79	95%	13%	96%	1%
Hispanic	176	64%	181	75%	12%	151	93%	18%	95%	2%
White	34	94%	29	93%	-1%	25	100%	7%	100%	0%
Eco Disadv	258	67%	249	78%	10%	238	96%	19%	97%	1%
LEP	84	43%	83	63%	20%	49	82%	19%	85%	3%
SpEd	15	20%	17	53%	33%	15	73%	20%	80%	7%

Grade 7 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	303	81%	260	82%	2%	272	86%	3%	90%	4%
Afri Amer	91	80%	69	84%	4%	57	91%	7%	95%	4%
Hispanic	165	78%	149	81%	3%	169	82%	1%	90%	8%
White	31	87%	24	79%	-8%	20	90%	11%	91%	1%
Eco Disadv	256	80%	234	82%	2%	235	85%	3%	90%	5%
LEP	82	62%	63	71%	9%	86	74%	3%	80%	6%
SpEd	9	56%	12	50%	-6%	32	41%	-9%	70%	29%

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Grade 7 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	312	65%	271	67%	2%	275	65%	-2%	70%	5%
Afri Amer	93	56%	71	58%	2%	57	47%	-10%	70%	23%
Hispanic	167	66%	156	65%	0%	170	67%	2%	75%	8%
White	36	72%	26	92%	20%	22	64%	-29%	75%	11%
Eco Disadv	262	65%	245	67%	2%	236	65%	-2%	70%	5%
LEP	84	58%	68	57%	-1%	86	64%	7%	70%	6%
SpEd	13	38%	15	33%	-5%	33	9%	-24%	70%	61%

Grade 8 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	311	53%	314	56%	3%	287	70%	14%	75%	5%
Afri Amer	86	41%	85	44%	3%	82	60%	16%	70%	10%
Hispanic	175	50%	180	57%	6%	163	71%	14%	75%	4%
White	33	82%	31	61%	-21%	27	78%	16%	80%	2%
Eco Disadv	257	51%	251	54%	3%	257	71%	17%	75%	4%
LEP	82	35%	83	43%	8%	57	60%	16%	70%	10%
SpEd	13	8%	21	14%	7%	19	21%	7%	60%	39%

Grade 8 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	313	32%	327	44%	12%	294	44%	0%	70%	26%
Afri Amer	90	21%	91	35%	14%	87	31%	-4%	70%	39%
Hispanic	172	28%	183	41%	13%	164	43%	2%	70%	27%
White	34	62%	32	68%	6%	28	79%	11%	85%	6%
Eco Disadv	259	33%	262	40%	8%	262	44%	3%	70%	26%
LEP	81	14%	90	16%	3%	60	20%	4%	60%	40%
SpEd	16	0%	37	19%	19%	31	10%	-9%	70%	60%

Grade 8 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	312	63%	328	78%	15%	294	75%	-3%	80%	5%
Afri Amer	87	59%	91	80%	21%	86	71%	-9%	80%	9%
Hispanic	174	60%	184	75%	16%	165	73%	-2%	80%	7%
White	34	82%	33	82%	0%	28	86%	4%	90%	4%
Eco Disadv	260	62%	264	76%	13%	262	76%	1%	80%	4%
LEP	84	43%	88	61%	17%	61	51%	-10%	70%	19%
SpEd	15	21%	37	52%	31%	32	41%	-12%	70%	29%



Campus Improvement Plan 2008-2009
Hutcheson 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			
SUBSTITUTE TEACHERS	199.31.6112.00.046.9.24.0.00	0.00	500.00
SALARIES-TEACH & OTH PROF	199.11.6119.00.046.9.30.0.00	82,195.58	82,195.58
TUTORIAL SERVICES	199.11.6119.02.046.9.30.0.00	24,884.00	24,884.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.046.9.30.0.00	1,500.00	1,500.00
MEDICARE	199.11.6141.00.046.9.30.0.00	1,190.22	1,190.22
SAL & WAGES-SUPPORT PERS	199.31.6129.00.046.9.30.0.00	22,321.72	22,321.72
MEDICARE	199.31.6141.00.046.9.30.0.00	311.22	311.22
TOTAL		132,402.74	132,902.74
FTE Count			
PERSONNEL			2.75
TOTAL			2.75



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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			6.25
TOTAL			6.25
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.046.9.24.0.00	246,889.00	246,889.00
TUTORIAL SERVICES	211.11.6119.02.046.9.24.0.00	3,800.00	3,800.00
GENERAL SUPPLIES	211.11.6399.01.046.9.24.0.00	4,154.00	4,154.00
MISC PURCH & CONTR SERV	211.13.6299.00.046.9.24.0.00	2,500.00	2,500.00
EMPLOYEE TRAVEL	211.13.6411.00.046.9.24.0.00	5,000.00	5,000.00
GENERAL SUPPLIES	211.61.6399.01.046.9.24.0.00	3,000.00	3,000.00
EMPLOYEE TRAVEL	211.61.6411.00.046.9.24.0.00	250.00	250.00
MISC OPERATING EXPENSES	211.61.6499.00.046.9.24.0.00	300.00	300.00
TOTAL		265,893.00	265,893.00