

Ousley Junior High School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Ousley Junior High School

Overview

The results of the 2007-2008 TAKS test showed great gains in the area of 7th and 8th grade math. As a school, we intend to continue our focus on math strategies to help our students perform to the best of their ability on the test. Campus-wide we have a need to focus on our LEP population. These students did not perform as well on the TAKS test last year as we believe they can. Thus, another focus for our campus will be this population. Performance in the area of science will be a targeted area for our students this year as we strive to improve performance in this area.

As a school, we did not meet AYP in the 2007-2008 school year. We will continue and expand our co-teaching model, implement strategies for early intervention with these students and provide specialized focused tutoring. It is our goal to meet AYP this year.

It is the goal of our campus to become a Recognized school. We believe we can attain this goal with the improvement in the areas listed above. Our faculty is focused and unified in our mission to serve our students and community.

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 grade math TAKS scores and subpopulations: Special Education and LEP • 8th grade science TAKS scores and subpopulations: Special Education, LEP, Hispanic and African American • 7th and 8th grade reading TAKS scores for the Special Education and LEP populations • 7th grade writing TAKS scores for Special Education population 	<ul style="list-style-type: none"> • Local Funding • Compensatory Education Funding 	<ul style="list-style-type: none"> • Lora Thurston • Brent Pfaff • Ravonne Allmon-Smith • Bitsy Bruton 	<ul style="list-style-type: none"> • On-going through benchmark results 	<ul style="list-style-type: none"> • TAKS • Benchmarks • Teacher Assessment

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"> • Department Meetings • Vertical Alignment Meetings within Seguin Network • Curriculum Specific Meetings • Core Vertical Alignment Meetings • Core Department Alignment Meetings • Core Horizontal Alignment Meetings • Alignment of Special Education teachers with core teachers • Alignment of elective teachers with core subject areas 	<ul style="list-style-type: none"> • Local Funding 	<ul style="list-style-type: none"> • Department Leaders • Lora Thurston • Brent Pfaff, Ravonne Allmon-Smith • Level Leaders 	<ul style="list-style-type: none"> • Benchmark Results • End of Year Assessments • Agendas 	<ul style="list-style-type: none"> • TAKS Results • Benchmark Results

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"> • PTA Meetings, Newsletter • Marquee • Ousley Web Site • Open House • Teacher/Parent Communications through progress reports, team meetings and e-mail, phone calls, In-Touch • Picnic with Parents • No Referral Reward Day • AVID Parent Nights • Career Day 	<ul style="list-style-type: none"> • Local Funding 	<ul style="list-style-type: none"> • Lora Thurston • Ousley Webmaster 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Sign in sheets for attendance • Teacher documentation of parent contact • Team calendars

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"> • Boys Town Strategies for Success • Peer Mediators • Red Ribbon Week • Monitoring of hallways and duty stations • Consistent and fair classroom management strategies and student interaction • Consistent contact with parents • Monthly Metal Detector Checks • Monthly Drug Dog Inspections • Random Locker Inspections • Use of video cameras • Lock Down Drills • Safe Classroom Environments • Mentoring Students 	<ul style="list-style-type: none"> • Local Funding 	<ul style="list-style-type: none"> • Lora Thurston, Brent Pfaff, Ravonne Allmon-Smith, Betty Black-Florentz, Meggan Horne • Laurie Motley • SRO • AISD Security Officers 	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • Office Referral Data • Security Reports • Arlington Police Department Reports



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Bibliography

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

Tomlinson, Carol Ann. 1999. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Heacox, Diane. 2002. *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis, MN: Free Spirit Publishing, Inc.

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Grade 7 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 % Goal	Diff
	N	%	N	%		N	%			
ALL	302	67%	297	75%	8%	301	83%	8%		
Afri Amer	119	63%	95	73%	10%	115	83%	10%		
Hispanic	63	62%	71	61%	-1%	65	71%	10%		
White	84	67%	109	83%	17%	91	88%	4%		
Eco Disadv	126	68%	103	65%	-3%	126	76%	11%		
LEP	11	55%	6	17%	-38%	11	55%	38%		
SpEd	25	32%	25	48%	16%	42	26%	-22%		

Grade 8 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 % Goal	Diff
	N	%	N	%		N	%			
ALL	287	72%	315	68%	-4%	286	90%	22%		
Afri Amer	91	63%	131	62%	-1%	91	84%	22%		
Hispanic	64	69%	72	63%	-6%	71	86%	23%		
White	95	78%	78	76%	-2%	103	96%	20%		
Eco Disadv	121	65%	146	62%	-3%	98	85%	22%		
LEP	8	13%	7	14%	2%	7	57%	43%		
SpEd	18	11%	31	19%	8%	22	73%	53%		

Grade 8 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 % Goal	Diff
	N	%	N	%		N	%			
ALL	303	56%	318	58%	2%	297	69%	11%		
Afri Amer	97	47%	132	44%	-3%	98	56%	12%		
Hispanic	67	45%	73	53%	8%	74	55%	3%		
White	99	67%	79	75%	8%	104	87%	12%		
Eco Disadv	128	46%	146	49%	2%	107	60%	11%		
LEP	9	14%	8	0%	-14%	9	11%	11%		
SpEd	33	35%	36	19%	-17%	34	44%	26%		

Grade 8 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 % Goal	Diff
	N	%	N	%		N	%			
ALL	302	89%	316	89%	0%	295	93%	3%		
Afri Amer	96	85%	132	87%	2%	97	90%	3%		
Hispanic	68	87%	73	84%	-3%	73	90%	6%		
White	98	91%	77	93%	2%	104	95%	2%		
Eco Disadv	129	85%	146	86%	1%	107	87%	1%		
LEP	9	71%	8	0%	-71%	9	56%	56%		
SpEd	33	69%	36	44%	-24%	34	79%	35%		

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Grade 7 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		% Goal	
ALL	295	81%	297	87%	6%	300	92%	5%	95%	3%
Afri Amer	116	79%	94	87%	8%	117	89%	2%	95%	6%
Hispanic	62	74%	71	79%	5%	63	89%	10%	95%	6%
White	82	83%	110	91%	8%	90	96%	5%	98%	2%
Eco Disadv	124	80%	104	79%	-1%	124	86%	7%	95%	9%
LEP	11	45%	5	40%	-5%	11	55%	15%	75%	20%
SpEd	18	56%	26	50%	-6%	42	38%	-12%	75%	37%

Grade 8 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		% Goal	
ALL	289	89%	313	88%	-1%	280	98%	10%	100%	3%
Afri Amer	92	83%	130	85%	2%	89	97%	12%	100%	3%
Hispanic	66	88%	70	86%	-2%	69	97%	11%	100%	3%
White	95	94%	79	91%	-3%	100	98%	7%	100%	2%
Eco Disadv	122	84%	143	83%	-1%	98	94%	11%	100%	6%
LEP	8	50%	6	17%	-33%	7	57%	40%	75%	18%
SpEd	20	70%	29	45%	-25%	18	94%	50%	100%	6%

Grade 7 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		% Goal	
ALL	285	92%	294	96%	4%	295	93%	-2%	98%	5%
Afri Amer	114	92%	95	97%	5%	112	92%	-5%	98%	6%
Hispanic	58	86%	68	99%	12%	63	87%	-11%	98%	11%
White	78	92%	108	92%	-1%	91	97%	5%	98%	1%
Eco Disadv	119	87%	101	94%	7%	125	92%	-2%	98%	6%
LEP	10	50%	4	*	*	10	80%	*	90%	10%
SpEd	14	79%	18	78%	-1%	39	46%	-32%	75%	29%



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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	199.11.6119.00.055.9.24.0.00	56,287.35	56,287.35
TUTORIAL SERVICES	199.11.6119.02.055.9.24.0.00	44,550.00	44,550.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.055.9.24.0.00	495.00	495.00
MEDICARE	199.11.6141.00.055.9.24.0.00	807.35	807.35
SAL & WAGES-SUPPORT PERS	199.31.6129.00.055.9.24.0.00	20,293.41	20,293.41
MEDICARE	199.31.6141.00.055.9.24.0.00	282.94	282.94
TOTAL		122,716.05	122,716.05
FTE Count			
PERSONNEL			2.00
TOTAL			2.00