

Shackelford Junior High School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

While Shackelford Junior High School maintained its ranking of Academically Acceptable based on TAKS results as measured by TEA’s Academic Excellence Indicator System, it is deemed a “TAKS Focus School” for the second consecutive year. Comprehensive Needs Assessment included not only TAKS data, but also campus report card data, information provided by the AISD Testing Office and that gleaned through TRIAND reporting. Our primary area of concern is once again 8th grade Science, specifically in our African American, Hispanic, and Economically Disadvantaged subgroups. While our overall Writing scores are at 90%, a decrease is noted in All-Students, and Hispanic and Economically Disadvantaged subgroups. Additionally, for the first time in its history, Shackelford did not meet the standard for Adequate Yearly Progress. Of concern are our Special Education students’ reading and math scores, along with our ESL students’ reading scores.

Shackelford continues to possess a widely diverse socioeconomic and ethnic population. Our demographic breakdown is: .4% American Indian or Alaskan, 3% Asian or Pacific Islander, 15% African American, 41% Hispanic, and 40.6% White. Coming to Shack from four elementary feeder schools, each unique in its own culture, demographic/ socioeconomic make-up, and level of academic success, our students present a myriad of challenges for us. We are proud of the growth we have achieved (166 net percentage points over 2007 TAKS results), substantial increase in the number of students scoring “commended” on all tests, and the programs and interventions we have initiated. Our AVID program has doubled in size; and pre-AP classes are now offered at both 7th and 8th grade in all core subjects. As we continue to strive for the elusive Recognized status, we are realistic in understanding that we have much work to do. Standards continue to rise; so must student achievement. We recognize that we must implement creative, unique instructional and supportive techniques in reaching many of our previously unsuccessful students. Response to Intervention strategies must be based on differentiated instruction at all levels and stem from assessment of clear and specific data.

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Areas of improvement focus on 8 th grade Science in the following subgroups: African American Hispanic Economically Disadvantaged	TAKS Focus Funds, Comp Ed Funds	Carolyn Galvan Rita Smith	2008-09 TAKS school year	Targeted subgroups will reach passing rates.
Secondary focus is that of Writing, in that this area represents our only area of significant loss in achievement (primarily Hispanic subgroup)	ARI and Comp Ed Funds	Carolyn Galvan Barbara Price	2008-09 TAKS school year	TAKS scores will verify improvement.
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.	State Compensatory Ed. Accelerated Reading/Math	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	Academic standards (course passing rates and TAKS success rates) will verify success of intervention strategies.

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Academic teachers will utilize cross-curricular strategies, especially aimed at our target area of science.	Time for interdepartmental collaboration; staff development provided by district and campus personnel.	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	2008-09 Accountability Ratings, course passing rates.
Teachers post daily homework and special project assignments to the Shack Website for access by parents and students.	No resources needed	Carolyn Galvan Caleb Bell	Ongoing	Increase in number of students who complete homework assignments.
Academic teachers submit student grades regularly to on-line IN TOUCH program, which is updated twice weekly, for access by registered parents.	No resources needed	Carolyn Galvan Brenda Gillen Gary Pulver	Ongoing	Decrease in student academic failure rates.
Academic teachers utilize Team planning period at least one day a week for tutorials for selected students. Students are pulled from elective classes as needed.	Other than time, no resources are needed.	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	Decrease in student academic failure rates.
Students are instructed campus-wide in the use of Cornell note-taking and Socratic Seminar strategies, WICR, interactive notebooking, and higher level questioning strategies.	Printing costs through district Print Shop – estimated \$600, Student Activity Fund	Carolyn Galvan Karla Hill	Ongoing	Improvement in six-weeks' passing rates

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

<p>PLATO Lab is utilized in lieu of elective classes for students needing six-weeks grade recovery in core subjects (also used after school/Saturdays as needed).</p>	<p>District-allocated PLATO Funding; Comp ed funds for after-school teacher salaries</p>	<p>Carolyn Galvan DiNardo Bazile Troy Gillispie Caleb Bell Rachel Robbins Wes Harsha</p>	<p>Ongoing</p>	<p>Improvement in six-weeks passing rates.</p>
<p>AVID program is currently in its second year at Shackelford. Program provides for increased academic rigor through college-preparatory classes (Pre-AP) for selected students.</p>	<p>District-allocated AVID Funding</p>	<p>Carolyn Galvan Karla Hill</p>	<p>Ongoing</p>	<p>Increased number of students successful in Pre-AP classes</p>
<p>Each academic department will instruct according to TEKS guidelines and timelines; appropriate benchmark testing will occur according to district policy.</p>	<p>None needed</p>	<p>Carolyn Galvan Linda Bridges Barbara Price Belinda Riedmiller Rita Smith Barbara Stutz James Bunton Matt Nagel</p>	<p>Ongoing</p>	<p>Benchmark score reports and accompanying analysis; reduction of failure rates.</p>
<p>ESL and Special Education teachers will work together with regular ed teachers to facilitate in-class student accommodations when appropriate and to provide guidelines for modification of school work.</p>	<p>None needed</p>	<p>Barbara Stutz Rosa Orosco</p>	<p>Ongoing</p>	<p>Analysis of three weeks progress reports and six weeks grade reports.</p>

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

Tutoring and homework support are offered within our school-wide after-school tutorials and activity bus run.	Comp Ed funds	DiNardo Bazile	Ongoing	Analysis of failure rates. Reduction in number of students who qualify for Extended Year program.
Computer labs are utilized regularly to enhance curriculum and address TEKS through strategies which include internet access.	Purchased and licensed Software packages	Pat Kidwell	Ongoing	2008-09 Accountability Ratings; course passing rates
Librarian works collaboratively with the academic departments to develop projects and conduct research which correlate with TEKS and TAKS objectives. Cross-curricular strategies are utilized.	Instructional computers funded through AISD Educational Foundation Grant	Alicia Vandebroek	Ongoing	Research-based feedback forms
Teachers regularly avail themselves of TRIAND data for evaluation of student achievement and in planning appropriate intervention strategies	No resources needed	Carolyn Galvan	Ongoing	Increased student success rates
Resource reading classes use 100 Book Challenge developed by American Reading Company to increase independent reading skills	District and campus special education budgets	Carolyn Galvan Barbara Stutz	Ongoing	Increase student success rates

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

Implementation of In-Class Support instructional program, through which Special Education and Regular Ed teachers teach together in the same classroom.	District-provided training for both special and regular ed teachers	Carolyn Galvan Barbara Stutz	Ongoing	Increased student success rates
Double-blocked math (Math Futures) is substituted for an elective class for selected students in both 7 th and 8 th grades. Targeted students include those who have not been successful on TAKS or who are struggling with mathematics concepts.	Math budget and AMI funds	Carolyn Galvan Belinda Riedmiller	Ongoing	Increased student success rates
Students continue to utilize our Shack Attack planner to help set performance goals for themselves.	Student Activity Funds, PTA contribution	Carolyn Galvan Jackie McClendon DiNardo Bazile	Ongoing	Increased student success rates.
Implementation of school-wide use of student binders, mirroring the AVID binder concept of organization. Regular binder checks are conducted to ensure that students adequately organize their work.	Comp Ed funds	Carolyn Galvan Karla Hill	Ongoing	Increased student success rates.
Elective teachers are assigned to specific core subject departments and attend departmental meetings for collaboration and curricular alignment.	No resources needed	Carolyn Galvan	Ongoing	Increase in use of core curriculum topics in elective classes.

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

WOW “Words on Wednesday” program has been instituted this year, through which students respond to writing prompts in advisory classes. Topics rotate through core curricular areas and are thought-provoking by design. Each student generates a WOW Notebook which is evaluated each six weeks.	Spiral notebooks donated by Shackelford faculty and staff	Carolyn Galvan Natalie Chapman Wendy Grantges	Ongoing	Improvement in writing techniques across curriculum.
A TAKS Reading class has been implemented this year for 8 th grade students who were not successful on last year’s 7 th grade TAKS test. This class is taken in addition to their 8 th grade English class and in lieu of an elective.	No resources needed	Carolyn Galvan Barbara Price Stephanie Wiggins Liz Peluse	Ongoing	Increased performance on TAKS Reading scores
Texas Middle School Fluency Assessment is administered to students who failed 6 th grade Reading TAKS	Teacher training provided by Region XI at no charge	Carolyn Galvan Stephanie Wiggins Liz Peluse Christina Carey	Three assessments: Prior to end of 1 st , 2 nd and 3 rd six weeks	Improved student performance in Reading
Student athletes making below an 80 in any class are required by their coaches to attend coaches’ tutoring sessions.	No resources needed	Carolyn Galvan Shawn Peach	Ongoing	Improvement in athletes’ grades each six weeks
Instructional time is increased for each class by elimination of one minute per passing period.	No resources needed	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	Increase in student success rates

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

Speech and Debate tournament competitions are available to encourage study and performance of literature as well as research on topics academically, historically and socially relevant.	Campus budget	Carolyn Galvan Ashley Magness	Fall, Spring	Student demonstration of critical-thinking skills and persuasive speech in their classes
Selected teachers of targeted students will receive training in “Thinking Maps” strategies aimed at improving reading, writing, science and math TAKS scores	State Compensatory Education funds	Carolyn Galvan Ashley Magness Merideth Gallant	Summer, Fall	Student performance on TAKS tests and six-weeks grade reports
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher (Highly Qualified status required by NCLB legislation).	SCE Salary allocation	Carolyn Galvan	September and January	Master schedule, teacher certification, Principal attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs.	SCE Funds, District and Campus funds	Carolyn Galvan	December and April	ERO attendance reports
Shackelford will identify and refer pregnant/parenting students (male and female) to 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

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

<p>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 student out of school per physician order.</p>	<p>PRS weighted funding, Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant</p>	<p>Campus PEP Counselors</p>	<p>End of each six weeks</p>	<p>AISD PEP Database referral forms, PRS file</p>
<p>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.</p>	<p>PRS weighted funding, Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant</p>	<p>PRS Coordinator, Campus PEP Counselors</p>	<p>December and May</p>	<p>PRS file</p>

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Shackelford core department faculty members meet regularly to ensure that subject-to-subject and grade-to-grade alignment are in place.	Time	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	Students experience increased degree of success as understanding of concepts expands.
Scope and sequence within subject areas are broken into skill-based three-week segments.	District Curriculum	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	Increased student success
Staff development opportunities are aligned with curricular needs.	District- and campus-provided staff development	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	Increased student success
Open communication exists among elementary, junior high and high school teachers, especially in terms of AVID student selection.	Time	Carolyn Galvan Jeff Provence Sandra Knox Sarah Coulter Celina Kilgore Russell Burrong Linda DeLeon	Ongoing	Improvement in student scores from elementary through graduation.
Student data folders are utilized to track individual student success from year-to-year and course-to-course.	Folders purchased with comp ed funds.	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	Concrete data with which to evaluate progress.

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Recommendation is made to district calendar committee to allow for early-release days and dedicated time during staff development for alignment dialogue.	Time allocated through district calendar	Carolyn Galvan	Ongoing	Improved vertical alignment
Librarian facilitates guest speakers, Book Fair through PTA, as well as promotion of Teen Read Week “Books with Bite” in order to promote recreational reading.	Library Budget	Carolyn Galvan Alicia Vandebroek	Ongoing	Increase in cross-curricular planning, as well as that of library book circulation baseline from 800 to 900 books per month.
Entire campus will use K-12 basic vocabulary list in four core subject areas	Lists from district print shop as generated by curriculum directors.	Carolyn Galvan Linda Bridges Barbara Price Rita Smith Belinda Riedmiller	Ongoing	Improvement in retention of basic vocabulary and concepts as demonstrated in TAKS scores and course passing rates.
Shackelford has followed district lead in changing designation of “Honors” courses to “Pre-AP” courses to better align with high school terminology.	No resources needed	Carolyn Galvan Gary Pulver Ruth Currie	On-going	Improved communication between junior and senior high schools.
Care is taken in regular education as well as special education ARD procedures to ensure transition from junior to senior high school follows appropriate academic pathway.	No resources needed	Carolyn Galvan Gary Pulver Ruth Currie Harriet Livingston	Ongoing	Improvement in appropriateness of student schedules



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Goal #3: To develop subject area vertical alignment.

<p>Lamar Network principals at all three levels – elementary, junior high, and high school – meet once a month for lunch to discuss curricular and alignment issues.</p>	<p>Lunch provided by principal of each location; Faculty Vending funds</p>	<p>Jeff Provence Sandra Knox Carolyn Galvan Sarah Coulter Celina Kilgore Russ Burrong Linda DeLeon Suzie Swan Connie Spence Michael Martin Richard Longgear Beverly Begham Jeanine Johnson</p>	<p>Ongoing</p>	<p>Improved vertical alignment K-12</p>
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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
In addition to communication with parents through progress reports and report cards, teachers regularly make contact with positive input relative to students' academic achievement and behavior.	No resources needed	Carolyn Galvan	Ongoing	Increase in attendance rates, academic achievement and behavior.
IN TOUCH grade reporting system is utilized campus-wide, whereby parents may access teacher grade books	Computer system provided by district.	Carolyn Galvan Brenda Gillen	Ongoing	Increase in academic achievement
In Touch Web Portal calling system (formerly Phone Master system) is used to send all-campus or specific group phone messages	District allocated funds	Gary Pulver Carolyn Galvan	Ongoing	Increased parent attendance at school events
Language Line translation system is utilized whereby English can be translated into other languages.	District allocated funds	Patricia Lozano Britni Gooch Carolyn Galvan	Ongoing	Improvement in attendance rates, academic achievement, behavior
Parents are encouraged to participate in Special Education ARD process, either in person or via telephone.	No resources needed	Carolyn Galvan Barbara Stutz Harriet Livingston	Ongoing	Greater parent understanding of ARD paperwork
Open House is held in Fall and Spring to offer parents the opportunity to visit school and interact with teachers.	No resources needed	Carolyn Galvan	September, March	Increase in parent involvement

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<p>21st Century Community Learning Grant has been implemented this year, through which after-school and weekend activities are provided for both student and parent populations In the areas of academic assistance, enrichment, family and parental support services, and college and workforce readiness.</p>	<p>\$107,454 Federal Grant funds</p>	<p>LaTonya Ross Carolyn Galvan</p>	<p>October 1, 2008 through July 31, 2009</p>	<p>Increase in student achievement and behavior; increase in parental involvement in school.</p>
<p>Concerted effort is made to provide translated information to non English-speaking parents. Parent letters are sent home in dual languages, and the use of Kooken Elementary School's Headset System at PTA and other parent meetings is routinely arranged.</p>	<p>Headset borrowed from Kooken Elementary School; no cost to Shack; cost estimate \$1500 if replaced.</p>	<p>Carolyn Galvan Dawn Serman Connie Spence</p>	<p>Ongoing</p>	<p>Increase in numbers of non English-speaking parents at school events.</p>
<p>Community interactions take place as part of our campus recycling program. Bottles and cans have been added for this year to the previously established paper recycling program.</p>	<p>District-provided recycling receptacles</p>	<p>Carolyn Galvan Lynda Hardison Scott Crawford</p>	<p>Ongoing</p>	<p>Funds are earned for campus for recycling activities.</p>
<p>Students and faculty alike continue to interact with and give to our community through participation in Bowl for Kids' Sake, Coins for Kids, Mission Arlington, Mitten Tree, etc.</p>	<p>No resources needed</p>	<p>Carolyn Galvan Gary Pulver Ruth Currie</p>	<p>Ongoing</p>	<p>Documentation relative to funds raised for these community projects.</p>

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

Parents, community members, active and former military personnel, central office personnel, and nursing home residents are invited annually to our Veterans' Day program.	Student Vending funds for programs, invitations, decorations	Carolyn Galvan Matt Nagel Katherine Patterson Ashley Magness Rachel Robbins	November, 2008	Increase in numbers of visitors to our campus.
The Shackelford campus is utilized regularly as a Local, State, and National polling site.	No resources necessary	Carolyn Galvan Dinardo Bazile Jackie McClendon	Ongoing	Increase in numbers of visitors to our campus; increased perception on the part of the Shackelford community relative to its place in the democratic process.
Shackelford's Site Based Decision Making Committee consists of business/community and parent representatives, along with campus representatives. This committee makes important decisions relative to the educational process, expenditures, and plans which affect the future of our school.	Snacks/drinks for meetings – Faculty Vending Funds	Carolyn Galvan	Ongoing, monthly	Increased involvement of community members in our school.
Teachers will communicate student academic progress and assessment reports with parents regularly via mail, conference, phone, e-mail, etc. Written communication is sent home every three weeks throughout the school year in the form of progress reports and six weeks reports.	Campus Student Activity Funds	Carolyn Galvan	Ongoing; minimally, every three weeks	Teacher documentation of communications with parents: phone logs, conference logs, copies of emails.

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

<p>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, Family Events, Literacy Fair, or Guest Speakers.</p>	<p>Campus Library Budgets, Campus Library Activity Budget, LS Dept. Library Budget</p>	<p>Alicia Vandebroek, Campus Librarian Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs</p>	<p>Fall, 2008 – Spring, 2009</p>	<p>Library Services Monthly Activity Reports, Campus and District Calendars</p>
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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
Security cameras for both inside and outside of building are provided for real-time and playback monitoring.	District funds	Shelia Knight	Ongoing	Identification of persons and occurrences of inappropriate behaviors
Security officer assigned to campus has been provided with station at primary entrance to campus; monitoring of security cameras occurs at this location.	District funds	Shelia Knight	Ongoing	Decrease in occurrences of campus violence/illegal behavior.
Continued implementation of Boys and Girls Town program, with training provided for new teachers and refresher opportunities for experienced teachers.	District funds	Carolyn Galvan	Ongoing	Performance data includes SASI discipline reports, specifically targeting issues of student respect/defiance.
Continuation of character component to our OCS and Choices programs through which students look introspectively at their behaviors by responding to a series of writing prompts.	Printing costs for materials from campus Teacher Supplemental funds	DiNardo Bazile Jackie McClendon	Ongoing	Reduction if interpersonal disputes as measured in SASI discipline records.
Regular use of random metal detector exercises through which illegal items are identified and confiscated.	Metal detector provided by district funds	DiNardo Bazile Jackie McClendon Shelia Knight	Ongoing	Tracking of discipline data through SASI system.

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

Conducting district-mandated evacuation/lockdown drills, along with continuous communication and refinement of our Campus Management Plan to both staff and students.	Time allocation	Carolyn Galvan DiNardo Bazile Jackie McClendon Shelia Knight Lakita Cox	Ongoing	Debriefing following each drill provides feedback and refinement opportunities for subsequent drills.
Gang awareness training is offered for all staff members	District and campus staff development funds	Carolyn Galvan	Ongoing	Reduction of number of gang-related discipline referrals as measured through SASI discipline records.
Project Ascent-Life Skills is presented through Science classes to focus upon positive life choices	District funds	Debbie Steele Jennifer Redding Rita Smith Carolyn Galvan	Ongoing	Improved awareness of substance abuse issues.
Front-office personnel, along with administrators and key teachers are provided two-way radios.	District funds; replacement costs if necessary are approximately \$250 each – Student Activity fund.	Jimmy Womack Carolyn Galvan	Ongoing	Continuous communication and quick response time when needed.
Weekly meetings of Shack’s SAFE Committee which identifies and addresses safety issues on campus	Time allocations	DiNardo Bazile Shelia Knight Lakita Cox	Ongoing	Decrease in incidents of campus violence.
Shackelford students are 100% in compliance with our Uniform Dress policy, thus ensuring ease of student identification.	No resources needed	Carolyn Galvan	Ongoing	Decrease in occurrences of non-Shackelford students on campus.



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

Campus participates in Red Ribbon Week to encourage students to commit to remaining drug and alcohol-free. Students wear red ribbons, decorate hallways and cafeteria with posters and commitment chains.	Resources provided by District Intervention office and Shackelford PTA	Carolyn Galvan Debora Steele Cori Davis Natalie Chapman Dawn Serman	October 27 – 31, 2008	Reduction in number of student substance abuse occurrences.
<u>Seven Habits of Highly Effective Teens</u> curriculum is used in Skills for Living classes. Students are taught valuable life-skills, ethics, and decision-making strategies.	Funded through Career and Technology	Carolyn Galvan Deborah Baliozian	Ongoing	Evidence of students' positive choices through decrease in number of office referrals.
Shackelford has moved to a shortened passing period (from 5 to 4 minutes) this year and has restricted times at which students may access their lockers in an attempt to eliminate hallway disruptive behavior.	No resources needed	Carolyn Galvan DiNardo Bazile Jackie McClendon	Ongoing	Evidence through SASI attendance and discipline records of decreased hallway referrals and tardies.

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Shackelford Junior High School
 Site Based Decision Making (SBDM) Committee
 2008-09 Roster plus Addresses and Phone Numbers
 (10-23-08)

Name	Address	Phone	
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Parent Representatives:			
Charda Greene (1) (Parent Rep 8 th)	2111 N. Fielder Rd. Arlington 76012	(H) 817-861-4142 (C) 817-729-8092 charda@sbcglobal.net	
Rosann Cochran (1) (Parent Rep 7 th)	2303 Eagle Park Ln. Arlington, 76011	(H) 817-795-8334 (C) 817-851-3858 rosanncochran@yahoo.com	
District Level Professional			
Craig Wright (2)	Main Administration Career & Technology	(W) 682-867-7402 wcarter@aisd.net	
Community/Business Representatives:			
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Cori Davis (3) (Science) cdavis8@aisd.net	Dan Mitchell (1) (Electives) dmitchel@aisd.net	James Bunton (2) (PE) jbunton@aisd.net	Wendy Grantges (3) (Language Arts) wgrantge@aisd.net
Alicia Vendenbroek (1) (Auxiliary Rep.) avandenb@aisd.net	Carolyn Galvan (Principal) cgalvan@aisd.net		

Shackelford Junior High School Campus Improvement Plan 2008-09

Grade 7 TAKS-Reading									Projections	
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	297	79%	314	81%	1%	300	86%	5%	90%	4%
Afri Amer	40	70%	45	64%	-6%	39	85%	20%	90%	5%
Hispanic	86	59%	104	75%	16%	117	74%	-1%	80%	6%
White	152	90%	152	88%	-2%	128	96%	8%	98%	2%
Eco Disadv	129	63%	153	74%	11%	142	72%	-2%	80%	8%
LEP	39	36%	51	59%	23%	52	46%	-13%	70%	24%
SpEd	13	38%	16	50%	12%	28	46%	-4%	70%	24%

Grade 8 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	295	88%	295	87%	-1%	290	96%	9%	98%	2%
Afri Amer	25	68%	41	73%	5%	44	95%	22%	97%	2%
Hispanic	100	77%	82	79%	2%	96	93%	13%	95%	2%
White	156	97%	152	94%	-3%	137	99%	5%	100%	1%
Eco Disadv	122	77%	126	78%	1%	132	92%	15%	95%	3%
LEP	31	55%	39	67%	12%	30	87%	20%	90%	3%
SpEd	17	59%	14	57%	-2%	20	80%	23%	85%	5%

Grade 7 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	292	91%	310	92%	1%	302	90%	-1%	92%	2%
Afri Amer	39	85%	46	87%	2%	39	95%	8%	97%	2%
Hispanic	85	81%	101	92%	11%	116	81%	-11%	90%	9%
White	149	97%	149	92%	-5%	132	96%	4%	98%	2%
Eco Disadv	128	82%	151	88%	6%	142	81%	-7%	85%	4%
LEP	38	63%	48	90%	26%	52	63%	-26%	70%	7%
SpEd	11	82%	13	69%	-13%	28	54%	-16%	70%	16%

Shackelford Junior High School Campus Improvement Plan 2008-09

Grade 7 TAKS-Mathematics									Projections	
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	293	72%	312	74%	2%	301	79%	5%	85%	6%
Afri Amer	40	45%	45	53%	8%	38	68%	15%	72%	4%
Hispanic	84	55%	106	64%	9%	119	66%	2%	70%	4%
White	150	86%	148	86%	0%	128	91%	5%	93%	2%
Eco Disadv	126	50%	153	62%	12%	143	65%	3%	70%	5%
LEP	38	34%	52	54%	20%	53	51%	-3%	70%	19%
SpEd	10	30%	14	43%	13%	28	25%	-18%	50%	25%

Grade 8 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	296	80%	292	75%	-5%	298	88%	13%	90%	2%
Afri Amer	26	65%	40	58%	-8%	45	78%	20%	85%	7%
Hispanic	101	64%	81	58%	-6%	101	82%	24%	85%	3%
White	155	92%	151	86%	-6%	138	93%	7%	95%	2%
Eco Disadv	123	67%	124	58%	-9%	137	80%	22%	85%	5%
LEP	33	45%	38	45%	-1%	33	73%	28%	75%	2%
SpEd	18	44%	12	42%	-3%	20	60%	18%	70%	10%

Grade 8 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	296	59%	310	67%	7%	304	65%	-1%	70%	5%
Afri Amer	27	30%	46	44%	14%	46	43%	0%	70%	27%
Hispanic	99	34%	89	40%	6%	105	48%	8%	70%	22%
White	156	78%	155	85%	7%	140	84%	-1%	90%	6%
Eco Disadv	123	37%	136	43%	7%	145	48%	5%	70%	22%
LEP	32	9%	46	21%	12%	37	19%	-2%	50%	31%
SpEd	18	17%	31	36%	20%	29	38%	2%	50%	12%

Grade 8 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	295	87%	308	89%	2%	301	89%	-1%	92%	3%
Afri Amer	28	75%	46	90%	15%	46	80%	-9%	85%	5%
Hispanic	99	76%	88	72%	-4%	101	86%	14%	88%	2%
White	154	96%	154	97%	1%	141	93%	-4%	95%	2%
Eco Disadv	122	77%	134	79%	1%	141	82%	3%	85%	3%
LEP	32	63%	46	47%	-15%	35	69%	21%	75%	6%
SpEd	18	72%	31	82%	10%	28	50%	-32%	70%	20%



Campus Improvement Plan 2008-2009
 Shackelford 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			
SALARIES-TEACH & OTH PROF	199.11.6119.00.048.9.24.0.00	46,437.56	46,437.56
TUTORIAL SERVICES	199.11.6119.02.048.9.24.0.00	50,250.00	48,816.75
MEDICARE	199.11.6141.00.048.9.24.0.00	660.14	660.14
GENERAL SUPPLIES	199.11.6399.01.048.9.24.0.00	0.00	563.25
READING MATERIALS	199.13.6329.00.048.9.24.0.00	0.00	870.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.048.9.24.0.00	20,684.66	20,684.66
MEDICARE	199.31.6141.00.048.9.24.0.00	288.39	288.39
TOTAL		118,320.75	118,320.75
FTE Count			
PERSONNEL			2.00
TOTAL			2.00