

Young Junior High School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Young Junior High School

Overview

Proudly serving southwest Arlington for the past thirty years, Young Junior High celebrates its past and strives to provide all students with an exemplary education for the year to come. During the 2007-2008 school year, the staff and students of Young made great strides, as evidenced by increased TAKS passing rates that ultimately earned the school an “Academically Acceptable” rating under the state’s accountability rating, the same rating that we had earned the year prior. But that doesn’t tell the entire story.

Although a tiny fraction of our subgroup scores did not earn us a place among the “Recognized” schools, our TAKS scores experienced double-digit growth in our reading and our math scores in the 8th grade, with our 7th grade group experiencing growth across most indicators as well. In addition, our school is expected to receive Gold Performance Indicators and or Comparable Improvement Indicators from the state in core academic subject areas once the final accountability statistics are revealed later this year, as we also have over the past several years. Our school has a strong tradition in both athletics and in our fine arts programs, in addition to our academic successes. Our orchestra program made the final round for Texas Junior High/Middle School Honor Orchestra! We were one of only six groups from across the state that made the final round. Our band and choir programs both received “1”’s in competition last year and our athletics programs for both boys and girls routinely rank among the best in the district in their individual sports.

With a school population composed of sixty-three percent Anglo, fifteen percent African-American, thirteen percent Hispanic, seven percent Asian, 20 percent economically disadvantaged students, our school population is diverse and we both take pride in and serve to meet the needs arising from our diversity. In looking ahead to this coming year, due to a wide range of factors, some within our control and some not, Young Junior High missed meeting the federal accountability standard of Adequate Yearly Progress (AYP) in just one of the twenty-five areas measured-special education passing rates on the 7th and 8th grade TAKS test and its variants, making us one of the 1,160 schools across the state which missed AYP this past year. We have already undertaken steps to address this and are confident that we will remove ourselves from this list for next year.

After administrative, core academic, and other staff participated in reviewing the school-wide performance last year, as well as the scores of our incoming students from our feeder schools, our academic focuses this year include our obvious need to raise our special education students’ passing rate in math and reading on the TAKS test and its variants, our need to continue to raise all of our subgroup scores on the 8th grade Science TAKS test and on both grade levels of the Math TAKS test, and an increase in our commended performance of our 7th grade students in the 7th grade writing TAKS test.

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
8 th grade Science African-American, Hispanic, and Economically Disadvantaged subgroup performance on TAKS	District and local funds as needed Vertical alignment planning	Roger Jones Leeann Burke, Ed.D Julio Perez Lois Dean, PhD Individual teachers	Each three weeks grading period	An increase in student success, as measured by benchmark results and TAKS performance throughout the year
7 th and 8 th grade Math African-American, Hispanic, and Economically Disadvantaged subgroup performance on TAKS	District and local funds as needed Vertical alignment planning	Roger Jones Leeann Burke, Ed.D Julio Perez Pat Cooper Sandy Lester Individual teachers	Each three weeks grading period	An increase in student success, as measured by benchmark results and TAKS performance throughout the year
7 th grade writing TAKS commended rates for all students	District and local funds as needed	Roger Jones Leeann Burke, Ed.D Julio Perez Cathy Battle Anna Barrett Individual teachers	Each three weeks grading period	An increase in student success, as measured by benchmark results and TAKS performance throughout the year
Special Education Math and Reading TAKS passing rates for all special education students	District and local funds as needed Co-teaching unit	Roger Jones Leeann Burke, Ed.D Julio Perez Julie Wynkoop Wilhelmina Brantley Carol Pock	Each three weeks grading period	An increase in student success, as measured by benchmark results and TAKS performance throughout the year

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Homework tutoring will be offered free to students before and after school, provided by teachers certified in that subject area	Campus tutorial budget	Roger Jones Leeann Burke, Ed.D Julio Perez Department chairs Individual teachers	Weekly	An increase in student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year
PLATO will be utilized throughout the year in order to recover grades at progress report to prevent them from becoming failing grades and to recover failed six-weeks courses	PLATO teaching unit	Roger Jones Vicki Owens Rosanne Schroeder Nancy Owen, individual teachers	Each three weeks grading period	A reduction in the overall student failure rate, both each six weeks, and at the end of the year
Implementation of the PRIDE Program (Personal Responsibility in Daily Effort) Program. The program's goal is to provide positive reinforcement to students who exhibit good work habits. Students qualify for rewards by submitting all teacher required work in each class, no tardies to any class and good discipline records.	\$600 - \$800 in order to purchase rewards. Other prizes are donated	Julio Perez	Each six weeks	Decrease in failure rates and zeros. Increase in number of students qualifying for the Rewards

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>AVID: The AVID elective teacher will be available for extra tutoring sessions for AVID students who have failed for a six weeks period.</p> <p>At-risk students will be monitored.</p> <p>Meetings will be held with team teachers concerning failures.</p> <p>Student planners will be utilized to record all assignments daily.</p>	<p>District funds for AVID tutors</p>	<p>Roger Jones, Teresa Wilson AVID Site-team</p>	<p>Each three weeks grading period</p>	<p>AVID students will experience increase in student success, as measured by six weeks grades, pre-AP/honors class participation, benchmark results, and TAKS performance throughout the year</p>
<p>Co-teaching will be utilized to help special education students transition from resource subjects to regular education and meet their fullest potential</p>	<p>Co-teaching periods</p>	<p>Roger Jones Julio Perez Rosanne Schroeder Nancy Owen Julie Wynkoop Carol Pock Karen Lawson Susie Brimer Cathy Battle Maria Romero</p>	<p>Each three weeks grading period</p>	<p>Students benefiting from co-taught instruction will experience increase in student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year</p>

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
All departments will regularly meet to align instruction, both on the vertical and horizontal axes, on a regular basis	None	Roger Jones Leeann Burke, Ed.D, Julio Perez Individual dept. chairs Individual teachers	Monthly(throughout the 2008-2009 school year)	Departments will meet regularly to plan instruction, exchange best practices, and refine TAKS instruction, as measured by sign-in sheets and lesson plans
An after-school activity bus will be made available for students who normally take AISD bus transportation so that they may participate in after-school activities, such as tutorials	Comp. Ed. funds	Roger Jones Leeann Burke, Ed.D Julio Perez	Weekly	An increase in after-school participation in tutoring as measured by the number of bus eligible students riding
The administrative team will counsel with any student who fails a core subject class during each-six-week grading period.	None	Roger Jones Leeann Burke, Ed.D Julio Perez	Each three weeks grading period	A decrease in student failure rates for those students counseled
The adjustment will be made from RAP to the RTI process, designed to implement and monitor accommodations in order to promote student success through alternate means of instruction	None	Roger Jones Leeann Burke, Ed.D Julio Perez Rosanne Schroeder Nancy Owen	Weekly(throughout the 2008-2009 school year)	An increase in student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year
TAKS Benchmark testing will be provided throughout the year in order to predict student success on the TAKS tests in their respective subject and to allow teachers to determine areas for remediation and re-teaching	None	Roger Jones Rosanne Schroeder Nancy Owen Department Chairs Individual teachers	After each benchmark(throughout the 2008-2009 school year)	An increase across all subgroups of student passing rates on all TAKS tests

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Core houses will meet with students who are experiencing academic difficulties and ratiocinate reasons for difficulty and provide pull-out tutorials on a weekly basis	None	Roger Jones Leeann Burke, Ed.D Julio Perez Rosanne Schroeder Nancy Owen, Individual houses and teachers	Weekly(throughout the 2008-2009 school year)	An increase in student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year
In Touch will be updated weekly to provide parents a method of keeping track of their child's performance between progress reports and report cards	None	Roger Jones, Julio Perez, Connie Clark, individual teachers	Weekly(throughout the 2008-2009 school year)	Increase in communication with students and parents and a decrease in student course failure rates, tardiness, and disciplinary referrals
Core subject teachers will implement AVID strategies into classroom instruction.	Local funds not to exceed \$100 for training materials	Roger Jones Teresa Wilson AVID Site-Team	Monthly(throughout the 2008-2009 school year)	An increase in student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year
All academic departments will work together with the ESL department to facilitate an instructional delivery system for ESL students. The goal is to assist teachers in making effective accommodations for ESL students.	Local funds not to exceed \$300 for training materials	Roger Jones Leeann Burke, Ed.D Julio Perez Rosanne Schroeder Nancy Owen, Holly Riggs	Monthly(throughout the 2008-2009 school year)	An increase in ELL student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Increased, systematic communication between Math and English teachers and Special Education teachers will occur in order to provide student support and assistance.	None	Roger Jones Leeann Burke, Ed.D Julio Perez Rosanne Schroeder Nancy Owen, Cathy Battle, Pat Cooper, Julie Wynkoop Wilhelmina Brantley Carol Pock Maria Romero	Monthly (throughout the 2008-2009 school year)	An increase in student passing rates on alternate assessments such as the TAKS-A and the TAKS-M, as well as an increase in passing rates for Special Education students on the TAKS test.
SSI tutorials will be offered throughout the spring semester for those 8 th grade students who did not achieve a passing standard on the first administration and/or second administration of the TAKS Math and Reading tests	District resources	Roger Jones Leeann Burke, Ed.D Julio Perez Rosanne Schroeder Nancy Owen, Cathy Battle, Pat Cooper, Julie Wynkoop	Spring semester 2009	An increase in student passing rates for those 8 th grade students who had previously failed the first and/or administration of the TAKS Math and Reading tests

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

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 (C/I)	Nancy Owen Rosanne Schroeder Roger Jones Leeann Burke, Ed.D, Julio Perez Individual dept. chairs Individual teachers	End of each six weeks	Students benefiting from intervention strategies will experience increase in student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	None	Roger Jones	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	Title I SCE	Roger Jones	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

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
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
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
TAKS Math will be offered throughout the year for those 7 th and 8 th grade students who did not achieve a passing standard on the first administration and/or second administration of the TAKS Math test last year	District resources for teaching unit	Roger Jones Leann Burke, Ed.D Julio Perez Rosanne Schroeder Nancy Owen, Rob Parrott Pat Cooper,	Spring semester 2009	An increase in student passing rates for those 7 th and 8 th grade students who had previously failed the first and/or administration of the TAKS Math and tests

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Continued AVID training will be provided for all teachers to complement vertical alignment efforts.	Limited funds as needed	Roger Jones Teresa Wilson AVID Site Team	Yearly(throughout the 2008-2009 school year)	Not only AVID students, but the general student body will experience increase in student success, as measured by six weeks grades, pre-AP/honors class participation, benchmark results, and TAKS performance throughout the year
Thinking Maps training will occur in order to facilitate the use of this strategy as a bridge from the elementary to the JH campus	Local funds to purchase binders to facilitate training	Roger Jones Pat Cooper Nina Martin	Yearly(throughout the 2008-2009 school year)	An increase in the number of trained teachers actively utilizing the Thinking Maps model in their classrooms
Meetings with feeder elementary teachers and HS freshman teachers will occur throughout the year in order to align necessary skill sets	Time for teachers to meet during the school day, accomplished through use of substitutes or class coverage	Roger Jones Other principals Individual department chairs and teachers	Yearly(throughout the 2008-2009 school year)	Students benefiting from aligned instruction will experience increase in student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Support has been received from Martin HS by their sending a staff liaison teacher to their feeder campuses for math and English	None	Roger Jones Cathy Battle Pat Cooper	Monthly (throughout the 2008-2009 school year)	Students will transition to HS with a better grasp of the skill set necessary for student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year
Teachers will attend district-offered trainings to align subject matter and instructional practices	None	Roger Jones Individual dept. chairs Individual teachers	Yearly (throughout the 2008-2009 school year)	An increase in student skills attained, as measured by project and research outcomes on individual teacher assignments, a decrease in student failure rates, and
The librarian will work collaboratively with the 7th and 8th grade core academic departments to develop projects that correlate with TAKS objectives and to orient academic-based research	Limited funds as needed	Noland Harmon Individual dept. chairs Individual teachers	Yearly (throughout the 2008-2009 school year)	An increase in student skills attained, as measured by project and research outcomes on individual teacher assignments

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
All departments will regularly meet to align instruction, both on the vertical and horizontal axes, on a regular basis	None	Roger Jones Leeann Burke, Ed.D, Julio Perez Individual dept. chairs Individual teachers	Monthly (throughout the 2008-2009 school year)	Departments will meet regularly to plan instruction, exchange best practices, and refine TAKS instruction, as measured by sign-in sheets and lesson plans

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
To increase parental contact by utilizing the district's auto-dialing software to inform parents of upcoming school events	In Touch Auto Dialer software	Roger Jones	Weekly/Monthly(After each call made via reports generated by the system)	Increase in parental participation and communication as documented by parental attendance at events such as Open House, etc. as well as an increase in the number of accurate phone numbers that the counseling office has on file for parents
To offer parental engagement opportunities throughout the year, such as monthly Coffee Talks, Drug Prevention seminars, School-wide Garage Sales, Concert in the Courtyard, etc.	District staff(as needed) Limited funds on an as needed basis	Roger Jones Leeann Burke, Ed.D, Julio Perez Brenda Carter, PTA President	Monthly/Yearly(throughout the 2008-2009 school year)	Increase in parental participation and communication as documented by parental attendance at events such as Open House, etc.
PTA Events will be held throughout the year to celebrate student performance and school history, such as monthly Student of the Month celebrations and our 30 th anniversary in the spring	Limited funds on an as needed basis	Roger Jones Leeann Burke, Ed.D, Julio Perez Jackie Greebon Gaye Hawkins Brenda Carter, PTA President	Monthly(throughout the 2008-2009 school year)	Increase in parental participation and communication as documented by parental attendance at events such as Open House, etc.

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 order to ameliorate some of the anxiety of the transition between elementary and junior high and between junior high and high school, student tours will be conducted for incoming 6 th graders and for outgoing 8 th graders of Young and MHS, respectively. In addition, a parent night will be conducted for parents of incoming 7 th graders	Limited funds for promotional supplies, such as shirts, pencils, etc. for giveaways for touring students	Roger Jones Leeann Burke, Ed.D, Julio Perez Rosanne Schroeder and Nancy Owen, Teresa Wilson	May 2009	Increase in parental participation and communication as documented by parental attendance at events such as Open House, etc
Monthly Rotary Club meetings will be attended by an administrative team representative in order to fully integrate ourselves with the business community of southwest Arlington	None	Roger Jones Leeann Burke, Ed.D, Julio Perez Rosanne Schroeder and Nancy Owen	Monthly(throughout the 2008-2009 school year)	Increase in communication with and participation by businesses in the Adopt-a-School program for Young JH
Our first annual Career Day will be held in the spring to allow students to hear from guest speakers successful in their chosen professions and to promote career awareness	Limited funds on an as needed basis to supply any handouts, etc. that may be needed	Roger Jones Leeann Burke, Ed.D, Julio Perez Rosanne Schroeder and Nancy Owen, Susan Gomez, Jackie Greebon Brenda Carter, PTA President	May 2009	Increase in partnership with the business community in southwest Arlington and an increased awareness for career investigation for students

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 order to increase communication, a principal's blog will be written and updated	A link from the campus webpage	Roger Jones	Weekly/Monthly(throughout the 2008-2009 school year)	Increase in communication with students and parents
A campus website will be maintained and updated to serve as an avenue for communication with our community and students	Space on the district server	Ryan McCoy	Daily(throughout the 2008-2009 school year)	Increase in communication with students and parents
Efforts to provide translated information to non-English speaking parents will include letters home in English and Spanish, as well as use of Kookan Elementary School's Headset System to be used with an interpreter at PTA meetings.	Utilization of Kookan's equipment	Roger Jones Leeann Burke, Ed.D, Julio Perez Rosanne Schroeder and Nancy Owen	Monthly(throughout the 2008-2009 school year)	Increased participation by non-English speaking parents at functions, as measured by parent-sign-in sheets and use of translation equipment
In Touch will be updated weekly to provide parents a method of keeping track of their child's performance between progress reports and report cards	None	Roger Jones, Julio Perez, Connie Clark, individual teachers	Weekly(throughout the 2008-2009 school year)	Increase in communication with students and parents and a decrease in student course failure rates, tardiness, and disciplinary referrals

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 order to increase their understanding of the new TAKS tests that directly impact their children and the SSI regulations that apply to 8 th grade students via TAKS testing, parent meetings will be held for parents of special education students	Limited funds for refreshments for parents, not to exceed \$150	Roger Jones Julie Wynkoop Wilhelmina Brantley Carol Pock Maria Romero	Yearly(throughout the 2008-2009 school year)	Increase in communication with parents and an increase in their understanding of SPED testing and ARD decision making process in re testing levels
Teachers will communicate student academic progress and assessment reports with parents on a regular basis (daily in many cases) via multiple methodologies such as mail, conference, phone, e-mail, etc. (FI)	Funding for stamps and other mailing supplies, not to exceed \$500	Individual houses and teachers, Roger Jones Leeann Burke, Ed.D, Julio Perez Rosanne Schroeder and Nancy Owen	Weekly(throughout the 2008-2009 school year)	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, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget	Noland Harmon Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District 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
Random Metal Detector exercises will be utilized to ensure student and staff safety	None	Roger Jones Leeann Burke, Ed.D., Julio Perez	Monthly(throughout the 2008-2009 school year)	A decrease in the number of illegal or inappropriate items brought to school
Locker Checks will be done randomly to ensure student and staff safety	None	Roger Jones Leeann Burke, Ed.D., Julio Perez Cpl. Dawn Kennedy	Monthly(throughout the 2008-2009 school year)	A decrease in the number of illegal or inappropriate items brought to school
Canine Search teams will conduct exercises on our campus to ensure that there are no illegal drugs, alcohol, or weapons on our campus	District allocations for the K-9 search team	Roger Jones Leeann Burke, Ed.D., Julio Perez	Monthly(throughout the 2008-2009 school year)	A decrease in the number of illegal or inappropriate items brought to school
Crisis drills (i.e. fire, shelter-in-place, tornado) will be conducted throughout the school year	None	Roger Jones Leeann Burke, Ed.D., Julio Perez	Dependent upon drill: monthly to yearly	A decrease in response time for each drill to be conducted in accordance with campus standards
Research into a Peer Mediation program will be conducted to determine suitability for Young JH for the 2009-2010 school year	None	Julio Perez	Research completed by May 2009	If selected and implemented for the 2009-2010 school year, a decrease in office referrals for interpersonal conflicts as measured by discipline records
All hallways will be monitored during passing periods as well as both before and after school to ensure student behavior	None	Leeann Burke, Ed.D	Daily(throughout the 2008-2009 school year)	A decrease in office referrals for violations of law and the Student Code of Conduct during passing periods

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
An expanded duty schedule has been implemented to ensure staff visibility and coverage both before and after-school	None	Leeann Burke, Ed.D	Daily(throughout the 2008-2009 school year)	A decrease in office referrals for violations of law and the Student Code of Conduct during per- and post-school periods
At the beginning of each year an Eagle Pride Day will be held to set campus behavior expectations, dress code policy, and academic expectations for the year	Limited funds(under \$200) for name badges, directional signs, etc. to prepare school, students, and staff to successfully navigate the day	Roger Jones Leeann Burke, Ed.D, Julio Perez	Yearly(throughout the 2008-2009 school year)	An increase in student passing rates, a reduction in tardy rates, and a decrease in office referrals for violations of law and the Student Code of Conduct
Students may be referred or self-select to see a counselor for behavioral or substance abuse concerns	None	Rosanne Schroeder and Nancy Owen, Deborah Vation	Daily(throughout the 2008-2009 school year)	A decrease in office referrals for violations of law and the Student Code of Conduct
All students will participate in small group assemblies with internal resources as well as outside agencies to address issues such as the law, gangs, substance abuse, Internet safety, and abstinence (Examples include Netsmartz, anti-bullying presentations, etc.)	None-all funded through district initiatives or grants	Roger Jones Leeann Burke, Ed.D, Julio Perez Rosanne Schroeder and Nancy Owen, Deborah Vation	Yearly(throughout the 2008-2009 school year)	Assembly schedules on the school calendar, a decrease in the number of discipline and tardy referrals, decrease in number of police citations for fighting
Students will be encouraged to report violations of law that may occur on or off-campus via the Crime Stoppers program	None-all provided by Tarrant County	Julio Perez	Daily(throughout the 2008-2009 school year)	A decrease in office referrals for violations of law and the Student Code of Conduct

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
Gang awareness and drug and alcohol prevention training will be offered for all staff members and exchange time offered for attendance.	None	Roger Jones Ofc. Teresa Lopez, APD Lee Shelinbarger, AISD Gang Intervention Specialist APD Gang Unit Staff	Yearly(throughout the 2008-2009 school year)	Reduction in number of gang related discipline referrals as measured through discipline records
Students will actively participate in Red Ribbon Week, aimed at drug awareness and prevention.	Local funds not to exceed \$500 for incentive items	Roger Jones Nina Martin Camille Treadaway Deborah Vation Rosanne Schroeder and Nancy Owen	Yearly(throughout the 2008-2009 school year)	Reduction in the number of substance related disciplinary incidents through
Implementation of Principal's Detention Hall, a one-hour after school program, with transportation provided, for discipline infractions	Comp. Ed. Funds for the activity bus(approximately \$10,000) District funding for staff to monitor the detention hall	Roger Jones Leeann Burke, Ed.D., Julio Perez	Weekly(August 2008-May 2009)	A decrease in the number of returning discipline offenders assigned to On-Campus suspension or higher



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Grade 7 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	392	87%	380	88%	1%	344	90%	3%	92%	2%
Afri Amer	52	63%	42	83%	20%	54	76%	-7%	80%	4%
Hispanic	47	74%	40	90%	16%	36	81%	-9%	85%	4%
White	266	93%	262	86%	-7%	221	94%	8%	95%	1%
Eco Disadv	55	67%	70	79%	11%	60	83%	5%	85%	2%
LEP	6	83%	11	64%	-20%	4	*	*	85%	2%
SpEd	6	67%	22	73%	6%	37	38%	-35%	60%	22%

Grade 8 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	392	84%	426	85%	1%	389	95%	10%	95%	0%
Afri Amer	41	73%	60	67%	-7%	47	87%	21%	88%	1%
Hispanic	35	86%	57	75%	-10%	42	98%	22%	98%	0%
White	281	85%	280	91%	6%	260	97%	6%	97%	0%
Eco Disadv	47	77%	61	66%	-11%	64	89%	23%	89%	0%
LEP	3	*	6	50%	*	13	85%	35%	85%	0%
SpEd	11	64%	9	44%	-19%	15	100%	56%	100%	0%

Grade 8 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	401	75%	446	83%	8%	419	80%	-3%	85%	5%
Afri Amer	45	53%	63	64%	11%	50	68%	4%	75%	7%
Hispanic	35	62%	61	72%	10%	44	82%	10%	85%	3%
White	286	80%	292	88%	8%	286	81%	-7%	90%	9%
Eco Disadv	48	47%	69	59%	12%	67	61%	3%	75%	14%
LEP	2	*	9	33%	*	12	58%	25%	60%	2%
SpEd	24	58%	31	60%	2%	49	33%	-27%	50%	17%

Grade 8 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	405	97%	441	95%	-1%	416	94%	-2%	95%	1%
Afri Amer	45	95%	61	91%	-4%	50	86%	-5%	90%	4%
Hispanic	35	94%	61	91%	-3%	44	95%	4%	96%	1%
White	290	97%	289	97%	0%	283	94%	-3%	97%	3%
Eco Disadv	48	93%	67	93%	0%	66	86%	-7%	90%	4%
LEP	3	*	8	60%	*	12	100%	40%	100%	0%
SpEd	24	92%	29	83%	-9%	47	72%	-11%	75%	3%

Young 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	396	93%	380	95%	2%	347	92%	-3%	95%	3%
Afri Amer	52	81%	43	93%	12%	54	83%	-10%	90%	7%
Hispanic	48	92%	39	95%	3%	37	86%	-8%	90%	4%
White	269	96%	262	95%	-1%	223	95%	0%	97%	2%
Eco Disadv	54	80%	71	87%	8%	61	84%	-4%	90%	6%
LEP	5	100%	10	90%	-10%	4	*	*	92%	2%
SpEd	7	86%	21	95%	10%	38	47%	-48%	65%	18%

Grade 8 TAKS-Reading										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	395	93%	428	94%	1%	385	99%	4%	99%	0%
Afri Amer	43	91%	60	87%	-4%	45	100%	13%	100%	0%
Hispanic	35	91%	57	91%	0%	41	98%	6%	99%	1%
White	282	93%	282	96%	3%	260	99%	2%	99%	0%
Eco Disadv	48	81%	62	87%	6%	62	95%	8%	97%	2%
LEP	3	*	5	60%	*	13	92%	32%	93%	1%
SpEd	14	86%	11	64%	-22%	18	94%	31%	95%	1%

Grade 7 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	385	97%	342	96%	-1%	345	94%	-2%	96%	2%
Afri Amer	53	87%	41	93%	6%	56	88%	-5%	90%	3%
Hispanic	47	100%	38	95%	-5%	38	84%	-11%	90%	6%
White	259	98%	232	97%	-2%	218	98%	1%	98%	0%
Eco Disadv	52	92%	68	90%	-3%	61	89%	-1%	92%	3%
LEP	4	*	7	86%	*	4	*	*	92%	6%
SpEd	7	71%	13	69%	-2%	38	58%	-11%	60%	2%



Campus Improvement Plan 2008-2009
 Young 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	199.11.6119.00.049.9.24.0.00	56,760.21	56,760.21
TUTORIAL SERVICES	199.11.6119.02.049.9.24.0.00	34,145.00	34,145.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.049.9.24.0.00	600.00	600.00
MEDICARE	199.11.6141.00.049.9.24.0.00	815.58	815.58
SAL & WAGES-SUPPORT PERS	199.31.6129.00.049.9.24.0.00	21,187.10	21,187.10
EDUCATIONAL STIPEND	199.31.6129.10.049.9.24.0.00	1,000.00	1,000.00
MEDICARE	199.31.6141.00.049.9.24.0.00	309.90	309.90
TOTAL		114,817.79	114,817.79
FTE Count			
PERSONNEL			2.23
TOTAL			2.23