

SHACKELFORD JUNIOR HIGH SCHOOL
Campus/Department Improvement Plan
2009-2010

Campus/Department Improvement Plan 2009-2010

SHACKELFORD JUNIOR HIGH SCHOOL

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 was deemed a "TAKS Focus School" for the second consecutive year. It is expected that it will once again be part of that endeavor for the 2009-10 school year based on the Early Indicator report for Spring, 2010, Accountability, due to rising accountability standards in Science from 50 to 55%. Primary focus is once again 8th grade Science, specifically in African American, Hispanic, and Economically Disadvantaged subgroups. While scores were at 70% for All Students and 88% for White Students, targeted subgroups were 53, 53, and 51 per cent respectively. Of significant concern also are TAKS scores in Mathematics, both 7th and 8th grades. A decline in student achievement is noted in all subgroups except White Students. Reading scores remained relatively stagnant, with the exception of a 3 percentage point improvement in African American passing rates. Of particular encouragement are the gains noted in Hispanic Writing scores (+7 points), African American Social Studies (+10 points), and African American social Studies (+11 points).

Shackelford continues to possess a widely diverse socioeconomic and ethnic population. Our demographic breakdown is approximately .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 and parental support, our students present a myriad of challenges for us. We are proud of the growth we have achieved (61 net percentage points over 2008 TAKS results), substantial increase in our number of students scoring "commended" on all tests, and the programs and interventions we have initiated. In fact, in terms of students scoring in the commended range on 2009 eighth grade TAKS math, the following information is exciting to us:

1. Shackelford had the largest increase in the number of economically disadvantaged students who scored commended at 8%.
2. We saw a 6% increase in the number of Hispanic students scoring in the commended range.
3. African American students increased in number of commended scores at the highest junior high percentage level in the district -- 15%.
4. White students scoring commended were the second highest rate of improvement in the district at the junior high level at 14%.
5. At 10% for All Students in terms of gain (largest percentage among junior highs), Shack ranks #3 in overall number of commend students (34%).

In eighth grade Reading, our achievements are not so impressive. While our White students passed at an amazing 100% rate, and our special education passing rate improved by 16%, our other subgroups and LEP students' scores actually declined.

With the implementation of AVID strategies (Cornell Notes and Binder Organization System) school wide, along with Special Education co-teaching and in-class support for both special education and ESL students, double-blocked reading, mathematics, and science for selected students, we anticipate significant growth in student achievement over the coming year. As standards continue to rise, we recognize that our intervention strategies, focus on instruction, and attention to environment and assessment data must also rise to meet the challenge.

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Comprehensive Needs Assessment **Sources of Data**

Required form for
Campus/Department Plans

A Comprehensive Needs Assessment was conducted with the Committee on May 21, 2009

Participants in Attendance	Data Sources Examined
Carolyn Galvan, Principal	
Dawn Serman, PTA President and Parent Representative	
Linda Denson, Community Representative	
Wendy Grantges, Faculty Representative (English Department)	
Dan Mitchell, Faculty Representative (Electives)	
Alicia Vandenbroek, Faculty Representative (Librarian)	
Rosa Orosco, Faculty Representative (ESL)	
Rosann Cochran, Parent Representative	
Cori Davis, Faculty Representative (Science Department)	
James Bunton, Faculty Representative (PE and Athletics Department)	
Linda Bridges, Faculty Representative (Social Studies Department)	
Amy Dawson, Faculty Representative (Mathematics Department)	
Allen VanZandt, Business Representative	

To be submitted with CIP/DIP

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Comprehensive Needs Assessment **Summary of Findings**

Required form for
Campus/Department Plans

Date Completed: June 24, 2009

Provide a written summary of the findings from the data analysis:

Shackelford is an Academically Acceptable school with an enrollment of approximately 680 students. Fifty-two percent of these students are considered economically disadvantaged; ethnic breakdown is approximately 40% each Hispanic and Anglo students, and 20% African American. While Shackelford's TAKS scores continue to improve, the achievement gap between white and non-white students also continues to widen. Parent support is strong from one feeder elementary school, while parents from the remaining three schools do not regularly participate in their children's education.

Prioritized Needs	
Needs	Data Source
Science TAKS scores, primarily in the subgroups of African American, Hispanic, and Economically Disadvantaged students, will be below the Academically Acceptable level for 2009-10 State Accountability if they remain the same as occurred in 2008-09. Primary focus remains here for the third consecutive year.	2008-09 Accountability data
TAKS Performance in 7th grade math has decreased from the previous year. Intervention strategies must be put in place to address this need.	2008-09 Accountability data
The number of students scoring in the commended range has increased in virtually every subject; however, the most significant growth occurred among White students. The performance gap between White and Non-White students is widening.	2008-09 Accountability data
A strong need on our campus is the increased involvement of non-English-speaking parents in the educational process.	Daily student attendance data, attendance at school events, Open House, PTA meetings, etc.
A significant need exists relative to the lack of cultural diversity among our staff; in particular, the number of Hispanic teachers (two) does not mirror that of our large number of Hispanic students.	Employment data

To be submitted with CIP/DIP

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Goal: To develop and implement a system of academic interventions

Performance Objective: At-risk students, primarily students in our African American, Hispanic, and Economically disadvantaged subgroups will make 5% gain in all areas

Summative Evaluation: TAKS data will show that TAKS scores will improve by at least 5% in targeted areas

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Based on 7th grade end-of-course Science data, selected students will be scheduled in a double-blocked science course	No funds necessary. Staffing allocation of three class periods	Principal Andy Hagman Science department chair, Craig Allen	August, 2009 - April, 2010	Spring 2010 TAKS scores	<input type="button" value="Add"/> <input type="button" value="Del"/>
Hispanic subgroup in Reading 7 and 8 will be targeted through in-class support by ESL teachers	No funds necessary. Staff allocations	Principal Andy Hagman ESL teachers Rosa Orosco and Gina Simons	August, 2009 - May, 2010	Spring 2010 TAKS scores	<input type="button" value="Add"/> <input type="button" value="Del"/>
Based on 6th and 7th grade Spring 2009 Math scores, selected students will be scheduled in a double-blocked math course	No funds necessary. Staff allocations	Principal Andy Hagman Math department chair, Amy Adams	August, 2009 - April, 2010	Spring 2010 TAKS scores	<input type="button" value="Add"/> <input type="button" value="Del"/>
Special education students will be provided co-teaching and in-class support in Reading 7	No funds necessary. Staff allocations	Principal Andy Hagman English teachers Wendy Grantges and Marsha Talley	August, 2009 - May, 2010	Spring 2010 TAKS scores	<input type="button" value="Add"/> <input type="button" value="Del"/>
PLATO remediation will be encouraged for students who are not successful on six weeks reporting periods	PLATO funding, through district	Principal Andy Hagman	September, 2009 - May, 2010	Improved six weeks grades	<input type="button" value="Add"/> <input type="button" value="Del"/>
After-school tutoring will be provided for students needing additional learning time to meet academic standards. Buses will be provided for these students.	State Compensatory Education, Accelerated Reading/Math funds	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	September, 2009 - May, 2010	Improved six weeks grades	<input type="button" value="Add"/> <input type="button" value="Del"/>
Core teachers will utilize one day weekly for intensive help for identified students.	No funds needed.	Principal Andy Hagman	September, 2009 - May, 2010	Improved six weeks grades	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Goal: To reduce course/subject failure rates

Performance Objective: Student failure rates in each course will be no higher than 10%.

Summative Evaluation: Six weeks reporting periods will confirm 90% passing rate for all subjects.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Academic teachers will utilize cross-curricular strategies, especially aimed at our primary target area of science.	Time for interdepartmental collaboration; staff development provided by district and campus personnel	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	August 2009 - June 2010	2010 Accountability ratings, course passing rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Teachers will post daily homework and special project assignments to the Shack Website for access by parents and students	No resources needed.	Principal Andy Hagman Caleb Bell, Webmaster	August 2009 - June 2010	Increase in number of students who complete homework assignments; course passing rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Academic teachers will submit students grades regularly to on-line IN TOUCH program to be updated twice weekly for access by registered parents	No resources needed.	Principal Andy Hagman Counselor Gary Pulver, Guidance Tech Brenda Gillen	August 2009 - June 2010	Increase in passing rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Academic teachers will utilize Team planning period at least one day a week for tutorials for selected students (students will be pulled from elective classes)	Time. No monetary resources needed	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	August 2009 - June 2010	Improvement in six-weeks passing rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students will be instructed in campus-wide use of Cornell note-taking and Socratic Seminar strategies, EICR, interactive notebooking, and higher level questioning skills	Printing costs through district Print Shop -- estimated \$600, Student Activity Fund	Principal Andy Hagman Avid coordinator Karla Hill	August 2009 - June 2010	Improvement in six-weeks passing rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
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).	District-allocated PLATO funding; compensated funds for after-school/Saturday teacher salaries	Principal Andy Hagman Assistant Principal DiNardo Bazile Lab Manager Troy Gillispie	September 2009 - May 2010	Improvement in six weeks passing rates	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
AVID program, currently in its third year at Shackelford, provides for increased academic rigor through college-preparatory classes (Pre-AP) for selected students.	District-allocated AVID funding	Principal Andy Hagman AVID coordinator Karla Hill	August 2009 - June 2010	Increased number of students attempting and experiencing success in Pre-AP classes.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Each academic department will instruct according to TEKS guidelines and timelines; appropriate benchmark testing will occur according to district policy.	None needed	Principal Andy Hagman Department chairs: Linda Bridges, Barbara Price, Amy Adams, Craig Allen, Barbara Stutz, James Bunton, Matt Nagel	August 2009 - June 2010	Benchmark score reports and accompanying analysis; reduction in failure rates.	<input type="button" value="Add"/> <input type="button" value="Del"/>
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.	None needed	Principal Andy Hagman Special Ed department chair Barbara Stutz and Lead ESL teacher Rosa Orosco	August 2009 - June 2010	Analysis of three weeks progress reports and six week grade reports	<input type="button" value="Add"/> <input type="button" value="Del"/>
Special Education teacher and regular ed teacher will co-teach for one period in the area of 7th grade language arts	None needed	Principal andy Hagman Teachers Wendy Grantges and Marsha Talley	August 2009 - June 2010	Increased student success rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
ESL teachers will provide in-class support for ELL students who are not in ESL classes	None needed	Principal Andy Hagman Teachers Rosa Orosco and Gina Simons	August 2009 - June 2010	Increased student success rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Tutoring and homework support will be offered within school-wide after-school tutorials and activity bus run	State Compensatory Education funds	Assistant Principal DiNardo Bazile	September 2009 - May 2010	Analysis of failure rates. Reduction in number of students who qualify for Extended Year program.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Computer labs will be utilized regularly to enhance curriculum and address TEKS through strategies which include internet access.	Purchased and licenses software packages	Principal Andy Hagman Computer Literacy teacher Pat Kidwell	August 2009 - June 2010	2010 Accountability Ratings; course passing rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Librarian will work collaboratively with the academic departments to develop projects and conduct research which correlate with TEKS and TAKS objectives.	Instructional computers funded through AISD Educational Foundation Grant	Principal Andy Hagman Librarian Alicia Vandebroek	August 2009 - June 2010	Research-based feedback forms	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Teachers will regularly avail themselves of TRIAND data for evaluation of student achievement and in planning appropriate intervention strategies	No resources needed	Principal Andy Hagman	August 2009 - June 2010	Increase in student achievement rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Resource reading classes will use 100 Book Challenge developed by American Reading Company to increase independent reading skills	District and campus special education budgets	Principal Andy Hagman Special Education chair Barbara Stutz	August 2009 - June 2010	Increased student success rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Double-blocked math will be substituted for an elective class for selected students in both 7th and 8th grades, based on previous year's TAKS scores and/or grade reporting data	Math budget and AMI funds	Principal Andy Hagman Math department chair Amy Adams	August 2009 - May 2010	Increased student success rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Double-blocked language arts class will be substitute for an elective class for selected students in 8th grade, based on previous year's TAKS scores and/or grade reporting data	English budget and ARI funds	Principal Andy Hagman English department chair Barbara Price	August 2009 - May 2010	Increased student success rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students will continue to utilize the Shack Attach planner to help set performance goals for themselves	Student Activity Funds, PTA contribution, 21st Century Grant funds	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon, PTA President Merry Flatbush, 21st Century Grant coordinator LaTonya Ross	August 2009 - June 2010	Increased student success rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Shack will continue its school-wide use of student binders, mirroring the AVID binder concept of organization. Regular binder checks will be conducted to ensure that organization is maintained.	State Compensatory Education funds	Principal Andy Hagman AVID coordinator Karla Hill	August 2009 - June 2010	Increased student success rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Elective teachers will be assigned to specific core subject departments and will attend departmental meetings for collaboration and curricular alignment.	No resources needed	Principal Andy Hagman	August 2009 - June 2010	Increase in use of core curriculum topics in elective classes.	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
WOW "Words on Wednesday" program will be continued through which students respond to writing prompts in advisory classes. Topics rotate through core curricular areas and are thought-providing by design. Each student generates a WOW Notebook which is evaluated each six weeks.	State Compensatory Education funds	Principal Andy Hagman English teachers Natalie Chapman and Wendy Grantges	September 2009 - May 2010	Improvement in writing techniques across curriculum.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Texas Middle School Fluency Assessment will be administered to students who failed 6th grade Reading TAKS	Teacher training provided by Region XI at no charge	Principal Andy Hagman Reading teachers Stephanie Wiggins, Liz Peluse, Christina Carey	Three assessments: prior to end of 1st, 2nd, and 3rd six weeks	Improved student performance in Reading.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Student athletes making below an 80 in any core class will be required by their coaches to attend coaches' tutoring sessions	No resources needed	Principal Andy Hagman Athletic Director Shawn Peach	September 2009 - May 2010	Improvement in athletes' grades each six weeks	<input type="button" value="Add"/> <input type="button" value="Del"/>
Maximum instruction time is allotted by providing only four minutes passing time between classes	No resources needed	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	August 2009 - June 2010	Increase in student success rates	<input type="button" value="Add"/> <input type="button" value="Del"/>
Speech and Debate tournament competitions will be entered to encourage study and performance of literature as well as research on topics academically, historically, and socially relevant.	Speech budget	Principal Andy Hagman Speech Teacher	October 2009, March 2010	Student demonstration of critical-thinking skills and persuasive speech in their classes.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Selected teachers will be given opportunity to attend "Thinking Maps" strategies aimed at improving reading, writing, science and math TAKS scores	State Compensatory Education funds	Principal Andy Hagman Teacher Merideth Gallant	Summer, Fall 2009	Improved performance on TAKS tests and six-weeks grade reports	<input type="button" value="Add"/> <input type="button" value="Del"/>
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	Principal Andy Hagman	September 2009, January 2010	Master schedule, teacher certification, Principal attestation	<input type="button" value="Add"/> <input type="button" value="Del"/>
Science classes will utilize interactive notebooking concept, providing hands-on approach to laboratory learning	Science budget	Principal Andy Hagman Science Department chair Craig Allen	August 2009 - June 2010	Improved academic success in science classes	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Teachers will participate in high quality, ongoing professional development based upon campus and district goals	SCE Funds, District and Campus funds	Principal Andy Hagman	???	ERO attendance reports or sign-in sheets	<input type="button" value="Add"/> <input type="button" value="Del"/>
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 Grant	Pregnancy Related Services Coordinator, Campus PEP Counselors	End of each six weeks, September 2009 - June 2010	AISD PEP Database, PRS files	<input type="button" value="Add"/> <input type="button" value="Del"/>
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 Grant	Campus PEP Counselors	End of each six weeks, September 2009 - June 2010	AISD PEP Database referral forms, PRS files	<input type="button" value="Add"/> <input type="button" value="Del"/>
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 Grant	PRS Coordinator, Campus PEP Counselors	December 2009, May 2010	PRS file	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan 2009-2010

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Goal: To develop subject area vertical alignment

Performance Objective: All teachers will attend staff development provided by district toward vertical alignment goals.

Summative Evaluation: 100% of Shackelford faculty will have attended vertical alignment training.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Shackelford core department faculty members will meet regularly to ensure that subject-to-subject and grade-to-grade alignment are in place	Time	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	August 2009 - June 2010	Increased student success - course passing rates, applicable TAKS scores	Add Del
Scope and sequence within subject areas will be broken into skill-based three-week segments	District Curriculum	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	August 2009 - June 2010	Increased student success - course passing rates, applicable TAKS scores	Add Del
Staff development opportunities will be aligned with curricular needs	District- and campus-provided staff development	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	June, 2009 - March 2010	Increased student success - course passing rates, applicable TAKS scores	Add Del
Open communication will continue among elementary, junior high and high school teachers, especially in terms of AVID student selection, AP course enrollment and preparation for the IB program	Time	Principal Andy Hagman Principals of Lamar Network: Jeff Provence, Sandra Knox, Sarah Coulter, Celina Kilgore, Russ Burrong, Linda DeLeon	August 2009 - August 2010	Improvement in instruction leading to student success from elementary through graduation	Add Del
Student data folders will be utilized to track individual student success from year-to-year and course-to-course	State Compensatory Funds	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	August 2009 - June 2010	Course passing rates	Add Del
Staff will take advantage of early release staff development days provided by the district	Time allocated through district calendar	Principal Andy Hagman	???	Improvement in vertical alignment	Add Del

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Librarian will facilitate guest speakers, Book Fair through PTA, as well as promotion of "Teen Read Week" in order to promote recreational reading.	Library Budget	Principal Andy Hagman Librarian Alicia Vandebroek	August 2009 - May2010	Increase in cross-curricular planning, as well as that of library book circulation monthly baseline	<input type="button" value="Add"/> <input type="button" value="Del"/>
Entire campus will use K-12 basic vocabulary list in four core subject areas.	Lists from district print shop as generated by curriculum directors	Principal Andy Hagman Core Department chairs: Linda Bridges, Barbara Price, Craig Allen, Amy Adams	August 2009 - June 2010	Improvement in retention of basic vocabulary and concepts as demonstrated in TAKS scores and course passing rates.	<input type="button" value="Add"/> <input type="button" value="Del"/>
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	Principal Andy Hagman Counselors Gary Pulver, Nancy Walker Diagnostician Harriet Livingston	August 2009 - June 2010	Improvement in appropriateness of student schedules	<input type="button" value="Add"/> <input type="button" value="Del"/>
Lamar Network principals at all three levels -- elementary, junior high, and high school -- hold a monthly working lunch to discuss curricular and alignment issues.	Lunch provided by principal at rotating location; Faculty Vending funds	Principal Andy Hagman Lamar Network Principals: Jeff Provence, Sandra Knox, Sarah Coulter, Celina Kilgore, Russ Burrong, Linda DeLeon, Suzie Swan, Connie Spence, Michael Martin, Beverly Begham, Jeanine Johnson, Lesley Bettis	September 2009 - May 2010	Improved vertical alignment K-12	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Goal: To engage parents and the community in the educational process

Performance Objective: Parent attendance and involvement at school events/activities will be increased, especially on the part of parents of Wimbish, Speer, and Pope students.

Summative Evaluation: Shackelford will experience a 10% increase in the number of parents who regularly attend school events.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

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 will regularly make positive contact with respect to students' academic achievement and behavior.	No resources needed	Principal Andy Hagman	August 2009 - June 2010	Increase in attendance rates, academic achievement and behavior.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
IN TOUCH grade reporting system will be utilized campus-wide, whereby parents may access teacher grade books	Computer system provided by district	Principal Andy Hagman Guidance Tech Brenda Gillen	September 2009 - June 2010	Increase in school-to-home communication resulting in increase in student achievement	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
In Touch Web Portal calling system will be used to send all-campus or specific group phone messages	District allocated funds	Principal Andy Hagman Counselor Gary Pulver	August 2009 - June 2010	Increased student and parent participation at school events	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Language Line translation system will be utilized whereby English can be translated into other languages during phone communication.	District allocated funds	Principal Andy Hagman Attendance clerk Britni Gooch Receptionist Abigail Marquez	August 2009 - June 2010	Improvement in attendance rates, academic achievement, behavior	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Parents will be encouraged to participate in Special Education ARD processes, either in person or via telephone	No resources needed	Principal Andy Hagman Special Education chair Barbara Stutz, Diagnostician Harriet Livingston	August 2009 - June 2010	Greater parent understanding of ARD process, paperwork, and purposes	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Open House will be held in Fall and Spring to offer parents the opportunity to visit school and interact with their child's teachers.	No resources needed	Principal Andy Hagman	September 2009, March 2010	Increase in parent involvement	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
21st Century Community Learning Grant will enter its second of five years on our campus. It provides after-school and weekend activities, along with Summer activities, for both student and parent populations in the areas of academic assistance, enrichment, family and parental support services, physical fitness, life skills, and college and workforce readiness.	\$107,454 Federal Grant funds	Principal Andy Hagman Grant campus coordinator LaTonya Ross	August 2009 through July 2010	Increase in student achievement and behavior, increase in parental involvement in school	<input type="button" value="Add"/> <input type="button" value="Del"/>
Parent letters will be sent home in dual languages in an effort to provide translated information to non-English-speaking parents	No funds necessary	Principal Andy Hagman Translators Abigail Marguez, Rosa Orosco	August 2009 - June 2010	Increase in non-English-speaking parents at school events and activities	<input type="button" value="Add"/> <input type="button" value="Del"/>
Use of Kooken Elementary School's translator headset system at PTA and other parent meetings will continue to be arranged.	Headset borrowed from Kooken Elementary School at no cost to Shack (estimated cost of \$1500 if purchased)	Principal Andy Hagman PTA President Merry Flatbush Kooken Principal Connie Spence	September 2009 - May 2010	Increase in non-English-speaking parents at school events and activities	<input type="button" value="Add"/> <input type="button" value="Del"/>
Community interactions will continue to exist as part of our campus recycling program.	District-provided recycling receptacles. Time on the part of National Junior Honor Society student organization	Principal Andy Hagman NJHS Sponsors Lynda Hardison, Scott Crawford	September 2009 - May 2010	Recycling activities earn funds for campus and community good will.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students and faculty alike will continue to interact with and contribute to our community through participation in Bowl for Kids' Sake, Coins for Kids, Mission Arlington, Mitten Tree, etc.	Donated funds	Principal Andy Hagman Counselors Gary Pulver, Nancy Walker	September 2009 - June 2010	Documentation relative to funds raised for these community projects.	<input type="button" value="Add"/> <input type="button" value="Del"/>
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	Principal Andy Hagman Music, speech, and art teachers: Matt Nagel, Katherine Patterson, Wes Harsha, Ashley Magness, Rachel Robbins	November 2009	Increase in numbers of visitors to our campus	<input type="button" value="Add"/> <input type="button" value="Del"/>
The Shackelford campus is utilized regularly as a Local, State, and National polling site.	No resources necessary	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	November 2009 - June 2010	Increase in number of visitors to our campus; positive perception of community as to Shackelford's place in the democratic process.	<input type="button" value="Add"/> <input type="button" value="Del"/>

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SHACKELFORD JUNIOR HIGH SCHOOL

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Shackelford's Site Based Decision Making committee consists of business/community and parent representatives, along with campus representatives. Important decisions relative to the education process, expenditures, and plans with affect the school's functioning and future are thereby facilitated.	Snacks/drinks for meetings -- Faculty Vending funds	Principal Andy Hagman	Monthly, September 2009 - May 2010	Increased involvement and "ownership" by community members and parents in education process.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Career Day will continue to be held bi-annually, whereby students at both grade levels will be given opportunity to hear from guest speakers from various vocations and walks of life relative to career choices.	Snacks provided by PTA	Principal Andy Hagman PTA President Merry Flatbush PTA Career Day Chair Dawn Serman	Spring 2010	Improved awareness of career opportunities on the part of our students; improved community involvement on campus	<input type="button" value="Add"/> <input type="button" value="Del"/>
Librarian will engage parents and the community by promoting, participating, and/or conducting family-oriented campus or district events such as Book Fairs, author visits, Public Library presentations, storytellers, College Night, Literacy Fair, guest speakers, or family events	Campus Library Budget, Campus Library Activity Budget, District Library Budget	Principal Andy Hagman Librarian Alicia Vandebroek Library Services Director Lorie Bruns Director of State and Federal Programs Carole Hagler	September 2009 - May 2010	Campus and Library Services Monthly Activity Reports, Campus and District Calendars	<input type="button" value="Add"/> <input type="button" value="Del"/>
Spanish-speaking parents and community members will translate at registration and other school-sponsored events for those parents requiring their services	None	Principal Andy Hagman PTA President Merry Flatbush	August 2009-June 2010	Increased attendance at school events, positive verbal feedback	<input type="button" value="Add"/> <input type="button" value="Del"/>

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

Performance Objective: Discipline referrals which necessitate consequences at the OCS level or higher will be decreased.

Summative Evaluation: A 10% drop in serious discipline referrals will be noted.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

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	Security Officer Shelia Knight	August 2009 - June 2010	Identification of persons and prevention of occurrences of inappropriate behaviors	Add Del
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	Security Officer Shelia Knight	August 2009 - June 2010	Decrease in occurrences of campus violence or illegal behavior	Add Del
Teachers will continue to implement Boys and Girls Town concepts, with training provided for new teachers and refresher opportunities for experienced teachers.	District funds	Principal Andy Hagman	August 2009 - June 2010	Performance data includes SASI discipline reports, specifically targeting issues of student respect/defiance.	Add Del
Continuation of character component to 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	Assistant Principals DiNardo Bazile, Jackie McClendon	August 2009 - June 2010	Reduction of interpersonal disputes as measured in SASI discipline records.	Add Del
Regular use of random metal detector exercises through which illegal items are identified and confiscated.	Metal detector provided by district funds.	Assistant Principals DiNardo Bazile, Jackie McClendon	September 2009 - May 2010	Tracking of discipline data through SASI system.	Add Del
District-mandated evacuation/lockdown drills will be conducted, along with continuous communication and refinement of our Campus Management Plan to both staff and students	Time allocation	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon Security officer Shelia Knight SRO Lakita Cox	September 2009 - May 2010	Debriefing following each drill provides feedback and refinement opportunities for subsequent drills.	Add Del

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Gang awareness training will be offered for all staff members	District and campus staff development funds	Principal Andy Hagman	August 2009 - June 2010	Reduction of number of gang-related discipline referrals as measured through SASI discipline records	<input type="button" value="Add"/> <input type="button" value="Del"/>
Project Ascent-Life Skills is presented through Science classes to focus upon positive life choices.	District funds	Principal Andy Hagman Intervention Specialist Debbie Steele Science Department chair Craig Allen	January - May 2010	Improved awareness of substance abuse issues	<input type="button" value="Add"/> <input type="button" value="Del"/>
Front-office personnel, along with administrators and key teachers, are provide two-way radios.	District funds; replacement costs if necessary are approximately \$250 each -- Student Activity funds	Principal Andy Hagman Director of Security Jimmy Womak	August 2009 - June 2010	Continuous communication and quick response time when needed.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Weekly meetings will be held of Shack's SAFE Committee to identify and addresses safety issues on campus.	Time allocations	Assistant Principal DiNardo Bazile Security Officer Shelia Knight SRO Lakita Cox	August 2009 - June 2010	Decrease in incidents of campus violence	<input type="button" value="Add"/> <input type="button" value="Del"/>
Shackelford students are 100% in compliance with our Uniform Dress policy, thus ensuring ease of student identification.	No resources needed	Principal Andy Hagman	August 2009 - June 2010	Decrease in occurrences of non-Shackelford students on campus	<input type="button" value="Add"/> <input type="button" value="Del"/>
According to district policy instituted this year, all Shackelford students will wear identification badges at all times on campus and at school events	ID maker provided through District funds; supplies provided by PTA	Principal Andy Hagman	August 2009 - June 2010	Ease in student identification	<input type="button" value="Add"/> <input type="button" value="Del"/>
Shackelford will participate 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, PTA, and Student Council	Principal Andy Hagman Intervention Specialist Debbie Steele PTA President Merry Flatbush Student Council Sponsors Natalie Chapman, Cori Davis	October 26 - 30, 2009	Reduction in number of student substance abuse occurrences.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Seven Habits of Highly Effective Teens curriculum is used in Skills for Living classes. Students are taught valuable life-skill, ethics, and decision-making strategies.	Funded through Career and Technology Department	Principal Andy Hagman Skills for Living teacher Deborah Baliozian	August 2009 - June 2010	Evidence of students' positive choices through decrease in number of office referrals.	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Times during which a student may access his/her locker will be restricted to before and after school and prior to lunch in an attempt to eliminate hallway disruptive behaviors.	No resources needed	Principal Andy Hagman Assistant Principals DiNardo Bazile, Jackie McClendon	August 2009 - June 2010	Evidence through SASI attendance and discipline records of decreased hallway infractions and tardies.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Prior to the 8:30 am bell, all students must wait in the cafeteria under supervision.	No resources needed	Principal Andy Hagman Security Officer Shelia Knight	August 2009 - June 2010	Decrease in the number of discipline issues prior to the beginning of the school day	<input type="button" value="Add"/> <input type="button" value="Del"/>
A more positive climate will be created by the use of Patriot Perks -- a reward system through which items ranging from school supplies to toys and athletic equipment may be purchased at school.	Donations from PTA, cell phone revenue, Student Vending	Principal Andy Hagman Teacher Wendy Grantges Receptionist Abigal Marquez	August 2009 - June 2010	Improvement in student behavior resulting in increased academic performance and decreased discipline infractions.	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Shackelford Junior High School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)*

Grade 7 TAKS-Reading									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	314	81%	312	83%	3%	315	83%	0%	87%	4%
Afri Amer	45	64%	40	83%	18%	34	79%	-3%	85%	6%
Hispanic	104	75%	124	69%	-6%	136	74%	5%	80%	6%
White	152	88%	132	95%	7%	131	92%	-2%	95%	3%
Eco Disadv	153	74%	150	69%	-5%	157	77%	8%	85%	8%

Grade 8 TAKS-Reading									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	295	87%	309	88%	1%	310	91%	3%	95%	4%
Afri Amer	41	73%	47	83%	10%	50	86%	3%	90%	4%
Hispanic	82	79%	105	86%	6%	119	82%	-3%	90%	8%
White	152	94%	143	92%	-2%	130	99%	8%	100%	1%
Eco Disadv	126	78%	146	83%	5%	151	82%	-1%	85%	3%

Grade 7 TAKS-Writing									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	310	92%	314	88%	-3%	310	91%	3%	95%	4%
Afri Amer	46	87%	40	95%	8%	34	91%	-4%	95%	4%
Hispanic	101	92%	123	78%	-14%	135	87%	9%	90%	3%
White	149	92%	136	94%	2%	127	95%	1%	97%	2%
Eco Disadv	151	88%	150	79%	-9%	157	87%	8%	90%	3%

*Grade 8 Reading and Math reflects first administration results only

Shackelford Junior High School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)*

Grade 7 TAKS-Mathematics									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	312	74%	313	76%	2%	312	78%	1%	80%	2%
Afri Amer	45	53%	40	68%	14%	33	64%	-4%	70%	6%
Hispanic	106	64%	124	65%	0%	134	69%	4%	75%	6%
White	148	86%	133	87%	1%	131	89%	1%	94%	5%
Eco Disadv	153	62%	150	63%	1%	157	67%	4%	75%	8%

Grade 8 TAKS-Mathematics									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	292	75%	307	79%	4%	308	79%	-1%	84%	5%
Afri Amer	40	58%	46	65%	8%	46	70%	4%	75%	5%
Hispanic	81	58%	105	73%	15%	123	67%	-7%	75%	8%
White	151	86%	142	87%	1%	128	92%	5%	94%	2%
Eco Disadv	124	58%	145	68%	10%	148	66%	-1%	75%	9%

Grade 8 TAKS-Science									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	310	67%	304	65%	-1%	303	70%	4%	75%	5%
Afri Amer	46	44%	46	43%	0%	45	53%	10%	65%	12%
Hispanic	89	40%	105	48%	8%	118	53%	5%	65%	12%
White	155	85%	140	84%	-1%	129	88%	5%	90%	2%
Eco Disadv	136	43%	145	48%	5%	143	51%	3%	65%	14%

Grade 8 TAKS-Social Studies									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	308	89%	301	89%	-1%	302	92%	3%	94%	2%
Afri Amer	46	90%	46	80%	-9%	43	91%	10%	94%	3%
Hispanic	88	72%	101	86%	14%	120	88%	1%	90%	3%
White	154	97%	141	93%	-4%	128	95%	2%	97%	2%
Eco Disadv	134	79%	141	82%	3%	143	87%	5%	90%	3%

*Grade 8 Reading and Math reflects first administration results only.