

Young Junior High Campus/Department Improvement Plan

Data revised/Printed on:
Jun 18, 2010

Campus/Department Improvement Plan

Young Junior High

Overview

Through the hard work of the students and staff of Young Junior High, our school was able to achieve a rating of "Recognized" from the Texas Education Agency for the 2009-2010 school year; this marked the first time that Young has been rated anything but "Academically Acceptable" since the 2002-2003 school year. While we are obviously very excited at the achievement of our students, we still maintain our focus of providing an exemplary education for all of our students and will strive to improve our Texas Education Agency rating to the "Exemplary" level.

During the 2009-2010 school year, the academic indicators that were focused upon were improvement in African American, Hispanic, and Economically Disadvantaged student subgroup scores in science and math, on TAKS as well as end-of-year tests.

We will continue to address these indicators heavily in the coming year to ensure that our school rating maintains the Recognized level in each category and moves beyond it to achieve the "Exemplary" level of performance. and to ensure that students are as academically successful as possible. Overall, our TAKS scores experienced explosive growth in 7th grade writing , along with growth in our reading and our social studies scores in the 8th grade.

With a school population composed of sixty-five percent Anglo, thirteen percent African-American, twelve percent Hispanic, nine percent Asian, and approximately 25 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. After administrative, core academic, and other staff participated in reviewing the school-wide performance last year, our academic focuses this year include 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 student core subject area passing rates.

Campus/Department Improvement Plan

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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 Jun 16, 2010

Participants in Attendance	Data Sources Examined
Roger Jones	SASI Discipline records SASI Grade records TAKS scores 7th grade EOY scores(Science) Benchmark scores
Julio Perez	
Tamara Caldwell	
Tracy Hankins	
Cathy Batlle	
Nancy Fry	
Maurine Gill	
Diana Mays	
Mike Midkiff	
Starla Smith	
Terry Smith	
Julie Wynkoop	
Teresa Wilson	
Linda Rodgers	

To be submitted with CIP/DIP

Campus/Department Improvement Plan

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Comprehensive Needs Assessment

Summary of Findings

Required form for
Campus/Department Plans

Date Completed: Jun 16, 2010

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

It is clear from our data analysis that our main foci for the next year academically need to be:
Decreasing the achievement gaps for African American Science, Hispanic Science, and Economically Disadvantaged Science and,
Decreasing the achievement gaps for African American Math, Hispanic Math, and Economically Disadvantaged Math.
We also need to continue to reduce course failure rates to increase student success.

Prioritized Needs

Needs	Data Source
To increase Economically Disadvantaged student , African American and Hispanic student performance on the 8th grade Science TAKS test	TAKS Tests, AISD Benchmarks
To increase African American and Hispanic student performance on the 7th grade Science End of Year test	AISD Benchmarks
To increase African American and Hispanic student performance on the 7th and 8th grade Math TAKS tests	TAKS Tests, AISD Benchmarks
To continue to decrease failure rates in all core subject areas	Data regarding student grades
To continue to address school climate and appropriate student interpersonal relationships	Student discipline records, anecdotal data

To be submitted with CIP/DIP

Campus/Department Improvement Plan

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Goal: Develop and implement a system of academic interventions.

Performance Objective: To increase student subgroup passing rates on all areas of TAKS

Summative Evaluation: TAKS results from 2009-2010 school year will show growth in all areas

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
TAKS Remediation strategies including warm ups in class	\$2000 for necessary materials	Roger Jones Tamara Caldwell Julio Perez Department Chairs	Daily(throughout the 2010-2011 school year)	Walkthroughs; lesson plans	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>
Tutorial sessions targeting identified students in math pullout tutorial sessions with 5-7 students during elective classes	\$5000 for tutoring from Compensatory Education Funds, SSIG funds	Roger Jones Tamara Caldwell Julio Perez Nancy Fry Sandy Lester 7th and 8th grade Math teachers	Daily(throughout the 2010-2011 school year)	Student attendance records Documents produced as a result of such utilization	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>
Focus on areas of persistent student struggle from TAKS Science and 7th grade EOY Science test to begin tutorial early to remediate skills	Personnel unit identified to conduct tutorials throughout the day	Roger Jones Tamara Caldwell Julio Perez Mike Midkiff Margaret Sutton Deborah Lewis 7th and 8th grade Science teachers	Weekly(throughout the 2010-2011 school year)	Student attendance records Documents produced as a result of such utilization	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>
Use of TRIAND to identify "pressure point" students and areas of academic remediation	None	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder Department Chairs	Weekly(throughout the 2010-2011 school year)	TRIAND access data; attendance records from department meetings Documents produced as a result of such meetings	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>

Campus/Department Improvement Plan

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Goal: Reduce course/subject failure rates.

Performance Objective: To increase the average passing rate each six weeks for both 7th and 8th grade in all subject levels to at least 90%

Summative Evaluation: Student grade records will reveal a 90% passing rate for both grades in all core subject areas

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Utilize District Truancy Officer to assist in addressing certain selected students with attendance problems	None	Roger Jones Tamara Caldwell Julio Perez Randy Nyhus	Monthly(throughout the 2010-2011 school year)	Student attendance records Documents produced as a result of such utilization	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 2px;">Del</div>
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 Tamara Caldwell Julio Perez Rosanne Schroeder Vicki Owens	Daily(throughout the 2010-2011 school year)	Student tutorial logs; PLATO grade change forms upon successful student completion	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 2px;">Del</div>
Co-teaching will be utilized to help special education students transition from resource subjects to regular education and meet their fullest potential	Co-teaching periods in the master schedule	Roger Jones Tamara Caldwell Julio Perez Julie Wynkoop Selected staff	Daily(throughout the 2010-2011 school year)	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	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 2px;">Del</div>
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	Approximately \$7500 in Compensatory Education Funds	Roger Jones Tamara Caldwell Julio Perez	Daily Tuesday-Thursday (throughout the 2010-2011 school year)	An increase in afterschool participation in tutoring as measured by the number of bus eligible students riding	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 2px;">Del</div>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
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 Tamara Caldwell Julio Perez Rosanne Schroede All core subject teaching staff	Selected dates throughout the 2010-2011 school year	Student testing results	<input type="button" value="Add"/> <input type="button" value="Del"/>
The RTI process, designed to implement and monitor accommodations in order to promote student success through alternate means of instruction, will be fully implemented	None	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder	Staff Development via the AISD time line throughout the year RTI Process updates each six weeks	Attendance records from staff development Documents produced as a result of RTI meetings	<input type="button" value="Add"/> <input type="button" value="Del"/>
Core houses will meet with students who are experiencing academic difficulties and ratiocinate reasons for difficulty and provide pull-out tutorials on an as-needed basis; additionally, other support personnel(i. e. AP, Counselor, AVID elective teacher) will be included in these meetings as appropriate	None	Roger Jones Tamara Caldwell Julio Perez All core subject area teachers	Weekly(throughout the 2010-2011 school year)	Student tutorial logs and team meeting calendars	<input type="button" value="Add"/> <input type="button" value="Del"/>
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.	Time in the master schedule/calendar for the ESL teacher to meet with houses	Roger Jones Tamara Caldwell Julio Perez Chandra Storey Department Chairs	Monthly(throughout the 2010-2011 school year)	Team meeting calendars; documents relating to ESL action plans	<input type="button" value="Add"/> <input type="button" value="Del"/>
SSI tutorials will be offered throughout the spring semester for those 8th grade students who did not achieve a passing standard on the first administration and/or second administration of the TAKS Math and Reading tests	Materials purchased and tutorials through the use of SSIG funds, not to exceed \$5,000	Roger Jones Tamara Caldwell Julio Perez Nancy Fry Cathy Batlle 8th grade English and Math teachers	Daily(in the spring semester of the 2010-2011 school year)	Student tutorial logs	<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	
Texas Middle School Fluency Assessment is administered to students who failed 6th grade Reading TAKS	None	Roger Jones Cathy Batlle Kathy Tucker 7th grade English and Reading teachers	BOY/MOY/EOY fluency reading tests throughout the 2010-2011 school year	Student tutorial logs	<input type="button" value="Add"/> <input type="button" value="Del"/>
Teachers will regularly avail themselves of TRIAND data for evaluation of student achievement and in planning appropriate intervention strategies	None	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder Department Chairs	Weekly(throughout the 2010-2011 school year)	TRIAND access data; attendance records from department meetings Documents produced as a result of such meetings	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students who receive special education services will have the opportunity to attend homework support after school to receive help and guidance with their homework	Materials purchased and tutorials through the use of identified funds	Roger Jones Tamara Caldwell Julio Perez Julie Wynkoop Selected staff	Daily Tuesday-Thursday (throughout the 2010-2011 school year)	Special Education students benefiting from homework support will experience increase in student success, as measured by six weeks grades, benchmark results, and TAKS performance throughout the year	<input type="button" value="Add"/> <input type="button" value="Del"/>
A ZAP program(Zeroes Aren't Permitted) will be researched to determine suitability for implementation for the 2010-2011 school year	None until implemented	Roger Jones Teresa Wilson(AVID) SBDM Department Chairs	At the conclusion of the first six weeks	A reduction in the number of students failing due to not turning in homework	<input type="button" value="Add"/> <input type="button" value="Del"/>
Student planners will be utilized throughout core subject areas to record all assignments daily.	Local funds not to exceed \$500 for students who cannot afford student planners	Roger Jones Tamara Caldwell Julio Perez Teresa Wilson Department Chairs	Weekly(throughout the 2010-2011 school year)	Student planners of all students will be checked for an academic grade throughout the year	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan

Young Junior High

Goal: Develop subject area vertical alignment.

Performance Objective: 100% of all teachers will participate in vertical alignment staff development throughout the year, along with activities with both MHS and our feeder elementaries

Summative Evaluation: 100% of teachers participating in vertical alignment activities, as measured by staff development records

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Martin cluster principals will meet on a monthly basis to discuss instructional alignment of curriculum of elementary, Jr.. high, and high school campuses.	None	Roger Jones	Monthly(throughout the 2010-2011 school year)	Attendance records from principal meetings	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Del</div>
Campus administrators will meet with assigned departments to help facilitate vertical alignment.	None	Roger Jones Tamara Caldwell Julio Perez	Monthly(throughout the 2010-2011 school year)	Attendance records from department meetings	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Del</div>
Meetings with elementary teachers from feeder schools and High School freshman teachers will occur throughout the school year in order to align necessary concepts and TAKS skill within the curriculum	None	Roger Jones Tamara Caldwell Julio Perez Department Chairs	Monthly(throughout the 2010-2011 school year)	Attendance records from department meetings Documents produced as a result of such meetings	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Del</div>
Support will be received from MHS by sending 9th grade liaison teachers of TAKS tested subjects to Young to meet with 8th grade teachers of those same subjects	None	Roger Jones Tamara Caldwell Julio Perez 8th grade Department Chairs/Level Leaders	Monthly(throughout the 2010-2011 school year)	Attendance records from department meetings Documents produced as a result of such meetings	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Del</div>
Teachers will attend district-offered trainings to align subject matter and instructional practices	None	Roger Jones Tamara Caldwell Julio Perez All teachers	Yearly(throughout the 2010-2011 school year)	Attendance records from staff development Documents produced as a result of such meetings	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 2px;">Del</div>

Campus/Department Improvement Plan

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Use of test data to identify curricular issues/gaps between grade levels	None	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder All teachers	After each benchmark 2010-2011	Attendance records from department meetings Documents produced as a result of such meetings	<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.	None	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder Julie Wynkoop	Daily(throughout the 2010-2011 school year)	ARD produced IEP and transition plans	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan

Young Junior High

Goal: Engage parents and the community in the education process.

Performance Objective: To increase parental/school communication satisfaction and parental involvement in school activities

Summative Evaluation: Documentation by parental attendance records and survey regarding parental attitudes towards communication

Focus Area Addressed:

- Environment
- Instruction
- Assessment

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	<input type="button" value="Add"/> <input type="button" value="Del"/>
To offer parental engagement opportunities throughout the year, such as Coffee Talks, Drug Prevention seminars, School wide Garage Sales, , etc.	District staff(as needed) Limited funds on an as needed basis	Roger Jones Tamara Caldwell Julio Perez PTA President and Executive Board	Monthly/Yearly (throughout the 2010-2011 school year)	Increase in parental participation and communication as documented by parental attendance at events such as Open House, etc	<input type="button" value="Add"/> <input type="button" value="Del"/>
In order to ameliorate some of the anxiety of the transition between elementary and junior high, student tours will be conducted for incoming 7th graders to Young. In addition, a parent night will be conducted for parents of incoming 7th graders	\$250 for for promotional supplies, such as shirts, pencils, etc. for giveaways for touring students	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder	May 2011	95% student participation in the student tours by feeder campuses Documentation by parental attendance records	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Our annual Career Day will be held in the fall to allow students to hear from guest speakers successful in their chosen professions and to promote career awareness	\$500 to supply any handouts, etc. that may be needed along with supplies	Roger Jones Rosanne Schroeder PTA President and Executive Board	Fall Semester 2010	Student interest surveys regarding the types of careers of interest Speaker scheduling	<input type="button" value="Add"/> <input type="button" value="Del"/>
A campus web site (and selected social networking platforms) will be maintained and updated to serve as an avenue for communication with our community and students	Space on the district's servers Planning period for webmaster to maintain website	Roger Jones Charity Harvill	Daily, with updates as necessary	Number of individual site visits as measured by the Webmaster	<input type="button" value="Add"/> <input type="button" value="Del"/>
Efforts to provide translated information to non-English speaking parents will include letters home in English and Spanish, as well as use of translating equipment to be used with an interpreter at PTA meetings.	None(translating will be done internally)	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder	Monthly/Yearly (throughout the 2010-2011 school year)	Increase in parental participation and communication as documented by parental attendance at events such as Open House, etc	<input type="button" value="Add"/> <input type="button" value="Del"/>
TEAMS will be updated daily 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	Daily(throughout the 2010-2011 school year)	Increase in communication with students and parents and a decrease in student course failure rates, tardiness, and disciplinary referrals	<input type="button" value="Add"/> <input type="button" value="Del"/>
Our Builder's Club and AVID Club will continue to meet for students to have an opportunity to be connected with the community through service projects	\$500 from student funds for project needs	Roger Jones Tamara Caldwell Julio Perez Teresa Wilson Kristen Newcomb	Monthly/Yearly (throughout the 2010-2011 school year)	Student participation logs Officer election forms Meeting notes	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan

Young Junior High

Goal: Prevent campus violence and ensure appropriate methods of intervention.

Performance Objective: To reduce the number of inappropriate student physical interactions by 25%

Summative Evaluation: Student discipline Data at the conclusion of the 2010-2011 school year will reveal a 25% decrease in the number of inappropriate physical interactions

Focus Area Addressed:

- Environment
- Instruction
- Assessment

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 Tamara Caldwell Julio Perez Cpl. Dawn Kennedy	Monthly(throughout the 2010-2011 school year)	AISD Security Reports; a decrease in the number of illegal or inappropriate items brought to school	Add Del
Locker Checks will be done randomly to ensure student and staff safety	None	Roger Jones Tamara Caldwell Julio Perez Cpl. Dawn Kennedy	Monthly(throughout the 2010-2011 school year)	AISD Security Reports; a decrease in the number of illegal or inappropriate items brought to school	Add Del
All hallways and student common areas will be monitored during passing periods as well as both before and after school to ensure student behavior	None	Roger Jones Tamara Caldwell Julio Perez Cpl. Dawn Kennedy All staff as assigned	Monthly(throughout the 2010-2011 school year)	AISD Security Reports; a decrease in the number of illegal or inappropriate items brought to school	Add Del
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	Roger Jones Tamara Caldwell Julio Perez	Daily(throughout the 2010-2011 school year)	Crime Stopper Activity Reports	Add Del
Students may be referred or self-select to see a counselor for interpersonal concerns	None	Rosanne Schroeder Nancy Owen Kevin Macklin Deborah Vation	Daily(throughout the 2010-2011 school year)	Counselor's notes; A decrease in office referrals for violations of law and the Student Code of Conduct	Add Del
Disciplinary consequences for fighting, slap-boxing, and sparring on campus will be consistently implemented and will progress in severity	None	Roger Jones Tamara Caldwell Julio Perez	Daily(throughout the 2010-2011 school year)	SASI Discipline records will reveal a reduction in the number of incidents of on-campus inappropriate physical contact	Add Del

Campus/Department Improvement Plan

Young Junior High

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Continued presence of APD SRO officer on campus	APD agreement with AISD; SRO is shared between campuses	Roger Jones Tamara Caldwell Julio Perez	Daily[on a rotating basis] (throughout the 2010-2011 school year)	APD Duty logs	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan

Young Junior High

Goal: Prevent campus violence and ensure appropriate methods of intervention

Performance Objective: To ensure that the campus is a safe place for students, teachers, and staff 100% of the time and to provide all students with training in selected areas, such as: Internet safety awareness, alcohol and drug use prevention and interpersonal skills

Summative Evaluation: APD police reports, AISD Security reports, and student discipline records(if appropriate) will show a safe campus

Focus Area Addressed:

- Environment
- Instruction
- Assessment

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 Tamara Caldwell Julio Perez Cpl. Dawn Kennedy	Monthly(throughout the 2010-2011 school year)	AISD Security Reports; a decrease in the number of illegal or inappropriate items brought to school	<input type="button" value="Add"/> <input type="button" value="Del"/>
Locker Checks will be done randomly to ensure student and staff safety	None	Roger Jones Tamara Caldwell Julio Perez Cpl. Dawn Kennedy	Monthly(throughout the 2010-2011 school year)	AISD Security Reports; a decrease in the number of illegal or inappropriate items brought to school	<input type="button" value="Add"/> <input type="button" value="Del"/>
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 Tamara Caldwell Julio Perez Cpl. Dawn Kennedy	Monthly(throughout the 2010-2011 school year)	AISD Security Reports; a decrease in the number of illegal or inappropriate items brought to school	<input type="button" value="Add"/> <input type="button" value="Del"/>
Crisis drills (i.e.. fire, shelter-in-place, tornado) will be conducted throughout the school year	None	Roger Jones Tamara Caldwell Julio Perez	Dependent upon drill: monthly to semester basis	Calendar entries for events; decrease in response time for each drill to be conducted in accordance with district standards	<input type="button" value="Add"/> <input type="button" value="Del"/>
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	\$200 for student name badges, directional signs, etc. to prepare school, students, and staff to successfully navigate the day	Roger Jones Tamara Caldwell Julio Perez	August 23,2010	Calendar Entries: a reduction in tardy rates, and a decrease in office referrals for violations of law and the Student Code of Conduct	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
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 external or district initiatives or grants	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder Deborah Vation	Yearly(throughout the 2010-2011 school year)	Assembly schedules on the school calendar, a decrease in the number of discipline referrals, decrease in number of police citations	<input type="button" value="Add"/> <input type="button" value="Del"/>
Students may be referred or self-select to see a counselor for behavioral or substance abuse concerns	None	Rosanne Schroeder Carrol Poullard Deborah Vation	Daily(throughout the 2010-2011 school year)	Counselor's notes; a decrease in office referrals for violations of law and the Student Code of Conduct	<input type="button" value="Add"/> <input type="button" value="Del"/>
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 Susan Gomez Deborah Vation Rosanne Schroeder	October 25-29,2010	Calendar entries; student council activities; a reduction in the number of substance related disciplinary incidents	<input type="button" value="Add"/> <input type="button" value="Del"/>
Staff development, including diversity training, Gang awareness and drug and alcohol prevention training will be offered for all staff members and exchange time offered for attendance (when appropriate).	None	Roger Jones Ofc. Teresa Lopez, APD Lee Shelinbarger, AISD Gang Intervention Specialist APD Gang Unit Staff Deborah Vation	Yearly(throughout the 2010-2011 school year)	Attendance records from staff development Documents produced as a result of such meetings	<input type="button" value="Add"/> <input type="button" value="Del"/>
AISD Security Officer will assist in providing supervision on campus as well as monitor security cameras in place on an ongoing basis	AISD Security Officer	Roger Jones Tamara Caldwell Julio Perez	Daily(throughout the 2010-2011 school year)	AISD Security Duty Log	<input type="button" value="Add"/> <input type="button" value="Del"/>
All students and staff will be identifiable by the wearing of ID badges	Approximately \$250 to purchase needed supplies	Roger Jones Tamara Caldwell Julio Perez	Daily(throughout the 2010-2011 school year)	AISD Security Reports and student discipline records	<input type="button" value="Add"/> <input type="button" value="Del"/>
A Peer Mediation program will be begun to identify and train peer mediators to assist their peers in de-escalating conflicts	\$750 for training and materials	Roger Jones Tamara Caldwell Julio Perez Kristen Clark	Yearly(concluded by December of the 2010-2011 school year)	A decrease in office referrals for interpersonal conflicts as measured by discipline records	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan

Young Junior High

Goal: Develop and implement a system of academic interventions.

Performance Objective: 95% of our AVID students will remain in the program and demonstrate academic success in rigorous courses

Summative Evaluation: Grade reports each six weeks and at the end of the year along with course selection sheets will reveal a 95% success and retention rate for students

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Student planners will be utilized to record all assignments daily.	\$400 to purchase student planners	Roger Jones Teresa Wilson	Daily(throughout the 2010-2011 school year)	Student planners of AVID students	<input type="button" value="Add"/> <input type="button" value="Del"/>
Core subject teachers will implement AVID strategies into classroom instruction.	\$1000 for training materials, as necessary	Roger Jones AVID Site-Team All Staff	Daily(throughout the 2010-2011 school year)	Attendance records from staff development Documents produced as a result of such meetings Increased score on campus AVID CSS in this area	<input type="button" value="Add"/> <input type="button" value="Del"/>
The AVID elective teacher will be available for extra tutoring sessions for AVID students who have failed for a six weeks period. At-risk students will be monitored. Meetings will be held with team teachers concerning failures.	AVID Coordinator period in master schedule	Teresa Wilson	Weekly(throughout the 2010-2011 school year)	Attendance records from tutorial sessions Team conference logs	<input type="button" value="Add"/> <input type="button" value="Del"/>
The AVID site team will attend AVID training in the summer of 2010 and throughout the year, utilizing it for planning for the 2010-2011 school year	District funds for staff development and lodging	Teresa Wilson AVID Site-Team	June 21-25th, 2010	Attendance records from staff development; travel forms Documents produced as a result of such meetings	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Young Junior High

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
AVID math students will have the opportunity to take their Algebra/Pre-AP course in a sheltered setting, allowing for an easier transition to upper level math at a pace allowing them more academic success	District funds for AVID tutorials	Roger Jones Teresa Wilson Suzie Brimer Betsy Schroeder AVID Site team	Daily (throughout the 2010-2011 school year)	Student enrollment in the class and grade reports from SASI	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan

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Goal: Develop and implement a system of academic interventions.

Performance Objective: To increase the performance of students on technological assessments designed to measure computer skills by 10% from the pretested scores

Summative Evaluation: Learning.com assessments along with other assessments conducted as a part of the T3 grant will show a minimum of a 10% increase in student skill levels

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
All 8th grade students will be enrolled in appropriate technology classes designed to teach skills measured	Personnel units for CATE classes	Roger Jones Tamara Caldwell Julio Perez Rosanne Schroeder	Yearly(throughout 2010-2011 school year)	Master schedule; student enrollment in identified sections	Add Del
Teachers participating in the T3 grant will continue to receive staff development regarding instruction	District staff T3 grant funds identified for staff development purposes	Roger Jones Sue McGahee Tracy Hankins	Yearly(throughout 2010-2011 school year)	Staff development records and a calendar of trainings	Add Del
Teachers participating in the T3 grant will either complete the TTCC certification process or take and pass an appropriate ExCet certification test	T3 grant funds identified for staff development purposes	Roger Jones Sue McGahee Tracy Hankins	At the conclusion of the 2010-2011 school year	TTCC Certificates awarded and record of passing scores on ExCet tests	Add Del
An increased number of students will participate in the campus media fair, which will precede the district media fair	Local funds not to exceed \$500 for recognizing winners of the YJH media fair	Roger Jones Tracy Hankins Kristen Newcomb	At the February YJH Media Fair	Number of students enrolled in 2011, as compared with 2010	Add Del
Students will continue to utilize technology in their core subject area classes to produce meaningful work which has a strong curricular alignment	None	Roger Jones Tamara Caldwell Julio Perez Tracy Hankins	Yearly(throughout 2010-2011 school year)	Lesson plans	Add Del
Teachers and campus staff participating in the T3 grant will attend the TCEA conference and selected staff participating in the T3 grant will participate in the Vision 2020/T3 grant conference as well	T3 grant funds identified for staff development, travel, and lodging purposes	Roger Jones Sue McGahee Tracy Hankins Kristen Newcomb	February(TCEA) and August(Vision 2020)	Conference registration records	Add Del

Add New Goal or Objective

Campus/Department Improvement Plan

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Add another bibliography page

Goals for Spring 2011 Accountability

To: RECOGNIZED

Young JH											
		<u>N</u>	<u>2010</u>	<u>RI</u>	<u>Comm</u>	<u>RI For Comm</u>			<u>N</u>	<u>2010</u>	<u>RI</u>
Reading (70% / 80% / 90%)						Writing (70% / 80% / 90%)					
X	All Students	756	96	0	50	0	X	All Students	383	98	0
X	Afri American	96	92	0			X	Afri American	49	100	0
X	Hispanic	90	88	0			X	Hispanic	44	91	0
X	White	503	97	0			X	White	251	98	0
X	Econ Disadv	175	93	0	38	0	X	Econ Disadv	78	92	0
Mathematics (65% / 80% / 90%)						Science (60% / 80% / 90%)					
X	All Students	760	92	0	33	0	X	All Students	363	84	0
X	Afri American	96	77	2			X	Afri American	43	70	5
X	Hispanic	90	86	0			X	Hispanic	45	76	2
X	White	506	95	0			X	White	248	87	0
X	Econ Disadv	175	87	0	18	0	X	Econ Disadv	90	78	1
English Language Learner Progress Measure (60% / 60% / 60%)						Social Studies (70% / 80% / 90%)					
	All LEP Students	16	75				X	All Students	361	96	0
							X	Afri American	41	93	0
							X	Hispanic	45	93	0
							X	White	248	96	0
							X	Econ Disadv	89	92	0

Column Headings: N=Number of students tested

2010 = Percent passing for Spring 2010; for ELL Progress Indicator, the percent meeting TAKS/TELPAS criteria

RI = "Gain" needed to meet Required Improvement criteria to bump up to next higher rating level

Comm = Percent meeting Commended level for Spring 2010

RI For Comm = "Gain" needed to meet Required Improvement criteria in Commended Percent to bump up to next higher rating level

X = Meets group size criteria for an accountability group

Note: Data are not provided if the number of students tested is less than 5.