

# Marshall Junior High Campus Improvement Plan

2010-2011

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Date of School Board Approval

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. ( Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

**The Staff at Marshall Junior High will enable every student to acquire skills, attitudes, values and a knowledge base that will enable him/her to be productive, prepared citizens and life-long learners;**

**Provide educational opportunities that challenge and encourage all students to reach their full potential; to acquire a broad base of knowledge in a safe learning environment; to achieve academic and physical excellence**

**To develop skills that will enable them to function successfully in a socially diversified and economically competitive society.**

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Stephanie Richard	Principal	
Kresha Lane	Assistant Principal	
Ruby Garrett	Curriculum Coordinator (ELA / S. Studies)	
Charlie Bates	Assistant Principal	
Shirley Hayes	Counselor- 7th	
Suzanne Wyman	Counselor-8th	
Paul Vickers	Community Member	
Lisa Licon	Curriculum Coordinator (Math / Science)	
Sheena Johnson	Coach	
Angela Bray	Duke Family (Math- 7 <sup>th</sup> )	
LaKeitha Biggs	Columbia Family (English-7 <sup>th</sup> )	
Reta Ward	Coach/ Science Odyssey	
Tracy Roden	8 <sup>th</sup> Math	
Terry Franklin	8 <sup>th</sup> Math	
Brandi Bradford	8 <sup>th</sup> Reading	
Vicki Garcia	Darmouth Family (ESL)	
Jerry Hancock	GCS	
Leah Rosson	8 <sup>th</sup> Math	
Paul Ellsworth	Coach	
Aaron Zeller	Band	
Brette Moretz	7 <sup>th</sup> History	
Beverly Beran	Special Ed.	
Tammi Ives	Parent	
Bettie Harrison	Business Owner	

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on: 5/20/2010**

Participants in Attendance	Data Sources Examined
Stephanie Richard	<div style="border: 1px solid black; padding: 5px;"> <p><i>AEIS</i></p> <p><i>Federal Accountability Data for AYP</i></p> <p><i>TAKS Data--disaggregated</i></p> <p><i>District PEIMS reports</i></p> <p><i>PBMAS reports</i></p> <p><i>Dropout and School Leaver data—disaggregated</i></p> <p><i>District retention data</i></p> <p><i>District discipline referral data</i></p> <p><i>Parent, Community, Teacher, and /or Student surveys</i></p> <p><i>Student attendance data</i></p> <p><i>Benchmark testing data</i></p> <p><i>Referral percentages for students in Special Education</i></p> <p><i>Campus parent participation records</i></p> <p><i>Campus mentor participation records</i></p> <p><i>Community education program records</i></p> <p><i>Truancy data</i></p> <p><i>Teacher retention data</i></p> </div>
Kresha Lane	
Ruby Garrett	
Charlie Bates	
Shirl Hayes	
Suzanne Wyman	
Lisa Licon	
LaKeitha Biggs	
Angela Bray	
Brett Moretz	
Reta Ward	
Tracy Roden	
Terry Franklin	
Brandi Bradford	
Leah Rosson	
Vicki Garcia	
Jerry Hancock	
Sheena Johnson	
Paul Ellsworth	
Aaron Zeller	
Beverly Beran	

## Comprehensive Needs Assessment: Summary of Findings

*Marshall Junior High School has need for improvement in the areas of 7<sup>th</sup> math, 8<sup>th</sup> math, 8<sup>th</sup> science, parental involvement, and Special Education Programs.*

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<i>Science grade 8th</i>	<i>State Accountability (AEIS) (science)</i>
<i>Math scores grades 7 &amp; 8</i>	<i>State Accountability (AEIS) (math)</i>
<i>Percentage of AA students identified for Special Education</i>	<i>Program data, PBMAS</i>
<i>LEP</i>	<i>State Accountability (TELPAS data)</i>
<i>Special Education, all subject areas</i>	<i>Parent, community, and student surveys; student achievement; participation in special programs, volunteers, all subject areas and continue to monitor LEP</i>
<i>High Yield Instructional Planning</i>	<i>Snap Shot Report; Professional Development; GCS Lab</i>

**In this plan, the term “student groups” refers to students who are  
H, W, AA, ED, Migrant, LEP, G/T, and Special Education (modify as necessary)**

## State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

The process we use to identify students at risk is: benchmark testing, local testing, state testing and teacher observations.

The process we use to exit students from the SCE program who no longer qualify is:  
The state TAKS Test, local assessments, RTI and TALA (reading assessment)

*Optional for Title I Schoolwide schools:  
At MJHS School State Compensatory Funds are used to support Title I initiatives.*

**State Compensatory Education Program  
Program Evaluation/Needs Assessment  
Grades 7 & 8**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Students At-Risk	48	78	79	78	94	93	72	92	87	30	46	90	72	96	99
Students Not At-Risk	78	85	83	89	96	95	91	94	91	77	57	93	93	97	98

	Drop Out Data		Completion Data	
	2008	2010	2009	2010
Students At-Risk	0.2%	0.2%	-----	----
Students Not At-Risk	0.1%	0.1%		

**The comprehensive, intensive, accelerated instruction program at this campus...*consists of after school tutorials, during the day tutorials, Fast Forward, Capturing Kids Hearts, Leadership Classes, Creative Writing, UIL Activities and the use of the GCS Lab for those students who are at risk of failing.***

**Upon evaluation of the effectiveness of this program the committee finds that... The use of Fast Forward, GCS Program and RTI Interventions did improve our reading scores and lowered our failure rate for those needing retention.**

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten0... – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A (Innovative)</i>
<i>ESEA Title VI (Innovative)</i>
<i>Stimulus money</i>
<i>Title V, Part A (Innovative)</i>
<b>State Programs/Funding Source</b>
<i>Accelerated Reading /Math Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
<b>Local Programs/Funding Source</b>
<i>Grants</i>

**Goal 1:** *Marshall Junior High will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).*

**Objective 1:** *By May 2010, 80% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP in every area measured.*

**Summative Evaluation:** *80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus will meet AYP.*

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas	2,9	Core subject teachers	Daily-Extended day	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate Boot Camp Academies
Fast Forward Reading Program	2,9	Fast Forward teacher	Daily	Title I Funds	Improve TAKS scores
GCS	2,9	GCS Teacher	Daily, or whenever needed	Title I Funds	Improve TAKS scores
RTI	2,9	Instructional Leaders	Daily	Title I Funds	Intervention to obtain mastery of all subject areas

**Goal 2: At Marshall Junior High 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.**

**Objective 1: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.**

**Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.**

Data 2009-2010	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals	5	Principal, Human Resources Dept.	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Develop and implement HQ strategies/activities to maintain HQ staff	3, 5	Principal, Human Resources Dept.	Beginning and end of each semester	ESC 7 Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that low income and minority students are not taught at higher rates than other students by inexperienced teachers.	3	Principal, Human Resources Dept.	Beginning of each semester	Local Funds State Funds Title II Funds	Low income and minority students are taught by HQ teachers

**Goal 2:** At Marshall Junior High, 100 % of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

**Objective 2:** 100% of teachers and paraprofessionals with instructional duties will receive high quality professional development that will be monitored by the administrators.

**Summative Evaluation:** 100% of teachers and paraprofessionals with instructional duties will receive high quality professional development

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal, Staff Development Dept.	Throughout the year	ESC 7 Local Funds State Funds Title I Funds Title II Funds	Increased student performance
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	3,4	Principal, Human Resources Dept.	Beginning and end of each semester	ESC 7 Local Funds Title I Funds Title II Funds	100% core academic classes taught by HQ teachers ,100% paraprofessional meet NCLB requirements
Staff Development	3,4	Principal	Beginning and during school year	Ruby Payne Workshop Kagan Training Classroom Management	Increased student performance Build better relationships with students
Monitoring of Instruction	3,4	Principal, Asst. Principals & Coordinators	Throughout the year	Daily Walkthroughs	Evaluate & Conference about feedback from the walkthroughs

**Goal 3:** All students at Marshall Junior High will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1** By May 2010 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2010 by 10% as measured by PEIMS and number of discipline referrals.

**Summative Evaluation:** Example: There is a reduction in overall classroom disruptions and discipline referrals by the amount stated.

Data 2010-2011	All Students
Discipline/Incidents	1881

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff who has not been trained	10	Principal	Monitor: End of each semester	Bully Prevention Trainer ESC 7	Reduction in the number of bullying incidents and office referrals
Crime Stoppers		Principal	Daily	Students/Teachers	Reduction in crime In and around the school
Mentor Programs		Principal/ teachers	Daily	Teachers	Build Self-Esteem
CHAMPS/ Foundations		Principal / Assistant Principal	monthly	District	Prevent incidents
Capturing Kids Hearts		Principal/ Teachers	Daily	Teachers	Formulate a better Relationship between Student and teacher
Gang Training		Principal	Monthly	District/ Principal	Prevent Incidents
Tardy Sweeps		Teachers/Staff	Daily	All Staff	Reduce Tardies

**Goal 4** All students at Marshall Junior High will graduate from high school.

**Objective 1: Example:** By May 2010, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 85%

**Summative Evaluation:** Dropout rate of less than 1% and a completion rate of at least 85%

Data 2010-2011	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout Report	0.1%	0.0%	0.0%	0.3%	0.2%	----	----	----	----		

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
GCS Lab	2,9	GCS Lead Teacher	Daily, when needed	Title I SCE	Successful completion of course work.
RTI Interventions Programs		Designated teachers	Daily	# FTE Computer programs	Success of all student
Daily Tutoring		Teachers	Daily	Title I Funds	Being successful on daily, weekly, and state test
Mentoring/ Counseling with At-risk Students		Counselors/ Mentors/ CISU Services	Daily or when needed	Weekly meetings in classrooms & individually	Build self-esteem in all students

**Goal 5: Parents and Community will be partners in the education of students at Marshall Junior High**

**Objective 1: By May 2010, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).**

**Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal Academic Dean	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
PTA Meetings		Principal Teachers	4 times per year	Parents, Teachers, Community members	Better communication between parents and teachers
Parent Surveys		School	Once per year	Parents/ community	Communication
Parent Breakfasts & Lunches		Counselors & Teachers	Beginning of the year during each semester	Parents, teachers and Community members	Better communication
Hispanic Parent Meeting		Principal/ teachers	Early Part of school year	Parents, teachers & community members	Better communication among Hispanic families
Parent Orientation & Parent Conferences		Principal, Teachers & Staff members	Beginning of each year 2-times per year	Parents, teachers and Community members	Improve relations between the community and the schools

**Goal: 6 80% of students at Marshall Junior will make a recognized score in math and Science by the end of the 2010 school year**

**Objective: 1 At Marshall Junior we will strive to have a recognized rating in science & math by the end of the 2010 school year.**

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>Science labs 40% of grade</b>	9	<b>Teachers</b>	<b>Throughout the year</b>	<b>ESC 7 GCS Lab</b>	<b>Reduce Failures</b>
<b>Science Academy Math Academy Academic Boot Camps</b>		<b>Teachers</b>	<b>Weekly  Daily in house Tutorials</b>	<b>RTI Interventions GCS Lab</b>	<b>Assessments 6- weeks test &amp; Quizzes</b>
<b>Charting AA &amp; Hispanic Students and</b>		<b>Teachers</b>	<b>Each time a C-Scope Assessment is given</b>	<b>RTI Interventions GCS Lab</b>	<b>Assessments in DMAC</b>
<b>Economically Disadvantaged</b>		<b>Teachers</b>	<b>Each time an assessment is given</b>	<b>RTI Interventions Lab</b>	<b>Assessments in DMAC</b>

**Goal 7: Marshall Junior High will meet the minimum requirements for AYP by the year 2011**

**Objective: Marshall Junior High will strive to make and maintain AYP status for 2011 and years thereafter.**

<b>Activity Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>Inclusion</b>	<b>Principal &amp; Teachers</b>	<b>Through out the year</b>	<b>Sp. Ed. &amp; Regular teachers</b>	<b>Improve scores for Resource Students</b>
<b>Computer Based Instruction</b>	<b>Teachers &amp; Computer Specialist</b>	<b>Throughout the Year</b>	<b>Computers</b>	<b>Improve overall scores for campus/ maintain AYP status</b>
<b>RTI during the day</b>	<b>Teachers &amp; Academic Deans</b>	<b>Throughout the Year</b>	<b>Teachers GCS Lab</b>	<b>Improve overall scores in all subject areas for the campus</b>
<b>Academic Boot Camp (Math &amp; Science)</b>	<b>Principal, Teachers &amp; Staff Members</b>	<b>Throughout the year</b>	<b>Region VII Science Workshops</b>	<b>Improve TAKS test scores in all sub groups</b>

**Goal 8: Marshall Junior High will ensure that technology is used to improve student learning in all subject areas.**

**Objective: Marshall Junior High will ensure that all students use technology in the classrooms.**

<b>Activity Strategy</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
<b>Campus Technology Committees</b>	<b>Principal/ Assist. Principal/ Coordinators</b>	<b>Throughout the year</b>	<b>District Technology Personnel</b>	<b>80% of 8<sup>th</sup> graders will be proficient in using their laptops</b>
<b>Technology Professional Development</b>	<b>Campus Technology Person</b>	<b>Throughout the year</b>	<b>Campus Tech. Person/s</b>	<b>80% of 8<sup>th</sup> graders will be proficient in using their laptops.</b>
<b>Home –School Connection</b>	<b>Campus/District Personnel</b>	<b>Throughout the year</b>	<b>Campus, District &amp; Parents</b>	<b>80% of 8<sup>th</sup> graders will be proficient in using their laptops.</b>
<b>Instructional Technology Integration Specialist</b>	<b>District</b>	<b>Throughout the year</b>	<b>District Technology Specialist</b>	<b>80% of 8<sup>th</sup> graders will be proficient in using their laptops.</b>