

# **Clyde Junior High School**

## **Campus Improvement Plan**

**2009-2010**

# **Clyde Junior High**

## **MISSION STATEMENT**

**Clyde Junior High School will provide a superior educational program that will empower all students to achieve their highest potential intellectually, physically, and socially to enable them to become responsible, contributing members of a global society.**

## **CLYDE JR. HIGH SITE BASED DECISION MAKING COMMITTEE**

**Greg Edwards, Chairperson**

COUNSELOR

NURSE

TEACHER

PARA-PROFESSIONAL

COMMUNITY REPRESENTATIVE

BUSINESS REPRESENTATIVE

PARENT REPRESENTATIVE

# **Clyde CISD Board Goals**

- 1. The District is lead by a Team of 8 who work together to achieve District goals, respect each other, and present a positive outlook of the District in the community.**
- 2. There is a cohesive and productive relationship built on trust, accountability, and professionalism among the administration, faculty and staff and it is characterized by a united effort on all levels.**
- 3. The District creates an environment that nurtures, encourages, and rewards high expectations and excellent performance for all.**
- 4. The District has an aligned curriculum.**
- 5. The District will evaluate existing facilities and plan for future needs.**
- 6. The District develops plans to maximize all possible revenue and expenditures to meet the needs of all programs and students.**

## **COMPREHENSIVE NEEDS ASSESSMENT**

The Department of Education identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act:

#### ESEA Goals and Indicators

1. Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Goal 1; Obj. 3)
  - 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  - 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  - 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.
2. Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Goal 1: Obj. 3)
  - 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
  - 2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
  - 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
3. Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers. (Goal 2; Obj. 2)
  - 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
  - 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term "professional development" is defined in section 9102 (34)].
  - 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
4. Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. (Goal 2: Obj. 2)
  - 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.
5. Performance indicator: The percentage of students who drop out of school,
  - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

# **GOAL # 1**

**Clyde Junior High students will demonstrate Recognized level or higher performance on all AEIS indicators to meet or exceed state and federal standards. The achievement of all special population students will progress to higher standards.**

**Clyde Consolidated Independent School District**

**DSBDM Goal 1: Clyde CISD will provide a quality program of curriculum, instruction, and technology that will allow ALL students to reach their full potential and meet or exceed state accountability (AEIS) and Federal accountability (AYP)**

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**standards.**

**Objective 1: AEIS/AYP Accountability**

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation
Develop and administer Personal Graduation Plan for all students: Grades 6-8	<b>Sept. – Dec.</b>	Lisa Schwandner	Time, Teachers, Administrative Staff	Sept. – Dec.		Spring 2010 TAKS
Provide additional educational opportunities through tutorials before, during and after school	Aug. – May	Greg Edwards, Teachers	Time, Teachers, Administrative Staff	Aug. – May	Improved TAKS scores	Spring 2010 TAKS
Disaggregate student data from Spring 2009	Aug. – Nov.	Greg Edwards, Teachers	Time, Teachers, Administrative Staff, Region 14 staff	Aug. – Nov.	Improved TAKS scores	Spring 2010 TAKS
Identify and place students in need into Math and Reading Labs.	Aug. and Jan.	Greg Edwards, Brook Yowell, Shelly Watson, Lisa Schwandner and Dean Caffey	Time, Teachers, Administrative Staff,	Aug. and Jan.	Improved TAKS scores	Spring 2010 TAKS
Math Teachers will join Math Collaborative with Ernest Education	Aug. - May	Richard Bryan, Brook Yowell, Dean Caffey, Jeff Dixon, Shelly Watson	Time, Teachers, staff, \$17,000	Aug. – May	Differentiated instruction	Spring 2010 TAKS

**Clyde Consolidated Independent School District**

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**students to reach their full potential and meet or exceed state accountability (AEIS) and Federal accountability (AYP) standards.**

**Objective 1: AEIS/AYP Accountability**

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation
Provide staff development in the areas of differentiated instruction, conflict resolution/discipline management, technology and ARD committee training	Aug. – March	Greg Edwards, Teachers, Region 14 staff	Time, Teachers, Substitute teachers, Reg. 14 staff, supplies, Guest speakers.	August – May	Improved classroom instruction	Spring 2010 TAKS
Provide each staff member with appropriate TEKS, most recent release TAKS test,	Aug. – Sept.	Greg Edwards, Lisa Schwandner, Jill Morphis	Time, Resources	Aug. – Sept.	Most current information available	Spring 2010 TAKS
Administer benchmark test	Aug. – May Once per semester.	Teachers, Administrative staff, Region 14 staff	Time, Teachers, Region 14 staff	Aug. – May	Check for understanding	Spring 2010 TAKS
Implement Student Success Initiative and Grade Placement Committee	Aug. - June	Greg Edwards, Lisa Schwandner, 8 <sup>th</sup> grade teachers	Time, Teachers, Region 14 staff	Aug. – June	All student successful in moving to the 9 <sup>th</sup> grade	Spring 2010 TAKS

## Clyde Consolidated Independent School District

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### Objective 2: Curriculum/Instruction

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation
Staff development and implementation of effective instructional strategies: Manipulative, Thinking Maps, United Streaming and cooperative learning techniques	Aug. – May	Greg Edwards, Teachers, Region 14 staff.	Time, Teachers, ESC14 staff, Preparation time,	Aug. – May	Student centered classrooms	Spring 2010 TAKS
Staff development and implementation of “Abydos” and “Six Traits” writing concepts	Aug. - May	Greg Edwards, Teachers	Time, Teachers, Region 14 staff	Aug. – May	Improved writing skills and communication skills	Spring 2010 TAKS
Conduct Modality inventory	Aug. – Sept.	Greg Edwards, English Teachers	Time, Teachers, Region 14 staff	Aug. – Sept.	Educate students in their most effective learning style	Spring 2010 TAKS
Staff Development and implementation of most effective instructional techniques.	Sept. - April	Greg Edwards	Time, resources.	Sept. - April	Improve time on task and student accountability	Spring 2010 TAKS
Develop and implement “Response to Intervention” protocol and effective practices.	Aug. - May	Greg Edwards, Jill Morphis	Time, resources, Collaboration	Aug. - May	Early academic Intervention	Spring 2010 TAKS

Students will receive systematic guidance curriculum in the classroom	Aug. – May	Lisa Schwander, Teachers	Time, materials,	Aug. – May	Students' ability to make informed decisions.	
Responsive Services: Students failing 2 or more subject will be assigned a teacher/mentor	Sept. – May	Lisa Schwandner, Greg Edwards and Selected Teachers	Time, collaboration	Sept. – May	Student Accountability and plan to pass	Spring 2010 TAKS and mastery of grade appropriate TEKS
Introduce, train and implement C-Scope project	Aug. – May	Greg Edwards, Central office, Region 14 personnel	Time, Teachers, Staff,	Aug. – May		Spring 2010 TAKS and mastery of grade appropriate TEKS
Alter the schedule to accommodate a Character Ed./Organization skills class for sixth graders	Aug. – May	Greg Edwards, Brooke Yowell.	Time, Teachers, Staff,	Aug. – May		Spring 2010 TAKS and mastery of grade appropriate TEKS
Alter the schedule to accommodate a Reading class for seventh graders	Aug. – May	Greg Edwards, Jennifer Smith.	Time, Teachers, Staff,	Aug. – May		Spring 2010 TAKS and mastery of grade appropriate TEKS

## Clyde Consolidated Independent School District

**DSBDM Goal 1: Clyde CISD will provide a quality program of curriculum, instruction, and technology that will allow ALL students to reach their full potential and meet or exceed state accountability (AEIS) and Federal accountability (AYP) standards.**

### Objective 3: Technology

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation
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Teachers will integrate technology into the classroom as appropriate as aligned to the TEKS	Aug. - May	Greg Edwards, Teachers.	Time, computers, Dist. Personnel, Admin. staff	Aug. - May	Improve use of tech. in an effort to be more efficient in academic performance	Spring 2010 TAKS
Staff development to introduce “Atomic Learning” tutorial	Aug. – May	Greg Edwards, Dist. Tech. Director	Time, computers, Dist. Personnel, Admin. Staff	Aug. – May	Improve teacher knowledge and proficiency with technology.	Teacher competency.
Improved Wide Area Network which connects all campuses allowing effective use of network programs. (Installation of Fiber Optics)	Aug. - May	District Technology Director	Time, Supplies, construction, Dist. Staff,	Aug. - May	Increase uses of network programs.	Teachers’ accessibility to effective software and programs in the district.
Use of Electronic Gradebook	Aug. – May	Greg Edwards, Susan Jackson, Autumn McNeil	Network, Dist. Personnel, Support staff.	Aug. – May	Parent Communication, efficient communication with RSCCC Report cards,	

# Goal #2

**Clyde Junior High will provide a safe, orderly environment conducive to academic success and promote cohesive parent/community involvement.**

## **Clyde Consolidated Independent School District**

**DSBDM Goal 2: Clyde CISD campuses will provide a safe, orderly environment and promote parent/community involvement.**

**Objective 1: School climate and safety**

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation
Document discipline through the use of	Aug. – May	Greg Edwards, Jill	Time, Staff, Region	Aug. - June	Awareness of disciplinary	Number of disciplinary

RSCCC Discipline management software		Morphis, Susan Jackson	14 staff, Admin. Staff.		placements in ISS and DAEP	placements in ISS and DAEP
Implement campus-wide student expectations	Aug. – May	Greg Edwards, Jill Morphis, Teachers	Campus staff, appropriate forms	Aug. – May	Consistent expectations	Reduction of discipline referrals
Provide age-appropriate programs promoting self-esteem, decision-making, and conflict management.	Aug. – May	Greg Edwards, Lisa Schwander, Jill Morphis, Brook Yowell,	Resources/Allocation	Aug. – May	Collaborative campus	
Maintain Crisis Management Plan and conduct monthly drills	Aug. – May	Greg Edwards, Jill Morphis, Cathy Warrick.	Time, Organization, informative posters	Aug. – May	Correct response to critical situations	Safety Audit

## Clyde Consolidated Independent School District

**DSBDM Goal 2: Clyde CISD campuses will provide a safe, orderly environment and promote parent/community involvement.**

Objective 1: School climate and safety

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation
PALS program implementation	Oct. – May	Lisa Schwander	High School students, Time, transportation, access to Jr. High	Oct. – May	Improved coping skills	Reduction in discipline referrals

			Students			
Maintain an automated visitor check-in system	Jan.	Greg Edwards, Susan Jackson, Cathy Warrick	Computer, Identification system	Jan.	Ability to verify visitors to the campus	
Maintain the current surveillance monitoring system	Jan. – May	Greg Edwards, Dist. Tech. Director	Computer, cameras, wiring, installation	Jan. – May	Better understanding of the traffic outside the building	Fewer incidents of vandalism
Student Drug testing program	Aug. – May	Greg Edwards, Terry Phillips, Dr. Haterius	Time, Dist. Staff, Consultants	Aug. – May	Improve drug awareness and provide a deterrent for drug use.	Cumulative testing information
Invite guest speakers on campus	Aug. – May	Greg Edwards, Lisa Schwandner, Teachers		Aug. – May	Improve relations between the community and the school	

## Clyde Consolidated Independent School District

**DSBDM Goal 2: Clyde CISD campuses will provide a safe, orderly environment and promote parent/community involvement.**

Objective 3: Effective communication.

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation
Provide parents with appropriate enrollment forms	Aug.	Greg Edwards, Lisa Schwandner, Cathy Warrick	Student Handbook, Emergency contact form, Acceptable use form, Student Code of Conduct	Aug.	Communication between the school and the parent(s)	Current and Accurate parent information.

Publish required reports: AEIS, Report cards, Accountability Rating	Aug. – May	Greg Edwards, Lisa Schwandner, Susan Jackson	Computer, Internet connection, Time, resources, TEA,	Aug. – May	Effective communication with Stakeholders	Increase Percentage of students mastering the grade appropriate TEKS
Bulldog brags and Positive “Pats”, “Notice of Concern” sent home	Aug. – May	Greg Edwards, Teachers, Lisa Schwandner, Jill Morphis, Susan Jackson	Computer, Mail, forms, envelopes,	Aug. – May	Communicate to parents behavioral issues	Fewer discipline referrals
Progress Reports are sent home every 3 weeks	Sept. – May	Greg Edwards, Susan Manginell, Susan Jackson, Teachers	Computer, forms,	Sept. – May	Communicate academic issues	Increase percentage of students mastering the grade appropriate TEKS
Encourage participation in Service Organizations on campus	Aug. – May	Greg Edwards, Melinda Burleson, Lisa Schwandner, Christa Ritchey	Time, Teachers	Aug. – May	Expected Outcomes	Summative Evaluation

# Goal #3

**Clyde Junior High will endeavor to enlist and distinguish highly qualified personnel who exemplify professionalism, proficiency in their field, and are devoted to students.**

## **Clyde Consolidated Independent School District**

**DSBDM Goal 3: Clyde CISD will actively recruit, recognize, and retain highly qualified personnel who exemplify professionalism, expertise in their field, and are committed to students.**

**Objective 1: No Child Left Behind (NCLB) – Highly Qualified Personnel**

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources/Allocation	Incremental Timeline/formative Evaluation	Expected Outcomes	Summative Evaluation

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