

Palacios Junior High School

2009-2010 Campus Improvement Plan

Palacios Independent School District

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NEEDS ASSESSMENT

Palacios Junior High School

2009-2010

For the 2009-2010 school year, Palacios Junior High has been designated as "Academically Acceptable" campus by the Texas Education Agency.

Raise Science TAKS scores above 80% for all students and subgroups.

95% of students at PJHS will be reading at or above grade level.

The number of Commended Performances will be above the state average on all tests.

Writing scores in the 7th grade will perform above the state average with 80% of students scoring a 3 or better on the writing prompt.

The PJHS Campus Improvement plan reflects the following district goals:

Goal 1: Increase Student achievement.

Goal 3: Focus on integrating technology.

Goal 4: Actively solicit parents and community involvement.

PJHS Special Programs include:

Special Education

English as a Second Language

Gifted and Talented

At-Risk

Career & Technology

Palacios Junior High is designated as a Title 1 Campus. State Compensatory Funds are available to at-risk students through various activities and programs. A total of \$ 131,459.00 of SCE funds are allotted to this campus to upgrade the Title I program. The following staff members have portions of their salaries paid through State Compensatory Fund allocations :

Math Lab/Teen Leadership Teacher @ 85% or \$52,260.55

Reading Improvement Teacher @ 43% or \$17,871.66

Learning Lab Teacher/Spec. Ed Teacher - 15% or \$ 8,210.85

Counselor - 50% or \$29,863.35

Teen Leadership Teacher @ 28% \$15,410.08

Reading Imp./Learning Lab \$16,752.00

Total Comp ed. Funds expended - \$140,368.49

Goal 1: PJHS students will perform at levels that exceed the state average in all TAKS accountability areas.

Objective 1: Raise science TAKS scores above "Recognized" level for all students and subgroups.

Strategy-Activity	Special Programs / Populations	Responsibility - Staff Assigned	Timeline Start/End	Resources Needed Cost Source	Formative Evaluation	Summative Evaluation
1. Improve communications between/among Intermediate, Junior High and High School teachers regarding curriculum alignment.	science department students	principals, department chairs, teachers	on-going	calendar, schedule of meeting dates, funding substitutes, CLC curriculum	lesson plans, walk-throughs, benchmarks	All science subgroup TAKS scores above 80%.
2. Implement framework to develop interdisciplinary units with an emphasis on science in order to bring the science teachers closer to the Junior High faculty.	grade level teams, science and reading teachers	administrators, teachers, reading teachers	09/09-5/10	reading materials, projects, meeting times and schedules	teacher response, 6 weeks grades, progress reports, meeting minutes	Semester grades, 80% TAKS scores in all science subgroups.
3. Parent meetings discussing research methods and internet use.	parents	principal, parent liaison	8/09-1/10	parent liaison, AEIS data	parent sign-in sheets, academies	parent attendance, agendas
4. TAKS Vocabulary use in all curriculum areas.	all students	principal, all teachers, science teachers	9/09-5/10	science teachers, TEA website	lesson plans, computer lab logs	benchmarks, 80% TAKS score in all science subgroups
5. Provide tutorials for targeted students with individualized instruction.	targeted students	counselor, teachers	9/09-5/10	grade/subject area level teachers, Disaggregated TAKS Data	test scores, six weeks grades	tutorial, rosters
6. Inclusion instruction to assist students with small group instruction.	all students	principal, special education teachers	8/09-5/10	teachers, Special Education Coop	grades, test scores	science TAKS score increased to 80%

Goal 1: PJHS students will perform at levels that exceed the state average in all TAKS accountability areas.

Objective 2: 95% of students reading at or above grade level.

Strategy-Activity	Special Programs / Populations	Responsibility - Staff Assigned	Timeline Start/End	Resources Needed Cost Source	Formative Evaluation	Summative Evaluation
1. Provide disaggregated scores for individual students to teachers to address campus and district goals in regard to student performance on accountability tests.	all students	principal, Region 3	8/9	disaggregated scores, INOVA, Teaming Meeting schedule	Benchmarks, tutorial roster, Homework Club	8% increase in 7th grade Reading TAKS scores. 2% improvement in 8th grade Reading TAKS scores.
2. Provide tutorials for targeted students with individualized instruction.	targeted students	counselor, teachers, instructional assistants	09/09-05/10	grade/subject area level teachers, Disaggregated TAKS Data	test scores, six weeks grades	tutorial, rosters
3. Implement framework to develop interdisciplinary units with an emphasis on Science in order to bring the science teachers closer to the Junior High faculty.	grade level teams, science and reading teachers	administrators, teachers, Learning Lab	9/09-5/10	Reading materials projects, meeting times and schedules, field trips	teacher response, six weeks grades, Progress Reports, meeting minutes	semester grades, 15% increase in all science TAKS scores.
4. Specialized staff development utilizing Region 3 personnel will provide training in effective teaching practices including differentiated instruction.	GT, Special Education, ESL, At-Risk	principal, district teachers, curriculum director, CIT	09/09-8/10	ESC personnel, workshops/teachers, TEKS software, district personnel	evaluation forms, signature sheets, faculty meetings, minutes	agendas
5. Increase student reading, comprehension, fluency, and grade level reading ability program, Accelerated Reader and STAR program.	all students	Reading teachers, Language Arts teachers	09/09-5/10	Guided Reading Program, AR Book and tests	Guided Reading, Pre-Test, STAR test scores	Guided Reading Post Test improvement; average of 1.5 increase STAR Test Grade Level Scores

Goal 1: PJHS students will perform at levels that exceed the state average in all TAKS accountability areas.

Objective 3: 80% of all students will score a 3 or better on TAKS Writing test.

Strategy-Activity	Special Programs / Populations	Responsibility - Staff Assigned	Timeline Start/End	Resources Needed Cost Source	Formative Evaluation	Summative Evaluation
1. Improve communication between/among Intermediate, Junior High and High School teachers regarding curriculum alignment.	English department students	principals, department chair, teachers	on-going	calendar, schedule of meeting dates, substitutes	lesson plans, walk-through, benchmarks	80% of Written Composite Scores graded as a 3 or 4
2. Involve parents in student academic goals through parent academies, parent/teacher conferences and home visits with home/school liaison.	7th grade parents	principal, assistant principal, counselor	9/09-5/10	speakers, transportation, home-school liaison	student success and higher achievement	AEIS Report
3. Inclusion instruction to assist students with small group instruction.	all students	principal, Special Education teachers	8/09-05/10	teachers, Special Education Coop	grades, test scores	20% increase in benchmark Writing scores. 80% of Written Compositions scored as a 3 or 4.

Goal 1: Challenge each student to achieve performance levels that meets or exceeds the state average in all TAKS accountability areas.

Objective 4: The number of 7th and 8th grade students achieving the commended status on the TAKS Test will increase by 20%.

Strategy-Activity	Special Programs / Populations	Responsibility - Staff Assigned	Timeline Start/End	Resources Needed Cost Source	Formative Evaluation	Summative Evaluation
1. Parent meetings, parent academies and counselor presentations will be conducted to provide information regarding curriculum opportunities.	GT, Special Education, ESL, A-Risk	principal, teachers, counselor	Fall 09 Spring 10	staff	sign-in sheets and evaluation forms	agenda, 50% Commended Performance 7th and 8th grade Reading
2. Faculty and director will promote UIL participation and provide scheduled practice time.	GT, all students	UIL director, principal, staff	8/09-12/09	UIL budget materials, incentives	UIL district meet results	15% improvement in Writing and Math CP scores
3. Six weeks Academic Incentives to be implemented and continued.	all students	princiapl, teachers	8/09-5/10	incentives	report cards	increase in Honor Roll students by 10%

Goal 2: All students and staff will have a safe environment in which to work.

Objective 1: Data will reflect campus enforcement of policy as it pertains to a safe environment.

Strategy-Activity	Special Programs / Populations	Responsibility - Staff Assigned	Timeline Start/End	Resources Needed Cost Source	Formative Evaluation	Summative Evaluation
1. Campus and staff will implement the district Code of Conduct, the PJHS Student Handbook and School Safety Plan.	all students	principal	8/9	Code of Conduct and student handbook	Code of Conduct	15% reduction in referrals to the office.
2. Campus appearance promotes welcoming feeling for ethnically diverse parents.	all staff, parents	all staff, principal	08/09-5/10	signs, bulletin boards, groundskeeping, PowerPoint presentation greeting parents at entrance	visitor log, diversity of staff	more parents visiting 10% increase in parent sign-in and teacher contact.
3. Continue implementation of Time to Teach to improve student discipline.	all students	teachers	8/09-5/10	Time to Teach, curriculum	Teach To's	15% fewer discipline referrals