

FERRIS JUNIOR HIGH CAMPUS IMPROVEMENT PLAN

Ferris Independent School District

2009-2010

Mission Statement

The Staff at Ferris Junior High School is committed to providing a quality education to meet the varied needs of a diverse student body with equal opportunities for excellence. We believe that all students can learn and have the opportunity to be challenged, to be successful, and to be prepared for a future as responsible and productive citizens.

Campus Motto

I'll be a success.

CAMPUS DECISION-MAKING COMMITTEE

T.J. Knight - Principal
Lori Fields - Assistant Principal
Deborah Gunn - Special Education
 Jeana McLaughlin - Science
Sara Jones & Ashley Heid - English
 Amy Pace - Social Studies
 June Adkins - Math
Missy Lares - Technology
 Stacey Yee - Fine Arts
 Judy Pennington - Parent
 Penny Belsher - Parent
Rebecca Pugh - Business/Community
Traci Rodriguez - Business/Community

COMPREHENSIVE NEEDS ASSESSMENT (TIA 10.1)

Ferris Independent School District conducted comprehensive needs assessments based on AEIS data such as TAKS performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating TAKS data by grade level, subject area, and objectives.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making; (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement).

District and campus improvement plans from the 2008-09 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2009-10 district and campus improvement plans include all identified priority needs.

Goal #1

All student subgroups taking the TAKS Reading, Writing, Math, Science, and Social Studies will attain or maintain a mastery rate of 90% or better.

Performance indicator 1.1: The percentage of students, in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in Reading on the State's assessment.*

Performance indicator 1.2: The percentage of students, in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in Writing on the State's assessment.*

Performance indicator 1.3: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in Mathematics on the State's assessment.*

Performance indicator 1.4: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in Science on the State's assessment.*

Performance indicator 1.5: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in Social Studies on the State's assessment.*

Objectives

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>To maintain 90% or better on the Reading TAKS, TAKS-Acc., TAKS-M, & TAKS-Alt for the tested students in the measured special population groups (All Students, Anglo, Hispanic, Black, and Economically Disadvantaged). (TIA 13.2, 13.8, 13.9)</p> <ul style="list-style-type: none"> • Scope & Sequence • Accelerated Reader • TAKS Assessment • Classroom teachers will disaggregate Reading data for individual students to determine weaknesses below 90% mastery. • Classroom teachers <u>and</u> special programs teachers will analyze disaggregated data for individual students based on students' services in special programs (At-Risk, ESL, Migrant, CATE, Dyslexia, G/T, Special Ed.) • Tutorials (year round) & TAKS Tutorials (spring; transportation and snacks provided) • Classroom teachers and special programs teachers will plan and coordinate to reinforce skill weaknesses through: <ul style="list-style-type: none"> ▪ Modifications ▪ Differentiation ▪ Thematic Units 	<p>Principals Special Ed. Director Dept. Head Reading Teachers Content Mastery Teacher</p>	<p>All subject-area teachers, grade-level teachers, and special programs teachers. (mainly Reading and ELA teachers) TAKS Grade-level Summary Reports Released TAKS Computerized AR tests Computer projectors, InterWrite Pads, & Power point presentations. United Streaming Video AR on-line testing INOVA Data Compass Learning CPI Clicker System</p>	<p>Administrator meetings (agendas, minutes, attendance) Faculty meetings (agendas, minutes, attendance) Vertical planning sessions (agendas, minutes, attendance) Lesson plans Benchmark tests IEPs Ferris Grant Tutorials</p>	<p>On-going</p>	<p>TAKS Reading TAKS-Acc Reading TAKS-M Reading TAKS-Alt Reading Annual ARDs</p>

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>To maintain 90% or better on the Writing TAKS, TAKS-Acc., TAKS-M, & TAKS-Alt for the tested students in the measured special population groups (All Students, Anglo, Hispanic, Black, and Economically Disadvantaged). (TIA 13.2, 13.8, 13.9)</p> <ul style="list-style-type: none"> ○ Scope & Sequence ○ TAKS Assessment ○ Classroom teachers will disaggregate Writing data for <u>individual</u> students to determine weaknesses below 90% mastery. ○ Classroom teachers and special programs teachers will analyze disaggregated data for individual students based on students' services in special programs (At-Risk, ESL, Migrant, CATE, Dyslexia, G/T, Special Ed.) ○ Tutorials (year round) & TAKS Tutorials (spring; transportation and snacks provided) ○ Classroom teachers and special programs teachers will plan and coordinate to reinforce skill weaknesses through: <ul style="list-style-type: none"> ▪ Modifications ▪ Differentiation ▪ Thematic Units 	<p>Principals Special Ed. Director Writing Teachers Content Mastery Teacher</p>	<p>All subject-area teachers, grade-level teachers, and special programs teachers. (mainly Writing and ELA teachers) TAKS Grade-level Summary Reports Released TAKS Computer projectors, InterWrite Pads, & Power point presentations. United Streaming Video INOVA Data Compass Learning CPI Clicker System</p>	<p>Administrator meetings (agendas, minutes, attendance) Faculty meetings (agendas, minutes, attendance) Vertical planning sessions (agendas, minutes, attendance) Lesson plans Benchmark tests IEPs Ferris Grant Tutorials</p>	<p>On-going</p>	<p>TAKS Writing TAKS-Acc Writing TAKS-M Writing TAKS-Alt Writing Annual ARDs</p>

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>To attain 90% or better on the Math TAKS, TAKS-Acc., TAKS-M, & TAKS-Alt for the tested students in the measured special population groups (All Students, Anglo, Hispanic, Black, and Economically Disadvantaged). (TIA 13.2, 13.8, 13.9)</p> <ul style="list-style-type: none"> ○ Scope & Sequence ○ TAKS Assessment ○ Classroom teachers will disaggregate Writing data for <u>individual</u> students to determine weaknesses below 90% mastery. ○ Classroom teachers and special programs teachers will analyze disaggregated data for individual students based on students' services in special programs (At-Risk, ESL, Migrant, CATE, Dyslexia, G/T, Special Ed.) ○ Tutorials (year round) & TAKS snacks provided ○ Classroom teachers and special programs teachers will plan and coordinate to reinforce skill weaknesses through: <ul style="list-style-type: none"> ▪ Modifications ▪ Differentiation ▪ Thematic Units 	<p>Principals Special Ed. Director Math Teachers Content Mastery Teacher</p>	<p>All subject-area teachers, grade-level teachers, and special programs teachers. (mainly Math teachers) TAKS Grade-level Summary Reports Released TAKS Computer projectors, InterWrite Pads, & Power point presentations. United Streaming Video INOVA Data Compass Learning CPI Clicker System</p>	<p>Administrator meetings (agendas, minutes, attendance) Faculty meetings (agendas, minutes, attendance) Vertical planning sessions (agendas, minutes, attendance) Lesson plans Benchmark tests IEPs Ferris Grant Tutorials</p>	<p>On-going</p>	<p>TAKS Math TAKS-Acc Math TAKS-M Math TAKS-Alt Math Annual ARDs</p>

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>To attain 90% or better on the Science TAKS, TAKS-Acc., TAKS-M, & TAKS-Alt for the tested students in the measured special population groups (All Students, Anglo, Hispanic, Black, and Economically Disadvantaged).</p> <p>(TIA 13.2, 13.8, 13.9)</p> <ul style="list-style-type: none"> o Scope & Sequence o TAKS Assessment o Classroom teachers will disaggregate Science data for <u>individual</u> students to determine weaknesses below 90% mastery. o Classroom teachers and special programs teachers will analyze disaggregated data for individual students based on students' services in special programs (At-Risk, ESL, Migrant, CATE, Dyslexia, G/T, and especially Special Ed.) o Focus on ESL students and increasing their passing rate through pre-teaching vocabulary and Spanish – English Science Programs o Tutorials (year round) & TAKS Tutorials (spring; transportation and snacks provided) o Classroom teachers and special programs teachers will plan and coordinate to reinforce skill weaknesses through: <ul style="list-style-type: none"> ▪ Modifications ▪ Differentiation ▪ Thematic Units 	<p>Principals Special Ed. Director Science Teachers Content Mastery</p>	<p>All subject-area and grade-level teachers (mainly Science teachers) TAKS Grade-level Summary Reports Computer projectors, InterWrite Pads, & Power point presentations. United Streaming Video INOVA Data Compass Learning CPO Lab Equipment CPI Clicker System</p>	<p>Administrator meetings (agendas, minutes, attendance) Faculty meetings (agendas, minutes, attendance) Vertical planning sessions (agendas, minutes, attendance) Lesson plans Benchmark tests IEPs</p>	<p>On-going</p>	<p>TAKS Science TAKS-Acc Science TAKS-M Science TAKS-Alt Science Annual ARDs</p>

<p>To have 90% or better on the Social Studies TAKS, TAKS-Acc, TAKS-M, & TAKS-Alt for the tested students in the measured special population groups (All Students, Anglo, Hispanic, Black and Economically Disadvantaged) (TIA 13.2, 13.8, 13.9)</p> <ul style="list-style-type: none"> o Scope & Sequence o TAKS Assessment o Classroom teachers will disaggregate Social Studies data for <u>individual</u> students to determine weaknesses below 90% mastery. o Classroom teachers and <u>special</u> programs teachers will analyze disaggregated data for individual students based on students' services in special programs (At-Risk, ESL, Migrant, CATE, Dyslexia, G/T, and especially Special Ed.) o Tutorials (year round) & TAKS Tutorials (spring -transportation provided) o Classroom teachers and <u>special</u> programs teachers will plan and coordinate to reinforce skill weaknesses through: <ul style="list-style-type: none"> ▪ Modifications ▪ Differentiation ▪ Thematic Units 	<p>Principals Special Ed. Director Social Studies Teachers Content Mastery Teacher</p>	<p>All subject-area and grade-level teachers (mainly Social Studies teachers) TAKS Grade-level Summary Reports Computer projectors, InterWrite Pads, & Power point presentations. United Streaming Video INOVA Data Compass Learning CPI Clicker System</p>	<p>Administrator meetings (agendas, minutes, attendance) Faculty meetings (agendas, minutes, attendance) Vertical planning sessions (agendas, minutes, attendance) Lesson plans Benchmark tests IEPs</p>	<p>On-going</p>	<p>TAKS Social Studies TAKS-Acc Social Studies TAKS-M Social Studies TAKS-Alt Social Studies Annual ARDs</p>
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STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Recruit and retain highly qualified staff: (TIA 13.3, 13.4, 13.5)</p> <ul style="list-style-type: none"> ○ Stipends ○ Teacher's aides ○ Health insurance ○ Student/teacher ratio ○ Common planning periods ○ Become an Exemplary rated district ○ Community support ○ Positive district reputation ○ Quality staff development ○ Teacher sign-on bonus ○ Dental insurance ○ Medical insurance ○ Mentor Program <p>Support 60-hour requirement for paraprofessional's certification.</p> <ul style="list-style-type: none"> ○ Region 10 paraprofessional certification certification program 	<p>Personnel Director</p>	<p>Teacher job fairs Area colleges and universities Region 10 ESC 5 Year Plan</p>	<p>Training sessions (agendas, minutes, attendance) Training certificates Class rosters Master schedule Personnel applications</p>	<p>On-going</p>	<p>Personnel Records Teacher/student ratio Retention Rate</p>
<p>STRATEGIES</p> <p>Provide early school transition activities and transition from campus level to campus level. (TIA 13.7)</p> <ul style="list-style-type: none"> ○ 6th Grade Orientation at Middle School ○ Meet the Teacher Night for new 7th and 8th graders ○ Open House for incoming students (all campuses) ○ H.S. School Counselor 8th grade orientation ○ Parent Night for 8th graders 	<p>PERSONS RESPONSIBLE Intermediate, JH, & HS Principals</p>	<p>RESOURCES Intermediate, JH, & HS Counselors Intermediate, JH, & HS Teachers</p>	<p>FORMATIVE EVALUATIONS Counselors' logs Orientation sessions Calendar of Events</p>	<p>TIMELINES Beginning of the year End of the year Summer</p>	<p>SUMMATIVE EVALUATIONS TAKS results</p>

<p>Teachers will be involved in assessment decisions and the use of assessment data. (TIA 13.4, 13.8)</p> <ul style="list-style-type: none"> o District/campus assessment committees o Disaggregation and use of test data o Training in the interpretation of test data o TAKS training o LPAC training o INOVA training o G/T Selection Committee training o Departmental meetings o SST meetings o ESL, GT, and Special Ed teachers coordinate with other teachers to serve special pops. 	<p>Principals</p> <p>Special Education Director</p>	<p>Region X ESC</p> <p>Teachers</p> <p>Ellis County SSA</p> <p>AWARE</p> <p>INOVA</p>	<p>Committee meetings</p> <p>Faculty meetings</p> <p>Staff development calendar (agendas, minutes, sign-in sheets)</p>	<p>On-going</p>	<p>Personnel records</p> <ul style="list-style-type: none"> o Certificates o Training hours o Transcripts
<p>STRATEGIES</p>					
<p>Develop and implement District Comprehensive Guidance Plan that includes the following: (TIA 13.2, 13.9, 13.10)</p> <ul style="list-style-type: none"> o Character Education o Decision making o Self-esteem o Private and group counseling o Career Awareness o Peer Mediation o At-Risk Counselors o Academic counseling o Behavioral counseling o Special Education Counseling o Counselor strategies. 	<p>PERSONS RESPONSIBLE</p> <p>Principals</p>	<p>RESOURCES</p> <p>Counselors</p> <p>Teachers</p> <p>Title IV funds</p> <p>Special Education</p> <p>5 Year Plan</p> <p>Ferris Quest</p> <p>S.T.I.N.G. Program</p>	<p>FORMATIVE EVALUATIONS</p> <p>Calendar of events</p> <p>Counselors' logs</p> <p>Testing schedule</p>	<p>TIMELINES</p> <p>On-going</p>	<p>SUMMATIVE EVALUATIONS</p> <p>Title IV Annual Evaluation Report</p> <p>PEIMS 425 Report</p> <p>Scholarships awarded</p>

Develop and implement a district wide G/T Scope and Sequence and G/T curriculum framework aligned with the regular ed. TEKS differentiated with depth and complexity. (TIA 13.1, 13.2, 13.4) <ul style="list-style-type: none"> Develop an honors curriculum for all of our core classes 	Principals G/T Coordinator Curriculum Director GT Teachers	Staff development (contracted services)	Lesson Plans (G/T differentiation) Curriculum meetings (agenda, minutes, attendance)	On-going	G/T Annual Evaluation Report
Provide supplemental services for identified at-risk students: (TIA 13.9, 13.10) <ul style="list-style-type: none"> Tutorials Summer School Content Mastery Instructional Aides Extended block classes Reading enrichment Counseling DAEP Service for school-age parents Pregnancy-related services TAKS Acceleration Community in Schools Class-Size Reduction 	Principals At-Risk Coordinator Teachers	SCE funds \$ 159, 589 FTEs = 2.8602 Title I funds Title V funds Title II OEY funds INOVA S.T.I.N.G. Program	Lesson plans DAEP Placement TAKS Mastery Benchmark tests Attendance records Student-teacher ratio	On-going	Disparity between student performance of at-risk students and all other students. Disparity between high school completion rate of at-risk students and all other students. AEIS Report Summer School referrals/attendance

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Continue updating the district dyslexia plan and provide training for all faculty and staff in identifying dyslexia and related disorders. Provide appropriate accommodations for 504 students. (TIA 13.4, 13.9)	Principals Special Ed Director District Dyslexia Coordinator 504 Coordinator	TEA February 2001 Dyslexia Plan Region X ESC Dyslexia Plan Revised 2003-2004	Lesson Plans Dyslexia/504 schedules/ Accommodations Staff Development Calendar	Weekly 6 weeks Semester	District Dyslexia Plan Training certificates TAKS results SDAA

Goal #2

Ferris Junior High School will meet Federal Guidelines for Adequate Yearly Progress (AYP) set forth in the NCLB act of 2002.

Performance indicator 2.1: The identification of Ferris ISD schools that make adequate yearly progress

Objective:

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>All campuses will provide attendance incentives to recognize students with perfect and/or high attendance. (TIA 13.6, 13.9)</p> <ul style="list-style-type: none"> o Campus attendance committees o Student recognition o Perfect attendance awards o Home visits o Prizes for perfect attendance. o Field trips for 7th and 8th grade o Awards ceremony 	Principals	<p>Campus activity fund</p> <p>Local funds</p>	<p>ADA</p> <p>Home visit logs</p> <p>Awards/Recognition</p>	<p>6 weeks</p> <p>6 weeks</p> <p>6 weeks</p>	<p>Attendance Rate</p> <p>Dropout Rate</p> <p>Disparity between dropout rate of at-risk students and all other students</p>
STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Provide opportunities to increase student mentoring:</p> <ul style="list-style-type: none"> • One-on-one teacher mentors. • Peer mentors. 	<p>Principals</p> <p>Special Ed. Director</p> <p>Content Mastery Teacher</p>	<p>Teachers</p> <p>Counselor</p> <p>HS/JH Students</p> <p>INOVA</p> <p>Content Mastery Teacher</p> <p>Special Ed. Teachers</p> <p>Math Lab</p>	Mentor Log	On-going	Mentor Log
Increase passing rate on all special education TAKS versions of state assessment.	<p>Principals</p> <p>Special Ed. Director</p>	<p>Content Mastery Teacher</p> <p>Special Ed. Teachers</p> <p>Math Lab</p>	Benchmarks	On-going	TAKS results

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<ul style="list-style-type: none"> ▪ Reduce the number of students being referred into Special Education ▪ Reduce the number of Special Education students being sent to ISS, AEP, or being suspended. 	Principals	RTI Referral process Positive Behavior Support	Referral Data	On-going	Referral Data

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>District attendance officer will enforce attendance policies and utilize county courts to enforce compulsory attendance laws. (TIA 13.9)</p> <ul style="list-style-type: none"> ○ Campus tardy policy ○ Evening School for tardies and tutorials ○ Filing truancy in courts <p>Provide dropout prevention and recovery through the following: (TIA 13.9, 13.10)</p> <ul style="list-style-type: none"> ○ Counseling services ○ Pregnancy-related services ○ Services for school-age parents ○ Evening school ○ After-school mentoring 	Attendance Officer Ferris ISD PD	Local funds	District meetings, agendas, minutes	On-going	Attendance rate Dropout rate Disparity between dropout rate of at-risk students and all other students.
<p>Increase the number of students graduating with a regular diploma through the following: (TIA 13.2)</p> <ul style="list-style-type: none"> ○ Need high school strategies to ensure accomplishment of this strategy. ○ Offer HS-level courses for HS credit 	Principals	Counselor Nurse	Withdrawal tracking records Counselor's log Principal contacts for locating leavers	Per occurrence Daily Weekly or per occurrence	Dropout rate Leaver reports Disparity between dropout rate of at-risk students and all other students. Percentage of graduates with regular diploma
	High School Principal	JH Faculty	Credit Accrual Graduation plans	On-going	Percentage of graduates with regular diploma

Goal #3

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.

- Performance indicator 3.1:** The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- Performance indicator 3.2:** 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 *
- Performance indicator 3.3:** 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. *
- Performance indicator 3.4:** The percentage of limited English proficient students who are at or above the proficient level in Writing on the State's assessment, as reported for performance indicator 1.3 *
- Performance indicator 3.5:** The percentage of limited English proficient students who are at or above the proficient level in Social Studies on the State's assessment, as reported for performance indicator 1.4 *
- Performance indicator 3.6:** The percentage of limited English proficient students who are at or above the proficient level in Science on the State's assessment, as reported for performance indicator 1.5. *

Objective:

Focus on identified needs in the ESL program: (TIA 13.4, 13.9, 13.10) <ul style="list-style-type: none"> ○ Increase Science TAKS Scores ○ Parent LPAC member ○ LPAC training ○ Improved communications <ul style="list-style-type: none"> ○ District correspondence ○ English/Spanish documents ○ Official interpreter ○ Statement of translation opportunities 	Principals	ESL Teachers LPAC Committee SLOP Training	LPAC minutes Development sessions (English and Spanish – agendas, minutes, attendance Lesson Plans	On-going	TAKS results RPTE TPRI ESL Annual Evaluation Report ESL PAS Report
Increase the number of students who perform at the Advanced High level on the TELPAS <ul style="list-style-type: none"> ○ ESL Classes ○ Intro. to English pullout program (for non-English speakers) 	Principals Counselor	ESL Teachers LPAC Committee SLOP Training	LPAC minutes Lesson Plans	On-going	TAKS results TELPAS ESL Annual Evaluation Report ESL PAS Report

Goal #4

All students will attend school regularly and graduate from high school.

Performance indicator 4.1: The percentage of students who graduate from high school, with a regular diploma disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged

Objective: 95% in each category

Performance indicator 4.2: The percentage of students who dropout disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged

Objective: remain at less than 1% in each category

Performance indicator 4.3: The percentage of students who attend school will do so on a regular basis

Objective: The student attendance rate at FJH will improve from 96.4% to 96.5%

Goal # 5

Ferris ISD will provide a safe, orderly, drug free environment conducive to learning

Performance Indicator 5.1: The number of PEIMS 425 discipline records.

Campus	#Actions	#Code 5	#Code 6	#Code 7	#Students
Junior High	338	27	119	18	121

Objective: a decrease from 338 actions in 2008-2009 to 300 actions in 2009-2010 (~10% decrease)

Performance indicator 5.2: The decrease in Tobacco, Alcohol, and drug offenses

Objective: to decrease from 2 in 2008-2009 to 0 in 2009-2010

Performance indicator 5.3: The number of Disciplinary Alternative Educational Placement (DAEP) placements

Objective: to decrease DAEP placements from 18 in 2008-2009 to 16 in 2009-2010 (~10% decrease)

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the district crisis management plan including: (TIA 13.9) <ul style="list-style-type: none"> ○ Suicide prevention ○ Violence prevention ○ Conflict resolution Implement Lock Down procedures for emergency situations.	Ferris ISD PD Principals Counselor	Faculty and staff Nurse Decision-making committee Title IV funds	Crisis Calendar of Events <ul style="list-style-type: none"> ○ Crisis drills/ Emergency drills ○ Safety checklists ○ Metal detectors (wands) 	On-going	Title IV Annual Evaluation Report PEIMS 425 Report Gun-free Report

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Implement discipline management plan. (TIA 13.2, 13.6, 13.9, 13.10)</p> <ul style="list-style-type: none"> o District guidelines o Parent communications o ISS o DAEP o Special Education needs <ul style="list-style-type: none"> o IEP o Behavior Intervention Plan o Teacher Assistance Team o Peer mediation o After-school mentoring o Alternatives to removing students from classrooms o Visible administrators and teachers in halls, before and after school, during lunch, and class changes o Consistent enforcement of Student Code of Conduct o Reward positive student behavior. <ul style="list-style-type: none"> o S.T.I.N.G. Program o End-of-Year Awards Programs 	<p>Principals Special Ed. director</p>	<p>Teachers SRO Officer ARD Committee District diagnostician Special Ed. funds</p>	<p>Discipline referrals Individual student ARD meetings Discipline Reports ISS Assignments Positive Recognition</p>	<p>On-going</p>	<p>Title IV Annual Evaluation Report PEIMS 425 Report Teacher Surveys Ratio of regular ed. in-school and out-of-school suspensions to special ed. in-school and out-of-school suspensions</p>
<p>Implement drug-free curriculum and reduce campus drug offenses: (TIA 13.4, 13.9, 13.10)</p> <ul style="list-style-type: none"> o Red Ribbon Week o Staff development o Random walk-throughs SRO and Admin o K-9 Detection o Ferris ISD PD Assemblies (Tobacco Awareness, Inmate Life Decisions, etc.) 	<p>Drug-free Coordinator Ferris ISD PD</p>	<p>Counselor Health teachers Region X ESC Title IV funds SSA Region X ESC</p>	<p>Lesson plans Calendar of events Drug-related offenses</p>	<p>On-going</p>	<p>Title IV Annual Evaluation Report PEIMS 425 Report</p>

Goal # 6

Increase parent and community involvement. (TIA 13.6)

Objectives: Increase the number of parent and community participants in each of the following:

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. Volunteers	90	25	50
b. PTO	NA	10	35
c. Open House	275	300	300
d. Special programs parent meetings	200	25	50

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide opportunities to increase parental involvement: (TIA13.4, 13.6) <ul style="list-style-type: none"> • Communicate through letters sent home & Parent Portal • Provide after-school programs that include parenting training • Provide training for parents in the use of the Internet • Continuation of the PTO & Election of PTO Officers 	Principals	Teachers Counselor Technology Coordinator	Parent sign-in sheets	As scheduled	Total parental involvement
Promote business/community involvement through the following: (TIA13.6) <ul style="list-style-type: none"> • District and campus committee membership • District / Campus Web site • Volunteers at athletic events 	Principals	Decision-Making Committee	Business / community participation records Newsletter publications	As scheduled	Total business / community involvement
Communicate all special programs policies and regular ed. assessment information to parents. (TIA 13.2, 13.6) <ul style="list-style-type: none"> ○ English and Spanish translation ○ Translators, if necessary ○ Spanish assistance offer on documents not translated. ○ Parents Right To Know Notice (required in home language) ○ School-Parent Compacts (English/Spanish) 	Principals	Counselors Teachers Translators	Parent Communication documents	Mostly at the beginning of the year, but some throughout the school year	Parent Involvement Rate Communications rate
Schedule parent conferences. (TIA 13.6) <ul style="list-style-type: none"> ○ Bullet all occasions for parent conferences 	Principals	Counselors Teachers	Counselors' logs ○ Students ○ Parents	As scheduled	Parent Involvement Rate Communications rate

Chart of Expectations

<u>Reading (7th)</u> <u>Student Group</u>	<u>2008-2009 Actuals</u>		<u>2009-2010 Goals</u>	
	<u>Percent Passing</u>	<u>Commended</u>	<u>Percent Passing</u>	<u>Commended</u>
All Students	82%	18%	90%	25%
African Americans	88%	50%	90%	30%
Hispanic	79%	17%	85%	25%
Caucasian	87%	13%	90%	25%
Economically Disadvantage	79%	18%	85%	25%

<u>Reading (8th)</u> <u>Student Group</u>	<u>2008-2009 Actuals</u>		<u>2009-2010 Goals</u>	
	<u>Percent Passing</u>	<u>Commended</u>	<u>Percent Passing</u>	<u>Commended</u>
All Students	91%	39%	95%	40%
African Americans	100%	53%	95%	40%
Hispanic	89%	28%	95%	30%
Caucasian	92%	54%	95%	50%
Economically Disadvantage	88%	28%	90%	30%

<u>Writing (7th)</u> <u>Student Group</u>	<u>2008-2009 Actuals</u>		<u>2009-2010 Goals</u>	
	<u>Percent Passing</u>	<u>Commended</u>	<u>Percent Passing</u>	<u>Commended</u>
All Students	88%	25%	95%	35%
African Americans	100%	38%	95%	35%
Hispanic	90%	26%	95%	35%
Caucasian	86%	21%	95%	35%
Economically Disadvantage	88%	22%	95%	35%

<u>Math (7th)</u> <u>Student Group</u>	<u>2008-2009 Actuals</u>		<u>2009-2010 Goals</u>	
	<u>Percent Passing</u>	<u>Commended</u>	<u>Percent Passing</u>	<u>Commended</u>
All Students	69%	10%	80%	20%
African Americans	63%	13%	75%	20%
Hispanic	66%	8%	75%	15%
Caucasian	73%	14%	80%	20%
Economically Disadvantage	67%	7%	75%	15%

Math (8th)		2008-2009 Actuals		2009-2010 Goals	
<u>Student Group</u>	<u>Percent Passing</u>	<u>Commended</u>	<u>Percent Passing</u>	<u>Commended</u>	
All Students	66%	12%	85%	20%	
African Americans	65%	12%	80%	15%	
Hispanic	66%	10%	80%	15%	
Caucasian	68%	14%	85%	20%	
Economically Disadvantage	65%	11%	80%	15%	

Science (8th)		2008-2009 Actuals		2009-2010 Goals	
<u>Student Group</u>	<u>Percent Passing</u>	<u>Commended</u>	<u>Percent Passing</u>	<u>Commended</u>	
All Students	66%	20%	75%	25%	
African Americans	63%	18%	70%	20%	
Hispanic	59%	12%	70%	20%	
Caucasian	80%	37%	85%	35%	
Economically Disadvantage	58%	14%	70%	20%	

Social Studies (8th)		2008-2009 Actuals		2009-2010 Goals	
<u>Student Group</u>	<u>Percent Passing</u>	<u>Commended</u>	<u>Percent Passing</u>	<u>Commended</u>	
All Students	78%	19%	85%	30%	
African Americans	88%	12%	85%	30%	
Hispanic	75%	16%	80%	25%	
Caucasian	83%	29%	85%	30%	
Economically Disadvantage	76%	15%	80%	25%	

Students Will Maintain or Increase TAKS Scores
 In at least one tested subject 100%
 In all tested subjects 70%

Students Will be Exited from ESL Services Upon Completion of Exit Criteria
 TELPAS Score of Advanced High 50%

Students Will Remain in Their Chosen Fine Arts Program From 7th grade to 8th Grade ***2009-2010 Goals***
 Theater Arts 70%
 Band 70%
 Art 70%

Students Will Be Involved in Our School's Extracurricular Opportunities ***2009-2010 Goals***
 Involved in at least one extracurricular activity 90%
 Involved in at least two extracurricular activities 70%
 Involved in more than two extracurricular activities 50%

Parental Involvement ***2008-2009 Actuals*** ***2009-2010 Goals***
Volunteers 25 50
PTO 10 35
Open House 300 300
Special Programs 25 50