

FARMERSVILLE JUNIOR HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2011-2012

Farmersville Junior High
Campus Advisory Committee Members
2011-2012

Robert Puster	Principal
Nick Salerno	Assistant Principal
Dr. Teresa Uland	Counselor
Lori Laube	Parent/Community Member
Cynthia Clark	Parent/Business Member/PTO
Kay Tedford	ELA
Richard Wingo	Science Teacher
Cary Phillips	Social Studies
Ashley Cathey	Math
Greg McIlroy	Special Education Teacher

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Essential Components of School -Wide Assistance Programs: Title I has a clear goal; enabling participating students to achieve challenging content and performance standards.

Under section **1114 (b) (1) of NCLB**, a school-wide program must include the following components:

1. a comprehensive needs assessment of the whole school:
 - Provide a brief description of the school attendance area, and surrounding community.
 - Describe how the comprehensive needs assessment was conducted in an inclusive manner.
 - Summarize strengths and needs of the school's current education program.
 - List by priority, specific needs areas and objectives to be addressed in the school-wide plan.

Farmersville Junior High School-wide Plan addresses this component:

- **Pages 3-7**

2. Implementation of school-wide reform strategies that:
 - Provide opportunities for all children to meet proficient and advanced levels of achievement.

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.14, 1.16, 1.25, 1.26, 1.28, 1.34**
- Use effective methods and instructional strategies that are research-based that:
 - Strengthen core academic programs;
 - Increases learning time;
 - Includes strategies serving underserved populations;
 - Includes strategies to address needs of all students especially low-achieving and at-risk students;
 - Addresses how school determines how students needs are met;
 - Are consistent with state/local improvement plans.

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Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.13, 1.14, 1.15, 1.16, 1.17, 1.20, 1.22, 1.23, 1.26, 1.28, 1.29, 1.31, 1.33, 1.44**

3. Highly qualified teachers in all content area classes:

- Describe plan to ensure highly qualified teachers that enhances improvement plan.

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 2.1, 2.2, 1.4**
- Ensure all paraprofessionals meet NCLB requirements.

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 2.5**

4. High Quality and ongoing Professional development for teachers, principals, and paraprofessionals:

- Describe process for determining needs for professional development for all staff:

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.11**
- Describe how the school will implement ongoing high quality professional development:

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.7, 1.10, 1.11, 1.21, 1.24, 1.26, 1.29, 1.31, 1.32 2.2**

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5. Strategies to attract high-quality, highly qualified teachers to the school:

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 2.1, 2.4**

6. Strategies to increase parental involvement:

- Describe how parents are involved in the design, implementation, and evaluation of the school-wide program:

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.22, 7.1, 7.2, 7.5, 7.6, 7.7**

- Describe how parents will receive Title I information, curriculum, assessment, and participate in decision-making opportunities about their child's education.

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 7.1, 7.8, 7.10, 7.11**

- List specific training and decision-making opportunities for parents:

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 7.5, 7.6, 7.9**

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- Describe the yearly parental evaluation of the school-wide program and how this information is used to improve the plan:

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 7.13**

7. N/A

8. Opportunities for teachers to utilize assessment information to be included in the decision making to improve student achievement.

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.4, 1.2, 1.9, 1.16, 1.33**

9. Activities and programs at the campus level to ensure students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance:

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.1, 1.3, 1.6, 1.8. 1.15, 1.23, 1.27, 1.34**

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10. Coordination and integration of federal, state, and local services and programs:

- Use flexibility to integrate services and programs to upgrade educational program.

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.7, 1.23, 1.28, 1.34**
- Consider consolidating, or “pooling”, funds from federal, state, and local resources.

Farmersville Junior High School-wide Plan addresses this component:

- **Goal 1.6. 1.7, 1.16, 1.34**

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Comprehensive Needs Assessment

Sources of Information:

1. AEIS Data—Accountability Tables/School Report Card
STAAR/ results for Spring 2012
TELPAS; ESL annual evaluation report
Attendance rate
Dropout rate/Completion rate
AYP Report
Benchmark assessments
2. Annual Evaluation Report (Safe & Drug Free—Title IV and Gun-Free Schools Report)
TOAD Incidents
Incidents of Violence
Discipline Referrals
Results of Safe and Drug Free Survey of students, parents, and teachers
3. Highly Qualified survey as submitted to TEA
Teacher certifications
4. Parental and Community Involvement
PTO Membership
Sixth Grade Orientation Night
Open House Attendance
Special Programs
Parent/Teacher Conferences
504 Committee Meetings
Admission, Review, Dismissal (ARD—Special Education) Committee Meetings
Language Proficiency Assessment Committee (LPAC) Meetings

**Farmersville Junior High School: Comprehensive Needs Assessment Summary
2011-2012**

Campus Profile: Grade Span: Grades 6-8 Campus accountability status: Recognized 2010-2011 PEIMS data: Campus enrollment: 332 Community: population of 3301 FISD District Area: 89.18 square miles Enrollment by Ethnicity: Am. Indian –4-1.2% Asian –0-0.0% African American –21-6.3% Hispanic –70-21.1% White –226- 68.1% EcoDis: 441.9% LEP: 2.7%	
Data Reviewed:	
2011-2012 PEIMS data	2012 PBM Dropout Rate Data
2012 STAAR data	2012 PBM Discipline Data
2012 TELPAS data	2010 AYP Data
Findings/Conclusions: Economically Disadvantaged populations continue to increase. African American test takers did not meet minimum size requirement for any subject area STAAR test; however, data did indicate increase in percentage that met standard in Reading/ELA, and math and >99% met standard writing STAAR passing rates in reading and writing indicate the positive impact of targeted intervention.	
Strengths:	

100% HQ teachers

Instructional impact of teachers targeting subgroups in reading and writing

Spanish-speaking paraprofessional on campus to translate for students and parents

0% dropout rate for ALL student groups

Percent of students who met standard in writing for ALL students and all subgroups was at the exemplary level with 97+% meeting standard.

Weaknesses:

STAAR results for EcoDis students passing are lower than 80% in math and science.

STAAR results for African American students who standard indicate less than 80% passing in math.

STAAR results for Hispanic students who met standard is less than 80% in Science.

Identified Needs:

Continue to provide accelerated learning and tutoring for math.

Provide additional tutoring for science.

Computer-based programs and personnel to facilitate accelerated learning of at-risk students.

Retention of Spanish-speaking paraprofessional to provide support for LEP students and to translate for parents.

FJHS GOAL #1: FJHS will achieve “exemplary” status from student performance on the STAAR.

OBJECTIVES:

Math

1. All students will achieve a passing rate of 90% and 25% commended in all groups in Math.
2. African American students will achieve a 90% passing rate and 25% commended in Math.
3. Hispanic students will achieve a passing rate of 90% and 25% commended in Math.
4. Economically disadvantaged students will achieve a passing rate of 90% and 25% commended in Math.
5. White students will achieve a passing rate of 90% in and 25% commended Math.
6. LEP students will achieve a passing rate of 90% and 25% commended in Math.
7. Ninety percent of Special Education students will pass the appropriate version of the STAAR.
8. Ninety percent of 8th Grade students will pass STAAR Math during the first administration.

Reading

1. All students will achieve a 90% and 25% commended in all groups passing rate in Reading.
2. African American students will achieve a 90% passing rate and 25% commended in Reading.
3. Economically disadvantaged students will achieve a 90% passing rate and 25% commended in Reading.
4. Hispanic students will achieve a 90% passing rate and 25% commended in Reading.
5. White students will achieve a passing rate of 90% and 25% commended in Reading.
6. LEP students will achieve a 90% passing rate and 25% commended in Reading.
7. Ninety percent of Special Education students will pass the appropriate version of STAAR.
8. Ninety percent of 8th Grade students will pass STAAR Reading during the first administration.

Writing

1. All students will achieve a 90% passing rate in Writing.
2. African American students will achieve a 90% passing rate in Writing.
3. Hispanic students will achieve a 90% passing rate in Writing.
4. Economically disadvantaged students will achieve a 90% passing rate in Writing.
5. White students will achieve a 90% passing rate in Writing.
6. LEP students will achieve a 90% passing rate in Writing.
7. Ninety percent of Special Education students will pass the appropriate version of STAAR.
8. Ninety percent of 7th Grade students will pass STAAR Writing.

Social Studies

1. All students will achieve a 90% passing rate in Social Studies.
2. African American students will achieve a 90% passing rate in Social Studies.
3. Economically disadvantaged students will achieve a 90% passing rate in Social Studies.
4. Hispanic students will achieve a 90% passing rate in Social Studies
5. White students will achieve a 90% passing rate in Social Studies.
6. LEP students will achieve a 90% passing rate in Social Studies.
7. Ninety percent of Special Education students will pass the appropriate version of STAAR.
8. Ninety percent of 8th Grade students will pass STAAR Social Studies.

Science

1. All students will achieve a 90% passing rate in Science.
2. African American students will achieve a 90% passing rate in Science.
3. Economically disadvantaged students will achieve a 90% passing rate in Science.
4. Hispanic students will achieve a 90% passing rate in Science.
5. White students will achieve a 90% passing rate in Science.
6. LEP students will achieve a 90% passing rate in Science.
7. Ninety percent of Special Education students will pass the appropriate version of STAAR.
8. Ninety percent of 8th Grade students will pass STAAR Science.

GOAL #1—FJHS will achieve “exemplary” status from student performance on the STAAR

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	TITLE 1 FUNDS USED
1.1 Provide intensive remediation instruction during the school day for students in academic need in grades 6-8.	Principal Teachers	AEIS and STAAR Reports	August- May	Teacher-made tests 6-week report cards Benchmark results	STAAR Results AYP standard report TMSFA Results	1,3
1.2 Increase the academic rigor and student expectations in science classes 6-8.	Curriculum Director Principal Science Teachers	Local funds	August 2011 – May 2012	Benchmarks Six weeks tests Semester tests	STAAR results and student semester grades.	
1.3 Provide in-school and after-school tutorials for students who are at risk of being retained or failing the STAAR test.	Principal Teachers	SCE Funds: (\$3000)	Ongoing	Attendance logs Progress reports Grades Bench scores	STAAR Results AYP Report	
1.4 Teachers will work in content area teams to analyze students’ academic weaknesses and develop a plan to increase student academic achievement.	Principal Counselor Teachers	AEIS and STAAR Reports Benchmarks	Ongoing Implementat ion	Teacher-made Tests, Practice tests, STAAR Coach (Science). 4C strategy	STAAR Results	
1.5 Give STAAR format practice tests (district generated benchmarks and STARRS Coach, etc) to all students	Principal Counselor Curriculum Director All teachers	Funds for testing Eduphoria	November2 2011 January 2012	Benchmark assessments, STAAR Coach (Science)	STAAR Results	
1.6 Provide Math Lab for students in grades 6-12 for after-school remediation/tutoring.	Principal Curriculum Director Math tutors	SCE Funds: High School	October 2011 - May 2012	Benchmark assessments Attendance Report cards	STAAR Results # passing math classes AYP results	
1.7 District personnel will provide training for teachers on STAAR related computer	Math teachers	Local Funds	Ongoing	STAAR Results	STAAR Results	

software (<i>Eduphoria</i>) in computer lab.						
1.8 Utilize STAAR incentives to encourage student effort on STAAR tests.	Principal PTO/Teachers	Activity Funds for incentives	End of the school year	Benchmark assessments	STAAR Results	
1.9 Develop a scope and sequence to ensure appropriate TEKS are covered utilizing research based instructional strategies.	Teachers Administration	Local Funds	Content area teachers using Forethought	Lesson Plans Benchmarks, Eduphoria Forethought	STAAR Results	
1.10 District personnel will provide training for math teachers in TEKSing Toward STAAR Math program (grades 3-12) to ensure spiraling of math concepts.	Curriculum Director Principal	Local funds	On-going	Sign-in sheet Teacher lesson plans Daily bell-ringers	STAAR Math Scores	
1.11 District personnel and Region 10 facilitators will continue staff development training on research-based instructional strategies that enhance academic success of at-risk, ESL, and special education populations.	Curriculum Director Principal Technology Director	Local staff development days	Ongoing	Benchmark results Report Cards Lesson plans	STAAR Scores Staff development log	
1.12 Utilize the STAR Assessment Program and STAAR results to determine the effectiveness of the Accelerated Reader Program (grades 6-8) to increase reading fluency, speed, and comprehension.	Reading teachers Librarian	Local Funds	Ongoing implementat ion	Library Checkouts Benchmark and STAAR results STAR results	STAAR Reading Results	
1.13 Utilize STAR to assess Math skills.	Administrators Math Teachers	Local Funds	Ongoing	Benchmarks, STAAR results, STAR results	STAAR Math Results	
1.14 Purchase additional reading materials for	Reading teachers Social Studies	District Funds and TEA	Ongoing implementat	Teacher made Tests, 3 wk.	STAAR Reading Results	

instructional purposes. (e.g. newspapers, magazines, <i>Weekly Reader</i> subscriptions)	teachers Science Teachers Reading Teachers	Allotment Funds	ion	progress reports Report cards		
1.15 Teachers, meeting in content area teams, will utilize STAAR results to conference with at-risk students each six weeks.	Teachers Principal Counselor	STAAR or TAKS results from previous year	Ongoing implementation	Report cards Benchmark assessments	STAAR scores	
1.16 All 6 th & 7 th grade students will take a year of Reading and Math. Students who failed either of the previous year's STAAR test may take a STAAR class in addition to the regular class. All 8 th grade students who failed to pass last year's STAAR test will be scheduled for STAAR tutorials.	Principal Reading teachers Math teachers	SCE: (\$17,345)	Ongoing implementation	Teacher-made tests November benchmark scores	STAAR Reading Results	

GOAL #1—STAAR

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1.17 All Language Arts teachers will use grammar Activities such as sentence construction and punctuation exercises (gr. 6-8)	All Language Arts teachers	Local Funds	Ongoing implementation	Six Weeks Tests Report cards Benchmark scores	STAAR Writing Results
1.18 All Language Arts teachers will implement instructional activities such as spelling, definitions, and sentence structure.	All Language Arts teachers	Local Funds	Ongoing implementation	Six Weeks Tests Report cards Benchmark scores	STAAR Writing Results
1.19 All Language Arts teachers will utilize written compositions to practice persuasive, informative, and comparative writing techniques (gr.6-8)	All Language Arts teachers	Local Funds STAAR books	Ongoing implementation	Six Weeks Tests Report cards Benchmark scores	STAAR Writing Results
1.20 All campus teachers will utilize “Writing Across the Curriculum” in all subject areas.	All teachers Principal	Local Funds	Ongoing	Benchmark results Lesson plans	STAAR Scores
1.21 Region 10 facilitators and/or other consultants will provide staff development to newly hired teachers on the SIOP model to use in regular classroom for all students including LEP students.	Curriculum Director Principal ESL Teacher	Region X ESC Local Funds ESL Staff	Ongoing	Sign-in sheets Benchmarks Lesson plans w/modifications	Lesson plans with SIOP features noted
1.22 The campus ESL/bilingual aide will “shadow” and provide inclusion services to LEP students	Principal ESL teacher ESL/bilingual aide	Title III Funds (\$7,033) State ESL funds (\$7079) Local funds	school year	Report cards Progress reports	STAAR; TELPAS LAT
1.23 All campus teachers will continue to implement SIOP for LEP students to ensure success in regular classes	Teachers ESL/bilingual aide	Local Funds	school year	Report cards Progress reports	LEP students end of year grades
1.24 District personnel/Region 10 facilitators will provide G/T training for all new teachers and updates for current teachers to ensure all campus teachers are fully certified in G/T.	Curriculum Director Principal Assistant Principal	Region 10 ESC	May 2011 and ongoing	Training Alignment with TEKS Identification & placement practices	Training certificates

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<p>1.25 G/T students will meet regularly with G/T facilitator during advisory period.</p>	<p>Principal Asst. Principal Gen. Ed. Teachers G/T Teacher</p>	<p>Region 10</p>	<p>School Year</p>	<p>Lesson plans and teacher assigned GT projects</p>	<p>GT projects</p>
<p>1.26 All teachers will utilize researched-based instructional strategies to differentiate for G/T students in all classrooms.</p>	<p>Principal Asst. Principal Gen. Ed. Teachers</p>	<p>Local Funds</p>	<p>School Year</p>	<p>Lesson plans Student</p>	

GOAL #1—STAAR

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
<p>1.27 District personnel will provide R.T. I. training for regular education teachers to equip them with pre-referral intervention strategies to utilize with students with academic needs.</p>	<p>Principal Classroom teachers Assistant Principal Region 10</p>	<p>Region 10</p>	<p>Training Ongoing meetings</p>	<p>Training meetings Principal observations</p>	<p>Special Ed Assessment; R. T. I. meetings</p>
<p>1.28 Campus teachers will support special education students through inclusion, resource program, learning center, and other related services.</p>	<p>Principal Special education teachers Classroom teachers</p>	<p>Local funds Region 10</p>	<p>Training; Meeting dates/minutes</p>	<p>Informal observations; progress reports; report cards; CMC Log</p>	<p>Special Education Assessments</p>
<p>1.29 The special education department will provide training for regular education teachers to equip them with strategies for implementing classroom instructional modifications/accommodations</p>	<p>Principal Assistant Principal Classroom teachers Director of special programs Region 10</p>	<p>Administration Region 10</p>	<p>Ongoing</p>	<p>Training Principal observations. Lesson plans CMC logs Report cards</p>	<p>Special Ed. Assessments STAAR results</p>
<p>1.30 Students will enroll in career and technology classes that reinforce knowledge, skills, and competencies necessary for a broad range of opportunities.</p>	<p>Principal Teachers Counselor</p>	<p>State CATE</p>	<p>6 weeks; Semester</p>	<p>Lesson Plans TEKS</p>	<p>Course completion Course grades</p>
<p>1.31 Teachers will be trained in research-based instructional strategies through technology training.</p>	<p>Director of Technology</p>	<p>Local funds</p>	<p>August —July</p>	<p>Lesson plans</p>	<p>Use of strategies in the classroom</p>
<p>1.32 All teachers will receive continued training on Eduphoria in order <i>to</i> personalize instruction for at-risk students.</p>	<p>Curriculum Director Principal Counselor</p>	<p>Region X ESC</p>	<p>Ongoing use</p>	<p>Evidence of disaggregated data</p>	<p>STAAR results TELPAS results</p>
<p>1.33 Continue weekly Response to Intervention and academic team</p>	<p>Administration All Teachers</p>	<p>Local Funds</p>	<p>Ongoing</p>	<p>Teachers’ grade books, R.T.I.</p>	<p>Increase number of students</p>

meetings in order to increase students' academic achievement.				meeting minutes, R.T.I. notebooks	passing classes and formal assessment
1.34 Special education teachers will continue utilizing Earobics to increase Reading fluency and comprehension for identified special education and at-risk students.	Administration Special Ed. Teachers	Local Funds	Ongoing	Number of students participation, evaluations	Formal assessments, STAAR results

FJHS GOAL #2: By 2011-2012, all students will be taught by highly qualified teachers.

OBJECTIVE

All FJHS professionals will have appropriate certification endorsements for assigned classes.

GOAL #2—HIGHLY QUALIFIED TEACHERS

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
2.1 Recruit certified teachers at area job fairs and hire only certified teachers when possible.	Superintendent Curriculum Director Principal	Local funds	Spring and Summer 2012	Number of certified applicants	Number of newly hired certified personnel.
2.2 Provide research-based staff development for all teachers to ensure they acquire 150 hours of in-service training to remain highly qualified.	Curriculum Director Teachers	Local funds;	August 2011- July 2012	Sign-in sheets Individual documentation of 150 hours.	End of year documentation signed by principals.
2.3 Provide support to new teachers through district and campus level mentoring.	Curriculum Director Principal Mentors	Local funds	Six weeks checks	Number of teachers in attendance	Number of new teachers retained by district
2.4 Coordinate with Region X and other accredited Alternative Certification Programs to hire highly qualified teachers.	Region X ESC Curriculum Director Principal Mentors	Local funds	School year	Ongoing Appraisals Formal observations by mentors and program personnel.	ExCET/TEExES Scores; Certificates received
2.5 District and campus administrators will ensure that all campus paraprofessionals meet NCLB requirements.	Curriculum Director Principal	Local funds	August 2011- July 2012	Number of trained paraprofessionals.	Number of newly hired trained paraprofessionals.

FJHS GOAL #3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

OBJECTIVES

1. Maintain consistent, fair school discipline policies.
2. Reward students for positive behavior and actions.
3. Maintain clean and safe school facilities.
4. Decrease tobacco incidents and maintain zero incidents of alcohol, drug, and violence.

GOAL #3—SAFE SCHOOLS

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
3.1 Maintain clean and orderly school facilities	Principal Maintenance Department Assistant Principal	Local Funds	Summer Ongoing	Maintenance Log	Improved school appearance
3.2 Create school-wide system of consequences for certain infractions	Principal Assistant Principal	Local Funds	school year	Discipline referrals	Annual discipline report
3.3 Utilize the following discipline techniques to create a positive discipline climate: After school detention, Saturday School, and In-School Suspension, recovery of lost credit due to excessive absences.	Principal Assistant Principal ISS teacher	After School detention	school year	Discipline referrals ISS assignments AEP assignments	Safe and Drug- Free Schools Evaluation Gun-Free Schools Report Annual School discipline report
3.4 Continue to provide teacher training on utilizing Discipline Manager online discipline program to streamline disciplinary referral process.	Principal Assistant Principal Teachers	Local funds	Initial August 2009 training ongoing	Training sign-in sheets Discipline referrals	Annual discipline report
3.5 Teachers will develop processes to reward positive student behavior.	Principal All teachers	Local Funds	Each semester	Number of disc. referrals	Annual discipline report
3.6 PTO Award of Excellence	Principal All teachers	Activity Fund PTO	Each Six Weeks	Number of teacher recom- mendations.	Bi-monthly principal award recipients.

GOAL #3—SAFE SCHOOLS

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
3.7 Utilize drug dog to search for possible drugs or alcohol on campus	Principal Assistant Principal	Local Funds Fee for drug dog	Ongoing implementation	Documentation of drug dog search	Safe and Drug-Free Schools report ; TOAD incidents
3.8 Use Discipline Manager program to maintain accurate discipline records.	Principal Assistant Principal PEIMS Clerk/Secretary	Local Funds	Ongoing implementation	Student discipline records	Annual school discipline report
3.9 Parents and faculty will be informed of student code of conduct by providing student handbooks in print and on school website.	Principal ESL teacher Technology Director	Local Funds	August 2011	Handbooks posted on Internet and sent home	Number of parent consent forms returned
3.10 Implement a board-approved, district-wide crisis management plan and conduct crisis drills.	Superintendent School Board Principals	Board of Trustees Local Funds	Ongoing implementation	Crisis Drills	Title IV Annual Evaluation Report (SDFSC)
3.11 Provide JJAEP placement services with McKinney	Principal	Local Funds	Ongoing implementation	Discipline referrals AEP assignment	Annual discipline report
3.12 Provide AEP service with Princeton for students exhibiting inappropriate behavior.	Superintendent Principal Assistant Principal	Local Funds	Ongoing implementation	Discipline referrals AEP assignment	Annual discipline report
3.13 Provide Drug-Free Curriculum and Instruction for students in Health classes as well as during Red Ribbon Week during advisory.	Counselor Teachers	Federal Drug Title IV Funds	Ongoing implementation	Red Ribbon Week	Drug-free report
3.14 Provide Red Ribbon Week ribbons and activities	Principal Counselor	Local Funds PTO	Designated week in October	Red Ribbon Week	Drug-free report
3.15 Conduct safe school survey (tobacco, drug use, violence, etc.)	Counselor	Title IV Funds	As Required	Number of surveys returned	Survey results

FJHS GOAL # 4: All students will graduate from high school.

OBJECTIVES

1. Prevent students from dropping out of school.
2. Improve student success and level of academic achievement.
3. Decrease student retention rate.
4. Decrease percentage of students on the mandatory tutorial list.
5. Improve student organizational skills.
6. Continue to train teachers in Gifted/Talented teaching methods.
7. Continue to implement the “least-restrictive environment” for special education students.
8. Identify, monitor, and intervene in the educational progress of at-risk students.

GOAL #4—GRADUATE

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	TITLE 1 FUNDS USED
4.1 Pursue truancy charges in a timely manner.	Principal Attendance Clerk	Local Funds	Ongoing implementation	Attendance Records	Absentee rate for students with low attendance	
4.2 Monitor attendance and performance of At-Risk students. Examine retention rate at each grade. Require all students who are failing a class to attend mandatory tutorials.	Principal Counselor Teachers	Local Funds	Three weeks’ progress reports Six weeks’ report cards. Tutorial lists	Progress Reports Report Cards Failure rate Conferences	Annual retention rate STAAR scores Attendance rate	
4.3 Provide Summer School and information on correspondence and credit by exam	Principal Counselor Teachers	Local Funds	Summer of 2012	Summer School grades	Number of retentions.	
4.4 Continue to allow open enrollment for Spanish class to all 8 th grade students for high school credit.	Principal PEIMS Clerk	Local funds	August 2011 School Year	PEIMS report Class enrollment	Number of students earning high school credit in Spanish.	

GOAL #4—GRADUATE

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
4.5 Recognize students on Honor Roll in the newspaper and with certificates at the end of the year	Principal	Local Funds	Each six weeks period End of year	Honor Roll lists	Percentage of students on honor rolls
4.6 Require all students to keep a student planner to improve organizational skill	All teachers	Local Funds	school year	Teacher observations	Number of students keeping planners
4.7 Provide outstanding student certificates in each subject at end of year awards assembly	All teachers	Local Funds	End of year	List of Honor Roll students	Number of students recognized
4.8 Recognize student participation in UIL Academic Competition	Counselor (Campus UIL Coordinator) UIL Coaches	Local Funds	End of year	List of participants	Ribbons and/or Medals for participation
4.9 Continue to offer Algebra for high school credit to students to all 8 th graders	Principal Teachers	Local Funds	August – May	Class Rolls	Number of students who receive credits.
4.10 Provide G/T Update training for all campus teachers.	Principal G/T Coordinator (Teacher)	Local Funds	Ongoing implementation	Certification of G/T teacher	Compliance of G/T program with state requirements.
4.11 All teaches will use research based differentiated instruction to G/T students in all classes to include both campus and community based projects. .	Principal G/T Coordinator (Teacher)	Local Funds	First six weeks and each six weeks thereafter.	G/T Student Projects	Compliance of G/T program with state requirements

GOAL #4—GRADUATE

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
4.12 Utilize R.T.I. Committee to identify at-risk/504 students and monitor their academic progress.	Counselor R.T.I. Committee All teachers	Local Funds	Ongoing implementation	List of R.T. I. students	Passing rate for R.T.I. students
4.13 Identified students will be supported by Special Education through inclusion, T.E.S.S., content mastery, and other related services	Special Education Teachers Administrators	Local Funds	Ongoing Implementation	Informal observations; Progress Reports; Grades/CMC log	Special Education assessments
4.14 All teachers will be trained in helping special education students. Emphasis placed on *Behavior Intervention Strategies * Following IEPS	Superintendent Principal Special Education Teachers	Money for training; presenters	Ongoing Implementation	Continue to provide support for teachers with special education students	Provide the best quality special educational services to all qualifying students
4.15 Assign aide to assist at-risk and special Education students through Learning Lab	Special Education / At-Risk aide	Local funds	Ongoing implementation	Number of students assisted	Passing rate of students served
4.16 Monitor progress of ESL students exited from the ESL program	Principal ESL teacher Classroom teacher ESL Aide	Local Funds	Ongoing implementation	Six Weeks' Report Cards Semester Grades	End of Year grades STAAR/TELPAS results
4.17 Provide In-School Suspension (ISS) and AEP for students demonstrating inappropriate behavior	Principal Assistant Principal ISS Teacher	Local Funds	Daily ISS assignments	Discipline referrals ISS/AEP placements	Annual Discipline Report
4.18 Continue R.T.I. program for students failing coursework and/or benchmark assessments	Principal Assistant Principal Teachers	Local funds	weekly	R.T.I. notebook	Six weeks and semester grades STAAR scores
4.19 Provide home bound instruction to eligible students	Principal Home bound teacher	SCE (\$2,000)	As needed	Number of students assigned	Number of students earning credit

<p>4.20 Provide opportunities for students losing credit due to excessive absences to earn credit through Saturday School</p>	<p>Principal Assistant Principal Attendance Clerk Teachers</p>	<p>SCE: (\$1,000)</p>	<p>ongoing</p>	<p>Number of students losing credit</p>	<p>Number of students earning credit through Sat. School.</p>
<p>4.21 Develop process to retest all incoming 6th grade G/T students to determine continued eligibility.</p>	<p>G/T Coordinator Counselor G/T Committee</p>	<p>G/T Funds</p>	<p>August 2011</p>	<p>Number of students tested</p>	<p>Number of students placed in G/T</p>
<p>4.22 Implement a no zero policy to ensure students success</p>	<p>Administrators Teachers</p>	<p>Local Funds</p>	<p>Ongoing</p>	<p>Teacher gradebooks</p>	<p>Improvement of students grades</p>

FJHS GOAL # 5: Students will be expected to take the SAT/ACT in high school to meet the state acknowledgement standard of 70% of non-special education graduates tested. The percent of examinees scoring at or above the state criterion score will meet the state acknowledgement standard of 40%.

OBJECTIVES

1. Familiarize students with the purpose of the SAT/ACT.
2. Acquaint students with reading, math, and reasoning skills measured on the SAT/ACT.

GOAL #5—SAT/ACT

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
<p>5.1 Inform 8th grade students about requirements for graduating “Recommended” or “DAP”</p>	<p>HS Counselor JH Counselor Teachers</p>	<p>Registration packets Fish Camp 8th Grade Parent Meeting, Graduation Requirements Brochure, SSI Brochure</p>	<p>Spring 2012</p>	<p>Ninth grade registration forms</p>	<p>Percentage of Recommended and DAP graduates</p>
<p>5.2 Encourage enrollment of students in advanced classes to increase number of students graduating Recommended or Distinguished Achievement Program</p>	<p>Principal Counselor Math teachers Science teacher</p>	<p>Local Funds</p>	<p>May 2011 for 2011-2012 academic year</p>	<p>Registration packets Enrollment in classes</p>	<p>Number of students taking advanced math/science courses Number of students graduating Recommended or DAP</p>
<p>5.3 Participate in the Duke University Talent Identification Program for 7th Graders</p>	<p>Counselor (TIP Facilitator)</p>	<p>Local Funds Postage cost</p>	<p>Fall 2011</p>	<p>Number of students who take the SAT/ACT as 7th graders</p>	<p>Recognition of participants; Number of TIP students who take SAT/ACT as juniors/seniors</p>

FJHS GOAL #6: Student attendance will meet or exceed the recommended attendance rate of 96%

OBJECTIVES

1. FJHS will improve attendance to 97% for 2011-2012.
2. FJHS will eliminate truancy by filing papers with the Justice of the Peace.
3. FJHS will eliminate student retention due to excessive absences.

GOAL #6—ATTENDANCE

SCE FUNDS: \$5,000

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
6.1 Communicate with parents by letter and phone when students have excessive absences	PEIMS Clerk/Secretary Principal Attendance Clerk	Postage for attendance letters	Mail at 5,9,14 and 18 absences	Notify parents of excessive absences	Decrease student absentee rate
6.2 Pursue truancy charges in a timely manner.	Principal Attendance Clerk	Local Funds	Ongoing implementation	Number of truant students	Absentee rate of students with historically low attendance
6.3 Continue semester exam exemptions in grades 7-8 90 average – 3 absences allowed 80-89 average – 2 abs. allowed	PEIMS Clerk/Secretary Attendance Clerk All teachers	Local Funds	Each semester Ongoing	Number of exempt students	Student attendance rate
6.4 Provide students with perfect attendance certificates at awards assembly	Principal	Local Funds	May 2011	Number of students having perfect attendance	Student attendance rate

FJHS GOAL #7: Encourage parent and community involvement.

OBJECTIVES

1. Utilize campus planning committee as an advisory council to school administration.
2. Maintain a junior high PTO (Parent Teacher Organization).
3. Improve teacher-to-parent communication.
4. Utilize community resources to improve the quality of student education.

GOAL #7—PARENT/COMMUNITY INVOLVEMENT

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
7.1 Host Open Houses –Parent Orientation night for sixth grade and an Open House for 7-8 grades	All teachers	Local Funds Activity Funds	Fall	Parent comments	Number of parents in attendance
7.2 Open communication for all academic and behavior problems-including sending out a progress report for all students	All teachers	Local Funds	Each three weeks	Number of failures at progress report time	Student passing rate
7.3 Provide Texas Connect parent portal access for parents of Jr. High students	Technology Director Principal All teachers	Local Funds	October 2011 School year	Parent use of grade book program	Number of “hits” to RSCCC Texas Connect website
7.4 Each teacher maintains a parent phone log and e-mail record of parent contacts	All teachers	Local Funds	Ongoing implementation	Copies of phone logs, e-mail records	List of parent contacts
7.5 Reach out to Hispanic Families by translating and recruiting Spanish speaking faculty members.	Curriculum Director Principal ESL Coordinator	Local and ESL funds	Ongoing	Hispanic Community involvement	More Spanish speaking faculty members
7.6 Continue to use the Campus Advisory Committee as an advisory council for the principal	Principal Teacher Committee members	Local Funds	Meetings held at least once each semester	Meeting agendas	Minutes of meetings
7.7 Maintain a junior high PTO and conduct meetings	Principal PTO officers	PTO funds	Ongoing implementation	Attendance at meetings	Number of members

GOAL #7—PARENT/COMMUNITY INVOLVEMENT

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
7.8 Provide parents/community with information regarding campus goals and procedures to build support within the home and community through the school website and newsletters.	Principal	Student Handbook, Website, Newspaper (Farmersville Times)	Ongoing implementation	Publications; Parent participation	Level of community and parent involvement in the school
7.9 Provide basic computer classes for community	Technology Director	Local funds	Spring-Summer 2012	Number of participants	Level of community involvement in the school
7.10 Provide information to technology director about events on the district website.	Technology Director Principal Teachers	Local funds	2011-2012 school year	Survey of website	Increase in parent/ community involvement and attendance.
7.11 Provide memos and/or newsletters regarding school events in both English and Spanish.	Principal Office personnel Teachers	Local funds	Ongoing implementation	Copies of memos and newsletters	Level of parent/ community involvement.
7.12 Increase and maintain partnerships/activities with community and business members	Principal Counselor Teachers and Mentors PTO members	Local funds	As scheduled	Old Time Saturday, Chamber of Commerce activities, Teacher Appreciation wk and Robotics	Level of parent/ community involvement.
7.13 Parents will be given an opportunity to complete an evaluation of school programs that will be considered in the campus improvement meetings.	Principal Counselor Special Ed. Teachers	Local funds	May 2012	Number of evaluations completed and returned.	Increase in parent/com- munity involvement.

FJHS GOAL #8: Promote student leadership and increase student pride in school and community.

OBJECTIVES:

1. Provide leadership opportunities for students to learn leadership skills
2. Provide leadership opportunities for students within the community.
3. Improve teacher-to-parent communications.
4. Utilize community resources to improve the quality of student education.

GOAL #8—STUDENT LEADERSHIP/PRIDE IN SCHOOL

STRATEGY	PERSON(S) RESPONSIBLE	RESOURCE	TIMELINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
8.3 Provide Texas Connect parent portal access for parents of Junior High students	Technology Director Principal All teachers	Title II, Part D Local Funds	October 2011 School year	Parent use of grade book program	Number of “hits” to RSCCC Texas Connect website
8.4 Provide character building strategies and social skills development through a daily advisory program and Leadership training.	Principal Assistant Principal Counselor Teachers	Local funds	August 2011 and ongoing	Students participating in advisory activities	Decreased incidents of disciplinary referrals relating to bullying, cultural or gender biases
8.5 Provide students with opportunities to enhance their leadership skills through extracurricular and co-curricular activities	Principals Teachers	Local Funds	Ongoing	Number of students involved in activities	Sponsor evaluations

