

**CELESTE JR. HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2006 - 2007**

Campus Improvement Committee Members:

Lisa Lowe, Principal
Eric Kelley, Asst. Principal
Carla Becknell, Special Ed. Teacher
Kathryn Claxton, Teacher
Nicole Hicks, Teacher
Stacy Trentham, Title I Teacher
Marcia Fielden, ESL Teacher
Jenny Greene, Counselor
Melissa Wilson, Title I Parent Representative
J.B. Brown and Mike Wilson: Parent Representatives
Chris Barnard and Jennifer Tinnie: Business Representatives
Brad White and Wesley Callens: Community Representatives

Junior High Campus Improvement Plan 2006-2007

Goal 1: To have student performance (to include gender, economically disadvantaged, LEP, and migrant students) on state TAKS test to maintain a rating of Exemplary.

1. Economically disadvantaged students will score higher than state average on TAKS on all tests taken.
2. African American, Native American, Asian, Hispanic and White students will score higher than state average on TAKS on all tests taken.
3. Campus will score higher than state average on TAKS on all tests taken.
4. LEP students will become proficient in English and reach high TAKS performance standards.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Provide before, during, and after school tutorials as well as Title One for at-risk, special education, LEP, migrant, gender and economically disadvantaged students.	Stipend, campus budget, SCE funds (24) Title I funds (211)	Review of report cards Focus on Reading Program and Accel. Math Program	Six Weeks	Tutorial Facilitator, Title One teacher and Title One aide	TAKS Scores Documentation of progress made in reading and math program
Provide inclusion of aide in the regular classroom to assist Special Ed. Students	Sp. Ed. Funds (23)	Six weeks grades, progress reports, informal observations	Six Weeks	Principal, Sp. Ed. Teacher	TAKS scores. SDAA scores

Goal 1 continued -

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Increase communication and coordination between regular education and special education. (Cap Plan)	Tri-County Sp. Ed. Funds (23)	Coordinated meetings	Training Dates	Campus Principal	Sp. Ed. Assessment
Transition from G/T pullout program to technology-based four core subject area program.	G/T funds (21)	Semester report card	Six Weeks	Principal, Technology-G/T teacher	Student work in 4 core areas of instruction.
Provide professional development for math, science, language arts, and history to promote highly qualified teachers and para-professionals	Title II (TPTR) funds (255) Title V funds	Training Certificates	Training dates	Principal	TAKS scores
Provide home study guides for students who did not pass all sections of TAKS.	TAKS materials SCE funds (24)	Assessment using practice TAKS	End of second and fourth six weeks	Principal, Campus TAKS Coordinator	Individual TAKS scores

Goal 1 Continued

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Provide Accelerated Math, Accelerated Reading, Focus on Reading, and Study Island computer programs to assure adequate yearly progress in areas that are TAKS tested.	REAP (270) A.R. Reading, Accel. Math, Study Island website and Nat'l Learning Systems software	Student work, reports from software programs	Six weeks	Math, reading, technology, English, History and Title One teachers and Title One Aide	TAKS test results, reports generated from the software programs, and report cards
Offer summer remedial reading and math program.	Title 1 funds (211) REAP (270)	Report card and attendance	Annually in June	Teachers	Improved TAKS and SDAA scores, improved scores on report cards
Serve dyslexic students according to state and local guidelines.	Local funds Title 1 funds (211) Nat'l Learning Systems Software	Reports from software programs, report cards, progress reports	Six weeks	Title 1 teacher and aide, counselor, principal	TAKS test results, reports generated from software program, and report cards
Analyze TAKS data to assess instruction, appropriate sequence, appropriate intervention to determine the needs of students and teachers.	Local funds	AEIS report, TAKS summary reports	Faculty meetings, Teacher in-service meetings	Principal and teachers	Improved TAKS scores

Goal 2: Student daily average attendance will exceed the state's exemplary standard.

Objective: 1. Student daily average attendance will be at or above 97.5% for the 2006-2007 school year.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Provide Saturday school for students with excessive absences.	Local funds	Excessive absence report	Six weeks	Principal, Saturday school facilitator	Annual ADA
Call students who are absent on consecutive days.	Local funds	Informal observations and secretary contact log	Ongoing	Principal, campus secretary	Annual ADA, Attendance report
Administration and staff will maintain contact and communication with parents concerning tardies, absences, and extended illnesses.	Local funds	Daily absentee summary and Excessive absence report	Ongoing	Principal, campus secretary	AEIS Report Card
Administration and staff will promote, recognize, and reward good school attendance.	Local funds	Six weeks attendance record	Six weeks and end of year	Principal	AEIS Report Card

Goal 3: Provide a learning environment that is safe, drug free, and conducive to learning.

- Objective:**
1. Continue a positive reward system involving attendance (no unexcused absences or tardies), citizenship, and academic achievement.
 2. Reduce the number of days students spend in ISS and seek alternatives to its use.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Provide Saturday School for students who have continuous disciplinary infractions.	Local funds	Conduct code reports	Six weeks	Principal	Annual conduct report
Continue the "Dynamite Devil" program.	Local funds	"Dynamite Devil" report	Six weeks	Principal	Annual "Dynamite Devil" matrix
Provide ISS teacher for students who commit violations of student code of conduct.	Local funds	Behavior reports	Six weeks	Principal	Annual conduct report
Identify and recognize students as outstanding "Students of the Month".	Local funds	Selection process	Six weeks	Principal and teachers	Parent & Teacher survey
Conduct unscheduled drug dog searches and of campus building. Conduct random student drug testing.	Title IV funds (204)	Incident report	Six weeks	Principal	Drug-Free report
Provide AEP in Caddo Mills for students who continually have disciplinary infractions and violate the Student Code of Conduct.	Local funds SCE (24)	Conduct Code Reports and Behavior Reports	Six weeks	Principal	Annual Conduct Report
Have a Crisis Prevention Institute training team.	Local funds	Behavior reports	Ongoing	Principal and teachers	Annual Conduct Report
Implement a Character Education Program.	Local funds	Behavior report	Ongoing	Principal, counselor, teachers	Annual conduct report

Goal 4: Improve school/parent/guardian communication.

Objective: 1. School/parent/guardian contact will be 90% or above.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Conduct a parent orientation night during the first two weeks of school.	Local Funds Title 1 (211)	Informal observations, parent conferences, sign- in sheets	Six weeks	Principal and teachers	End of year parent survey
Conduct Open House	Local Funds	Informal observations, parent conferences	Public School Week	Principal and teachers	End of year parent survey
Teachers & Principal will keep a log of all parent/guardian contact made.	Local Funds	Contact log	Ongoing	Principal and teachers	End of year parent survey
Continue to encourage active participation in the planning and decision-making process through the structure of the Campus Improvement Committee.	Existing Personnel	Documentation of scheduled meetings and sign-in sheets	Fall and Spring semesters	Campus Principal	Committee attendance completion of Campus Improvement and submission to District Improvement Committee

Goal 5: Improve student academic achievement through use of technology.

- Objective:
1. Provide technology training for all staff members.
 2. Increase technology application opportunities for students.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Provide students opportunities to create well-written documents, spreadsheets, databases, and multi-media presentations in each of the four core curricular areas.	Local funds	Student work, lesson plans	Six weeks	Principal, teachers, lab facilitator	Quality of student work in 4 core areas.
Enhance ongoing professional development of teachers, principals, and para-professionals by providing constant access to training and updated research in teaching and learning through electronic means.	Region X ESC, Local training Title II D (262)	Lesson plans and attendance at workshops	Six weeks	Principal	Teacher technology self-evaluation report and certificates
Participate in the Technology Institute training for teachers.	Region X ESC	Informal observation, attendance	Semester	Principal and teachers	Certificate
Stay abreast of changing technology by subscribing to technical magazines.	Local	Informal observation	Ongoing	Principal and teachers	Teacher technology self-evaluation report
Integrate technology into the classrooms by providing each student with a Palm Handheld Computer.	REAP (270) Title I (211) Local Funds	Student work, lesson plans, informal observation	Ongoing	Principal, classroom teachers, lab facilitator	End of year parent and teacher surveys

Goal 6: All students will be taught by highly qualified teachers and staff.

- Objective: 1. Increase student academic achievement through improving teacher and para-professional quality.
 2. Increase the percentage of highly qualified teachers on the campus, to ensure that all teachers teaching core academic subjects are highly qualified.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Student achievement will increase through improving teacher quality and by increasing the number of highly qualified teachers in classrooms.	All existing personnel Title II TPTR (255) and Title I (211)	Attendance at workshop/staff development, degree or certification coursework,	Fall 2003 and ongoing	Campus Principal	Number of highly qualified employees on staff at the end of each school year, PDAS
Student academic achievement will increase through improving para-professional quality.	All existing personnel Title II TPTR (255)	Degree or certification coursework, formal assessment administered by the State or local academic assessment	Fall 2003 and ongoing	Campus Principal	Mastery/proficiency on the segments of the paraprofessional exam, certificates