Celina Independent School District

Celina Junior High

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science

Mission Statement

The mission of Celina Junior High is to empower students to build knowledge and confidence while striving for excellence by working together with parents and community to create a positive learning experience.

Vision

Celina Junior High will be a safe, positive, nurturing campus that values parent and community relationships and provides an engaging environment with a challenging curriculum while motivating students to reach their full potential.

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Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Celina Junior High School will improve district and student academic performance as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 1: The campus will expect 100% of each student group to meet Level II passing standard on all STAAR/EOC tests and increase the percent of students at Level III to 35% for all tested areas.

Summative Evaluation: 1) Student progress throughout school year.
2) Teams will evaluate progress towards TEKS alignment in all subject areas 7-8, Use of TEKS Resource System
3) AWARE and other technology programs will be used to disaggregate data and assess student's progress.
4) Students prepared for exams and the data/scores reflect this.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Update TEKS/unit/curriculum checks as needed to align with state standards to ensure mastery.	Campus Administration; Campus Teacher Leaders; Classroom Teachers	Improvement in all testing. Student unit/curriculum checks performance aligns to report card grades and to student performance on STAAR.				
2) Track Level III performance data of all students by using AWARE, and intervene for students that are close to achieving Level III performance on STAAR.	Campus Administration; Classroom Teachers	Greater number of students achieving Level III on STAAR from year to year.				
3) Continue incentives for rewarding perfect student attendance.	Campus Administration	Increased attendance of students.				
4) Continue incentives for rewarding student's improved academic performance.	Campus Administration and counselor.	Increased academic performance of students on STAAR.				
5) CJH will identify strategies for increasing TEKS and vertical alignment. We will continue the use of the TEKS Resource System, lesson plans and campus subject meetings to improve alignment and student performance.	Principals, Teacher Leaders and subject teams.	Teacher lesson plans, sign-in sheets from meetings and increased use of new strategies in the classroom.				
6) Intervention will be built in for students needing additional instruction to achieve proficient or advanced levels.	Principals and Teachers.	Student progress monitoring through TEKS and curriculum checks, master schedule.				
7) Provide teachers 1/2 day planning time each nine weeks to review Instructional Focus Documents, Year at a Glance Scope and Sequence and assessment items from TEKS-RS.	Principals and Lead Teachers.	Agenda, Sign-in, Planning Minutes.				
✔ = Accomplished	◔ = Considerable	◔ = Some Progress	⬤ = No Progress	✗ = Discontinue		

Goal 1: Celina Junior High School will improve district and student academic performance as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 2: The campus will implement programs and strategies to improve academic performance for At-Risk and sub group students.

Summative Evaluation: 1) Improved state assessment scores.
2) Students feel supported and continue to make their education a priority.
3) Student's motivation and grades improve.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide daily tutorials during ACE time.	Campus Administration, Campus Counselor, Classroom Teachers	Improved test scores.				
2) Implement targeted accelerated instruction for student not meeting standard during the 14-15 school year.	Campus Administration Intervention teacher	Improved fluency, comprehension and reading test scores; improved TEKS check, unit and curriculum test scores. Documentation from Accelerated Instruction student growth charts.				
3) Encourage At-Risk students to participate in extra-curricular activities. Ultimately, to establish them with a teacher-mentor for encouragement and accountability.	Campus administrators; teachers; counselor	Increased motivation and scores on unit and curriculum checks and performance on STAAR assessments.				
System Safeguard Strategies 4) Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.	District Instructional Coordinators and Principals	Increased academic performance of students. Teacher Lesson plans.				
System Safeguard Strategies 5) Utilize accelerated instruction programs to decrease the number of Special Education students receiving accommodations on assessments.	Principals, Teachers and Special Education teachers	Decrease number of SpEd students needing accommodations on assessments.				
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Goal 1: Celina Junior High School will improve district and student academic performance as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 3: The campus will expand advanced academic resources to improve student services and student performance.

Summative Evaluation: 1) Improve state assessment scores
2) Students' knowledge base will expand to a more advanced level because of higher rigor
3) Increase in student achievement at Level III on STAAR/EOC

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize AWARE to assist with data disaggregation and TEKS/curriculum check implementation.	Campus Administration, Teacher Leaders and District Secondary Director of Instruction	Improved TEKS/Curriculum Check data, STAAR results.				
2) Continue to monitor and evaluate rigor of advanced courses.	Campus Administration; Secondary Director of Instruction; Advanced Course Teachers	Teacher lesson plans, campus walk-through data, student performance on STAAR. Increase number of students scoring level III on STAAR.				
3) Reinforce the use of academic vocabulary and implement writing strategies to increase critical thinking skills.	Campus Administration; All Teachers; District Secondary Director of Instruction	Teacher lesson plans, campus walk-through data, student performance on STAAR.				
4) Ensure TEKS/unit/curriculum checks focus on readiness standards as opposed to supportive standards.	Campus Administration; Classroom Teachers and Teacher Leaders.	Increase number of students showing growth on STAAR.				
5) Expand training for teachers to serve the accelerated/GT populations.	Campus Administration District Instructional Coordinator	Certificates and sign-in sheets from training.				
6) Encourage all CJH teachers to become GT/ESL certified.	Campus Administration District Instructional Coordinator	Increased number of teachers with 30 hours of GT and 6 hour update training. Increase number of ESL certified teachers.				

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Goal 1: Celina Junior High School will improve district and student academic performance as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 4: CJH will increase course offerings to meet the needs of the diverse learners.

Summative Evaluation: 1) Students and parents aware of career choices and student course selection based on career interests.
2) Increased effective instructional technology use in the classroom.
3) Increased student engagement.
4) Increased student passing on STAAR/EOC assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to support teachers with classroom technology integration.	District Director of Technology, Technology Integrations Specialists, Campus Principal, and Technology integration team.	Classroom technology integration as indicated on teacher lesson plans and administration walk-throughs, Teacher survey at the end of the year on technology integration/implementation and support.				
2) Include a greater variety of technology classes for all students.	District Secondary Instructional Coordinator and Campus Principal.	Increase in student technology classes as indicated on the campus master schedule, reports from Learning.com, East Tech that shows increased student usage of technology TEKS based curriculum.				
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Goal 1: Celina Junior High School will improve district and student academic performance as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 5: CJH reading and writing scores for sub-populations will increase to 70% for Hispanics, 60% for Special Education, and 70% for LEP students.

Summative Evaluation: STAAR results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
System Safeguard Strategies 1) Provide ELPS and effective teaching strategies training to administrators and teachers.	Principals and district instructional coordinators.	increased STAAR, TELAS and EOC scores.				
System Safeguard Strategies 2) Implement a CISD writing and reading accountability plan to ensure monitoring of ELL, Hispanic and Special Education students.	Principals, teacher leaders and district instructional coordinators.	Improved STAAR, TELPAS and EOC scores.				
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Goal 2: Celina Junior High School will provide a positive, safe, and orderly school climate ensuring an environment focused on increased instructional time.

Performance Objective 1: The campus will implement an effective discipline crisis management plan.

Summative Evaluation: 1) Decrease number of office referrals, state discipline reports.
2) Review campus lockdown and crisis management procedures on campus.
3) All designated doors secured.
4) Present findings and costs.
5) Campus results of drills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Monitor campus-wide classroom management system for effectiveness.	Campus Administration; Campus Counselor; All Teachers	Fewer discipline referrals, increased instructional time, student accountability.				
2) Increase number of safety drills to practice crisis management plan.	Campus Administration; Campus Counselor; All Staff	Successful security drills ensuring campus safety.				
3) Enforce school safety policies addressing visitor check-in, classroom disruption, announcements, and update campus crisis management plan.	Campus Administration	Improved campus safety report.				
4) Campus administration will explore alternative discipline techniques prior to placement outside the regular classroom setting.	Supt., Assist. Supt., Campus Administration	Decreased ISS placement.				
5) Provide staff development related to consistent, positive, and effective discipline management including bullying and review code of conduct at each campus.	Supt., Assist. Supt., District Instructional Coordinator, Campus Admin., Campus Counselor.	Scheduled trainings/meetings, staff sign-in sheets from trainings, staff knowledge and implementation of code of conduct at each campus.				
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Goal 2: Celina Junior High School will provide a positive, safe, and orderly school climate ensuring an environment focused on increased instructional time.

Performance Objective 2: The campus will promote positive staff morale and student character development.

Summative Evaluation: 1) Campus character education program will decrease office referrals.
2) Improve student awareness of character traits.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide staff development on recognizing and preventing bullying behaviors. Use resources available through Region 10.	Campus Counselor	Improved student behavior observed, fewer discipline referrals.				
2) Conduct guidance lessons targeting appropriate treatment of others, kindness, friendship, tolerance, bullying, etc...	Campus Counselor	Fewer discipline referrals.				
3) Monthly recognition in faculty meetings.	Campus Administration; Campus Counselor	Improved teacher and staff morale.				
4) Teacher and Support Staff Member of the Year.	Campus Administration	Improved Teacher and Staff morale.				
5) Reward students and teachers for perfect attendance.	District Administration; Campus Administration, Campus Counselor	Improved attendance rating each six weeks.				
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Goal 3: Celina Junior High School will increase community and family engagement and communication among all stakeholders.

Performance Objective 1: The campus will work to increase parental and community involvement at all district and campus events.

Summative Evaluation: 1) PTA update of membership totals and National PTA recognition for membership
2) Increased bilingual parent communication/participation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue use of communication technology, such as Remind, School Messenger and social media.	Campus Administration; Campus Counselor; Office Staff	Increased parent/community awareness.				
2) Inform parents about importance of attendance for academic performance as well as school funding.	Campus Administration; Campus Counselor	Improve attendance rate.				
3) Include additional forms on school website (ex. Permission slips).	Office Staff	Increase parent feedback.				
4) Push towards 100% campus staff membership support for PTA.	Campus Administration; Campus Counselor.	Increased percentage of staff as members in PTA over previous year.				
5) Campus will communicate with the district's bilingual liaison to help support bilingual students/parents.	Campus Administration; Campus Counselor; ESL Teacher	Bilingual liaison utilized by campus, increased parent communication with bilingual parents, increased number of parents indicate on campus parental involvement surveys that language is not a barrier for participating in their child's school functions.				
6) Push for 75% parent membership support for PTA. Periodic checks on PTA enrollment.	Supt. Campus administration	increases amount of parent membership in PTA.				
7) Push towards 100% district staff membership support for C.A.R.E.	Supt.; Campus Administration; Campus Counselor.	Increased percentage of staff membership in C.A.R.E.				
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Goal 3: Celina Junior High School will increase community and family engagement and communication among all stakeholders.

Performance Objective 2: The campus will improve communication among all stakeholders.

Summative Evaluation: 1) Parent feedback from campus and district communication sources
2) High number of 'hits' to website. Parents using the site as a means to gather information.
3) Higher number of parents utilizing portal
4) Positive parents, student, and staff feedback.
5) Find a system that works with our current technology and that is affordable.
6) Successful training as indicated on teacher training surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Offer a variety of information opportunities for parents such as PTA meetings, STAAR information meetings, technology training, and parent interest workshops.	Campus Administration; District Technology Department; Campus Counselor.	Increased parent involvement.				
2) Continued use of technology to communicate with parents and students.	Campus Administration; Campus Counselor; Classroom Teachers	Increased communication with parents.				
3) Continue to utilize campus and counselor communication tools to relay information to parents/guardians. Campuses will communicate important information through phone messenger, fliers, letters sent home, email, social media, and the campus website.	Campus Administration; Campus Counselor; Designated Campus Staff	Increased parent communication as indicated on campus parent involvement surveys and campus newsletters.				
4) Increase use of campus website as well as make needed improvements to each. Update website to become more user friendly.	Director of Technology; Campus Administration.	Website utilized for information as indicated by parent involvement survey, updates to website completed, campus personnel who update website receives continued training in website features.				
5) Continue to align to provide engaging training to teachers so that information is more detailed and informative. Training would focus on meeting a campus goal.	District Instructional Coordinator; Curriculum Coaches; Campus Administration	Training reflects campus and district needs assessment provided, evaluation of training, teacher lesson plans, classroom walk-throughs, teacher feedback.				
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Goal 4: Celina Junior High School will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

Performance Objective 1: The campus will hire the most qualified staff to fill all positions.

Summative Evaluation: 1) Highly Qualified Report, TEA, and Region 10 support
2) Screened applicants will be highly qualified.
3) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.
4) Report of employees that have been through the fingerprinting process.
5) Recruit new staff to Celina Junior High.
6) Report findings to school board.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase the number of student teachers on campus.	Assistant Superintendent; Human Resources; Principals	Increase in number of student teachers.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 4: Celina Junior High School will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

Performance Objective 2: The campus will improve job specific training for all employees.

Summative Evaluation: 1) Celina Junior High is updated in new and proven effective teaching methods.
2) Principal's evaluation of staff knowledge and staff input.
3) Teachers will feel supported and trained.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide meaningful and productive staff development for identified areas of need/interest.	Campus Administration; District Instructional Coordinator	Feedback from staff, improvement in areas of concern, sign-in sheets and training certificates.				
2) Continue to define roles of Instructional Coaches and Team Leaders. Define these roles according to campus needs Providing training as needed.	District Instructional Coordinator; Campus Administrator	Roles defined for instructional coaches and team leaders, training conducted and provided on leadership either through Region 10 or CISD Administration, sign-in sheets and/or certificates from training.				
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System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	4	Teachers will integrate instructional strategies designed to increase comprehension for ELL learners.
1	2	5	Utilize accelerated instruction programs to decrease the number of Special Education students receiving accommodations on assessments.
1	5	1	Provide ELPS and effective teaching strategies training to administrators and teachers.
1	5	2	Implement a CISD writing and reading accountability plan to ensure monitoring of ELL, Hispanic and Special Education students.

2015-2016 Site-Based Decision Making Committee

Committee Role	Name	Position
Assistant Principal	Misty Warrick	
Classroom Teacher	Emily Andrejack	
Classroom Teacher	Kelly Butler	(Special Populations)
Classroom Teacher	Kristy Robinson	
Community Representative	Jennifer McCoy	
Counselor	Melanie Jackson	
Parent	Jill McDonald	
Parent	Kimbre Neidhart	
Parent	Rebecca Stalcup	
Principal	John Mathews	