

Celina Independent School District
Celina Junior High
2017-2018 Campus Improvement Plan



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

Paving the way for the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CJH demographic population groups have remained constant for the past several years. Our main categories are:

White - 68%

Hispanic/Latino - 22%

Economically Disadvantaged - 22%

Within this building, over the past four years, the Hispanic population has remained within a couple percentage points.

The economically disadvantaged has been as high as 35% and as low as 22%.

Demographics Strengths

- Continue to review sub-groups of students identified as special education with an emphasis on Hispanic students in special education.
- Address increase of Hispanic population and minority groups.
- Address the needs of At-Risk students on the Jr. High campus we have 101 students that qualifying as At-Risk

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Risk students and Special Education students performance. **Root Cause:** Continue to review sub-groups of students identified as special education with emphasis of Hispanic students in special education. Address increase of Hispanic population and minority groups. Address the needs of At-Risk students on the Jr. High campus we have 101 students that qualifying as At-Risk

Student Achievement

Student Achievement Summary

For the past three years Celina Middle/Junior High School has been rated as Met-Standard including the following distinctions:

13-14 - Reading/ELA, Mathematics, Science, Top 25%, and Post-Secondary Readiness

14-15 - Mathematics and Science

15-16 - Reading/ ELA, Mathematics, Top 25%, and Post-Secondary Readiness

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special education performance on the state testing. **Root Cause:** The Special education and economically are the lowest performing subpopulations on the campus. The 8th-grade Social Studies s just above the state average with a 69% passing rate. This is the lowest performing subject are on campus. Decrease the difference in the percentage of Hispanic students in Special Education and the percentage of Hispanic students in Celina ISD to 1% or less. Need to im

School Culture and Climate

School Culture and Climate Summary

July 2016 a new campus Principal was hired for Celina Jr. High. The new Principal met with each teacher and departments. The purpose was to listen in to find out what steps need to take place to improve the school culture, climate, academic achievement, and to develop a professional, collegial learning environment.

The Jr. High campus is filled with caring, professional, and committed educators. That they wanted the following concerns addressed:

- Consistent discipline of students
- Dress code enforced
- Applied to Board policies
- Support from the principal
- They wanted to have a voice in decision making
- Relevant meetings
- Team meeting time
- PBIS and ACE period refinement for the campus

School Culture and Climate Strengths

Staff and students feel safe and that teachers care about the students. The district is very willing to approve training and professional development when appropriate. There is autonomy in the classroom.

The students enjoy the revisions to the ACE period and the daily reward piece of the PBIS.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Provide training for students on social skills and digital citizenship. **Root Cause:** Design master schedule to Department Teaming planning time each day. To provide time for teachers and students to share their voice in the development of our campus culture and climate needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers and paraprofessionals are Highly qualified according to state and federal guidelines. The Highly Qualified status of Campus staff reflected in the annual Highly Qualified Report to TEA. Historically, the retention rate of the school is high. Therefore, recruitment needs are small. When a teaching position is vacant, recruitment is done through the Region 10 Teacher Job Network.

Staff Quality, Recruitment, and Retention Strengths

New teachers to Celina ISD are required to attend a 3-day new hire training in August.

All beginning teachers 1-3 years of experience are required to participate in regular scheduled/ongoing training throughout the school year.

- The campus is staffed with highly qualified teachers.
- Low student to teacher ratios.
- High teacher retention rate.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Provide staff development based on staff interests and needs. **Root Cause:** The staff would like to host an Ed Camp during August staff development. Develop hiring procedures that will include a common set of standardized questions and score for teachers and para-professionals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus curriculum, for all courses, is derived from the Texas Essential Knowledge and Skills (TEKS). Core content courses employ the TEKS Resource System to ensure vertical and horizontal alignment of instruction and assessment in each content area. The TEKS Resource System is also utilized for assessment and provides data for instructional staff.

Curriculum, Instruction, and Assessment Strengths

- Aligned curriculum and instructional focus documents.
- (OTW) Started Outside The Walls lesson in each class one per nine-weeks grading period.
- Minimal teacher turnover each year.
- ACE time provided to students for homework help and reteaching.
- Teachers are provided (1) 1/2 days each nine weeks for planning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Develop PLC's for 6th-8th grade core subjects. **Root Cause:** Build Teaming period for data review as a team. Continue cross-curricular communication and vertical alignment in core subjects. Build in the Teaming planning time to design strategies and best practice for use of technology in the classroom. Staff to design (1) PBL cross curriculum project each grading cycle.

Family and Community Involvement

Family and Community Involvement Summary

Historically, the Campus has communicated with students' families and the community through traditional means (e.g. notices sent home with students, letters mailed to homes, information posted on the District website). However, the Campus and District is in the process of increasing communications through other mediums of technology. Also, the community is very involved in all athletic events and supports the various activities through participation in multiple booster clubs and community groups focused on CISD support including, Bobcat Moms, Quarterback Club, CARE, PTA, Band Boosters, etc.

Family and Community Involvement Strengths

- Multiple clubs and organizations for community and family involvement provided on campus.
- CARE, PTA, Career Day, Band Booster Parents, Bobcat Moms/Quarterback Club, Parent Meetings, Veteran's Day Program, Athletic Program, Food Drive, Jackets & Jeans, Grace Bridge, 180 Degrees, Discover DC, Chamber of Commerce, Local Churches, Project Graduation, C-Town, ESL and GED classes for adults, FCA
- Activities: field trips, guest speakers, band contests, school supplies, career exploration and exposure, I-Pad Initiative, Academic Planning

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Improve communication with community and family. **Root Cause:** Flip parent meetings with Facebook and Campus website. Explore YouTube channel for publicizing recordings.

School Context and Organization

School Context and Organization Summary

In the 2016-2017 school year, the campus started writing the curriculum pieces that required all teachers to use the short answer writing templet once a week in each class.

For students who are performing poorly, we provide accelerated math and reading instruction, ACE tutoring, writing lab interventions, access to the study lab for all students, and assign SPED students to work with SPED teachers during ACE time. We also track students on a weekly basis that are consistently unsuccessful in multiple classes.

Teachers create all student assessments that are used to evaluate individual students and the program as a whole. Teachers are directed to the district to use Euphoria and TEKS resource as the source for the assessments. The district also addresses the time frame for TEKS checks and evaluations. Most teachers use common assessments.

School Context and Organization Strengths

- New structure of the AMI/ARI program
- The writing lab time
- Student tracking through the study lab and RTI intervention.
- Teachers make own assessments
- Teachers use common assessments

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Curriculum Alignment 6th-8th grade. **Root Cause:** Vertical alignment implementation in all subjects Continue preparing for increased enrollment and facilities planning ACE tutoring time - being utilized wisely? Computer-based ARI program rather than a one on one or small group program - could the computer program be used twice a week and teacher instruction used three times a week. Math teachers do not feel that multiple choices tests are the mos

Technology

Technology Summary

We are now a one-to-one campus with each child and teacher with an Ipad mini. Also, the policies/practices for mobile device usage has changed to allow faculty and students to utilize personal devices for instructional purposes in the classrooms. Teachers are moving towards using Google class in their planning and sharing of information with students.

Technology Strengths

- Implementation of 1:1 Ipad program
- Teachers have access to technology tools
- Google classroom
- Staff training and technical trainer on campus
- Teaming period to plan and integrate technology into the classroom each Tuesday
- Ipad cart for 6th grade

Problem Statements Identifying Technology Needs

Problem Statement 1: Train teaches on Google classroom and collaboration of google instruction. **Root Cause:** Digital citizenship Increase collaboration and communication using technology across the curriculum Increase specific training for integration of technology into lessons to increase student engagement and success. Google training, and understanding on how to integrate lesson. 7th-grade technology class full year or one semester. Career Cruising for Jr. High Campus More 1:1 in 6th grade

Comprehensive Needs Assessment Data Documentation

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


Goals

Goal 1: Community

Performance Objective 1: Expand opportunities for involvement of all families.

Evaluation Data Source(s) 1: Climate survey - % of parents satisfied with opportunities to be involved at the campus level.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Curricular and extra-curricular activities continue to build engagement with parents and community.	Campus Principal	Creation of PTA for 7-8th Grade Campus. Increase of Parental Participation.				
						

Goal 1: Community

Performance Objective 2: Implement career exploration programs in partnership with the community.

Evaluation Data Source(s) 2: Number of students enrolled in career classes.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Create 6-8th career exploration courses.	Campus Principal and Counselor	Creation of class in master schedule Student Enrollment				
Funding Sources: 199 -- CISD - \$0.00						
						

Goal 1: Community

Performance Objective 3: Build relationships between the district and community organizations.

Evaluation Data Source(s) 3: Number of students participating in lunch-and-learn opportunities

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) PBIS Principal 100 Reward winners partner with community to explore careers and community organizations.	Principal & PBIS Team	Providing 5 opportunities for students to interact with and learn from community organizations. Lunch and learn.				
						

Goal 2: Excellence


Performance Objective 1: Hire and develop high-quality educators dedicated to continuous improvement.

Evaluation Data Source(s) 1: Increase professional development opportunities

Educator retention

Teachers participating in PLCs

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Create core content PLCs Improve vertical and horizontal alignment of curriculum.	Principal, Assistant Principal, and lead teachers	Common assessments, lesson plans, meeting agendas				
2) Develop hiring procedures that include common set of standardized questions and scoring rubric for teachers and paraprofessionals. Interviews to be conducted through committees.	Principal, AP, lead teachers	Hiring and retention of quality staff members. Continuation of retaining highly-qualified teachers				
3) Provide opportunities for new teachers to observe and model lessons	Principal, AP, lead teachers	New teacher inaugural year survey				
4) Provide campus-level staff development based on staff/student needs.	Principal, AP, lead teachers	In-service survey				
5) Provide PD for Cornell Note-taking precepts	Principal, Assistant Superintendent of Curriculum and Instruction Technology	Scheduling Professional Development and Implementation of strategies				
						

Goal 2: Excellence

Performance Objective 2: Provide CTE opportunities and support for students who are interested in such programs.

Evaluation Data Source(s) 2: Increase student enrollment in course offerings for CTE-type courses

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Add new courses to course selection, (i.e. HS STEM, Digital Production, Career Investigation)	Principal, Counselor	Student enrollment in Master Schedule will reflect interest				
2) All 6th graders required to take Tech Apps	Principal, counselor	Student enrollment in Tech Apps				
						

Goal 2: Excellence

Performance Objective 3: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

Evaluation Data Source(s) 3: Student enrollment in Teen Leadership/Career Investigation

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Investigate research-based strategies for study skills, time-management, organizational and productivity skills to enhance student responsibility and learning retention.	teachers	lesson plans, student products				
2) All courses will implement short-answer writing template in summative or formative assessments	teachers	Assessment results				
3) 6th-8th Grade implement Cornell Notes strategies and precepts.	Principal, AP, Staff	Lesson plans, student notes				
4) Provide training for staff on "Take-away homework" to facilitate classroom differentiation.	Principal, AP, staff	Lesson plans and student work.				
5) Reading Strategies class for low level readers.	Principal, Reading teacher	Students STAAR scores closing learning gaps.				
6) AMI/ARI intervention for students failing the STAAR test.	Principal, AP, Teachers	Improvement in students STAAR scores.				
						







Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Source(s) 1: Increase in courses offered
 Increase in enrollment/participation
 Increase in teachers participating in quality training

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) "Technology Tuesday" training and implementation through PLCs	Instructional Technology Specialist, all staff members	Lesson plans, meeting agenda from "Tech Tuesday", student and teacher products				
2) 6th Grade 1:1 Chrome Books	Technology	Purchase of Chrome books and assignment to students				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Innovation

Performance Objective 2: Create collaborative learning spaces and opportunities.

Evaluation Data Source(s) 2: Increase in implementation of flexible classrooms
Increase in PLC areas

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Creation of PLC conference room. Using Google Drive for collaboration between: -staff and staff -students and students -staff and students	Principal, AP, teachers	Lesson plans, teacher and student products				
2) GT cross-curricular collaboration. 6th Grade ELAR/History 7th Grade ELAR/History 8th Grade ELAR/Tech Apps	Principal, counselor, GT coordinator, teachers	Lesson plans, teacher and student products				
3) "Outside the Walls" Lesson plan, where teachers take students outside of the classroom for instruction.	teachers	Lesson plans				
						

Goal 3: Innovation

Performance Objective 3: Develop each student's in 21st Century Skills (4Cs)
(Creativity, Collaboration, Communication, Critical Thinking)

Evaluation Data Source(s) 3: Increase student use of 4Cs

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Incorporate PBLs within the school year. Cross-curricular common lessons	Principal, AP, teachers	Lesson plans, student products				
2) 6th Grade students will go to Primary campus and have Reading time with the PK-K students.	Principal, Teachers	Scheduling of time for students during ELAR classes.				
						

Goal 3: Innovation

Performance Objective 4: Increase variety of academic courses

Evaluation Data Source(s) 4: Master schedule

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Create 8 period day allowing multiple electives.	Principal, Counselor, AP	Enrollment numbers for elective courses.				
2) Research and develop a timeline to add Spanish to the Jr. High course offerings.	Principal	Course offerings will include Spanish for 8th grade students for HS credit. Conversation Spanish for 6th and/or 7th grade students.				
						







Goal 4: Leadership

Performance Objective 1: Provide opportunities for students to develop leadership skills.

Evaluation Data Source(s) 1: Increase of students involved in leadership opportunities/activities on each campus

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Clubs/Organizations: -Band -STEM -Student Council -Beta Club -Bobcat Bells -Cheer -Athletics -PBIS -Teen Leadership -Theater Club -Ecology Club	Principal, coaches and sponsors	Student enrollment into clubs/organizations, reduced office referrals.				
2) Student Who Advocate Technology (SWAT)	Technology Instruction Specialist	Student participation, reduced help desk tickets				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Leadership

Performance Objective 2: Provide opportunities to build educator capacity for leadership.

Evaluation Data Source(s) 2: Educator and staff growth

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Use PLCs as a tool to build capacity for leadership.	Principal, AP, team leaders	Educator growth in leadership positions/roles.				
2) Provide opportunities for staff to lead in-district professional development	Principal, AP, team leaders	In-district PD courses				
						

Goal 4: Leadership

Performance Objective 3: Maximize use of facility and staff

Evaluation Data Source(s) 3: Master Schedule
Room Assignments

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Assign rooms based on hierarchy of needs.	Principal, AP	Master Schedule				
2) Increase staff personnel based on student enrollment.	Principal, AP	Student enrollment				

Goal 5: Stewardship

Performance Objective 1: Provide equitable distribution of funds throughout all departments and programs.

Evaluation Data Source(s) 1: Campus budget

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Departments give input for campus funds through budget process.	Principal, AP, staff	campus budget				

Goal 5: Stewardship

Performance Objective 2: Foster a collaborative campus culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

Evaluation Data Source(s) 2: Students and parents indicating satisfaction through climate surveys
 Supports provided based on counselor reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) The following programs and activities help with fostering the collaborative campus culture: -PBIS -Bobcat Heart -PLCs -Sunshine Committee -Birthday Luncheons	Principal, AP, staff	Climate surveys				

Campus Administrator

Committee Role	Name	Position
Administrator	Russell McDaniel	Principal
Assistant Principal	Misty Warrick	Assistant Principal
Principal	Kimber Kincaide	Principal

Campus Based Leadership Team

Committee Role	Name	Position
Principal	Russell McDaniel	Principal
Assistant Principal	Misty Warrick	member
Classroom Teacher	Julie Rippamonti	Teacher
Classroom Teacher	Emly Anderjack	Teacher
Classroom Teacher	Derick Joines	Tacher
Classroom Teacher	Joanna Bennett	Teacher
Classroom Teacher	Kim Brinkerhoff	Teacher
Principal	Kimber Kincaide	Principal

Campus Funding Summary

199 -- CISD					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Career cruising license agreement		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00