Judson Independent School District

Metzger Middle School

Campus Improvement Plan
2009-2011

Judson Independent School District

Metzger Middle School

2009-2011

Campus Site-Based Committee

The following constitutes the membership of the campus Site-Based decision making committee required by Texas Education Code 11.251(e)(1)(2) and JISD Policy BQB(L). The District's policy and procedures establish campus-level planning and decision- making committees as provided by *Education Code 11.251 (b)-(e) and Education Code 11.253(b).*

The committee sall be composed of 15 members who shall represent campus-based professional staff, parents, businesses, and the community. At least two-thirds of the District and campus professional staff shall be classroom teachers. The remaining one-third shall be professional non-teaching District and campus-level staff. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

Name	Title/Position	Term Limitation
Melvin Echard	Principal/Chair	2 Years
Duane Chestnutt	Teacher	2 year
Linda Hoffman	Teacher	2 years
Jerome Johnson	Teacher	2 years
Alexandra Nieves	Teacher	1 year
Corrina Robinson	Parent	1 year
Margarita Castillo	Paraprofessional	2 years
Garlett Ross	Parent	2 years
Sharonda Booth-Carter	Parent	2 years
Elida Bera	District Level	2 years
Rogelio Olguin	Community	1 year
Edward Salazar	Non-Teaching	2 years
John Mueller	Non-Teaching	2 years
Alice Galvan	Community/Custodian	2 years
Roderick Tanner	Business	2 years
Chris Pryor	Business	1 year

NOTICE OF NONDISCRIMINATION

"Judson Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended."

"Es norma del Distrito Escolar Independiente de Judson de no discriminar por motivos de raza, religión, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda."

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2009-2011

District Vision

To create schools that promote life-long learning that fosters mutual positive communication, welcomes and acknowledges all stakeholders, brings education beyond the classroom, encourages involvement, and empowers students, parents, staff, and the community to guide students toward achieving their maximum potential in a safe environment.

Campus Vision

Henry Metzger Middle School students will be able to:

- Read and write coherently demonstrating mastery of the English language
- Perform basic mathematical calculations necessary to advance to higher levels of quantitative data use
- Collect and analyze data; locate information by conducting library research and classroom experiments
- Use various forms of media and technology for real-world applications
- Work both independently and collaboratively when problem solving
- Take risks as they build self-confidence and self-efficacy
- Demonstrate civic pride and responsibility
- Hold themselves to high levels of performance and accountability; and demonstrate a commitment to continuing education

These attributes will enhance the well-rounded MMS student's potential to contribute responsibly, meaningfully, and successfully in society, college, and / or the workplace, as they work and remember, "Failure is not an option because success is the only option.

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Campus Improvement Plan

2009-2011

District Mission

The mission of Judson Independent School District is to ensure that all students have access to a quality education, verified by objective measures, that enables them to become productive, competitive citizens globally, socially, economically, and educationally.

Campus Mission

Henry Metzger Middle School will provide a well-rounded curriculum, environment, and learning opportunities for all students so that our graduates possess the characteristics to enable them to function responsibly, meaningfully, and successfully in society, college and /or the workplace.

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Campus Improvement Plan
2009-2011

No Child Left Behind Performance Goals

Performance Goal 1:
By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3:
By 2009-2010, all students will be taught by highly qualified teachers.

Performance Goal 4:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5:
All students will graduate from high school.

Judson Independent School District

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Campus Improvement Plan
2009-2011

Board/District Goals

Goal 1: **Academic Excellence**

To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.

Indicators for Measurement: *TAKS scores, PBMAS Data, AYP Data, Graduation Rates, Scholarship Awarded, College or Trade School Enrollment, National Merit Data, AP/IB Enrollment, PSAT/SAT/ACT Scores etc…will be used to measure progress.*

Goal 2: **Communication**

To continuously increase an understanding of district programs, services, and planning among all JISD stakeholders in a way that is transparent, and fosters positive and engaging involvement in the educational process.

Indicators for Measurement: *Survey administered to set a base-line for measuring awareness, communication and understanding of district programs and services, then repeated annually (to all stakeholders). In addition, the numbers of parents and community members involved in clubs, programs, and planning both at the campus and district level will be compiled and tracked, annually. Number of complaints, grievances and exit reports will be analyzed to identify issues resulting from miscommunication. Finally, Web Site hits will be monitored.*

Goal 3: **Budget**

To receive a "Superior Rating" from the Texas Education Agency in a way that is aligned to the priorities and goals from Master Planning.

Indicators for Measurement: *State Rating, and the Number of Budget Amendments requested during the year will be considered. During the budgeting process, goals from Master Planning and the priorities set by the committee will guide expenditure discussions.*

Goal 4: **Master Planning**

To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods.

Indicators for Measurement:
Comprehensive student data will be collected to measure the goals from academic data to attendance data etc. Data identified through Master Planning by each department will be collected annually to evaluate for progress, effectiveness, and efficiency.

Goal 5: **Collaboration**

To ensure collaboration, verified by objective measures, by incorporating strategies to increase the collective effectiveness of the district through the development and mobilization of both internal and external stakeholders.

Judson Independent School District

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Campus Improvement Plan

2009-2010

Needs Assessment Summary

Program/Area for Review	Data Source	Sp. Pop.	Program/Area Strength	Area of Concern	Strategies for Improvement/Sustainability
Math	AYP Tables	All Special Population LEP	Double blocking of students who are prior year TAKS failures	Need to improve by 7% points to reach safe harbor by federal standards Increased standard to make AYP from previous year	Last year missed AYP by 2 students. Campus didn't use calculators, which was afforded by the accommodations manual for 7th and 8th grade and 6th grade with the submission of an ARF. We will submit for ARFs and provide calculators to all students. All ARD to expedited and completed by November 2009 as opposed to scheduled annual. Item analysis of Mock TAKS and benchmark (formative data) to revise and improve instruction
Reading	AYP Tables AEIS Indicators	ALL	Read 180 for prior years TAKS Failures	Students who scored close to 2100 but passed the TAKS Test Increased standard to make AYP from the previous year	Increase number of students taking Read 180 to include bubble students who passed. Utilize progress monitoring instrument. Item analysis of Mock TAKS and benchmark (formative data) to revise and improve instruction
ESL	AEIS AYP Tables	LEP	Full time ESL teacher with all students scheduled with this teacher daily	Increased standard for meeting the requirements of AYP	Professional development for all ELA and Math teachers on effective SIOP strategies in the classroom
Parent/community	Previous years feedback	N/A	Strong PTO President who has done this job in the previous year. She is supportive and good vehicle for	Increasing the number of Alert Now calls in English and Spanish	Have alert now messages translated by assistant principal.

involvement	**from PTO President**		**communicating information and serves on our site-based team**	**Insuring mailings are in both English and Spanish**	**Increase parent involvement night to highlight curriculum and effective teaching practices**

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Campus Improvement Plan

2009-2010

Judson Independent School District

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Campus Improvement Plan/READING

2009-2011

NCLB Goal(s)	● Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. ● Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. ● Performance Goal 5: All students will graduate from high school.
District Goal	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.
Campus Goal	All students will meet 100% mastery of the District, State, and Federal performance standards in ELA by the year 2014.
Objective	6th grade students will increase the overall scores in reading from **91**% to **93**% on the state accountability 7th grade student will increase the overall scores in reading from **80**% to **85**% on the 2010 accountability 8th grade student will increase the overall scores in reading from **95**% to **97**% on the state accountability The campus will increase in overall scores in reading for grades 6-8 from **89**% to **94**% on the state accountability The special education students will increase the overall scores in grades 6-8 from **61**% to **70**% The LEP education students will increase the overall scores in grade 6-8 from **54.8**% to **70**% *Passing Standard for 2010 70%*

Summative Evaluation	2010 AEIS Report							
Strategy	**Needs Assessment Data Source**	**Sp. Pop.**	**Person(s) Responsible**	**Resources** **Human Material Fiscal**	**Timeline**	**Evaluation Checkpoints**		
						Nov. 2009	**Mar. 2010**	**Evidence of Completion**
1. Disaggregate TAKS data to use in planning classroom instructional strategies. Teachers will maintain a data notebook on all students	1. Disaggregate AEIS data to use in planning classroom instructional strategies	Hisp, LEP, AA, White, GT	Principal, Campus Data Team, Dept. Chairs and teachers per department	Campus data AEIS Student Plus Gradespeed Student Profiles	August 2009, January 2010, and May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Lesson Plans, 6 Weeks grades, District, TAKS 2009-10, CBAs
2. Continue toimplement and utilize all licensed for the Read 180 Accelerated Reading Program	AEIS Data Lexile/ Reading level as determined by Read 180 Assessment	Retained students and TAKS failuresl	Read 180 Teacher; Department Chair	Reading 180 Software, Curriculum, Teachers and Materials;Read 180 Trainer	Mid grading period progress report Six Weeks grade report Read 180 progress reports	☐ completed ☐ on-going	☐ completed ☐ on-going	Progress will be monitored and measured with formative and summative assessments by grades, Benchmark data and improved and Read 180 assessments
3. Implement and utilize all licenses for the Read 180 Accelerated Reading Program with 8th grade Accelerated Reading Classes.	AEIS Data Lexile/ Reading level as determined by Read 180 Assessment	Retained students and TAKS failuresl	Read 180 Teacher; Department Chair	Reading 180 Software, Curriculum, Teachers and Materials;Read 180 Trainer	Mid grading period progress report Six Weeks grade report Read 180 progress reports	☐ completed ☐ on-going	☐ completed ☐ on-going	Progress will be monitored and measured with formative and summative assessments by grades, Benchmark data and improved and Read 180 assessments

4. Develop and implement an extended day program for student's grades 6-8 at risk of retention and or at risk of not passing TAKS.	Historical TAKS data, Most Recently Released Test Scores, Classroom assessments, Six Weeks failure rates	All students with emphasis on H, Econ. D, ELL & students AT-Risk	SSI Coordinator	At Risk List for retention, TAKS Failure and Retainee listing	January 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Frequent formative classroom assessment, running records and At-Risk reports.
5. Professional development with staff on effective ESL strategies at faculty and department meetings.	Eduphoria TELPAS scores	ELL Students	ESL teacher Regular teachers	Faculty Meetings	Weekly from Aug. 09-May 10	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign in sheets Agendas
6. Train a core team of teachers in SIOP strategies to facilitate shelter instruction at each grade level	TAKS Scores TELPAS scores	ELL Students	Principal	ESL Coordinator, ESL Teacher	January 2009 March 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Student performance data from classroom formative assessment, TAKS, and TELPAS scores
7. Review and update all special education students IEPs who were retained or failed the TAKS		Special Ed	Special Education Coordinator, ARD Team, LSSP	Esped	August 2009 – November 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Review of all special education students completed ARDs in Esped

8. Utilize interactive journaling to teach note taking and summarization		All	Academic Dean Reading Department Head, Reading Teacher	Individualized Journals, District trainers	August 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Walkthroughs

Judson Independent School District

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Campus Improvement Plan/Mathematics

2009-2011

NCLB Goal(s)	• Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. • Performance Goal 2: All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Performance Goal 5: All students will graduate from high school.
District Goal	To insure that 100% of our students meet or exceed state and national academic performance standards in such a way that increases scholarships and attendance to institutes of higher learning.
Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Mathematics
Objective	6th grade students will increase the overall scores in math from **68.4**% to **73**% on the state accountability 7th grade student will increase the overall scores in math from **64.8**% to **70**% on the 2010 accountability 8th grade student will increase the overall scores in math from **73.3**% to **78**% on the state accountability The campus will increase in overall scores in math for grades 6-8 from **68.9**% to **74**% on the state accountability The special education students will increase the overall scores in grades 6-8 from **40.6**% to **60**% The LEP education students will increase the overall scores in grade 7 from **55.7**% to **63**%

	Passing Standard for 2010 60%							
Summative Evaluation	2010 AEIS Report							
Strategy	**Needs Assessment Data Source**	**Sp. Pop.**	**Person(s) Responsible**	**Resources** Human Material Fiscal	**Timeline**	**Evaluation Checkpoints**		
						Nov. 2009	**Mar. 2010**	**Evidence of Completion**
1. Disaggregate TAKS data to use in planning classroom instructional strategies. Teachers will maintain a data notebook on all students	1. Disaggregate AEIS data to use in planning classroom instructional strategies	Hisp, LEP, AA, White, GT	Principal, Campus Data Team, Dept. Chairs and teachers per department	Campus data AEIS Student Plus Gradespeed Student Profiles	August 2009, January 2010, and May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Lesson Plans, 6 Weeks grades, District, TAKS 2009-10, CBAs
2. Develop and implement an extended day program for students at risk for not passing TAKS	Former Assessment Scores, Benchmark Test Scores	All with a focus on At-Risk students	Assistant Principal; OEY Coordinator, Trained teachers	OEY funding; Campus Budget; Title I Budget	Two times weekly October 2009 – December 2009 Four times weekly January 2009 - May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	End of year retention rate and TAKS mastery

3. Professional development with staff on effective ESL strategies at faculty and department meetings.	Eduphoria TELPAS scores	ELL Students	ESL teacher Regular teachers	Faculty Meetings	Monthly Faculty meetings beginning Oct. 09-May 10	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign in sheets Agendas
4. Train a core team of teachers in SIOP strategies to facilitate shelter instruction at each grade level	TAKS Scores TELPAS scores	ELL Students	Principal	ESL Coordinator, ESL Teacher	January 2009 March 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Student performance data from classroom formative assessment, TAKS, and TELPAS scores
5. Review and update all special education students IEPs who were retained or failed the TAKS		Special Ed	Special Education Coordinator, ARD Team, LSSP	Esped	August 2009 – November 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Review of all special education students completed ARDs in Esped
6. Utilize interactive journaling to teach note taking and summarization		All	Academic Dean Reading Department Head, Reading Teacher	Individualized Journals, District trainers	August 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Walkthroughs

7. Students failing TAKS will review student profile data and set goals for passing standards	TAKS Scores, CBAs and Benchmark data	TAKS Failures	Teachers and students	Campus Data, Eduphoria	December 2009 – January 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Data Binders; Walkthroughs; Lesson Planing

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Campus Improvement Plan/Writing

2009-2010

NCLB Goal(s)	• Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. • Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
District Goal	To ensure that 100% of our students meet or exceed state & national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.
Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Writing.

Objective	7th grade students will increase the overall scores in writing **92.3**% to **95**% on the state accountability The special education students will increase the overall ores in grades 6-8 from **72.7**% to **78**% The LEP education students will increase the overall scores in grade 7 from **77.3**% to **82**% *Passing Standard for 2010 70%*							
Summative Evaluation	2010 AEIS Report							
Strategy	**Needs Assessment Data Source**	**Sp. Pop.**	**Person(s) Responsible**	**Resources** **Human** **Material** **Fiscal**	**Timeline**	**Evaluation Checkpoints**		
						Nov. 2009	**Mar. 2010**	**Evidence of Completion**
1. Disaggregate TAKS data to use in planning classroom instructional strategies. Teachers will maintain a data notebook on all students	1. Disaggregate AEIS data to use in planning classroom instructional strategies	Hisp, LEP, AA, White, GT	Principal, Campus Data Team, Dept. Chairs and teachers per department	Campus data AEIS Student Plus Gradespeed Student Profiles	August 2009, January 2010, and May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Lesson Plans, 6 Weeks grades, District, TAKS 2009-10, CBAs
2. All teachers will receive updated training in effective writing practices and will implement the components into their daily instruction.	Teacher Professional Staff Development: Best Practices, Pre AP, NJWP, Keagan Coop. learning, Dinah Zike's foldable workshop	All	District office Instructional Support, Writing Trainer Classroom & Sp. Ed Teachers	District & Campus Personnel; Technology /Computer labs	As scheduled by district office	☐ completed ☐ on-going	☐ completed ☐ on-going	Weekly lesson plans, student writing samples, Admin. walk-through observations

3. Special Education Modification strategies shared with general education teachers to ensure least restrictive guidelines are met.	Teacher Input and Requests IEP, 504, STAT modification documents	All	Administration, Special Ed., ESL & TAG teachers	Special Ed. Materials, Work Samples, campus computers, & board maker program	Weekly from Aug. 09-May 10	☐ completed ☐ on-going	☐ completed ☐ on-going	Student performance data from on appropriate form of TAKS assessment for Sp.Ed. pop., AYP Data
4. TAG Modification strategies shared with general education teachers to ensure an appropriate educationally challenging environment.	Number of Commended TAKS Scores as per AIES	Current and potential TAG/AP students	Campus TAG Coordinator Reading and ELA Department Chairs Counselors	DANA center concepts District Professional Development Teacher to Teacher share/training.	Weekly from Aug. 09-May 10	☐ completed ☐ on-going	☐ completed ☐ on-going	Performance on TAKS and TELPAS
5. ESL Modification strategies shared with general ed teachers to ensure least restrictive guidelines and maximum language acquisition opportunities.	TAKS scores, TELPAS scores	ELL Students	ESL teacher Regular teachers	Read 180 teacher training, software and curriculum Computer stations Campus wide SIOP Training	Weekly from Aug. 09-May 10	☐ completed ☐ on-going	☐ completed ☐ on-going	Increased number of ESL Certified Staff
6. Encourage all teachers to pursue ESL certification	TAKS Scores TELPAS scores	ELL Students	Principal	Region xx Training and Preparation Reimbursement for successful completion ExCET and Certificate cost	January 2009-March 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Student performance data from classroom formative assessment, TAKS, and TELPAS scores

7. Teachers will use SIOP strategies during reading instruction to insure support for ESL students.	District Needs Assessment and directive	ELL students	Administration Special Ed. ESL & TAG Teachers	Campus ILT teachers District Personnel	Early out dates during 09-10 school year	☐ completed ☐ on-going	☐ completed ☐ on-going	TELPAS scores District and Campus Benchmarks TAKS scores Classroom evaluation
8. Take community based field trips to reinforce/enhance curriculum.	TAKS scores; Six weeks grades	All	Department Chairs; Designated Administrator	PTO; District Volunteers; Title Funds	As available	☐ completed ☐ on-going	☐ completed ☐ on-going	Student Journals; improved test scores

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Campus Improvement Plan/Social Studies

2009-2010

NCLB Goal(s)	• Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. • Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
District Goal	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance at institutes of higher learning.
Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Social Studies and develop the skills they will need in the future to be successful on the 8th grade Social Studies TAKS.
Objective	8th grade student will increase the overall scores in Social studies from **87.7**% to **93**% on the state accountability The special education students will increase the overall scores from **59.2**% to **70%** The LEP education students will increase the overall scores in grade 7 from **55.7**% to **63**% *Passing Standard for 2010 70%*
Summative Evaluation	2010 TAKS scores

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Disaggregate TAKS data to use in planning classroom instructional strategies. Teachers will maintain a data notebook on all students	1. Disaggregate AEIS data to use in planning classroom instructional strategies	Hisp, LEP, AA, White, GT	Principal, Campus Data Team, Dept. Chairs and teachers per department	Campus data AEIS Student Plus Gradespeed Student Profiles	August 2009, January 2010, and May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Lesson Plans, 6 Weeks grades, District, TAKS 2009-10, CBAs

2. Develop and implement an extended day program for students at risk for not passing TAKS	Former Assessment Scores, Benchmark Test Scores	All with a focus on At-Risk students	Assistant Principal; SSI Coordinator, Trained teachers	OEYP funding; Campus Budget; Title I Budget	Four times weekly January 2009 - May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	End of year retention rate and TAKS mastery
3. Professional development with staff on effective ESL strategies at faculty and department meetings.	Eduphoria TELPAS scores	ELL Students	ESL teacher Regular teachers	Faculty Meetings	Monthly Faculty meetings beginning Oct. 09	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign in sheets Agendas
4. Train a core team of teachers in SIOP strategies to facilitate shelter instruction at each grade level	TAKS Scores TELPAS scores	ELL Students	Principal	ESL Coordinator, ESL Teacher	January 2009 March 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Student performance data from classroom formative assessment, TAKS, and TELPAS scores
5. Review and update all special education students IEPs who were retained or failed the TAKS		Special Ed	Special Education Coordinator, ARD Team, LSSP	Esped	August 2009 – November 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Review of all special education students completed ARDs in Esped

6. Utilize interactive journaling to teach note taking and summarization		All	Academic Dean Reading Department Head, Reading Teacher	Individualized Journals, District trainers	August 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Walkthroughs
7. Students failing TAKS will review student profile data and set goals for passing standards	TAKS Scores, CBAs and Benchmark data	TAKS Failures	Teachers and students	Campus Data, Eduphoria	December 2009 – January 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Data Binders; Walkthroughs; Lesson Planing
8. Expose students and parents to historical concepts at a multi-cultural fair.	Parent/ Teacher Survey	All	Classroom Teachers Principal, community members, teachers,	Campus Materials, Title Funds, guest presenters, donated informational packets	May 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Newsletter, Schedule of activities, Sign-In Sheet, Parent Evaluation of Event

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Campus Improvement Plan/Science

2009-2011

NCLB Goal(s)	• Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better. in reading/language arts and mathematics. • Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
District Goal	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.
Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Science.
Objective	8th grade student will increase the overall scores in Science from **61.3**% to **66**% on the state accountability The special education students will increase the overall scores from **26.5**% to **55%** The LEP education students will increase the overall scores in grade **8** from **55.7**% to **63**% *Passing Standard for 2010 55%*
Summative Evaluation	2010 TAKS Scores

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

1. Disaggregate TAKS data to use in planning classroom instructional strategies. Teachers will maintain a data notebook on all students to include item analysis of benchmarks and CBAs	1. Disaggregate AEIS data to use in planning classroom instructional strategies	Hisp, LEP, AA, White, GT	Principal, Campus Data Team, Dept. Chairs and teachers per department	Campus data AEIS Student Plus Gradespeed Student Profiles	August 2009, January 2010, and May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Lesson Plans, 6 Weeks grades, District, TAKS 2009-10, CBAs
2. Develop and implement an extended day program for student's grade 8 at risk of retention and or at risk of not passing TAKS.	Historical TAKS data, Most Recently Released Test Scores, Classroom assessments, Six Weeks failure rates	All students with emphasis on H, Econ. D, ELL & students AT-Risk	SSI Coordinator	At Risk List for retention, TAKS Failure and Retainee listing	January 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Frequent formative classroom assessment, running records and At-Risk reports.
3. Professional development with staff on effective ESL strategies at faculty and department meetings.	Eduphoria TELPAS scores	ELL Students	ESL teacher Regular teachers	Faculty Meetings	Weekly from Aug. 09-May 10	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign in sheets Agendas
4. Utilize interactive journaling to teach note taking and summarization		All	Academic Dean Reading Department Head, Reading Teacher	Individualized Journals, District trainers	August 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Walkthroughs

5. Establish a Science vertical team to assess campus science needs and track supplies.	TAKS results, Student grades Teacher material needs assess.	All	Instructional Specialist, department chairs, Classroom & Sp. Ed. 6-8 science teachers	Science TEKS, District Curriculum Guides, Performance Data	weekly meetings	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign-In Sheets, Agendas , tracking sheet
6. Plan and pilot in depth Science Research Units utilizing multi-media at every grade level.	TAKS results	All	Librarian, Classroom teachers	Internet, Library Resources, Campus/Title I Funds Quest Atlantis PowerPoint, and Excel	October 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Unit Plans, Student Products, Science TAKS results, Unit posted in science shared folder
7. Create coteach with 8th Grade to insure common planning and instructional delivery with new personnel	Walkthrough Observation, Master planning	All	Department Chair, 8th grade science teachers	Common Planning time, District resources	August 2009 May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Lesson plans, student product TAKS Results, walkthroughs

Judson Independent School District

Metzger Middle School

Campus Improvement Plan/Technology

2009-2011

NCLB Goal(s)	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
District Goal	Ensure that all students and staff pursue technology skills for use in foundations, information, and communication. Incorporate technology into teaching and learning in all core curricula areas to enable students to effectively build content knowledge.
Campus Goal	To expand the use of technology in instruction and implement technology standards into all curriculum areas as measured by the TEKS and STAR Chart.
Objective	All students will be proficient in the use of technology according to the 6-8th grade technology TEKs. All staff will be proficient in the use of technology in order to provide instruction that meets the 6-8th grade technology TEKS.
Summative Evaluation	PDAS Evaluations, Teacher Portfolios, Student Proficiencies.

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Teachers will create and maintain campus web pages.	Parent & Community Communication	All	Campus Tech Coord, Principal Campus Web Master, Dept., Chairs, & Teachers	Campus Materials; Technology Coordinator	Novt. 2009 - May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Reports on Web Pages

2. Teachers will attend technology training on Word, Outlook,webpage and powerpoint	District Improvement Plan	All	Principal, Assistant Principals, & Dept Chairs	District Services, Technology Coordinator, Campus Materials, & Resources	Aug. 2009 - Nov 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	A-Train, Certifications, Sign-in Sheets
3. Students will take Computer Lit. I by the end of the 8th grade.	Proficiency Testing	All	Principal & Counselors	Technology Coordinator, Technology Teachers, & Campus Materials	Aug. 2009 - May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Checklist of equipment status.
4. Teachers deliver at least 4 technology integration projects..	District Improvement Plan	All	Principal, Asst. Principals, & Dept. Chairs	Technology Coordinator, Technology Teachers, & Campus materials	Aug. 2009 - May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Grade Speed Reports
5. VBECK lab will be used to deliver announcement, professional development, and classroom instruction.	Student Improvement Plan	All	Principal, Asst Principals, & Dept. Chairs	Campus materials & District Technology Funds	Nov. 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Usage Log

Judson Independent School District

Metzger Middle School

Campus Improvement Plan

2009-2011

ATTRACT AND RETAIN HIGHLY QUALIFIED STAFF

In order to meet the Federal Mandate to have 100% of our educators considered highly qualified, Metzger Middle School has instituted the following strategies:

* Provide staff development to all teachers wanting to update their certificates with an emphasis on ESL certification.
* All teachers' certificates have been reviewed. Currently all teachers are HQ.

NCLB Goal(s)	Performance Goal 3: By 2009-2010, all students will be taught by highly qualified teachers.
District Goal	Board Goal 1: To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning
Campus Goal	100% of teachers and paraprofessional staff will meet or exceed the NO CHILD LEFT BEHIND criteria.
Objective	Metzger will promote the selection and maintenance of highly qualified staff by implementing a plan to focus on the staff recruitment and retention or experienced teachers.
Summative Evaluation	90% Retention of highly qualified staff

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.	NCLB criteria	All	Principal, Human Resources	Personnel Dept.	Oct 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Review current credentials, Review new hire credentials, File containing certifications
2. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.	NCLB criteria	All	Principal, Human Resources	Personnel Dept.	Aug. 2009-May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Audit folder for paraprofessional credentials and new hires
3. New teachers to the District and to Metzger as well as teachers new to their position will participate in the Campus District Mentor program along with Mentor teachers.	Teacher surveys	All	Campus Mentor Facilitator, Mentor teachers	District and campus materials and funds, Induction Year CD Mentor Program	Aug. 2009-May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Attendance at monthly meetings, Retention of new hires, sign-in, agenda and minutes
4. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.	T surveys, Climate survey	All	Principal, assistant principals	District and campus materials and funds, Content Specialists, Sea World Docents	Aug. 2009-May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign-in sheets, agenda and minutes, Campus climate survey results Prof. Dev. Evaluations

5. Staff members will participate in District and Campus professional development activities to enhance personal growth.	T surveys	All	Principal, Asst. Principal Instructional Specialist	Campus Funds, Title I Funds	Aug. 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Campus surveys, sign-in sheets at activities
6. Improve Staff attendance to a minimum of 97%.	Attendance Data from 2008-09	All	Principal, Asst. Principal	Campus Funds, Title I Funds, human resources	Aug. 2009-May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Teacher attendance records
7. Staff will complete a climate survey.	Campus Initiative	All	Principal, Assistant Principals	Campus Survey	Sept. 2009-May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Results from survey

Judson Independent School District

Metzger Middle School

Campus Improvement Plan/Safe Learning Environment

2009-2011

NCLB Goal(s)	Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Performance Goal 5: All students will be prepared to be successful in high school.
District Goal	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.
Campus Goal	Provide a safe learning environment for all students.
Objective	To maintain a drug-free school environment as evidenced by no drug related discipline activity. To improve student discipline in the classroom and student interactions on campus. By the end of the 2009-2010 school years, the number of out-of-school suspensions and the number of students assigned to the Alternative campus will decrease by 10%.
Summative Evaluation	Annual Review of PEIMS Data

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Red Ribbon Week-Whole campus and classroom activities focusing on drug awareness and prevention.	Campus imitative	All	Counselor, designated teachers	Campus Budget, PTO,Title IV Budget	October 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Maintain zero drug-related discipline incidents on campus.

2. Student Awards for Conduct Specific Criteria for E Conduct to be developed	Student Report Cards	All	Assistant Principal, Counselor	Campus Budget	Begin 2nd 6-week period	☐ completed ☐ on-going	☐ completed ☐ on-going	Number of students receiving awards each 6-week period and reduction in office referrals for disciplinary action.
4. Develop and Implement Student ID policy.	Disciplines Referral Data	All	Principal; Assistant Principal	Campus Budget	October 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Discipline Referral Rates.
5. Guidance Curriculum – Dating Violence, Bullying, Drug Edu (Drug Fre/Weapon Free Environment), Study Skills.	2009-2010 – All Population	All	Counselors.	V-Brick	October 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Reduced Discipline Referral Rates.
6. Train Staff who are in high risk positions in Crisis Prevention Intervention CPI	Discipline Referral Data	All	Principal; Assistant Principal	Campus Budget, District Training	August 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Number of Incident and/or Accident Reports

7. Conduct monthly evacuation drills.	District/State policy	All	Assistant principal	Campus Crisis Plan	Aug 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Evacuation Drill Record Sheet
8. Establish on-going counseling groups	Discipline records 08-09	All	Counselor; Social Worker; Assistant Principal	Counseling Materials, Campus Budget, Activity Account Fund	Weekly August 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Reduced Discipline Referral rates.
9. Develop system of providing contracts for high-needs students that promotes positive behaviors.	Discipline data 08-09	All	Assistant Principal	Campus Budger	August 2009 – May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Reduced Referral rates
10. Implement peer Mediation Group.	Discipline data 08-09	All	Social Worker	Campus Budget	Training date – January 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Reduced Discipline Referral rate due to student conflict.

Judson Independent School District

Metzger Middle School

Campus Improvement Plan/Parent Community Involvement

2009-2011

NCLB Goal(s)	Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Performance Goal 5: All students will graduate from high school.
District Goal	To annually increase awareness and understanding of district programs, services and planning among all JISD stakeholders in a way that fosters involvement in the educational process.
Campus Goal	Expand community involvement to facilitate collaboration between home and school.
Objective	To improve parental involvement in activities designed to improve student achievement so that by the end of the 2008-2009 school years, 90% of parents from each classroom will participate in one or more community-school involvement activities. To maintain or exceed a 96% plus student attendance rate.
Summative Evaluation	Annual Review of Parental Participation

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.	Parent & Teacher Surveys	All	Principal, Assistant principals Counselors	Campus Budget, Title I funds	September 2009 March 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign in sheets , Agendas

2. Student recognition for attendance during six-week assemblies or announcements.	Attendance Reports, AEIS	All	Counselor & Social Worker	Campus Budget, Campus Activity Funds, Title I funds	Oct. 2009 and each 6-week period	☐ completed ☐ on-going	☐ completed ☐ on-going	six week attendance reports
3. Student recognition for Academic Achievement on Report Cards and TAKS	Student grades	All	Assistant Principal	Campus Budget, Campus Activity Funds, Title I funds, PIEMS data, TAKS data	Oct. 2009 and the end of each 6-week period	☐ completed ☐ on-going	☐ completed ☐ on-going	Increased number of students receiving Academic Recognition status and Attendance Recognition
4. Increase teacher participation/enrollment in PTO	Parent Survey	All	Principal; PTO President	PTO funds, Campus funds and materials	Aug. 2009- May 2010 Once a month	☐ completed ☐ on-going	☐ completed ☐ on-going	2008/09 Roster compared with 2010 List
5. Actively encourage and seek new parents to participate in PTO	Parent Survey	All	Administrators & teachers	Campus materials and funds	Aug. 2009- May 2010 Once a month	☐ completed ☐ on-going	☐ completed ☐ on-going	2010 PTO Roster

6. Quarterly Newsletters provided to families by classroom teachers and administration	P & T Survey	All	Instructional Specialist Classroom teachers	Campus materials and Title funds	Aug. 2009-May 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Copies of Newsletters
7. TAKS Strategy Training for parents (grades 6-8)	TEA Policy	All	Teachers, Counselors Teachers	Campus materials and funds	Sept. 2009 – March 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Parent Sign-In sheets, meeting agenda
8. Meet-The-Teacher Open House	Parent Feedback	All	Teachers Administrators	Campus materials and funds	Sept. 15 &16 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign-In Sheets ; Agenda
9. Provide Parent Volunteer Training	District Requirement	All	Volunteer Coordinator PTO Trainer	Campus materials and funds, Title I funds	Monthly Aug. 2008-May 2008	☐ completed ☐ on-going	☐ completed ☐ on-going	Volunteer Sign-In Book and Sheets & Police Clearance Reports

10. Hispanic Heritage Program	P Feedback	All	Hispanic Heritage committee, Asst. Principal	Campus materials, community donated materials	Oct. 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Sign-in sheets, Flyers Family Participation
11. Family Literacy Night	P & T Survey	All	Reading Specialist	Activity and Title I funds	Mar. 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Parent Sign-in sheets
12. Provide parents with Campus Student Performance Data	TEA Policy	All	Counselor	Campus materials	Sept 15th & 16th. 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Parent Sign-in sheets
13. Black History Celebration	Parent Feedback	All	Black History Committee Members	Campus materials	February 2010	☐ completed ☐ on-going	☐ completed ☐ on-going	Parent Sign-in sheets

14. Post CIP on school website for parent access	District Expectation	All	Principal	Campus Web Master	Oct. 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	Completed & posted CIP, Web Cite Hits
15. Develop a School/Parent Compact & notify parents that Metzger Middle School is a Title I school.	TEA Requirement	All	Principal, Teachers, SBDM	Campus Materials	August 2009	☐ completed ☐ on-going	☐ completed ☐ on-going	SBDM sign-in sheets & Agenda, completed CIP
16. All classroom teachers are required to create and maintain individual web pages and have current parent links updated on the website	District Requirement	All	Principal & school secretary	Campus Materials	Updated Monthly	☐ completed ☐ on-going	☐ completed ☐ on-going	Information posted on marquee
17. Information for parents and community is posted on the school marquee	District Requirement	All	Principal	Building facilities	As requested	☐ completed ☐ on-going	☐ completed ☐ on-going	Building use logs

18. Allow the use of schools facilities after hours to community organizations including the Girl Scouts, Boy Scouts, Links, PTO, etc. upon Principal approval	District Requirement	All	Principal	Building facilities	Nov. and Feb. Annually	☐ completed ☐ on-going	☐ completed ☐ on-going	Parent conference logs & minutes
19. Maintain communication of student performance with parents through parent center, grade speed updates and conferences	District Requirement	All	Every member of Metzger faculty and staff	Metzger Campus or what ever reasonable accommodations needed to maintain effective communication for student achievement	Daily	☐ completed ☐ on-going	☐ completed ☐ on-going	Parent contact logs, parent conference summary sheets, any other pertinent correspondence