



McAdams Junior High School

Dickinson Independent School District

Campus Improvement Plan

2009-2010

McAdams Junior High School

Campus Improvement Plan 2009-10

VISION

Upon entering McAdams Junior High School, visitors will be aware of the school pride and academic emphasis of the school, as it is evidenced in every aspect of the environment. Our school is very safe and well-maintained. The learning atmosphere is exciting, rigorous, and relevant to student success, with students having access to a wide variety of curricular and extra-curricular offerings. Students are active participants in pursuing academic excellence and are encouraged to assume leadership roles throughout the campus. The adults on campus are committed to student success and are compassionate and consistent in all interactions with students.

MISSION

The mission of McAdams Junior High School is to provide quality instruction and the necessary resources to students so that they reach a high level of academic achievement through rigorous and relevant content, ensuring our student exceed state and national standards. Curricular “placemats” are consistently used in every subject area ensuring that our students are being taught the appropriate Texas Essential Knowledge and Skills (TEKS), which is our state’s “guaranteed” curriculum. Additionally, differentiated instruction is provided to meet the needs of all student populations, based on academic and cultural needs. Implementing the use of technology across the curriculum is a strong focus for the campus, as we have many forms of technology available for use in the classroom.

McAdams Junior High School Comprehensive Needs Assessment

McAdams Junior High is one of 11 campuses in the Dickinson Independent School District. McAdams Junior High opened its doors in 1968 and serves predominantly **suburban, low to middle socioeconomic, multinational families**. McAdams Junior High School serves 1,163 students in grades 7 to 8. Five years ago, 1,030 students were served by the campus, which is an increase of 1.1%.

The student population is 14.2% African-American, 38.3% Anglo, 3.9% Asian, 43.6% Hispanic, 51.3% male and 48.7% female with a low socioeconomic status of 63.3%. The staff population is 20% African-American, 65.2% Anglo, 1.1% Asian, and 13.7% Hispanic, and 23.2% male and 76.8% female with an average of 9.2 years of experience.

The overall mobility rate for the campus is approximately 18.4%, with a drop-out rate of .77%. The average daily attendance rate for students is 94.6%. The average daily attendance rate for staff is 94.8%. There are a total of 3632 discipline referrals this year, which is an increase of 13% from last year.

McAdams Junior High Campus serves 52 English Language Learner students, 63 students in the Gifted and Talented program (59% males, 41% females, and 0% LEP), 15 students identified for 504 services, 145 students served through special education services (12.5%) and 0 tested, but not qualified for special education services.

Campus Programs: (descriptions)

ELL: Seventh and eighth grade students in the English Language Learner (ELL) program have content based classroom instruction to help each student transition to proficiency in the English language. This instruction promotes mastery of the Texas Essential Knowledge and Skills to ensure proficiency in the areas of listening, speaking, reading and writing.

A reduction from three teachers to one teacher in the Ell program provides more classroom inclusion for 63 ELL students. The ELL teacher instructs the second year New Comers students in an ELL English class, as well as services them in a regular Language Arts class.

All ELL students are serviced in sheltered classes in all core subjects by the ELL teacher. Students also receive support from Academic coaches as the academic coaches receive ELL certification within the next two years.

GT : The McAdams Junior High Gifted and Talented Program serves seventh grade students in Pre-AP Math, Pre-AP Language Arts, and Pre-AP Science. GT students in eighth grade are serviced in Pre-AP Algebra I, Pre-AP US History, Pre-AP Language Arts, and Pre-AP Science.

Teachers who provide instruction and services for the gifted and talented population receive a minimum of thirty hours of professional development that includes nature and needs of GT students, assessing student needs, and curriculum and instruction for GT students. In addition, six hours of professional development in gifted education are required annually.

A secondary technology curriculum specialist is available to work with teachers to provide technology tools and strategies for GT students. Technology resources and peripherals such as document cameras, interactive white boards, student response systems, projectors, wireless computer labs, and wireless pads which give the teacher the ability to teach interactive lessons from anywhere in the classroom are used to provide GT students the opportunity to demonstrate their talents and strengths.

504: Meetings with counselors, teachers, parents, CIS staff and administrators, are held to determine eligibility of students to meet Section 504 criteria. According to certain conditions and circumstances experienced by the individual student, accommodations to achieve learning goals are set and given to the teachers to support student learning.

In addition, classroom teachers observe the 504 students in order to meet their needs. Instruction often addresses the technology application TEKS using A+ Software to design instructional materials and activities that make the learning goals achievable by 504 students.

The campus 504 coordinator facilitates review meetings for identified students to ensure that the student's 504 evaluation and accommodation plan is current. District policies are followed in meetings and evaluations with accurate record keeping to determine when a student is ready to transfer out of 504 programs and services.

Special Education Services

Mc Adams Junior High School provides services for students with disabilities initiated upon eligibility determination by an Admission, Review, Dismissal (ARD) Committee meeting. To qualify for services, a student must meet eligibility criteria. Mc Adams Junior High School believes in education students in the least restrictive environment. A full continuum of

instructional and related services is available to eligible students to support and maintain maximum access to general education. Students spend various amounts of time in general education and special education settings, depending upon their specific needs. A variety of support services are available on the campus including: Academic Coaching/Integrated Support Services (mainstream/inclusion), Behavior Coaching (“PASS” Positive Approach to Student Success), Structured Learning Class (SLC-recognizes the “spectrum” of students identified with Autism), IMPACT (Independence, Mastery by task analysis, Prioritizing skills, Appropriate behavior, Continuity/Consistency and Transfer/ Transition: cognitive profile of mild to moderate mental retardation), and STRIVE (Students Realizing Independent Valuable Education: areas of math and reading).

The site-based decision-making team looked at the following data:

- Peims Data
- AEIS Report Card Data
- Teacher Input
- Student Input
- AYP Data

Committees were formed to look for areas of weaknesses and strengths.

Committee #1 reviewed **Campus Academic Advisory Committee 08-09**

Members of the committee were:

Name	Job/Title
Charles Suderman	Community Member
Jack Rogers	Community Member
Rickie Menard	Parent
Nathan Abrashoff	Parent
Aimee Cain	Business Partner
Ginny Rauth	Business Partner
Anne Gunning	Administrative Partner
Susan Haynes	Social Studies
Brian Booker	Science
Shelly Abrashoff	Math
Jennifer Jansky	English
Michael Tullos	Academic Coach
Pam Edson	Special Education

Committee #2 reviewed **Leadership Team 08-09**

Members of the committee were:

Name	Job/Title
Shelley Abrashoff	Math Department Chair
Kimberly Hardy	Ard Facilitator
Jennifer Jansky	English Department Chair
Joseph Link	Social Studies Department Chair
Olivia Martin	Lead Academic Coach
Gerardo Ramirez	Associate Principal
Patricia Rogers	Science Department Chair

Committee #3 reviewed **Principal's Advisory Board 08-09**

Members of the committee were:

Name	Job/Title
Destini Baker	7 TH grade student
Harsh Bharudha	7 TH grade student
Angelica Gonzales	7 TH grade student
Gabriel Lewis	7 TH grade student
Gabrielle Lewis	7 TH grade student
Aaron McDowell	7 TH grade student
Lawrence Alawar	8 TH grade student
Kailen Alvarado-Carney	8 TH grade student
Marcus Bell	8 TH grade student
Wendy Meisberger	8 TH grade student
Cindy Pham	8 TH grade student

Committee #4 reviewed **Pride Committee (Discipline) 08-09**

Members of the committee were:

Name	Job/Title
Julie Dunnehoo	Chairman
Lisa Higgins	Teacher/ Social Studies
Carissa Hernandez	Teacher/Science
John Woodell	Teacher/Electives
Mary Daly	Paraprofessional
Kim Hardy	Teacher/Special Education
Lisa Douglas	Paraprofessional
Susan Thomas	Teacher/Language Arts
Shelly Abrashoff	Teacher/Math
Michael Tullos	Department Leader/Math
Sharon Boudreaux	Community in Schools
Kenna Cotton	Administrator

The data showed:

Students

Strengths: Over the past three years, McAdams Junior High School has made some improvement in TAKS scores. In 7th grade, scores in math, reading, and writing are all at or above the Recognized level. In 8th grade, scores in math have increased from 70% passing TAKS in 2007 to 85% passing (first administration only) in 2009. Reading scores have increased from 88% passing in 2007 to 97% passing in 2009. Science has also seen an increase from 67% in 2007 to 72% in 2009. The passing rate for social studies in 2007 was 84% and has increased to 91% in 2009. Students benefited from the support of academic coaches in 8th grade math, science, and language arts. 7th graders had the support of an academic coach in language arts. Students have also taken advantage of Accelerated Math and Reading Instruction and Optional Extended Year programs at McAdams. Students attended tutorials during the school week as well as on selected Saturdays throughout the year.

Needs: Many students do not have access to technology at home. There is also a need for additional software at McAdams Junior High School for programs that offer individualized tutorials for struggling students. Transportation for after school and weekend tutorials would greatly improve the academic success for these struggling students. The current curriculum is being reviewed for critical thinking and rigor. Students are more successful when they are

exposed to critical thinking activities. Students are also in need of more activities that offer a hands on approach in mathematics and science. Additional and innovative resources are also needed to support the students of McAdams Junior High School, as well to provide basic supplies for homeless students so that they can participate in daily school activities. Students completed the 2009 PRIDE survey. Results from the survey will used to incorporate character-building activities/assemblies.

Staff

Strengths: At McAdams Junior High, we have a diverse and experienced staff. 33.6% of our staff is of minority background. The average years of teaching experience of our campus' teachers is 8.7 years. 19.3% of our teachers have 11-20 years teaching experience and 10.6% of the teachers have over 20 years teaching experience. 100% of our staff is considered "highly qualified".

Most of our teachers develop lessons that are relevant to student learning and are in the outlined, "required" curriculum. Teachers participate in at least two "trade days" for staff development that are curriculum-focused and approved by the principal

Needs: While most lesson plans are relevant to student learning, the rigor in which those lessons are taught, not consistently delivered at a critical thinking level. Our staff is currently in need of staff development that will train teachers to deliver their lessons at a more rigorous level of content for the students and elicit higher-level thinking. With this training we will need to provide substitutes to cover professional development training for teachers and paraprofessionals alike. We also need to update our science curriculum and provide supplemental professional development activities that will align with the new science TEKS.

In technology, we are in need of staff training to bring our teachers up to standard in utilizing various programs in technology. This will assist our staff lesson development and raising the level of interest to the student while also raising the level of rigor. Additionally, we want to provide a TAKS analysis program that will evaluate each student's specific needs. Our science teachers will be provided "Weather Bug" software to use in all of their classroom.

Parents

Strengths: Communication with parents is vital to the education process. Regular communication with parents at McAdams Junior High School helps ensure success for every child through various forms of communication including principal letters, annual calendars, campus handbook, course description guide, special events reminder notices, progress reports, parent/teacher conferences, school assemblies, activities calendar, district and campus website, Parent Connect and a new, digital school marquee.

At McAdams Junior High School, parents play a dominant role in influencing a child's confidence and motivation to become a successful learner. Parents encourage their children to succeed in school by participating in regular opportunities to stay connected with their child's school. Opportunities include open house, athletic events, choir and band performances, club meetings, counseling center publications such as Homework Tips for Parents and Better Grades, social service and counseling referrals, early registration orientation, book fairs, awards assemblies and community involvement with the Campus Academic Advisory Committee and the Campus Improvement Plan.

Staff members keep lines of communication open with parents by making positive phone calls, keeping phone logs, scheduling parent conferences, making personal contacts and offering translation to families. Dickinson ISD offers Parent Connect to keep parents informed of their

student's grades, parents will complete a parent involvement web-based survey and Make and Take packs will be available to parents for home extension.

Needs: Continual encouragement for parent involvement in a student's education needs to be in place to increase the potential of all students. Parents need to be encouraged to fill unmet needs at the campus in a variety of ways including contributing talents as mentors, helping to improve campus communication from a parent's perspective such as helping to create an in-school parent resource center, plan and help with social events, create a welcoming committee for students new to the district and offer campus tours.

Parents need to be offered opportunities to volunteer. By helping teachers, assisting as computer lab helpers, helping with fundraisers and charitable programs sponsored by campus clubs, parents feel they are needed and useful at the campus level. A warm climate that serves to welcome parents into the school during the school day needs to be in place to increase parent involvement.

Parents need to have training in the technology used to serve their needs as parents. Technology nights need to be offered to assist parents in accessing the district's website, Parent Involvement Web-Based Survey and Family Access information. Snacks will be provided for parents at meetings. Volunteer forms need to be distributed during orientation to encourage parents to stay involved as their children move into their secondary education years. Parents can participate in creating Make and Take packs for home extension of school studies. Parents and community members assist in identifying campus needs such as character education and drop-out prevention through the parent involvement survey and the Campus Academic Advisory Committee. Parent representatives may also periodically be given floor time at faculty meetings to report concerns, collect information and play roles in upcoming events. Creating opportunities for parents to contribute to the campus operations during the school day needs to be addressed in order to increase parent involvement and enhance parent communication throughout the school year.

**McAdams Junior High School
Campus Improvement Plan Committee
2009-2010**

Principal:

Traci Goodwin

Community Members:

Charles Suderman

Jack Rogers

Parent Representatives:

Ricky Menard

Carol Bullock

Business Partners:

Aimee Cane

Administrative Partner:

Laurie O'Donnell

Teachers:

Katy Conti

Brian Booker

Tricia Robertson

Jennifer Jansky

Michael Tullos

Mendy Montgomery

Advisor to CAAC:

Jeff Pack

**Dickinson Independent School District
Priority Objectives
2009-2010**

The Board of Trustees, in collaboration with the administration of DISD, establishes these Priority Objectives.

- **ACADEMICS AND STUDENT PERFORMANCE** -
 - ✓ Individual student success will remain the central focus of the district. The academic coach initiative will continue to be supported and advanced. Our goal is to achieve a TAKS passing rate of 95% for all student subgroups with a short-term objective of 86% in 2009-2010.
 - ✓ By the end of first grade, all students will be competent readers. First year students to the district, regardless of grade level, will receive intervention(s) as needed.
 - ✓ English Language Learner (ELL/ESL) and African American students will continue to receive specially designed interventions to further decrease performance gaps when compared to other student subgroups, while increasing overall academic performance.
- **SAFETY AND SECURITY** - A safe learning environment will be provided with continual emphasis on parent/family visits to campuses, character education, consistent enforcement of student rules/codes, careful screening of visitors as well as employees, and increased involvement of students in PALS and CARES.
- **FACILITIES AND OPERATIONS** -
 - ✓ The facility master plan developed collaboratively with the Citizen's Facility Task Force, will continue to be the basis for facility planning in the District.
 - ✓ Safety shall remain first priority in facility planning and operations.
 - ✓ Budget concerns will not be allowed to derail improvement efforts in the district.
- **COMMUNITY AND FAMILY** -
 - ✓ District/family collaboration will be a fundamental part of planning efforts as well as an element of program, campus and district performance reviews and evaluations.
 - ✓ Parent access to records and data to assist in developing partnerships with the schools will be a focus.
 - ✓ Parents/families and our community at large will be kept informed regarding District calendars, activities, special events, financial health, and TAKS performance.
 - ✓ The District website will be updated and maintained to assist in communication efforts.
- **PEOPLE** -
 - ✓ The District will recruit, train, and retain competent staff in all positions.
 - ✓ Training and support will be provided for any/all staff as needed to ensure that these *Priority Objectives* remain the focus of planning and practices of the District.

Board Approved 08/03/09

LONG RANGE GOAL 1:	Students and student groups passing all parts of the Texas Assessment of Knowledge and Skills at 90%.			
PERFORMANCE OBJECTIVE:	By the end of the 2009-2010 school year the percentages of students passing the TAKS will be: Math 90%, Language Arts 90%, Social Studies 90%, and Science 90%. Each subgroup will be 90% or higher.			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Improve student self image through classroom reward system.	Teachers	Teachers	2009-2010	Higher TAKS Scores
Promote reading fluency by training teachers to use Junior Great Books.	ARRA Funds \$23,000	English and ELL Teachers	2009-2011	Reading Logs/Interactive Guides
Purchase math manipulatives for all math teachers.	ARRA Funds \$6,500	Math Teachers	2009-2011	Increased TAKS Math Scores
Improve performance tasks that stress the rigor and relevance of the lesson and provide appropriate training for teachers.	Title 1 Funds \$8,500	Teachers Monitored by the Administrators	2009-2010	Use of strategies aligned with TAKS/completed student products.
Use INOVA to analyze TAKS strengths and weaknesses for each student.	ARRA Funds \$2,000	Teachers, Technology Support and Staff	2009-2010	Data from INOVA charts
Continue aligning the curriculum. Implement placemats in all core subjects. Incorporate more rigor and relevance into daily/weekly instruction	Instructional staff at district and campus level	All teachers	2009-2010	Teacher and district made assessments
Programs are offered in order to increase the amount and quality of instructional time for students who are at-risk of dropping out of school through the use of Comp Ed teachers and academic coaches.	Title I A (211) FTE=1.0 \$63,288 SCE FTE=15.25 \$879,287	Reading Teachers Math Teacher	2009 - 2011	Benchmark Assessments Summative: TAKS Testing Dyslexia Mastery checks
Students who are exhibiting behaviors that prevent them from remaining in the regular academic classroom are assigned to an in-school suspension program to help avoid out of school placements and to encourage students to complete their regular classroom assignments.	ISS Classroom and teacher	Principal Asst. Principals Counselors	2009 - 2010	Summative: PEIMS report Attendance% Retention% PBMAS
Provide dropout intervention services monitor students who are at risk of dropping out of school.	SCE Funds	Administrators Counselors CIS Staff	2009 - 2010	Student attendance percentage and Retention percentage
Purchase Region IV science curriculum and train science teachers on implementation.	ARRA \$6,500	Math Teachers	2009-2011	Increased TAKS Science Scores

LONG RANGE GOAL 2:	To improve student performance through increased student attendance			
PERFORMANCE OBJECTIVE:	Attendance at McAdams Junior High School will exceed 95% for the 2009-2010 school year.			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Implement and enforce state/district attendance policies and procedures: a. Attendance Warning Letters b. Police Liaison Officer Visits c. Parent Contact d. Court Intervention e. Automatic Calling System	Local Funds	Principal Associate Principal Assistant Principals Attendance Clerk Liaison Officer	2009-2010	Student Attendance Records
Intervention Strategies: a. Parent Contact b. Referrals/Counselor and Principal c. Investigate absence d. Develop Intervention Plan e. Teacher identify students in each class with a history of attendance problems f. Teacher Contact of 2 nd period students who are absent		Principal Associate Principal Assistant Principal Teachers Counselors CIS Worker	2009-2010	Student Attendance Records
Student recognition of perfect attendance for each 9 weeks	Local Funds	Assistant Principals Pride Committee	2009-2010	Results of attendance and tardies and number of referrals, awards programs, documentation, list of winners
Student recognition for zero tardies in select or all classes twice each nine weeks	Student Activity Funds	Administrators Teachers Attendance Clerk Pride Committee	2009-2010	Decreased tardies during each grading period
Use Homeless Funds to bridge the gap for homeless students with supplies, clothing, fees, etc.	Title 1 A \$3000	Administrators Counselors Social Worker	2009-2010	Homeless students participation in all school events

LONG RANGE GOAL 3:	Campus will be a safe learning environment for students and staff members			
PERFORMANCE OBJECTIVE:	Zero incidents of violence during the 09-10 school year			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Character-building assemblies will be provided throughout the school year	ARRA Funds \$6000	Principal Assistant Principals	2009-2010	Increased student cooperation with adults on campus and fellow students
Emergency Crisis Plan will be in place	Local Funds	8 th Grade Assistant Principal Teachers Parents	2009-2010	Surveys to assess the safety of the campus will be given to students and parent groups
Safety Drills will be conducted frequently	Local Funds	7 th Grade Assistant Principal Teachers	2009-2010	Successful Completion of 8 fire drills and 1 tornado drill
Police Liaison Officer	Local Funds	Assistant Superintendent	2009-2010	Decrease in unlawful student behavior
Counseling Services and Anti-bullying programs will be provided for all students	Local Funds	Counselors CIS Worker Teachers	2009-2010	Student Rosters of Attendance PEIMS Data
Fred Jones Training will be provided for new teachers	Local Funds	Principal 8 th Grade Assistant Principal Teacher Mentors	2009-2010	Decreased number of student referrals

LONG RANGE GOAL 4:	Develop strategies to coordinate and integrate federal, state, and local services			
PERFORMANCE OBJECTIVE:	Limited English Proficient Students will receive appropriate language instruction to afford them the opportunity to master the essential knowledge and skills required by the state			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Identification of Limited English Proficient Students	Title Funds Local Funds	ESL Coordinator 7 th Grade Assistant Principal Registrar Counselors	2009-2010	LPAC Minutes PEIMS Data
Assess Language Proficiency in English upon enrollment	Local Funds IDEA Oral Language Proficiency Test	ESL Coordinator Instructional Aide Teachers Counselors	2009-2010	LPAC Minutes
Conduct LPAC meetings to identify, place, monitor, and make program recommendations.	Local Funds	LPAC Committee Members	Monthly/Bi-monthly if necessary	LPAC Meeting Calendar LPAC Minutes PEIMS Data Student Achievement
Meet with district personnel to plan, prioritize, and implement programs		Federal Programs Director LPAC Committee Principal	2009-2010	Campus CIP and other plans reflect Campus and District Priorities
Identify migrant students	Migrant Surveys	Counselors	2009-2010	PEIMS Data
Monitor and provide services to migrant students	Title 1 Part A	Registrar Federal Programs Director Counselors	2009-2010 Ongoing	LPAC Minutes
Provide on-going professional development opportunities for staff and parents	Local Funds Title 1 Funds Title 3 Funds	Principal Federal Programs Director	2009-2010	Certificates from Training Improved Student Performance
Coordinate, integrate, and increase parental involvement activities with other programs	SCE Title 1 A Local Funds	Principal Associate Principal Assistant Principals Staff	2009-2010 Ongoing	Increased Parental Involvement in Campus Activities
Provide innovative instructional programs to meet the needs of at-risk students	Title 1 A Title 2 D Title 3 Title IV SCE IDEA B Local Funds	Principal Associate Principal Educational Service Department Curriculum Specialists	2009-2010 Ongoing	Increased student performance on: Benchmarks Tests TAKS RPTE Lower retention, attendance and dropout rates

Coordinate with the Human Resources Dept. to recruit/retain highly qualified staff with	Title 1 A Title 2 A	Human Resources Director Central & Campus Administrators	2009-2010 Ongoing	Reduce Teacher Mobility Rates Increased
Coordinate with other programs, such as GT, Special Education, Migrant and CTE programs to meet state and district goals	Title 1 A Title 2 A	Principal Curriculum Specialists ESL teachers	2009-2010 Ongoing	ELL participation rates are consistent with other student group participation rates at the district and state level
Assess English language proficiency development	Title 3	Teachers	2009-2010 Ongoing	A minimum of one year's growth as measured by TELPAS

LONG RANGE GOAL 5:	Develop strategies to coordinate and integrate federal, state and local services			
PERFORMANCE OBJECTIVE:	Title IV (Safe and Drug Free Schools) will be integrated into the educational programs to ensure a safe and drug free learning environment.			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Meet with the Federal Program Director to discuss and disseminate program guidelines and budget parameters	Handouts	Federal Program Director	November – April	Copy of Meeting Agendas and Information
Conduct periodic evaluations to determine the effectiveness of the Safe and Drug free program on the campus	Surveys to Staff and Students	Counselors Student Council Sponsor	2009-2010 Ongoing	Increased reports of school safety
Disseminate Red Ribbon Week information materials to teachers.	Surveys	Counselors	October 2009	Red Ribbon Week Campus Activities
Provide staff development opportunities related to Safe and Drug free schools	ARRA Funds Local Funds	Federal Program Director Administrators	2009-2010 Ongoing	Staff Development Activity Certificates
Maintain Police Liaison Officer Services at the campus	Title IV \$2300	Principal	2009-2010 Ongoing	Reduce drug and safety related incidents referred to the officer
Provide Raptor Services to ensure identity of campus visit	Local Funds	Principal	2009-2010 Ongoing	All campus visitors are required to “pass” the Raptor identification
Provide Character Building Curriculum and Guest Speakers	ARRA \$6000	Federal Program Director Principal	2009-2010	Increased student motivation and school pride

LONG RANGE GOAL 6:	Effectively use available technology to enhance the students' instructional program			
PERFORMANCE OBJECTIVE:	Technology will be integrated into instruction and effectively used for administrative tasks			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Increase use of the website to keep the parents and community informed of school events	Local Funds	7 th Grade Counselor Teachers	2009-2010 Ongoing	Web records
Increase integration of technology into the instructional program	Local Funds	Teachers	2009-2010 Ongoing	Lesson Plans
Implement A Plus software for student use	Fund 262-6219 \$650.00	Principal Technology Instructional Specialist	2009-2010 Ongoing	Star Chart Data
Promote the use of Family Access	Local Funds	Associate Principal Counselors Registrar Teachers	2009-2010 Ongoing	Increased number of parents using Family Access as compared to Parent Connect in previous years
Integrate parental involvement activities	Title 1 A \$645	Region IV Survey Associate Principal Principal Teachers	2009-2010 Ongoing	Parent Involvement Survey Results Parent Contact Logs

LONG RANGE GOAL 7:	Increase community and parent involvement			
PERFORMANCE OBJECTIVE:	Create opportunities for parents and community members to take part in school activities			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Provide guest speakers, as appropriate, for various classrooms	Local Funds	Teacher Curriculum Specialist Counselors Administrators	2009-2010 Ongoing	Log of classroom presentations
Provide various performances and showcases for student work and achievement	Local Funds	Elective Teachers	2009-2010 Ongoing	Public Performances and
Career awareness mini sessions will be provided through various classes, throughout the year	Local Funds	Counselors Teachers	2009-2020 Ongoing	Student feedback and increased interest in career goals
Host “Meet the Teacher” and Open House Nights	Local Funds	Administrators Teachers Counselors	September 2009 March 2010	Parent Sign In Sheets
Teachers keep monthly parent contact logs	Local Funds	Teachers	2009-2010 Ongoing	Teacher logs turned in monthly to administrative appraisers
Host parent meetings, with snacks, to spotlight school programs, academic initiatives, and technology	ARRA Title 1 A \$1784	Administrators Counselors	2009-2010 Ongoing	Parent rosters of attendance
Provide a Web-based Parent Involvement Survey	Title 1 A \$645	Principal Instructional Technology Specialist	Spring 2010	Survey participation and information

LONG RANGE GOAL 8:	Provide Quality Staff Development			
PERFORMANCE OBJECTIVE:	Implement a cohesive Staff Development Plan that correlates to student achievement goals			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Provide G/T training for all Pre AP teachers and teachers interested in teaching Pre AP in the future	G/T Funds Local Funds	Principal Curriculum Specialists	2009-2010 Ongoing	Increased numbers of teachers with G/T hours and certifications
Provide a comprehensive Mentoring Program for new teachers and assign them a campus mentor	Local Funds	Principal 8 th Grade Assistant Principal Human Resources Department Protégé' Coordinator	2009-2010 Ongoing	New teachers feel supported and want to stay in position on campus
Provide professional development training in Rigor/Relevance Framework for all core teachers (including: substitutes, travel, and registration fees)	Title 1 A ARRA \$10,000	Principal	2009-2010 Ongoing	Completion and proficiency in implementing the Rigor/Relevance Framework throughout the curriculum
Provide professional development training for para professionals	Title 1 A	Principal	2009-2010	Increased customer satisfaction Fewer parent concerns

LONG RANGE GOAL 9:	Develop strategies to maintain a highly qualified staff			
PERFORMANCE OBJECTIVE:	Develop strategies to attract, recruit, and retain highly qualified teachers to high-needs schools			
Programs/Strategies/Activities	Resources	Person Responsible	Time Line	Evaluations
Determine staffing needs early in order to recruit teachers in critical shortage areas	Enrollment Projections	Superintendent Assistant Superintendents Principal	January 2010	Successful hiring for all positions
Actively recruit highly qualified teachers at Texas universities	Job Fair Schedules Online Applications Local Funds	Assistant Superintendent for Human Resources Principal	2009-2010 Ongoing	Successful hiring of highly qualified applicants from Job Fairs
Work collaboratively with ACP programs by serving on advisory councils and recruiting eligible interns	Alternative Certification Program Guidelines	Assistant Superintendent for Human Resources Assistant Superintendent for Business	2009-2010 Ongoing	Successful hiring of ACP interns
Offer competitive salaries and additional stipends in critical shortage areas	Salary Comparisons of surrounding districts	Assistant Superintendent for Human Resources Assistant Superintendent for Business	2009-2010 Ongoing	Successful retention of teachers Decreased turnover rate
Provide an induction program that monitors and responds to the needs and progress of beginning teachers	Local Funds Induction Program calendar and guidelines	Assistant Superintendent for Human Resources Principal 8 th Grade Assistant Principal	2009-2010 Ongoing	Reduction in new teacher turnover rate Successful year for 1 st year teachers

McAdams Junior High Parental Involvement Plan

The DISD Board of Trustees, in collaboration with the administration of DISD, has established Community and Family as one of five Priority Objectives for 2009-2010. The Community and Family District Objective states:

- District/family collaboration will be a fundamental part of planning efforts as well as an element of program, campus and district performance reviews and evaluation.
- Parent access to records and data to assist in developing partnerships with the schools will be a focus.
- Parents/families and our community at large will be kept informed regarding District calendars, activities, special events, financial health, and TAKS performance.
- The District website will be updated and maintained to assist in communication efforts.

To ensure greater opportunities for student success, McAdams Junior High will support these Parent/Community objectives and strive to establish:

- Strong parent involvement activities for 7th and 8th grade
- A positive working relationship between educators and families of all student groups
- Diverse communication channels between school and families

This goal will be accomplished through these activities and/or services:

- *Parent Teacher organizations*
- *Athletic Activities*
- *Band and Choir concerts*
- *Campus AEIS Public Meetings*
- *Career Speakers*
- *Character Education*
- *Community and Business Donations*
- *Bus Safety Week activities*
- *Food, Clothing and Toy drives during holidays*
- *LPAC meetings for Limited English Speakers*
- *Mentoring Programs*
- *Nurses' Vision/Hearing Screenings*
- *Special Olympics Activities*
- *Spelling Bee*
- *School Fundraisers*
- *Red Ribbon Week Activities*
- *Parent Visitation to Classrooms*
- *Special Education Conferences and ARD Meetings*
- *Social Worker/Homeless Liaison*
- *Make It/Take It Nights for Parents*
- *U.I.L. Academic Programs*
- *Volunteer Programs*
- *Parent Surveys*
- *GT Presentations*
- *Gator Bytes Updates*
- *Dance Team Programs*
- *Drama Presentations*
- *Parent/Teacher conferences*

Executive Summary
McAdams Junior High School
2009 – 2010

The goals of McAdams Junior High School are aligned with the 2009 – 2010 DISD priority objectives.

Individual student success will remain the focus of the district. The academic coach initiative will continue to be supported and advanced. Our goal is to achieve a TAKS passing rate of 95% for all student subgroups with a short-term goal objective of 86% in 2009-2010.

- Provide rigorous and relevant instruction, emphasizing student thought and focusing on student interests/experiences
- 90% of all student groups will pass the TAKS test
- Provide teacher planning and curriculum development time during the school day
- Provide after school instruction/tutorials for all “core” subjects.
- Implement a broad range of interventions for students experiencing academic difficulty

A safe learning environment will be provided with continual emphasis on parent/family visits to campuses, character education, consistent enforcement of student rules/codes, careful screening of visitors as employees, and increased involvement of students in PALS and CARES.

- Continuously review and revise “Pride Team Initiatives” based on student data
- Continue meeting with the Principal Advisory Board comprised of student representatives from various campus groups
- Provide consistent administrative monitoring of all student common areas
- Provide a comprehensive counseling program based on student needs
- Implement a “Character Building” program with student modules, as well as successful guest speakers who will motivate and model leadership skills.

District/family collaboration will be a fundamental part of planning efforts as well as an element of program, campus and district performance reviews and evaluations.

- Offer a broad range of communication methods to parents and community members, via letters, the campus website, and informational parent meetings
- Welcome and encourage parent volunteers for activities, as well as school services
- Provide performances and showcases for student talents, that encourage parents to visit the school and participate in school events
- Promote “Family Access”
- Increase student attendance through partnerships with parents and community incentives

