



Coahoma Junior High School

Campus Improvement Plan 2010-2011

**COAHOMA JUNIOR HIGH SCHOOL
2010-2011 CAMPUS IMPROVEMENT PLAN**

DISTRICT GOAL #1: To strengthen the academic program 7 through 12 in order to maximize success for all students.

PERFORMANCE OBJECTIVE #1: Curriculum Alignment

- 90% of all students and student subpopulations will pass TAKS (or the appropriate alternative assessment) in all tested areas.
- All teachers will teach all Texas Essential Knowledge and Skills (TEKS) for their assigned courses.
- All teachers will organize TEKS-based instruction according to C-Scope Management System developed for each course.
- All teachers will utilize classroom assessments designed to measure the progress of each student toward mastery of the TEKS. DMAC will be utilized by teachers of the four core subject areas.

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.1.1 Coahoma ISD will conduct a comprehensive needs assessment to make data-driven decisions toward the goal of maximizing student achievement. This comprehensive needs assessment will include data from state assessments, dropout numbers, attendance, discipline referrals, drug/violence reports, teacher retention, report cards, and course completions.	<ul style="list-style-type: none"> ➤ Campus Comm. ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ AEIS ➤ State reports ➤ Federal reports ➤ Report cards ➤ PEIMS ➤ Surveys 	Needs Assessment will be completed by March 2010; analysis of needs assessment will be ongoing.	Campus Improvement Committee will complete compilation of needs assessment data by March 2010	Campus Improvement Committee will review needs assessment data and utilize data in updating and revising district plan.

<p>1.1.2 All teachers will prepare (new teachers) or update (returning teachers) individual Scope and Sequences for teaching the Student Expectations for their TEKS.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ Instructional Facilitator 	<ul style="list-style-type: none"> ➤ TEKS ➤ C-Scope Management System 	<p>Scope and Sequences to be reviewed by the end of August, 2010.</p>	<p>Revised scope and sequence due to Principal by the end of August, 2010</p>	<p>Final scope and sequences, reviewed by Department Chairs, Principal, and Instructional Facilitator.</p>
<p>1.1.3 All teachers will prepare lesson plans for teaching their TEKS.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ Instructional Facilitator 	<ul style="list-style-type: none"> ➤ TEKS ➤ C-Scope Management System ➤ DMAC Data 	<p>Lesson Plans utilized through C-Scope Management System</p>	<p>Lesson Plans reviewed every Monday with TEKS objectives noted.</p>	<p>Each week or six week cycle reviewed by Principal and Instruction Facilitator.</p>
<p>1.1.4 Three scheduled benchmark assessments will gauge student mastery of objects on a formative basis. The four core subject area teachers will give three benchmark assessments that assess the TEKS included on that time frame portion of the scope and sequence.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ Instructional Facilitator 	<ul style="list-style-type: none"> ➤ TEKS ➤ C-Scope Management System ➤ DMAC contract with Region 	<p>Assessments reviewed by end of each scheduled time frame.</p>	<p>Assessment scores included in decision making process concerning OFYP and TAKS analysis.</p>	<p>Assessment results discussed in Team Meetings.</p>
<p>1.1.5 Benchmark data analysis will be the basis for development of focused interventions targeting areas of greatest instructional needs.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers 	<ul style="list-style-type: none"> ➤ DMAC ➤ Released TAKS tests ➤ Local Funds 	<p>District-wide benchmark testing 2010-2011.</p>	<p>Result analysis of benchmark testing shared with teachers, dept. chairs, and principal.</p>	<p>Data analysis of 2011 TAKS and alternate tests.</p>

<p>1.1.6 Campus TAKS and alternate test results will be analyzed by entire staff and used to revise instructional program for 2010-2011 school year.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ Instructional Facilitator 	<ul style="list-style-type: none"> ➤ DMAC ➤ Local Funds 	<p>Data disaggregation days conducted in summer.</p>	<p>Scope and sequence review completed prior to first day of duty, August.</p>	<p>Revised scope and sequences.</p>
<p>1.1.7 Professional development will be targeted to improve student achievement. Individual teachers will attend staff development that targets self-designated and district-designated needs.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers 	<ul style="list-style-type: none"> ➤ Region 18 ESC ➤ Designated Conferences targeting student achievement 	<p>Ongoing, as needed</p>	<p>PDAS, Teacher's individual personal reflection plans reviewed with Principal</p>	<p>Professional development completed by May 2011; planning for continuing professional development based on 2011 TAKS results occurring during summer 2011</p>
<p>1.1.8 The campus will continue to hire, retain, and develop a highly qualified staff</p>	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ SBDC 	<ul style="list-style-type: none"> ➤ Region 18 ESC Professional development ➤ Region 18 Educator Placement Service ➤ Job fairs ➤ Mentoring of new teachers 	<p>Ongoing</p>	<p>PDAS, NCLB Highly Qualified Teacher analysis process</p>	<p>Staff turnover rate PDAS TAKS scores NCLB HQ Reports</p>
<p>1.1.9 Remediation opportunities will be scheduled for all students who have failed any portion of the TAKS test.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Tutoring ➤ MySatori ➤ End Zone ➤ Math Improvement ➤ OFYP 	<p>Opportunities planned by August 2010 and conducted throughout school year</p>	<p>TAKS results from Spring 2011; Benchmark assessments given three times per year.</p>	<p>Benchmark testing data; 2011 TAKS scores; DMAC data analysis</p>

1.1.10 Provide immediate, intense, targeted acceleration opportunities for students failing to master academic objectives	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committees ➤ Teachers 	<ul style="list-style-type: none"> ➤ Principals' Funds ➤ Local 	Established by November 2010, continue throughout 2010-2011 School Year	6 week grades; Benchmark exams	Benchmark exams TAKS data
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PERFORMANCE OBJECTIVE #2: Post Secondary Success

1.2 All secondary students will maximize options for post-secondary success.

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.2.1 The number and type of AP courses offered at the secondary level will be carefully examined and additional AP courses will be planned for.	<ul style="list-style-type: none"> ➤ JH and HS Principals ➤ HS Counselor ➤ Teachers 	<ul style="list-style-type: none"> ➤ AP Teacher training (TTU or other univ.) ➤ PreAP teacher trainings ➤ Title II, Part A ➤ Local Funds 	Throughout 2010-2011 school year; testing April – May 2010	Students scheduled in courses, six week reports, AP exams administered	Student grades, course completion, AP exam scores
1.2.2 Improved communication will take place with parents and students about: <ul style="list-style-type: none"> • financial aid/scholarship opportunities (TEXAS Grants Program, Teach for Texas Grants, Texas Scholars, early graduation) • college entry opportunities for students who graduate 	<ul style="list-style-type: none"> ➤ HS, JH Principals ➤ HS Counselor ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout 2010-2011 school year	Communication documented	Number of students enrolled in Recommended or Distinguished Achievement Graduation Plans

<p>in the top 10% of their class</p> <ul style="list-style-type: none"> • opportunities and aid available to students who graduate Recommended or Distinguished • notification of higher education admissions requirements 					
<p>1.2.3 Career and Technology Education courses will be provided in a planned coherent sequence to provide quality vocational/career preparation.</p>	<ul style="list-style-type: none"> ➤ HS, JH Principals ➤ HS Counselor ➤ CATE Teachers 	<ul style="list-style-type: none"> ➤ Howard College, Tech Prep School-to-Careers 	<p>Throughout 2010-2011 school year</p>	<p>Number of students enrolled in CATE coherent sequence of courses</p>	<p>Course completion of coherent sequence of courses</p>

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PERFORMANCE OBJECTIVE #3: Health, Attendance, High School Completion, Safety

1.3 District focus on comprehensive child health, safety, and well-being will improve school attendance rates and retention rates

- Drop-out rates for all students and student subpopulations will be less than 0.5%
- Attendance for all students and student subpopulations will be greater than 96%

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.3.1 Provide extended learning opportunities for students who have failed one or more portions of TAKS	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ MySatori ➤ End Zone ➤ Math Improvement ➤ Tutorials ➤ Local funds 	Throughout 2010-2011 school year	MySatori lesson evaluations, six week reports, benchmark data	TAKS scores
1.3.2 Review and implement the discipline management plan and Student Code of Conduct to maximize positive student behavior.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal ➤ JP ➤ Teachers 	<ul style="list-style-type: none"> ➤ DAEP ➤ Region 18 	Discipline Management Plan and Student Code of Conduct reviewed by August; implementation throughout the 2010-2011 school year	Attendance in DAEP Number of discipline referrals	Suspension and expulsion rates; Evaluation by Principals and Supt.
1.3.3 Adopt effective and comprehensive discipline strategies, classroom management, crisis management, and conflict resolution plans	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal ➤ JP ➤ Teachers 	<ul style="list-style-type: none"> ➤ Professional development as needed 	Plans reviewed by August; implementation throughout the 2010-2011 school year	Attendance in DAEP Number of discipline referrals	Suspension and expulsion rates; Evaluation by Principals and Supt.

1.3.4 Provide an effective and comprehensive Alternative Education Program	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ DAEP Director 	<ul style="list-style-type: none"> ➤ MySatori ➤ DAEP 	Establish prior to 2010-2011 school year; implementation throughout the 2010-2011 school year	Attendance in AEP; academic progress of students in AEP	Evaluation by Principals and Supt.
1.3.5 Provide prevention programs in the areas of drugs, violence, and suicide <ul style="list-style-type: none"> ▪ Focus/Redirection ▪ Red Ribbon Week ▪ Speakers ▪ Drug Dogs ▪ Leadership Teams ▪ Conflict Resolution ▪ Shattered Dreams 	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Counselor 	<ul style="list-style-type: none"> ➤ Region 18 ➤ Local Funds 	Throughout the 2010-2011 school year	Plans and dates of activities	Evaluation report of serious violations and evaluation of program effectiveness by Campus Committees, Principals, Supt
1.3.6 Provide accelerated educational program services for all students identified at-risk, including migrant, ESL, pregnant, or parents.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal ➤ Counselor ➤ Teachers 	<ul style="list-style-type: none"> ➤ SCE ➤ FTE 	Throughout 2010-2011 school year	Number of students served, Number of LEP exemptions	TAKS results and results of other appropriate assessments
1.3.7 Provide accelerated education program services for all students identified as migrant, dyslexic, 504, homeless, or homebound	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Teachers 	<ul style="list-style-type: none"> ➤ Existing district programs ➤ Dyslexia training at Scottish Rite ➤ Local Funds 	Throughout 2010-2011 school year	Number of students served	TAKS results and results of other appropriate assessments
1.3.9 Increase district graduation rate.	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ JP 	<ul style="list-style-type: none"> ➤ Local funds 	6 week checks	Monitor attendance and academic progress	Number graduating May 2010

1.3.10 Monitor student absences, tardiness, and communicate these with parents	<ul style="list-style-type: none"> ➤ Principal ➤ JP 	<ul style="list-style-type: none"> ➤ Local Funds 	Daily checks	Monitor attendance and drop-out rates	AEIS report
1.3.11 Convene Student Health Advisory Committee to coordinate programs and activities targeting comprehensive student health	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Nurse ➤ Parents ➤ Teachers 	<ul style="list-style-type: none"> ➤ Region 18 ESC Health Services ➤ Local health service providers 	Committee meetings and activities throughout the school year 2010-2011	Review of activities by Student Health Advisory Committee	Review by district committee and Supt.
1.3.12 Provide information targeted to health education.	<ul style="list-style-type: none"> ➤ SHAC ➤ Health teachers ➤ Nurse 	<ul style="list-style-type: none"> ➤ Region 18 ➤ Local Funds ➤ Grant Funds 	Health curriculum selected by August 2011	Inclusion of health education curricula in health courses. Review of CATCH program.	Student, parent, teacher surveys. Pregnancy/parenting data
1.3.13 Develop and Implement Emergency Operation Plan throughout district.	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Teachers, ➤ Staff ➤ Members ➤ EOP Committee 	<ul style="list-style-type: none"> ➤ Region 18 ➤ Local Funds 	EOP plan developed by Fall 2010; charts in classrooms Fall 2010; Practice drills conducted throughout 2010-2011 school year	Drill response time , Evaluation of accurate and efficient emergency response	Evaluation by EOP Committee of accurate and efficient emergency response to any emergency incident that occurs
1.3.14 Administer Fitnessgram to students and utilize data to improve/ provide fitness activities	<ul style="list-style-type: none"> ➤ Principal ➤ Nurse ➤ PE Teachers ➤ Athletic Director 	<ul style="list-style-type: none"> ➤ Local Funds ➤ Region 18 	Implementation for the 2010-2011 school year	Review of completion of Fitnessgram	Fitnessgram program data
1.3.15 Adopt and implement policies dealing with dating violence, sexual harassment, and sexual abuse of children.	<ul style="list-style-type: none"> ➤ Principal ➤ Nurse ➤ Counselor ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local Funds 	Policies identified 2010-2011; Reference "A guide to Addressing Dating Violence in Texas Schools"; HB 1041, BQ (Legal)	Review of incidents by principal and counselor	Review of incidents by leadership team

1.3.16 Train teachers and staff in reporting child abuse (FFG Legal)	<ul style="list-style-type: none"> ➤ Principal ➤ Region 18 	<ul style="list-style-type: none"> ➤ Local Funds 	Training conducted Fall 2010	Review of reporting incidents by principal, counselor	Review of incidents by leadership team
1.3.17 Train all athletic, band, extracurricular, and cheerleading sponsors in CPR	<ul style="list-style-type: none"> ➤ Nurse ➤ Sponsors ➤ Athletic director 	<ul style="list-style-type: none"> ➤ Local funds 	Training conducted Fall 2010	Training certificates	Review of completed training by leadership team

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PERFORMANCE OBJECTIVE #4: Technology

1.4 Students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.4.1 Seek all available resources to improve and increase technology hardware and software on all campuses	<ul style="list-style-type: none"> ➤ Technology Director ➤ Principal 	<ul style="list-style-type: none"> ➤ Internet ➤ TEA ➤ Region 18 ESC 	Throughout the 2010-2011 school year	Computers, software ordered and installed	Computers and other technology hardware and software installed and available for use
1.4.2 Utilize distance learning resources (ITV and Dual Credit courses) available through Region 18 ESC	<ul style="list-style-type: none"> ➤ Technology Director ➤ JH Principal ➤ HS Counselor 	<ul style="list-style-type: none"> ➤ Local Funds ➤ ESC18 Distance Learning Staff and Programs ➤ Howard College 	Throughout the 2010-2011 school year	Contracts completed; course taking by students	ITV Meeting attendance; Courses completed
1.4.3 Establish and enforce an acceptable use policy for students and teachers using the internet	<ul style="list-style-type: none"> ➤ Technology Director ➤ Campus committee ➤ Teachers 	<ul style="list-style-type: none"> ➤ Region 18 ESC ➤ Local 	September 2010 enforcement throughout 2010-2011 school year	Policy distributed, discussed, and signed with teachers and students	Number of acceptable use violations reviewed by district committee
1.4.4 Enhance technology skills of teachers and staff through targeted professional development	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Staff members 	<ul style="list-style-type: none"> ➤ Local funds ➤ Region 18 ESC ➤ Title II, Part A 	Throughout 2010-2011 school year	Opportunities communicated with teachers/staff	Number of teachers/staffs trained

1.4.5 Utilize technology (email database, web pages) to improve communication with parents and community	<ul style="list-style-type: none"> ➤ Technology Director ➤ Principal ➤ Principal Secretary ➤ Campus committees ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout 2010-2011 school year	Parent feedback Website hits	Parent feedback, website hits, evaluation by campus committees
1.4.6 Provide one to one technology immersion at high school	<ul style="list-style-type: none"> ➤ JH Principal ➤ Technology Director 	<ul style="list-style-type: none"> ➤ HS Allotment ➤ Technology funds 	Teacher immersion Fall 2010; student immersion Spring 2011; training throughout 2010-2011 school year	Surveys Professional development completion	Survey data Student achievement data
1.4.7 Implement a parent communication phone system for emergency notifications and for information updates	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Office Staff 	<ul style="list-style-type: none"> ➤ Local 	Training in August; implementation of system throughout the 2010-2011 school year	Logs of calls	Evaluation of successful calls, failed calls

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PERFORMANCE OBJECTIVE #5: Professional Development

1.5 The district will provide appropriate staff development and professional growth for all administration, faculty, and staff.

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.5.1 Provide targeted training, including Gifted and Talented, ESL, and dyslexia training, for teachers and administrators	<ul style="list-style-type: none"> ➤ Region 18 ESC Gifted and Talented Coop ➤ Region 18 ESC CCS Contract 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ State Funds GT Level II ESC Coop ➤ HS Allotment 	Throughout the 2010-2011 school year	ESC contract completed	Training completed
1.5.2 Provide appropriate technology training for all employees	<ul style="list-style-type: none"> ➤ Tech. Director ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ ESC 18 ➤ Local Staff 	Throughout the 2010-2011 school year	Opportunities communicated with employees	Training completed
1.5.3 Professional development opportunities will be targeted to improve student achievement. Individual teachers will attend staff develop that targets individual needs.	<ul style="list-style-type: none"> ➤ Principal ➤ Dept. Chairs ➤ Teachers 	<ul style="list-style-type: none"> ➤ Region 18 ESC ➤ Title II, Part A ➤ Local funds ➤ HS Allotment 	Ongoing, as needed	Teacher's conferencing with dept. chairs and principals about individual needs	Follow-up between principals and teachers; TAKS scores
1.5.4 Enhance technology skills of teachers and staff through targeted professional development	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Staff members 	<ul style="list-style-type: none"> ➤ Local funds ➤ Region 18 	Throughout 2010-2011 school year	Opportunities communicated with teachers/staff	Number of teachers/staffs trained

1.5.5 Provide training in character education	<ul style="list-style-type: none"> ➤ Region 18 ESC ➤ Principal ➤ Teachers ➤ Counselor 	<ul style="list-style-type: none"> ➤ Local funds ➤ Region 18 	Fall	Recognition of acts displaying good character	Discipline referrals, evaluation by campus committees
1.5.6 Increase the percentage of “highly qualified” teachers for each campus so that all teachers teaching in core academic subject areas are “highly qualified” no later than the end of the 2010-2011 school year <ul style="list-style-type: none"> ▪ Certification checks when hired ▪ HQ plans for each teacher not highly qualified 	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ Local funds ➤ Region 18 ESC 	Throughout 2010-2011 school year	Check on certification status	Highly Qualified Teacher Reports
1.5.7 Attract and retain highly qualified teachers <ul style="list-style-type: none"> ▪ Job Fairs ▪ Professional Development ▪ Mentoring Activities 	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ Local funds ➤ Region 18 ESC 	Throughout 2010-2011 school year	Check on certification status	Highly Qualified Teacher Reports; teacher retention
1.5.8 Increase the percentage of teachers receiving high-quality professional development <ul style="list-style-type: none"> ▪ ESC Prof Dev contracts 	<ul style="list-style-type: none"> ➤ Supt ➤ Principal 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ Local funds ➤ Region 18 ESC 	Throughout 2010-2011 school year	Professional Development workshops	Training received, summarized per teacher per campus
1.5.9 Ensure that low-income students and minority students are not taught at higher rates than	<ul style="list-style-type: none"> ➤ Supt ➤ Principal ➤ Counselor 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ Local funds ➤ Region 18 	Throughout 2010-2011 school year	Check on certification status and course assignments	Highly Qualified Teacher Reports; student course schedules

other student groups by teachers who are not “highly qualified” <ul style="list-style-type: none">▪ Homogeneous courses▪ No tracking of students▪ Ensure all teachers are highly qualified					
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PERFORMANCE OBJECTIVE #6: Career and Technology Education					
<ul style="list-style-type: none"> • 90% of all Career and Technology Students will pass TAKS or appropriate alternate assessment. • All students, grades 7-8, will have knowledge of CTE courses and will have access to CTE courses. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.6.1 Provide access to vocational and technical education program courses to all eligible students	<ul style="list-style-type: none"> ➤ School Board ➤ Supt. ➤ Principal ➤ Counselor ➤ CTE faculty 	August 2010	<ul style="list-style-type: none"> ➤ Local funds ➤ CTE funds 	Student choice cards	Courses scheduled
1.6.2 Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of ATE programs	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ CTE faculty 	May – August	<ul style="list-style-type: none"> ➤ Local funds ➤ CTE funds ➤ CTE evaluations 	Disaggregated data; CTE Evaluation Data	Annual evaluation report of all individual programs and the overall CATE programs
1.6.3 Utilize a local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices	<ul style="list-style-type: none"> ➤ CTE faculty 	Fall 2010 Spring 2011	<ul style="list-style-type: none"> ➤ CTE funds 	Mid-year review of programs	Results of annual program review and update

1.6.4 Integrate CTE and academic program	<ul style="list-style-type: none"> ➤ Principal ➤ CTE faculty ➤ Academic faculty 	On-going throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Tech Prep 	Meeting records Written plan for integration	Annual CTE program evaluation
1.6.5 Ensure students pursue a coherent sequence of courses	<ul style="list-style-type: none"> ➤ JH Principal ➤ HS Counselor ➤ CTE Teachers 	Fall 2010	<ul style="list-style-type: none"> ➤ Tech Prep ➤ Local 	Student choice cards Student schedules	Courses scheduled
1.6.6 Continue to recruit and retain highly qualified CATE staff, including minorities	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committee 	Spring semester/ Summer 10	<ul style="list-style-type: none"> ➤ CATE funds ➤ Local funds 	Positions posted	Fully certified staff hired
1.6.7 Provide staff development for professional staff that is research based with input from staff	<ul style="list-style-type: none"> ➤ Principal ➤ CTE faculty 	Fall 2010 Spring/ Summer 2011	<ul style="list-style-type: none"> ➤ Local funds 	Staff development registrations	Attendance certificates
1.6.8 Ensure that information to parents is provided in the home language	<ul style="list-style-type: none"> ➤ JH Principal ➤ HS Counselor ➤ CTE Teachers 	Throughout 2010-2011 school year		List of translators	Copes of notices sent to parents
1.6.9 Provide opportunities for parents of CTE students to participate in school-sponsored activities	<ul style="list-style-type: none"> ➤ JH Principal ➤ HS Counselor ➤ CTE Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local funds ➤ ESL funds 	School calendar of parent involvement activities	Parent Sign-In sheets
1.6.11 Provide Career Awareness programs in grades 7-8	<ul style="list-style-type: none"> ➤ JH Principal ➤ HS Counselor ➤ CTE Teachers 	Spring	<ul style="list-style-type: none"> ➤ CTE funds ➤ Local funds 	Schedule of programs	List of participating students
1.6.12 Provide transition activities for middle school to high school to work or to post secondary education	<ul style="list-style-type: none"> ➤ HS, JH Principals ➤ HS Counselor ➤ CTE Teachers 	Spring	<ul style="list-style-type: none"> ➤ Local 	Lesson plans	List of senior students participating

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PERFORMANCE OBJECTIVE #7: DYSLEXIA AND 504 STUDENTS					
<ul style="list-style-type: none"> ● 90% of all Dyslexia students will pass TAKS or appropriate alternate assessment. ● All students identified with dyslexia or a related disorder will receive appropriate instructional services. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.7.1 Identify students with dyslexia or a related disorder and provide appropriate instructional services on each campus	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Dyslexia Coordinator 	August, January	➤ Local	Staff training	List of students eligible for services
1.7.2 Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Dyslexia Coordinator 	August	➤ Local	Written procedures	Students identified
1.7.3 Annually align SBOE approved procedures and campus procedures	<ul style="list-style-type: none"> ➤ Dyslexia Coordinator 	August	➤ Local	Draft of written procedures	Written procedures adopted
1.7.4 Provide services for students who may be eligible under Section 504	<ul style="list-style-type: none"> ➤ Principal ➤ 504 Committee 	Daily throughout the 2010-2011 school year	➤ Local	List of students identified	List of students served
1.7.5 Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensory, and phonetic methods to teach reading with input from staff	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Dyslexia Coordinator ➤ ESC 18 	Summer; throughout 2010-2011 school year	➤ Local	Training scheduled	Attendance certificates

1.7.6 Provide, when possible, services to student	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Dyslexia Coordinator/Staff 	Daily throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Class schedules	List of students receiving services
1.7.7 Monitor student progress	<ul style="list-style-type: none"> ➤ Dyslexia Coordinator 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Progress Measurements	Skill mastery
1.7.8 Ensure teachers of dyslexia students have proper training, certification, and/or endorsements	<ul style="list-style-type: none"> ➤ Principal ➤ Dyslexia Coordinator 	August	<ul style="list-style-type: none"> ➤ Local ➤ Title II, Part A ➤ ESC Training ➤ Scottish Rites Training 	List of teachers providing services	Teaching certificates
1.7.9 Conduct a comprehensive needs assessment to determine program areas of strengths and weaknesses	<ul style="list-style-type: none"> ➤ Dyslexia Coordinator 	Spring	<ul style="list-style-type: none"> ➤ Local ➤ Assessments 	List of students identified; assessment results	Disaggregated data
1.7.10 Provide services for students according to their needs	<ul style="list-style-type: none"> ➤ Principal ➤ Dyslexia Coordinator ➤ Staff 	Daily throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Comprehensive needs assessment 	Report Cards	Increase in test scores
1.7.11 Provide opportunities for parents of dyslexic students to participate in school-sponsored activities	<ul style="list-style-type: none"> ➤ Principal ➤ Dyslexia Coordinator 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	School calendar of parent involvement activities	Parent Sign-In sheets

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PERFORMANCE OBJECTIVE #8: ESL					
<ul style="list-style-type: none"> ● 90% of all English as Second Language (ESL) students will pass TAKS or appropriate alternate assessment. ● All students in need of ESL services will be identified and served. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.8.1 Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	<ul style="list-style-type: none"> ➤ Principal ➤ ESL coordinator ➤ ESL Certified Teachers 	Beginning of school year/as new students enrolled	<ul style="list-style-type: none"> ➤ ESL funds ➤ Local funds ➤ ESC ESL Coop 	Home Language Survey List of ESL students	RPTE Scores TAKS Scores
1.8.2 Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses	<ul style="list-style-type: none"> ➤ Principal ➤ ESL Coordinator ➤ ESL teachers 	May	<ul style="list-style-type: none"> ➤ TAKS ➤ LPAC Records ➤ AEIS-It ➤ Spanish TAKS 	Disaggregated scores of students	Written annual evaluation of BE/ESL program
1.8.3 Reduce the percentage of LEP exemptions on TAKS	<ul style="list-style-type: none"> ➤ LPAC ➤ LPA 	LPAC meetings throughout the 2010-2011 school year		List of students exempted	PBMAS data analysis
1.8.4 Reduce the number of parent denials for ESL program	<ul style="list-style-type: none"> ➤ LPAC 	As needed		Conference with parents	List of students with denials

1.8.5 Provide staff development of professional staff as well as for paraprofessionals that is researched based with input from staff	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ ESC ESL Coop 	Registration for workshop	Attendance Certificates
1.8.6 Ensure that LEP students are not over represented in special education or underrepresented in G/T education	<ul style="list-style-type: none"> ➤ Supt ➤ Principal ➤ LPAC 	Throughout 2010-2011 school year		List of identified/recommended students in either program	PBMAS data analysis
1.8.7 Ensure that information to parents is provided in the home language	<ul style="list-style-type: none"> ➤ Principal ➤ ESL teachers ➤ LPAC 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ ESL funds ➤ Local funds 	List of qualified translators	Copies of notices sent to parents
1.8.8 Provide opportunities for parents of ESL students to participate in school-sponsored activities	<ul style="list-style-type: none"> ➤ Principal ➤ ESL Teachers ➤ LPAC members 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local funds ➤ ESL funds ➤ CATE ➤ 	School calendar of parent involvement activities	Parent Sign-In sheets
1.8.9 Continue to recruit and retain highly qualified ESL staff including minorities	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committee 	Summer; Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local funds ➤ ESL funds 	Positions posted	Fully certified staff hired

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PERFORMANCE OBJECTIVE 9: GIFTED AND TALENTED					
<ul style="list-style-type: none"> • 90% of all Gifted and Talented (G/T) students will pass TAKS or appropriate alternate assessment. • All students in need of G/T services will be identified and served. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.9.1 Update G/T plan, including written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Counselor ➤ GT Coordinator 	Fall	<ul style="list-style-type: none"> ➤ Local 	Agendas, minutes, sign-in sheets	Written policies, 2010-2011 GT Plan
1.9.2 Continue an annual student nomination process with particular focus on ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements	<ul style="list-style-type: none"> ➤ Counselor ➤ Teachers ➤ GT Coordinator 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Training of staff on G/T characteristics	List and records of student nominations
1.9.3 Provide an advanced and challenging curriculum to all G/T students in all grades	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ GT Coordinator 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local ➤ GT funds ➤ ESC 	Lesson plans; Principal observations	Student projects/ Student scores TAKS/ TAKS/SAT/ACT

1.9.4 Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment	<ul style="list-style-type: none"> ➤ Principal ➤ HS Counselor ➤ GT Coordinator 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local ➤ GT funds 	List of students to be tested	List of tests for students with language other than English/Results of non-verbal and alternative assessments
1.9.5 Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 7-12	<ul style="list-style-type: none"> ➤ Principal ➤ HS Counselor ➤ GT Coordinator 	Fall	<ul style="list-style-type: none"> ➤ Local ➤ GT funds ➤ ESC 	Planning meetings scheduled	Four criteria in place
1.9.6 Provide AP courses at the secondary level and implement Pre-AP strategies in all core classes at secondary level	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local ➤ ESC 	Students scheduled in courses	Completion of courses, % of students taking AP tests, AP test scores
1.9.7 Revise and update G/T curriculum framework showing depth and complexity in the four core academic areas	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ Principal ➤ HS Counselor ➤ Teachers 	Fall	<ul style="list-style-type: none"> ➤ Local 	Notes, minutes from meetings	G/T curriculum revisions
1.9.8 Survey staff to determine staff development needs	<ul style="list-style-type: none"> ➤ GT Coordinator 	Spring 2010	<ul style="list-style-type: none"> ➤ Local 	Survey	Summary of survey
1.9.7 Provide supplemental enrichment activities for interested students.	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ Principal 	Fall	<ul style="list-style-type: none"> ➤ Local 	Notes, minutes from meetings	G/T curriculum revisions

1.9.8 Provide opportunities for GT students to work together as a group, work with other students, and work independently during the school day as well as the entire school year	<ul style="list-style-type: none"> ➤ Teachers 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local ➤ G/T funds 	Lesson plans, schedules	Student surveys
1.9.10 Conduct an annual evaluation, including surveys of families, students, program staff, and other campus staff	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ Principal ➤ HS Counselor 	Spring 2011	<ul style="list-style-type: none"> ➤ Local 	Survey	Summary report of survey
1.9.11 Ensure all teachers who teach in the core content program have the proper certification and/or endorsements	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Teacher 	Fall 2010	<ul style="list-style-type: none"> ➤ Local, ➤ G/T funds 	Interviews, professional development records	Teacher certificates GT certification
1.9.12 Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc.	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ Principal ➤ Teachers 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Parent involvement calendar	Sign-in sheets, surveys
1.9.13 Provide independent study opportunities for JH and HS students graduating under Distinguished Achievement Plan	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ JH Principal ➤ HS Principal ➤ HS Counselor ➤ Teachers 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Student schedules	Independent research project presentations

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PERFORMANCE OBJECTIVE #10: MIGRANT STUDENTS					
<ul style="list-style-type: none"> • 90% of all Migrant students will pass TAKS or appropriate alternate assessment. • All students identified as Migrant will receive appropriate instructional services. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.10.1 Identify a district contact person to coordinate the identification and recruitment of migrant students	➤ Local	August 2010	➤ Local	Observation	Person named Migrant Coordinator
1.10.2 Train migrant coordinator in identification and recruitment	➤ ESC-18	August/ September, 2010	➤ Local	Training scheduled	Certificate from training
1.10.3 Survey all new enrollees	➤ Migrant Coordinator ➤ Principal	Ongoing throughout 2010-2011 school year	➤ Local	Interview	Eligibility determined
1.10.4 Complete COEs and send to ESC	➤ Migrant Coordinator ➤ Principal	Ongoing throughout 2010-2011 school year	➤ Local	COE completed	NGS data bank
1.10.5 Update and refer migrant student list for PEIMS and other campus personnel	➤ PEIMS Coordinator	As needed throughout 2010-2011 school year	➤ Local	Student list Log entries	Student list Referrals made

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PERFORMANCE OBJECTIVE #11: SPECIAL EDUCATION					
<ul style="list-style-type: none"> • 90% of all Special Education students will pass TAKS or appropriate alternate assessment. • All students identified as Special Education will receive appropriate services 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.11.1 Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	August 2010	<ul style="list-style-type: none"> ➤ Special Education funds ➤ Title II, Part A 	Review of personnel files	Teacher/Teacher assistants certificates on file
1.11.2 Provide research based staff development, with input from staff	<ul style="list-style-type: none"> ➤ Principal ➤ Region 18 ➤ Teachers ➤ Teacher Assistants 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Special Education ➤ Title II, Part A 	Staff development calendar	Attendance certificates
1.11.3 Ensure that all students with disabilities have access to the general curriculum	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Special Education Teachers ➤ Regular Education Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Special Education ➤ Local 	ARD/IEP	Student schedules
1.11.4 Provide training to teachers regarding modifying the curriculum for students with disabilities	<ul style="list-style-type: none"> ➤ Principal ➤ ESC-18 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Special Education ➤ Local 	Agenda	Sign-in sheets

1.11.5 Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities	<ul style="list-style-type: none"> ➤ Principal ➤ Special Education Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local Special Education 	Parent Involvement activity calendar	Sign-in sheets
1.11.6 Reduce the percentage of special student exemptions from TAKS/TAKS/RPTE/SDAA II	<ul style="list-style-type: none"> ➤ ARD Committees 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Special Education 	DAS	Reduced percentage
1.11.7 Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses	<ul style="list-style-type: none"> ➤ Special Education Director/Diagnostician ➤ Special Education Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ TAKS-M ➤ TAKS/TAKS-A ➤ RPTE, TPRI, IEPs, etc. 	Disaggregated data	IEP/Needs identified
1.11.8 Provide training to ARD committee	<ul style="list-style-type: none"> ➤ Special Education Director/Diagnostician ➤ ESC-18 	August	<ul style="list-style-type: none"> ➤ ESC ➤ Special Education 	Training scheduled	Sign-in sheets
1.11.9 Address PBMAS indicators with an Indicator Performance Level of "1" or greater. <ul style="list-style-type: none"> • Least Restrictive Environment • SPED Identification • SPED African American Representation • SPED Hispanic Representation 	<ul style="list-style-type: none"> ➤ Special Education Director/Diagnostician ➤ Principal ➤ SPED Teachers ➤ Regular Ed Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local Special Education 	Student schedules Student Support Team Minutes ARD Committee Minutes	Placement of students in instructional settings; SST interventions implemented; number of SPED referrals; number and ethnicity of SPED students identified

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PERFORMANCE OBJECTIVE #12: STATE COMPENSATORY EDUCATION

- ✓ CJHS’s SCE allocation is \$65, 780.00
- ✓ Coahoma ISD provides SCE funds of \$6,000.00 (total secondary) for disciplinary alternative placement settings: DAEP \$6,000.00
- ✓ Total district SCE allocation is \$455,759.00
 - 90% of all At-Risk students will pass TAKS

Budgeted, Pre-Audit Figures

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.12.1 Determine total amount of SCE funds for campus to reduce the dropout rate and improve student performance for at-risk students	<ul style="list-style-type: none"> ➤ Superintendent ➤ Business Manager 	August – September	<ul style="list-style-type: none"> ➤ AEIS – It 	Disaggregated data	Areas of strengths and weaknesses identified
1.12.2 Determine total full time equivalents (FTEs) Total FTEs district: 8.0 HS FTEs: 2.0 JHS FTEs: 1.0 EI FTE’s: 5.0	<ul style="list-style-type: none"> ➤ Superintendent ➤ Business Manager ➤ Principal 	August-September	<ul style="list-style-type: none"> ➤ Local 	Daily class schedules PEIMS RSCCC	Increased student scores TAKS/TAKS
1.12.3 Develop a policy for identifying, entering, and exiting students from the SCE program	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	August	<ul style="list-style-type: none"> ➤ Local 	Meeting to develop policy	Local policy

1.12.4 Identify students at risk of dropping out of school using state criteria	<ul style="list-style-type: none"> ➤ Principal, ➤ Counselor, Teachers 	End of 1 st six weeks and throughout the school year as needed	<ul style="list-style-type: none"> ➤ Local 	At-risk criteria distributed	List of at-risk students identified
1.12.5. Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor 	Fall	<ul style="list-style-type: none"> ➤ Local 	List developed	All teachers with list and supporting documentation
1.12.6 Conduct a comprehensive needs assessment which includes but is not limited to TAKS, dropout rate, RPTE, to identify areas to accelerate	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Teachers ➤ Campus comm. 	May or August	<ul style="list-style-type: none"> ➤ Local 	Data disaggregated for at-risk students	Results of comprehensive needs assessment
1.12.7 Serve pregnant students and parents through parenting programs	<ul style="list-style-type: none"> ➤ Counselor 	Fall	<ul style="list-style-type: none"> ➤ Local 	Program outline and students placed in programs	High school completion rates
1.12.8 Serve LEP students through an accelerated program to acquire proficiency in the English language	<ul style="list-style-type: none"> ➤ ESL Teacher ➤ Principal 	Fall	<ul style="list-style-type: none"> ➤ ESL funds, Local 	Progress reports LPAC Meetings	RPTE TAKS
1.12.9 Provide accelerated, intensive program for At-Risk students failing the TAKS/TAKS through tutoring, computer-assisted instruction, extended year, specialized reading/math classes, etc.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	Fall	<ul style="list-style-type: none"> ➤ SCE ➤ Local ➤ OFYD 	Progress reports Report card grades Benchmark tests	TAKS Completion rate

1.12.10 Provide program for students in AEP, expelled, on parole, probation and previous drop-outs	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Teachers 	Fall	<ul style="list-style-type: none"> ➤ SCE \$381,372.00 ➤ DAEP-\$6,000 ➤ Local Budgeted, Pre-Audit figure 	Disciplinary records Report card grades	TAKS Completion rate GED
1.12.11 Compile a report that compares TAKS data of students at risk of dropping out of school and all other district students	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor 	May – August	<ul style="list-style-type: none"> ➤ AEIS-It ➤ Local 	Disaggregated data	Written report
1.12.12 Compile a report that compares middle school completion between students at risk of dropping out of school and all other district students	<ul style="list-style-type: none"> ➤ Counselor 	May	<ul style="list-style-type: none"> ➤ AEIS-It ➤ Local 	Data collected	Written report
1.12.13 Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff	<ul style="list-style-type: none"> ➤ Principal ➤ ESC-18 	Fall	<ul style="list-style-type: none"> ➤ Local ➤ Title II, Part A ➤ ESL 	Staff development calendar	Teacher/ Paraprofessional attendance certificates Sign in sheets
1.12.14 Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, UIL, parent booster clubs, etc.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	Fall	<ul style="list-style-type: none"> ➤ Local 	Parent involvement calendar	Evaluation of parent involvement activities

1.12.15 Provide teachers as tutors on a weekly basis	➤ Teachers	Fall	➤ SCE	Tutoring logs	Student achievement – promotion, TAKS scores
1.12.16 Evaluate SCE program for effectiveness in meeting the needs of at-risk students.	➤ Principal ➤ Business Manager	Summer	➤ Local	Data collected	Modification of SCE program for At Risk students

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PERFORMANCE OBJECTIVE #13: HIGHLY QUALIFIED TEACHERS AND STAFF					
<ul style="list-style-type: none"> By the end of the 2010-2011 school years, all students will be taught by highly qualified teachers and paraprofessionals. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.13.1 Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites, and maintaining an active webpage with positions posted.	<ul style="list-style-type: none"> Principal Technology Director 	Staff hired by August 2010; activities throughout school year as needed	<ul style="list-style-type: none"> Title II, Part A Local 	Number of positions posted, number of job fairs attended, number of completed applications	Positions filled by highly qualified staff
1.13.2 Establish an effective teacher mentoring system in order to retain highly qualified staff.	<ul style="list-style-type: none"> Principal Teachers with 3-5 years or more of experience New teachers 	August 2010	<ul style="list-style-type: none"> Local Title II, Part A 	New/experienced teachers assigned	Conference with principal, mentor, and mentee conducted at end of each semester
1.13.3 Analyze data from all teachers' certifications, testing, staff development, college transcripts, and service records to ensure that all meet highly qualified status	<ul style="list-style-type: none"> Principal 	August 2010	<ul style="list-style-type: none"> Local 	Highly Qualified analysis forms	Highly Qualified Report submissions, with information on all teachers' certifications; Principal Attestations

1.13.4 Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing as needed in order to assure all staff is highly qualified	<ul style="list-style-type: none"> ➤ Principal ➤ Mentor Teachers 	August, January	<ul style="list-style-type: none"> ➤ Local ➤ Title II, Part A, 	List of teachers who do not meet highly qualified requirements	HQ plan completed on each teacher not HQ
1.13.5 Analyze data from paraprofessionals' personnel files to ensure all instructional aides are highly qualified, with special emphasis on college coursework	<ul style="list-style-type: none"> ➤ Principal 	June	<ul style="list-style-type: none"> ➤ Local ➤ Title II, Part A 	List of paraprofessionals not highly qualified	HQ form for paraprofessionals completed; Principal Attestations
1.13.6 Require any instructional paraprofessionals not considered highly qualified to complete, at a minimum, the PAKS before the first day of school	<ul style="list-style-type: none"> ➤ Principal 	August	<ul style="list-style-type: none"> ➤ Local 	PAKS	Results of PAKS
1.13.7 Assign highly qualified teachers in equal proportions	<ul style="list-style-type: none"> ➤ Principal 	August	<ul style="list-style-type: none"> ➤ Local 	Record of assignments	Staff directory; HQ reports

Addendum

All ESEA goals and indicators are addressed in the CJHS Campus Plan, Goal #1

ESEA Goals and Indicators

1. **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.
 - 1.1 Performance indicator: The percentage of students in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State’s assessment. (Subgroups: race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged)
 - 1.2 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State’s assessment. (Subgroups: race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged)
 - 1.3 Performance indicator: The percentage of Title 1 schools that make adequate yearly progress.
2. **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.
 - 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1
 - 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.
3. **Performance Goal 3:** All students will be taught by highly qualified teachers.
 - 3.1 Performance indicator: The percentage of classes taught by “highly qualified” teachers, in the aggregate and in “high-poverty schools.
 - 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development.
 - 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and/or parental involvement assistants) who are qualified.

4. **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
 - 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.
5. **Performance Goal 5:** All students will graduate from high school.
 - 5.1 Performance indicator: The percentage of students who graduate from high school with regular diploma,
 - Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
 - Calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data
 - 5.2 Performance indicator: The percentage of students who drop out of school,
 - Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
 - Calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data

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DISTRICT GOAL #2: To strengthen Coahoma’s tradition of excellence based on pride, teamwork, and professionalism among staff members.

PERFORMANCE OBJECTIVE #1: Pride

- 2.1 To strengthen Coahoma’s tradition of school pride

ACTIVITIES	Who’s Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
2.1.1 Provide opportunities to celebrate student success in academic areas, character, attendance, and state assessment scores; for example, “ Equine Essentials” and Positive Behavior Support	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committee ➤ Teachers 	<ul style="list-style-type: none"> ➤ Principal’s Funds ➤ Local 	Throughout 2010-2011 school Year	After each celebration activity	Evaluation by Campus committees
2.1.2 Provide increased opportunities for student involvement in academic organizations and competitions	<ul style="list-style-type: none"> ➤ Principal ➤ Organization sponsors 	<ul style="list-style-type: none"> ➤ Principal’s Funds ➤ Local 	Throughout 2010-2011 School Year	Student and Teacher Evaluations; membership rosters	Evaluation by organizations and by Campus committees
2.1.3 Provide continued comprehensive programs for student success that will translate into long-term pride about their school-related experiences.	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committee ➤ Teachers 	<ul style="list-style-type: none"> ➤ Principal’s Funds ➤ Local ➤ Comp Ed 	Throughout 2010-2011School Year	6 week grades; benchmark exams	Benchmark exams TAKS data
2.1.6 Develop student leadership opportunities	<ul style="list-style-type: none"> ➤ Principal ➤ Student 	<ul style="list-style-type: none"> ➤ Principal’s Funds 	Throughout 2010-2011 school year	Student and Teacher Evaluations	Student Councils’ report to Campus

and better utilize existing student council leadership	<ul style="list-style-type: none"> ➤ Council Sponsor ➤ Student Council Members 				Committees; Campus Comm. Evaluation
2.1.7 Create teams on each campus to be responsible for campus spirit activities, such as hall decorations, and create a standard for same	<ul style="list-style-type: none"> ➤ Principal ➤ Teacher Advisors ➤ Students 	<ul style="list-style-type: none"> ➤ Principal's Funds ➤ ESC Teacher Workroom 	Throughout 2010-2011 school year	Principal's Evaluation	Teacher Advisors' Report to Campus Committees; Campus Comm. Evaluation
2.1.8 Plan and conduct leadership assemblies for students	<ul style="list-style-type: none"> ➤ Student Organizations ➤ Teacher Advisors ➤ Principal 	<ul style="list-style-type: none"> ➤ Student Organizations ➤ Student Council, Principals' Funds 	Throughout 2010-2011 school year	Student survey prepared by Student Councils	Student Council Report to Campus Committees; Campus Comm. Evaluation
2.1.9 Implement and emphasize character education program	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Teachers ➤ Staff 	<ul style="list-style-type: none"> ➤ Local Funds 	Staff development implementation throughout 2010-2011 school year	Teachers' lesson plans; counselor activities, campus committee strategies identified	Evaluation by Campus and District Committees, including number of discipline referrals and student attitudes/behavior
2.1.10 Involve students in peer-tutoring across campuses	<ul style="list-style-type: none"> ➤ Student Council ➤ Principal ➤ Teachers 		Throughout 2010-2011 school year	Student and teacher input	Evaluation by students and teachers involved

**COAHOMA JUNIOR HIGH SCHOOL
2010-2011 CAMPUS IMPROVEMENT PLAN**

PERFORMANCE OBJECTIVE #2: Teamwork and Professionalism

- 2.2 To strengthen Coahoma's tradition of teamwork and professionalism among staff members

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
2.2.1 Provide a guaranteed and viable curriculum to all CJHS students	<ul style="list-style-type: none"> ➤ Principal ➤ Instructional Facilitator ➤ Teachers 	<ul style="list-style-type: none"> ➤ TEKS C-Scope Management System 	Curriculum planning in place August 2010; curriculum review and revision ongoing throughout 2010-2011 school year	Vertical curriculum documents; DMAC benchmark scores	District and campus accountability ratings and data reviewed by campus and district committees
2.2.2 Provide intervention through student support teams for students failing to master academic objectives	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Campus Committee ➤ Student Support Teams 	<ul style="list-style-type: none"> ➤ Local ➤ Comp Ed 	Throughout 2010-2011 School Year	Student Support Team minutes; 6 week grades; benchmark exams	Benchmark exams TAKS data reviewed by campus and district committees
2.2.3 Conduct regular vertical and horizontal team meetings to identify, discuss, and improve issues impeding student success	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local 	Throughout 2010-2011 school year	Meeting minutes	District and campus accountability ratings and data reviewed by campus and district committees
2.2.4 Maintain in-house mentoring program for new teachers	<ul style="list-style-type: none"> ➤ Principal ➤ Lead teachers ➤ New teachers 	<ul style="list-style-type: none"> ➤ Training, ESC-18 	Establish mentor relationships by August 2010, continue throughout 2010-2011 school year	Principal conference with mentor and mentee at end of each semester	Teacher evaluations

2.2.8 Provide campus-wide teambuilding activities	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Staff 	<ul style="list-style-type: none"> ➤ Principals' Funds 	Throughout 2010-2011 school year	Teacher input	Evaluation by Campus and District Committees
2.2.9 Develop and nurture a culture of high expectations throughout the campus	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Staff 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout 2010-2011 school year	Teacher and student input; surveys	Graduate surveys; Evaluation by Campus and District Committees

**COAHOMA JUNIOR HIGH SCHOOL DISTRICT
2010-2011 CAMPUS IMPROVEMENT PLAN**

DISTRICT GOAL #3: To promote Coahoma’s tradition of excellence to parents, alumni, and surrounding community.

Performance Objective #1: Promoting the District

- 3.1 To communicate the district’s activities and successes to all community stakeholders

ACTIVITIES	Who’s Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
3.1.1 Develop and disseminate a district mission statement and campus mission statements	<ul style="list-style-type: none"> ➤ District and Campus Committees ➤ Principal 	<ul style="list-style-type: none"> ➤ Local Funds 	Developed by December	Posted on website and in each classroom and office	Evaluation by Campus and District Committees
3.1.2 Better utilize public relations opportunities through local media	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Athletic Director ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local Funds 	Throughout 2010-2011 school year	Press releases	Media coverage; Evaluation by Campus and District Committees
3.1.3 Better utilize public relations opportunities	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local Funds 	Throughout 2010-2011 school year	Public relations activities conducted	Evaluation by Campus and District Committees
3.1.4 Recruit parent volunteers for academic and extracurricular activities	<ul style="list-style-type: none"> ➤ Campus Committees ➤ Booster Clubs 	<ul style="list-style-type: none"> ➤ Local Staff 	Throughout 2010-2011 school year	Number of parent volunteers	Number of parent volunteers, Evaluation by Campus Committees
3.1.5 Create newsletter to be distributed to community/parents	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	<ul style="list-style-type: none"> ➤ Local Funds 	Ongoing throughout school year	Parent response	Parent response, Evaluation by Campus Committees
3.1.6 Provide ongoing	<ul style="list-style-type: none"> ➤ Principal 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout 2010-	Parent response	Parent response,

opportunities for parents to understand the work of the school (e.g., open house, correspondence, conferences, orientations)	➤ Teachers		2011 school year		Evaluation by Campus Committees
3.1.7 Regularly improve and update a quality webpage for each district and campus.	<ul style="list-style-type: none"> ➤ Technology Coordinator ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local Funds for training 	By end of fall semester	Viable web pages	Number of hits; Technology Coordinator report to District/Campus Committees
3.1.8 Improve opportunities for communication with parents and community about school successes	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committees ➤ Teachers ➤ Staff 	<ul style="list-style-type: none"> ➤ Comp Ed ➤ Local 	Throughout 2010-2011 school year	Parent, Principal, and Teacher contacts; parent and teacher evaluations; surveys	Evaluation by principals and Campus committees
3.1.9 Develop and carry out campus-wide short and long-term goals for facilities and grounds improvement and maintenance	<ul style="list-style-type: none"> ➤ Superintendent ➤ Maintenance Director ➤ Athletic Director ➤ Principal 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout the 2010-2011 school year	Supt. Approval	Schedules completed and implemented; Evaluation by Supt.