

# Cameron Junior High



## Campus Improvement Plan 2013-2014

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

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2013-2014

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## Campus Mission

**Cameron Junior High School in partnership with parents and community, will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.**

## Campus Motto

**Our students will be successful learners.**

**All campuses in Cameron ISD, except Yoe High School, are designated School-wide Title I campuses. Where possible, Cameron ISD coordinates all of its federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.**

## **Cameron Junior High Goals and Objectives**

**Goal 1: Cameron Junior High is providing safe, flexible, and disciplined learning environments for all students.**

Objective 1.1: Students will be educated in learning environments that are safe and conducive to learning.

Objective 1.2: Facilities will be enhanced to improve safety measures and promote CJH in positive ways.

Objective 1.3: Administrators and staff will consistently follow policies and procedures of the campus and district.

**Goal 2:**

**Cameron Junior High School is developing a climate of positive parent and community involvement through open communication.**

Objective 2.1: CJH will ensure that parents and community participate in all aspects of our students' education.

Objective 2.2: CJH will use various methods of communicating with the public.

Objective 2.3: CJH staff will promote Cameron Junior High and Cameron ISD in positive ways.

Objective 2.4: CJH staff will create a culture of high expectations for professionalism and character.

**Goal 3: Cameron Junior High is utilizing technology to access and create content and collaborate with others worldwide to stimulate learning beyond the classroom.**

Objective 3.1: Instructional leadership practices will result in improved student performance.

Objective 3.2: Students will create technology enriched performance indicators based on Bloom's Digital Taxonomy.

**Goal 4: Cameron Junior High is transforming the learning environment by increasing expectations and encouraging innovation so that students become effective problem-solvers and attain higher goals.**

Objective 4.1: All students will utilize technology, receive post-secondary opportunities and career training.

Objective 4.2: CJH staff members will serve on the district's technology team to give input and to support the district's technology vision.

**Goal 5: Cameron Junior High is providing an environment that maximizes the learning ability of all students.**

Objective 5.1: Reading and writing performance will exceed 90% on STAAR in all student groups.

Objective 5.2: Math and science performance will exceed 80% on STAAR/EOC in all student groups.

Objective 5.3: Special programs' students will meet or exceed state and federal assessment standards.

Objective 5.4: All limited English proficient students will show at least one level of advancement on TELPAS.

## **ESEA Performance Goals, Performance Indicators, and Performance Targets**

The No Child Left Behind Act of 2001, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all;

Have highly qualified teachers and principals;

Provide a learning environment that is safe and drug free, and conducive to learning; and are accountable to the public for results.

### *Performance Goals and Performance Indicators*

To facilitate the implementation of the No Child Left Behind Act, the U. S. Department identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all State, local, and federal educational resources will be integrated and coordinated to reach the overarching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Left Behind Act.

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act.

### **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. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by 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 in each subgroup, who are at above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.3 Performance indicator: The percentage of Title I 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 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:** By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA, in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in section 9101 (34)].

3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

**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 a regular diploma,  
-calculated in the same manner as used in 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  
-calculated in the same manner as used in National Center for Education Statistics reports on common core of data.

## Ten Component Parts of a School wide Program

Title I Program Guidelines stipulate that there are 10 required program components for a successful academic program. Each of the 10 components must be addressed in the improvement plans and in the work done both district-wide and at each campus.

### Components

#### 1. Comprehensive Needs Assessment

AEIS

STAAR

Attendance/Drop-out

Surveys (parent, community, teacher, student)

Other Assessment Results (TPRI, PreSTAAR, District Criteria Tests)

#### 2. School Reform Strategies (Revised Components)

Provide opportunities for all students to meet the advanced levels of academic achievement

Use effective methods and instructional strategies that are based on **scientifically based research** that

- \* Strengthen the core academic program in the school

- \* Increase the amount and quality of learning time

- \* Include strategies for meeting the needs of historically underserved populations

Address the needs of all children but particularly the needs of the targeted populations

(STAAR Reading, Writing, Math, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom

#### 3. Instruction by Highly Qualified Professional Staff

Teachers hired on or after the first day of the 2002-2003 school year must be highly qualified before being hired.

Teachers hired before the first day of the 2002-2003 school year must be highly qualified by the last day of the 2005-2006 school year.

Paraprofessionals hired after January 8, 2002 must meet qualification requirements before being hired.

Paraprofessionals hired before January 8, 2002 must meet qualification requirements by January 8, 2006.

#### 4. High Quality Professional Development

5% of the LEA's entitlement must be used to help uncertified teachers become highly qualified.

Low Performing campuses are required to spend 10% of their entitlement on professional development

for at least 2 consecutive years.

Professional development activities are **high quality, sustained, intensive, and classroom focused** in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and **are not one day or short term workshops or conferences. However, several one-day workshops that can be tied back to one broad instructional goal or objective that can meet the definition of sustained and intense.**

## **5. Parental Involvement**

LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities

95% of the 1% must be allocated to the Title I Part A campus

Must have a written parent involvement policy that describes strategies to increase parental involvement such as family literacy services.

School/Parent Compacts

- \* Developed jointly with parents
- \* Describe the responsibilities of the school, the parents, and the students.
- \* Go to all districts

(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

## **6. Strategies to Attract High/quality, Highly Qualified Teachers (New Component)**

Job Fairs

Recruiting

Forming partnerships with institutes of higher education to establish school based teacher training programs

Create programs to enable paraprofessionals to obtain the education necessary for them to become certified teachers

## **7. Transition**

Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state run preschool program to local elementary school programs; elementary to middle school; middle school to high school

- \* Establish channels of communication between campuses
- \* Curriculum Alignment
- \* Planning meetings involving parents and teachers of the transitioning campus
- \* Joint transition related training of the staffs

## **8. Teachers Included in Decisions Regarding the Use of Assessments**

Provide information on the achievement of individual students

Provide information on the overall instructional program

- \* PreSTAAR/ Release STAAR
- \* Alternative Assessments
- \* ESL
- \* Achievement Tests

#### **9. Students Experiencing Difficulty**

Student difficulties are identified in a timely manner

Students are given effective and timely additional assistance

Professional Development for teachers in identification and strategies to assist students experiencing difficulty

Communication with parents for students who have not mastered standards

(Data disaggregation, Tutorials, Computer Assisted Instruction)

#### **10. Coordination of Federal, State, and Local Services and Programs (New Component)**

Campus Improvement Plans must clearly show how coordination and integration occurs between programs

- \* Federal Title Programs
- \* Violence Prevention Programs
- \* Nutrition Programs
- \* Head Start

## **Campus Needs Assessment Summary**

(See Appendix for all data)

The Needs Assessment for development of the 2013-2014 Cameron Junior High Campus Improvement Plan included the following:

### **STAAR data for 2012-2013.**

#### **STAAR Reading/Writing/ELA**

In Reading, the state passing standards for 2013 were set at 56% for 6th grade, 54% for 7th and 52% for 8th. Based on those standards, 81% of CJH 6th graders passed as did 78% of 7th graders and 91% of 8th graders. Overall, African Americans are still the lowest performing sub group. While scores were good, the passing standard will increase in 2015. In 7th grade Writing, the passing standard for 2013 was 54%. Based on that standard, only 63% of 7th graders passed. Again, African American students were the lowest performing group at 32%. The Writing test changed significantly from TAKS to STAAR, and we didn't adequately adjust. The Writing teacher is receiving training to help with the transition.

#### **STAAR Math**

In Math, the state passing standards for 2013 were set at 40% for 6th grade, 43% for 7th and 39% for 8th. Based on those standards, 73% of CJH 6th graders passed as did 74% of 7th graders and 71% of 8th graders. The 8th grade numbers did not include those students who took Algebra 1. All of the 8th grade Algebra 1 students passed the Algebra EOC. Overall, African Americans are still the lowest performing sub group. While scores were good, the passing standard will increase in 2015. All Math Teachers are continuing to use TEKSing Math warm-ups to increase rigor and improve higher order thinking skills. We have also implemented Co-teach Math classes and Accelerated Math classes to address advanced level scores and SPED scores in anticipation of TEKS moving down a grade and STAAR-M going away after this school year.

#### **STAAR Science**

After years of being the lowest performing area, Science is now one of the best! The state passing standard for 2013 was 54%. Based on that standard, 81% of CJH 8th graders passed the test. In Science, Hispanics were the lowest performing sub group. We are continuing to implement Science Extension Classes to provide more time on task in Science for those who need it. Additionally, the 6th graders are receiving more time in the Science lab which will pay dividends by the time they reach the 8th grade.

#### **STAAR Social Studies**

In Social Studies, the passing standard for 2013 was set at 48%. Based on that standard, only 42% of 8th graders passed the test. Therefore, Social Studies is

our greatest overall area of need. African Americans were the lowest performing sub group. However, no sub group performed well. The Social Studies teacher has received training on the STAAR test, and the class is being monitored to insure improvement of curriculum and instruction.

**Attendance Rate**

The attendance rate increased slightly in 2012-2013 to 96.0% from 95.77% in 2011-12.

**Annual Dropout Rate Table**

The campus 2012-13 Dropout Summary shows a dropout rate of 0% for Grades 7-8.

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**Objective 1.3: Administrators and staff will consistently follow policies and procedures of the campus and district.**

**NCLB Objective(s): 4**

**Schoolwide Components: 3, 4, 5, 7, 9, 10**

**Summative Evaluation: PEIMS, Discipline Referrals, Teacher Surveys, Parent Surveys**

<b>Strategy</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>
Continue coaching mentor program in order to give guidance to students in all aspects of their academic and personal lives.	Local Funds	Athletic Director	Aug. 2013-May 2014	Student Sign-in Sheets
A Discipline Management Plan will remain in each campus Student Code of Conduct in order to provide consistency between campuses.	Local Funds	Principal, Assistant Principal, Teachers	Aug. 2013-May 2014	Student Code of Conduct and Parent/Student Handbooks
Staff Development on Discipline Management Plan will be conducted at Cameron Junior High.	Local Funds	Principal	Aug-13	Staff Development Agendas/Sign-in Sheets



Evaluate and improve the policies and procedures of the DAEP and ISS programs. Evaluate behavior intervention processes and demographic groups for PBMAS reporting.	Local Funds	All Cameron ISD Administrators	Aug. 2013-May 2014	Reports: 1) State Evaluation Reports 2) Local Reports
Athletic and Band handbooks will be provided for students to enhance communication of expectations for programs and discipline.	Local Funds	Athletic Director and Band Director	Aug-13	Copies of Handbooks
CJH will perform regular fire drills and other drills as required.	Local Funds	Assistant Principal	Aug. 2013-May 2014	Drill Records
Implement processes and procedures regarding HB 121 teen dating violence policy.	Local Funds	Principal, Counselor	Aug. 2013-May 2014	Teen Dating Violence Policy Processes and Procedures
A VIPS (Volunteer in Public Schools) Program will continue in order to maximize the talents of our parents and community to positively impact the lives of our children.	Title I	Counselor	Aug. 2013-May 2014	Student/Volunteer Sign-in Sheets
A character education plan, based on six values posted on the YHS building, will continue to be incorporated into classroom instruction and into school culture.	Local Funds	Principal, Assistant Principal, Counselor and Teachers	Activities each six week period with a different character trait	Documentation/Examples of Student Activities
An updated security camera system will continue to be utilized for safety purposes.	Local Funds	Principal, Assistant Principal, Director of Technology	Aug. 2013-May 2014	Incident Report and Feedback
An automated phone calling/texting system will continue so that parents are informed quickly and efficiently of a crisis situation or school closings.	Title I	Principal, PEIMS Secretary	Aug. 2013-May 2014	Copies of Messages Sent

The Ident-A-Kid Program will continue.	Local Funds	Principal	Fall 2013	School Calendar and Announcements
Continue implementing the safe and secure emergency response plan.	Local Funds	Principal, Assistant Principal	Aug. 2013-May 2014	Staff Development Agendas/Sign-in Sheets
Continue using drug dogs and a random drug testing program at CJH.	Local Funds	Assistant Principal	Aug. 2013-May 2014	Documentation of drug dog visits and drug testing results
Red Ribbon Week will be observed at CJH focusing on saying "No" to drugs.	Local Funds	Counselor	Fall 2013	Documentation of student participation in drug awareness activities
Teachers and administrators will receive training on recognizing, documenting and preventing Bullying.	Local Funds	Principal, Assistant Principal, Counselor and Teachers	Aug-13	Staff Development Agendas/Sign-in Sheets
Continue use of identification software which scans the driver's license of all visitors and provides a picture ID tag.	Local Funds	Principal and Secretaries	Aug. 2013-May 2014	Instant feedback with regard to potential visitors who are registered sex offenders
Continue to utilize Scott and White's "Worth the Wait" program as our human sexuality instruction curriculum.	Local Funds	Principal and Teachers	Spring 2014	Classroom discussions and teacher observations
Maintain a Crisis Management Team whose members are all certified in Non-violent Crisis Intervention (CPI Trained)	Local Funds	Principal and Teachers	Spring 2014	Copies of Training Certificates

<p>A new Master Schedule was devised which eliminated recess. This decreases the amount of "time-off-task" which, in turn, should decrease discipline issues.</p>	<p>Local Funds</p>	<p>Principal, Assistant Principal, Counselor and Teachers</p>	<p>Summer 2013</p>	<p>Copy of Master Schedule and Discipline Report</p>
<p>An electronic door and storefront window were added at the front entrance which requires visitors to provide identification before being "buzzed in" to the building.</p>	<p>Local Funds</p>	<p>Superintendent, Director of Maintenance and Principal</p>	<p>Summer 2013</p>	<p>Sign-in Sheets and Feedback</p>

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**Goal 2: Cameron Junior High School is developing a climate of positive parent and community involvement through open communication.**

**Objective 2.1: CJH will ensure that parents and community participate in all aspects of our students' education.**

**Objective 2.2: CJH will use various methods of communicating with the public.**

**Objective 2.3: CJH staff will promote Cameron Junior High and Cameron ISD in positive ways.**

**Objective 2.4: CJH staff will create a culture of high expectations for professionalism and character.**

**NCLB Objective(s): 1, 2, 3, 4, 5**

**Schoolwide Components: 1, 5, 7, 9, 10**

**Summative Evaluation: Parent Surveys**

<b>Strategy</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>
CJH will utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine alternate interventions.	Local Funds	Principal, Counselor and Teachers	Aug. 2013-May 2014	Progress Monitoring, Benchmarks, TELPAS, STAAR Results, Disaggregated results
A Communities-in-Schools program and personnel will continue to be utilized to enhance communication with parents and the community.	Local Funds Grant	Principal, Assistant Principal and Counselor	Aug. 2013-May 2014	Documentation of interventions and communications
Letters for Perfect Attendance will be sent each six weeks' and will include a snack bar coupon.	Local Funds	Principal, PEIMS Secretary, Teachers	Aug. 2013-May 2014	Documentation of students earning Perfect Attendance

A VIPS (Volunteer in Public Schools) Program will continue in order to maximize the talents of our parents and community to positively impact the lives of our children.	Title I	Counselor	Oct. 2013-Apr. 2014	Sign-in Sheets
An automated phone calling/texting system will continue so that parents are informed quickly and efficiently of a crisis situation or school closings.	Title I	Principal, PEIMS Secretary	Aug. 2013-May 2014	Copies of Messages Sent
Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their verbal and nonverbal communication.	Local Funds	Principal, Superintendent	Aug-13	Sign-in Sheets and Copies of Training Certificates
Staff will receive staff development in confidentiality and sensitivity.	Local Funds	Principal and BMSS Director	Aug-13	Agenda and Sign-in Sheets
Campus information will be sent to all media for publication, and the CJH web page will maintain current information.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Published Articles
Teachers will make positive parent contacts throughout the school year.	Local Funds	Teachers	Aug. 2013-May 2014	Telephone Logs, Parent Contact Sheets, Mailings
Open House at the beginning of school and Parent Conference Days will be held each semester.	Local Funds	Principal, Assistant Principal, Counselor and Teachers	August 2013, October 2013, February 2014	Sign-in Sheets
A 6th Grade Orientation will be held to help transition students and parents to junior high.	Local Funds	Principal, Assistant Principal, Counselor and Teachers	Aug-13	Sign-in Sheets and PowerPoint Presentation

Title I Informational Meetings will be held twice in the first semester of school.	Local Funds	Principal	August 2013, October 2013	Agenda and Sign-in Sheets
PTO Meetings will continue to be held to disseminate important information about school happenings and to involve parents in school events.	Local Funds	Principal	Oct. 2013-Apr. 2014	Sign-in Sheets and Agendas
Newsletters, flyers, letters and announcements will be posted weekly on the CJH web page.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Copies of Items Posted
Responsibility to keep teacher web pages, calendar, and downloaded documents current will be given to individuals on the campus.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Website Reviews
Teachers will continue to update student grades each week in the Parent Portal system, allowing parents to view their child's grades in "real time".	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Website Usage Reports and Parent Feedback
CJH will launch its own Facebook page to disseminate information about important school happenings.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Facebook Hits
Parent e-mail groups, by grade level, will be created, and communications will be sent to those who provide e-mail addresses.	Local Funds	Principal	Oct. 2013-May 2014	Copies of Items Sent
The athletic web page will include practice calendars and "leave times" for out-of-town events.	Local Funds	Principal and Coaches	Aug. 2013-May 2014	Website Review and Parent Feedback

Grade level teachers will have a common conference time to use for parent conferences and IEP Meetings.	Local Funds	Principal	Aug. 2013-May 2014	Staff/Parent Surveys and Feedback
CAC Meetings will be held throughout the year to gather input from staff, parents and community members.	Local Funds	Principal	Oct. 2013-Apr. 2014	Agenda and Sign-in Sheets
Annual needs assessments and opinion surveys will be given to parents in English and Spanish.	Local Funds	Principal	Fall 2013	Completed and compiled survey results
An informational parent meeting will be held with regard to the Technology Lending Program. Paperwork for Chromebooks will be provided and reviewed.	Local Funds	Principal and Teachers	Oct-13	Sign-in Sheets, Powerpoint Presentation and Completed/Returned Paperwork
CJH has created a Twitter Account as an additional means of conveying information.	Local Funds	Principal and Teachers	Sep-13	Twitter Followers

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**Goal 3: Cameron Junior High is utilizing innovative technology to access and create content and collaborate with others worldwide to stimulate learning beyond the classroom.**

**Objective 3.1: Instructional leadership practices will result in improved student performance.**

**Objective 3.2: Students will create technology enriched performance indicators based on Bloom's Digital Taxonomy.**

**NCLB Objective(s): 1, 2, 3, 5**

**Schoolwide Components: 2, 3, 4, 8, 10**

**Summative Evaluation: Parent Survey, Walkthrough Report, Student Achievement Data**

<b>Strategy</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>
Teachers will utilize instructional technology to enhance instruction using Smart Boards, video streaming, laptops, iPads, Instant Response Clickers, Chromebooks, and iPods.	Title I Title II Local Funds	Principal and Technology Director	Aug. 2013-May 2014	Walkthrough Reports and Technology Logs
Continue alignment of instructional software to enhance instruction in all content areas (Study Island, Eduphoria, DMAC, Renaissance, Bridges, History Alive, United Streaming).	Title I Title VI	Principal and Technology Director	Aug. 2013-May 2014	Technology Software Assessment
History Alive will continue to be utilized in Social Studies to supplement other instructional materials.	Local Funds	Principal and Teacher	Aug. 2013-May 2014	Grades, Progress Monitoring and Benchmark Scores
CJH will continue to utilize the Gizmos program which provides students with virtual lab experiences.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Grades, Progress Monitoring and Benchmark Scores



CJH will use the web-based program Think Through Math for remediation and enrichment.	State Funds	Principal and Teachers	Aug. 2013-May 2014	Think Through Math Reports
CJH will utilize the I-Station Reading program for remediation and enrichment.	State Funds	Principal and Teachers	Aug. 2013-May 2014	I-Station Reports
The Technology Lending Program, which provides Chromebooks to all 8th grade students, will continue.	Local Funds	Principal, Teachers, Technology Director	Oct. 2013-May 2014	Walkthrough Reports, Grades, Progress Monitoring, Benchmark and STAAR Scores
CJH will continue to utilize Instant Response Clickers in conjunction with Smart Boards.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Walkthrough Reports
A class set of Chromebooks will be provided to each 7th grade teacher to be utilized in the classroom to increase technology integration.	Local Funds	Principal, Teachers, Technology Director	Aug. 2013-May 2014	Walkthrough Reports, Grades, Progress Monitoring, Benchmark and STAAR Scores
A class set of iPads will continue to be utilized to increase technology integration in the classroom.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Walkthrough Reports
CJH will utilize free Web 2.0 tools to increase technology integration in the classroom.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Walkthrough Reports and Lesson Plans
Teachers will receive ongoing, individualized technology training on the use and integration of technology in the classroom.	Title I Title II Title VI	Assistant Superintendent and Principal	Aug. 2013-May 2014	Sign-in Sheets, Certificates of Completion, Walkthrough Reports

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**Goal 4: Cameron Junior High is transforming the learning environment by increasing expectations and encouraging innovation so that students become effective problem-solvers and attain higher goals.**

**Objective 4.1: All students will utilize technology, receive post-secondary opportunities and career training.**

**Objective 4.2: CJH staff members will serve on the district's technology team to give input and to support the district's technology vision.**

**NCLB Objective(s): 1, 2, 3, 5**

**Schoolwide Components: 1, 2, 3, 4, 6, 8, 9, 10**

**Summative Evaluation: Walkthrough Reports, Student Achievement Data**

<b>Strategy</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>
Teachers will utilize instructional technology to enhance instruction using Smart Boards, video streaming, laptops, iPads, Instant Response Clickers, iPods, and Chromebooks.	Title I Title II Local Funds	Principal, Teachers and Technology Director	Aug. 2013-May 2014	Walkthrough Reports and Technology Logs
Continue alignment of instructional software to enhance instruction and assessment (Eduphoria, DMAC, Bridges, Renaissance, History Alive, Think Through Math ).	Title VI      Local Funds	Principal and Assistant Superintendent	Aug. 2013-May 2014	Assessment Results and Technology Software Assessment
CJH will continue to utilize the TEKSing Math Program to be used as warm-ups for all Math classes.	Local Funds	Principal and Teachers	Aug. 2013-May 2014	Walkthrough Reports, Grades, Progress Monitoring, and Benchmark Scores

Students will be encouraged to try out for various academic U.I.L. events and compete in the District U.I.L. Academic Meet.	Local Funds	Principal, U.I.L. Coordinator and Teachers	Fall 2013	Student Rosters from Academic U.I.L. Meet
Provide opportunity for participation in Algebra I for high school credit.	Local Funds	Principal	Aug. 2013-May 2014	Student Rosters
Principal will monitor expectations of learning using the Curriculum Walkthrough Model.	Local Funds	Principal, Assistant Superintendent	Aug. 2013-May 2014	Walkthrough Reports, Content Area Team Agendas
Cameron ISD's Three Critical Elements of Instruction will continue in each classroom every day.	Local Funds	Principal, Teachers	Aug. 2013-May 2014	Walkthrough Reports
Principal will monitor expectations of technology use in the classroom.	Local Funds	Principal, Assistant Superintendent	Aug. 2013-May 2014	Walkthrough Reports
Teachers will receive 6 hours of AAP annual update training and all teachers will continue to be required to obtain their initial 30 hours of AAP training.	Local Funds	Principal, Assistant Superintendent	Fall 2013	Certificates
All 8th grade students will receive a Google Chromebook to utilize at school and at home.	Technology Lending Grant	Assistant Superintendent and Principal	Fall 2013	Walkthrough Reports, Teacher, Student and Parent Feedback
CJH will utilize free Web 2.0 tools to increase technology integration in the classroom.	Local Funds	Principal, Teachers	Aug. 2013-May 2014	Walkthrough Reports, Lesson Plans

Teachers will receive ongoing, individualized technology training on the use and integration of technology in the classroom.	Title I Title II Title VI	Assistant Superintendent and Principal	Aug. 2013-May 2014	Sign-in Sheets, Certificates, and Walkthrough Reports
Content Area Meetings will be conducted regularly to review Progress Monitoring and Benchmark Results, to align curriculum and consult with principal.	Local Funds	Principal	Aug. 2013-May 2014	Agendas, Sign-in Sheets
A Career Explorations elective will be added to spark interest in and provide information about career options. It will be offered to 8th graders for 1/2 a high school credit.	Local Funds	Principal, Counselor, and Teachers	Aug. 2013-May 2014	Class Rosters and Feedback
A Health elective will be offered to increase awareness of health issues and promote sound decision-making. It will be offered to 8th graders for 1/2 a high school credit.	Local Funds	Principal, Counselor, and Teachers	Aug. 2013-May 2014	Class Rosters and Feedback
The district will annually review and update the Recruitment and Retention Plan. The plan will include incentives and strategies to retain and recruit quality teachers at every level. Additional updates will include: teacher pay increases, 457 Program, 3 personal leave days, life insurance, vision insurance and increase longevity pay.	Local Funds	Superintendent, Assistant Superintendent	Aug-13	Recruitment and Retention Plan
The campus and district will verify that all teachers are deemed "Highly Qualified" under No Child Left Behind (NCLB) and are Texas Certified.	Local Funds	Assistant Superintendent and Principal	Continuous	District Highly Qualified Teacher Reports and Certification Reports
The campus will develop and maintain a climate that is supportive of highly successful teachers.	Title I Funds and Local Funds	Superintendent, Assistant Superintendent and Principal	Continuous	Annual Staff Surveys

The district will continue the enhancement of the promotional recruiting kit for use at various educator job fairs.	Title II Funds	Assistant Superintendent	Dec-13	Completed Kit
The district will provide and enhance training for substitute teachers.	Local Funds	Assistant Superintendent	August 2013 and January 2014	Sign-in Sheets
The district will continue to maintain a competitive salary schedule.	Local Funds	Superintendent	Aug-13	Published Salary Schedule

**Cameron Junior High Campus Improvement Plan  
2013-2014**

**Goal 5: Cameron Junior High is providing an environment that maximizes the learning ability of all students.**

**Objective 5.1: Reading and writing performance will exceed 90% on STAAR in all student groups.**

**Objective 5.2: Math and science performance will exceed 80% on STAAR/EOC in all student groups.**

**Objective 5.3: Special programs' students will meet or exceed state and federal assessment standards.**

**Objective 5.4: All limited English proficient students will show at least one level of advancement on TELPAS.**

**NCLB Objective(s): 1, 2, 3, 4**

**Schoolwide Components: 1, 2, 3, 4, 5, 8, 9, 10**

**Summative Evaluation: STAAR/EOC Results (including M. and Alt.), AYP, PBMAS, TELPAS, PEIMS, AEIS**

<b>Strategy</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>
TCMPC/STAAR aligned Benchmark Tests will be given each semester, using DMAC and other assessment sources, to analyze student needs in order to modify instruction.	Local Funds	Principal and Teachers	Each Semester	Test Results, Sign-in Sheets and Content Area Meeting Agendas
TCMPC/STAAR aligned Progress Monitoring Tests will be given every 3 weeks, using DMAC and other assessment sources, to analyze needs and modify instruction.	Local Funds	Principal and Teachers	Every 3 Weeks	Test Results, Sign-in Sheets and Content Area Meeting Agendas
Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will be used for sequence building	Local Funds	Assistant Superintendent, Principal and Teachers	Aug. 2013-May 2014	Test Results, Sign-in Sheets and Content Area Meeting Agendas

The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students.	Title I Local Funds	Principal, Counselor and Teachers	Aug. 2013-May 2014	Grades, Progress Monitoring and Benchmarks
A campus-wide focus on planning will occur with staff development, utilization of TCMPC and Content Area Team Meetings.	Title II	Assistant Superintendent, Principal and Teachers	Aug. 2013-May 2014	Sign-in Sheets, Agendas and Walkthrough Reports
The Dyslexia Program will be evaluated and revised as needed to optimize benefits for identified students.	Local Funds	Principal and Dyslexia Teacher	Aug. 2013-May 2014	Dyslexia Reports
Training will be provided to ELA and Social Studies teachers with regard to the increased rigor of the STAAR test and information gained from release tests.	Title II	Principal	Fall 2013	Certificates, Progress Monitoring and Benchmark Results
Cameron Prep School (CPS), an after-school extension program, which addresses tutorials, coursework completion and remediation will be revised and continue.	Title I	Principal and Teachers	Sept. 2013-May 2014	Sign-in Sheets, Grades, Progress Monitoring/Benchmark Scores of Students
Summer School will be revised and continue to be offered in the month of June. It provides remediation for failed courses and deficiencies in grade-level TEKS.	Title I Local Funds	Principal and Teachers	Jun-14	Grades, Attendance and STAAR Test/Re-test Scores
Teachers will continue to implement "Test-Out Thursdays" and "Fun Fridays" as an incentive to improve the accuracy of Progress Monitoring.	Local Funds	Teachers	Spring 2014	Grades, Progress Monitoring and Benchmark Scores
Continue athletic mentoring program to give guidance to students in all aspects of their academic and personal lives.	Local Funds	Counselor and Coaches	Sept. 2013-May 2014	Sign-in Sheets

Provide participation opportunities for students in the agricultural education program, specifically Ag. 101, for high school credit.	Local Funds	Principal, Counselor	Aug. 2013-May 2014	Student Rosters
Provide opportunities for participation in Art classes.	Local Funds	Principal, Counselor	Aug. 2013-May 2014	Student Rosters
Students will have the opportunity to try out for various academic U.I.L. events and compete in the District U.I.L. Academic Meet.	Local Funds	Principal, U.I.L. Coordinator and Teachers	Fall 2013	Rosters from U.I.L. Academic Meet
Provide opportunity for participation in Algebra I for high school credit.	Local Funds	Principal, Counselor	Aug. 2013-May 2014	Student Rosters
Provide opportunity for participation in Theater Arts and junior high One Act Play competition.	Local Funds	Principal, Counselor	Aug. 2013-May 2014	Student Rosters
Provide opportunity for participation in the band program.	Local Funds	Principal, Counselor, and Band Directors	Aug. 2013-May 2014	Student Rosters
CJH will utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine alternative interventions.	Local Funds	Principal, Counselor and Teachers	Aug. 2013-May 2014	Progress Monitoring/Benchmark Scores, STAAR and TELPAS Results
Students' needs will be identified and appropriate Response to Interventions will be utilized and served in SIT, 504, AAP, Dyslexia, SPED, and ESL/Bilingual.	Local Funds	Principal, Counselor and Teachers	Aug. 2013-May 2014	Grades, STAAR Scores, Progress Monitoring/Benchmark Scores



Teachers and paraprofessionals will receive training as needed in accommodation and modification instructional strategies and inclusion strategies.	Title I Local Funds	Principal	Aug. 2013-May 2014	Sign-in Sheets, Certificates, Walkthrough Reports, and Staff Meeting Agendas
Staff Development will continue concerning admission, review and dismissal for the SIT, Section 504 and Special Education Programs.	Title I Local Funds	Principal and BMSS Director	Aug-13	Sign-in Sheets, Agendas
The Learning Lab will continue to be monitored to maintain a high level of student success.	Compensatory Education Funds	Principal	Aug. 2013-May 2014	Learning Lab Reports and Sign-in Sheets
SPED teachers will receive specialized training from BMSS on SPED issues and requirements.	Local Funds	Principal and SPED Teachers	Aug. 2013-May 2014	Certificates
CJH wil coordinate with and utilize social services (judicial system, Child Protective Services, Communities-in-Schools Personnel) to enhance drop-out recovery programs.	Local Funds	Principal, Assistant Principal, Counselor	Aug. 2013-May 2014	PEIMS Data
A Communities-in-Schools Program will continue to be utilized to meet a variety of social and physical needs of students.	Local Funds    Grant	Principal, Assistant Principal, Counselor, and CIS Personnel	Aug. 2013-May 2014	CIS Contact Records
Incentives will be provided to promote attendance goals.	Local Funds	Principal, Teachers	Each Six Weeks	Attendance Data
Letters for Perfect Attendance will be sent each six weeks' and will include a snack bar coupon.	Local Funds	Principal, Teachers	Each Six Weeks	Attendance Data

Certified ESL teachers will work with designated ESL students on a daily basis.	Local Funds	Principal, ESL Certified Teachers	Aug. 2013-May 2014	STAAR/TELPAS Results
ESL teachers will attend training on the TELPAS.	Local Funds	Assistant Superintendent, Principal	Aug. 2013-Feb. 2014	Certificates
Continue free breakfast program in order to provide nutritious meals for all faculty and student body to enhance learning.	Local Funds	Superintendent, Food Services Director	Aug. 2013-May 2014	Counts of students and staff eating breakfast
A "Kids' Café" program will continue to provide an evening meal to students involved in after-school programs.	USDA Grant	Assistant Superintendent, Food Services Director	Sept. 2013-May 2014	Student Counts
A VIPS (Volunteer in Public Schools) Program will continue in order to maximize the talents of our parents and community to positively impact the lives of our children.	Title I	Principal, Counselor	Oct. 2013-Apr. 2014	Sign-in Sheets and Feedback
A character education plan will continue that incorporates the six values posted on the outside of YHS.	Local Funds	Principal, Counselor	Each Six Weeks	Samples of Activities
The Mobile Dentist Program will continue.	Volunteer Service	Nurse	Fall 2013 and Spring 2014	Student Counts
All faculty and staff will receive training on recognizing, documenting and preventing bullying.	Local Funds	Principal, Counselor	Aug. 2013	Sign-in Sheets, Agendas

Advanced Academic Program (AAP) classes will continue to be offered as electives for students identified as Gifted and Talented.	Local Funds	Principal, Counselor and Teachers	Aug. 2013-May 2014	Class Rosters
Instructional Aides will continue to be utilized to maximize the benefits of the Inclusion program.	Title I Compensatory Education Funds	Principal, Counselor	Aug. 2013-May 2014	Grades, Progress Monitoring, Benchmarks, STAAR Scores
Co-teach Math classes will be created to increase success for SPED students and to begin to transition them to regular STAAR from STAAR-M.	Local Funds	Principal, Counselor and Teachers	Aug. 2013-May 2014	Grades, Progress Monitoring, Benchmarks, STAAR Scores
Accelerated Math Classes will be implemented to increase the number of students performing at the Advanced level on STAAR.	Local Funds	Principal, Counselor and Teachers	Aug. 2013-May 2014	Grades, Progress Monitoring, Benchmarks, STAAR Scores
Basic ELAR classes will be divided into Basic Reading and Basic ELA to provide more time-on-task in each area for SPED students.	Local Funds	Principal, Counselor and Teachers	Aug. 2013-May 2014	Grades, Progress Monitoring, Benchmarks, STAAR Scores
The Master Schedule will be revised to provide additional minutes to instructional periods.	Local Funds	Principal and Counselor	Summer 2013	Grades, Progress Monitoring, Benchmarks, STAAR Scores
ESL students will receive reading intervention based on the RTI framework.	Local Funds	Principal, Counselor, and Teachers	Aug. 2013-May 2014	Student Rosters and TELPAS Results

# **CAMERON ISD**

## **APPENDIX**

### **Needs Assessment Data**

### **School Year 2012-2013**

All campuses in Cameron ISD are designated School wide Title I campuses. Where possible, Cameron ISD coordinates all of it's federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

## Compensatory Education

**2013-14**

Position/ Assignment/Activity	Total FTE's	Total SALARY	BENEFITS \$	TOTAL \$
PRE-K Teachers	5	\$260,614	\$26,061	\$286,675
Instructional Aides	4.5	\$86,108	\$8,611	\$94,719
Reading Intervention	0.75	\$40,556	\$4,410	\$44,966
COMPUTER AIDE	1	\$19,642	\$1,244	\$20,636
<b>TOTAL SALARY</b>	<b>11.25</b>			<b>\$444,246</b>
Supplies/Materials -6300				\$3,000
Other Operating - 6400				
<b>TOTAL BEN MILAM</b>	<b>11.25</b>	<b>\$406,920</b>	<b>40,326</b>	<b>\$447,246</b>
Position/ Assignment/Activity	Total FTE's	Total SALARY	BENEFITS \$	TOTAL \$
READING INTERVENTION	0.25	\$10,571	\$1,163	\$11,734
CSR 3rd Grade	1	\$54,325	\$5,433	\$59,758
Instructional Aide	1	\$15,738	\$1,731	\$17,021
				\$0
<b>TOTAL SALARY</b>	<b>2.25</b>	<b>\$80,634</b>	<b>\$8,327</b>	<b>\$88,961</b>
Supplies/Materials -6300				\$3,000
Other Operating - 6400				\$0
<b>TOTAL CAMERON ELE</b>	<b>2.25</b>	<b>\$80,634</b>		<b>\$91,961</b>
Position/ Assignment/Activity	Total FTE's	Total SALARY	BENEFITS \$	TOTAL \$
Instructional Aides	1.5	\$36,701	\$4,037	\$40,738
Teacher				
<b>TOTAL SALARY</b>				
Supplies/Materials -6300				\$3,000
Other Operating - 6400				
<b>TOTAL CJH</b>	<b>1.5</b>			<b>\$43,738</b>
Position/ Assignment/Activity	Total FTE's	Total	BENEFITS	TOTAL \$
INSTRUCTIONAL AIDES	1	\$40,245	\$4,427	\$44,672
DAEP TEACHERS	1.5	\$74,523	\$8,198	\$82,721
Remediation	0.67	\$29,259	\$3,218	\$32,477
MATH EXTENSION				
SUMMER SCHOOL				
<b>TOTAL SALARY</b>	<b>3.17</b>	<b>\$63,757</b>	<b>\$7,013</b>	<b>\$159,870</b>
Supplies/Materials -6300				\$3,000
Other Operating - 6400				\$0
<b>TOTAL YOE HIGH</b>	<b>3.17</b>			<b>\$162,870</b>
<b>Total Budgeted</b>	<b>18.17</b>			<b>\$745,815</b>
Total Allocation				\$1,396,631
52% Requirement				\$726,248

Position	Total	Total
Assignment/Activity	FTE's	\$
Personnel/Payroll - 6100	5.5	\$221,781
Profesional/Contracted Services - 6200		\$5,750
Supplies/Materials -6300		\$608
Other Operating - 6400		\$4,937
<b>TOTAL BEN MILAM</b>	<b>6</b>	<b>\$233,076</b>
Position/	Total	Total
Assignment/Activity	FTE's	\$
Personnel/Payroll - 6100	2	\$105,910
Profesional/Contracted Services - 6200		\$5,750
Supplies/Materials -6300		\$4,212
Other Operating - 6400		\$3,401
<b>TOTAL CAMERON ELEMENTART</b>	<b>2</b>	<b>\$119,273</b>
Assignment/Activity	FTE's	\$
Personnel/Payroll - 6100	1	\$64,239
Profesional/Contracted Services - 6200		\$750
Supplies/Materials -6300		\$532
Other Operating - 6400		\$432
<b>Total Junior High:</b>	<b>1</b>	<b>\$65,953</b>
Assignment/Activity	FTE's	\$
Personnel/Payroll - 6100	0	\$0
Profesional/Contracted Services - 6200		\$750
Supplies/Materials -6300		\$156
Other Operating - 6400		\$0
<b>Total Yoe HS:</b>	<b>0</b>	<b>\$906</b>
Total Budgeted UNDESIGNATED		\$8,000
<b>Total Budgeted</b>	<b>9</b>	<b>\$427,208</b>

<b>Position</b>		<b>Total</b>
PERSONNEL PAYROLL	1 Class Size Reduction	\$46,891
STAFF DEVELOPMENT		\$3,000
Travel for Professional Development		\$2,000
<b>TOTAL BEN MILAM</b>		<b>\$51,891</b>
<b>Position</b>		<b>Total</b>
PERSONNEL PAYROLL		40650
STAFF DEVELOPMENT		\$3,000
Travel for Professional Development		\$2,000
<b>TOTAL CAMERON ELEM</b>		<b>\$45,650</b>
<b>Position</b>		<b>Total</b>
STAFF DEVELOPMENT		\$3,000
Travel for Professional Development		\$1,500
<b>Total Junior High:</b>		<b>\$4,500</b>
<b>Position</b>		<b>Total</b>
STAFF DEVELOPMENT		\$4,000
Travel for Professional Development		\$1,783
Total High School:		\$5,783
RECRUITMENT		500
Total Budgeted		\$108,324
Total Allocated		\$108,324

**Please provide any additional feedback about your views of Cameron Junior High School.**

my son is learning very well

this is the first school my kids enjoy getting up every day and going to class and when my kids are happy about school that makes me happy so what you are doing is a good thing we need more teachers and staff like this in other school thanks

Everything is going good

Front office needs to improve social skills with parents.

my child thinks the food could be better and more filling. More drinks. And to be able to go the restroom when need to if in class.

I think it's a Nice school The teachers seem to be concerned about the student learning And being Responsible.

Bullying needs to be stopped.

Would prefer to be sent home a list/schedule for quizzes and tests in lieu of having to check each teachers website, provided they have one. Most working parents don't have time for the internet in the evenings.

I feel like the teaching staff at CJH is good. I feel there are some wonderful teachers and a few that need guidance, but overall a well put together staff. All communicate well and are easy to contact.

I feel there is a lack of guidance & concern from the administrative side of things.

I feel the district as a whole places entirely too much emphasis on technology. Kids need to be taught, not entertained. There is a time and place and importance for technology - but English, Reading, Language arts, and Math are not it! Save the technology for what you can't do in the classroom. Teach students, and punish the ones who don't do the work. Stop constantly rewarding and entertaining students and make school about learning!

Rules need to apply to all the students. There is too much bullying and the issue is not appropriately addressed by the principal and many of the teachers.

Rules need to apply to all the students. There is too much bullying and the issue is not appropriately addressed by the principal and many of the teachers.

While the school is safe, the streets around it are inadequately patrolled. I have witnessed vehicles traveling at unsafe speeds on numerous occasions during the high traffic hours.

i hate this school it sucks



**TEXAS EDUCATION AGENCY**  
**2013 Accountability Summary**  
 CAMERON MIDDLE (166901041) - CAMERON ISD

**Accountability Rating**

**Met Standard**

<b>Met Standards on</b> - Student Achievement - Student Progress - Closing Performance Gaps	<b>Did Not Meet Standards on</b> - NONE
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**Distinction Designation**

**Academic Achievement in Reading/ELA**

Percent of Eligible Measures in Top Quartile  
 1 out of 4 = 25%

**NO DISTINCTION EARNED**

**Academic Achievement in Mathematics**

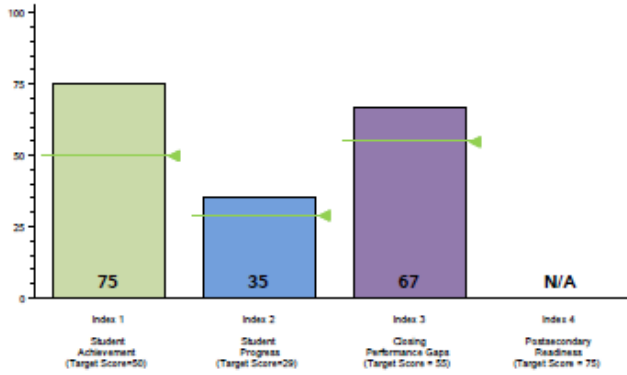
Percent of Eligible Measures in Top Quartile  
 0 out of 3 = 0%

**NO DISTINCTION EARNED**

**Top 25 Percent Student Progress**

**NO DISTINCTION EARNED**

**Performance Index Report**



**Campus Demographics**

Campus Type	Middle School
Campus Size	352 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	73.0%
Percent English Language Learners	2.0%
Mobility Rate	13.8%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	719	960	75
2 - Student Progress	564	1,600	35
3 - Closing Performance Gaps	805	1,200	67
4 - Postsecondary Readiness	N/A	N/A	N/A

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	21 out of 24 = 88%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>33 out of 36 = 92%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

