

WALKER JUNIOR HIGH SCHOOL
EDUCATION IMPROVEMENT PLAN

GOAL 1: *Based on accountability ratings determined by the federal government and the Texas Education Agency, Walker Junior High School will improve to the next level of ratings or maintain current AYP status.*

ESEA Goal and Performance Indicator: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2

Needs Assessment: Parent and community survey data, PTO meetings, campus improvement meetings, and faculty needs assessments.

OBJECTIVES	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
All student populations will achieve 100% mastery on all sections of the TAKS TAKS A/ TAKS M / TAKS Alt by the year 2014	Professional development will be provided to all staff in the delivery of the TEKS curriculum.	All Students	Administrators: Jeff Jones, Kathy Lewallen ; teachers; support personnel, Region 18 and other educational consultants	Region 18 Staff Development offerings; Highly Qualified Staff using the latest teacher recruitment and retention practices	Attendance records from inservice trainings	Checked on January 16, 2009 Monthly review principal meetings on 2nd Tuesday	Distribution and review of the Academic Excellence Indicator System (AEIS) report & AYP data
All student populations will raise the 2008-2009 TAKS / TAKS A / TAKS M/ TAKS Alt score by 1%	Highly qualified teaching staff will be employed to deliver the TEKS curriculum. Implementation of practice TAKS tests, remediation, and tutoring will be in effect throughout the school year.	All Students	Administrators: Jeff Jones, Kathy Lewallen ; Administrators: Jeff Jones, Kathy Lewallen ; teachers, support personnel, parents and students	District/state funding, and state comp. ed. funding - \$71,107 (salaries): \$2000 (supplies/materials); (other) TEA Release TAKS tests, practice tests, textbook resources, TAKS-related supplemental material, computer software for remediation, tutoring time, D-MAC	Review of personnel records Disaggregation of data/scores from practice tests, tutoring attendance records, and review of student participation in remediation activities	August 1, 2008 End of each 6 weeks reviewed by committee - May 31, 2009	A needs-assessment questionnaire, to be sent with individual student and teacher results, will be used to gather information about educational opportunities and programs.

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GOAL 2: *Lathan Walker Junior High will identify students within special special populations by using state /federal criteria and will provide programs and services, including the districts Schoolwide Program, to improve attendance, interest and achievement.*

OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
<p>Special needs students (at-risk, special education, LEP, gifted/talented, 504, dyslexic, pregnancy related, homeless and migrant) will be identified through the year, following federally mandated timelines, and will be provided appropriate programs and services.</p> <p>All identification processes of special population groups will meet state guidelines.</p>	<p>Specially designed curriculum and instruction will be provided for student groups as required, targeting those students who are failing or near failing.</p>	<p>All Students; Student Sub-Groups (Special Education; 504; Dyslexic; LEP; GT; MEC; Compensatory education)</p>	<p>Administrators Jeff Jones and Kathy Lewallen, teachers, support personnel, Region 18 and other educational consultants</p>	<p>Region 18 Staff Development offerings</p>	<p>Attendance records from inservice trainings</p>	<p>November 3, 2008 3 weeks progress reports 6 weeks grade reports</p>	<p>Review of PEIMS data</p> <p>Review of ARD reports and LPAC minutes</p>
	<p>A pre-referral process will be utilized as part of the identification of students with special needs.</p>	<p>All Students</p>	<p>Administrators Jeff Jones and Kathy Lewallen, teachers, parents, students, and diagnosticians</p>	<p>Pre-referral packets</p>	<p>Completed pre-referral packets and review of ARD reports</p>	<p>Training September 3 - 30, 2008 Implementation: September 30, 2008</p>	
	<p>Counseling will be provided to students within special populations addressing suicide prevention.</p>	<p>All Students</p>	<p>Counselor Kristi Simpson, teachers, Administrators Jeff Jones and Kathy Lewallen, district liaison officer, parents and students</p>	<p>Suicide prevention curriculum and materials</p>	<p>Review of student participation</p>	<p>Reporting meetings with Applewhite 1st day per month until May 31, 2009</p>	

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OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
504 procedures, referral process, and paperwork will be reviewed and updated	504 law review	All students	Glenna Applewhite	Time and training materials	Adaptation to new forms by usage and comment of 504 committee members and administrators	Implementation dates beginning January 6, 2005	Yearly federal compliance review
504 training will be required for all campus principals, counselors, and a core team of teachers will be trained at each campus	504 law review	All students	Glenna Applewhite	Time and training videos	Team training sign-in sheets and evaluations	6-Jan-05	Yearly federal compliance review

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GOAL 3: *Lathan Walker Junior High will require all students to attend school consistently in order to achieve academic success.*

ESEA Goal and Performance Indicator: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4, 5.2

Needs Assessment: Parent and community survey data, PTO meetings, campus improvement meetings, and faculty needs assessments.

OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
The percentage of student attendance will increase to 96% or better with continual emphasis placed on drop-out reduction.	Criminal charges will be filed by the school district on students/parents that violate the compulsory attendance law.	All Students	Administrators Jeff Jones and Kathy Lewallen, teachers, district liaison officer, parents, students, and attendance clerks	Court document forms to be filed	Review of court records and legal judgments	Daily, weekly checks on absentees 6 weeks reports	Distribution and review of the Academic Excellence Indicator System (AEIS) report
	Perfect and Outstanding Attendance Awards will be presented to deserving students.	All Students	Administrators Jeff Jones and Kathy Lewallen, teachers, parents, and students	Perfect and Outstanding Attendance Awards	Review of number of attendance awards presented	Daily, weekly checks on absentees 6 weeks reports	Distribution and review of the PEIMS data
	Schools will make phone calls to homes when students are absent.		Administrators Jeff Jones and Kathy Lewallen, teachers, and attendance clerks	Phone system and contact logs	Inspection of completed contact logs	Daily, weekly checks on absentees 6 weeks reports	Review of individual student attendance records
	Parents will receive 5-Day and 8-Day letters reporting absences.		Administrators Jeff Jones and Kathy Lewallen, teachers, and school secretaries	5-Day and 8-Day form letters	Review of copies of 5-Day and 8-Day letters	Daily, weekly checks on absentees 6 weeks reports	

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GOAL 4: *Walker Junior High will have positive, productive parental and community involvement.*

ESEA Goal and Performance Indicator: 4

Needs Assessment: Parent and community survey data, PTO meetings, campus improvement meetings, and faculty needs assessments.

OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Walker Junior High will establish and implement programs and activities which will increase the parent and community involvement process within the schools.	Encourage parent and community participation in the following activities and/or organizations: PTO, Parent Conferencing Days, Meet the Teacher, Sixth Grade Orientation, academic and athletic booster organizations Community members and parents/guardians will be actively involved in the site-based decision making process, CPAC, ARDs, 504 meetings, and will receive appropriate training	All Students All Students	Administrators Jeff Jones and Kathy Lewallen, teachers, support personnel, parents, students and community members Administrators Jeff Jones and Kathy Lewallen, teachers, support personnel, parents, students and community members	Letters, news media, student handbooks, and informational fliers CIC & Time	Review of parent and community participation Review of participation on CIC	Monthly academic, athletic booster club meetings 2nd Monday of each month. October 7, 2008 PC day March 17, 2009 PC day May 4th new student orientation Site based meetings: October 6, 2008 January 20, 2009 May 11, 2009	Minutes and participation logs from different organizations Records of parent and community members participation Evaluation of needs-assessment survey addressing parental and community participation

MONAHANS-WICKETT-PYOTE INDEPENDENT SCHOOL DISTRICT
EDUCATION IMPROVEMENT PLAN

GOAL 4: *Walker Junior High will have positive, productive parental and community involvement.*

OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
<p>Monahans-Wickett-Pyote ISD will establish and implement programs and activities which will increase the parent and community involvement process within the schools. Parental attendance at school activities will be measured at school activities with a goal of 80% attendance</p>	<p>Communication with parents/guardians and community members will be conducted on an ongoing basis.</p>	All Students	<p>Administrators, teachers, support personnel, parents, and community members</p>	<p>Letters, newsletters, news media, student handbooks, informational fliers and other school-to-home communication</p>	<p>Review effectiveness of on-going communication</p>	<p>Monthly review the 3rd day of every month</p>	<p>Minutes and participation logs from different organizations</p>
	<p>Community members and parents/guardians will be actively involved in meeting federal and state guidelines for transition services for special education and early childhood students.</p>	All Students	<p>Administrators, teachers, support personnel, parents, community members, Special Education Director, transition supervisors and Head Start personnel</p>	<p>Transitional meetings and time</p>	<p>Evaluate effectiveness of transitional meetings</p>	<p>Spring ARD dates</p>	<p>Records of parent and community members participation</p> <p>Evaluation of needs-assessment survey addressing parental and community participation</p>

MONAHANS-WICKETT-PYOTE INDEPENDENT SCHOOL DISTRICT
EDUCATION IMPROVEMENT PLAN

GOAL 5: *To provide for a more efficient school, Walker Junior High will have open, accessible communication between students, employees, parents and law enforcement officials to ensure a disciplined, safe environment on all campuses and at school activities.*

ESEA Goal and Performance Indicator: 4

Needs Assessment: Parent and community survey data, PTO meetings, campus improvement meetings, and faculty needs assessments.

OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
An environment will be created in order that students, employees and parents will feel safe in curricular, co-curricular, and extra-curricular activities. Parental complaints/concerns will be less than 20% of student population.	Faculty and staff will receive professional development training in classroom management, Student Code of Conduct, and conflict resolution in order to have safe and drug free schools.	All Students	Superintendent, administrators, teachers, support personnel, Region 18 and other educational consultants	District/state funding, time, inservice offerings - including but not limited to Harry Wong and Fred Jones	Attendance records from inservice trainings	August 25, 2008 - May 29, 2009	Needs-assessment survey addressing school safety will be distributed to parents, students and employees and will be evaluated.
	Crisis management plans, such as fire/tornado emergency plans, Code Green/Orange emergency plans, and a biochemical evacuation plan, as well as facilitation of CPI, will be implemented on all campuses as a proactive stand to ensure school safety.	All Students	Superintendent, administrators, teachers, support personnel, students, parents/guardians, community members, local emergency authorities, law enforcement agencies, and district liaison officer	Crisis management core teams, time	Effectiveness of crisis management plans will be reviewed annually	August 25, 2008 - May 29, 2009	The Safe and Drug Free Schools Annual Evaluation will be completed and reviewed yearly

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GOAL 5: *To provide for a more efficient school, Walker Junior High will have open, accessible communication between students, employees, parents and law enforcement officials to ensure a disciplined, safe environment on all campuses and atschool activities.*

OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
An environment will be created in order that students, employees and parents will feel safe in curricular, co-curricular, and extra-curricular activities.	Communication protocol will be established and shared with all involved.	All Students	Principals counselor teachers, support personnel, students, parents/guardians, community members, local emergency authorities, law enforcement agencies, and district liaison officer	News media and student handbook information	Annual review of established protocol	May 29, 2009	Needs-assessment survey addressing school safety will be distributed to parents, students and employees and will be evaluated. The Safe and Drug Free Schools Annual Evaluation will be completed and reviewed annually

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GOAL 6: *Lathan Walker Junior High School will have continuous growth in technology and development of proven instructional methods and curriculum.*

ESEA Goal and Performance Indicator: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

Needs Assessment: Parent and community survey data, PTO meetings, campus improvement meetings, and faculty needs assessments.

OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
The school will utilize successful technological and instructional methods and state-approved curriculum measured by PDAS observation and lesson plans. Expected compliance of 80%	The implementation of the campus technology plan including technology application and intergration in each content area.	All Students	Principals Jeff Jones, Kathy Lewallen, support personnel, technology director, District Technology Committee and Region 18	State/local funding and grants, including TIF Grant	Annual review of campus technology plan	Check every 6 weeks from October 2008 to May 2009 Lesson plans monitored 1 time per semester - December 18, 2008 and May 22, 2009	Needs assessment survey addressing the use of technology will be distributed to parents, students and employees and will be evaluated. STAR Chart Distribution and review of the Academic Excellence Indicator System (AEIS)
Staff development will focus on technology integration across the content curriculum. Expected compliance 80%.	PDAS walk through data/assessments staff survey	All Students	Principals Jeff Jones and Kathy Lewallen Glenna Applewhite	262 Title II Part D	Lesson plans Lab usage logs	Check every 6 weeks from October 2008 to May 2009 Lesson plans monitored 1 time per semester - December 18, 2008 and May 2, 2009	Technology usage logs for lesson plans and projects reflecting technology intergration across the curriculum.

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GOAL 7: *Lathan Walker Junior High School will develop a long-term plan for facility improvements to efficiently utilize and maintain our present facility*

ESEA Goal and Performance Indicator: 4

Needs Assessment: Parent and community survey data, PTO meetings, campus improvement meetings, and faculty needs assessments.

OBJECTIVE	STRATEGIES	STUDENT POPULATION	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
The facility will continue to be maintained and improvements will be accomplished according to district facilities calendar. All facilities will be operable 99% of the school days.	The facility will be continually surveyed and assessed as to the need for maintenance or improvements.	All Students	Principal other administrators, teachers, support personnel, grounds and maintenance departments	maintenance/grounds district forms, money donations and time	Review of monthly energy management reports Review of completion reports on main- tenance needs	Weekly checks August 4, 2008 - July 3, 2009	Needs assessment survey addressing facility improvements will be distributed to community members and parents and will be evaluated.
	Alternative funding and/or grant possibilities will be pursued in order to provide monies for facility improvements.	All Students	Principal other administrators, teachers, Region 18 and other grant- writing consultants	Time and grant proposals	Review of the budget Review of alternative funding and grants	Monthly checks August 4, 2008 - July 3, 2009	Review of the campus by the CIC. Review of a Safe Schools Walk-About Survey

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