

Kermit Junior High School
Campus Improvement Plan
2018 - 2019



Kermit Independent School District
Kermit Junior High School

Kermit Junior High School
Kermit, TX 79745

Campus Improvement Plan

2018 - 2019

~Kermit Junior High School Mission Statement~

KJH will provide a positive learning environment and goal oriented climate in which all students strive for success.

Campus Improvement Committee Members
Signature Page
2018 – 2019

Committee Members	Position	Date of Appointment	Length of Term	End Date of Office
Laura Miller	Principal, Middle School	Sept 8	1 year	May 29
Paul, Armstrong	Curriculum Facilitator	Sept 8	1 year	May 29
Patrice Mosser	Teacher	Sept 8	1 year	May 29
James Brown	Teacher	Sept. 8	1 year	May 29
Terry Mitchell	Teacher	Sept 8	1 year	May 29
Alyssa Lizardo	AVID Coordinator	Sept 8	1 year	May 29
Jennifer Muniz	Teacher	Sept 8	1 year	May 29
Linda Moore	Counselor	Sept 8	1 year	May 29
Clinton Oliver	Teacher	Sept 8	1 year	May 29
Elizabeth Froese	Parent	Sept 8	1 year	May 29
Christi Gonzales	Business Member, Juvenile Probation	Sept 8	1 year	May 29

Goal 1 Academic success for all students

* Kermit Jr. High School is a School wide Title I Campus and will combine federal funds with State Compensatory and local funds.

Strategies	Responsible Party	Time Line	Resources/Cost	Evaluation
1. Analyze leading indicators (attendance, discipline, grades) on a six weeks basis and develop interventions	Miller Teachers	August 2018 – May 2019	Faculty Meeting	-Improvement of students behavior and academics; decreased number of students that must have an attendance review because of absences
2. Align STAAR objectives with test questions on formative and summative assessments	Miller Teachers	August 2018 – May 2019	PLC	-Improved student scores on quizzes, six weeks tests, and benchmark tests -Check for understanding through exit tickets, content specific questioning, and academic vocabulary use -Aligning through professional development sessions once every six weeks
3. Campus will develop ideas and activities to encourage students to compete in UIL	Miller UIL Coaches	August-December 2018	PLC	-Increased number of participants in UIL
4. Tutorials – After School	Teachers	Daily (M-Thur)	Staff	-Tutorial Logs -Improved report card grades -Increased student performance on state assessments -Parent phone calls
5. Implement best practices to provide more rigorous instruction for advanced students. Specifically identified students are placed in Advanced Reading and Advanced Math classes	Miller Core Teachers	August 2018 – May 2019	Class time	-Increased student performance as evidenced by local and state assessments
6. AVID will be implemented at Jr. High School	AVID Site Team	August 2018 – May 2019	Staff Time	-Using AVID strategies in all classes -Every student will have an AVID binder and utilize every period.

				-Students and teachers are expected to maintain organizational skills and is assessed through binder check.
7. Work with parents to develop home based learning	Miller Teachers	August 2018 – May 2019	Community Staff	-Attendance of parent nights -Hearing students using academic vocabulary - Increase in student passing rates on 2018-19 state assessment
8. AVID will continue to encourage students to set and obtain goals.	AVID site team	August 2018 – May 2019	Staff Time	-GPA tracking -Goal setting outline
9. Utilize PLC Period to provide the support structure to align data (common assessments), curriculum (scope and sequence) and research-based strategies (AVID and RTI) with student success	Miller Teachers	August 2018 – May 2019	PLC Period Campus Budget	-Staff development plans reflect intervention strategies and progress monitoring sessions -Increased student passing rate on 2018-19 state assessments
10. Utilize data disaggregation resources (Eduphoria) to gather student performance data that will drive decision making and identify performance trends. Develop an action plan to address low performance areas	Miller Teachers	August 2018 – May 2019	PLC Period	-Lesson plan documentation -Data analysis to assess performance -Improved student performance on subsequent assessment of previously weak content area objectives
11. Use differentiated instructional strategies to meet all learning styles	Miller Teachers	August 2018 – May 2019	PLC Period Instructional	-Walk-Through data -Lesson plan audits -Increased student performance on local and state assessments
12. Use cross curricular writing to provide more opportunities to practice writing skills.	Miller Payne	August 2018 – May 2019	Staff Time	-Increase student performance as evidenced through local and state assessments in reading, writing, and general ELA objectives
13. Require students in grades 5-8 who fail math or reading to	Miller Teachers	October 2018 - May 2019	Campus Budget	-Lesson plans and attendance logs -Pre and post assessment results

attend after school program on Monday, Tuesday and Thursday 4:00 pm - 5:10 pm to retake lessons through Edgenuity.				
14. Utilize progressing levels of instruction with students to close performance gaps	Miller Core Teachers	August 2018-May 2019	Intervention Classes	-RtI Records -Increased student achievement as evidenced by state and local assessments -Increased student performance in all academic areas evidenced by term grades
15. Accelerated Reading (AR) Program; monitor number of AR points and data	Miller Reading Teachers	August 2018-May 2019	Staff Time	-Increased individual reading level -Increased student passing rate on all 2018-19 state assessments
16. Provide students the use of Mindplay and Math Tutoring, during, and after school to improve reading and math comprehension	Miller Teachers Librarian	August 2018-May 2019	Library Resources	-Usage reports

Goal 2 Kermit Jr. High School will build strong positive relationships with parents, teachers, students and the community through effective and efficient communication

Strategies	Responsible Party	Time Line	Resources	Evaluation
1. Distribute Month at a glance newsletter produced by students	Mitchell	October 2018- May 2019	E-mail accounts	-Copies of Newsletters
2. Utilize district web site to post activities, calendar and upcoming events	Miller	As Needed	Computer Software	-Documentation of communications sent via website -Increased parent involvement with school activities
3. School information will be provided, to the extent possible, in English and Spanish	Miller	August 2018- May 2019	Staff	-Increased parent participation
4. Use the automated phone system, school news channel, marquees, local newspaper to keep parents and community updated on school information	Miller District Staff	August 2018- May 2019	District Staff	-Improvement in school community relations evidenced by feedback on the parent survey at end of the 2018-2019 school year
5. Host various Parent Nights	Miller Teachers	August 2018	Projection Equipment	-Sign-In Logs
6. Provide STAAR information and district promotion information to parents and students	Miller	August 2018 - January 2019	District policy STAAR information	-Document information sent home
7. Distribute school calendar, student handbook, and student code of conduct	Miller	August 2018	Student Handbook	-Parents will be informed of important school dates as evidenced by parent signatures

8. Teachers will input grades weekly	Miller Teachers	August 2018- May 2019	Computer	-Improved parent communication -Weekly checks on gradebook input by appropriate faculty
9. Implement proactive intervention to reduce the number of discipline referrals	Miller Teachers	August 2018- May 2019	Staff Time	-Pre-intervention strategies defined and implemented -Improved campus climate and culture
10. Be consistent and timely in applying discipline consequences	Payne	August 2018- May 2019	Staff Time	-Parent survey -Teacher survey -Improved campus climate and culture
11. Review data throughout the year based on types of offenses, intervention, gender, and ethnicity in the following areas: number of suspensions, reason for suspensions, number of ISS placements, and reasons for ISS placements	Miller Teachers	August 2018- May 2019	Staff Time	-Campus discipline referrals decrease from 2017-2018
12. Instruction regarding bullying, types of bullying, identification of incidence of bullying, and training on dealing with situations involving bullying and reporting such instances	Miller Teachers	August 2018- May 2019	Faculty Meeting	-Decrease in events involving bullying on campus, via social media and electronic devices -Improved management of student conduct and prevention of bullying -Mail information home

Goal 3 Kermit Jr. High School will be a safe, secure, orderly, drug-free environment with a positive school climate for both students and staff. All Kermit JH students will demonstrate behaviors that support academic success.

Strategies	Responsible Party	Time Line	Resources	Evaluation
1. Follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operation Plan (fire, tornado, intruder drills)	Miller Teachers Payne	August 2018-May 2019	Winkler County Sheriff Dept. Kermit Volunteer Fire Dept. Crisis Management Plan	-Documentation from safety drills and incident reports
2. Employee of the Month and Student of the Month	Miller	August 2018-May 2019	Staff Input	-Improved campus morale -Improved teacher retention rate -Improved student climate and culture
3. Utilize the Sign-In visitor management system	Miller Office Staff	August 2018-May 2019	Budget	-Campus visitor data records
4. Provide appropriate drug awareness and education programs such as Red Ribbon Week	Miller Payne Moore	August 2018-May 2019	Campus Budget	-Schedule of events
5. Training of CPI and TBSI intervention strategies	SPED Department	August 2018	Region VII District	-Evidenced by campus team certificates
6. Utilize surveillance cameras and monitors to increase monitoring facilities	Miller Payne	August 2018-May 2019	Budget	-Surveillance records -Decrease in vandalism and loitering -Student incident report
7. Use of Drug Dogs	Miller Payne	August 2018-May 2019	Drug Dog Team	-Number of drug related incidents will decrease as evidenced by documented searches
8. Coordinate Immunization services with Health Dept.	Nurse	August 2018 – May 2019	Nurse	-Coordination with area intervention teams will offer students increased number of services

9. Assign teachers duty stations monitor students and promote safety	Payne Teachers	August 2018 – May 2019	Staff time	-Observations made by campus principal
--	----------------	------------------------	------------	--

10. All teachers will be trained on what actions constitute a discipline referral and which actions should be addressed through effective classroom management strategies	Miller Teachers	August 2018-May 2019	Staff Time	-Sign in sheet documentation -Reduced discipline referrals -Improved classroom management evidenced by observation reports -PBIS program use
11. Teachers will use effective classroom management strategies to keep students engaged in learning in order to reduce the number of discipline referrals	Miller Teachers	August 2018-May 2019	Staff Time	-Walk Throughs -T-TESS
12. Campus will provide First Year Teachers Program to support teachers who have never taught or are new to the district	Miller Armstrong Mentors	September 2018 - May 2019	Staff Time	-Increased teacher retention -Documentation of trainings and agendas

Goal 4 Kermit Jr. High School will provide high-quality and on-going professional development for teachers, administrative staff, and paraprofessionals.

Strategies	Responsible Party	Time Line	Resources	Evaluation
1. All personnel attended Kermit ISD professional development during in-service	Campus Principals Teachers	August 2018	Staff time	-Records and documentation of trainings and workshops
2. Attend Region 18 training/events	Miller Teachers Para-Professionals	August 2018- Summer 2019	Region 18 ESC	-Principal, Curriculum Facilitator, and teacher improvement
3. Understand how STAAR is scored for accountability purposes	Miller	August 2018- May 2019	PLC Period	-2019 STAAR assessment data
4. Provide opportunities for teachers for curriculum and staff development	Miller Teachers Curriculum Director	August 2018- May 2019	PLC Period	-Attended sessions and evaluations
5. Introduce teachers to new instructional strategies	Miller Teachers Curriculum Director	August 2018- May 2019	PLC Period	-Attended sessions and evaluations
6. Training on lesson planning and instructional implementation to increase rigor and alignment to the depth and complexity of the TEKS	Miller Teachers	August 2018- May 2019	PLC Period	-Attended sessions and evaluations -Increased lesson plan documentation reflecting lessons aligned to the TEKS

Goal 5 Kermit Jr. High School will utilize technology as a tool to support teacher instruction and student learning.

Strategies	Responsible Party	Time Line	Resources	Evaluation
1. Conduct technology proficiency surveys for all staff	Technology Director	August 2018	Texas STaR Chart Technology survey	-Technology training
2. Provide on-going technology training in attendance, grade reporting, e-mail, etc.	Miller Technology Director	May 2018-May 2019	Computer Lab	-Sign-in logs -Increased use of technology for communication and instruction
3. Teachers will schedule class time using computers on wheels for integration of technology within lessons	Faculty	August 2018– May 2019	Computer Lab	-Computer lab schedule and lesson plans -Increased student engagement in the learning process

Title 1

School-Wide Program Plan

Kermit Jr. High School uses Title 1 monies to hire personnel that work directly with struggling/at-risk learners and to upgrade the entire education program on our campus.

Ten School-Wide Components:

1. Comprehensive Needs Assessment – Kermit Jr. High School is currently searching for more opportunities for parents to become involved under Title 1 policy guidelines Parent Involvement Policy, parent-School compacts, and opportunities for parent involvement meetings are being designed and implemented. Balanced Literacy, balanced math and science are our main curriculum focus.
2. School Wide Reform Strategies – Kermit Jr. High School is now using TEKS Resource System and Mentoring Minds math curriculum to implement a balanced math approach. All teachers will implement the TEKS Resource System and Mentoring Minds curriculum this year. Balanced literacy will continue to be a focus at Kermit Jr. High School. Teachers will be trained by qualified instructors in balanced literacy components.
3. Instruction by highly qualified professional teachers – All staff members at Kermit Jr. High School are highly qualified according to NCLB standards. Frequent walk-throughs are used to provide teachers with quality feedback regarding their teaching. A mentor team is available to assist new teachers to the campus through a buddy/mentor system. A strong emphasis is placed on teacher retention. The T-TESS appraisal method will be implemented.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, parents, and other staff – All professional development training opportunities are aligned with the campus and district improvement plans. Grade level groups have been established and meet once per week during the school day to focus on student assessment data and curriculum instruction.

5. Strategies to increase parental involvement – Kermit Jr. High School will provide information to parents in a language they can understand to increase parental involvement opportunities. Parent education will be provided by the school on topics parents need. Substitutes will be provided for each teacher to conduct a parent-teacher conference this year during the school day using Title 1 funds. A STAAR program will be held in January for parents to become exposed to the STAAR test as teachers educate them in strategies to help their children be successful. Grades 7 & 8 will implement a Parent Orientation this year while the 6th grade will continue having their orientation also.
6. Strategies to attract highly qualified teachers – The school district provides training and pays the testing certification fee for district teachers to obtain ESL certification. Kermit ISD has an online application process and participates in college job fairs to attract highly qualified personnel.
7. Plans for assisting middle school students in the transition from elementary school programs to middle school programs – An opportunity for parents and students who will enter middle school to visit the middle school is provided through orientation in August. At this time, students and parents are informed of the campus mission statement and goals. A question and answer period is provided to address any further concerns.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instruction program – Assessment data is used to evaluate teaching strategies and identify gaps in instruction. Our grade level groups will make decisions regarding the use of academic assessments in order to improve the achievement of individual students. Each grade level group will develop and administer a common assessment each six weeks or when appropriate for ELA and math. These common assessment results will be used by teachers to plan for learning
9. Activities to ensure effective timely assistance for students who experience difficulty – Grade level common assessments are used to drive intervention and identify students in need of assistance. Several measures are considered in identifying the bottom ten percent or “bubble students.” Research-based interventions are used for students who experience difficulty. UAW intervention time slot is built into the school day so all students who are struggling have an opportunity for assistance during the school day. Computer assisted interventions are provided through the Mindplay program.
10. Coordination and integration of federal, state and local services and program – We have coordinated and integrated our federal, state and local services and programs to meet the needs of all students. Personnel compensated by federal (Title 1) monies are providing small group instruction during our Response to Intervention time. They are working with students in grades 5 – 8.

Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including taking standardized tests. There is no limit to the number of events or the length of each event.
- 2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

Compensatory education funds are used to fund 2.5 teacher units for the Pregnancy Related Services program.