

Iago Jr. High School 2011-2012

Campus Improvement Plan

2011-2012 School Year

Campus Improvement Plan
Iago Jr. High School 2011-2012

Committee Members - Planning and Decision Making

Name	Title	Campus/District	Term Ends
Merecka, Trish	Parent	Iago Jr. High School	7-2012
Raska, Mrs. Janice	Teacher	Iago Jr. High School	7-2012
Hill, Mr. Larry	Community Representative	Iago Jr. High School	7-2012
Jessen, Mrs. Kristye	Teacher	Iago Jr. High School	7-2012
Merecka, Maggie	Student	Iago Jr. High School	7-2012
Cutrer, Mrs. Rachel	Business Representative	Iago Jr. High School	7-2012
Wittig, Mrs. Holly	Teacher	Iago Jr. High School	7-2012
Cheney, Kate	Student	Iago Jr. High School	7-2012
Burns, Mrs. Rebecca	Community Representative	Iago Jr. High School	7-2012
Cheney, Mrs. Bonnie	Parent	Iago Jr. High School	7-2012
Groover, Mr. Mike	Business Representative	Iago Jr. High School	7-2012
Wilkins, Mrs. Sarah	Counselor	Iago Jr. High School	7-2012
Harborth, Mrs. Sarah	Teacher	Iago Jr. High School	7-2012
Pohler, Mr. Brett	Principal	Iago Jr. High School	7-2012

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Names of People Responsible For Implementation

Name	Title	Campus/District
Wilkins, Sarah	Counselor	Iago Jr. High School
Taylor, Linda	ESL Teacher	Iago Jr. High School
Pohler, Brett	Principal	Iago Jr. High School
Reitz, Stacie	Secretary	Iago Jr. High School
Hutchinson, Sara	Secretary	Iago Jr. High School
Smith, Jaki	Nurse	Iago Jr. High School
Martinez, Holly	Instructional Aide	Iago Jr. High School
Baker, Sharon	Physical Education Teacher	Iago Jr. High School
Drennan, Fred	Band Instructor	Iago Jr. High School
Zahradnik, Sammie	Social Studies Teacher	Iago Jr. High School
Glasser, Michael	Physical Education Teacher	Iago Jr. High School
Jessen, Kristye	English Teacher	Iago Jr. High School
Humberson, Brenda	English Teacher	Iago Jr. High School
Humberson, Brenda	Home Economics Teacher	Iago Jr. High School
Joines, Gay	Art Teacher	Iago Jr. High School
Guess, Heather	Science Teacher	Iago Jr. High School
Wittig, Holly	Reading Teacher	Iago Jr. High School
Kulak, Dana	Math Teacher	Iago Jr. High School
Ryman, Lisa	Math Teacher	Iago Jr. High School
Vega, Brian	Texas History	Iago Jr. High School
Zahradnik, Sammie	U. S. History	Iago Jr. High School

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Names of People Responsible For Implementation

Name	Title	Campus/District
Peter, Bobbie	STAAR Math	Iago Jr. High School
Peter, Bobbie	Social Studies Teacher	Iago Jr. High School
Raska, Janice	Science Teacher	Iago Jr. High School
Macek, Ashley	Reading Teacher	Iago Jr. High School
Harborth, Sarah	English Teacher	Iago Jr. High School
Simpson, Carol	Special Education Teacher	Iago Jr. High School
Macek, Ashley	Computer Literacy Teacher	Iago Jr. High School
Blanar, Bryan	Assistant Superintendent	Boling ISD

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Campus Attendance Committee

Brett Pohler – 13530 Walcik Road, Guy, TX 77444 979-793-3151
Heather Guess - Elected 9719 CR 162, Boling, TX 77420 979-533-4355
Dana Kulak - Alternate PO Box 553, Hungerford, TX 77448 979-532-8184

District Drug Education Advisory Committee

Trish Merecka, Parent PO Box 233, Boling, TX 979-657-3254
Maggie Merecka, Student PO Box 233, Boling, TX 979-657-3254
Carol Simpson, Teacher Rt. 1, Box 18B, Boling, TX 77420 979-657-2232
Dana Kulak, Teacher PO Box 553, Hungerford, TX 77448 979-532-8184

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District Educational Improvement Council

Sarah Wilkins, Counselor 612 Lazy Lane, Wharton, TX 979-282-9237
Brett Pohler – 13530 Walcik Road, Guy, TX 77444 979-793-3151
Janice Raska, Teacher PO Box 909, Wallis, TX 979-478-6235
Sarah Harborth, Teacher 319 Garrett, Wharton, TX 77488 979-282-2923

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District Vocational Advisory Committee

Brenda Humberson, Teacher 1615 Kriegel Rd, Wharton, TX 77488 979-828-2633
Sarah Wilkins, Counselor 612 Lazy Lane, Wharton, TX 979-282-9237

Federal Requirements - Schoolwide Program

In accordance with the revised (01/08/02) Section 1114(b)(1) of Title I, Part A, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school that is based on information on the achievement of children in relation to the State academic content standards and student academic achievement standards;
2. Schoolwide reform strategies that—
 - (A) Provide opportunities for all children to meet the State's proficient and advanced levels of student performance,
 - (B) Use effective methods and instructional strategies that are based on scientifically based research that
 - (1) Strengthen the core academic program in the school,
 - (2) Increase the amount and quality of learning time, such as providing extended school year, before- and after-school, and summer school programs and opportunities, and help provide an enriched and accelerated curriculum, and
 - (3) Meet the educational needs of historically underserved populations
 - (C) (1) Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk who are members of target populations of any program that is included in the Schoolwide program--
These programs may include counseling and mentoring services, college and career awareness and preparation such as college/career guidance, personal finance education, innovative teaching methods, which include applied learning and team-teaching strategies, and the integration of vocational and technical education programs;
 - (2) Address how the school will determine if these needs are met, and are designed to implement the State and local improvement plans;
3. Instruction by highly qualified professional staff;
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic standards. (In accordance with §1119(a)(4) of Title I);
5. Strategies to attract high-quality highly qualified teacher to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of assessments described in §1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program;
9. Activities to ensure that students who experience difficulty mastering any of the State's standards required by §1111 (b)(1) will be provided with effective, timely, additional assistance. The assistance must include: measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and
10. Coordination of Federal, State, and local services and programs, including programs such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Mission Statement

All of the Iago High School students will acquire Texas Essential Knowledge and Skills (TEKS) and acquire a knowledge base on which to build lifelong learning. All students will be taught a uniform curriculum based on state and district adopted courses of study. Iago High School has high expectations of its students and dedicates its efforts and resources to assure that EVERY student will learn. All students will acquire knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage, including its multi-cultural richness.

Students will be given the opportunity to develop their abilities to think logically, independently, creatively and to communicate effectively. Every effort will be made to provide effective communication and a flexible learning atmosphere designed to meet the needs of individual learners. To educate students in such an atmosphere necessitates an excellent educational system.

Motto

TOGETHER WE CAN

TOGETHER Effort is needed to achieve any level of success; however, there must be a combined effort of the students, the teachers, the administrators, the parents and the whole community to provide a climate which fosters success.

WE Students, teachers, administrators, parents and the community must be involved and work together to promote an atmosphere for excellence.

CAN Every child can learn and experience success. The level of success is determined by the level of expectation.

Needs Assessment Summary

Iago Junior High Needs Assessment Summary

Iago Junior High received an Accountability Rating from TEA in 2011 of Academically Acceptable. The Academically Acceptable category requires that 70% of all students and each student group (African American, White, Hispanic and Economically Disadvantaged) meet the minimum standards on all STAAR tests. In addition, Iago Junior High received Gold Performance Acknowledgments in Science. This indicates that 30% or more of all examinees scored at or above the STAAR commended standard.

Student Strengths and Needs:

Reading: The percent of students who exceeded minimum expectations on the STAAR Reading test, ranged from a low of 84% in sixth grade to a high of 91% in seventh grade. In sixth grade, the campus as a whole saw a decrease in the percent of students passing. The African American subpopulation saw increase of 13% from 70% to 83%. Seventh grade reading results increased from 86% to 89% for the entire campus. Hispanic, White, African American and Economically Disadvantaged students improved their test scores from the previous year and were all above state average. The writing scores for seventh grade averaged 94% for the grade level, which represents an increase of 3% from the previous year. All subpopulations showed gains from the previous year in writing with the White subpopulation having a passing rate of 99%. Eighth grade passing rates in reading were also mixed with the campus as a whole showing a 90% percentage rate, with matches the performance level from the previous year. The groups that showed gains were the White and African American subpopulations. Those groups suffering the largest decrease were the Hispanic and Economically Disadvantaged groups.

Math: Sixth grade passing rates in Math increased by 1% for the entire campus in 2011. The African American, White and Economically Disadvantaged subpopulations showed increases from the previous year while the Hispanic subpopulation showed a slight decrease. Passing rates for seventh grade students showed a significant increase from 80% to an 88% passing rate from the previous year. All subpopulations showed increases from the previous year with the White subpopulation having a passing rate of 97% which was an increase of 14%. In eighth grade, all groups showed improvements over the previous year and were all above state average. The Hispanic subpopulation showed a significant gain from an 84% to 94% passing rate. Also the Economically Disadvantaged subpopulation passing rate rose 12% from 82% to 94%.

Science: The percentage of students that were successful on the Science test decreased from 93% to 92% from the previous year and exceeded both the region and state averages. Hispanic students saw a slight increase from 90% to 91%. All other groups were above state average in Science.

Social Studies: Eighth grade students did very well on the Social Studies STAAR test. 98% of all students met the minimum standards which exceeds the state average. The subpopulations did very well, also. Most groups saw an increase in the percent of students passing from the previous year and met or exceeded the state averages.

Interventions: Iago Junior High has several programs in place to address the identified needs of its students. Supplemental Tutorials are provided before and after school to students who are at risk of failing either a class or a STAAR/STAAR tests.

Students who are having difficulty in either Reading or Math are provided with several types of supplemental intervention. Reading and Math teachers use the Homeroom period to provide assistance to students struggling with the STAAR/STAAR tests.

Study Skills classes are offered by both Reading and Math teachers to assist not only with understanding the key concepts in the core classes, but also to help students develop good study habits and test taking skills. Reading and Math are also the focus of an optional summer school program.

Faculty and Staff: 100% of the staff at Iago Junior High is highly qualified. As Iago Junior High is a Title I Schoolwide campus, 100% of the aides are also highly qualified.

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Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

Attendance: Attendance rates at Iago Junior High for all students increased slightly from 08-09 to 09-10. Most of the subpopulations also increased, but one group (LEP) saw a small decrease. The campus has several activities in place that are designed to encourage attendance, such as attendance incentives and opportunities to make up attendance deficits.

Dropout Rate: The dropout rate at Iago junior High for seventh and eight graders remains at 0%. Several programs, including parental involvement activities and counseling programs are in place to ensure the campus maintains the 0% dropout rate.

Parent Notes

Parent Involvement Activities

An Open House is hosted each fall. In 2008, 298 parents were registered. In 2009, 147 parents were registered. In 2010, 232 parents were registered.

All Parents are contacted at least once a year through parent conferences and teacher/parent phone calls.

Parent involvement is obtained through the extra curricular programs. Many parents attend band concerts and athletic activities.

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Tier Committee

Sarah Wilkins, Counselor
All Grade Level Teachers
Parent

Vision Statement

A system that accomplishes the mission must be characterized by quality, equity and accountability. Instruction must be provided at the highest level of quality and educational opportunities, and resources must be distributed equitably on the basis of student needs at every campus. The system must maintain accountability to demonstrate continuous improvement for all students. Such a system will have the vitality to prepare our children for the changes and the challenges for the future, a future that will belong to the educated.

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<p>Goal:1 Parents and community members will be full partners with educators in the education of Iago Junior High students. (TI, A SW #6) [TEC §4.001 (b)(1)]</p> <p>Objective(s): 6th-8th Increase student/parent/community and business involvement to meet achievement goals for all students.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent/Community Involvement - -The Iago Junior High principal along with the Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies & activities.</p> <p>Clear & timely notification of all Iago Junior High stakeholders (staff, students, parents, community members & business representatives) of formal & informal Texas Education Agency (TEA) reports, upcoming conferences, campus-level events, meetings & programs impacting our campus. Stakeholders are notified through the Iago Homepage on the BISSD website, District Calendar, newspapers, BISSD Update & Enlightenment Newsletters and letters from the district & campus in English & Spanish.</p> <p>With parental input, a Parental Involvement Calendar will be developed by Boling ISD. Motivational strategies will be infused within the activities, and the activities will be planned to encourage parental participation and community involvement.</p>	7/2011 - 6/2012	Principal – Brett Pohler	Local Funding - Communication Vehicles	<p>Informal Assessment :Other- -08/11: An approved Campus Parental and Community Involvement Calendar will have been distributed to the SBDMC for scheduling of timely announcements to parents and community members.</p> <p>Informal Assessment :Anecdotal Reports & Surveys- -01/12: All stakeholder groups report precise, timely & meaningful communication from the campus.</p>	<p>Improved communication between school staff, students, parents and community.</p> <p>Increased number of Stakeholders participating in Iago Junior High events.</p>	<p>Documents :Parent Involvement Records--06/12: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.</p> <p>Informal Assessment :Anecdotal Reports & Surveys--06/12: All stakeholder groups report precise, timely & meaningful communication from the campus.</p>

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<p>Strategy:</p> <p>Communications and Information Dissemination [TI, A SW #6] - -Myriad communication vehicles are used to ensure that parents are apprised of the events and programs being conducted by Iago Junior High throughout the year. Information is disseminated through the school marquee, conferences, PTO meetings, letters and folders sent home, newspaper articles and notices, Progress Reports, Report Cards, monthly calendars, parental online access to student grades and the school website. The BISD website is updated frequently with news, menus, schedules, maps and other pertinent information.</p> <p>Communication is provided in an understandable format and in the parent's primary language.</p> <p>Activity:</p> <p>Events & Programs: --Iago Junior High conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Back to School Open House * Board of Trustees Community Forum * District-wide AEIS Meeting * Community Service Projects * Parent Teacher Conference Night * PTA Meetings * End of Year Award Assemblies</p>	8/2011 - 5/2012	Principal - Brett Pohler	<p>Local Funding - Communication Vehicles</p> <p>Local Funding - Contracted Web Page Maintenance</p> <p>Local Funding - Printed Forms & Handbook Expenses</p>	Informal Assessment :Other- -12/11: Sign-in lists show at least 50% attendance by parents.	Achieving Exemplary Status with the support of Iago Junior High parents.	Documents :Parent Involvement Records--05/12: Parent Involvement records will reflect an increase in participation in campus activities as compared to the previous year.
	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Communication Vehicles		Achieving Exemplary Status with the support of Iago Junior High parents.	Documents :Parent Involvement Records - -05/12: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.

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Goal:1 Parents and community members will be full partners with educators in the education of Iago Junior High students. (TI, A SW #6) [TEC §4.001 (b)(1)]						
Objective(s): 6th-8th Increase student/parent/community and business involvement to meet achievement goals for all students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent Teacher Conferences --A parent-teacher conference will be held by a teacher of any student not mastering the State academic standards. If a student is to be retained, is failing to accrue appropriate credits, is to attend summer school or is to be assigned to the DAEP, the teacher will schedule a conference to discuss the issue or placement decision.</p> <p>Parent-teacher conferences will be scheduled throughout the year at the parent's convenience. Home visits will also be scheduled as needed to confer with parents.</p> <p>Activity:</p> <p>Volunteer Program: --Parents, community members & business representatives are invited to volunteer in a variety of settings at Iago Junior High, bringing them into the everyday educational setting for the benefit of the students. Iago Junior High will enlist volunteers to tutor and serve as resources as needed.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Staff and Faculty	Informal Assessment :Other --12/11: Teacher contact log will show at least 50% of the parents of at risk students have been contacted.	Increased student performance and attendance as a result of increased parent participation.	Documents :Parent Involvement Records - -05/12: Parent Involvement Records will reflect an increase in participation as compared to the previous year.
	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Volunteers	Informal Assessment :Other --12/11: Volunteer roster indicates increased level of community and parental involvement as compared to the previous school year.	Parents as full partners with educators in the education of Iago Junior High students. Exemplary Status.	Documents :Parent Involvement Records - -05/12: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year. Informal Assessment :Classroom Assessments - -05/12: 2% increase in student achievement on end of year assessments because of volunteer assistance in the classroom.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Site-Based Decision Making Committee (SBDMC): --Board policies & procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies & procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development & school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent & the chair of the Boling ISD District Planning and Decision-Making Committee (DPDMC), the SBDMC will play an integral role in the planning, development & evaluation of the educational system of Iago Junior High. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Iago Junior High.</p> <p>With prerequisite needs assessment data & reports available, the DPDMC & SBDMC, in consultation w/districtwide Special Programs Directors & Coordinators, will refine the Educational System of Iago Junior High, ensuring that all students & all student groups' needs are addressed – both academic & academic support.</p> <p>Academic programs will be grounded in scientifically based research reform strategies. Effective instructional strategies will be implemented that increase the amount & quality of learning time, i.e.: Before & After School Tutorials & Summer School. Enriched &</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Committee Members	Informal Assessment :Other- -12/11: The Board of Trustees & Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency & productivity of the Committees, recommending revisions to Board policies & procedures to ensure a positive impact on student learning & a reduction in dropout rates.	Exemplary Status.	Criterion-Referenced Test :STAAR Tests--05/12: 90% of all students will pass all appropriate grade-level and subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Accelerated Curriculum will be used.</p> <p>The SBDMC will coordinate services available at the district w/other agencies providing services to students, youths & families, including health & social services.</p> <p>Parents will be notified of the special programs & support programs available to their students. (TI, A SW #2(b)(1), #6)</p> <p>Activity:</p> <p>Inclusion of Principals and Other Appropriate Staff: --The Boling ISD Superintendent & DPDMC will conduct an annual meeting to solicit input regarding allocation of supplemental federal and state program funds to Iago Junior High- i.e.: Title I, Part A; Title II, Part A - Teacher & Principal Training & Recruitment (TPTR); Title I, Part A – ARRA; Title II, Part D – ARRA; Title XIV - SFSF; State Compensatory Education (SCE) etc..</p> <p>Central Administrators will review, with principals, services provided by funds centralized at the LEA. Determinations for the future will be planned. Additionally, contracts with the ESC will be reviewed to ensure services meet identified needs. Services are coordinated with other such programs as represented in the contracts and evaluation data of services rendered warrant continued service.</p>	5/2011- 9/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Committee Members & Administrators	<p>Informal Assessment :Agenda, Minutes, Sign-in Lists --05/11: DPDMC/SBDMC agenda and minutes will reflect that principals and appropriate staff participated in the allocation planning of the supplemental federal funds.</p> <p>Informal Assessment :Other --08/11: All federal and state applications submitted to TEA following appropriate timelines.</p>	Campus allocations of supplemental federal & state funds based on results of the comprehensive needs assessment process & regulations governing the funding sources.	Informal Assessment :Other --09/12: Notice of Grant Award (NOGA) to all applications is issued and available through TEA's automated eGrants system.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Title I, Part A Schoolwide Assistance: --The LEA, through the activities of the Superintendent & the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the SBDMC of Iago Junior High are cognizant of the regulations governing the same, understands the ten components of a Title I Schoolwide Program and includes these components in the Iago Junior High CIP.</p> <p>Strategy: Development, Review and Evaluation of the Campus Improvement Plan: --The SBDMC, that includes parents, community and business representative, will review the Campus Improvement Plan several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the Plan as needed and recommended by the committee.</p>	<p>7/2011 - 6/2012</p> <p>5/2011 - 6/2012</p>	<p>Principal - Brett Pohler</p> <p>Principal - Brett Pohler</p>	<p>Coordinated Funding - SECCA, Inc. Consulting Services</p> <p>Local Funding - Time Contributions of Parents & Committee Members</p>	<p>Informal Assessment :Agenda, Minutes, Sign-in Lists - --12/11: Iago Junior High SBDMC's agendas & minutes reflect a continued monitoring of the Title I Program.</p> <p>Informal Assessment :Agenda, Minutes, Sign-in Lists12/11: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.</p>	<p>Iago Junior High will be in compliance with all federal regulations governing Title I, Part A. Schoolwide campuses.</p> <p>A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Iago Junior High.</p>	<p>Informal Assessment :Other - --05/12: Iago Junior High will meet Adequate Yearly Progress (AYP).</p> <p>Informal Assessment :Other- -05/12: A current CIP approved by the Boling ISD Board of Trustees.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Federal and State Education Program and Services: --Districtwide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Boling ISD and Iago Junior High participate and that are available to their students at the campus. This information is also available on the district website. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding.</p> <p>Parents are included in the review of the needs assessment data, planning of the supplemental federal & State programs that will be conducted by Iago Junior High in the upcoming school year, & in the development of the application for federal funding.</p> <p>Activity:</p> <p>Identification of Campus-Level Barriers to an Equitable Education: --As a part of the needs assessment process, parents will join administrators & faculty in identifying barriers that exist barring some students access to an equitable education.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Brett Pohler</p>	<p>Local Funding - Time Contributions of Parents, Staff & Community Members</p>	<p>Informal Assessment :Other--08/11: 100% of the Iago Junior High parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.</p> <p>Informal Assessment :Agenda, Minutes, Sign-in Lists--08/11: SBDMC agendas and minutes will reflect that during each planning period for the development of supplemental state and federal programs for the upcoming year, meetings are held to involve parents in the planning and development of these programs.</p>	<p>Parents as full partners with educators in the education of Iago Junior High students.</p>	<p>Informal Assessment :Agenda, Minutes, Sign-in Lists--05/12: SBDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Iago Junior High, and that they were able to make educated decisions regarding their student's participation in educational programs of Iago Junior High.</p>
	<p>5/2011 - 6/2012</p>	<p>Principal - Brett Pohler</p>	<p>Local Funding - Campus-Level Stakeholders Meetings</p>		<p>Meaningful parental support offered to the Iago Junior High Educational System.</p>	<p>Informal Assessment :Other --06/11: A 20% increase in parental involvement in the identification of Campus-level barriers.</p>

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<p>Goal:1 Parents and community members will be full partners with educators in the education of Iago Junior High students. (TI, A SW #6) [TEC §4.001 (b)(1)]</p> <p>Objective(s): 6th-8th Increase student/parent/community and business involvement to meet achievement goals for all students.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Parental Involvement Program [TI, A SW #6]: --Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents & the students. At this time, parents choose to adopt the district policy as the Iago Junior High Parental Involvement Policy, or to draft a campus-specific policy.</p> <p>An annual parent survey is distributed to parents in which the survey results will be analyzed by the DPDMC and SBDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time & location. Parents will be invited to come & a Public Notice will be posted.</p> <p>Activity:</p> <p>Parent, Student, Teacher Compact: --As a Title I, Part A Schoolwide campus, the parents & faculty annually re-adopt or modify the Iago Junior High Compact--a compact that shares the responsibility for student performance & success. All compacts will be reviewed & signed.</p> <p>Copies of the Parental Involvement Policy and Parent, Student, Teacher Compact will be distributed at the PTO meetings and in the Student Handbook.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Brett Pohler</p>	<p>Local Funding - Time Contributions of Committee Members</p>	<p>Informal Assessment :Other--08/11: An approved Campus Parental Involvement Policy and School, Parent, Student Compact available for distributions to parents, faculty and staff.</p> <p>Informal Assessment :Agenda, Minutes, Sign-in Lists--02/12: SBDMC agenda & minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	<p>State-of-the-Art Parental Involvement Program.</p>	<p>Informal Assessment :Other--05/12: Continuously update the Parental Involvement Policy and School, Parent, and Student compact to reflect any revisions discussed at meetings by incorporating meeting sign-in sheets, agendas, and minutes.</p> <p>Informal Assessment :Agenda, Minutes, Sign-in Lists--05/12: SBDMC agenda & minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Iago Parent/Community Involvement Program.</p>
<p>Activity:</p> <p>Parent, Student, Teacher Compact: --As a Title I, Part A Schoolwide campus, the parents & faculty annually re-adopt or modify the Iago Junior High Compact--a compact that shares the responsibility for student performance & success. All compacts will be reviewed & signed.</p> <p>Copies of the Parental Involvement Policy and Parent, Student, Teacher Compact will be distributed at the PTO meetings and in the Student Handbook.</p>	<p>5/2011 - 10/2012</p>	<p>Principal - Brett Pohler</p>	<p>Local Funding - Time Contributions of Parents, Staff and Faculty</p>	<p>Informal Assessment :Agenda, Minutes, Sign-in Lists--05/11-10/12: SBDMC agenda & minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Iago Parent/Community Involvement Program.</p>	<p>Parents as full partners in the Educational System of Iago Junior High.</p>	<p>Informal Assessment :Agenda, Minutes, Sign-in Lists - --05/11-10/12: Parents were given a meaningful opportunity to review & comment on the current Parent, Student, Teacher compact.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Campus Performance Objectives - -The Superintendent, Campus Principal and School Counselor will set the campus's performance objectives. Campus performance objectives are based on data available through the comprehensive needs assessment process. Iago Junior High will adopt performance objectives reflective of their students' unique needs. (TI, A SW #1)</p>	6/2011 - 6/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments- -12/11: 80% of students are working in line with their potential and moving closer to achieving the required performance.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Criterion-Referenced Test :STAAR Tests--05/12: 90% of all students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program: --Iago Junior High participates in the State-Developed Testing Program that is consistent w/the regulations of NCLB. The Program includes the administration of the State of Texas Assessment of Academic Readiness (STAAR) in Reading (grades 6 - 8), Math (grades 6 - 8), Writing (grade 7), Science (grade 8) and Social Studies (grade 8). The STAAR is aligned w/the State-Adopted Curriculum, the Texas Essential Knowledge & Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the State issued Student Assessment Calendar.</p>	1/2011 - 6/2012	Principal - Brett Pohler	Local Funding - Assessment Instruments	Informal Assessment :Classroom Assessments- -12/11: 80% of students achieving passing scores on classroom assignments, unit & six weeks tests and TEKS-based tests.	Exemplary Status.	Criterion-Referenced Test :STAAR Tests--05/12: 90% of all students will pass all appropriate grade-level and subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Foundation Program: --The Iago Junior High 6 – 8 curriculum is based on the Texas Essential Knowledge & Skills (TEKS). Effective instructional strategies, activities & initiatives that increase the amount & quality of learning time, promoting accelerated instruction & providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Iago Junior High. (TI, A SW #2, #9).</p> <p>Activity:</p> <p>TEKS-based Curriculum: --The Iago Junior High curriculum for grades 6 – 8 is TEKS based and vertically aligned through the TEKS, offering a scope & sequence continuum that lends itself to individualized instruction as students’ strengths & deficiencies are identified through informal & formal assessments. Special supplemental programs & services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.</p>	8/2011 - 5/2012	Principal - Brett Pohler	<p>Local Funding - Time Contributions of Faculty & Staff</p> <p>Local Funding - Instructional Resources</p> <p>Local Funding - Art Supplies</p> <p>Local Funding - Field Trips & Travel Expenses</p>	<p>Informal Assessment :Classroom Assessments- -12/11: 80% of students achieving passing scores on classroom assignments, unit & six weeks tests and TEKS-based tests.</p>	All students & all student groups academically successful as the educational system meets the needs of all.	<p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of all students will pass all appropriate grade-level and subject-area STAAR tests.</p>
	8/2011 - 5/2012	Principal - Brett Pohler	<p>Local Funding - Instructional Resources</p>	<p>Informal Assessment :Classroom Assessments - -12/11: 80% of students achieving passing scores on classroom assignments, unit & six weeks tests and TEKS-based tests.</p>	All students & all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standard that all students are expected to meet.	<p>Criterion-Referenced Test :STAAR Tests - --05/12: 90% of all students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Foundation Assessments: - -Exams in Language Arts, Science, Math and Social Studies are given each six weeks to measure student progress towards acquisition of the TEKS.</p> <p>Other assessment information is reviewed throughout the school year, including benchmark testing, objective testing, promotion and retention records and student grades.</p> <p>Activity:</p> <p>Writing Instruction: --Writing will be encouraged in all core subject areas by having, when possible, at least one essay/graph question on each major test in each area. Supplemental magazines, books and newspapers will be available to students to support writing activities.</p> <p>Activity:</p> <p>Math Instruction: --Students are taught to enhance their critical thinking skills in solving word problems by engaging in supplemental math activities. Supplemental materials are provided by the Region V Curriculum Coop and other sources.</p>	<p>8/2011 - 5/2012</p> <p>8/2011 - 5/2012</p> <p>8/2011 - 5/2012</p>	<p>Principal - Brett Pohler</p> <p>Principal - Brett Pohler</p> <p>Principal - Brett Pohler</p>	<p>Local Funding - Assessment Instruments</p> <p>Local Funding - Time Contributions of Classroom Teachers</p> <p>Local Funding - Time Contributions of Math Teachers</p> <p>Local Funding - Region V Curriculum Coop</p> <p>Local Funding - Graphing Calculators</p>	<p>Informal Assessment :Classroom Assessments - - -12/11: 90% of students will receive passing six week grades in core subject areas.</p> <p>Informal Assessment :Classroom Assessments - - -12/11: 90% of students will pass STAAR practice tests in appropriate grade-level and subject-area.</p> <p>Informal Assessment :Other - -12/11: Writing strategies implemented in the classroom will be monitored by walk-throughs and visits with teachers.</p> <p>Informal Assessment :Other - -12/11: Lesson plans will show supplemental math activities.</p> <p>Informal Assessment :Classroom Assessments - - -12/11: 90% of students will receive passing six week grades in math, indicating student mastery of critical thinking skills.</p>	<p>Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.</p> <p>All students are able to express themselves fluently in writing.</p> <p>Student hand writing is legible with correct grammar and spelling usage.</p> <p>All students have the ability to think and analyze critically.</p>	<p>Informal Assessment :Other - -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - -05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p> <p>Criterion-Referenced Test :STAAR Writing - -05/12: 90% of 7th grade students will pass the STAAR Writing test.</p> <p>Criterion-Referenced Test :STAAR Math - -05/12: 90% of students will pass the STAAR Math test.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Social Studies Instruction: - -Integrate current event studies, concerning local, state, national and world events into social studies classes through the use of the Internet, newspapers, magazines, TV and video.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Social Studies Co-op	<p>Informal Assessment :Other --12/11: Lesson plans will show the use of supplemental social studies resources and activities.</p> <p>Informal Assessment :Report Card Grades --12/11: 90% of students will receive passing six week grades in social studies.</p>	All students are knowledgeable of current social studies events and create life-long interest in students in keeping abreast of events as they change.	<p>Informal Assessment :Classroom Assessments --05/12: 100% of all students will receive passing scores in Social Studies courses.</p> <p>Criterion-Referenced Test :STAAR Social Studies --05/12: 90% of 8th grade students will pass the STAAR Social Studies test.</p>
<p>Activity:</p> <p>Evaluation: --An Action Plan will be submitted to the Board of Trustees and the District Education Improvement Council (DEIC) for the upcoming school year based on an analysis of the STAAR for the previous year. Iago Junior High will disaggregate STAAR scores by objectives for all students and subpopulations, focusing on weaknesses below 90% mastery. Such areas of weakness for the special programs students will be addressed. An on going monitoring program will be maintained to determine progress of all students and use the results to give extra help to students in need. Progress reports will be made to the superintendent and the Board of Trustees each six weeks.</p>	5/2011 - 5/2012	Principal - Brett Pohler	<p style="text-align: center;">Local Funding - Travel & Meal Expenses for DEIC</p> <p style="text-align: center;">Local Funding - Region III STAAR Disaggregation & Assessment</p>	<p>Informal Assessment :Other --12/11: Action Plan submitted to the Central Office, progress reports made to the superintendent and Board of Trustees.</p>	Program improvements are implemented. All targeted student groups show improvement on STAAR.	<p>Criterion-Referenced Test :STAAR Tests --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>English as a Second Language (ESL) Program: --Iago Junior High School offers an English as a second language program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.</p>	8/2011 - 5/2012	Principal - Brett Pohler	<p>State - State Bilingual Supplemental Block Grant - Bilingual Allotment</p> <p>Federal - Title III - LEP - Region III SSA</p>	See Activities below	<p>Students exiting LEP designation by LPAC.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	See Activities below

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Limited English Proficient (LEP) Assessment: --1. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Iago Junior High. (TI, A SW #8)</p> <p>2. Assessment instruments and procedures are in place to ensure that students experiencing difficulty mastering any of the Texas Essential Knowledge and Skills (English or Spanish) will be provided with effective, timely, additional assistance. (TI, A SW #9)</p> <p>3. Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>4. The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to kindergarten through fourth grade LEP students. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations. TELPAS is also administered to monitor the extent to which English Language Learners (ELL) are acquiring the social skills and academic English language proficiency necessary to support their academic success. There are four proficiency levels in each domain: B = Beginning I = Intermediate A = Advanced</p>	8/2011 - 5/2012	Counselor – Sarah Wilkins	Local Funding - Assessment Instruments	Informal Assessment :Other --12/11: 80% of students will pass campus benchmark tests.	Significant increase in LEP students' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Criterion-Referenced Test :STAAR Tests --05/12: 90% of LEP students will pass appropriate grade-level & subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>H = Advanced High</p> <p>5. The LPAC prescribes the academic achievement test that will be administered to each LEP student, based on the student's TELPAS Proficiency Level(s):</p> <ul style="list-style-type: none"> * STAAR (Texas Assessment of Knowledge and Skills) or STAAR (Accommodated) * LAT (Linguistically Accommodated Testing) Given in April Only * STAAR-M (STAAR-Modified) or STAAR-Alt (STAAR-Alternate). <p>6. To exit from a English as a Second Language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. This determination shall be based upon all of the following:</p> <ul style="list-style-type: none"> * TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English; * satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or a TEA-approved English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English language reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and * TEA-approved 						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>criterion-referenced written tests when available and the results of a subjective teacher evaluation.</p> <p>7. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>The LPAC will monitor the academic progress of each student who has exited the ESL program within the past two years. The following criteria will be used at the end of the school year to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable; and * the student has passing grades in all core academic subjects and courses taken. <p>If at any time during these two years after exit the student demonstrates inadequate English proficiency, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>LEP Modifications: --LEP students are served in an English as a Second Language (ESL) program as dictated by TEC Sections 29.053 and 29.063.</p> <p>The Language Proficiency Assessment Committee (LPAC), made up of the Principal, ESL Teacher and the Classroom Language Arts Teacher, is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student.</p> <p>Based on LPAC prescription, LEP students participate in an ESL itinerant program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening & comprehending, speaking, reading & writing, using an appropriate ESL program curriculum. Technology is used to accelerate the development of all four language skills.</p> <p>All LEP students are provided a balanced curriculum with the TEKS representing the core knowledge, skills & competencies all students should learn. LEP students are instructed in these areas in a manner appropriate to their needs & English proficiency using state-adopted textbooks for ESL. Student's progress through levels is based on performance & placement criteria, not on class hours of instruction.</p>	8/2011 - 5/2012	ESL Teacher - Linda Taylor	<p>State - State Bilingual Supplemental Block Grant - Time Contributions of ESL Staff</p> <p>State - State Bilingual Supplemental Block Grant - ESL Resources</p> <p>State - State Bilingual Supplemental Block Grant - Travel Expenses</p>	Informal Assessment :Other --12/11: ESL students are progressing at the rate set by the LPAC.	<p>Students exiting LEP designation by LPAC.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	<p>Informal Assessment :Other --05/12: Individual students meeting LPAC's expectations based on results of an oral language proficiency test.</p> <p>Criterion-Referenced Test :STAAR Tests - --05/12: 90% of LEP students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>The ESL Teacher and Classroom Teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum. Iago Junior High has an ESL Aide to assist and support the ESL Teacher.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s)--if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints & records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC. (TI, A SW #2, #9)</p>						

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<p>Activity:</p> <p>Late Identification, Late Entry under Title III, Part A: --Within two weeks of late identification &/or entry into the language instruction education program, parents will receive the required information under Section 3302 of Title III, Part A.</p> <p>Parents will have the opportunity to work w/campus Bilingual & ESL personnel & district-level facilitators to ensure that their students receive appropriate placement in the educational system of Iago Junior High.</p>	Within Two Weeks	Principal - Brett Pohler	Local Funding - Parent Notifications Resources	<p>Informal Assessment :Other --Parent notification within mandated time.</p> <p>Informal Assessment :Other --12/11: Less than 2% Late Identifications & Late Entries.</p>	LEP students w/equal access to an appropriate education.	<p>Informal Assessment :Other --Parent notification within mandated time.</p> <p>Informal Assessment :Other --05/12: Less than 1% Late Identifications & Late Entries.</p>

Campus Improvement Plan
Iago Jr. High School 2011-2012

<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): 6th-8th Iago Junior High School staff ensures that all students are enrolled in programs to prepare all students for success at Boling High School.</p> <p>6th-8th All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>6th-8th Iago Junior High students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Accelerated Instruction [TI, A SW #2(a)(c), #9, #10] --Iago Junior High faculty will be provided w/a list of students meeting the State-adopted at risk criteria. The Principal and Counselor will determine through which supplemental programs & services these students' needs will be met. Programs & services are reviewed periodically throughout the year to determine whether, or not, a modification for individual student needs to be made. The Counselor will determine which students w/disabilities meet the at-risk criteria, based on State guidance. (TI, A SW #2(c))</p>	8/2011 - 5/2012	Counselor – Sarah Wilkins	<p>Coordinated Funding - Time Contributions of Counselor</p> <p>Federal - Title I, Part A - Supplemental Instructional Resources</p> <p>Federal - Title I, Part A – ARRA - Supplemental Instructional Resources</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Substitute for III Teachers</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources</p> <p>State - State Compensatory Education (SCE) - Supplemental Reading Materials</p> <p>Local Funding - Region III TAAS Terminators</p>		<p>Students “at risk of dropping out of school” are involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Other-05/12: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>“Students at Risk of Dropping out of School” Assessment: --Iago Junior High follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081-revised.2007]</p> <p>Each student who is under 21 years of age & who:</p> <ul style="list-style-type: none"> * has not made a score of 110% of the passing rate on appropriate STAAR test(s), as dictated by past STAAR failure(s); * was not advanced from one grade level to the next for one or more school years; * did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; * is pregnant or is a parent; * has been placed in an alternative education program in accordance w/TEC Section 37.007 (conduct) in the preceding or current school year; * has been expelled in accordance w/TEC Section 37.007 (conduct) during the preceding or current school year; * is currently on parole, probation, deferred prosecution, or other conditional release; * was previously reported through 	8/2011 - 5/2012	Counselor – Sarah Wilkins	Local Funding - Assessment Instruments	<p>Informal Assessment</p> <p>:Classroom Assessments - - -12/11: 80% of the students meeting the State-adopted “at risk” criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	Increased academic performance by all students and all student groups, and a reduction in the dropout rate.	<p>Informal Assessment :Other</p> <p>--05/12: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.</p>

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Objective(s): 6th-8th Iago Junior High School staff ensures that all students are enrolled in programs to prepare all students for success at Boling High School.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>PEIMS to have dropped out of school;</p> <p>* is a student of limited English proficiency, as defined by TEC Section 29.052;</p> <p>* is in the custody or care of the Department of Protective & Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>* is homeless, as defined by 42 U.S.C. Section 11302, & its subsequent amendments; or</p> <p>* resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster family group home.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Summer School: --An optional four week summer school is available for students in grades 6 – 8 who meet any of the state criteria for being at risk for dropping out of school.</p> <p>Strategy:</p> <p>504 Students: --Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working & performing manual tasks, as well as an academic need.</p> <p>Activity:</p> <p>504 Students Assessment: - Students classified as 504 are referred for assessment if demonstrating chronic difficulties unresponsive to intervention strategies. Assessments are administered to determine need for ARD or 504 determinations. (TI, A SW #9)</p> <p>For students not ARDed into Special Education, teachers are given prescribed modifications in an Individual Education Program (IEP) for 504 students. The "504" students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed accurately & services are appropriate.</p>	<p>6/2012 - 7/2012</p> <p>8/2011 - 5/2012</p> <p>8/2011 - 5/2012</p>	<p>Principal - Brett Pohler</p> <p>Counselor – Sarah Wilkins</p> <p>Counselor – Sarah Wilkins</p>	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for Teachers & Aides</p> <p>Federal - Title I, Part A - Extra Duty Pay for Teachers & Aides</p> <p>Local Funding - Time Contributions of Faculty & Staff</p> <p>Local Funding - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - -12/11: 100% of the students identified as 504 have had their individual needs diagnosed appropriately & are receiving timely & appropriate assistance, per counselor records.</p>	<p>Students have every opportunity to meet their full educational potential.</p> <p>504 students receiving an equitable education compared to their non-504 peers.</p> <p>504 students receiving an equitable education compared to their non-504 peers.</p>	<p>Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.</p> <p>Informal Assessment :Other -05/12: 100% of the students identified as 504 have had their individual needs diagnosed appropriately & are receiving timely & appropriate assistance, per counselor records.</p> <p>Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - --05/12: 90% of students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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<p>Activity:</p> <p>504 Modifications: --The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. Modifications might include tutorials, extension of time, oral tests, shortened assignments, etc. STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills & Knowledge (TEKS).</p> <p>Students not being ARDed into Special Education will have an Individual Education Program (IEP) drafted by the ARD Committee & disseminated to Foundation & Special Programs teachers.</p> <p>These staff members will participate in professional development training on modifications for 504 students.</p> <p>The 504 students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed appropriately & that they are receiving timely & appropriate assistance. (TI, A SW #2(a))</p>	8/2011 - 5/2012	Counselor – Sarah Wilkins	Local Funding - Time Contributions of 504 Committee & Counselor	Informal Assessment :Classroom Assessments - -12/11: 80% of students will pass campus TEKS-based benchmark tests.	504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	<p>Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - --05/12: 90% of students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dyslexia Program: --Boling ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p> <p>Activity:</p> <p>Dyslexia and Related Disorders Assessment: --Iago Junior High assesses students for Dyslexia and related disorders beginning in Kindergarten. Students are tested within mandated timelines once recommended for assessment. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize & sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	8/2011- 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Staff	See Activities below	Students participating in the Dyslexia Program will perform equally with their non-Dyslexic peers.	See Activities below
<p>Dyslexia and Related Disorders Assessment: --Iago Junior High assesses students for Dyslexia and related disorders beginning in Kindergarten. Students are tested within mandated timelines once recommended for assessment. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize & sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Assessment Instruments	Documents :Classroom Assessments - --12/11: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Dyslexia services to students are not delayed; the students' needs are accurately diagnosed & special programs & modifications are reflective of the needs of each student.	Criterion-Referenced Test :STAAR Reading - --05/12: 90% of all students will achieve a passing score on the STAAR Reading test.

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<p>Activity:</p> <p>Dyslexia Modifications: --The Dyslexia program serves students in all grades at Iago Junior High. Students are provided individualized assistance as prescribed by the appropriate assessment, 504 or ARD committee.</p> <p>Iago Junior High's intervention program is designed to provide students with strategies to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized & multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line w/their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Dyslexia Teacher	<p>Informal Assessment</p> <p>:Classroom Assessments - -</p> <p>-12/11: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level.</p>	Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.	<p>Criterion-Referenced Test</p> <p>:STAAR Reading - --05/12:</p> <p>90% of all Dyslexic students will achieve a passing score on the STAAR Reading test.</p>

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<p>Strategy:</p> <p>Special Education Program: - -Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	8/2011 - 5/2012	Principal - Brett Pohler	<p>State - Special Education Block Grant - Time Contributions of Special Education Staff</p> <p>State - Special Education Block Grant - Contracted Special Education Services</p> <p>State - Special Education Block Grant - Special Education Resources</p> <p>State - Special Education Block Grant - Travel Expenses</p> <p>State - Special Education Block Grant - Wharton Special Education Co-op</p>	<p>Informal Assessment :Other- -12/11: 100% of the students w/disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students w/disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Other- -05/12: 100% of the students w/disabilities will be meeting their mastery percentages, as dictated by their IEPs, & will pass the State required assessment instrument at the end of the school year.</p>

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<p>Activity:</p> <p>Special Education Assessment: - Full & Individual Initial Evaluation of Iago Junior High students with disabilities will remain in compliance with federal regulations, as reflected in the "Commissioner's Rules Concerning Special Education Services" Section 89.1011: Referral for Full & Individual Initial Evaluation.</p> <p>1) A student will not be referred for a full & individual initial evaluation for possible Special Education services until there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies & activities.</p> <p>2) The referral for a full & individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. The referral for a full & individual initial evaluation will be completed in accordance w/ Texas Education Code (TEC) Section 29.004, related to the 60 calendar day time line.</p> <p>3) To be eligible for Special Education services, a student must be a "child w/a disability," as defined in 34 Code of Federal Regulations (CFR), Section 300.7(a), subject to provisions of 34 CFR Section 300.7(c), the TEC Section 29.003, & Section 89.1040 of the Commissioner's Rules. The determination of whether a student is eligible for Special Education & related services will be made by the student's admission, review &</p>	8/2011- 5/2012	Counselor – Sarah Wilkins	State - Special Education Block Grant - Assessment Instruments	Informal Assessment :Other --12/11: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students, as described in the students' IEPs.	Informal Assessment :Other --05/12: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules. Informal Assessment :Other --05/12: 90% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.

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<p>dismissal (ARD) committee.</p> <p>4) Any evaluation & reevaluation of a student shall be conducted in accordance w/34 CFR Sections 300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection w/the determination of a student's eligibility will include at least a licensed specialist in School Psychology, an Educational Diagnostician or a licensed or certified professional for a specific eligibility category defined in Section 89.1040(c) of the Commissioner's Rules.</p> <p>5) Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status, i.e. the Universal Nonverbal Intelligence Test (UNIT) & Woodcock-Johnson. For Speech--tests of early language development & tests of oral language development.</p> <p>6) Through the Special Education personnel and appropriate campus-level staff, students' needs will be consistently evaluated, using this data to refer students to appropriate services.</p> <p>7) Students receiving Special Education services in grades 6 – 8 will participate in the Texas Assessment program. The individual student's ARD committee will determine which of the following assessments will be appropriate:</p> <p> a) Texas Assessment of Knowledge and Skills (STAAR), measuring the State's curriculum--the TEKS,</p>						

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<p>b) the STAAR-Modified (STAAR-M) -- will evaluate progress of our students with disabilities receiving instruction in the TEKS, but for whom STAAR is not appropriate, or</p> <p>c) the STAAR-Alternate (STAAR-Alt) -- an alternate measurement for students with significant cognitive disabilities who meet participation requirements.</p> <p>8) The diagnostic staff will ensure that all assessments are linked to instruction within the appropriate timeline.</p> <p>9) The diagnostic staff will evaluate each student with a disability at least once every three years within the specified timeline for reevaluation, with more frequent assessments as needed.</p> <p>The individual education program (IEP) developed by the admission, review & dismissal (ARD) committee for each student w/a disability shall comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 & 300.347, & Part 300, Appendix A and the Commissioner's Rules concerning Special Education Services-- Chapter 89. Adaptations for Special Populations.</p> <p>The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance with TEC Section 39.033 (a)-(c), or districtwide assessments of student achievement that are needed in order for the student to participate</p>						

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<p>in the assessment. If the ARD Committee determines that the student will participate in STAAR-Alt, the IEP will include a statement of why that assessment is appropriate for the child.</p>						

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<p>Activity:</p> <p>Special Education Modifications: - -In compliance w/Special Education regulations, Iago Junior High serves students w/disabilities in many instructional arrangements, ensuring that students are served in the "Least Restrictive Environment" (LRE).</p> <p>1) Supplementary aids & services specified in the student's Individual Education Program (IEP), are consistently implemented & result in placement in less restrictive settings, as dictated by IEPs.</p> <p>2) Iago Junior High provides a continuum of placement options at all levels. Placement decisions are driven by student need & LRE considerations.</p> <p>3) The ARD Committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p> <p>4) The IEP is used as a road-map for faculty & staff that serve students w/disabilities, providing specific guidance to the nature of the instructional & instructional support programs, services & modifications that each student requires. Every 6 weeks an IEP Report Card is completed for all related services to ensure students' prescribed needs are being met.</p> <p>5) Reevaluation will occur no less than every three years. School personnel, parents & professionals will evaluate the student's progress. The ARD Committee will meet to review</p>	8/2011 - 5/2012	Principal - Brett Pohler	<p>State - Special Education Block Grant - Time Contributions of Special Education Staff</p> <p>State - Special Education Block Grant - Wharton Special Education Co-op</p> <p>State - Special Education Block Grant - Special Education Resources</p>	<p>Informal Assessment :Other --12/11: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disability have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Other --05/12: 100% of students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>existing data & determine the scope of the reevaluation.</p> <p>The IEP developed by the admission, review & dismissal (ARD) committee for each student w/a disability shall comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 & 300.347, & Part 300, Appendix A.</p> <p>The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance w/TEC Section 39.033 (a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD Committee determines that the student will participate in STAAR-Alt, the IEP will include a statement of why that assessment is appropriate for the child.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Related Services --Iago Junior High ensures that students w/disabilities who require related services receive the kind & amount necessary to assist the child to benefit from Special Education services, as well as general education activities & classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student w/disabilities & there is evidence of the link between the need for the related service & educational benefit to the student.</p> <p>2) Services support IEP goals & are based on assessment & educational needs.</p> <p>3) Related Services are provided to all students for the time specified in their IEPs, w/gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services & Counseling Services.</p>	8/2011 - 5/2012	Principal – Brett Pohler	Local Funding - Time Contributions of ARD Committee	Informal Assessment :Other --12/11: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	Students with disabilities involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Informal Assessment :Other --05/12: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): 6th-8th Iago Junior High School staff ensures that all students are enrolled in programs to prepare all students for success at Boling High School.</p> <p>6th-8th All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>6th-8th Iago Junior High students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Least Restrictive Environment - -Iago Junior High ensures that students w/disabilities are educated w/non-disabled peers in the least restrictive environment. Intervention strategies & activities for students not progressing as they should are prescribed, monitored and refined. Once an ARD is considered to be necessary, myriad issues are addressed:</p> <p>1) Supplementary aids & services are:</p> <p>* specified in each student's IEP; * based on student need; * consistently implemented; and * result in placement in less restrictive settings.</p> <p>2) Placement decisions are driven by student need & LRE considerations.</p> <p>3) The ARD committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p>	8/2011 - 5/2012	Principal - Brett Pohler	State - Special Education Block Grant - Time Contributions of Faculty & Staff	Informal Assessment :Other --12/11: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disability have every opportunity to meet their full educational potential.	Informal Assessment :Other --05/12: 100% of students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): 6th-8th Iago Junior High School staff ensures that all students are enrolled in programs to prepare all students for success at Boling High School.</p> <p>6th-8th All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>6th-8th Iago Junior High students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Child Find Effort --Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Boling ISD puts forth a comprehensive & proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <p>* regional television commercial, * countywide--contact each school district & talk w/each contact person, * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.</p>	8/2011 - 5/2012	Counselor – Sarah Wilkins	State - Special Education Block Grant - Child Find Resources	<p>Informal Assessment :Other --12/11: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p>	<p>100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.</p>	<p>Informal Assessment :Other --05/12: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services: --Iago Junior High provides students with disabilities requisite transition services and plans in keeping with TEC §300.247(b)(1)(i), (b)(2).</p> <p>1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition & that the student will be invited. Students & parents are provided w/transition planning information prior to the ARD committee meeting.</p>	8/2011 - 5/2012	Counselor – Sarah Wilkins	State - Special Education Block Grant - Time Contributions of Special Education Staff		Students w/disabilities receive the transition services required for success in & out of school, within school & within the world of work.	Informal Assessment :Other --05/12: Transition activities are 100% in line with students' IEPs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Gifted and Talented (G/T) Program: - -Boling ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.</p> <p>Activity:</p> <p>G/T Assessment: --Students in grades 6 – 8 are eligible to participate in the Gifted/Talented (G/T) program of Iago Junior High.</p> <p>Students go through a nomination & assessment process for G/T identification that includes at least 3 criteria that include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (TAS 1.7)</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Brett Pohler</p>	<p>State - State Gifted & Talented Block Grant - G/T Allotment</p>	<p>See Activities below</p>	<p>Gifted/Talented students identified in a timely basis & provided the appropriate educational program & enrichment activities to ensure maximum performance.</p>	<p>See Activities below</p>
<p>G/T Assessment: --Students in grades 6 – 8 are eligible to participate in the Gifted/Talented (G/T) program of Iago Junior High.</p> <p>Students go through a nomination & assessment process for G/T identification that includes at least 3 criteria that include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (TAS 1.7)</p>	<p>8/2011 - 5/2012</p>	<p>Counselor – Sarah Wilkins</p>	<p>State - State Gifted & Talented Block Grant - Assessment Instruments</p>		<p>G/T students identified in a timely basis & provided the appropriate educational program & enrichment activities to ensure maximum performance.</p>	<p>Informal Assessment :Other --05/12: All students referred for consideration have completed the process in a timely manner & those identified as G/T are offered the opportunity to participate in the program.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>G/T Modifications: --G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas. In addition, students are served through a pullout program and/or through Advanced Placement and Pre-Advanced Placement classes.</p>	8/2011 - 5/2012	Principal - Brett Pohler	<p>State - State Gifted & Talented Block Grant - Time Contributions of G/T Staff</p> <p>State - State Gifted & Talented Block Grant - G/T Resources</p>	<p>Informal Assessment :Other --12/11: Lesson plans indicate differentiated instructional activities for G/T students.</p> <p>Documents :Counselor Records --12/11: Counselor's records indicate all students referred for consideration have completed the process in a timely manner, & those identified as G/T are being served within their regular education class.</p>	The educational needs of the Gifted/Talented students will have been met.	Criterion-Referenced Test :STAAR Tests --05/12: 100% of students will pass appropriate grade-level & subject-area STAAR tests.
<p>Strategy:</p> <p>Ancillary Services --Ancillary Services, or "related services", are provided to students at Iago Junior High to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school. [TI, A SW # 2(c)(1)(2)]</p>	8/2011 - 5/2012	Principal - Brett Pohler	Coordinated Funding - Time Contributions of Ancillary Staff	<p>Informal Assessment :Other12/11: 70% of students referred for Ancillary Services will have been served as indicated in campus records.</p> <p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>	All students & all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".	Informal Assessment :Other--05/12: 100% of students will be promoted to the next grade level.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Counseling Services --The School Counselor's responsibilities include:</p> <ul style="list-style-type: none"> * 1:1 review of STAAR scores w/students scoring below district expectations; * 1:1 & small group Counseling sessions; * Focused informal groups- -behavior, attendance; * Assistance w/testing coordination; * Class presentations on health, communication, drug & alcohol abstinence, behavior & safety related issues; * STAAR presentations; * Responsive services; * Parent Training; and * Individual student planning. <p>The Counselor also focuses on addressing the needs of students w/disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services; * Coordination of Services- -Academic & Related Services; * Child Find Activities; * ARDs; * Parent Training; * Student Planning & Transition Services; and * Training Iago Junior High Foundation Staff on Modifications for Special Education Students. <p>The Counselor will review cumulative folders of all students retained in 2009-2010 and will review retention rates to determine a trend or pattern, or any specific factors leading up to the retentions. Research will be conducted to find reform strategies that can be implemented at Iago Junior High that will best meet the needs of</p>	8/2011 - 5/2012	Counselor – Sarah Wilkins	<p>State - Title XIV SFSF - Time Contributions of Counselor</p> <p>Local Funding - Benefits of Counselor</p> <p>Local Funding - Region III Counselor Academy</p> <p>Local Funding - Counseling Resources</p> <p>Local Funding - Travel Expenses</p>	<p>Documents :Counselor Records - --12/11: The Counselor's records indicate that students referred for assistance have been contacted & as appropriate, received assistance. The Counselor has completed the Calendar of Events & Activities for the first semester & have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention &/or intervention.</p>	<p>Issues related to the Counseling & Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement & a reduction in the drop-out rate for all students & all student groups.</p>	<p>Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): 6th-8th Iago Junior High School staff ensures that all students are enrolled in programs to prepare all students for success at Boling High School.

6th-8th All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.

6th-8th Iago Junior High students will achieve at the state goal levels in comparing the state to national and international standards.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>our students at-risk of dropping out of school & serve to reduce the retention rates in grades 6 – 8.</p> <p>Activity:</p> <p>Library Services --A Library Aide assists with the Library-Media Services program at Iago Junior High. Available resources include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students; * Accelerated Reader Books & Tests; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science and Social Studies Software. 	8/2011 - 5/2012	Principal - Brett Pohler	<p>Local Funding - Time Contributions of Library Aide & Substitute</p> <p>Local Funding - Region III Contracted Library Services</p> <p>Local Funding - Contracted Library Services</p> <p>Local Funding - Library Resources</p> <p>Local Funding - Travel Expenses</p>	<p>Informal Assessment :Other --12/11: All Iago Junior High students have access to the library on a regularly scheduled basis.</p> <p>Informal Assessment :Other --12/11: Teacher records indicate that at least 90% of the students have participated in Library activities.</p>	<p>The Iago Junior High Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students & all student groups.</p> <p>Students will be able to read and express themselves fluently, both orally and in writing.</p>	<p>Informal Assessment :Other --05/12: Teacher records indicate that 100% of the students have participated in Library activities.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Homeless Services: --The Boling ISD Homeless Liaison will work with the district administrators & counseling & nursing personnel in the identification & the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification & plight of the homeless student & strategies & activities that can be implemented at the district level, on the campus level & at the individual level. The BISD will be in compliance with federal Homeless regulations.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Federal - Title I, Part A - Homeless Resources	<p>Informal Assessment :Other --12/11: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district & Title I have to the Homeless students.</p>	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Classroom Assessments - -05/12: 90% of the homeless students identified were promoted to the next grade & achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.</p>

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Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #6, #8, #9, 10) [TEC §4.001 (b)(3)]

Objective(s): 6th-8th Provide all students with a learning environment to motivate them to stay in school.
6th-8th All student groups and special program students attend school on a regular basis to ensure success for all students.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies: --Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include: * Monitoring of individual student attendance by phone calls and letters to parents; * Classroom recognition of students with perfect attendance; and * Certificates and plaques to year end perfect attendance honorees.</p> <p>Daily contact by phone or letters sent home will be made with parents of students who are absent, and truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Faculty & Staff	<p>Informal Assessment :Other-08/11: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Informal Assessment :Other-12/11: Communication w/at least 95% of the parents/guardians of students who are absent daily; Contact w/100% of parents/guardians of students who have excessive absences.</p>	Through the use of positive reinforcements, Iago Junior High faculty will encourage academic growth and increased student attendance.	<p>Informal Assessment :Other-05/12: Attendance records will indicate that all students & all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Informal Assessment :Other-05/12: Contact w/100% of parents/guardians of students who have excessive absences.</p>

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<p>Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #6, #8, #9, 10) [TEC §4.001 (b)(3)]</p> <p>Objective(s): 6th-8th Provide all students with a learning environment to motivate them to stay in school. 6th-8th All student groups and special program students attend school on a regular basis to ensure success for all students.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dropout Prevention Program - -Dropout prevention & intervention efforts begin in Prekindergarten and continue in Iago Junior High. Through enhanced dropout prevention efforts, 100% of students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p> <p>Iago Junior High follows up on students who fail to enroll at the start of the school year, have excessive absences or are at-risk of dropping out of school.</p> <p>Boling ISD is in a Co-op with Louise ISD and Wharton County Sheriff's Department to offer DARE and GREAT Programs. These programs are designed to reduce drug and alcohol use which can affect dropout rates. (TI, A SW #2(b)(2))</p>	8/2011 - 6/2012	Principal - Brett Pohler	<p>Coordinated Local, State and Federal Funding - Time Contributions of Staff and Faculty</p> <p>Local Funding - DARE and GREAT Officers</p>	<p>Informal Assessment :Other-12/11: Attendance rate at 97% or above.</p>	<p>Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach junior high and high school.</p> <p>Maintain Iago Junior High dropout rate of 0.0%.</p> <p>All students are promoted from the junior high to the high school in three years.</p>	<p>Informal Assessment :Other-05/12: 100% of students will be promoted to the next grade level.</p>

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<p>Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #6, #8, #9, 10) [TEC §4.001 (b)(3)]</p> <p>Objective(s): 6th-8th Provide all students with a learning environment to motivate them to stay in school. 6th-8th All student groups and special program students attend school on a regular basis to ensure success for all students.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Extracurricular Activities: --UIL activities are available to Iago Junior High students to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available. These include * Boys Football, * Girls Volleyball, * Boys & Girls Basketball, * Boys & Girls Track, * Band, * Student Council, * Cheerleaders & Pep-Squad, and * Speech Club.</p>	8/2011- 5/2012	Principal - Brett Pohler	<p>Local Funding - Time Contributions of Extracurricular Staff</p> <p>Local Funding - Band Equipment Repairs</p> <p>Local Funding - Extracurricular Resources</p> <p>Local Funding - Extracurricular Travel, Meals & Entry Fees</p> <p>Local Funding - Awards</p>	<p>Informal Assessment :Other-12/11: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>	<p>All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Informal Assessment :Other-05/12: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>
<p>Strategy:</p> <p>Commended Performance: --Award Assemblies are held at Iago Junior High in May every year to reward students for academic and other achievements. Parents are encouraged to attend.</p>	May 2012	Principal - Brett Pohler	Local Funding - Awards	<p>Informal Assessment :Other-04/12: Award programs prepared.</p>	<p>A large number of students receiving awards with many parents present during the programs.</p> <p>The recognition will motivate all students to strive for academic excellence.</p>	<p>Informal Assessment :Other-05/12: Increased parent attendance at the Award Assembly Program as compared to the previous year.</p>

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Goal:4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s): 6th-8th All students develop life career goals and prepare for a successful life-long learning career path.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Career Guidance & Counseling - -The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities; *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths.	8/2011 - 5/2012	Counselor – Sarah Wilkins	Coordinated Funding - Time Contributions of Counselor	Informal Assessment :Other- -12/11: 100% of the Iago Junior High School students will have participated in Career Awareness activities.	Students entering High School with knowledge about the different career opportunities available and the education needed to be successful in their chosen path. All students motivated to enter a field of work to their liking. Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Informal Assessment :Other- -05/12: A decline in the number of discipline referrals as compared to the previous year.

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): 6th-8th Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.</p> <p>6th-8th Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development & Appraisal System (PDAS) Senate Bill 1, 1995 [TI, A SW #4]: --As required by State regulations, Iago Junior High utilizes the PDAS which has fifty-one criteria, organized into eight Domains, for evaluating (1) each teacher's implementation of discipline management procedures, & (2) the performance of each teacher's students.</p> <p>The eight Domains are:</p> <p>Domain I: Teachers are evaluated on their students' active & successful participation in the learning process.</p> <p>Domain II: Teachers are evaluated on their learner-centered instruction.</p> <p>Domain III: Teachers are evaluated on evaluation & feedback on student progress.</p> <p>Domain IV: Teachers are evaluated on the management of student discipline, instructional strategies, time & materials.</p> <p>Domain V: Teachers are evaluated on their professional communication abilities.</p> <p>Domain VI: Teachers are evaluated on their participation on quality, intense & sustained professional development.</p> <p>Domain VII: Teachers are evaluated on their compliance w/policies, operating procedures & requirements.</p> <p>Domain VIII: Teachers are evaluated on the improvement of academic performance of all students on the campus, based on indicators included in the Academic Excellence Indicator System (AEIS).</p>	9/2011 - 6/2012	Principal - Brett Pohler	Local Funding - Time of Principal and PDAS Certified Faculty	<p>Documents :Principal Observation Report, Teacher Self Report, Other Documentation--12/11: Documentation has been completed within the required guidelines.</p> <p>Documents :Principal Observation Report, Teacher Self Report, Other Documentation--12/11: 90% of the teachers will have achieved a score of "Proficient" on each of the eight Domains.</p> <p>Professional Growth Plan :Other--12/11: 100% of the teachers w/a below expectations, or unsatisfactory, score in a Domain will have their Professional Growth Plan updated & Professional Development in their deficiencies scheduled.</p>	95% Renewable Faculty.	<p>Documents :Principal Observation Report, Teacher Self Report, Other Documentation--05/12: Documentation has been completed within the required guidelines.</p> <p>Documents :Principal Observation Report, Teacher Self Report, Other Documentation--05/12: 90% of the teachers will have achieved a score of "Proficient" on each of the eight Domains.</p> <p>Professional Growth Plan :Other--05/12: 100% of the teachers w/a below expectations, or unsatisfactory, score in a Domain will have their Professional Growth Plan updated & Professional Development in their deficiencies scheduled.</p>

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): 6th-8th Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs. 6th-8th Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>SBDMC Involvement in Needs Assessment Process [TI, A SW #1]: --Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs & activities and approving the PD plan for the campus. This ensures that PD supports the CIP. Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Professional development to meet Highly Qualified requirements; * Core subject area workshops; * Differentiated Instruction; * Critical Reading Skills; * Workshops on higher level thinking skills; and * Strategies for Gifted/Talented students. <p>(TI, A SW #4)</p>	7/2011 - 6/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Faculty, Staff & SBDMC	Informal Assessment :Other- -12/11: A professional development program will have been designed that meets the needs of Iago Junior High.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Informal Assessment :Other- -05/12: Iago Junior High and the SBDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development Program [TI, A SW #5]: --The Boling ISD Professional Development (PD) Coordinator, DPDMC, Principal and SBDMC of Iago Junior High design and/or support professional development programs & activities that:</p> <ul style="list-style-type: none"> * coordinate PD programs & activities across programs that will improve, enhance or develop instructional methods; * are intense & sustained; * are tied to the TEKS & STAAR; * apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, limited English proficient (LEP) students, students with disabilities, Gifted & Talented (G/T), etc.; and * enable all children to meet the same challenging State content standards & challenging State student performance standards that all children are expected to meet. (TI, A SW #4) <p>Activity:</p> <p>Professional Development in Core Subject Areas: --The staff will be provided resources & ongoing & sustained staff development on scientifically research-based strategies & activities in the appropriate core subject areas. Selected staff members will attend workshops & then return to the campus to share that information w/the remaining staff, w/follow-up meetings planned to evaluate the implementation & success of the various programs.</p>	<p>7/2011 - 6/2012</p>	<p>Principal - Brett Pohler</p>	<p>Local Funding - Stipends & Substitutes for Professional Development</p> <p>Local Funding - Grade Speed Training</p> <p>Local Funding - Professional Development G/T Travel Expenses</p> <p>Local Funding - Region III Principal Academy</p> <p>Local Funding - Region III School Improvement Cooperative</p> <p>Federal - Title II, Part A - Professional Development Travel, Registration & Fees</p>	<p>Informal Assessment :Other- -12/11: 100% of the faculty will have received appropriate training to be considered HQ, per federal standards.</p>	<p>Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources.</p>	<p>Informal Assessment :Other- -05/12: Faculty and staff continuing as life-long learners as they participate in professional development training requisite for academic success of all students.</p>
<p>Activity:</p> <p>Professional Development in Core Subject Areas: --The staff will be provided resources & ongoing & sustained staff development on scientifically research-based strategies & activities in the appropriate core subject areas. Selected staff members will attend workshops & then return to the campus to share that information w/the remaining staff, w/follow-up meetings planned to evaluate the implementation & success of the various programs.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Brett Pohler</p>	<p>Federal - Title II, Part A - Region III ESC PD in Math & Science</p> <p>Local Funding - PD Registration, Travel & Fees</p>	<p>Informal Assessment :Classroom Assessments - -12/11: 90% of students will receive passing six week grades in core subject areas.</p> <p>Criterion-Referenced Test :STAAR Tests - -12/11: 90% of students will pass STAAR practice tests in appropriate grade-level and subject-area.</p>	<p>Exemplary Status.</p>	<p>Informal Assessment :Other - -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - -05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): 6th-8th Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.</p> <p>6th-8th Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Professional Development: --All Special Education teachers & all teachers serving Special Education students are provided in-service as needed determined by the Comprehensive Analysis Process (CAP) for continuous improvement in Special Education. Priority Areas include:</p> <ul style="list-style-type: none"> * supplemental aids and services, * techniques for modification, * using assistive technology devices, * strategies for behavior intervention, * process for re-evaluations, * time lines and * transition service needs. <p>Activity:</p> <p>Curriculum Alignment and Development: --In addition to continued vertical alignment training & curriculum training in vertical teaming, faculty members receive training in developing, differentiating & modifying curriculum for special populations students.</p> <p>Teachers coordinate instruction to master TEKS using the Region V Curriculum Leadership Coop (CLC) materials.</p>	<p>7/2011 - 6/2012</p>	<p>Principal - Brett Pohler</p>	<p>State - Special Education Block Grant - Region III SPED Co-op Staff Training</p> <p>State - Special Education Block Grant - Stipends & Substitutes for Professional Development</p> <p>Local Funding - Professional Development Travel Expenses</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - -</p> <p>-Six Weeks: A review of Special Education students' scores & classroom observations indicate that these students are successfully being instructed in the least restrictive environment (LRE).</p>	<p>Exemplary Status.</p> <p>Special Education students are successful in school and in transition to the field of work or further education.</p> <p>Teachers incorporate new strategies in teaching to reach all students so the students can achieve academic success.</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - -</p> <p>-12/11: 70% of students will pass benchmark assessments.</p> <p>Criterion-Referenced Test</p> <p>:STAAR Tests - -05/12:</p> <p>Reviews of Special Education students' scores on STAAR, STAAR Accommodated or STAAR-M indicate that they are successfully being instructed in the LRE.</p>
<p>Activity:</p> <p>Curriculum Alignment and Development: --In addition to continued vertical alignment training & curriculum training in vertical teaming, faculty members receive training in developing, differentiating & modifying curriculum for special populations students.</p> <p>Teachers coordinate instruction to master TEKS using the Region V Curriculum Leadership Coop (CLC) materials.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Brett Pohler</p>	<p>Local Funding - Region V CLC</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - -</p> <p>-12/11: 90% of students will receive passing six week grades in core subject areas.</p> <p>Criterion-Referenced Test</p> <p>:STAAR Tests - -12/11: 90% of students will pass STAAR practice tests in appropriate grade-level and subject-area.</p>	<p>All teachers are teaching TEKS on grade level so all students are successful on STAAR.</p> <p>Exemplary Status.</p>	<p>Informal Assessment :Other</p> <p>- -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test</p> <p>:STAAR Tests - -05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): 6th-8th Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.</p> <p>6th-8th Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Sufficient Intensity and Duration - -Professional Development activities will be of sufficient intensity & duration to ensure that teachers & support staff develop the prerequisite skills required of their position. Participants will attend follow-up activities & will be evaluated on their gained expertise.</p> <p>Activity:</p> <p>Highly Qualified Staff: - -Professional Development opportunities will be provided for maintaining highly qualified instruction in the classroom. Based on identified needs, PD programs & activities are available to both professionals & paraprofessionals.</p> <p>Strategy:</p> <p>Professional Development Assessment: --The Iago Junior High Professional Development Program will be evaluated in light of students performance to ensure that the program as a whole & individual activities have a positive impact on student achievement.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Coordinated Funding - PD Contracted Services, Travel & Registration	<p>Informal Assessment :Other --12/11: Professional Development (PD) Participation Documents cross-referenced to faculty & staff PD Plans, indicate that 100% of the faculty & staff have completed scheduled Summer 2010 activities.</p> <p>Informal Assessment :Other --12/11: Unannounced walk-throughs will help to determine if the skills developed are successfully being implemented in the classroom.</p>	A professional development program that ensures the development of successful teachers & support staff & by extension ensures academic success for all students.	Informal Assessment :Other --05/12: Documents indicate that 100% of faculty has been observed utilizing new models, strategies & activities successfully in their classes.
	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - HQ PD Contracted Services, Resources & Travel	Informal Assessment :Other --08/11: 100% Highly Qualified faculty and staff for the beginning of school.	All teachers in core subject areas will meet the qualifications for Highly Qualified under No Child Left Behind.	Informal Assessment :Other --05/12: 100% Highly Qualified faculty and staff for the 2011-2012 school year.
	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Faculty & Staff	Informal Assessment :Classroom Assessments- -12/11: 90% of students will receive passing six week grades in core subject areas.		<p>Informal Assessment :Other- -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): 6th-8th Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.</p> <p>6th-8th Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [TI, A SW #5]: --The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Region III Personnel Coop and Teacher Preparation Certification Programs, Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Iago Junior High has 100% highly qualified faculty in each teaching position, as defined by NCLB.</p> <p>Iago Junior High ensures professional development opportunities are available for staff to be able to maintain and enhance their highly qualified status.</p> <p>Teacher incentives included a local increment of \$4,000 above state base for the first 20 steps, ten extra steps above step 20 at \$100 per step, stipends for attending recommended in-service on teachers own time, stipends for perfect attendance (\$100 per semester), board breakfast for the staff at the beginning and ending of the school year. (TI, A SW #5)</p>	7/2011- 6/2012	Principal - Brett Pohler	<p>Local Funding - Region III Personnel Coop</p> <p>Local Funding - Local Increment for above Base Pay</p> <p>Local Funding - Stipends for In-service PD</p> <p>Local Funding - Perfect Attendance Incentives</p> <p>Local Funding - Board Breakfast for Staff</p>	Informal Assessment :Other-08/11: 100% Highly Qualified & Certified Faculty.	100% Highly Qualified & Certified Faculty.	Informal Assessment :Other-05/12: 100% Highly Qualified & Certified Faculty.

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Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s): 6th-8th Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs. 6th-8th Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Equitable Staffing Policy: --Ensure low-income students & minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Faculty & Staff	Documents :Principal Observation Report, Teacher Self Report, Other Documentation--12/11: 100% compliance of Strategy, with inexperienced teachers having been assigned a Mentor & having participated in ongoing professional development training.	Equitable Education for All Students.	Documents :Principal Observation Report, Teacher Self Report, Other Documentation--05/12: 100% compliance of Strategy, with inexperienced teachers having been assigned a Mentor & having participated in ongoing professional development training.
Strategy: Parent Notifications [TI, A SW #9]: - -In compliance w/Federal Title I, Part A regulations, parents are notified of situations that ultimately impact their student's education, providing the opportunity for parental input & feedback. Communication is provided in an understandable format & in the parent's primary language.	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Parent Notifications Resources	Informal Assessment :Agenda, Minutes, Sign-in Lists--12/11: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented w/each contact.	100% Contact. Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Informal Assessment :Agenda, Minutes, Sign-in Lists--05/12: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented w/each contact.
Activity: Teacher Qualifications: --Parents are notified at the beginning of school concerning the availability of teachers' qualifications in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.	Fall 2011	Principal - Brett Pohler	Local Funding - Parent Notifications Resources	Informal Assessment :Agenda, Minutes, Sign-in Lists --12/11: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented w/each contact.	100% Contact. Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Informal Assessment :Agenda, Minutes, Sign-in Lists --05/12: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented w/each contact.

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<p>Goal:6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration on the Iago Junior High Campus. (TI, A SW #2, #10) [TEC §4.001 (b)(10)]</p> <p>Objective(s): 6th-8th All students and staff use up-to-date technology effectively in their studies, teaching and work environment.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Enriched Curriculum - AEIS results, in tandem with results of a comprehensive needs assessment, indicate the need to expand the use of Technology in student learning including professional development and an increase in hardware and software. Research concludes that many Special Populations students benefit from Computer Assisted Instruction and instruction that is multi-faceted through the integration of technology into instruction. (TI, A SW #2(c))</p> <p>Classroom Teachers & the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational & educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated & federal-facilitated to name just a few.</p> <p>Iago Junior High ensures computers, instructional software, and other technology for all content area classrooms, special program classrooms and computer labs are reasonably up-to-date.</p>	7/2011 - 6/2012	Principal - Brett Pohler	Coordinated Funding - Technology Resources	<p>Informal Assessment :Other-12/11: Appropriate hardware and software will be available in classrooms, labs and library so that teachers may begin training on integrating technology into instruction.</p>	<p>All technology equipment is reasonably up-to-date and maintained.</p> <p>Exemplary Status.</p>	<p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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Goal:6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration on the Iago Junior High Campus. (TI, A SW #2, #10) [TEC §4.001 (b)(10)] Objective(s): 6th-8th All students and staff use up-to-date technology effectively in their studies, teaching and work environment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Integration of Technology into Instruction --Iago Junior High classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs to support student learning within the classroom for drill & reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles & self-paced progression. 2) Using computer software & Internet access to support instruction, teachers access websites to introduce lessons, extend lessons & provide demonstrations to teach or support a lesson. 3) The Internet opens a window of opportunity in which classroom teachers direct students to specific websites that provide enrichment activities that support & extend class instruction. Faculty uses the Internet to access innumerable educational resources. 4) Internet access provides students access to an unlimited number of websites for research projects--material unavailable through traditional library access. 5) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 6) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the	8/2011 - 5/2012	Principal - Brett Pohler	State - State Compensatory Education (SCE) - Supplemental Technology Resources Local Funding - Computer Server & Network Maintenance Local Funding - Lease for Computers & Computer Lab	Informal Assessment :Classroom Assessments - -12/11: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction.	Increasing numbers of teachers using the Internet & software systems to integrate technology into instruction. Special Populations students like Special Education students, & G/T students benefiting from the differentiation of instruction & enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test :STAAR Tests --05/12: 90% of students will pass the appropriate grade-level & subject-area STAAR test.

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Goal:6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration on the Iago Junior High Campus. (TI, A SW #2, #10) [TEC §4.001 (b)(10)] Objective(s): 6th-8th All students and staff use up-to-date technology effectively in their studies, teaching and work environment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>TEKS, STAAR and/or reading comprehension skills.</p> <p>Activity:</p> <p>Technology Policies: --Every Iago Junior High faculty member, student & parent having access to Iago Junior High computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students & a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Iago Junior High is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Iago Junior High has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Boling ISD School Board Policy CQ (Local).</p> <p>Strategy:</p> <p>Technological Professional Development --The staff of Iago Junior High will be provided assistance in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Technology Policies	Informal Assessment :Other --08/11: 100% of the students at Iago Junior High that will have access to the Internet will have an Acceptable Use Policy & Parental Permission form signed & on file.	Responsible students w/access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Informal Assessment :Other --06/12: No incidents of students breaking the Acceptable Use Policy.
	7/2011 - 6/2012	Principal - Brett Pohler	Local Funding - Technology Professional Development	Informal Assessment :Classroom Assessments- -12/11: Principal's classroom observations indicate that 60% of all classroom teachers are integrating technology into weekly instructions & are enriching instruction w/technology.	All staff and students using technology appropriately and efficiently. Teachers using technology as an instructional tool to accelerate student learning and support student's individual learning styles.	Informal Assessment :Classroom Assessments- -05/12: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions & are enriching instruction w/technology.

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<p>Goal:7 Iago Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): 6th-8th Reduce the number of discipline referrals for the student body to facilitate maximum learning opportunities for all students to achieve mastery on STAAR at state goal levels.</p> <p>6th-8th Students will develop a healthy self-esteem along with acceptable peer interpersonal relationship skills.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Health Services --Iago Junior High recognizes the link between good health and student academic achievement. Iago Junior High encourages, promotes and provides health services in order to provide an environment conducive to healthful living habits and to ensure that students' health-related needs are met.</p> <p>The Health Services program of Iago Junior High includes prevention, intervention, promotion and health teaching. Student educational opportunities are enhanced by promoting wellness and removing health-related problems that may hinder learning. Services include health counseling, referral, health education and health promotion that facilitate the educational process by creating healthy lifestyles and responsible decision making regarding self-care. (Local Policy FFA)</p> <p>The campus nurse conducts screening activities such as vision, height and weight for Iago Junior High students.</p>	8/2011 - 5/2012	Nurse - Jaki Smith	<p>Local Funding - Time Contributions of Nursing Staff</p> <p>Local Funding - Nursing Resources</p> <p>Local Funding - Travel Expenses</p>	<p>Informal Assessment :Other-12/11: Nurse's records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment.</p>	<p>Health & medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement & a reduction in the dropout rate for all students & all student groups.</p>	<p>Informal Assessment :Other-05/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other-05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 05/11.</p>

Campus Improvement Plan
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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Students with Special Needs --In accordance with HB 1322, teachers are provided with classroom resources for individual student health needs. These resources cover minor injuries or illnesses to serious disorders and are available to help teachers properly address student health issues, thereby increasing the likelihood of student success.</p>	8/2011 - 5/2012	Nurse - Jaki Smith	Local Funding - Time Contributions of Nurse	Informal Assessment :Other --12/11: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --05/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test :STAAR Tests --05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other --05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 05/11.</p>
<p>Activity:</p> <p>School Based Medicaid --Through the School Health and Related Services Program (SHARS), Iago Junior High may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation. In order to be eligible, students must meet the following requirements:</p> <p>* be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services.</p>	8/2011 - 5/2012	Nurse - Jaki Smith	Local Funding - Time Contributions of Nurse	Informal Assessment :Other --12/11: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --5/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test :STAAR Tests --05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other --05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 05/11.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Safety and Injury Prevention: - -The health and safety of Iago Junior High students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus, including professional development, drug and violence prevention, child abuse prevention, and the student code of conduct.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Faculty and Staff	Informal Assessment :Other --12/11: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Other --05/12: 90% of students passing all health-related end of year assessments.
<p>Activity:</p> <p>School, Parent and Community Involvement: --Parents and community members are urged to become equal partners in their student's health and education at Iago Junior High. The SBDMC, SHAC, PTO and various other committees and community-based organizations provide the opportunity for parents and community members to approach student education in a coordinated and integrated manner.</p>	8/2011 - 5/2015	Principal - Brett Pohler	Local Funding - Time Contributions of Faculty and Staff	Informal Assessment :Other --12/11: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Other --05/12: 90% of students passing all health-related end of year assessments.
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Campus Improvement Plan
Iago Jr. High School 2011-2012

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Physical Education: --Iago Junior High provides a physical education curriculum that is designed to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activity and to understand the short and long-term benefits.</p> <p>Iago Junior High ensures that all students participate in at least the required amount of physical activity for all grades. Students in grades Prekindergarten through fifth must participate in at least 30 minutes of physical activity daily during physical education classes and/or structured recess time.</p>	8/2011 - 5/2012	Physical Education Teacher - Sharon Baker Physical Education Teacher - Michael Glasser	Local Funding - Time Contributions of PE Teachers	Informal Assessment :Other --12/11: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --05/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test :STAAR Tests --05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other --05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 05/11.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Fitnessgram Assessment: --As mandated by the Physical Fitness Assessment Initiative (PFAI), students' levels of physical fitness are annually assessed to determine if any correlation exists between academic achievement, attendance, obesity, disciplinary problems and school meal programs. The Fitnessgram assessment includes various measures of aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. There are five tests that include Sit and Reach, Pushups, Pacer test, Trunk Lift and Curl-ups. Scores are compared to criterion-referenced Healthy Fitness Zone standards, which are based on the level of fitness needed to maintain or acquire good health. Instructional modifications can be made to accommodate Special Population students or address areas of weakness as necessary based on the results.</p>	8/2011 - 5/2012	<p>Physical Education Teacher - Sharon Baker Physical Education Teacher - Michael Glasser</p>	<p>Local Funding - Time Contributions of PE Teachers</p>	<p>Informal Assessment :Other --12/11: 80% of students passing all benchmark and health-related assessments.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Other --05/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test :STAAR Tests --05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other --05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 05/11.</p>

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Iago Jr. High School 2011-2012

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Health Education: --Iago Junior High offers a health education curriculum that addresses the physical, mental, emotional and social aspects of health to motivate students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. Qualified teachers will provide health education that addresses topics such as personal health, family health, community health, consumer health, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.</p> <p>Iago Junior High ensures that:</p> <ul style="list-style-type: none"> * Health curriculum is integrated into Physical Education, Science, Social Studies, Music, Art, Language Arts and Reading; * Health curriculum builds sequentially throughout grades; * Health education develops communication skills, good decision making skills, and coping mechanisms to be used as life long skills; * Health TEKS are documented in Scope & Sequence; and * Appropriate staff receives health education professional development. 	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Faculty & Staff	<p>Informal Assessment :Other --12/11: 80% of students passing all benchmark and health-related assessments.</p> <p>Informal Assessment :Other --05/12: 90% of students passing all health-related end of year assessments.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Criterion-Referenced Test :STAAR Tests --05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other --05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 05/11.</p>

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Iago Jr. High School 2011-2012

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Drug Use, Violence Prevention &/or Intervention Programs & Activities [TI, A SW #6]: --The staff of Iago Junior High recruit parents, community members & business representatives to assist in the design, development, implementation & evaluation of the drug use & violence prevention &/or intervention program & activities. In addition to including parents in a meaningful & ongoing dialogue, community members & business representatives are also invited to participate.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principal, using the data to plan specific programs and activities.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Time Contributions of Faculty & Staff	Informal Assessment :Other-08/11: Appropriate campus Stakeholders will have met, held forums & meetings to plan the programs & services for 2011-2012.	Reduction in PEIMS 425 Incidents.	Informal Assessment :Other-05/12: 90% of the Goals set will have been met.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Safe School Initiatives: --In an effort to promote "Safe Schools", Iago Junior High will promote special initiatives & activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * National Red Ribbon Week * DARE Program * Canine Drug Program * Regularly scheduled fire drills * Safety Inspections * Video Camera Security System * Motion Detector Security System * Professional Development for Staff -- Crisis Prevention/Intervention which provides training on how to safely manage disruptive & assaultive behavior. * Student Assemblies to enhance Drug/Alcohol Awareness *Dating Violence Policy (see Board Policy FFH-Local) <p>Activity:</p> <p>Emergency & Security Operations: --Iago Junior High will implement a plan that includes emergency response training, student and staff emergency drills, security audit of district and campus facilities at least once every three years and coordination with local emergency management agencies, law enforcement and fire departments.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Brett Pohler</p>	<p>Local Funding - Security System</p> <p>Local Funding - Canine Program</p> <p>Local Funding - DARE program</p>	<p>Informal Assessment :Other-12/11: Number of discipline referrals each six weeks will decrease.</p> <p>Informal Assessment :Other-12/11: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	<p>Community & parental commitment to a "Safe School" environment promoting student learning & the positive development of our students into responsible & concerned citizens.</p>	<p>Informal Assessment :Other-05/12: Improved discipline in the classroom and reduced number of referrals per year.</p>
<p>Activity:</p> <p>Emergency & Security Operations: --Iago Junior High will implement a plan that includes emergency response training, student and staff emergency drills, security audit of district and campus facilities at least once every three years and coordination with local emergency management agencies, law enforcement and fire departments.</p>	<p>8/2011- 5/2012</p>	<p>Principal - Brett Pohler</p>	<p>Local Funding - Time Contributions of Faculty & Staff</p>	<p>A safe climate for student learning, having a positive impact on student achievement.</p>	<p>Informal Assessment :Other --05/12: An Emergency and security operations plan has been implemented.</p>	

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Student Code of Conduct --The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p>	8/2011 - 5/2012	Principal - Brett Pohler	Local Funding - Code of Conduct Policy	<p>Informal Assessment :Other-12/11: 50% reduction in infraction of the Iago Junior High Student Code of Conduct, as reflected on the Principal's records.</p>	A safe climate for student learning, having a positive impact on student achievement.	<p>Informal Assessment :Other-05/12: Fewer incidences of illegal and/or disorderly activities.</p>
<p>Strategy:</p> <p>Discipline Alternative Education Program (DAEP): --Students who have violated the district code of conduct will be placed in the DAEP. Dropout recovery and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is provided through a cooperative arrangement.</p>	8/2011 - 5/2012	Principal - Brett Pohler	State - State Compensatory Education (SCE) - Rider 32	<p>Informal Assessment :Other-12/11: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p>	<p>Dropout rate remains at 0%.</p> <p>Students will stay and succeed in school.</p>	<p>Informal Assessment :Other-05/12: Final report card grades and STAAR assessments will indicate program's success.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Counseling and Mental Health Services --The Counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor provides the following activities and services:</p> <ul style="list-style-type: none"> * Academic concerns; * School-related concerns such as misbehavior, excessive absences & tardiness; * Dropout prevention; * Physical, sexual or emotional abuse; * Coping with stress; * Discipline management; * Health and wellness; * Drug and Alcohol abuse prevention; * Bullying; * Suicide prevention; * Conflict resolution; * Violence prevention and intervention; * Parent education; * Teacher/Administrator consultation; * Staff development; and * School improvement planning for special populations students. 	8/2011 - 5/2012	Counselor – Sarah Wilkins	Coordinated Funding - Time Contributions of Counselor	Informal Assessment :Other-12/11: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.	<p>All students get along with their peers, with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p> <p>Exemplary Status.</p>	<p>Informal Assessment :Other-05/12: Referrals to counselor have decreased as compared to the previous year.</p> <p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p>

Title I School Wide Program	Iago
Totals:	\$ -
Payroll Costs	\$ -
Purchase & Contracted	\$ -
Supplies & Materials	\$ -
Other Operating	\$ -

Title II Part A	Iago
Totals:	\$ 17,177.00
Payroll Costs	\$ -
Purchase & Contracted	\$ 17,177.00
Supplies & Materials	\$ -
Other Operating	\$ -

Career & Technology	Iago
Totals:	\$ -
Payroll Costs	\$ -
Purchase & Contracted	\$ -
Supplies & Materials	\$ -
Other Operating	\$ -

Compensatory Education	Iago
Totals:	\$ 176,992.00
Payroll Costs	\$ 157,722.00
Purchase & Contracted	\$ 1,200.00
Supplies & Materials	\$ 17,650.00
Other Operating	\$ 420.00

Gifted & Talented	Iago
Totals:	\$ 17,536.00
Payroll Costs	\$ 17,291.00
Purchase & Contracted	\$ -
Supplies & Materials	\$ 70.00
Other Operating	\$ 175.00

Bilingual/ESL	Iago
Totals:	\$ 18,280.00
Payroll Costs	\$ 17,780.00
Purchase & Contracted	\$ -
Supplies & Materials	\$ 100.00
Other Operating	\$ 400.00

Special Education	Iago
Totals:	\$ 160,681.00
Payroll Costs	\$ 68,656.00
Purchase & Contracted	\$ 600.00
Supplies & Materials	\$ 1,150.00
Other Operating	\$ 90,275.00