

Memphis Independent School District
Memphis High School
2014-2015 Campus Improvement Plan



Mission Statement

The staff of Memphis High School believes that each student has the need, the desire and ability to learn. We believe that optimum learning will occur when a student feels happy, safe, self-confident, and successful. We believe that education should be a cooperative community process. It is with conviction and determination that we accept the responsibility of transforming these beliefs into actions, which will continuously and progressively equip students for life and all its responsibilities and challenges.

Vision

The vision of the Memphis High School is excellence in teaching, learning, and parent/community involvement in order that all Memphis students are successful for life and contributing citizens in the 21st century.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Type: High School

Campus Size: 153 students

Grade Span: 09-12

Percent Economically Disadvantaged: 48.4%

Percent English Language Learners: 1.3%

Mobility Rate: 13.1%

Student Achievement

Student Achievement Summary

Memphis High School is committed to creating a positive learning environment where all students are given opportunities to succeed. Memphis High School received a rating of Met Standard for the 2013-2014 year.

Student Achievement Strengths

Memphis High School Juniors scored well on the US History EOC achieving 100% passing rate in 2014. Memphis High School also recieved "Distinction Earned" Academic Achievement in Social Studies on the TEA 2014 Accountability Summary.

Memphis High School Freshman scored well on the Algebra I EOC achieving 96% passing rate in 2014. Memphis High School also recieved "Distinction Earned" Academic Achievement in Math on the TEA 2014 Acountability Summary.

Memphis High School Freshman also scored well on the Biology EOC achieving 95% passing rate in 2014.

Memphis High School Freshman and Sophomores scored fair on the Reading EOC achievinng 78% passing rate in 2014 up over 20% from last year.

Student Achievement Needs

After seeing marked improvement in all grade levels in most sub-groups. We will strive to continue the upward trend of all subjects and meet the standard of 95% in all groups as well as the economic disadvantaged group. We will challenge all the students each year to perform their best and reach these high standards that our state has put before our school. High School will strive to have all students scoring in Phase-in 2 Level 2 Performance Standards in all subjects and score above the Federal Standard of 79% in Math and Reading.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Memphis High School has 15 classroom teachers, one special education teacher, eight coaches, two band teachers, a full time counselor and a principal. We share a Dyslexia teacher with the District. We have two Paraprofessional aides that assist teachers in the classroom. we also have a librarian. Memphis High School and Memphis ISD are part of Greenbelt Shared Services Association, which provides the service of a diagnostician, speech therapist, and occupational therapist.

Staff Quality, Recruitment, and Retention Strengths

One hundred percent of the classroom teachers and paraprofessionals at Memphis High School meet Highly Qualified status.

Staff Quality, Recruitment, and Retention Needs

The faculty, principal, and staff will continue to attend staff development to better meet the needs of our students and research ways to improve instructional strategies.

Family and Community Involvement

Family and Community Involvement Summary

Memphis High School values the importance of a strong partnership with our parents and community. We continually look for opportunities to improve communication and promote parental involvement.

Family and Community Involvement Strengths

Parents will be informed of all events, assemblies, and opportunities for participation. Some of these activities include: Meet the Teacher Night, Open House, Report Card Night and PRIDE programs each six weeks,

Family and Community Involvement Needs

Although there has been improvement in parent involvement, we still need more parents attending programs.

Technology

Technology Summary

Increased Technology is a priority of Memphis ISD. The district have provided ipads computers to every student in High School. Teachers are provided intensive training prior to the beginning of the school year and throughout the year. Smart Boards are utilized in classrooms to enhance instruction. Teachers throughout the district attend regional and state conferences for continued technology training. The technology department coordinates live teleconferencing of educational seminars for students.

Technology Strengths

All students and faculty have access to technology. The utilization of this technology is preparing Memphis students for the 21st. century.

Technology Needs

Software that will help develop our students beyond High School.

Community Involvement

Community Involvement Summary

Memphis High School believes in the importance of community involvement and partnership. We continually look for opportunities to enhance the education of our students by bringing in community members to share their knowledge and volunteer.

Community Involvement Strengths

Memphis High School chooses a boy and girl each week for students of the week. The pictures of the students and a short bio is sent to the newspaper each week. We also publish a school Newsletter several times yearly to promote the students and the good deeds they do at school.

Community Involvement Needs

Greater community involvement is a need at Memphis High School.

Programs

Programs Summary

Memphis High School provides research based programs to meet the needs of our students. Some of those programs are Fast ForWord, inclusion, after-school acceleration, and summer school for migrant students and other struggling students.

Programs Strengths

We have seen much student success in reading and language skills through implementation of Fast ForWord. Many of our ESL students have shown one to two grade levels growth in six to eight months of work. Differentiated instruction is used to help meet the needs of special education students and gifted and talented students. We also provide several programs that students benefit from: Dual Credit in ELA, American History, online classes from Clarendon College. We also have AP certification for teachers, so they can teach Advanced Placement classes to some of our gifted students.

Programs Needs

Continued improvements and professional development in differentiating for all students.

Operations

Operations Summary

MISD has policies and procedures in place to promote student safety. Operations are in place to ensure the safety of all students whether it be acts of nature or violence or criminal activities. Throughout the district students and parents are encouraged to be a part of the school climate through extra-curricular as well as co-curricular activities. Academic performance is a priority of the district which is reflected in a master schedule that provides for mastery of the TEKS through daily classroom instruction as well as a built-in schedule of remediation for students not mastering basic skills. Renewed emphasis has been placed on areas of academic weakness to assure all campuses continue to work to become Exemplary. Administrators encourage and support faculty in this quest.

Operations Strengths

The district has a very low rate of violence; less than 1%, which results in a safe environment for students and staff. Opportunities for learning are priorities on all campuses as well as opportunities for co-curricular and extracurricular activities. After school acceleration is provided throughout the year.

Operations Needs

There is a need for more extra and co-curricular activities throughout the district. There is a sense of support and unity within the district, but a lack of parental involvement. Increased parental involvement could strengthen the overall operations of the district.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data






- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential

Performance Objective 1: Memphis High School will increase passing rates by 5% on all EOC Exams.






Summative Evaluation: EOC Scores, Benchmark Scores, DMAC data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Implement Kilgo Scope and Sequence for core subjects and CScope Curriculum and other resources.	Principal, Teachers	Scope and Sequence Checklists, Lesson Plans, Timeline: Aug-June			
2) Identify student weaknesses through benchmark testing data and disaggregation of State assessment	Principal	Sign-in sheets, Schedules, Timeline: Aug-June			
3) Provide Staff Development to align TEKS with STAAR EOC to ensure curriculum being taught is aligned with State Assessment.	Principal	Sign-in sheets, Lesson Plans, Scope and sequence worksheet. Timeline: Aug-June			
4) Develop a clearly articulated and appropriate set of achievement expectations for students at each grade level	Principal	Sign-in sheets, attendance			
5) District testing calendar committee will meet and set dates for District assessments (benchmark testing)	Principal	Calendar, Data with scores, DMAC			
6) Provide after-school tutorials and weekly acceleration	Core Teachers, Principal	TAKS scores, EOC scores			
7) Memphis High School will increase passing rate on Reading EOC tests and perform at or above the Federal Target Rate of 79%.	ELA Teachers and Principal	Benchmark tests, Writing and Reading grades each 6 weeks. DMAC data. Timeline: Aug.-June			
	Funding Sources: Local Funds				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>					

Goal 1: Improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential

Performance Objective 2: Memphis High School will provide a comprehensive instructional program and differentiated instruction to improve student performance on TSAP by 5% for all students including At-Risk, Homeless, ESL, Special Education, GT, and Migrant






Summative Evaluation: AEIS Reports, TSAP Scores, LPAC End of Year Report, ARD minutes

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students will have the opportunity to participate in Fast ForWord to improve Reading/ELA performance	Principal, Fast ForWord Teacher	Fast ForWord Reports, EOC scores Timeline: Aug-June			
2) Migrant students will have the opportunity to participate in a Migrant Summer School	Principal, Special Programs Director	Schedules, Attendance records, lesson plans, Timeline: June			
3) At-Risk committee will meet twice a year and as needed to review At-Risk student's progress and make recommendations	Principal, At-Risk Committee, Counselor	At-Risk cards, Timeline: Aug-June			
4) Recruit and retain Highly Qualified teachers	Principal	positions posted, job fairs			
5) Double block classes in areas of highest failure rate	Principal, Counselor	Student Schedules			
6) Use High School students as mentors/tutors for at-risk students in acceleration	Principal,	tutorial lists, schedules			
7) Encourage participation of parents in IEP/Transition meetings to communicate the services available	Principal, Special Education Teacher	Sp. Ed. Records, Timeline: Aug-June			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential

Performance Objective 3: Memphis High School will maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) a. ID&R: Beginning July 1 through June 30, identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	Special Programs Director Migrant Recruiter Principal				
2) b. ID&R: Conduct ID&R activities as outlined in the ID&R plan as provided by the State MEP.	Special Programs Director Migrant Recruiter Principal				
3) d. Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	Special Programs Director Migrant Recruiter Principal				
4) e. Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed End of Course Exams (EOC) in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation.	Special Programs Director Migrant Recruiter Principal				
5) f. Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.	Counselor Special Programs Director Migrant Recruiter Principal				

6) Graduation Plan Support--Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	District Counselor and Regional Migrant Counselors Special Programs Director Principal				
7) Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	District Counselor and Regional Migrant Counselors Special Programs Director Principal				
8) Supplemental Instruction--Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	Principal HQ Teacher				
9) Supplemental Instruction--Tutoring in Core Content Areas during the Regular School Day	Principal HQ Teacher				
10) Supplemental Instruction--Extended-Day EOC Acceleration (before school, after school and evenings)	Principal HQ Teacher				
11) Supplemental Instruction--EOC Tutorials during the Regular School Day	Principal HQ Teacher				
12) Supplemental Instruction--Reading and Math Instruction by a Teacher	Principal HQ Teacher				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Memphis High School will increase student attendance and completion rate.

Performance Objective 1: Memphis High School will have 97% or above attendance rate and 100% completion rate






Summative Evaluation: AEIS Reports, PEIMS Reports, Sign-in-Sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide parent contact when student is absent from school	Principal, Attendance officer	Phone calls, log			
2) Provide incentives every six weeks for good attendance	Principal, Peims director	Student lists, attendance roll			
3) Maintain Attendance committee by meeting as needed to review student attendance	Principal, Attendance committee	Attendance reports, Timeline: Aug-June			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Memphis High School will maintain a safe and drug free environment

Performance Objective 1: Memphis High School will utilize outside agencies to educate about alcohol and drug abuse once per year.






Summative Evaluation: Schedules, Sign-in Sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Safety drills will be held for students and staff	Principal	Drill log, Timeline: Aug-June			
2) Students will participate in Red Ribbon Week activities that promote a drug and alcohol free lifestyle	Principal, Counselor	Schedule of activities, Timeline: October			
3) Students will participate in the required Physical activity and other activities recommended by the School Health Advisory Council (SHAC)	Principal, Counselor. SHAC members	SHAC minutes, Timeline: Aug-June			
4) Memphis High School will maintain a safe environment by offering student guidance on the following: Suicide Prevention, Conflict Resolution, Violence Prevention, Bullying	Principal, Counselor	Discipline records, Timeline: Aug-June			
5) Provide a alcohol/drug free program annually	Principal	Sign-in sheet			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Memphis High School will maintain a safe and drug free environment

Performance Objective 2: The students at MHS will be provided with educational opportunities that address safety, health, nutrition, substance abuse, dating violence, and violence prevention at least two times per year in assembly programs.






Summative Evaluation: Sign-in Sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Adopt and educate students/parents on the District Dating Violence Policy that provides content specificity.	Principal, Counselor	Sign-in Sheets			
2) Implement a Parenting and Paternity Awareness (PAPA) program	Principal, Health teacher	Attendance			
3) Counselor will provide staff development each year to educate staff about dating violence definition, stay-away agreement, who to report complaint to and referral methods for student/family	Counselor	Sign-in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Memphis High School will foster positive community, parent, teacher and student communication and relationships

Performance Objective 1: To improve opportunities for increased parental involvement and for businesses and community members to increase involvement in school activities by 10% annually






Summative Evaluation: Schedules, Sign-in Sheets, Reports,

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Sponsor activities such as Open House, Band Concerts, Parent Night, Awards Programs, Report Card conferences	Principal, Teachers	Sign-In sheets, Timeline: Aug-June			
2) Inform parents of State/federal assessments, District Report Card (AEIS), Proficiency levels required, General /extracurricular activities, Higher education admissions, Financial Aid opportunities, Curriculum choices for success beyond HS	Counselor, Principal	Meetings Sign-in sheets, Timeline: Aug-June			
3) Provide staff development on the importance of parental involvement	Principal, Counselor	Sign-in sheet- Timeline Aug-June			
4) Use Newspapers, Radio, Newsletters to publicize school events, students of the week, student success	Principal	Communication, Newspaper articles, Newsletters- Timeline: Aug-June			
5) Provide the Community with access to school information through technology at school website	Principal, Teachers	Online Grade book- Timeline Aug-June			
6) Offer Spring Parent Meeting for 8th, 9th, 10th and 11th grade parents to discuss tentative student schedules for the next year and also discuss graduation plans, AP classes, financial aid, FAFSA and scholarships.	Principal, Counselor, Special Programs Director	Sign-in sheets- Timeline: March			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: Memphis High School will recruit and maintain a highly qualified staff

Performance Objective 1: Memphis High School will recruit, evaluate, and retain 100% highly qualified personnel






Summative Evaluation: Sign-in Sheets, PDAS Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Attend Teacher job fairs to recruit highly qualified staff	Principal	sign-in sheets, HQ report			
2) Evaluate professionals with PDAS	Principal	Walkthroughs, PDAS reports, - Timeline: Aug-June			
3) Provide intensive, research based staff development for teachers, paraprofessionals and staff	Principal	Certificates, Sign-in sheets, Calendar-Timeline: Aug-June			
4) Assist in locating housing and inform them of important contacts in community.	Principal	Successfully employed.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 6: Technology will be implemented to increase the effectiveness of student learning, instructional management and staff development.

Performance Objective 1: 100% of staff and students will be provided access to technology.

Summative Evaluation: Surveys, AEIS Report, PEIMS Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Staff members will be provided ongoing staff development to increase educator proficiency in the integration of technology across the curriculum	Principal, Technology staff	Sign-in sheets			
2) Use Kilgo and CScope curriculum and other software programs in the core areas	Principal, Technology Staff	Lesson Plans			
3) Integrate Technology into all classrooms	Principal, Technology staff	Lesson Plans, Videos of technology posted on website			
4) Utilize Smart boards to increase student engagement and effectiveness of student learning	Principal, Technology staff	Lesson Plans, Timeline: Aug-June			
5) Teachers and administrators will utilize technology to increase internal and external communication	Principal, Teachers	e-mail, newsletters, website, Timeline: Aug-June			
6) Send campus representatives to state technology conferences on a rotation basis	Principal	Sign-in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

State Compensatory

Budget for Memphis High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199 11 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$68,689.00
199 11 6119 88	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$17,579.00
199 11 6129 88	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$17,697.00
199 11 6141	6141 Social Security/Medicare	\$783.00
199 11 6141 88	6141 Social Security/Medicare	\$448.00
199 11 6142	6142 Group Health and Life Insurance	\$3,316.00
199 11 6142 88	6142 Group Health and Life Insurance	\$3,985.00
199 11 6143	6143 Workers' Compensation	\$65.00
199 11 6143 88	6143 Workers' Compensation	\$33.00
199 11 6146	6146 Teacher Retirement/TRS Care	\$397.00
199 11 6146 88	6146 Teacher Retirement/TRS Care	\$235.00
6100 Subtotal:		\$114,227.00
6300 Supplies and Services		
199 11 6399	6399 General Supplies	\$500.00
199 11 6399 88	6399 General Supplies	\$750.00
6300 Subtotal:		\$1,250.00
6400 Other Operating Costs		
199 11 6499	6499 Miscellaneous Operating Costs	\$3,000.00

6400 Subtotal:		\$3,000.00
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Personnel for Memphis High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
			See District Improvement Plan
Aborn, Sandra	Teacher	Vocational Agriculture	
Acevedo, Jose	Teacher	Spanish	
Alexander, William	Special Program Dir./Teacher/Coach	History	
Brdecko, Chlo	Teacher	Computer Technology/Yearbook	
Brewer, Kathy	Counselor		
Briano, Adelita	Paraprofessional	ISS/DAEP	
Bryant, Michelle	Teacher	Science	
Condran, Matt	Teacher/Coach	History	
Cunningham, Ashley	Coach	P.E.	
Davis, Winnie	Secretary		
Depew, Carl	Network Administrator		
Edwards, Jane	Teacher	English	
Fields, Rhonda	PEIMS Director		
Fisher, Cara	Teacher	English	
Hargrove, Wendy	Paraprofessional	Sp. Ed.	
Henderson, Tamar	Paraprofessional	ISS/DAEP	
Hutcherson, Richard	Principal		
Jurado, David	Teacher/Coach	Math	
King, Cari	Coach	Science	
Lambert, Kathy	Teacher	Science	
Lemons, Kim	Librarian		
Lindley, Summer	Paraprofessional	Sp. Ed.	
Lindsey, Jennifer	Instructional Technology Coordinator		

Mosier, Chris	Coach	P.E.	
Mullen, Bryce	Teacher	Band	
Mullen, Jessica	Asst.	Band	
Pate, Ginger	Teacher	Special Ed.	
Pepper, Kitsy	Technolgy Specialist		
Underwood, Kristen	Teacher	Consumer Science	
Wesley, Landon	Teacher/Coach	Math, History	
Wesley, Rachel	Teacher	Math	
Wilson, Laura	Teacher	Art	
Woods, Brad	Athletic Director/Teacher	Health	

Title I

Schoolwide Program Plan

Memphis High School has implemented the 10 components of a Title One School Wide Program as specified by The No Child Left Behind Act of 2001. The No Child Left Behind Act of 2001 specified the following ten components of a Title One School Wide Program which Memphis High School has implemented:

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Memphis High School complete a comprehensive needs assessment each year. Memphis ISD also completes a district needs assessment yearly.

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

Memphis ISD strives to maintain 100% HQ staff on all campuses. In order to achieve this component, teachers are rewarded stipends for certification. Staff is also provided additional time to prepare for examinations leading to certification. Recruitment of staff is conducted annually at university job fairs. Academic faculty is paid a stipend above state base.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Memphis ISD maintains a shared service arrangement with the Region XVI ESC to provide highly qualified and ongoing professional development for both faculty, parents and students. Teachers are rewarded an additional stipend for professional development attended during the summer.

5: Strategies to attract highly qualified teachers

Memphis ISD attracts highly qualified teachers by rewarding stipends for certification in areas of need. Staff is also provided additional time in the academic day to prepare for examinations leading to certification. Recruitment of staff is conducted annually at university job fairs. Academic faculty is paid a stipend above state base. The district strives to maintain small class size in all subject areas.

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Memphis ISD works with Travis Elementary to ensure a smooth transition from Pre-Kindergarten to Kindergarten. A Kindergarten "Round-Up" is held in the Spring to allow pre-registration and student orientation to achieve this component.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Memphis ISD provides time for teachers and administrators to evaluate TSAP results, benchmark test results, TPRI and achievement tests results along with state and federal accountability ratings to improve the achievement of all students and the overall instructional program. Federal and state monies are reserved for highly qualified professional development to achieve this component.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Memphis ISD ensures all academic staff to provide time for acceleration activities in order to achieve master of the TSAP. After school and Saturday school opportunities for students are scheduled. Teachers receive additional compensation for these activities. The Response To Intervention process gathers student data to improve the academic success for students experiencing difficulties.

10: Coordination and integration of federal, state and local services and programs

Combinations of federal, state and local funding is used throughout the Memphis Independent School District to guarantee a successful learning experience of all students and implement parental involvement throughout the district.

2014-2015 Campus Action Team

Committee Role	Name	Position
Administrator	Hutcherson, Richard	Principal
Business Representative	Baucom, Brent	Member
Business Representative	Lambert, Nancy	Member
Classroom Teacher	Jose Acevedo	Member
Classroom Teacher	Underwood, Kristen	Teacher
Community Representative	Crockett, Charles	Member
Community Representative	Wigington, Larry	Member
Non-classroom Professional	Lindsey, Jennifer	Member
Parent	Sexton, Jennifer	Member
Parent	Franklin, Lisa	Member

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums