

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



Mission Statement

The staff of Memphis Middle School believes that each student has the need, the desire and the 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 of its responsibilities and challenges.

Vision

The vision of Memphis Middle School is continued preparation to allow for successful high school completion for all students by offering a well rounded curriculum.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Memphis Middle School is striving to increase our STAAR scores in all subjects and in all grades by 5%. Teachers use C-Scope Curriculum and Kilgo data analysis. Snapshot testing and data analysis is used to examine our areas of weakness. Multiyear history of testing results are used, also the AEIS Report for the disaggregation of testing data.

Student Achievement Strengths

Memphis Middle School teachers have the training and tools in place to raise our STAAR test scores. Snapshot testing of our students have shown some areas of improvement in our core classes. After school accelerated instruction has had an impact on some of our benchmark testing scores.

Student Achievement Needs

Some of the sub-groups of our student population is where our greatest need or weakness is. The Hispanic and Economic Disadvantaged groups are our greatest area of concern at this time, due to the fact that they make up a large segment of our population.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Memphis Middle School strives to maintain a highly qualified staff at all times. We allow time off to study for examinations that teachers need to take to remain highly qualified. We also share faculty with the high school to teach some of our classes.

Staff Quality, Recruitment, and Retention Strengths

Our staff is always attending Region 16 Workshops to improve instruction. Staff development time is allowed for the improvement of instruction at the local level.

Staff Quality, Recruitment, and Retention Needs

Campus turnover rate can affect our staff on being highly qualified. At this time that is minimal. We must share teachers with the high school campus to have enough teachers to meet our needs.

Family and Community Involvement

Family and Community Involvement Summary

Parent responses indicate a need to reach all of our parents, and increase that involvement by 10%. Parents will be informed of all events, assemblies and other opportunities for participation.

Family and Community Involvement Strengths

We have several parents that support and attend all of the school events.

Family and Community Involvement Needs

There is a need to get more involvement of Hispanic parents in the school. Some of these parents do not speak English and do not feel comfortable in the school environment.

Technology

Technology Summary

Technology has become a vital part of our curriculum. All of our students have an Apple Computer issued to them. Our classrooms have video cameras and Smart Boards in the classroom. Our technology plan is designed for continued improvement in this area.

Technology Strengths

All students have Apple Computers and the classrooms have video cameras and Smart Boards. Our buildings have been rewired for technology to provide the best service possible.

Technology Needs

Our technology plan addresses present and future needs of our school district and of each campus. We have limited funds to spending in these areas.

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

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
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data






- Other additional data

Goals

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

Performance Objective 1: 1. Effective implementation of curriculum will ensure that STAAR scores will increase in all subjects and all grades by 5%.






Summative Evaluation: AEIS Data, AEIS Certification, TSAP Scores, Surveys, LPAC End of Year Report, ARD Minutes

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Analyze benchmark results, Use Kilgo Methods to analyze benchmark data and plug gaps in curriculum, Implement CSCOPE Curriculum across content areas of math. Maintain small class sizes and add two sections of math instruction for each student.	Teachers, Principal	Improved benchmark test scores, Faculty meetings, Master schedules, lesson plans, Accelerated instruction after school and night school student work.			
2) We are addressing the weak areas of Science and Social Studies by after school acceleration and increasing the rigor in the classroom instruction and increasing lab work.	Science and Social Studies teachers and Principal	Benchmark test, acceleration instruction			
3) We will work with economically disadvantaged students in Science with after school acceleration and extra lab work.	Science teachers and Principal	Benchmark test, acceleration instruction			
4) Increased staff for reading, increase rigor in reading and math and we are using new Math text books with updated material.	Reading and Math teachers and Principal	Benchmark test, acceleration instruction.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 2: Memphis Middle School will utilize instructional arrangements that support learning to ensure all students, including At-Risk, Homeless, LEP, Special Education, and GT to perform successfully on all components of the TSAP.

Summative Evaluation: PEIMS Reports, TSAP Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Analyze benchmark results, Use Kilgo Methods to analyze benchmark data and plug gaps in curriculum, maintain small class sizes and add two sections of math and science instruction for each student.					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






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

Performance Objective 3: Memphis Middle 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.

Summative Evaluation: Migrant Program surveys, PEIMS Reports, TSAP Reports

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 Texas Assessment of Knowledge and Skills (TAKS) in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS 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.	Special Programs Director Migrant Recruiter Principal				
6) g. Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	Principal HQ Teacher				
7) h. Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	Special Programs Director Principal HQ Teachers				
8) j. Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.	Counselor Principal Special Programs Director				
9) 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.	Special Programs Director Counselor Principal				
10) Credit Accrual--Tuition or fees for evening classes, summer school or credit-by-exam	Counselor Special Programs Director Principal				
11) Supplemental Instruction--Extended-Day Accelerated Instruction in Core Content Areas (before school, after school, or on Saturdays)	Principal HQ Teacher				
12) Supplemental Instruction--Accelerated Instruction in Core Content Areas during the Regular School Day	Principal HQ Teacher				
13) Supplemental Instruction--Extended-Day Accelerated Instruction (before school, after school, or on Saturdays)	Principal HQ Teacher				

14) Supplemental Instruction--STAAR Accelerated Instruction during the Regular School Day	Principal HQ Teacher				
15) Supplemental Instruction--Reading Instruction by a Teacher	Principal HQ Teacher				
16) Supplemental Instruction--Math Instruction by a Teacher	Principal HQ Teacher				
17) Summer Programs--Project SMART (including current or past programs)	Principal HQ Teacher				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Campus Goal: Increase student attendance and completion rate.

Performance Objective 1: Increase attendance to 97% and maintain a dropout rate of less than 0%.






Summative Evaluation: AEIS Report, PEIMS Reports, Sign-In Sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Develop Personal Graduation Plans for identified students. Accelerated High School instruction. Provide Pre-AP at Middle School.	Principal, Counselor, Special Programs Director, PEIMS	PEIMS, High School Course Handbook			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Campus Goal: Memphis Middle School will maintain a safe and drug free environment.

Performance Objective 1: Discipline referrals will decrease by 5%.






Summative Evaluation: Discipline referrals report, Sign-in-sheets, Meeting Agenda, Phone logs, Handbook receipts, PEIMS

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Address Harassment and Dating Violence using assemblies and outside guest speakers. Continue to use the Safe and Civil Schools Project	Local Law Enforcement, Principal and Counselor Teachers	Assemblies, Lesson Plans, Pamphlets, Guest Speakers, PEIMS			
2) Implement Rachel's Challenge program to promote kindness and compassion among students and staff.	Principal, Counselor and Teachers	Discipline Referrals Friends of Rachel activity chart			
3) Routine Canine Detection Services	Principal	Unannounced visits Reports of evidence if found			
4) Students will participate in the required physical activity and any other activity recommended by the School Health Advisory Council.	HQ Coaching Staff	SHAC Minutes, Class schedules, lesson plans			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 1: Increase parental involvement by 10% measured annually.






Summative Evaluation: Sign-In Sheets, Parent Notes, School Website, Local Newspaper, Parent Portal, Interim Progress Reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct Campus Open House, Send Progress Reports/Report Cards; Submit Newspaper Articles regarding school activities; Use the school's web page to better inform parents	Principal, Activity Sponsor Technology Staff	Sign-In Sheets, Parents Notes Parents will receive copies Articles present in paper School Website updates			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: Campus Goal: Memphis Middle School will recruit and maintain a highly qualified staff.

Performance Objective 1: Memphis Middle School will retain 100% Highly Qualified teachers.






Summative Evaluation: HQ Report and SBEC Certification records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teacher mentoring system for new teacher. 5 day new teacher academy and PDAS Training. Alternative Certification Program to train staff to become highly qualified. Technology provided to do online classes. Allow release time for certification examinations.	The principal and Special Programs director will monitor the highly qualified staff for certification.	Teacher Certification Certificates. Region 16 training days. Phone records and sign in sheets will be used for verification.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 6: Campus Goal: 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) Provide a comprehensive professional development program for teachers. Provide quality instructional software, instructional resources and digital content. Ensure that the Technology TEKS/SE are implemented at all grade levels.	Principal, Campus teachers, Technology personnel, and WTAC.	Lesson plans, Star Charts, sign in sheets to WTAC Training. Walkthroughs and PDAS.			
2) Fast Forward Program to help struggling readers.					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

State Compensatory

Budget for Memphis Middle 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	\$97,152.00
199 11 6119 88	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$17,579.00
199 11 6129 88	6129 Salaries or Wages for Support Personnel	\$17,698.00
199 11 6141	6141 Social Security/Medicare	\$972.00
199 11 6141 88	6141 Social Security/Medicare	\$448.00
199 11 6142	6142 Group Health and Life Insurance	\$5,737.00
199 11 6142 88	6142 Group Health and Life Insurance	\$3,985.00
199 11 6143 88	6143 Workers' Compensation	\$33.00
199 11 6143	6143 Workers' Compensation	\$92.00
199 11 6146	6146 Teacher Retirement/TRS Care	\$970.00
199 11 6146 88	6146 Teacher Retirement/TRS Care	\$235.00
6100 Subtotal:		\$145,901.00
6300 Supplies and Services		
199 11 6399	6399 General Supplies	\$3,000.00
199 11 6499	6399 General Supplies	\$3,250.00
6300 Subtotal:		\$6,250.00

Personnel for Memphis Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
			See District Improvement Plan
Alicia Berry	Teacher	Math/Science	
Cari King	Teacher	Science	
Cindy Barnett	Teacher	Reading	
Laura Wilson	Teacher	ELA	
Linda Naylor	Teacher	ELA	
Mary Lowry	Teacher	Math	
Rebecca Moore	Teacher	Math	
Rose Driver	Teacher	Special Ed.	
Wendy Altman	Teacher	Social Studies	

Title I

Schoolwide Program Plan

The No Child Left Behind Act of 2001 Ten School Wide Components of a Title 1 School Wide Program is the plan that Memphis Middle School follows.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Memphis Middle School completes a Comprehensive Needs Assessment Plan.

2: Schoolwide Reform Strategies

Memphis Middle School employs instructional strategies and initiatives based on scientifically-based research that strengthens the core academic program, thus increasing the quality and quantity of learning time, while addressing the learning needs of all students in the district.

3: Instruction by highly qualified professional teachers

Memphis Middle School strives to maintain 100% HQ staff. In order to achieve this component, teachers are rewarded stipends for additional certifications. Staff is also provided additional time to prepare for examinations leading to certification. Recruitment of staff is conducted annually at University Job Fairs. Additionally, 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 Middle School utilizes a shared service arrangement between Memphis ISD and Region XVI to provide highly qualified and on-going professional development to 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 Middle School has small class sizes. The district pays a stipend above state base to all highly qualified teachers. We attend University Teacher Job Fairs for teacher recruitment.

6: Strategies to increase parental involvement

Memphis Middle School has Meet the Teacher Night, Austin Academy, Report Card Night, Educational Field Trips and assemblies. Parents are informed of activities through handouts and memos from the Principal's office.

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

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 Middle School provides time for teachers and administrators to evaluate TSAP results, benchmark test results, and achievement test 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 mastery 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.

Addendums