

TAYLOR MIDDLE SCHOOL
Campus Improvement Plan
2009-2010

Principal: Richard Kolek
Assistant Principal: James Fischer
Assistant Principal: Carla Richter

MISSION: The chief responsibility of the Taylor Independent School District, working in concert with parents, business, and the public, is to prepare our children for the changes and the challenges of the future.

Taylor Independent School District
Superintendent, Dr. Bruce Scott

Adopted: August____, 2009

Taylor Middle School Belief Statement

Together...creating a powerful learning and teaching community.

Taylor Middle School Core Purpose

The Taylor Middle School administration, teachers and staff will provide a safe, challenging, engaging learning environment that prepares our students for a future without limitations.

Signature Page

Taylor Middle School Campus Improvement Planning Committee

The following constitutes the membership of the Campus Improvement Planning Committee. Collectively we reviewed the prior year's plan and considered the needs of the school community. We then matched our needs and expectations to a plan that we think will help us meet both. As a result of our deliberations, students, parents, teachers, other staff, and community members will work collaboratively to build a learning organization.

Principal: _____
Richard Kolek

Campus: Taylor Middle School

PLANNING TEAM

Staff Members

Community Members

Name _____ Title: Teacher
Autumn Schneider

Name _____ Title: District Representative
Barbara Dale

Name _____ Title: Teacher
Nicole Hernandez

Name _____ Title: Parent

Name _____ Title: Teacher
Dione Kirkpatrick

Name _____ Title: Parent
Jon Snyder

Name _____ Title: Teacher
Angeline Vrbsky

Name _____ Title: Business Representative

Name _____ Title: Teacher
Monica Elizondo

Name _____ Title: Business Representative
Amanda Moldenhour

Name _____ Title: Non-teaching
Professional
Lindy Peterson

Name _____ Title: Community Member

Name _____ Title: Community Member

Taylor Middle School Improvement Plan

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Taylor Middle School

Campus Profile / Needs Assessment

Taylor Middle School (TMS), located at 304 Carlos Parker Blvd. in Taylor, Texas, has a total enrollment of 674 students. The school is a sixth through eighth grade campus, with a student population consisting of 58% Hispanic, 14% African-American, 29% Anglo. Under the *No Child Left Behind* provision, the Taylor Middle School campus met the criteria of achieving AYP (adequate yearly progress). The release information of our TAKS data for the 2008-2009 school year, indicates that 91% of all students passed reading. 86% of the students passed TAKS math; this was an increase from last year. In writing, 89% of all 7th graders met the standard. 97% of all 8th graders passed the Social Studies component of the TAKS. In the second year of 8th grade science testing, 70% of our student passed. Based on school data the subject areas to be addressed are as follows: Math, Science, Reading and Writing for all student populations with heavy emphasis on Special Education and ESL students, and closing the achievement gap between our minority and economically disadvantaged student populations and the overall campus achievement scores. The goal of TMS is achieving “Recognized” levels of student learning during the 2009-2010 school year.

NEEDS:

In terms of student attendance, the campus had an attendance rate of 96%. Our goal is to increase our student attendance rate to 97% or higher. To achieve this goal, Taylor Middle School will improve its efforts to involve more parents, via parent conferences/contacts, bilingual parent newsletters each six weeks, dispatching timely warning letters to parents more expeditiously, and the maintaining and rewarding good attendance. Through collaboration between campus administration, the district truant officer and the Taylor Police Department, we will identify and solve potential truancy problems and provide opportunities for students to make up for excessive absences. In addition to these measures, the Middle School continues to utilize the court system to ensure that parents are held accountable for their child’s attendance at school.

In terms of academic achievement, Taylor Middle School experienced a slight increase in the number of students failing 2 or more subjects. Although TAKS scores rose, we still had a large number of students taking summer school. This was due to failing academic grades. Improving academic achievement for all students is the focus of the staff. Taylor Middle School will need to focus on Math, Science, and 7th grade Reading TAKS scores.

STRENGTHS:

We are promoting greater participation in Athletic, Academic, and Music U.I.L. events. TMS had more than 100 students participating in Academic U.I.L. events ranging from impromptu speaking to calculator skills. Middle school students performed

well at the U.I.L. competition hosted by Bastrop Middle School. TMS received two 2nd place and one 4th place. The concert band received I's and II's for their performance and sight-reading events. The Athletic department also did an outstanding job representing the school in competition, which yielded tremendous school spirit, character building and loyalty. There has been a rise in all TAKS scores and teacher morale is high.

Collaborative efforts between Taylor Middle School and Taylor ISD continue to support initiatives that address the academic and social concerns that have been identified. Teachers in the core content areas have implemented their curriculum into a district-wide database to provide vertical and horizontal alignment within the school district. (This is being done through CSCOPE and Staff Development.) Designing authentically engaging schoolwork for all students, in addition, to providing them with high order thinking skills activities is a focus for all instruction.

In addition, the bilingual coordinator will provide ESL training for all teachers. The Special Ed. Director will provide Special Ed training, updates and support services to help teachers meet the needs of all students. The migrant coordinator and NHI (National Hispanic Institute) students will mentor ESL and migrant students. The math instructional facilitator will help math teachers with model lessons, staff development, and scheduled Curriculum-Based Assessments and data analysis. The addition of a ***literacy and math coach*** will provide staff development and support for reading, writing, and math across the curriculum. The literacy coach will provide model lessons and campus wide book studies as well as overseeing the ***DEAR*** (Drop Everything and Read) time in academic and elective classes. The math coach will provide data analysis and will model engaging teaching methods.

To address the needs of all students, teachers received 6 hours of GT training during the back to school staff development. All Pre-AP teachers are required to have 30/hrs of GT Training. To meet this requirement, TMS paid for one additional teacher to receive the required 30/hrs of G/T training. Pre-Advanced Placement reading and math classes will remain part of the core schedule, which will focus on accelerating the development of effective ELA and Math skills. In terms of technology, TMS has provided in-house training using technology for instructional purposes in the classroom. The ultimate goal is to facilitate higher levels of integration of computer literacy across the curriculum.

Other programs/initiatives, such as Day of the Duck, Positive Behavior Support, Peer Mediation, Capturing Kids Hearts, Odyssey of the Mind, Student Ambassadors, Duck Stars, Duck Feat, School Safety Monitors, Clean Team, and Family Academic Nights, will continue to support family involvement, academic achievement, school safety, student self-esteem, and leadership skills.

PLEASE NOTE THAT THE 2009 FINAL SCORES WILL BE DISTRIBUTED BY THE TEXAS EDUCATION AGENCY TO OUR CAMPUS ALONG WITH THE CAMPUS RATING IN AEIS REPORT.

Reading TAKS *2009 TAKS Scores do not include TAKS-A or TAKS-M

Target Group	*2009 (TAKS) (w/TPM)	2008 (TAKS)	2007 (TAKS)	2006 (TAKS)	2005 (TAKS)	2004 (TAKS)	2003	2002	2001	2000			
All Students	91% 98%	90%	86%	76%	80%	80%	84%	90%	88%	85%			
African American	85% 97%	89%	79%	64%	73%	73%	79%	85%	86%	81%			
Hispanic	88% 97%	86%	82%	68%	73%	73%	76%	83%	89%	77%			
White	97% 99%	96%	95%	90%	94%	94%	95%	99%	97%	95%			
Eco. Disadvantaged	89% 97%	87%	79%	75%	74%	74%	74%	82%	86%	73%			

Math TAKS *2009 TAKS Scores do not include TAKS-A or TAKS-M

Target Groups	*2009 (TAKS) (w/TPM)	2008 (TAKS)	2007 (TAKS)	2006 (TAKS)	2005 (TAKS)	2004 (TAKS)	2003 (TAKS)	2002	2001	2000			
All Students	86% 92%	83%	76%	68%	81%	73%	76%	91%	92%	89%			
African American	83% 87%	79%	63%	62%	73%	58%	68%	84%	86%	83%			
Hispanic	82% 90%	81%	70%	58%	72%	63%	67%	87%	89%	87%			
White	94% 98%	89%	91%	86%	94%	89%	89%	97%	97%	93%			
Eco. Disadvantaged	84% 80%	67%	59%	70%	62%	65%	84%	86%	82%				

Writing TAKS *2009 TAKS Scores do not include TAKS-A or TAKS-M

Target Group	*2009 (TAKS)	2008 (TAKS)	2007 (TAKS)	2006 (TAKS)	2005 (TAKS)	2004 (TAKS)	2003 (TAKS)	2002	2001	2000		
All Students	89%	89%	90%	85%	90%		85%	79%	86%	87%		
African American	95%	65%	87%	89%	88%	73%	83%	71%	82%	82%		
Hispanic	86%	89%	86%	79%	83%	73%	78%	64%	78%	83%		
White	94%	97%	96%	94%	99%	94%	94%	92%	94%	94%		
Eco. Disadvantaged	86%	84%	86%	77%	81%	74%	76%	64%	77%	75%		

Social Studies TAKS *2009 TAKS Scores do not include TAKS-A or TAKS-M

Target Groups	*2009 (TAKS) (w/TPM)	2008 (TAKS)	2007 (TAKS)	2006 (TAKS)	2005 (TAKS)	2004 (TAKS)	2003 (TAKS)	2002	2001	2000			
All Students	97% 100%	97%	89%	68%	87%	92%	96%	76%	76%	40%			
African American	95% 100%	100%	96%	67%	84%	91%	93%	77%	59%	48%			
Hispanic	97% 99%	95%	84%	55%	78%	86%	94%	56%	65%	67%			
White	98% 100%	98%	95%	87%	96%	100%	99%	96%	91%	91%			
Eco. Disadvantaged	96% 99%	97%	86%	59%	82%	89%	94%	58%	63%	60%			

Science TAKS **2009 TAKS Scores do not include TAKS-A or TAKS-M*

Target Groups	2009 (TAKS)	2008 (TAKS)	2007 (TAKS)	2006 (TAKS)
All Students	70%	65%	46%	58%
African American	55%	48%	28%	35%
Hispanic	65%	56%	37%	46%
White	84%	83%	72%	85%
Eco. Disadvantaged	60%	54%	34%	46%

GOAL 1: IMPROVE STUDENT ACADEMIC PERFORMANCE

Strategy 1: By the spring 2010, Taylor Middle School will achieve Recognized status on the AEIS rating.

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. A part time literacy coach and full time math coach on campus will provide staff development and lesson modeling for teaching, reading, writing, and math across the curriculum.	Principal	\$86, 566	Local	Performance reviews & weekly schedule	93% of students will be on grade level
2. New teacher training will be provided to all new teachers. This will help increase teacher performances and student productivity. Mentors will be assigned to new teachers. Mr. Ward will meet once a six week, staff development, and being able to observe experience teacher will be provided.	Principal Mentors	Mentor funds	Stimulus funds	Performance reviews	Teacher evaluation will be at least a meets expectations
3. Teachers will work within horizontal and vertical teams to implement the aligned curriculum using CScope.	Department Chair, Instructional Facilitators, Grade Level Teachers, Literacy Coach	TAKS Scores TEKS Teacher Edition Curriculum Guides	None	Administrative feedback on lessons, observation of planning meetings, review of lesson plans	Aligned Curriculum 93% of all students and student groups will meet or exceed Reading, Writing, Math, Science & Social Studies TAKS expectations
4. Assessments will be administered and analyzed for use in lesson planning.	Department Chair, Instructional Facilitators, Grade Level Teachers, Literacy Coach	Curriculum based assessments (CBA'S) Answer keys, scantron sheets	State Compensatory Funds	3 week progress report, 6 week grades, review lesson plans, IRI test	93% of students and student groups will meet or exceed Reading TAKS expectations, IRI should increase grade levels
5. District and Campus will provide literacy coach, math coach, teaching strategies, Marzano's Nine Strategies, engaging learning strategies, thinking maps and rubrics, Campus will participate in DEAR (Drop Everything And Read) time to provide support for reading.	Language Arts Chair, Asst. Principals, Principal, Region XIII, Instructional office, Campus Leadership Team, Principal- Region XIII, Instructional officer	Language Arts teachers, Journaling Techniques, Staff Development Presenters	\$1000 dollars	Administrative, Faculty training by Language Arts teachers, walk throughs, review lesson plans, analysis of CBA'S	93% of all students and student groups will meet or exceed Reading , Writing, and Math TAKS expectations.

6. TMS will design an accelerated learning program for after school that targets students that need to be accelerated. These students will be at risk of failing TAKS and principal will look at all subgroups for maximum effect on TAKS. TMS will also have a summer school now tutoring program that addresses all students that failed TAKS or scored between 2100 and 2200. This will take place in the morning.	Acceleration Teachers, Buses, Principal	10,000 or more	Stimulus funds	Improvement on academic scores	Increase Science and Math TAKS by 5% in all subgroups.
7. Provide technology ongoing training to faculty and staff to include Smart Boards, PowerPoint, Inspiration, and curriculum software.	Teacher, Technology Aide, Jeannie Hill Educational Technology Support	\$1,000	Local District Funds and ARI/AMI funds	Administrative walk throughs, Review lesson plans	Increase of instructional activities that include technology. Increase the use of all 3 computer labs
8. All teachers will receive G/T training.	Principal	\$1100	Local	Administrative Walk Throughs, Review lesson plans	90% of all students and student groups will meet or exceed Reading, Writing, Math and Social Studies TAKS expectations. Increase by 30% the number of students who make academic recognition.
9. Teachers will provide opportunities for students to use the computer lab. Students will have individual log on passwords to eliminate student access problems.	Math Department Chair, Reading Department Chair, Computer Lab Technicians,	Technology Campus Funds	None	Teacher monitoring, six weeks reading passing rates	93% of all students & student groups will meet or exceed all TAKS expectations.
10. Students will participate in the UIL Academic competitions.	Dept. Chair/Team Leaders, Asst. Principals	\$1,800 for materials / fees, \$350 stipend for each teacher who sponsors a team.	Local District Fund	Monitor Teachers who are coaching UIL participants. Feedback from UIL Coaches on training or other needs.	Maximum participation in all contests.
11. Library and reading materials will address the needs of bilingual and migrant students.	Librarian, ESL Teacher Theresa Gardner-Migrant Parent Liaison	\$500	Title II	Review of library materials, Review lessons plans	Increase the number of students advancing to the next level on RPTE tests by 10%

12. Counselor and principals will hold student goal settings conferences (PGP'S) with their at risk students who failed any portion of TAKS assessment and as indicated by INOVA	Counselors, Principal	TAKS Scores which are available and INOVA.	None	Analysis of scheduled benchmark assessments in department meetings, Goal Conferences every six weeks, reviewing six week grades	93% of all students and student groups will meet or exceed all expectations.
13. Early College will be offered to 8 th grade students. Teacher will introduce the concept and give students information on the possibilities of improving their lives through college credits. The Early College program will be introduce to 6 th and 7 th grade students.	8 th grade teachers, Principal, counselors, and Legacy principal	Funded through Early college	None	Performance Review	15% increase in the number of students that sign up for the early college program
14. Assessment results and TAKS information will be analyzed and disaggregated to determine strengths and needs of students and student groups.	Department Chair, Language Arts, IF, Science, Math and Social Studies Teachers, Principal-	TAKS scores, Six week assessments, Six week grades	None	Written analysis of needs, analysis of six week assessments	Increase in the number of students passing all core subjects in all grade levels by 20%
15. Teachers will be trained in G/T and Pre-AP methods of differentiation.	Principal Region XII Consultants	\$800	Local	Review of lesson plans, Administrative Walk-throughs, PDAS Appraisals	Increase by 10% the number of all student groups taking advanced placement subjects
16. Teachers will receive staff development training in ESL Strategies.	Principal Curriculum Facilitators, Region XIII Consultants, Kathleen Everling	\$800	Title I Funds	Review of lesson plans and administrative walkthroughs	Alignment of instructional strategies to address the need of ESL students and student groups. Semester grades
17. All departments will provide thematically linked instruction through the grade levels.	Department Chair, Team Leaders, Principal	\$2000 per interdisciplinary unit	Local	Observation / grading of student progress during research project, evaluation of interdisciplinary connections via group/class discussions, project presentations, and oral/written reports	Increase cross curricular activities and concepts in all grade levels by 10%

18. Teachers will receive training in Capture Kids Hearts. This will improve relationships between staff and students	Principal	Money to pay for Capture Kids Hearts	Stimulus Money	Increase the number of students passing all core courses every six weeks by 10%, and reduce referrals to the office	5% increase in all TAKS score or 90%. 5% decrease in office referrals.
19. Provide ongoing Staff Development in all areas	Department Chair, Assistant Principals, Principal, Literacy and Math coach	None	None	Review lesson plans, Administrative Walk Throughs	Meet all 2008 TAKS predictions
20. Science Teachers will continue worth the wait, and will work with Physical Education teachers to improve Health instruction.	Diana Rucker, Science Department Larry Safarik Physical Education	\$1000	Local	Number of students who participate in the programs and feedback from the sponsors on success of the programs	Decrease number of pregnancies on campus to zero.
21. Teachers will be asked to plan for extension enrichment activities for all student groups to include gifted and talented students.	Department Chairs, Team Leaders, Principal	\$600	Local Funds	Review Lesson Plans, Administrative walkthroughs, PDAS Appraisals	Increase the number of all student groups passing classes in all grade levels by 5%, Increase of benchmark assessment scores for all student and students groups to exemplary levels
22. Offer character education to 6 th students to teach coping skills and training in leadership and decision-making.	Character Education Teacher	\$55, 600	Local	Discipline referrals and survey of students in the class.	100% of students will successfully participate in the program
23. Through "History Alive" Training, teachers will be better prepared to teach those difficult SS TAKS concepts.	Social Studies Chair, All Social Studies Teachers	\$600	Local	Review lesson plans, Administrative walkthroughs, TAKS Results	Increase in the number of students passing Social Studies by 10%
24. Provide the migrant students with additional one on one academic support and tutoring in morning tutorials	Migrant Liaison, NHI Student Tutors,	\$18,000	Title I Funds	Ongoing monitoring of grades every six weeks, classroom observations, six-week CBA'S	90% of all migrant students will pass the TAKS assessments.

25. Provide the funding and encourage teachers to attend Taylor Writes, a two-week institute that teaches teachers how to correctly teach writing across the curriculum.	Principal, Literacy Coach	\$1800	Title II-A	Lesson plans and classroom observations of teachers who attended the training	75% passing rate on the TAKS writing test.
26. Placement sixth graders and students who failed TAKS will be required to attend Duck University to help them prepare for TAKS.	Duck U Site Coordinator	\$150,000	21 st Century Grant	Review six weeks grades and CBA'S	75% passing on TAKS assessment
27. Counselors will meet with students who failed 2 or more subjects each six weeks to develop a plan for success.	Counselors	None	N/A	Six weeks failure reports	Decrease the failure rates by 10% every six weeks.
28. The library will purchase supplies that will support teachers in their thematic units and the campus literacy initiative.	Principal, Librarian	\$1206	Title V	Teacher survey	10% increase in library use by teachers and students.
29. Utilize the campus parent liaison to help communicate with parents of students who are at risk of not passing, especially Spanish speaking parents and including home visits for parents without phones.	Principal	\$18,000	Title I – Parent Involvement	Communication Log of calls and home visits.	20% increase in communication with at risk students' parents.

GOAL 1: IMPROVE STUDENT ACADEMIC PERFORMANCE

Strategy 2: Improve the CBA system and structure.

STRATEGY DESCRIPTION	PERSON (S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Develop and implement a plan and system for disaggregating the CBA report data, analyzing the data and identifying the appropriate instructional interventions and curriculum adjustment.	Principal, AP's, Instructional Facilitator, Literacy Coach and Campus Technician	None	NA	Feedback from Dept. chairpersons, and teachers, and lesson plans	Campus will receive Recognized status.
2. Develop a plan and a system to identify and monitor individual student academic progress, as well as class progress based on previous TAKS and CBA data.	Principals, AP's, Instructional Facilitator, Literacy Coach, and Dept. Chairpersons	None	NA	Written plans for monitoring progress and data charts	Campus will receive Recognized status.
3. Meet with teachers regularly to discuss the CBA data for that teacher's students and develop a plan for intervention and success.	Principal and AP's	None	NA	individual meetings with teachers.	Campus will receive Recognized status.

GOAL 1: IMPROVE STUDENT ACADEMIC PERFORMANCE

Strategy 3: By the spring of 2010, 98% of all students and student groups will be in compliance with district attendance.

STRATEGY DESCRIPTION	PERSON (S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Inform parents of student's excessive absences through timely warning letters and/or phone calls.	Attendance clerk, Assistant Principal, Parent Liaison	None	None	Review attendance reports, meet individually with students, counselor intervention, track overall attendance average.	Increase in daily attendance rating to 97%
2. Student and parent conferences will be conducted to address the student's attendance.	Assistant Principal, Counselors, Teams, Parent Liaison	None	None	Ongoing review daily attendance records	Increase daily attendance to 97%
3. Encourage daily attendance through individual and school-wide assemblies for recognition and rewards.	Principal Team Leaders	\$500	Local	Review daily attendance records; provide recognition of students with exemplary attendance.	Increase daily attendance to 97%
4. Call parents of student who are absent 3 days in a row and those in jeopardy of violating Compulsory Attendance and Attendance for Credit Laws.	Parent Liaison, Teachers, and attendance clerk	None	None	Teacher phone logs	Increase daily attendance to 97%
5. Utilize truant officer to recover students with chronic absenteeism.	Principal, AP's and attendance clerk	None	None	Incident reports	Increase in daily attendance to 98%
6. Participate in a "Buddy School" Competition to encourage students to attend school.	Marla Hicks and Student Council	\$200	Local funds	Result of the competition in the spring	Increase in daily attendance to 98%.

GOAL 1: IMPROVE STUDENT ACADEMIC PERFORMANCE THROUGH TECHNOLOGY

Strategy 4: By the spring of 2010, 85% of all students will meet or exceed the District's/Campus's minimum expectations in the area of computer literacy.

STRATEGY DESCRIPTION	PERSON (S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Teachers will incorporate the use of multimedia hardware and software in their instruction.	Renee Clark Computer Literacy Teacher, Computer Lab Technician, Teachers	None	None	Review Lesson Plans, walk throughs	80 % of students will demonstrate understanding and use of technology
2. Train students and staff training on Computer Usage and procedures that should be followed.	Renee Clark Computer Literacy Teacher, Principal	Copies of Internet Policy	Local	Parent/Guardian signature slips, teacher feedback, monitoring	Increase in the awareness of proper internet usage.
3. Provide staff development in technology.	Technology Director, Service Center personnel	\$390	Title II-D	Informal observations and feedback on teachers and students regarding their use of technology.	Increase in the usage and accuracy of technology by the staff.
4. Provide students with the necessary computer programs; such as Navigator, and needed supplies so that they may use classroom and computer labs that are operational and up to date.	Technology Director, Computer Tech aide	\$1550	Title II-D	Informal observation of classroom and lab computers	Campus survey
5. Teachers will attend Lynx training/updates and have opportunities for training in Smartboards and other computer applications.	Technology Teacher, Technology Instructional Aide, Assistant Principal-James Fischer	Smartboards, Training Presenter-Jeannie Hill	None	Review lesson plans, walkthroughs, Sign In Sheets	Efficient use of GradeQuick Smartboards and other computer applications.
6. All teachers are encouraged to take their classes to the computer labs for projects using Power Point and Word program for assignments.	Principal, Teachers	None	None	Lesson Plans	80% of all students will demonstrate use of Power Point and Word documents.

GOAL 1: ENHANCE INSTRUCTION FOR SPECIAL POPULATION STUDENTS

Strategy 5: By the spring of 2010, all students will make progress towards mastering the District and Campus standards.

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Special population students will participate in more general education core curriculum classes.	Principal, Counselor, ARD Facilitators, ESL teachers	\$600	Local	Walkthroughs, report cards, IEPs	20% increase in the number of Sp.Ed. students attending general education core curriculum classes.
2. Provide behavior management support for all identified special population students.	On-track teacher, principal, ARD facilitator	None	None	Parent/Guardian signature slips, Teacher feedback, monitoring	Increased time spent in general education classes by 20 %
3. Provide tutoring for students not meeting ARD expectation on TAKS/TAKS accommodated, TAKS-M, and TAKS ALT.	Regular ed Special Ed Teachers Debbie Clawson CMC	None	DU Grant	Benchmarks TAKS Test SDAA	TAKS/SDAA increase by 20%
4. Provide training/instructional strategies to regular ed. teachers.	Special Ed Teachers Region XIII Dale Lewis	None	None	Walkthroughs	PDAS, summative conferences
5. CMC will provide ESL, 504 and Special Ed. students with strategies for success in their general education classes.	Maureen Nevit	None	None	Progress Reports, report cards	Increase in passing grades by 20%
6. ESL teachers will provide additional training and support for regular ed. teachers who have ESL students in their classes.	Principal ESL teachers	\$4000	Title II-A Bilingual stipends	Benchmarks and progress reports for ESL students	75% passing rate for ESL students on TAKS.
7. Encourage all students to aim for commended scores on the TAKS.	Principal, Teachers, Literacy Coach and Instructional Facilitator	None	None	Benchmarks and progress reports for all students	20% increase in the number of students who score commended on the TAKS.

GOAL 2: RECRUIT, HIRE, & RETAIN HIGHLY QUALIFIED TEACHERS & PARAPROFESSIONALS

Strategy 1: Continue to strive for recruiting and retaining high quality, highly qualified professional and paraprofessional staff and have a loss of personnel below 10% at the end of the 2009-2010 school year.

Strategy Description	Person(s) Responsible	Resources Needed	Source of Funds	Formative Evaluation	Summative Evaluation
1. Recruit highly qualified teachers and paraprofessionals via advertisement, job fairs, applications, and through professional references.	Principal	Time Hiring committees	Local	Hiring reviews	100% of teachers and paraprofessionals will be highly qualified.
2. Principal will attend three major job fairs and actively recruit qualified staff for open positions.	Principal Assistant principals	Time Money for Travel (300)	Local	Job fair reviews	75% of new teacher hires will come from large job fairs.
3. Recruited teachers will be part of a mentor program that includes a veteran teacher and an administrator to develop and encourage the new staff member.	Principal Mentor teachers New teachers	Time Mentor Teachers Principal	Local	New teacher evaluation at the end of the year	Less than a 10% turn over rate of professionals on the TMS campus
4. Campus will have a common planning period to assist and develop newly recruited staff members.	Principal Counselors	Scheduling committee Time	Local	New teacher evaluation at the end of the year	Less than a 10% turn over rate of professionals on the TMS campus
5. TMS will increase staff morale through socials every six weeks and the use of fish coins to identify great teaching.	Principals Social committee	Prizes (300) Social Settings	Local Donations	Teacher survey	Less than a 10% turn over rate of professionals on the TMS campus
6. TMS will layout a defined chain of command and an organizational chart for quick access. The organizational chart will allow staff member to know who is in charge of specific areas and allow them to quickly access the information.	Principals	Time Copies	Local	Teacher survey	TMS administration will have 90% or better approval rating on campus
7. TMS will have staff development to help teacher develop in discipline, curriculum, and student/parent communication. This will help the teacher handle situations that arise during the school day.	Principals Educational Coaches	Money for staff development (1000) Time	Local Title 1	Teacher evaluations Teacher survey	TMS staff development will have 90% or better approval rating on campus

GOAL 3: IMPROVE FACILITIES AND OPERATIONS.

Strategy 1: Continue improving facility maintenance.

STRATEGY DESCRIPTION	PERSON (S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Distribute and discuss the process of placing work orders in a timely manner.	Assistant Principal- Carla Richter	None	None	Review work order requests and dates of completion; ongoing communication with the maintenance department.	Decrease the time between work order requests being placed and the time the work order is complete.
2. Administrative and head custodian campus walkthroughs to report maintenance concerns.	Principal Assistant Principal- Carla Richter, Head Custodian	None	None	Place ongoing work orders based on walk through evaluations as needed. Document the walkthroughs and identified areas of needed maintenance.	Increase and maintain the maintenance and upkeep of the campus
3. Improve the air conditioning throughout the building so that the temperature is consistent.	Principal and Maintenance personnel	To be determined	District	Records of thermostat readings in the building.	Campus survey of facilities and maintenance

GOAL 4: IMPROVE DISCIPLINE AND SCHOOL SAFETY.

Objective 1: By the spring of 2010, the number of campus referrals will decrease by 20%.

STRATEGY DESCRIPTION	PERSON (S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Distribute handbooks to parents and review students.	Principal Assistant Principal	\$1000	Local	Review discipline data every 6 weeks,	Decrease in the number of campus referrals by 20%
2. Review campus discipline plan with stakeholders at monthly CIC meetings.	Principal	\$500	Local	Parent/Guardian signature slip of attendance of PIE meetings. Ongoing dialogue with parents about campus discipline plan.	Increase parental involvement at PIE meetings by 20%.
3. At the campus level, discipline data will be analyzed to identify problem areas that may come up during the year that need to be addressed.	Principal Team Leaders Duck Pond	None	None	Review discipline data every six weeks.	Decrease in the number of discipline referrals by 20%.
4. Staff will be informed with regards to number of discipline referrals submitted each 6 weeks.	Principal	None	None	Review discipline data every six weeks, ongoing dialogue with faculty about effective discipline strategies.	Decrease in the number of discipline referrals by 20%, Reduce the number of In School and Out of School Suspensions by 10%.
5. Guidance Activities will include character education and community services and Character Education training.	Principal Counselor Carla Richter	\$500	Local	Sign in sheets documenting proof of community service hours performed by students, reports from teachers about extra curricular student participation	Increase the number of students joining campus clubs by 10%, Increase number of students participating in extra curricular activities by 10%
6. Improve relationship between students and law enforcement by creating a Student Safety Monitor Program.	District SRO Officer James Fischer	\$300	Local	Ongoing dialogue and monitoring during passing periods and in cafeteria.	Decrease in the number of referrals by 20%

7. Develop a Crisis team and perform a crisis scenario each year.	Principal Crisis Team	Crisis Scenario, Time	None	Performance review	Completion of crisis scenario
8. Date violence prevention classes will be given and student will know that counselors and the SRO will be able to assist with any questions or reporting of date violence or rape.	Counselors District SRO Social Worker	\$700	Local	Observe students behavior and check with counselors on possible crimes committed against a student.	100% of cases brought to the schools attention will be addressed.
9. Develop and train the faculty in the use of a campus based crisis management plan.	Principal Counselors Crisis Management Plan Committee	\$100	Local	Observing the implementation of the plan, ongoing training, drills and practice as appropriate and sign in sheets.	Increased awareness for all staff of effective emergency procedures.
10. Continue a crime stoppers program through Williamson county.	Williamson County Principal Students Teachers	Funds from Williamson County	Funds from Williamson County	Observing students for illegal activities on campus	Create a safe environment by eliminating illegal activity on campus
11. Develop a safe and drug free school team to appropriate funds to improve safety, lower violence, and prevent illegal drugs on campus. Provide Red Ribbon week activities and Day of the Duck to educate student about the dangers of drugs, alcohol, and other dangerous substances and to encourage parental involvement in the schools.	Counselors, principal, AP's, and teachers	\$1000	Title IV- Safe/Drug Free Schools	Sign in sheets at the Day of the Duck event. End of the year review	Campus survey Decrease in violence and amount of illegal drug arrest on campus by 50%
12. Bullying prevention presentations to all students and provide leadership training to the 7 th grade students.	Principal, counselors, and District SRO	None	None	Discipline referrals and reports of bullying	20% decrease in referrals for bullying
13. Provide personnel in the ISS classroom that will ensure safety, discipline and completion of assignments while students are in ISS.	Principal	\$38,000	Title I – Aides	ISS records	20% decrease in the number of students in ISS compared to 2006-2007 school year.

GOAL 5: IMPROVE COMMUNICATION & PARENT/COMMUNITY INVOLVEMENT

Objective 1: By the spring of 2010, the campus communication and parent/community involvement to students, parents and staff will increase by 20%.

STRATEGY DESCRIPTION	PERSON (S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. At parent meetings review TAKS information with parents, share campus improvement plan, and provide opportunities for formal conversations with parents.	Principal, Counselor	None	None	Brochures and other TAKS information, Parent/Guardian feedback Parent Newsletter every six weeks.	Increase in parent awareness of TAKS and campus expectations of students.
2. Provide middle school staff and students with timely campus and district information. Using the NTI call system and handouts.	Principal, Counselors, Nurse and other administrative staff.	None	None	Local e-mail, campus newsletters, brochures, campus website, Information given out at meetings, marquee	20% increase in effective communication about overall campus information and events.
3. Utilize student agendas to communicate assignments in academic subject. Parents will check the agenda weekly.	Principals Teachers	\$1000	Local	Teacher feedback on compliance	Parent survey, binder and agenda checks
4. Citizenship awards once a six week. Teachers will pick one student to represent their class per six weeks and parents will be invited to a breakfast to honor those students.	Principal,	\$100	local	Observations	More than 20 parents per meeting.
5. Increase positive phone calls to parents.	Principals, Teachers	None	None	Parent and student feedback, informal surveys at meetings	Phone logs, teacher summative conferences
6. Offer parent meetings in Spanish through translation apparatus and interpreter.	Principal, PIE officers, Parent Liaison	None	None	Document the number of parents at the meeting who request the headphones	Campus survey and increase in participation by Spanish speaking parents.
7. Provide information to parents regarding their child's grades and missing assignments and campus events via Lynx and the school web page.	Principal, Webmaster, Teachers	None	None	Document the number of parents who access Edline.	20% increase in parental involvement.
8. Teachers will mail "positive postcards" to parents of students who deserve praise for accomplishments in the classroom.	Principal, Teachers	\$200	Local	Informal count from teachers about how many cards are sent out	Campus survey responses
9. Team/Parent conferences for students who are having academic and behavior difficulties	Grade level teams, Principal, Counselors,	Time	Local	Teacher feedback on academics and behavior	Student improvement

2009-2010 Campus Improvement Planning Committee
Meeting Log

Date	Place	Purpose
June 17, 2009	Principal (Ward)	Early Draft for 2009-2010 School Year