

Sam Houston Middle School
Campus
Improvement Plan
2010-2011

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

It is the mission of all stakeholders at Sam Houston Middle School to assist students in becoming independent and productive citizens, by providing a safe, caring, enriching and motivating educational environment. Every decision we make will be based on what is best for the student.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Term Begin/End Date
Debbie Head	Teacher	09/10-10/11
Donna McCathran	Teacher	09/10-10/11
Sharon Dews	Teacher	09/10-10/11
Marnell Boyd	Teacher	08/09-09/10
Claudia Lowery	Teacher	08/09-09/10
Debbie Smith	Teacher	08/09-09/10
Beckie Bates	Parent	09/10-10/11
Mark Warden	Community	09/10-10/11
Virginia Taylor	Counselor	Ongoing
Jeff Welch	Assistant Principal	Ongoing
Richele Langley	Principal	Ongoing

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was completed with the Committee on June 3, 2010.

Participants in Attendance	Data Sources Examined
<i>Jeff Welch</i>	<i>AEIS Federal Accountability Data for AYP TAKS Data--disaggregated District PEIMS reports PBMAS reports Campus discipline referral data Parent, Teacher, and /or Student surveys Student attendance data Benchmark testing data Referral percentages for students in Special Education Campus parent participation records Attendance/Truancy data Homeless population analysis Teacher retention data</i>
<i>Sharon Dews</i>	
<i>Debbie Head</i>	
<i>Debbi Smith</i>	
<i>Marnell Boyd</i>	
<i>Claudia Lowery</i>	
<i>Donna McCathran</i>	
<i>Richele Langley</i>	

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Gap between state assessment scores of sub populations in math, reading and science.</i>	<i>State Accountability (AEIS)</i>
<i>LEP students reading below grade level.</i>	<i>State Accountability (AEIS)</i>
<i>Low percentage of SPED students passing TAKS accommodated math.</i>	<i>State Accountability (AEIS), AYP</i>
<i>Parental Involvement</i>	<i>Program data and sign in sheets</i>
<i>Students treating each other with respect.</i>	<i>Parent and student surveys; discipline reports</i>

In this plan, the term “student groups” refers to students who are H, W, AA, ED, At-Risk, Migrant, LEP, G/T, and Special Education.

Sam Houston Middle School has correlated the CIP to the DIP and the needs assessment, so that the SHMS goals are not only pertinent to the growth of SHMS students but to the overall district goals.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

State Compensatory Education Program Program Evaluation/Needs Assessment Grades 5 and 6

TAKS	Math			Reading			Science		
	% Met Standard			% Met Standard			% Met Standard		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Students At-Risk	84	86	83	89	97	96	74	79	80

The comprehensive, intensive, accelerated instruction program at this campus consists of voluntary after school tutorials, mandatory during the school day tutorials, accelerated instruction through Read 180, Fast ForWord and Successmaker, small group and 1:1 tutorials, inclusion teachers in the classrooms, cross curricula review.

Upon evaluation of the effectiveness of this program the committee finds that reading and science have been positively impacted. Additional intensive teaching focused on math should be pursued.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A</i>
<i>Title VI, Part B Rural/Low Income</i>
<i>Carl Perkins</i>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants</i>

Goal 1: Improve the academic performance of all students.

Objective: Through coordinated effort of following the departmental pacing guides, teaching a viable curriculum, assessing, monitoring and remediation in each subject, student performance will increase.

Summative Evaluation: Those sub pops not at 80% in 2010 on state assessments will at a minimum reach 80%, and all other sub pops will increase by 5% passing all portions of the state tests, and the campus will meet AYP.

(% reflect without TPM/with TPM)

Data 2009-2010		All Students	H	W	AA	ED
% Met Standard	MATH	83/87	84/89	90/93	71/75	78/83
% Met Standard	READ	84/97	81/97	91/100	75/93	80/96
% Met Standard	SCIENCE	84/85	72/74	96/98	73/75	78/80

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Written Curriculum Weekly dept meetings Review of pacing guides Common lesson plans Disaggregation of assessment data Engaging lessons	Core subject teachers, Principal, AP	June 2011	TEKS, CSCOPE, Pacing Guides, Kagan, other sources Eduphoria	Feedback from teachers, improved academic achievement, classroom observation
Classroom Monitoring Monitor instruction within school at least 2 days per week	Principal, AP, Admin	3 week check point June 2011	Palm pilot, IPADS, weekly feedback sheets, lesson plans	Increase in teacher use of proven instructional strategies and closer adherence to common lesson plans. Significant communication between administrators and teachers

<p>Assessment and Data Teacher made assessments District Benchmarks TAKS Released</p> <p>Review of Pacing Guides</p> <p>STAR for ELA</p> <p>Fluency Test for bilingual TAKS</p>	<p>Teachers, Principal, Curriculum Dept.</p>	<p>1 per 6 week Per calendar Sept, Mid Year, 4-6 weeks prior to TAKS</p> <p>Weekly</p> <p>Sept/May</p> <p>Sept/May</p> <p>ongoing</p>	<p>Copying, DMAC, Testing Banks, Technology</p>	<p>Improved assessments, Improved use of data to influence instruction, increased student achievement</p>
<p>Special Programs and Accelerated Instruction</p> <p>Inclusion Classes</p> <p>Bilingual/ESL</p> <p>RTI</p> <p>MTA(Dyslexia Prog)</p> <p>Fast ForWord/Read 180</p> <p>Learning Lab</p> <p>Tutorials</p>	<p>Teachers, Paras, Principal, AP, Counselor, Diagnostician, Curr. Dept, SPED Dept.</p>	<p>Checkpoint at each grading period</p>	<p>State and Fed Guidelines, Technology, RTI plan and Universal Screener, Funds for tutors, Dept meetings to review data and adjust as needed per student, Student Data</p>	<p>Improved student achievement, Teacher documentation of Individualized Instruction</p>

<p>Attendance</p> <p>6 week incentive for perfect attendance</p> <p>End of semester incentive for perfect attendance</p> <p>End of year incentive for perfect attendance</p>	<p>Student, Parent, Principal, AP, Teacher, PEIMS Sec.</p>	<p>Each 6 weeks</p>	<p>Motivational info disseminated, funds for incentives, Attendance Committee</p>	<p>Increase in Attendance by end of year by a minimum of .5% overall</p>
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Goal 2: Provide technology in the classroom to improve student achievement and allow for a more efficient means for teachers to plan, record data and communicate.

Objective: For each student to have access to teachers who are trained in technology per individual need and technology within the school to help students learn through interactive, creative and individual ways.

Summative Evaluation: Successful completion of teacher technology goals on Development Action Plans; and lessons and communication that reflect innovative technology use as available to teacher.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Development Action Plan Teacher develops goals pertaining to tech needs	Teacher, Principal, Tech Dept	Ongoing	Plan Template, technology, training	Assessment of goals attained by June 2011
Use of Technology for Improved Instruction Training and Implementation in programs and hardware <ul style="list-style-type: none"> • Skyward: Parent Portal, Grades/Attendance • Smart Boards • CSCOPE/DMAC • Eduphoria 	Teacher, CIT, Tech Dept	Ongoing	Technology, Training in all programs, systems that are user friendly	Monitoring of use. Teachers input of student grades weekly/attendance daily. Teachers input of personal attendance in Skyward within 24 hours of absence.
Use of Technology by Students Students are trained in basic functions of computers. Students are allowed to explore creative uses of technology. Students use technology for individual remediation.	Teacher, Principal, CIT, Tech Dept, Curr. Dept	Ongoing	Lesson plans, student data, TEKS, computers, additional programs and hardware	Monitoring. Student engagement. Student achievement.

Goal 3: At Sam Houston Middle School 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective: To recruit and maintain 100% of teachers and 100% of paraprofessionals with instructional duties being considered highly qualified and maintaining highly qualified status through needed professional development.

Summative Evaluation: For 2010-2011 we will maintain 100% Highly Qualified Staff at Sam Houston Middle School.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Hire HQ Staff Review credentials	HR Dept Principal	As needed	HQ Applicants	Review of credentials
Purposeful Professional Development To maintain HQ staff, PD will be offered	Curr. Dept., HR Dept, Teacher, Principal	On going	Survey of Prof Dev needs Presenters of Prof Dev ESC	Eduphoria will contain list of credits received by teachers and review of cert on TEA site

Goal 4: All students at Sam Houston Middle School will be educated in a learning environment that is safe, clean, drug free, and conducive to learning.

Objective: By May 2010 the number of incidents resulting in office referrals and the number of student reported incidents will be reduced from the previous year. No incidents of student's safety being placed in jeopardy.

Summative Evaluation: Discipline reports will reflect a drop in behavior disruptions to the educational environment and disrespect between students. End of year surveys will reflect that students and parents believe SHMS is a safe environment.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implementation of Win-Win Discipline Staff Development of Kagan Behavior Strategies	AP, Principal, Teacher, Counselor, ISS Para	Ongoing	Win-Win Book, Copies, Training, Discipline Committee	Fewer referrals at the end of each 6 weeks
Parent Notification System Notifies parents in case of emergency, or if student is in lunch detention.	AP, Principal, secretary, ISS Para	Ongoing	Phone System, Training in using system	Review of call logs at end of each semester or after emergency situation
Use of Visitor Screening Software Raptor system will screen all visitors to campus through their DL	Secretary	Ongoing	Raptor	End of year school surveys for school environment
DARE and FISH! Class DARE officer to teach students to resist drugs PE teachers teach social skills curriculum	DARE Officer, PE Teachers	DARE 1 st semester FISH! ongoing	DARE supplies FISH! supplies	No reports of drug use. Reduction in reports of disrespect between students.

<p>School Wide Discipline Management Plan Common school and classroom rules and consequences applied consistently by all, to all</p>	<p>Principal, AP, Teacher, Counselor</p>	<p>Ongoing</p>	<p>Written Plan, Discipline Committee, Location for ZAP, LD, ISS, counseling, phone for parental contact</p>	<p>Reduced behavior infractions as noted by office referral reports- each 6 weeks</p>
<p>Facilities SH Administration will report maintenance and safety needs to MISD Administration</p>	<p>Principal, Maintenance Dir, Superintendent, Custodians</p>	<p>Ongoing</p>	<p>Communication of facility needs, funds, man power, follow through</p>	<p>Sufficient space for academics, repaired – improved areas, stains, smells and crumbled walls removed</p>

Goal 5: Have 100% of staff participate in professional growth.

Objective: To insure that 100% of the staff at Sam Houston receives Professional Growth based on student, district and teacher needs.

Summative Evaluation: By June 2011, 100% of staff will have participated in Professional Development as noted by certificates or sign-in sheets.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
New Teacher Mentor Program Each new SH teacher will be a part of the MISD mentor program	Coordinator for new teacher development	Ongoing	Meeting places and times, supplies	Feedback from new teachers
Professional Action Plan Each teacher develops a plan based on goals and needs.	Curr Dept, Teacher, Principal	Ongoing	PAP template	Turn in action plan to principal. Teacher completes activities and reaches goals on plan.

Collaborative Planning Teams Teachers and admin meet to review curriculum, data, strategies, etc...	Teachers, Prin, AP, Curr Dept	Ongoing	Common planning time Weekly Feedback Form	Weekly Team Feedback Form, student performance
State Assessment Training All staff participating in state assessments will receive comprehensive training	Counselor	Before each test training deadline	TEA Materials	No reportable incidents and sign in sheets form training

Goal 6: Parents will be partners with the school in the education of students at Sam Houston Middle School.

Objective: To open communication lines between the school and parents, so that parents are aware of school functions, how they can help their child reach their maximum potential, and how they can get more involved at the school.

Summative Evaluation: Sign in sheets will show an increase in parent involvement. End of year surveys will reflect that parent's have been invited into the school and feel welcome.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Parent Institute Activities to help the school reach out to parents.	Principal, AP, Teachers, Counselor	Ongoing	Parent Institute Activities, Info to staff, copies, Parent Involvement Committee	Sign in sheets at functions and daily visitor's log. Survey at end of year.
Communication Provide home communication in English or Spanish as needed	Secretary, Paraprofessionals, Counselor, Bilingual Teachers	Ongoing	Paper, copies, timely planning	Dual copies of important notices at end of year

Calendar Monthly calendar of school happenings	Counselor	Ongoing	Paper, copies, computer	Monthly calendar for 2010-2011

**SHMS Composite TAKS Chart
2005-2010**

Reading						
	2005	2006 1 st YR	2007 2 nd YR	2008 3 rd YR	2009 4 th YR Raw -TPM	2010 5 th YR Raw-TPM
	5	5	5	5	5	5
ALL	73%	65%	75%	90%	87%-93%	84%-98%
AA	68%	56%	67%	85%	78%-91%	73%-95%
H	58%	52%	72%	85%	81%-87%	80%-96%
W	88%	78%	83%	96%	95%-100%	92%-100%
ED	65%	55%	68%	87%	82%-92%	79%-96%
	6	6	6	6	6	6
ALL	85%	93%	92%	88%	94%-98%	85%-97%
AA	69%	95%	88%	89%	88%-97%	78%-91%
H	81%	86%	91%	84%	93%-98%	82%-98%
W	94%	97%	93%	90%	98%-98%	90%-100%
ED	78%	91%	89%	85%	90%-97%	80%-95%
AEIS Rating 5 & 6	Ac Ac	Ac Ac	Ac Ac	Rec	Rec	
ALL	84%	86%	88%	92%	92%-98%	84%-97%
AA	74%	85%	83%	89%	86%-96%	75%-93%

H	78%	76%	84%	89%	87%-98%	81%-97%
W	94%	93%	93%	96%	98%-99%	91%-100%
ED	79%	81%	84%	89%	99%-97%	80%-96%
% Com'd						
ALL	28%	29%	32%	33%	32%	24%
AA	19%	25%	27%	16%	20%	10%
H	14%	16%	24%	27%	18%	22%
W	40%	40%	41%	50%	46%	36%
ED	17%	20%	24%	22%	20%	14%

Math						
	2005	2006 1 st YR	2007 2 nd YR	2008 3 rd YR	2009 4 th YR Raw -TPM	2010 5 th YR Raw-TPM
	5	5	5	5	5	5
ALL	80%	83%	75%	85%	87%-89%	82%-86%
AA	66%	75%	67%	80%	69%-72%	70%-73%
H	86%	76%	72%	78%	92%-91%	80%-83%
W	88%	91%	83%	92%	96%-99%	90%-95%
ED	75%	80%	68%	80%	84%-87%	76%-81%
	6	6	6	6	6	6
ALL	74%	81%	89%	84%	82%-83%	84%-88%
AA	57%	78%	82%	77%	74%-78%	73%-78%
H	65%	76%	78%	82%	82%-82%	86%-94%
W	86%	86%	97%	93%	87%-88%	90%-90%
ED	62%	76%	83%	78%	78%-81%	80%-85%
AEIS Rating 5 & 6	Ac Ac	Ac Ac	Ac Ac	Rec	Rec	

ALL	80%	84%	87%	89%	87%-90%	83%-87%
AA	67%	82%	82%	82%	76%-80%	71%-75%
H	81%	77%	77%	88%	89%-89%	84%-89%
W	88%	91%	96%	94%	93%-96%	90%-93%
ED	74%	81%	80%	84%	84%-86%	78%-83%
% Com'd						
ALL	30%	34%	37%	37%	38%	29%
AA	17%	29%	26%	28%	24%	12%
H	27%	21%	39%	36%	28%	29%
W	40%	44%	41%	45%	52%	40%
ED	21%	26%	35%	31%	28%	22%

Science						
	2005	2006 1 st YR	2007 2 nd YR	2008 3 rd YR	2009 4 th YR Raw -TPM	2010 5 th YR Raw-TPM
	5	5	5	5	5	5
ALL	54%	72%	80%	81%	84%-85%	84%-85%
AA	39%	60%	67%	73%	70%-72%	73%-75%
H	46%	57%	83%	73%	81%-81%	72%-74%
W	72%	88%	89%	91%	94%-96%	96%-98%
ED	47%	59%	74%	74%	79%-79%	78%-80%
% Com'd						
ALL	15%	21%	21%	28%	34%	38%
AA	11%	5%	12%	14%	20%	21%
H	4%	15%	13%	16%	19%	28%
W	25%	33%	35%	48%	52%	53%
ED	9%	16%	10%	18%	25%	29%