

Waskom Middle School

Campus Improvement Plan 2010 - 2011

"Wildcat Pride Begins With You"

Date Reviewed: 10/25/2010

Date Approved: 11/8 /2010

Campus Site-Based Committee

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WASKOM MIDDLE SCHOOL

Mission Statement

The mission of Waskom Middle School is to provide our diverse student population with a meaningful and extensive education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in both academic learning and life.

Vision

The vision of Waskom Middle School is to inspire in all students the desire to learn and succeed. By celebrating achievements and actively partnering with families and the community, we will empower students to embrace the challenges and opportunities of their future. These accomplishments will result in Waskom Middle School reaching the goal of a “Recognized” campus contributing to a state rating of “Recognized” for Waskom Independent School District.

Nondiscrimination Notice

WASKOM MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

NCLB Goals

Goal 1 - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2 - All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3 - By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4 - All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5 - All students will graduate from high school.

Waskom Middle School Campus Improvement Plan

2010-2011

Goal #1: WMS students will reach high standards of proficiency in the tested areas of reading, math, writing, science, and social studies.

NCLB Goal: 1,2

Objective 1.1: Increase student math performance to an 85% passing rate and a minimum 20% commended rate.

Results	All Students	African American	Hispanic	White	Eco Dis
2008	79%	68%	74%	82%	72%
2009	81%	67%	83%	84%	79%
2010	75%	70%	73%	77%	71%
2011 goal	85%	85%	85%	85%	85%

NCLB Objective(s): 1.2, 2.3

Summative Evaluation: 2011 math TAKS results will indicate student growth

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Establish 6 weeks benchmark testing system to monitor student progress	Local funds, SCE funds	Principal, classroom teachers, curriculum department	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Utilize OFYP day each 6 weeks to remediate objectives not mastered on benchmark	Local	Principal	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Reconfigure schedule to allow more time for core instruction	Local	Principal	Ongoing	Lower failure rate, improved grades, higher TAKS scores

Provide in-school tutorials for students at-risk of failing		Classroom Teachers	Daily	Lower failure rate, Improved grades
Provide after-school tutorials for students at-risk of failing	Title I Funds	Classroom Teachers	Weekly	Lower failure rate, Improved grades
Provide supplemental programs for students identified as dyslexic	Local	Dyslexia Teacher	As needed	Improved 6 weeks grades, improved TAKS scores
Vertically align curriculum by following CSCOPE scope and sequence	Local	Principal, teachers	Ongoing	Monitor via CIA Notebook
Provide staff development opportunities for math teachers	BTIM grant	Principal, teachers	As available	Teacher feedback and evaluations
Utilize CSCOPE performance indicators to practice higher-level thinking skills		Classroom teachers	Minimum once per 6 weeks	Student scores, teacher evaluation of activities

Objective 1.2: Increase student reading performance to a 90% passing rate and a minimum 20% commended rate.

Results	All Students	African American	Hispanic	White	Eco Dis
2008	90%	95%	79%	90%	85%
2009	93%	83%	90%	96%	89%
2010	80%	74%	75%	84%	80%
2011 goal	90%	90%	90%	90%	90%

NCLB Objective(s): 1.2, 2.2

Summative Evaluation: 2011 reading TAKS results will indicate student growth

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Establish 6 weeks benchmark testing system to monitor student progress	Local funds, SCE funds	Principal, classroom teachers, curriculum department	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers

Utilize OFYP day each 6 weeks to remediate objectives not mastered on benchmark		Principal, classroom teachers	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Reconfigure schedule to allow more time for core instruction		Principal	Ongoing	Lower failure rate, Improved grades, higher TAKS scores
Provide in-school tutorials for students at-risk of failing		Classroom Teachers	Daily	Lower failure rate, Improved grades
Provide after-school tutorials for students at-risk of failing	Title I Funds	Classroom Teachers	Weekly	Lower failure rate, Improved grades
Provide supplemental programs for students identified as dyslexic	Local	Dyslexia Teacher	As needed	Improved 6 weeks grades, improved TAKS scores
Vertically align curriculum by following CSCOPE scope and sequence	Local	Principal, teachers	Ongoing	Monitor via CIA Notebook
Continue and expand the use of the Accelerated Reader program	Title 1	ELA teachers	Every 6 weeks	Include as part of class grades, monitor points and tests
Utilize CSCOPE performance indicators to practice higher-level thinking skills		Classroom teachers	Minimum once per 6 weeks	Student scores, teacher evaluation of activities

Objective 1.3: Maintain student writing performance at a 100% passing rate and a minimum 30% commended rate.

Results	All Students	African American	Hispanic	White	Eco Dis
2008	96%	100%	100%	94%	100%
2009	96%	89%	100%	96%	100%
2010	100%	100%	100%	97%	100%
2011 goal	100%	100%	100%	100%	100%

NCLB Objective(s): 1.2, 2.2

Summative Evaluation: 2011 writing TAKS results will indicate student growth.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Establish 6 weeks benchmark testing system to monitor student progress	Local funds, SCE funds	Principal, classroom teachers, curriculum department	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Utilize OFYP day each 6 weeks to remediate objectives not mastered on benchmark		Principal, classroom teachers	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Reconfigure schedule to allow more time for core instruction		Principal	Ongoing	Lower failure rate, Improved grades, higher TAKS scores
Provide in-school tutorials for students at-risk of failing		Classroom Teachers	Daily	Lower failure rate, Improved grades
Provide after-school tutorials for students at-risk of failing	Title I Funds	Classroom Teachers	Weekly	Lower failure rate, Improved grades
Provide supplemental programs for students identified as dyslexic	Local	Dyslexia Teacher	As needed	Improved 6 weeks grades, improved TAKS scores
Vertically align curriculum by following CSCOPE scope and sequence	Local	Principal, teachers	Ongoing	Monitor via CIA Notebook
Continue and expand the use of the Accelerated Reader program	Title 1	ELA teachers	Every 6 weeks	Include as part of class grades, monitor points and tests
Utilize time from 7 th grade social studies to practice 7 th grade writing by integrating activities		ELA teachers, social studies teachers	Once per week	Improved writing scores
Utilize CSCOPE performance indicators to practice higher-level thinking skills		Classroom teachers	Minimum once per 6 weeks	Student scores, teacher evaluation of activities

Objective 1.4: Increase student science performance to an 85% passing rate and a minimum 20% commended rate.

Results	All Students	African American	Hispanic	White	Eco Dis
2008	60%	38%	85%	63%	50%
2009	73%	63%	71%	76%	69%
2010	60%	38%	41%	79%	47%
2011 goal	85%	85%	85%	85%	85%

NCLB Objective(s): 1.2, 1.3

Summative Evaluation: 2011 science TAKS results will indicate student growth.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Establish 6 weeks benchmark testing system to monitor student progress	Local funds, SCE funds	Principal, classroom teachers, curriculum department	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Utilize OFYP day each 6 weeks to remediate objectives not mastered on benchmark		Principal, classroom teachers	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Reconfigure schedule to allow more time for core instruction		Principal	Ongoing	Lower failure rate, Improved grades, higher TAKS scores
Provide in-school tutorials for students at-risk of failing		Classroom Teachers	Daily	Lower failure rate, Improved grades
Provide after-school tutorials for students at-risk of failing	Title I Funds	Classroom Teachers	Weekly	Lower failure rate, Improved grades
Provide supplemental programs for students identified as dyslexic	Local	Dyslexia Teacher	As needed	Improved 6 weeks grades, improved TAKS scores
Vertically align curriculum by following CSCOPE scope and sequence	Local	Principal, teachers	Ongoing	Monitor via CIA Notebook
Provide staff development	BTIM grant	Principal, teachers	As available	Teacher feedback and

opportunities for science teachers				evaluations
Utilize CSCOPE performance indicators to practice higher-level thinking skills		Classroom teachers	Minimum once per 6 weeks	Student scores, teacher evaluation of activities

Objective 1.5: Increase student social studies performance to a 100% passing rate and a minimum 25% commended rate.

Results	All Students	African American	Hispanic	White	Eco Dis
2008	69%	50%	100%	70%	65%
2009	89%	71%	88%	92%	84%
2010	92%	83%	91%	96%	88%
2011 goal	100%	100%	100%	100%	100%

NCLB Objective(s): 1.1, 1.3

Summative Evaluation: 2011 social studies TAKS results will indicate student growth.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Establish 6 weeks benchmark testing system to monitor student progress	Local funds, SCE funds	Principal, classroom teachers, curriculum department	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Utilize OFYP day each 6 weeks to remediate objectives not mastered on benchmark		Principal, classroom teachers	Each 6 weeks	Improving grades, improved mastery of curriculum as observed by teachers
Reconfigure schedule to allow more time for core instruction		Principal	Ongoing	Lower failure rate, Improved grades, higher TAKS scores
Provide in-school tutorials for students at-risk of failing		Classroom Teachers	Daily	Lower failure rate, Improved grades
Provide after-school tutorials for students at-risk of failing	Title I Funds	Classroom Teachers	Weekly	Lower failure rate, Improved grades

Provide supplemental programs for students identified as dyslexic	Local	Dyslexia Teacher	As needed	Improved 6 weeks grades, improved TAKS scores
Vertically align curriculum by following CSCOPE scope and sequence	Local	Principal, teachers	Ongoing	Monitor via CIA Notebook
Utilize CSCOPE performance indicators to practice higher-level thinking skills		Classroom teachers	Minimum once per 6 weeks	Student scores, teacher evaluation of activities

Goal #2: WMS students will reach high standards by ensuring that all teachers and staff are highly qualified.

NCLB Goal: 1, 2, 3

Objective 2.1: Recruit and maintain highly qualified and competent staff members.

NCLB Objective(s): 3.1, 3.2

Summative Evaluation: 2011 student grades, attendance, and TAKS scores will show improvement and staff retention rates will increase.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Employ staff meeting NCLB definition of highly qualified	Title 1	Principal	Ongoing	Review personnel records
Provide mentors for first year teachers	Title 2, BTIM grant, local funds	Principal, Curriculum Department	As needed	Review satisfaction surveys
Recognize and reward staff accomplishments	Title 2, local funds	Principal	Each 6 weeks	
Provide meaningful staff development as determined by needs assessment and ongoing staff input	Title 1, local funds, BTIM grant	Principal, Curriculum Department	Ongoing	Staff development evaluations, needs assessment

Goal #3: All WMS students involved in special programs will reach high academic standards in all curricular areas.

NCLB Goal: 1, 2

Objective 3.1: Provide appropriate academic and social services for special needs students, including those in the special education, gifted and talented, ESL, and dyslexia programs.

NCLB Objective(s): 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Summative Evaluation: All students involved in these programs will achieve year-on-year growth as measured by TAKS.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Train staff on implementation of IEPs, including modifications and accommodations	Local	Principal, Assistant Principal, Dyslexia teacher, ESL teacher, SpEd teachers	August	Sign in sheets and PDAS observations
Provide additional support services in core subjects for students in special programs	Local	SpEd case managers, inclusion teachers	Ongoing	Monitor student grades and benchmark scores
All core teachers will be certified in GT strategies	Local	Principal, Curriculum Department	Ongoing	Monitor certification status of all new staff
Improve communication between SpEd and ESL teachers and regular classroom teachers		ESL and SpEd teachers, classroom teachers, principal	Ongoing	Monitor student achievement and progress, walkthroughs, surveys
Provide direct instruction for language development of LEP students	Title 3	ESL Teacher	Weekly	Monitor student achievement and language development
Increase opportunities for parent involvement through the ESL, SpEd, and GT programs	Title 1	Principal, program teachers, curriculum department	Ongoing	Monitor parent involvement in meetings and other events
Implement and utilize Grand Central Station program for at-risk students	Local	Principal, Assistant Principal, GCS staff, Curriculum Department	Phase in through year	Student Sign-in records, grades, TAKS scores

Goal #4: All WMS will graduate from High School within four years of entering the ninth grade.

NCLB Goal: 5

Objective 4.1: To engage at-risk students in the learning process and retain them in school.

NCLB Objective(s): 5.1, 5.2

Summative Evaluation: Reduced drop-out rate

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Develop personal graduation plans for 8 th grade students	Local	Principal, Assistant Principal	May	Review schedules, achievement data, and interest surveys
Provide staff development for teachers to address the needs of at-risk students	Title 2	Principal	August	Staff evaluations
Provide additional support for academic success through remediation opportunities	Local	Principal, Teachers	Ongoing	Monitor student grades and achievement
Increase parent involvement through staff contacts		Principal, Teachers	6 weeks	Teacher contact log as documented in the CIA Notebook
Monitor and remediate at-risk students	Local	Principal, Teachers	6 weeks	Class grades and benchmark test grades
Complete SSI interventions for 5 th and 8 th grade students	Local, Title 1	Principal, Teachers	Yearly	Student promotion rates

Objective 4.2: To increase student and staff attendance rate to 96.5%.

NCLB Objective(s): 5.1

Summative Evaluation: Review attendance reports for evidence of increased attendance rates.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
File truancy cases in a timely manner	Local	Principal	Each week	Monitor attendance data and track truancy cases
Provide attendance incentives for all students	Local	Principal	Weekly	Monitor attendance data
Contact parents about excessive absences or tardies	Local	Principal	Weekly	Monitor attendance data
Contact parents immediately when students are absent on TAKS days or OFYP days	Local	Principal	As needed	Monitor attendance data

Goal #5: All WMS will have the opportunity to learn in an environment that is safe, drug-free, and fosters positive behaviors.

NCLB Goal: 4

Objective 5.1: To engage all students in activities that promote a positive self image and a positive perception of school and help students make healthy choices.

NCLB Objective(s): 4.1

Summative Evaluation: Monitor student discipline reports, grades, test scores, and attendance data for all students.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Recognize students for academic and accomplishments	Title 1, local	Principal	Each 6 weeks	Monitor student data
Recognize students for good behavior	Title 1, local	Principal	Each 6 weeks	Monitor student data
Publicize student accomplishments through the school web site, displays, newspaper, and other means	Local	Principal, sponsors, teachers	Each 6 weeks	Review feedback from the community and school
Recognize cultural diversity	Local, Title 3	Principal, teachers, student	Ongoing	Review evaluations from the

through school and community programs		groups		programs and events conducted
Increase the number of students involved in extracurricular activities	Local	Activity sponsors	Ongoing	Monitor student participation in extracurricular activities
Develop and implement a campus-wide positive behavior plan	Local	Principal	Ongoing	Evaluate discipline referrals
Train teachers in TBSI and CPI techniques	Local	Principal	Yearly	Review certificates of completion
Implement an anti-bullying program taught during the tutorial period	Local	Principal, teachers	Spring semester	Review discipline records, student surveys
Educate students about the dangers of drug and alcohol abuse	Local	Student Council	Ongoing	Student evaluation of programs

Goal #6: Increase parent and community involvement in the school.

NCLB Goal: 2, 4, 5

Objective 6.1: Increase involvement and communication with parents.

NCLB Objective(s): 4.1, 5.1

Summative Evaluation: Monitor parent feedback, participation, and evaluations.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
Inform parents and community members of school events through the website, marquee, letters, and calendar	Title 1	Principal, teachers, central office	Ongoing	Monitor parent attendance of events and feedback on communication
Inform parents of school policies	Local	Principal	Yearly	Signed receipts of

through the student handbook, code of conduct, district web page, and parent meetings				information from all parents
Communicate with parents regarding student progress through student planners, phone calls, emails, conferences, report cards, online gradebook, letters.	Title 1	Principal, Teachers	Ongoing	Review parent contact logs.
Establish WMS PTA	Local	Principal, teachers, parents	Fall semester	Monitor parental involvement
Involve parents in events that help them help their children become better students, such as open houses, parent nights, letters, language classes	Local, Title 1	Principal, Teachers	Ongoing	Record event notices and sign-in sheets
Increase opportunities for parents to volunteer and participate	Local	Principal, PTA Officers	Ongoing	Evaluate participation and involvement records.