



**Moreno Middle School
Campus Improvement Plan**

2011-2012



**Moreno Middle School Campus Improvement Plan
Ten Components Required for Schoolwide Title I Projects
No Child Left Behind Act**

Moreno Middle School is committed to the ten components for school wide Title I projects. Through the campus and district planning and decision making process, all components are addressed. Listed below are each component and the corresponding pages in the campus improvement plan where the component is met.

- Component 1: Comprehensive Need Assessment – Section 1
- Component 2: School wide Reform Strategies (Scientifically Research-Based Strategies) – Goal 1
- Component 3: Instruction by Highly Qualified Teachers – Goal 1
- Component 4: High-Quality and Ongoing Professional Development (in accordance with Section 1119)(teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff) – Goal 1
- Component 5: Strategies to Attract High-Quality, Highly-Qualified Teachers – Goal 1
- Component 6: Parental Involvement Strategies (in accordance with §1118) – Goal 3
- Component 7: Transition Activities for Preschool Children (see Hampton-Moreno-Dugat Early Childhood Center Campus Improvement Plan)
- Component 8: Inclusion of Teacher in Academic Assessment Decisions; Signature page of campus improvement plan
- Component 9: Assisting Students Experiencing Difficulties Mastering Proficient and Advanced Levels of Achievement Standards – Goal 1
- Component 10: Coordination and Integration of Federal, State, and Local Services and Programs

Moreno Middle School is a Title I School wide campus and \$185,556 of State Compensatory Education funds are spent to support the school wide plan.

**Beeville Independent School District
MMS Campus Improvement Plan
2011-2012**

MMS Goal # 1 MMS staff and students will work to improve STAAR scores.

Evidence of Need with Supportive Data: According to the 2010 AEIS, MMS has a 70% SES and 13.0% mobility. TAKS scores for 2011 showed that of students in grades 6-8, 21% in reading, 38% in math, 36% in Science, 11% in social studies, and 7% in writing, did not pass. These figures indicate a need for the following activities.

Performance Objective/Summative Evaluation Data: STAAR scores will serve as the summative assessment for grades 6-8, documenting that MMS students meet state baseline standard.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
Using CSCOPE Curriculum & Rollouts for Core Teachers.	Fullan, M. (2006). <i>Leading professional learning</i> . School Administrator, 63(10), 10-14.	Principal, Assistant Principals, Teachers	Federal/Local	Teachers will be given time each six weeks to organize, review and plan to use the curriculum. Lesson plans will be completed through CSCOPE. This time is provided so that the teachers can specifically plan to target the skills that students are weak or have difficulty with.	August, 2011 – May, 2012	All Students, Hispanic students, At-Risk, LEP, economically disadvantaged students, and special education	Six Week test, benchmarks, & STAAR Scores
Guidance from Dr. Nancy Jones to assist with the planning, implementation, and test building in Math	Fullan, M. (2006). <i>Leading professional learning</i> . School Administrator, 63(10), 10-14.	Dr. Jones, Principal, Assistant Principals, Teachers	Local	Dr. Jones will meet with each grade level to plan using the CSCOPE Curriculum, how to implement the lessons, and assist with building the Math Unit and Six Week test.	August, 2011 – May, 2012	All Students, Hispanic students, At-Risk, LEP, economically disadvantaged students, and special education	Six Week test, benchmarks, & STAAR Scores
Focused Tutorials: All students in need are invited to attend after school tutorials. Teachers refer students.	<i>Correlates of Effective Schools: The First and Second Generation</i> . Lezotte, Lawrence W.	Principal, Assistant Principals, Teachers	Local	Teachers will work together to collaborate, so that students will be able to attend needed tutorials. They will send home letters inviting students to attend tutorials that are held on certain days during the week.	October, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Tutorial Record, Six Week test, benchmarks, & STAAR Scores

Tutorials: Students in need are to come to after school tutorials, in school tutorials, or the MAC lab for extra help. Teachers may refer students.	<i>Correlates of Effective Schools: The First and Second Generation.</i> Lezotte, Lawrence W.	Principal, Assistant Principals, Teachers	Local	Teachers allow students to come in for extra assistance when needed.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Tutorial/ MAC Lab Records, Six Week test, benchmarks, & STAAR Scores
Extended Tutorials: Students who are considered in need of extra assistance will be invited to attend extended after school tutorials for Math.	<i>Correlates of Effective Schools: The First and Second Generation.</i> Lezotte, Lawrence W	Principal, Assistant Principals, Teachers	Federal	The ACE Program has allowed the 6-8 math teachers to have a 1 hour extended tutorial to work with students who are in need of extra assistance.	September 2011 – May 2012	Hispanic, economically disadvantaged, Special Education, and All Students	Tutorial Record, Six Week test, benchmarks, & STAAR Scores
Disaggregation of Unit, Six Weeks test, and benchmarks to look for strengths and weaknesses of students.	<i>Correlates of Effective Schools: The First and Second Generation.</i> Lezotte, Lawrence W	Principal, Assistant Principals, Teachers	Local	Data will be placed into DMAC to help with disaggregation of data. Teachers will use this to determine areas of improvement needed and areas mastered. Teachers will also be able to watch those subpopulations that need improvement on STAAR test	September 2011 – May 2012	All Students, Hispanic students, At-Risk, LEP, economically disadvantaged students, and special education	Six Week test, benchmarks, & STAAR Scores
Intervention Classes for 8 th grade students who did not pass Math TAKS test last school year.	<i>Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement,</i> W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principal, Assistant Principals, Teachers	Federal	Students will be scheduled to take this class for semester / year long. Grades will be reported on report cards.	August 2011 – May 2012	Hispanic students, Economically disadvantaged students, Special education, Bubble Students, and All Students	Grades, class work, STAAR Test

Implement intervention plans or make improvement in teacher presentations.	<i>Correlates of Effective Schools: The First and Second Generation.</i> Lezotte, Lawrence W	Principal, Assistant Principals, Teachers	Local	PDAS, walk throughs, staff development.	August 2011 – May 2012	All Students, Hispanic students, At-Risk, LEP, economically disadvantaged students, and special education	Six Week test, benchmarks, & STAAR Scores
Optional Extended Year Program, summer school and other forms of accelerated instruction will be held pending funding.	<i>Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement,</i> W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principal, Assistant Principals, Teachers	OEYP, AML, ARI, Title 1	Each after school and summer school program will have specific evaluations that address academics and attendance. A compilation of the identified outcomes for each program will reflect that 90 % of the expected outcomes were met.	May 21 – June, 2012	At-Risk, special education, LEP, subpopulations	STAAR Scores Record of Students in Attendance
Highly qualified teachers: A variety of staff development opportunities will be made available to all staff to meet and exceed the needs of students. Teachers will be able to meet and exceed their 150 required hours needed every 5 years.	<i>Learning by Doing A handbook for professional learning communities at Work;</i> R. DuFour, R. Dufour, R. Eaker, T. Many; 2006	Principal, Assistant Principals, Counselors, Teachers, Assistants	Local	Our Deputy Superintendent recruits and we, as a campus, interview and hire highly qualified teachers. Scores of the six week tests given at the campus level will be disaggregated. ARD (Admission, Review and Dismissal) meeting minutes will show that students are working at or moving toward grade level instruction and assessment.	August, 2011 – August, 2012	At-Risk, special education, LEP, subpopulations	Staff Development Certificates Highly Qualified qualifications

General training of staff in federal, state and local initiatives; new teacher training program; Student Assistance Team; training in violence prevention.	N.C.L.B. Act	Principal, Assistant Principals, Teachers, Counselors	Local, State and Federal	For all subjects, MMS will meet State baseline. Scores for special education students on the STAAR, STAAR-Modified and STAAR-Alternative will be reviewed to determine which students met ARD expectations on these assessments. The expectation will be that all students will meet ARD expectations.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Certificates of Training
During 2011-2012 school year, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.	NCLB §1119; §1112; §1114	Principal, Assistant Principals, Director of Special Programs, Director of Special Education, Deputy Superintendent of Personnel	Local, State and Federal	Personnel files, highly qualified worksheets, and principal attestations	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Certification
At Risk Programs and Drop Out Prevention	T.E.C. 29.081	Principals, Counselors, Executive Director for Special Programs and Special Education	Local, S.C.E.	The number of dropouts for the 2009-2010 school year will be compared to the number of dropouts for 2010-2011. The completion rate for students published in the AEIS reports will be reviewed.	August, 2011 – May, 2012	At-Risk	Zero drop out rate
Coordinated Health Program	Texas Administrative Code (TAC) §74.3(a)	Principal, Consultant, Physical Education and Health Teachers	Local	All students in grades 3-12 will participate in the Fitness Gram Program All students will participate in the coordinated Health program using The Great Body Shop curriculum resources.	August 2011- May 2012	All Students	Testing Results

MMS Goal # 2 MMS staff and students will work to decrease the number of student referrals to the office.

Evidence of Need with Supportive Data: According to the 2010 – 2011 discipline records, MMS had a total of 2322 office referrals.

Performance Objective/Summative Evaluation Data: Data from Powerschool will serve as the summative assessment for grades 6-8, documenting that office referral decrease during the 2011-2012 school year.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
Implement School Wide Discipline Plan. <ul style="list-style-type: none"> Establish Student Expectations throughout school, teach students and will review throughout year Change in referral process 	T.E.C. Chapter 37	Principal, Assistant Principals, Counselors, Teacher	Local	The Chapter 37 PEIMS 425 discipline record will be reviewed. The Code of Conduct, revised as necessary, will be prominently displayed on the campuses. School Wide Discipline Plan will be reviewed and revised as necessary.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Record of number of office referrals by Staff & Students.
Students will earn the privilege to attend “Reward Day” each six weeks for good behavior.	Student Motivation, school Culture, and Academic Achievement “What School Leaders Can do.” ERIC (Ron Renchler)	Principals, Assistant Principals, Counselors, Teachers	Local	Students who have not had an office referral earn the right to attend “Reward Day”	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Record of number of office referrals by Staff & Students.
Students can earn “Caught Being Good Coupons” for acting appropriately throughout the school day.	Student Motivation, school Culture, and Academic Achievement “What School Leaders Can do.” ERIC (Ron Renchler)	Principals, Assistant Principals, Counselors, Teachers, Assistants	Local	Students who earn these coupons will have the chance to have their coupon drawn and receive “Snack Bar Bucks” & other coupons.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Drawing held weekly.
Dating violence policy and training (BQ(Legal)); Discipline management program providing for prevention and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying at schools/on school grounds/and on bus.	T.E.C. Chapter 37	Principals, Assistant Principals, Consultant, Teachers, Nurses, Counselors	Local	The Chapter 37 PEIMS 425 discipline record will be reviewed. The Code of Conduct, revised as necessary, will be prominently displayed on the campuses.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Record of Staff & Students being informed

MMS Goal # 3 MMS will work to improve student and staff morale during the 2011-2012 school year.

Evidence of Need with Supportive Data: According to the 2009 – 2010 survey, only 23% felt that the morale at MMS was high. 73% of the students felt that they were treated fairly.

Performance Objective/Summative Evaluation Data: Surveys will indicate that staff and students feel that the school was a positive experience.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
Training and Implementation of Smile and Move Strategies (positive attitude & action)	Academic Leadership Live Volume 9 Issue 2 (The Online Journal)	Principal, Assistant Principals, Counselors, Teacher, Assistants	Local	Staff will exhibit a more positive attitude and action towards work, students, and other staff members.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Survey will indicate that the staff implemented ideas from training.
Administration will demonstrate positive attitude to students and staff.	Academic Leadership Live Volume 9 Issue 2 (The Online Journal)	Principals, Assistant Principals, Counselors,	Local	Positive attitudes will be seen as administration works with staff and students	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Survey will indicate that the Administration exhibited a more positive attitude toward staff and students.
All staff works to build relationships with students and other staff.	Academic Leadership Live Volume 9 Issue 2 (The Online Journal)	Principals, Assistant Principals, Counselors, Teachers, Assistants	Local	Staff will go above and beyond to work with students by staying late, getting here early, working with students during their lunch or after school and other creative ways.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Survey will indicate that the staff worked with students to help them improve.
Administration will provide positive feedback to staff with emails, notes, positive comments, and treats.	Academic Leadership Live Volume 9 Issue 2 (The Online Journal)	Principals, Assistant Principals, Counselors	Local	Administration will give feedback that lets staff know that the job they are doing is appreciated and respected.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Survey will indicate that the Administration gave positive feedback which assist staff in continuing to work with students.
All staff will provide positive feedback to students with encouraging words and student recognition.	Academic Leadership Live Volume 9 Issue 2 (The Online Journal)	Principal, Assistant Principals, Counselors, Teacher, Assistants	Local	Staff will give feedback to students that will help students feel better about themselves and want to make improvements. Staff will recognize students for making better choices.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Survey will indicate that the staff made an effort to give positive feedback to students.

MMS Goal #4 MMS will work to improve positive public relations and involvement with parents and community.

Evidence of Need with Supportive Data: More parent/community involvement in the educational process and training in parenting skills are needed in order to establish and maintain cooperative efforts among all responsible entities for the benefit of students. Students transferring out of Beeville ISD have been a continuing problem.

Performance Objective/Summative Evaluation Data: The Campus Improvement Plan for year 2011-2012 will document the representatives who served. The signature page will demonstrate meeting this requirement. All sign-in logs maintained will record the number of parents and/or community members volunteering their services and attending open house as well as other school functions. A survey will be used to show that the campus will be viewed in a more positive light by parents and community

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/End	Special Populations	Evaluation
Staff will address parent concerns in a timely manner.	Education Week www.edweek/ew/issues/parent-involvement	Principal, Assistant Principals, Counselors, Teachers	Local	Staff will address parent concern on a day to day basis.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Survey will indicate that the staff responded to parent concerns in a timely manner.
Publicize positive events, and happenings that are occurring on campus.	Education Week www.edweek/ew/issues/parent-involvement	Principal, Assistant Principals, Counselors, Teachers	Local	Positive events and happenings will be put in the local paper and on the website showing parents and the community the positive things that are occurring at MMS.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Articles and picture in the local paper and on the website.
Newsletters, website, the newspaper and other forms of media will be used to communicate with parents. Parent information, involvement and training, including Practical Parenting, will be offered on campus. Information will be provided on higher education opportunities.	Center for Effective School Practices, retrieved from http://cesp.rutgers.edu/	Principal, Assistant Principals, Counselors, Teachers	Local	PPE training will be provided once a semester and as needed for parents. Total attendance at events for parents will be collected. State assessment results will be provided to parents.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Sign in Sheets will record

Through the school wide discipline plan, teachers will make parent contact to build a working relationship to help improve student success.	Education Week www.edweek/ew/issues/parent-involvement	Principal, Assistant Principals, Counselors, Teachers	Local	In the discipline plan process, teacher are to contact parents to let them know about concerns and asked for support.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Powerschool will show that the office referrals have decreased.
Campus Building Leadership Team will have parents, business representatives and community representatives.	Doolaard, S. <i>Effective schools</i> . School Effectiveness & School Improvement Jun2007, Vol. 18 Issue 2, p241-244.	Principal, Assistant Principals	Local	At a minimum, one parent, one business representatives, and one community members will serve on each Building Leadership Team.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Signature Sheets will record

MMS Goal # 5 MMS will work to improve student attendance.

Evidence of Need with Supportive Data: Attendance figures for the 2009 AEIS were 94.8% with the state standard of 95.6% and according to our records, the 2010 – 2011 attendance was 95.2%.

Performance Objective/Summative Evaluation Data: Student attendance will increase.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
Contact parents of students who are absent.	Research report: Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention National Dropout Prevention Center/Network	Principal, Assistant Principals, Counselors, Clerks, Teachers, Truancy Officer	Local	Parents will assist in helping to get students to school	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Attendance Report
Drawing for students with perfect attendance each 6 weeks for prizes and incentives.	Research report: Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention National Dropout Prevention Center/Network	Principals, Assistant Principals, Counselors,	Local	A drawing will be help to reward students who have not missed a class during each six weeks.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Drawing each 6 weeks
Promote the Optional Flexible Year Program	Research report: Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention National Dropout Prevention Center/Network	Principals, Assistant Principals, Counselors, Teachers, Assistants	Local	Staff will go over with students that one of the requirements to get out of school early is to have 90% or better attendance.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Attendance Report, announcements, teacher and staff explanations
Truancy Efforts; Services for Homeless Students	Rubin, R. (2004). <i>Building a Comprehensive Discipline System and Strengthening School Climate</i> . Reclaiming Children & Youth Fall2004, Vol. 13 Issue 3, p162-168.	Principals, Clerks, Teachers, Truancy Officer	Local	Each campus will improve its attendance rate by at least one percentage point.	August, 2011 – May, 2012	At-Risk, special education, LEP, subpopulations	Attendance Report