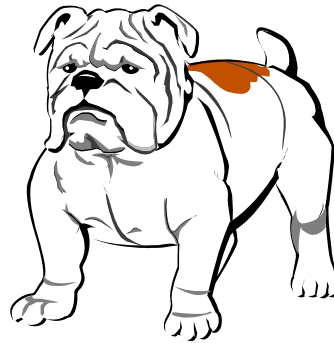


Queen City ISD

Morris Upchurch Middle School

2010-2011 Campus Improvement Plan

Accountability Rating: Recognized



Mission Statement

Morris Upchurch Middle School will inspire students to achieve academic and personal excellence through collaboration of a diverse community and a safe, nurturing environment.

Vision

At MUMS we have the vision of a partnership between our schools, our parents, and our community by working together to provide a quality experience for our students that will emphasize achievement, a positive self-esteem, which produces responsible and respectful citizens.

Our Values

- Set high expectations for ourselves and others.
- Promote positive relationships with everyone.
- Focus on student centered solutions.
- Never give up on any student.
- Be professional and prepared every day.
- Know our goals and work to achieve them.
- Do the right thing, the right way, at the right time.

Our Beliefs

- Every child is capable of achieving high levels of academic success.
- Relationships are vital to our students' success.
- All students learn more effectively when engaged in quality learning experiences.
- The unique strengths of individual students should be celebrated, fostered and inspired.
- Academic rigor is an essential quality of exceptional educational opportunities.
- Excuses hinder success.

2010-2011 Campus Improvement Plan	1
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	10
School Context and Organization	12
Technology	12
Programs	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal : 1 All Students will show continuous academic improvement in all subject areas.	15
Goal : 2 Students and staff will use a variety of technology tools and skills.	21
Goal : 3 Average daily attendance will be above the state standard of 96%..	22
Goal : 4 MUMS will work to recruit, develop, and maintain a highly qualified faculty and staff..	23
Goal : 5 MUMS will assure parents and other community members' involvement in the education of our students..	24
Goal : 6 MUMS will provide a safe and positive learning environment for all students..	25
 School Wide Components	 27
Title I	29
State Compensatory	30
Federal Funds	30
Personnel for MUMS	31
2010-2011 Campus Education Improvement Committee	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Morris Upchurch Middle School is a partnership of community, parents, students, and staff which inspires students to achieve academic and personal excellence through collaboration of a diverse community and a safe, nurturing environment. It is located at 500 Fifth Street in Queen City, Texas. MUMS has a current population of about 330 students. Our demographics based on the 2009-2010 PEIMS data are as follows:

Enrollment by Ethnicity

Asian	0.6%
African American	13.6%
Hispanic/Latino	1.8%
White	77.9%
American Indian	1.2%
Two or More	5.2%

Economically Disadvantaged

55.8%

Gender

Male 45.1%
Female 54.9%

Gifted and Talented

7.6% total (96% of GT students are white and 4% are Asian.)

English as a Second Language

0.00%

At-Risk

32.7%

In the past four years, our enrollment has grown in number from about 300 students to 330 students this school year. We have slightly more students this year than last year, and the diversity of our groups is about the same. Our sub-populations have little fluctuation from year to year. Our mobility rate is high at approximately 16.4%, and we have no migrant students. We use existing data to identify At-Risk students, and we assess students with other criteria after an initial time of observation. Our attendance rate is 96.7% and has been above 96% the past four years. MUMS received a Gold Performance Acknowledgement for attendance. We have a proactive Attendance Committee that promotes consistent attendance and punctuality. Students receive incentives based on individual attendance and getting to school on time. We have not had an ESL student in the last two years, but we do have a trained ESL teacher on our campus. Our At-Risk students have additional support with our Instructional Support Teachers in reading, math, science, English and social studies depending on the need.

Academic Strengths

All subgroups in Reading TAKS

All subgroups in English TAKS

All subgroups in Social Studies TAKS

White in Math TAKS

White in Science TAKS

Academic Needs

African American and Economically Disadvantaged in Math TAKS

African American and Economically Disadvantaged in Science TAKS

Student Achievement

Student Achievement Summary

TAKS Performance by Sub-group Spring 2009 and 2010

	Reading:	Math:	Science:	Social Studies:
All Students	93%-97%	92%-90%	83%-86%	97%-97%
African Amer	79%-88%	82%-83%	56%-52%	89%->99%
Hispanic	*	*	*	*
White	98%-99%	93%-91%	90%-88%	98%-97%
Eco Dis	90%-94%	87%-84%	78%-74%	93%-97%

MUMS currently has a Recognized rating from TEA after one year of Recognized and one year of Acceptable before that. Our student achievement has increased steadily in the last four years, and while we have lessened the achievement gap between African American, Economically Disadvantaged and the other sub groups, we continue to have a slight gap. Our students show growth each year and tend to score better in 6th grade than they did in 5th. Our current accountability groups include: All Students, African American (reading and math only), White, and Economically Disadvantaged. All of our subgroups are part of the district accountability rating. We monitor these groups through our AEIS data, ADM software, DMAC Software, teacher assessment, and RtI data. At MUMS, we consider each student to be a critical part of our team whether they "count" in the accountability data or not.

Our campus did meet AYP. Although we show very few changes in performance, we did have a slight decline in the scores of our African American ELA students. These students will be monitored even though they do not count as a sub group on AYP. Extra tutoring is offered in math and reading through certified retired teachers. Our teachers begin immediately analyzing the data provided to them by our Counselor using ADM software, DMAC software, administering pre-assessments, and observing their students. They learn within the first few weeks of school which students have already been identified as needing interventions, and we update the data we have on those students. The grade level teachers determine if any of their other students need to be added to the RtI group. The determination is based on classroom performance (past and present), data from ADM, pre- and post- assessments, and teacher observation. Our RtI team consists of a principal, a counselor, classroom teachers, and sometimes a resource teacher. The team meets as needed on students involved in intervention. During meetings, interventions are discussed, and the team determines what to try with specific students. They report back later to the committee on the success or failure of that intervention. If it was unsuccessful, new ideas are formed. After several weeks of analyzing trends in data, the group may determine that testing is needed for that child.

Our special education students and 504 students have been successful in the last few years as we have implemented programs for their varying needs. A recovery class has been added this year to better meet the needs of our special education students that did not meet the standards on the 2010 TAKS tests. A portion of our 504 students are identified as dyslexic, and they receive services from our dyslexia teacher. Other 504 students are monitored by their teachers, and the teachers implement any modifications needed. Some of our academic support for students include: Study Island, grammar software, vocabulary software, recovery classes, and certified tutors.

Student Achievement Strengths

Two of three subgroups in Reading TAKS are exemplary; with TPM applied, all are exemplary.

One of three subgroups in Math TAKS is exemplary; when TPM is applied, they are all exemplary.

One of three subgroups in Science TAKS is exemplary; when TPM is applied, two are exemplary.

All subgroups of Writing TAKS scored exemplary.

All subgroups of Social Studies TAKS scored exemplary.

Commended scores in Writing doubled this past year and a Gold Performance Acknowledgment was received in this area.

UIL competition had increased participation.

MUMS has won first place in UIL competition for the district for the past three years.

TMSCA Math and Science received 2nd place at the Middle School Championship Meet.

8th grade students visited Texarkana College and Texas A&M University in Texarkana.

NJHS travels to University of Texas or Texas A&M University every January.

Student Achievement Needs

Improvement in math and science achievement for African American subpopulation

Improvement in math and science achievement for Economically Disadvantaged subpopulation

School Culture and Climate

School Culture and Climate Summary

Students generally describe our campus as a fun and challenging place. When fifth graders arrive, they are often nervous about coming to such a large campus, and they have many fears about restrooms, lockers, teachers, and the cafeteria. Teachers believe that after students find their way, they enjoy the experience. In the spring, we invite the fourth grade students to visit our campus. Our student council members take them on a guided tour of our campus. They give general information about some of the differences they may

see between elementary and middle school. Before school starts, we have Meet the Teacher Parent Night for parents of incoming 5th graders. The first day of school we hold assemblies to introduce the administrators and counselor, and we go over the expectations for our campus along with dismissal procedures and dress code. When a student enrolls after the first of the year, the counselor gives the student a tour, and then she takes the student to class.

An analysis of our discipline data shows that about 90% of our discipline issues are caused by 5% of our students. We typically have less than 1% of our students attend DAEP for school issues. Our campus has implemented standard expectations and procedures for the campus: hallways, cafeteria, restrooms, playground, etc. Parent contacts are made for all major discipline issues.

Our counselor teaches guidance lessons monthly to each grade level. Her lessons include topics for all grade levels at the middle school. We take a very strong stance against bullying. If the administrator determines that behavior is "bullying behavior," parents are notified, and if we feel other consequences are needed, we have those. If the behavior persists, students are automatically assigned to ISS. We have found this to be a deterrent, but we hope to eliminate the practice altogether.

Most of our students do feel safe on campus, but the student surveys last year revealed that some of our boys do not feel safe when going to the restroom because of other boys bullying them while in there. We are addressing this through our counselor and not allowing more than three students in the 5/6th grade restroom at one time. We stress safety with our students and parents regarding dismissal and arrival, students being picked up from school.

School Culture and Climate Strengths

Bully-free Initiative

Fellowship and congeniality among all staff on the campus

Relationships between students and teachers

Guidance lessons

PRIDE

Presence of administrators in the halls between classes, before school in the Commons Area, at lunch in the cafeteria, after school on the bus ramp, and at the car rider line in front of the school

School Culture and Climate Needs

Students' feeling safe at school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The MUMS staff is 100% Highly Qualified with 2 campus administrators, 26 teachers (one part-time), 2 office staff, 4 paraprofessionals, 4 custodial staff members, and 4 cafeteria workers. Our retention rate has varied from year to year. One teacher/coach was replaced, one 7th grade science teacher retired, one 5th grade math teacher moved to another district, and a 7th grade math teacher took a job at our high school. We have only 4 new teachers this year which is a small number compared to the higher numbers in the past. Our new teachers with no experience are provided a campus mentor. Our staff development opportunities are based on teacher and student need, and we base that on data. We give surveys to help determine what staff development we should implement this school year. We did a book study for our yearly GT update, curriculum updates, writing across the curriculum and technology training. The school board passed a \$2,500 above base pay for all teachers in the district. They passed a 5% bonus for new teachers to the district with a 2.5% bonus for their second year in the district. Our campus has a Sunshine Committee that does extra things for the teachers each month. We have monthly meals, birthday surprises, quarterly drawings, and other fun activities to make work more enjoyable.

Staff Quality, Recruitment, and Retention Strengths

- 100% HQ teachers
- Updated websites for all teachers
- \$2,500 above base pay
- Bonuses for teachers new to the district
- Sunshine Committee

Staff Quality, Recruitment, and Retention Needs

- Increased use of technology in classrooms
- Increased diversity of staff
- Increased knowledge of inclusion strategies
- Increased student engagement

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MUMS curriculum is aligned with our TEKS from the state. The rigor of instruction is written into the curriculum and by consistently walking through classrooms, the principal monitors the implementation of rigor in the curriculum. Sharon Wells math curriculum is used in our 5th grade math class and the rest of our math teachers also have curriculum that is aligned with the TEKS. The C-Scope curriculum is used in Science and Social Studies. Our Reading and English teachers have curriculum aligned to the TEKS. Everything is more aligned with the curriculum than it has been in the past. The teachers at MUMS use the data from pre and post test to analyze the needs of their classes and offer re-teaching opportunities. All of our teaching materials are approved by our district and are scientifically research-based. Students are benchmarked three times yearly. The assessment leads to goal setting for teachers and for students which leads to increased performance. Many, but not all, of our students monitor their own progress..

Curriculum, Instruction, and Assessment Strengths

- Compliance with district curriculum
- Collaboration of grade level teachers
- Vertical alignment of curriculum
- Data Analysis
- Recovery classes

Curriculum, Instruction, and Assessment Needs

- Goal-setting

Family and Community Involvement

Family and Community Involvement Summary

The faculty and staff of MUMS believe that parental involvement in the educational activities of the school is essential to a students' success or failure in his/her academic endeavors. In keeping with this core belief held by all teachers at MUMS, the following parental involvement policy has been set forth:

- The MUMS faculty will provide frequent reports to parents on their children’s progress. MUMS will conduct parent teacher conferences or phone contacts as needed.
- MUMS will provide parents with reasonable access to staff and opportunities to volunteer and attend their child’s assemblies.
- MUMS School Administrators will regularly contact parents when students are referred for disciplinary reasons.
- Administrators will call parents to alert parents of potential or existing problems with their child. If telephone contact cannot be made, letters will be mailed home to notify parents of problems.
- MUMS will hold an annual parent awareness meeting for input in the Title I program.
- MUMS will solicit parental input on policies and procedures in place at the school through questionnaires, interviews and surveys.
- MUMS will provide parent activities, invite and encourage parents to attend these activities, e.g. memos sent home, newspaper announcements, etc.
- MUMS will invite parents to serve on the School Improvement Team.
- MUMS will provide information about No Child Left Behind, other accountability issues and information about TAKS Testing to parents.

Many parents volunteer for special events on our campus – socials and assemblies. Although we have participation for many social events, we would love to have more parents involved in tutoring or mentoring students. We look forward to implementing a program in the near future. Our campus works with local businesses on the Toys for Tots program. A canned food drive is held each November to help our local Food Pantry.

Family and Community Involvement Strengths

Parents who volunteer for activities

Opportunities for parents to volunteer to assist with specific events on our campus

Assemblies for Honor Roll, PRIDE, Academic Awards, and other events

Regular communication with parents through newsletters, emails, and School Messenger

Parent surveys

Family and Community Involvement Needs

More effective ways of receiving input from our parents

Increased number of volunteers at campus

Parents as mentors

School Context and Organization

School Context and Organization Summary

The goals for our campus are aligned with the district Strategic Goals and address Educational Excellence; Excellence in Student, Parent, and Community Relations; Excellence in Operational Processes and Systems; Employee Excellence and Organizational Improvement; and Excellence in Financial Stewardship. We will work specifically on innovative educational strategies, enhancing parent and community outreach opportunities, implementing effective communication on campus, improving our customer service, and providing high quality professional development. Data sources to monitor this progress will include surveys, walk-throughs, observation, and data in ADM and DMAC. Student achievement will be our main goal.

School Context and Organization Strengths

Professional development goals

Recovery classes for Math, Reading and Science

Master schedule that maximizes instructional time and provides for flexible scheduling of special programs, so that students do not miss core instruction

Strong commitment by all teachers

Use of data to accelerate learning

School Context and Organization Needs

Develop measures that are results based and not process based

Technology

Technology Summary

MUMS is now equipped with projectors, speakers, screens, and document cameras in each classroom and SMART boards in several classrooms. Teachers are incorporating these in their daily lessons and some are creating tutorials to post on their websites. We are teaching Keyboarding skills in 5th and 6th grade. Technology TEKS are incorporated in all of the core subject areas. We are anxious for our teachers to learn how to utilize the new technology and to interact with students.

Technology Strengths

Technology is incorporated into all core subject areas.

A technology facilitator is available for teaching both students and teachers.

Three computer labs and a mobile lab are available - two Open Access and one Tech Class, one for Reading and English classes.

Staff development is given on teacher websites, integration of technology, and powerful instructional practices.

Technology Needs

Continued staff development

Purchasing of more SMART Boards as funds are available

Access before and after school

Programs

Programs Summary

MUMS incorporates many programs into the daily school life of our teachers and students including Response to Intervention, guidance counseling, Instructional Support Teachers, technology initiatives, student recognition, and student leadership.

Programs Strengths

Guidance counseling

Recovery classes

504 program

Special Education program

School wide expectations

Technology in the classroom

Student Council

Transition from Elementary to Middle School

G/T specialist

Programs Needs

Improved communication and transition between campuses

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

District goals

Campus goals

AEIS data - longitudinal

AEIS data - current

AYP data

Benchmark assessments results

Number of students assigned to special programs and their academic achievement

Attendance data

Community and/or parent surveys and/or feedback

Staff surveys and/or feedback

Campus leadership and/or department meetings

Campus faculty meeting discussions

Staff development evaluations, surveys, and/or needs assessment(s)

Study of best practices

Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt

Special education population, including performance, discipline, attendance, and mobility

Migrant population, including performance, discipline, attendance and mobility

At-Risk population, including performance, discipline, attendance and mobility

ELL population, including performance, discipline, attendance and mobility

Gifted population, including performance, discipline, attendance and mobility

Class size

Goals

Goal 1: All Students will show continuous academic improvement in all subject areas.

Performance Objective 1: All students will show adequate yearly progress in mathematics.

Summative Evaluation: Increase in previous years TAKS score.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
TAKS data will be disaggregated and studied by each teacher to identify student difficulties in a timely manner. (Title I, Comp. 8)	Math Teachers, Counselor, Principal	Disaggregated data from TAKS.				
Math teachers will meet on a regular basis to plan, coordinate, and vertically align curriculum and to discuss and evaluate teaching strategies. (Title I, Comp. 3)	Math Teachers, Principal, Dir. Of Instruction	All students will master math skill as evidenced by TAKS scores.				
Teachers will attend workshops related to implementing the TEKS as provided by Region VIII and CAMPT. (Title I, Comp. 4)	Math Teachers	Certificates obtained through inservice.				
Curriculum will include C-Scope, Sharon Wells, and teacher-developed TEKS-based curriculum.	Math Teachers, Principal, Dir. Of Instruction	Students will show improved performance on the TAKS test.				
Teacher-made tests and practice material will be designed to resemble the TAKS format.	Math Teachers	Evaluations on teacher-made test.				
Teachers will promote students hands on activities using manipulatives, real-life data, calculators, and computers in problem solving.	Math Teachers	Evaluations by the math teachers.				
Students will be provided opportunities to use graphs, charts, tables, etc.	Math Teachers	Evaluations by the math teachers.				
Support will be provided daily in a classroom setting for all students who need extra help through cooperative learning, peer tutoring, or teacher assistants. (Title I, Comp. 9)	Math Teachers,	Grade performance increases.				
Use Study Island to reinforce TAKS objectives. Math Recovery classes will be offered in grades 5-8. Certified tutoring will be utilized to offer extra tutoring through pull out during elective classes. (Title I, Comp 9)	Math Teachers, Principal, Dir. of Instruction	Grade performance on TAKS, benchmarks, daily grades, and tests.				
Sharon Wells math curriculum will be implemented in 5th grade with 90 minutes of math instruction.	Math Teachers, Principal, Dir. Of Instruction	Grade performance increases.				

Extra tutoring will be provided before, during and after school by our math teachers.	Math Teachers, Principal	Grade performance increases.				
Supplementary materials will be purchased as need for Tier 2 and 3 tutorials.	Principal, Dir. Of Instruction	Grade performance increases.				
Incorporate advanced math classes for all grade levels, 5 th -8 th .	Math Teachers, Principal	Number of students eligible to take the advanced classes.				
Benchmarks will be administered in January and March. Progress will be tracked, data will be disaggregated using ADM. (Title I, Comp. 8)	Math Teacher, Counselor, Principal	Performance on benchmark test.				
UIL and TMSCA participation will be emphasized in math and science.	Teachers, Counselor, Principal	Number of students participating.				
Each math teacher will be supported by a special education teacher or an assistant as available.	Principal, Dir. Of Instruction, Sp. Ed. Dir.	Increased student performance.				

Performance Objective 2: All students will show adequate yearly progress in Reading and Writing.

Summative Evaluation: Increase in previous years TAKS score.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
TAKS data will be disaggregated and studied by each teacher to identify student difficulties in a timely manner. Teachers will receive a notebook with their students' data. ADM software will be used to provide teachers with feedback (Title I, Comp. 8)	ELA Teacher, Counselor, Principal	Disaggregated data from TAKS				
ELA teachers will meet with their vertical team to plan, coordinate and align curriculum to TEKS and to discuss and evaluate teaching strategies. (Title I, Comp. 3)	Teachers, Principal, Dir. Of Instruction	Grade performance in the classroom and TAKS test.				
Students will be provided with a daily language activity and a daily paragraph for building skills.	Teachers	Daily grades.				
Use Study Island to reinforce TAKS objectives. Reading Recovery classes will be offered in grades 5-8. Certified tutoring will be utilized to offer extra tutoring through pull out during elective classes. (Title I, Comp 9)	Teachers, Principal, Dir. Of Instruction	Increased grade performance in the classroom and TAKS test.				

Students will expand their vocabulary through the use of contextual vocabulary, thesaurus, classroom activities, and WordSmart Vocabulary.	Teachers, Librarian, Principal, Dir. Of Instruction	Increased grade performance in the classroom and TAKS test.				
Benchmarks will be given in January and March to determine the individual need of the students and to set up tutorial groups. (Title I, Comp. 8)	Teachers, Counselor, Principal	Increased grade performance.				
Dyslexic students will be provided with instruction to meet their individual needs.	Teachers, Principal, Dir. Of Instruction	Increased grade performance.				
70% of tests and practice materials will be given in the TAKS format.	Teachers	Increased performance on TAKS.				
Students will use AR as an enrichment, in order to improve independent reading skills. Students will receive rewards as they reach certain goals throughout the year.	Teachers, Librarian, Principal	Increased performance in Reading.				
Students will focus on punctuation, capitalization, and spelling in all subject areas.	Teachers	Increased grade performance.				
English teachers will provide students with the opportunity to write on examples of possible TAKS topics throughout the year.	Teachers	Increased performance on TAKS.				
TAKS writing will be practiced at each grade level.	Teachers	Increased performance on TAKS.				
Each ELA teacher will be supported by a special education teacher or an assistant as available	Principal, Dir. Of Instruction, Sp. Ed. Dir.	Increased student performance.				

Performance Objective 3: All students will show adequate yearly progress in science.

Summative Evaluation: Increase in previous years TAKS score.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
TAKS data will be disaggregated and studied by each teacher to identify student difficulties in a timely manner. Teachers will receive a notebook with their students' data. ADM software will be used to provide teachers with feedback (Title I, Comp. 8)	Science Teachers, Counselor, Principal	Disaggregated data from TAKS				

Science teachers will meet on a regular basis to coordinate curriculum, align TEKS, and evaluate teaching strategies. (Title I, Comp 8)	Teachers, Principal	Lesson plans and grade performance by students.				
Science teachers will join the Region 8 cooperative when the opportunity is available. They will also attend CAST as funds are available. (Title I, Comp. 4)	Teachers, Principal, Dir. Of Instruction	Teacher evaluation.				
Students will demonstrate the ability to solve problems through the use of the scientific method.	Teachers	Increased grade performance.				
The C-Scope curriculum will be used in grades 5-8. (Title I, Comp. 8)	Teachers, Principal, Dir. Of Instruction	Teacher evaluation.				
Science Recovery Classes will be offered in 5th and 8th grade to meet the needs of struggling students.	Teachers, Principal, Dir. Of Instruction	Increased grade performance.				
Benchmark testing will be done in January and March year to determine the needs of the students and to set up tutorials.	Teachers, Counselor, Principal	Increased grade performance.				
Students will engage in higher order thinking skills by conducting scientific research at each grade level.	Teachers, Principal	Increased grade performance.				
Science teachers will inventory lab equipment and supplies. Teachers will update materials as needed to comply with TEKS requirement. Labs will be conducted to provide students with hands-on activities.	Teachers, Principal	Increased grade performance.				
Teacher will provide students with the opportunity to answer questions in TAKS format.	Teachers	Increased TAKS performance.				
Each science teacher will be supported by a special education teacher or an assistant as available	Principal, Dir. Of Instruction, Sp. Ed. Dir.	Increased student performance.				

Performance Objective 4: All students will show adequate yearly progress in social studies.

Summative Evaluation: Increase in previous years TAKS score.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
TAKS data will be disaggregated and studied by each teacher to identify student difficulties in a timely manner. Teachers will receive a notebook with their students' data. ADM software will be used to provide teachers with feedback (Title I, Comp. 8)	ELA Teachers, Counselor, Principal	Disaggregated data from TAKS				

Each social studies teacher will be supported by a special education teacher or an assistant as available.	Principal, Dir. Of Instruction, Sp. Ed. Dir.	Increased student performance.				
Benchmarks will be given in January and March to assess the needs of the students and to set up tutorials groups. ADMscan will be used for more effective benchmark test and data disaggregation.	Teachers, Counselor, Principal	Increased student performance.				
The C-Scope curriculum will be implemented in the 8th grade.	Teacher, Principal, Dir. Of Instruction	Increased student performance.				
Opportunities will be provided for all students to work cooperatively to reinforce TAKS skills.	Teachers, Principal	Increased student performance.				
Current events will be used to enhance understanding of civic values and rights/responsibilities of citizenship.	Teacher, Principal	Increased student performance.				
All students will use study guides or notes to reinforce key concepts or words related to objectives being taught.	Teacher, Principal	Increased student performance.				
Students will utilize maps, charts, and graphs to analyze information.	Teacher, Principal	Increased student performance.				
Students will research and report on the presidents, cultures and ethnic groups to develop an appreciation for diversity.	Teacher, Principal	Increased student performance.				
8th grade students will travel to Old Washington to observe colonial living.	Teacher, Principal	Increased student awareness.				
History teachers will meet on a regular basis to plan, align and coordinate curriculum. (Title 1, Comp. 8)	Teacher, Principal, Dir. Of Instruction	Teacher evaluation.				

Performance Objective 5: MUMS will provide an educational program that meets the unique and diverse needs of our students.

Summative Evaluation: Increased TAKS scores each year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
All students will have the opportunity to participate in UIL academic activity and competition with students from other schools.	Principal, Staff	Number of students participating.				

Students will receive honor roll cards and certificates each nine weeks for A and A/B honor roll.	Principal, Staff	Honor roll list.				
Fine Arts will be offered to all students to better their understanding of the arts.	Principal, Dir. of Instruction	List of students in Fine Arts.				
Special Education teacher, regular teacher, counselor, parents, Principal and diagnostician will collaborate together in designing behavior plans for students with special needs. (Title 1, Comp. 9)	Principal, Dir. of Instruction	Behavior plans.				
A Math and Science team will compete against other schools in our area and at the State level.	Principal, Teachers	Trophies from meets.				
Special Education teacher will be available to meet with academic teachers to assist with modifications (Title 1, Comp. 3 & 8)	Principal, Sp. Ed. Dir.	Increased student grades.				
A library assistant will provide services to meet the needs of all students on campus.	Principal, Dir. of Instruction	Increase number of students reading books.				
The counselor will teach guidance lessons monthly to each grade level. The lessons will focus on the social, emotional, intellectual, psychological, and ethical development of our students.	Counselor	Fewer discipline referrals.				
A Recovery class will be offer for Special Education students in Math, Reading, English, and Science.	Principal, Sp. Ed. Dir.	Increased student grades.				
All students and teachers will be supported in the regular classroom by the Special Education, 504, and ESL staff.	Principal, Dir. Of Instruction, Sp. Ed. Dir	Increased student grades.				
Provide inclusion aides in targeted classes.	Principal, Sp. Ed. Dir.	Increased student grades.				
Provide advanced classes in Math and English in all grades	Principal, Dir. of Instruction	Number of students in Advanced classes.				
Provide extracurricular activities for all MS students: One Act Play, Band, Football, Basketball, Track, Volleyball, Cross Country, Cheerleading	Principal, Dir. of Instruction	Number of students in Advanced classes.				
Provide a trained ESL teacher for MUMS. (Title 1, Comp. 10)	Principal, Dir. of Instruction	Increased student performance.				
Provide summer remediation for students who fail the 1st or 2nd administration of the Math or Reading TAKS. (Title 1, Comp. 9)	Principal, Dir. of Instruction, Teachers	Increased student performance.				

All staff members will be given opportunities to broaden their knowledge of the diverse needs of junior high students through ongoing staff development. (Title 1, Comp. 4)	Principal, Dir. of Instruction, Teachers	Certification of completion.				
The GT teacher will attend GT updates yearly. (Title 1, Comp. 4)	Principal, Dir. of Instruction, Teachers	Certification of completion.				
The counselor will attend 504 training. (Title 1, Comp. 4)	Principal, Dir. of Instruction, Teachers	Certification of completion.				
Instructional assistants will participate in staff development as required by NCLB. (Title 1, Comp. 4)	Principal, Dir. of Instruction, Teachers	Certification of completion.				
Faculty and staff will attend local and state workshops. (Title 1, Comp. 4)	Principal, Dir. of Instruction, Teachers	Certification of completion.				

Goal 2: Students and staff will use a variety of technology tools and skills.

Performance Objective 1: The lifelong learning skills of students and staff will be developed and enhanced.

Summative Evaluation: Increased understanding of technology in our society.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
The campus technology trainer will be available to assist staff members and students in the use of technology. Teachers will be trained in the use of peripheral equipment. Teachers will be trained in an integrated office suite and curriculum-related software. (Title 1, Comp. 4)	Principal, Dir. Of Instruction	Certification of completion.				
Teachers will be knowledgeable and integrate the Technology TEKS for their subject area and grade level.	Teachers, Principal	Student portfolios.				
Teachers will develop and maintain professional technology development plans, technology portfolios and complete self assessments each year on the TX Star Chart. (Title 1, Comp. 10)	Staff, Principal, Dir. Of Instruction	Technology portfolios and TX Star Chart.				
A mobile computer lab will be maintained to facilitate more accessibility to technology related instruction within the classroom.	Principal, Dir. Of Instruction	Mobile lab updated yearly.				
Teachers will use computers for continuous monitoring of students' academic progress and reporting to students and parents. (Title 1, Comp. 6)	Teachers, Principal, Dir. Of Instruction	Parent contact list.				

The campus maintains a 4:1 student to computer ratio. Student computers and printers in the classrooms will be maintained to meet the needs of our students.	Principal, Dir. Of Instruction	Maintain the computer on the campus.				
Teachers and students will apply technology across all subject areas to provide learning opportunities beyond the classroom.	Teachers, Principal, Dir. Of Instruction	Increased grades.				
Electronic white boards will be maintained in current classrooms and purchased for additional classrooms as fund are available. Visual presenters and projectors will be maintained in all classrooms.	Principal, Dir. Of Instruction	Increased use of technology.				
The campus maintains anti-virus software, network software and hardware, internet access and staff training.	Dir. Of Instruction	Increased downtime on the network.				
Students with defined special needs will have access to computer aided instruction.	Dir. Of Sp. Ed.	Increased classroom performance.				
The library will add and maintain online CD-Rom reference materials for all academic areas, AR online.	Library Assistant, Principal, Dir. Of Instruction	Increased classroom performance.				

Goal 3: Average daily attendance will be above the state standard of 96%.

Performance Objective 1: MUMS will maintain or improve our daily attendance rate.

Summative Evaluation: State rating.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Contact parents regarding excessive absences. (Title I, Comp.6)	Office Staff, Assistant Principal	Daily log.				
A drawing for monetary prizes will be held and the end of each nine weeks for students with perfect attendance	Principal	Increase attendance.				
Maintain computerized accountability system for tracking absences: RSCCC	Principal, Dir. Of Instruction	Printouts of attendance.				
Provide Saturday school, via attendance committee recommendation for those students not meeting the 90% rule.	Assistant Principal, Teachers	List of students with attendance problems.				

File truancy on students who have excessive absences.	Assistant Principal, Probation Officer	Probation officer contacts the parent and student.				
Attendance will be a component of PRIDE.	Principal	Increase attendance.				

Goal 4: MUMS will work to recruit, develop, and maintain a highly qualified faculty and staff.

Performance Objective 1: Provide incentives and benefits to help maintain a highly qualified staff.

Summative Evaluation: A staff that is 100% highly qualified.

Strategy Description (Title I, Comp. 5) All strategies	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
MUMS will form and maintain partnerships with outside agencies and organizations to recruit and develop highly qualified staff.	Principal, Dir. Of Instruction	A staff that is 100% highly qualified.				
Highly qualified teachers will be sought to fill vacancies.	Principal	A staff that is 100% highly qualified.				
Staff development opportunities to provide for continued professional growth will be provided.	Principal, Dir. Of Instruction	Certificate of inservice.				
Education students from local colleges will be allowed to conduct observations and student teaching activities.	Principal, Dir. Of Instruction	Sign-in sheet.				
The District will help pay certification fees as needed for core area teachers.	Principal, Dir. Of Instruction	Teachers take certification test.				
Qualified paraprofessionals will be sought to fill vacancies.	Principal, Dir. Of Instruction	A staff that is 100% highly qualified.				
Drawing for monetary prizes will be held each grading period.	Principal	Sign-in sheet.				
Luncheons will be held monthly throughout the year.	Principal, Sunshine Committee	High staff morale.				

Jean's passes will be provided to teachers that participate in activities such as dress up days.	Principal	High staff morale.				
An exercise room will be provided to the staff of MUMS.	Principal	High staff morale.				
The District will provide pay incentives for all teachers.	Superintendent	Retention of staff.				

Goal 5: MUMS will assure parents and other community members' involvement in the education of our students.

Performance Objective 1: Increase the parent and community involvement at MUMS.

Summative Evaluation: Sign-in sheets.

Strategy Description (Title I, Comp. 6) All strategies	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
A monthly calendar will be sent home and posted on the school website to advice parents of upcoming events.	Principal, Staff	Parents attending events.				
Parents contacts will be made via email, phone contact system, Agenda books, and newsletters.	Principal, Staff	Parent awareness of student activities.				
Parents will have on-line access to student grades.	Teachers, Principal, Gradebook Supervisor	Parent awareness of student grades.				
Agenda books will be provide to each student.	Principal, Teachers	Parent awareness of student assignments.				
Invite parents to serve on local committees.	Principal	Parents on committees.				
Provide Meet-The-Teacher Night for all students. Provide orientation for incoming 5th graders.	Principal, Staff	Sign-in sheets.				
Parents will be invited to Honor Roll assemblies, PRIDE assemblies, Academic Awards assemblies.	Principal, Staff	Sign-in sheets.				

School/parent compact that is signed by the school and parents.	Principal	Compacts in a file in the school office.				
Teachers will invite community and business leaders to speak on current events and other applicable topics in the classrooms.	Teachers	Log of speakers.				
Retired teachers will be used to provide extra tutoring during the school. (Title I, Comp. 9)	Principal, Teachers, Dir. Of Instruction	Monthly time sheets.				
Teacher/parent conferences to discuss what the school will do to help meet standards, what the parent can do to help student performance, and additional assistance available to students.	Principal, Teachers	Parent contact logs.				

Goal 6: MUMS will provide a safe and positive learning environment for all students.

Performance Objective 1: MUMS will provide a safe learning environment.

Summative Evaluation: PEIMS data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Training on basic safety, first aid and CPR procedures will be required by coaches, group sponsors, office personnel, and one teacher from each grade level.	Principal, Staff, Dir. Of Instruction	Sign-in sheets.				
Emergency response plan will be posted in every room.	Assistant Principal, Teachers	Plan on wall in teachers rooms.				
Provide surveillance cameras on campus.	Principal, Dir. Of Instruction	Monitor camera system.				
Visitors sign in and wear visitor's pass while on campus.	Office staff	Monitor visitors.				
Provide guidance programs that address drugs, tobacco, vandalism, bullying, conflict resolution and violence. (Title 1, Comp. 10)	Counselor	PEIMS data.				
Provide canine drug detection.	Principal, Dir. Of Instruction	No drugs found on campus.				

Periodic fire, tornado, evacuation, and crisis drills.	Principal, Staff, Dir. Of Auxiliary Services	Student awareness during drills.				
Review and revise the campus Crisis Plan as needed and provide emergency evacuation bags for each classroom.	Assistant Principal	Plans updated yearly.				
Maintain a Discipline Alternative Education Program and ISS with a tutor.	Principal, Dir. Of Instruction	Increased student success.				
Side entrances to building remain locked.	Principal, Staff	No unwanted entrance to building.				
Incentives will be provided for students who follow all rules and procedures.	Principal, Staff	Fewer discipline referrals.				
Appropriately trained CPI team	Principal, Staff	Certificate of training.				
Students are monitored before, during and after school. Administrators and teachers are on duty throughout the day.	All Campus Staff	Fewer discipline problems.				

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Schoolwide components are noted in the goals and strategies.

2: Schoolwide Reform Strategies

Schoolwide components are noted in the goals and strategies

3: Instruction by highly qualified professional teachers

Schoolwide components are noted in the goals and strategies

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Schoolwide components are noted in the goals and strategies

5: Strategies to attract highly qualified teachers

Schoolwide components are noted in the goals and strategies

6: Strategies to increase parental involvement

Schoolwide components are noted in the goals and strategies

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

Schoolwide components are noted in the goals and strategies

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Schoolwide components are noted in the goals and strategies

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Schoolwide components are noted in the goals and strategies

10: Coordination and integration of federal, state and local services and programs

Schoolwide components are noted in the goals and strategies

Title I

Schoolwide Program Plan

What is Title I?

Title I provides assistance for students who must accelerate their progress to perform at or near grade level. The Title I program is designed to provide students with extra help in an effort to bring their academic skills to the high, challenging academic standard needed to be successful in school. Title I resources are directed toward students who need them the most.

What is the Goal of Title I?

The goal of Title I is to help every child get a high quality education. The goal of the Queen City School District's Title I program is to provide students with the basic reading and math skills that they need to succeed in their classroom independently.

Our Programs Help:

- Children do better in school.
- Teachers understand the needs and concerns of student and parents.
- Parents become more involved in their child's education.

Family Involvement:

The Queen City School District is committed to family involvement creating a partnership that provides academic success for every student.

There are many ways to be involved:

Participate in your child's school:

- Attend school events such as open house, conferences, special events and dinners.
- Make an appointment to visit the classroom and/or volunteer in your child's class.
- Join your school's parent organization.
- Ask about your school's Title I parent involvement activities and plan to attend.

Be aware of your child's performance:

- Attend conferences.
- Request additional meetings.
- Keep teachers informed about events and issues that may affect your child's work or behavior.

State Compensatory

Budget for MUMS:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs	SALARIES/ COMP/ UNEMP	\$59,009.00
6200 Contracted Services	NON-EMPLOYEE TUTORS	\$1,500.00
	EAS	\$405.00
	CURRICULUM DEVELOPER	\$1,080.00
	TECH SUPPORT	\$2,250.00
	TRAHC	\$500.00
	SUMMER SCHOOL SUPPLIES	\$200.00
	LIBRARY COOP	\$2,533.00
	STAFF DEVELOPMENT	\$1,000.00
	NCLB/ESEA COOP	\$1,681.00
	CONT IMPROVEMENT PLANNING	\$1,000.00
6300 Supplies and Materials	STAFF DEV SUPPLIES	\$100.00
6400 Travel	TRAVEL-DIRECTOR	\$200.00
	TRAVEL & SUBSIST-EMPLOYEES	\$1,064.00
	DYSLEXIA TRAINING	\$150.00
	FEES & DUES	\$100.00
	Total	\$72,772.00

Federal Funds

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs	SALARIES/ COMP/ UNEMP	\$25,220.00
	EXTRA-DUTY PAY (INCLUDES SUMMER SCHOOL STAFF)	\$10,000.00
6200 Contracted Services	REG 8 CONTRACTED SERVICES	\$6,014.00

	OTHER CONTRACTED SERVICES	\$3,610.00
6300 Supplies and Materials	SUPPLIES (INCLUDES STAFF DEV SUPPLIES)	\$14,738.00
6400 Travel	Travel	\$4,110.00
	Total	\$63,692.00

Personnel for MUMS:

<u>Position</u>	<u>FTE</u>	<u>Cost</u>
DAEP Sp. Ed. Teacher	0.25	\$11,681.55
DAEP Assistant	0.50	\$7216.50
DAEP Tutor	1.00	\$19,636.02
Dyslexia Therapist	0.25	\$10,800.00

2010-2011 Campus Shared Decision Making Committee

<u>Committee Role</u>	<u>Name</u>	<u>Position</u>	<u>Signature</u>
Teacher	Celeste Dellinger	5 th Science	
Teacher	Faye Hicks	5-8 th Sp. Ed.	
Teacher	Mandi Stringer	5-8 th GT, 7 th Rdg, 7/8 th Girls Ath.	
Teacher	Becky Russell	8 th Science	
Paraprofessional	Donna Wright	Secretary	
District Level Professional	Kristen Rawls	Assistant Principal	
District Level Professional	Steve Holmes	Principal	
Professional	Kendra Bates	Counselor	
Parent	Kelli Wright	Parent	
Parent	Kelli Buster	Parent	