

*MIDWAY MIDDLE SCHOOL*

**MIDWAY**

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# Campus Improvement Plan

**2011 - 2012**

# MIDWAY MIDDLE SCHOOL CAMPUS IMPROVEMENT PLAN 2011-2012

Date of Committee Approval: **October 4, 2011**

Date of Board Approval: **October 18, 2011**

## **Beliefs – We believe:**

1. Every person has inherent worth.
2. Every person can learn and has unique academic, social, spiritual and physical needs.
3. A well-educated citizenry is central to a free society.
4. Students learn best in a partnership between the home, the community, and the school district that shares accountability and high expectations for a quality educational experience.
5. Rules and laws combined with personal responsibility are the foundation for a quality educational experience.
6. Efficiency and effectiveness are fundamental to a successful organization.
7. Personal integrity is essential to maintain trust.
8. Respect for others is essential for a well-functioning society.
9. Good role models are crucial to the positive development of our children; parents, guardians and district personnel are among the most influential role models.

## **Mission Statement:**

The mission of Midway ISD, a district at the forefront of educating today's youth and tomorrow's leaders, is to maximize individual potential within a learner-centered environment to prepare citizens who excel in a global society.

The mission of Midway Middle School is to assist students in their efforts to attain their potential within a learner-centered environment for preparation as citizens who excel in a global society.

## **Goals – The goals of the Midway Independent School District are:**

1. Meet the academic, social, spiritual and physical needs of a diverse student population.
2. Provide influential role models through the recruitment and retention of highly qualified faculty and staff.
3. In partnership with our community, provide a safe, pleasant, attractive and technologically advanced environment.

**MIDWAY MIDDLE SCHOOL  
CAMPUS ADVISORY COMMITTEE  
2011-12**

District Relationship	Name	Term
7 <sup>th</sup> Grade Parent Representative	Nicole Fredlund	11-13
7 <sup>th</sup> Grade Parent Representative	Carmen Young	11-13
8 <sup>th</sup> Grade Parent Representative	Shelly Dixon	10-12
8 <sup>th</sup> Grade Parent Representative	Karen Deaconson	10-12
PTA Parent Representative	Michelle Shero	10-12
PTA Parent Representative	Suma Tullos	11-13
Business Representative	Kyle Citrano	11-13
Business Representative	Dr. Lisa Kerns	10-12
Community Representative	Alee Walker	11-13
District Staff Representative	Marc Curliss	11-13
Faculty & Staff Representative – Counselor	Deborah Ford	09-11
Faculty & Staff Representative – Math	Shana Baldwin	10-12
Faculty & Staff Representative – Science	Patrick Posey	09-11
Faculty & Staff Representative – History	Patsy Brooks	10-12
Faculty & Staff Representative – English	Debbie Dunn	10-12
Faculty & Staff Representative – Athletics	Jimmy Hughes/Kristin Dobogai	11-13
Faculty & Staff Representative – Electives	Dikran Bullajian	10-12
Faculty & Staff Representative – Fine Arts	Rhonda Reiman	11-13
Faculty & Staff Representative – Sp. Education	Wendy Underwood	11-13
Assistant Principal	Brian Vasek	10-12
Principal	Jennifer Allison	Permanent

**Meeting Dates: 3:45 pm in Room 413 ~ MMS**  
**October 4, 2011**  
**December 6, 2011**  
**February 7, 2012**  
**May 1, 2012**

**TAKS DATA**  
**Midway Middle School**

2009

Student Population	7 <sup>th</sup> Reading		7 <sup>th</sup> Math		7 <sup>th</sup> Writing		8 <sup>th</sup> Reading		8 <sup>th</sup> Math		8 <sup>th</sup> Science		8 <sup>th</sup> Social Studies	
	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM
All Students	92	41	90	25	98	49	98	62	93	32	85	44	95	48
African Am.	81	26	67	6	96	31	91	34	80	6	61	11	97	16
Hispanic	89	25	82	10	96	31	99	47	88	26	76	23	88	35
White	95	47	95	32	98	55	98	69	95	36	90	52	96	55
Econ. Dis.	81	24	78	11	93	29	96	42	89	16	74	17	91	25

2010

Student Population	7 <sup>th</sup> Reading		7 <sup>th</sup> Math		7 <sup>th</sup> Writing		8 <sup>th</sup> Reading		8 <sup>th</sup> Math		8 <sup>th</sup> Science		8 <sup>th</sup> Social Studies	
	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM
All Students	93	43	86	20	97	45	99	56	94	25	84	36	96	50
African Am.	74	8	83	21	92	27	94	33	83	12	64	20	89	29
Hispanic	93	31	87	14	100	42	100	38	93	11	73	18	95	33
White	96	51	87	22	97	49	99	64	96	29	90	44	97	56
Econ. Dis.	87	25	81	14	96	32	95	37	84	10	64	19	87	21

2011

Student Population	7 <sup>th</sup> Reading		7 <sup>th</sup> Math		7 <sup>th</sup> Writing		8 <sup>th</sup> Reading		8 <sup>th</sup> Math		8 <sup>th</sup> Science		8 <sup>th</sup> Social Studies	
	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM	%MET	%COMM
All Students	92	40	82	26	96	45	95	54	91	25	86	39	98	54
African Am.	86	20	70	10	97	21	91	35	81	13	73	13	98	26
Hispanic	93	25	81	19	98	28	93	49	87	17	81	34	97	44
White	93	49	84	31	96	56	97	58	92	29	89	46	99	63
Econ. Dis.	88	22	74	13	93	27	94	38	84	13	76	25	97	42

**MIDWAY MIDDLE SCHOOL**  
**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: 2010-2011**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• <b>Survey Data – Teacher &amp; Student</b></li> <li>• <b>Standardized Assessment Scores</b></li> <li>• <b>Demographic Trend Data</b></li> <li>• <b>Discipline Data</b></li> <li>• <b>Attendance Data</b></li> <li>• <b>Anecdotal/Informal Feedback Data</b></li> </ul>			
<b>Area Reviewed</b>	<b>Identified Strengths</b> What were the identified strengths?	<b>Identified Needs</b> What were the identified needs?	<b>Priorities for Next School Year Based on Findings</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Student population continues to grow at a manageable rate</li> <li>• CTE enrollment continues to increase with Academies of Study implementation</li> <li>• Increased support systems for At-Risk population</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of elective choice to meet the interests and needs of a changing student population.</li> <li>• Increased rate of mobility</li> <li>• Growing enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• More electives tied to Academies of Study – i.e.: media design, home economics, and architecture. G1:D:17</li> <li>• Develop and implement an initial assessment system to aid in identification of learning needs for new to the district enrollees. G1: E: 22</li> <li>• Where possible, balance class sizes to maximize instructional opportunity</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Growth in all but one sub population categories for Science, with tremendous growth in ED, AA and H sub pops (09-11 TAKS Eduphoria)</li> <li>• Growth in all but one sub population category for Special Education (AEIS)</li> <li>• Growth in all sub population categories for Social Studies, with tremendous growth in AA and ED sub pops (2011 TAKS Eduphoria)</li> </ul>	<ul style="list-style-type: none"> <li>• African American and Economically disadvantaged Math &amp; Science scores are below the Recognized Rating Category</li> <li>• Math Scores are decreasing in all categories with commended rates in AA and ED below the recognized level</li> <li>• Lack of awareness regarding economically disadvantage population</li> <li>• Lack of genuine student ownership of achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Create accountability programs/strategies in Math &amp; Science, that include focus by individual students, to ensure achievement at the recognized level or above. G1: A: 1,4,6</li> <li>• Create school wide focus on student achievement. G1: A: 7</li> <li>• Develop systems for communication and awareness of economically disadvantaged students. G2: L: 8-9</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Faculty/staff and students feel that MMS reflects a positive working and learning environment</li> <li>• Student confidence levels in school/student safety is high</li> <li>• Incidents of drug use/possession, gangs, weapons, etc. are very minimal</li> </ul>	<ul style="list-style-type: none"> <li>• 30% of student population not involved in extracurricular activities</li> <li>• Lack of awareness and understanding of school mission</li> <li>• Safety of hallways and restrooms due to enrollment size</li> </ul>	<ul style="list-style-type: none"> <li>• Research student interests and commitment levels for school involvement. G3: P: 3</li> <li>• Review school mission statement to determine need for possible revision/update.</li> <li>• Develop a school motto and PR/marketing plan</li> <li>• Devise systems to address hallway and restroom safety concerns. G3: P: 4</li> </ul>

<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>Experienced staff with little turn over</li> <li>Mentor/Mentee Program</li> </ul>	<ul style="list-style-type: none"> <li>Need more technology (– access mobile labs.)</li> <li>Training on new technology</li> <li>Teacher input into Professional Development</li> <li>Need more chances to observe other teachers in their classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Continue to seek staff input on professional development. G2: K: 6-7</li> <li>Plan and advertise professional development on identified technology needs. G2: K: 6-7</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>The employment of Math and Science specialists at MMS has enhanced and enriched curriculum and instruction at MMS</li> <li>Continued content planning has increased the refining of the student expectations and engagement</li> <li>Access to centralized “warehouse” data of information and data through Eduphoria</li> </ul>	<ul style="list-style-type: none"> <li>Lack of scheduled time to meet in defined groups. (i.e.: department, grade level teams, etc.)</li> <li>Abundance of background information regarding individual students with respect to social and academic achievement</li> <li>Ongoing calibration/alignment of curriculum, instructional practices and assessment tools/practices</li> </ul>	<ul style="list-style-type: none"> <li>Allow scheduled time for collaboration during PD schedule (i.e.: Back to School, district ½ days, etc.) G2: K: 6-7</li> <li>Enhance communication procedures for student information being mindful of confidentiality. G2: J: 2</li> <li>Continue to develop processes for aligning curriculum, instruction and assessment for ALL core and elective classes. G2: J: 2</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>Strong efforts by faculty / staff to communicate in various forms to the MMS community (i.e.: student success team meetings, administration 3 week reminders, etc.)</li> <li>Strong process and procedures for campus and improvement collaboration and planning</li> </ul>	<ul style="list-style-type: none"> <li>Very little formalized involvement in student learning opportunities by parents and/or community</li> <li>Communication barrier with non-English speaking parents.</li> <li>Community education on building healthy family relationships</li> </ul>	<ul style="list-style-type: none"> <li>Find ways to involve parents and community members in meaningful activities that support student learning. G3: Q: 6</li> <li>Increase activities aimed at parent education in building and maintaining healthy family relationships. G3: Q: 6-7</li> <li>Develop a standard process for acquiring translators to facilitate communications with LEP parents. G1: G: 30</li> </ul>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>Consistency among campuses facilitates smooth transitions for students</li> <li>The climate of trust the students exhibit towards the faculty/staff through communication and/or reporting problems/issues</li> <li>Strong attention on ensuring the success of low performing students</li> </ul>	<ul style="list-style-type: none"> <li>Formalized parent feedback</li> <li>Continual development of campus climate and culture</li> <li>Alleged Instances of bullying</li> </ul>	<ul style="list-style-type: none"> <li>Survey annually parents/community. G3: P: 3</li> <li>Enhance school wide anti-bullying communications and activities. G1: H: 34-35</li> <li>Enhance school climate in a positive manner through implementation of Safe and Civil Schools, Character Education, and Life Lessons. G3: P: 1-3</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Integration of technology with in curriculum and instruction</li> <li>Teaching creatively through technology to teach students in a student relative manner</li> </ul>	<ul style="list-style-type: none"> <li>Office 2010 knowledge</li> <li>More computers in labs</li> <li>Access denied/blocked to instructional websites.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule and advertise professional development on the operation of Office 2010. G3: R: 8</li> <li>Investigate the need for more computers in the computer labs. G3: R: 7</li> <li>Enhance collaboration and communication with district Technology Department on instructional websites that would be beneficial for classroom instruction</li> </ul>

## State Compensatory Education Program

### Brief overview of SCE

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the drop-out rate of these students. As a goal, the SCE program seeks to provide a challenging and meaningful instructional program to close the achievement gap between children at risk of dropping out of school and their peers.

### List of State Criteria Used to identify students in at-risk situations

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

### List of local criteria used to identify students for SCE

13 state compensatory education criteria  
TAKS Scale Scores  
Campus Intervention Team Recommendations  
8<sup>th</sup> grade testing - Reading and Math

### Description of how students are entered into the SCE program

Once identified, students are enrolled into specialized math and/or reading classes and/or granted access to supplemental instructional offerings.

### Description of how students are exited from the SCE program

Once students have shown mastery of instructional content, no longer exhibit a need and/or met the state minimum passing standard their schedules are changed through the counseling office and/or they are no longer required to attend supplemental instructional offerings.

### Total amount of SCE allotment for the campus

\$1500.00

### Total # of FTE's funded through SCE at the campus level

1.5= \$39,015

### Budget summary

General Supplies \$1500.00

**GOAL 1: Midway Middle School will meet the academic, social, spiritual and physical needs of a diverse student population**

**SMART Format = S=Specific M=Measurable A=Attainable R=Results Oriented T=Time Bound**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><b>A.</b> <b>Desired State:</b> Using STAAR/STAAR EOC student performance data, achieve at least 80% passing rate in all academic areas and subgroups and 15% commended rate in Math and Reading for the categories of all students and economically disadvantaged.</p> <p><b>As Is:</b> 7<sup>th</sup> grade Math: All: 82 % - % 26 White: 84 % - % 31 AA: 70 % - % 10 Hisp: 81 % - % 19 ED: 74 % - % 13</p> <p>8<sup>th</sup> grade Math: All: 94 % - % 25 White: 96 % - % 29 AA: 83 % - % 13 Hisp: 93 % - % 17 ED: 84 % - % 13</p> <p>8<sup>th</sup> grade Science: All: 86 % - % 86 White: 89 % - % 46 AA: 73% - % 13 Hisp: 81 % - % 34 ED: 76 % - % 25</p> <p>All other academic areas and sub pops for the 2011 Testing season met the recognized threshold.</p>	<p><b>1.</b> Using TAKS data and Content Based Assessment (CBA) data and STAAR simulation data, engage in data driven follow-up discussions by department/teams to determine 1)students at risk of failing STAAR/STAAR EOC and 2) needed instructional adjustments and/or interventions.</p> <p><b>2.</b> Utilization of the MISD Eduphoria/AWARE software by all MMS teachers to increase awareness of students' instructional and support needs.</p> <p><b>3.</b> Schedule students in danger of failing STAAR to STAAR acceleration/remediation (Insights) Math &amp;/or ELA classes</p> <p><b>4.</b> Schedule students in danger of failing STAAR, especially math and science, to daily tutorials, temporary pull out from elective classes and/or after school STAAR Prep Programs.</p> <p><b>5.</b> Utilization of the Response to Intervention (Rtl) Process (including universal screeners and progress monitoring in math &amp; ELAR) by all MMS staff members to maximize instructional opportunities/intervention strategies in the classroom for all sub populations.</p>	<p>Campus Leadership Team, Department Heads and/or Team Leaders</p> <p>Principal, District Data &amp; Testing Coordinator, Teachers</p> <p>Counselors, Teachers, Insights Teachers, Campus Instructional Specialists</p> <p>Content Teachers</p> <p>All MMS Faculty &amp; Staff, Designated C&amp;I Team members, Campus Instructional Specialists</p>	<p>Eduphoria Online Access</p> <p>District and campus budgets - District web access to software, printing cost</p> <p>Insights teachers, classrooms and materials</p> <p>Time spent planning for and carrying out STAAR tutorial strategies, local funds, state compensatory funds.</p> <p>Time, professional development related costs, state compensatory education funds</p>	<p>Sept – May</p> <p>Sept – May</p> <p>Aug – May</p> <p>Sept – April</p> <p>Sept – May</p>	<p>Results of CBA, STAAR simulations and 2011 TAKS scores</p> <p>Sign In sheets, agendas</p> <p>2011 TAKS and 2012 STAAR Data</p> <p>Student averages, STAAR scores</p> <p>Student performance and respective data, Rtl documentation</p>

	<p>6. Create and implement, in Math and Science, strategies to encourage student ownership of mastery of TEKS standards as assessed on STAAR/STAAR EOC.</p> <p>7. Investigate possible ideas for exemption on spring semester exams based on STAAR performance, behavior, attendance, and/or class average.</p>	<p>Campus Leadership, Campus Instructional Specialist, Team Leaders</p>	<p>Time, campus budgets</p>	<p>Sept – Apr</p>	<p>Standards Accountability Strategies evident in Lesson Plans</p>
<p><b>B.</b> <b>Desired State:</b> Decrease the overall number of discipline referrals including those for illegal, illicit and inappropriate behaviors through campus wide utilization of Safe &amp; Civil Schools Model. <b>As Is:</b> During the spring of 2011, the Safe &amp; Civil Schools model was utilized in a select number of pilot classrooms.</p>	<p>8. Streamline classroom expectations for behavior through the utilization of the safe &amp; civil schools matrix.</p>	<p>S&amp;CS Foundation Team</p>	<p>Time, Campus Budget</p>	<p>Aug – May</p>	<p>Utilization of Matrix</p>
	<p>9. Safe &amp; Civil School (S&amp;CS) foundation team to continue to lead school wide efforts to accentuate the positive through enhancing the following PBS strategies:</p> <ul style="list-style-type: none"> <li>- Plan and present an introductory school wide assembly to introduce expectations for behavior combined with the Safe &amp; Civil Schools Model – “MMS Weird Rally”</li> <li>- Monthly “Weird Highlights”</li> <li>- Monthly student recognition – Panther STARS</li> <li>- Utilization of the Panther Pit</li> </ul>	<p>S&amp;CS Foundation Team</p>	<p>Time, Campus Budget</p>	<p>Aug – May</p>	<p>Monthly Panther STARS, Student Activity in Panther Pit</p>
<p><b>C.</b> <b>Desired State:</b> Students and parents will transition successfully to a college and career focused middle school through awareness of secondary school expectations/requirements, MISD Academies of Study and impact of 4x4 high school graduation requirements on middle school and high school schedules.</p>	<p>10. Plan and present Annual “Panther Palooza” for incoming 7<sup>th</sup> Grade students/parents to ensure a smooth transition to secondary education.</p>	<p>Campus Leadership Team, PALS/StuCo Sponsor</p>	<p>Campus Budget</p>	<p>August 11th</p>	<p>Agenda, Sign-in Sheet</p>
	<p>11. Design school wide displays that promote college &amp; career readiness.</p>	<p>Counselors</p>	<p>Campus Budget</p>	<p>Aug – May</p>	<p>Completed Displays</p>
	<p>12. Implement the Achievement Via Individual Determination (AVID) program for identified/selected students.</p>	<p>AVID Site Team, AVID Elective Teacher</p>	<p>Campus &amp; District Budgets</p>	<p>June – June</p>	<p>Course Enrollment and Academic Data</p>

<p><b>As Is:</b> The 2010-11 school year was the first year for MMS to have active participation in the annual Academy Night and educating the student body about the MISD Academies of Study. Transition activities were focused around course selection.</p>	<p><b>13.</b> Plan and carry out 3<sup>rd</sup> Annual Academy Night in partnership with MHS. Grades 6 – 10 to be invited as targeted audience.</p> <p><b>14.</b> Continue to incorporate and enhance initial unit of study in 7<sup>th</sup> Grade Teen Leadership/Health (TL/H) on MISD Academies of Study.</p> <p><b>15.</b> Facilitation of:</p> <ul style="list-style-type: none"> <li>- College &amp; Career Awareness Month Activities</li> <li>- Annual Fish Fest!</li> <li>- Counselor Mail Outs</li> <li>- Parent/Student Course Selection/Orientation Presentations</li> <li>- Website information</li> <li>- Mass Communication System Notifications</li> </ul>	<p>Campus Liaison, Academy Ambassadors and Counselors</p> <p>TL/H Teachers, CTE Coordinator</p> <p>Counselors, Administration</p>	<p>Campus Budget, afterschool meeting time.</p> <p>Campus Budget</p> <p>Campus Budget</p>	<p>Sept – Nov</p> <p>Sept – May</p> <p>Oct – May</p>	<p>Documentation of attendance</p> <p>Lesson Plans</p> <p>Agendas, Mail Outs</p>
<p><b>D.</b> <b>Desired State:</b> Enhance Career and Technical Education (CTE) Offerings/Opportunities at MMS.</p> <p><b>As Is:</b> CTE focus at MMS has been strong and building with some momentum over the last two years.</p>	<p><b>16.</b> CTE teachers will continue to partner with core teachers to execute no less than two fully integrated lessons during the 11-12 school year.</p> <p><b>17.</b> Implement a MMS robotics club in conjunction with the Gateway to Technology / Project Lead the Way Course.</p> <p><b>18.</b> Investigate desire, need, and ability for additional foundation level CTE Courses at MMS.</p> <p><b>19.</b> Promote and market CTE courses at MMS at regularly scheduled intervals.</p>	<p>MMS administration and the MISD CTE coordinator</p> <p>GTT Instructor, CTE Coordinator</p> <p>Principal, CTE Coordinator</p> <p>CTE Teachers, CTE Coordinator</p>	<p>Campus and district Budget funds</p> <p>Campus Budget</p> <p>Campus and district Budget funds</p> <p>Campus and district Budget funds</p>	<p>Aug – May</p> <p>Aug – May</p> <p>Aug – Dec</p> <p>Aug - May</p>	<p>Documented in lesson plans of the teachers participating</p> <p>MMS Robotics Club Constitution, membership and participation in contest(s)</p> <p>Survey Results</p> <p>PR/Marketing Activities</p>
<p><b>E.</b> <b>Desired State:</b> Provide effective interventions and/or accommodations to maximize individual student achievement for all students and</p>	<p><b>20.</b> Continue to provide continued professional development on Rtl at MMS with a focus on Tier I interventions.</p>	<p>Campus Leadership Team, Campus Rtl Coordinator</p>	<p>Time, Local Funds</p>	<p>August - May</p>	<p>Rtl Documentation, Peer Collaboration and meeting agendas, universal screening data</p>

<p>to minimize district wide dropout rates through continued implementation of the MISD Response To Intervention Model.</p> <p><b>As Is:</b> MMS officially rolled out the district Rtl Model in January of 2010.</p>	<p><b>21.</b> Provide effective interventions and/or accommodations at the classroom level (Tier I).</p> <p><b>22.</b> Further develop campus Rtl structure, identification, documentation and collaboration tools.</p> <p><b>23.</b> Administer and utilize Universal Screening Tools to identify students in need of interventions at the beginning, middle and end of the year. - Students new to the district will be given the last administered screener upon enrollment.</p>	<p>Classroom Teacher</p> <p>MMS Leadership Team, Designated C&amp;I Department</p> <p>District Designated C&amp;I Staff, Campus Staff</p>	<p>Time, Local Funds, Campus Budget, OCIS Department Support</p> <p>Time, Local Funds</p> <p>Time, District Funds</p>	<p>Sept – May</p> <p>Sept – May</p> <p>Sept – May</p>	
<p><b>F.</b> <b>Desired State:</b> English Language Learners (ELL) at MMS will be successfully integrated into our school system through a campus focus of the overall functioning of the ELL program.</p> <p><b>As Is:</b> The 09-10 school year was the first year that the ELL program became a main focus for MMS.</p>	<p><b>24.</b> Utilization of the Eduphoria/AWARE software for documentation of student success.</p> <p><b>25.</b> Provide mass communication materials in home language.</p> <p><b>26.</b> Provide after school tutorials for ELL students to improve ELL skills.</p> <p><b>27.</b> Provide appropriate interventions and/or accommodations for all ELL students.</p> <p><b>28.</b> Provide professional development to teachers regarding English Language Proficiency Standards (ELPS) and its role in the general education classroom.</p> <p><b>29.</b> Utilize iTouch technology to support language acquisition for beginning and intermediate level language learners.</p>	<p>ELL Teacher, Classroom Teacher</p> <p>MMS Leadership Team, District Level ELL Coordinator</p> <p>ELL Teacher</p> <p>Classroom Teachers</p> <p>Administration, Dist. Level ELL Coordinator</p> <p>ELL Teacher</p>	<p>Time, Title III funds, Campus Budget, Local Funds</p> <p>Time, Title III funds, Campus Budget, Local Funds</p> <p>Time, Title III funds, Campus Budget, Local Funds</p>	<p>Sept – May</p> <p>Sept – May</p> <p>Sept – May</p> <p>Sept – May</p> <p>Sept – May</p>	<p>Campus Advisory Committee (CAC) Membership Roster, Translated materials, After school tutorials attendance records, meeting agendas</p>

	<b>30.</b> Investigate, develop and implement campus system for providing translator(s) to parents/faculty & staff when needed.	ELL Teacher, District ELL Coordinator	Time, campus and district budgets as necessary	Aug – Oct	
<b>G.</b> <b>Desired State:</b> Student health and wellness will continue to be a focus at MMS.  <b>As Is:</b> The 09-10 school year was the first year for organized efforts on campus wide school health and wellness beyond the scope of Fitnessgram testing.	<b>31.</b> Maximize the Coordinated School Health for Students semester course to include relevant and timely topics for student health and wellness.	Lead Teacher	Time, Local Funds	Sept – May	Feedback from students, lesson plans
	<b>32.</b> Evaluate and compare Fitnessgram data over the last three years to determine areas of student strengths and weaknesses for incorporation into campus wide efforts on awareness.	Middle School PE/Athletic Coordinator	PE Staff, Time	Aug – May	Data Report
	<b>33.</b> Continue efforts of campus Student Health Advisory Committee (SHAC) to include education in areas of student interest.	Principal's Designee	Time	Aug – May	Agendas, membership roster, student feedback
<b>H.</b> <b>Desired State:</b> To develop a school wide sense of tolerance and sensitivity & decrease illegal, illicit, and inappropriate behaviors.  <b>As Is:</b> MMS has not implemented school wide initiatives for tolerance and/or sensitivity.	<b>34.</b> Coordinate efforts on a monthly basis to provide awareness on tolerance and sensitivity to include but not limited to anti-bullying, character education, etc. through: <ul style="list-style-type: none"> <li>- KMTV spots</li> <li>- 7<sup>th</sup> grade Teen Leadership/Health Classes</li> <li>- Tutorial Classes</li> <li>- Safe &amp; Civil Schools Model</li> </ul>	Counselors, Principal, Assistant Principals and Lead Teachers	Time, Local Funds for Copying Expenditures	Sept – May	Announcement scripts, lesson plans, use of tip Hotline
	<b>35.</b> Utilization of MISD Bullying Hotline	Assistant Principals, Counselors	Time, Local Funds	Jan – May	Utilization of Data
	<b>36.</b> Plan and provide more opportunities for special education students to have a role in regularly planned school wide activities. Such as, but not limited to: winter/spring pep rally, KMTV coverage and	Campus Leadership Team, Special Education Instructors	Time, Campus Budget	Sept – May	Pep Rally Agendas, KMTV Scripts, Completion of Activities

	collaboration with various school groups.				
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**GOAL 2: Midway Middle School will provide influential role models through the recruitment and retention of highly qualified faculty and staff**

Objectives	Improvement Strategies	Person (s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><b>I.</b> <b>Desired State:</b> 100% of teachers will participate in campus site-based decision-making.</p> <p><b>As Is:</b> In May 2011, MMS completed a campus needs assessment in which <u>all</u> teachers could participate in campus decision-making.</p>	<p>1. Utilize CNA committee structure to:</p> <ul style="list-style-type: none"> <li>- Review CNA summary of findings and CIP draft to make corrections, additions and/or deletions.</li> <li>- Plan for implementation and monitoring of campus improvement strategies through use of existing monthly PD schedule.</li> </ul>	<p>Campus Leadership Team, committee facilitator</p> <p>Campus Leadership Team, committee facilitator</p>	<p>Time</p> <p>Time, corresponding campus budgets</p>	<p>August</p> <p>Sept - May</p>	<p>Sign-in sheets, agendas, updated documents</p> <p>Completion of CIP Improvement Strategies, Sign in sheets, agendas</p>
<p><b>J.</b> <b>Desired State:</b> All MMS faculty &amp; Staff will understand and implement Response to Intervention (Rtl) with sound interventions at the Tier 1 Level.</p> <p><b>As Is:</b> MMS has built a strong academic Rtl foundation with bi-monthly collaboration meetings, IT meetings as needed, initial development and use of a campus wide communication system, streamlining paperwork across campuses, etc.</p>	<p>2. Continue bi-monthly Rtl collaboration meetings during common conference periods. One meeting will focus on individual student success and one meeting will focus on Curriculum, Instruction and Assessment strategies at the Tier 1 level.</p> <p>3. Create and utilize a "Campus Rtl User Guide."</p> <p>4. Investigate and begin initial planning for campus utilization of behavioral Rtl model.</p> <p>5. Utilize 2010 Rtl feedback received from faculty/staff to enhance overall functioning of Rtl system.</p>	<p>Campus Leadership Team, Campus Rtl Coordinator and Designated District C&amp;I Staff</p> <p>Campus Rtl Coordinator</p> <p>Principal, Campus Rtl Coordinator</p> <p>Rtl Campus Coordinator</p>	<p>Local Funds Campus Budget C&amp;I Department Support</p> <p>Campus Budget – Printing cost</p> <p>Time</p> <p>Time, Campus Budget if applicable</p>	<p>Aug – May</p> <p>Aug – May</p> <p>Aug – Dec</p> <p>Aug - Sept</p>	<p>Sign-in sheets and agenda</p> <p>Completed Document</p> <p>Meeting Agendas, PD Sign-in sheets</p> <p>Utilization of "Rtl Pros &amp; Grows" information into yearly plan of work.</p>
<p><b>K.</b> <b>Desired State:</b> Provide relevant offerings at regularly planned professional development sessions.</p>	<p>6. Survey staff to determine interests and/or areas of need for incorporation into annual professional development opportunities (monthly faculty meetings, district ½ day professional development days, etc.)</p>	<p>MMS Leadership Team, campus committee structure</p>	<p>Time, Campus Costs-printing cost</p>	<p>Aug - Sept</p>	<p>Survey Results</p>

<p><b>As Is:</b> The 09-10 school year was the first year that MMS changed the focus of its monthly faculty meetings to professional development rather than “administrivia.”</p>	<p>7. Continue to focus monthly faculty meetings on relevant PD topics to include but not limited to:</p> <ul style="list-style-type: none"> <li>- Academies of Study, ELL instructional strategies, ELPS, technology infused instruction, RtI, PBS strategies, 5-12 Initiatives, Safe &amp; Civil Schools, Data driven instruction, etc.</li> <li>- Distribute weak TEKS to all faculty so they may be integrated into other subjects.</li> <li>- Awareness of subpopulations in the classroom.</li> <li>- Continue ½ day planning for Math and Science.</li> <li>- Investigate possibility of ½ day planning for other core areas.</li> </ul>	<p>MMS Leadership Team</p>	<p>Local Funds Campus Budget Safe &amp; Drug Free Funds C&amp;I Department Support</p>	<p>Sept – May</p>	<p>Sign-in sheets and agendas</p>
<p><b>L.</b> <b>Desired State:</b> “At Risk” will become a campus wide focus for all faculty and staff.</p> <p><b>As Is:</b> While this list has been updated annually with the district level assistance, campus wide dissemination of applicable information has not been a focus.</p>	<p>8. Monthly campus level monitoring and updating of the MMS “At Risk” list.</p> <p>9. Regularly disseminate identification information to applicable parties.</p>	<p>Counselors, Leadership Team</p> <p>Counselors, Leadership Team</p>	<p>Campus Budget, Comp Ed funds</p>	<p>Aug – May</p>	<p>Updated “At Risk” List</p>
<p><b>M.</b> <b>Desired State:</b> A seamless “Secondary Team” approach, including grades 5 – 12, to all aspects of educating/preparing MISD students for post-secondary success.</p> <p><b>As Is:</b> The 08-09 school year was the first year that the “Secondary Team” approach was developed including grades 7 – 12.</p>	<p>10. Provide on-going professional development opportunities for the “5 – 12 Secondary Team.” i.e.: Annual Flip Flop Fling, District ½ Day PD Opportunities, daily collaboration, etc.</p> <p>11. Conduct team building and strategic planning with the Secondary Leadership Team including grades 5 – 12.</p>	<p>Secondary Leadership Team</p> <p>RVIS, WIS, MMS &amp; MHS Principals</p>	<p>Campus Budget</p> <p>Campus Budget(s)</p>	<p>August – May</p> <p>Apr – June</p>	<p>Professional Development Agendas and teacher feedback</p> <p>Agenda and outcomes from summer secondary leadership retreat.</p>

<p><b><u>N.</u></b> <b><u>Desired State:</u></b> All core academic teachers will be aware of their individual role in campus academic achievement levels.</p> <p><b><u>As Is:</u></b> Campus academic achievement discussions have been focused on as a whole campus rather than as a “sum of the individual parts.”</p>	<p><b>12.</b> To increase awareness and make curriculum, instruction and assessment adjustments; utilize Eduphoria data to review individual teacher student achievement data.</p> <p><b>13.</b> Based on student achievement data, set PDAS goals such that classroom instruction impacts all students in achievement and growth.</p>	<p>Campus Leadership Team, Individual teachers</p> <p>PDAS Evaluators, Individual teachers.</p>	<p>Time, Campus Budget if applicable</p> <p>Time, Campus Budget where applicable</p>	<p>Aug – May</p> <p>Aug – May</p>	<p>Sign-in sheets, agendas, Eduphoria reports</p> <p>PDAS Documentation</p>
<p><b><u>O.</u></b> <b><u>Desired State:</u></b> To enhance the physical and mental condition of the MMS faculty and staff, expand opportunities for health and wellness.</p> <p><b><u>As Is:</u></b> MMS has offered several initiatives with great success in the past.</p>	<p><b>14.</b> Continue to provide professional development in the area of faculty and staff health and wellness.</p> <p><b>15.</b> Continue weight loss and exercise program offerings at MMS – “Dump the Plump”, “Walk Across Texas”, and “Maintain Not Gain”.</p> <p><b>16.</b> Maintain faculty/staff health and wellness information board with relevant and updated information.</p> <p><b>17.</b> Enhance campus SHAC committee efforts to include surveying faculty and staff for additional interests and needs.</p>	<p>Nurse</p> <p>Nurse</p> <p>Nurse</p> <p>Principal’s Designee</p>	<p>Campus Budget</p> <p>Campus Budget</p> <p>Campus Budget</p> <p>Campus Budget</p>	<p>Aug – May</p> <p>Aug – May</p> <p>Aug – May</p> <p>Aug – May</p>	<p>Agenda, Sign-in sheets</p> <p>Staff participation, personal data</p> <p>Information posted</p> <p>Agendas, Sign-in sheets</p>

**GOAL 3: In partnership with our community, provide a safe, pleasant, attractive and technologically advanced environment**

Objectives	Improvement Strategies	Person (s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><b>P.</b> <b>Desired State:</b> Continue the process for implementation of the Safe &amp; Civil Schools Model, with campus wide implementation to begin August 2011.</p> <p><b>As Is:</b> During the 2010-11 school year MMS completed research, initial trainings, and piloting of the Safe &amp; Civil Schools Model.</p>	<p><b>1.</b> Provide ongoing Professional Development to all staff regarding the Safe &amp; Civil Schools Model.</p> <p><b>2.</b> Roll out campus wide utilization of the S&amp;CS Logo and Matrix tri-level system in fall of 2011.</p> <ul style="list-style-type: none"> <li>- New mottos: Stop, Think, Act and Pause, with posters and spotlight to emphasize message.</li> </ul> <p><b>3.</b> Survey faculty, students and parents to determine effectiveness of Safe &amp; Civil School efforts.</p> <ul style="list-style-type: none"> <li>- Ask students what additional activities they would like to see at MMS.</li> <li>- Club sign-ups.</li> </ul> <p><b>4.</b> Research, plan, and implement strategies to address safety concerns of common areas due to enrollment growth.</p> <ul style="list-style-type: none"> <li>- Teachers now assigned hallway monitoring and lunch duty to help with hallway and bathroom congestion.</li> <li>- Institute 4 lunch periods with ¼ of student population</li> <li>- 6-week video lessons/PSA from club volunteers.</li> <li>- Revisit Standard Operation Procedure</li> </ul>	<p>Administration, Campus Committee, District Committee</p> <p>Campus Committee</p> <p>Campus Committee</p> <p>Campus Committee</p>	<p>Time, Local Funds</p> <p>Time, Local Funds</p> <p>Time, Local Funds</p> <p>Time, Local Funds</p>	<p>Aug – May</p> <p>Aug – May</p> <p>Aug – May Semester 1 Semester 2</p> <p>Aug – May</p>	<p>Agendas, sign in sheets</p> <p>Printed Matrix</p> <p>Survey Results</p> <p>Committee Findings, Plan of Action</p>

	(SOP) through Campus Emergency Operation Procedure (EOP) Committee <b>5.</b> Training & implementation of CHAMPs (S&CS - Conversation, Help, Activity, Movement, Participation, Success).	Principal, Foundations Committee		Aug – May	
<b>Q.</b> <b>Desired State:</b> Involve more parents and community members in activities that directly relate to student learning and/or achievement.  <b>As Is:</b> Parents and/or community members are currently involved at MMS but in isolated incidents.	<b>6.</b> Generate a survey for use with parents / community members to identify areas of expertise and willingness to assist.  <b>7.</b> Provide response information on school website regarding home and parental support for academic achievement in secondary education.	MMS Leadership Team, Individual Classroom Teachers Foundations Committee	Time, Local Funds	Sept – Dec	Completed Survey
		MMS Leadership	Time	Sept – Dec	Updated Website
<b>R.</b> <b>Desired State:</b> Adequate technology and related professional development to maximize instructional delivery at MMS.  <b>As Is:</b> MMS currently only has 3 computer labs (with 30 machines) and 1 mobile lab (with 24 machines) available on a daily basis.	<b>8.</b> Purchase, train and utilize additional lap top cart for campus use.  <b>9.</b> Provide two portable computer stations in the front foyer for parent access. This will allow parents without computers access to surveys and PAC.  <b>10.</b> Survey faculty and staff to determine awareness and professional development needs and interests regarding technology at MMS. (9 hours required per year for faculty and staff training)  <b>11.</b> Using faculty and staff input plan and implement data driven PD such as but not limited to: - 3 <sup>rd</sup> Annual Tech Academy - Tech Showcase - Faculty Meeting PD sessions - Self-help webinars	Principal, campus technology staff	Time, District Budget	Aug – Dec	Utilization of second laptop cart
		Campus technology staff	Time	Aug – Sept	Survey results
		Campus technology staff	Time, Campus Budget(s)	Sept – May	Agendas, Sign-in sheets, copies of emails
		Campus technology staff	Time	Aug – May	Submitted grant applications

	<ul style="list-style-type: none"><li>- Monthly Instructional Tech "Spotlights" via email</li></ul> <p><b>12.</b> Facilitate at least two MISD Education Foundation Grants for Great Ideas applications per year. (one fall and one spring)</p>				
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