

VETERANS MIDDLE SCHOOL



RATTLERS

**ONE TEAM
GOAL
NO LIMITS**

**Campus Improvement Plan
2013-2014**

TEA EXEMPLARY CAMPUS

Veterans Middle School

Campus Improvement Plan

2013-2014

Improving Student Performance

**Rio Grande City Consolidated Independent
School District**

Date Submitted

October 2013

Maricela O. Garcia _____
Principal

Magdalena Rodriguez _____
SBDM Chairperson

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Introduction

Veterans Middle School is proud to have a Campus Improvement Plan that has been specifically designed to address the needs of all student populations based on a comprehensive needs assessment.

Our Campus Improvement Plan was developed with input from teachers, staff members, parents, community members, and district support team personnel. The districts goals were the driving force in developing the objectives and activities of our campus improvement plan.

This comprehensive improvement plan was developed as a document of action to be implemented and supported as the educational endeavors are put into practice at Veterans Middle School. This plan is to be used as a working document that will guide the level of implementation of our programs, objectives, initiatives, strategies, and activities.

We will review and edit this plan each year, modifying as needed, to ensure that we all meet the educational needs of every student. The plan will undergo three formative and one summative evaluation throughout the school year.

This plan is considered a working document that guides the realization of all educational programs as we labor towards ensuring student success.

Rio Grande City C.I.S.D.

School Board Trustees

Basilio Villarreal, Jr., President

Roberto “Bobby” Gutierrez, Vice-President

Cesar Gonzalez, Secretary

Daniel J. Garcia, Member

Noe Ricardo Gonzalez, Member

Ruben Klein, Member

Leonel Lopez, Jr., Member

Administration

Roel A. Gonzalez, Superintendent

Ms. Thelma Ruelas, Assistant Superintendent for Finance and Operations

Ms. Vilma Garza, Assistant Superintendent for Curriculum and Instruction

Alfredo Garcia, Administrative Officer for Program and Campus

Accountability

Veterans Middle School
SBDM Campus Planning Team
2013-2014

| | |
|----------------------------|---------------------------------------|
| Date Established: | October 2013 |
| Maricela O. Garcia | Principal |
| Brianna Bazan | Student Council President |
| Ahahi Saldana | Student Council Vice President |
| Sergio Trevino | Business Comm. Rep. |
| Annabel Guerra | Parent |
| Roxanne Flores | Writing Teacher |
| Esther Cruz | Reading Teacher |
| Vanessa Sanchez | Math Teacher |
| Dilly Garza | Social Studies Teacher |
| Aime Alvarado | Science Teacher |
| Magdalena Rodriguez | Elective Teacher |
| Marlen Gonzalez | Athletics Teacher |
| David Pratt | Special Education Teacher |
| Tina L. Gorena | Administrator |

Veterans Middle School

SBDM Monthly Meeting Calendar

September 18, 2013

October 16, 2013

November 13, 2013

December 11, 2013

January 15, 2014

February 12, 2014

March 12, 2014

April 16, 2014

May 14, 2014

***Other meetings scheduled as needed.**

Rio Grande City CISD

Vision Statement

We are an educational organization that exemplifies achievement, credibility, and commitment in preparing all students to meet the academic, creative, and social challenges and responsibilities of our society.

Mission Statement

As an educational organization committed to preparing all students to meet the academic, creative, and social challenges and responsibilities of our society, we will:

- **Implement a rigorous, integrated, technological, and comprehensive curriculum from Pre-K to post secondary;**
- **Provide school facilities that are conducive to a safe and orderly learning environment;**
- **Attract, retain, and develop qualified and effective personnel;**
- **Provide and maintain an effective and efficient fiscal management system;**

And

- **Embrace school/ community partnerships.**

By focusing on cooperation and communication, delivering quality service, and having high expectations, all students will acquire the marketable job skills and/or post-secondary prerequisites to succeed in our dynamic global society.

Core Values

To attain our vision, with appreciation of the cultural diversity of our community, we steadfastly hold to the core values of: integrity, loyalty, dedication respect, accountability, and unity while maintaining the highest degree of professionalism.

Key Result Areas

- 1. Implement a rigorous, integrated, technological and comprehensive curriculum from Pre-K to post-secondary.**
- 2. Provide school facilities that are conducive to a safe and orderly learning environment.**
- 3. Attract, retain, and develop qualified and effective personnel.**
- 4. Provide and maintain an effective and efficient fiscal management system.**
- 5. Embrace school/ community partnerships.**

Veterans Middle School

Campus Vision

The vision of Veterans Middle School is to become an award winning exemplary campus recognized at the state and national level. In partnership with parents and the community, we will prepare students to become the leaders of tomorrow. We will guide and prepare our students with the necessary skills and motivation to succeed in high school and beyond. Our students will develop to their fullest potential and become moral, responsible, and productive members of society.

Campus Mission

The mission of Veterans Middle School, in partnership with parents and the community, is to meet the individual needs of students who are in a critical period of their lives as they change from childhood to adolescence. We accept the responsibility of providing a quality educational program by establishing high academic and behavioral standards, helping students to mature intellectually, physically, socially, and emotionally. We are committed to developing mutual respect among students and staff and to maintaining a safe, respectful and orderly school environment that nurtures excellence in teaching and learning. We are dedicated to promoting a positive learning atmosphere that builds self-esteem and empowers all students to reach their maximum potential. Through the combined efforts of a professional staff, supportive families, and an involved community we prepare our students to become life-long learners, socially responsible citizens, and productive members of society

School Mascot and
School Motto



School Colors

Red and Black

Student Pledge

**As a student at Veterans Middle School,
I pledge to be a thinker and a doer.
I have the right to be safe,
To learn, and to make wise decisions.
It is my responsibility to care for my school,
My friends and myself.**

EXECUTIVE SUMMARY

Overview of the School Program

Our motto for this year is “One Team, One Goal, No Limits”!

To develop our Campus Improvement Plan, collaborative efforts from all stakeholders including campus administrators, teachers, para-educators, support personnel, and students, were needed. It focuses on both the strengths and weaknesses of our educational program. Each department’s STAAR data was analyzed. State Accountability reports were used to identify student needs and to develop strategies to properly address those needs. Based on the data gathered, innovative instructional programs and initiatives were developed for implementation.

Furthermore, Veterans Middle School adopted the District’s Vision and Mission Statement, Core Values, and Key Result Areas to be used as a focus for this Campus Improvement Plan.

Our goal is to ensure that all program strategies, initiatives, and activities are fully implemented with the highest quality of instruction. To be able to fulfill this goal, daily administrator walk-throughs will be performed. Through this process, teachers receive feedback daily and the administrators communicate the academic and behavioral expectations to the students and teachers.

Veterans Middle School will provide our gifted students enrichment opportunities in the form of after school sessions to help prepare them for success on college entrance exams such as the ACT and SAT. Students in the 7th grade will be given the opportunity to participate in the Duke TIP Talent Search Program. Teachers will utilize a specified curriculum and receive advanced training and assistance.

Special attention will be given to service the needs of our special populations such as special education, LEP bilingual, migrant, and at-risk students. Students will be accelerated through advanced classes in the areas of math and language arts. These classes will challenge the students, engage them in higher order thinking skills, and promote creativity.

Veterans Middle School also meets the needs of the campus technology plan. The school provides students with access to two computer labs. The technological goal of Veterans Middle School is to have at least two computers in each classroom and to make every student computer literate before they move on in their educational careers.

To accurately monitor student academic progress and teacher instruction, a series of three benchmarks, six weeks common assessments, as well as weekly assessments will be administered throughout the year utilizing TANGO software. Data will be analyzed, desegregated, and discussed with each individual teacher. Teachers will be required to develop an instructional plan to meet the needs of each individual student.

Veterans Middle School receives funding through various local, state, and federal programs to implement the designed plans as stated in the campus plan. These programs are: Title 1, Migrant, Special Education, Bilingual/ESL, Gifted and Talented, and Career and Technology.

Funding will be utilized to provide at risk students an opportunity to participate in a Valued Youth Program. The program allows for students to work in school settings and be compensated for their time and efforts. This program allows students to be trained in a variety of school settings.

Administration, faculty, and staff will evaluate the effectiveness of the Campus Improvement Plan through scheduled formative evaluations and a summative evaluation at the end of the school year.

The evaluation dates are as follows:

| | |
|--------------------------------|---------------------------|
| Formative Evaluation #1 | September 27, 2013 |
| Formative Evaluation #2 | November 15, 2013 |
| Formative Evaluation #3 | February 21, 2014 |
| Summative Evaluation | May 2014 |

SCHOOL CHARACTERISTICS

Demographic Data School / Community Profile

Veterans Middle School is located on 2700 West Eisenhower Road.

The population of Rio Grande City is approximately 18,000. The major employer in this area is the Rio Grande City C.I.S.D. The community takes an active interest in the school district and is particularly supportive with all schools. Institutions of higher education are available to the students in our area including South Texas College and the University of Texas of Pan American.

Veterans Middle School is in its 7th year of operation. The school includes grades six, seven, and eight with an estimated student population of 900. The ethnic breakdown is 99.5% Hispanic and .5% other. The staff includes 64 regular classroom teachers, 9 special education teachers, a librarian, 2 counselors, and 12 paraprofessionals. The administration includes one principal, 2 assistant principals, and one dean of instruction. Each department in all content areas has a chairperson to coordinate the planning of academic instruction to enhance student achievement and to facilitate communication between the administration and teachers.

In support of the academic program, the school provides the following additional programs and services:

- *Pre-Engineering Course (Gateway to Technology)**
- *Advanced Mathematics Courses (Pre-Algebra & Algebra)**
- *Advanced Spanish Course (Pre-AP & AP Spanish Language)**
- *Advanced Physical Education Program**
- *Gifted and Talented**
- *Accelerated Reading Program**
- *Drug Awareness/ Prevention Program-DAVE & C.E. Mendez Curriculum**
- *Group and Individual Counseling**
- *Computer Assisted Labs**
- *Multi-Linguistic Enrichment Program (MEG) for G/T students**
- *Science Computer Lab**
- *Princeton Review Class**
- * Block Classes for Reading & Math**

In addition to the regular academic program, Veterans Middle School provides innovative programs and services in Special Education:

***Read Naturally**

***Power Reading**

***Portfolios**

***Modified and Accommodated Benchmark testing**

***Peer Tutoring**

*** Renaissance Math**

COMPREHENSIVE NEEDS ASSESSMENT BASED ON STUDENT PERFORMANCE DATA

The following information includes the results of the testing that occurred during the Spring semester of 2013. Each student's individual needs were taken into consideration for testing purposes. The following information was used to establish the goals and objectives for the 2013-2014 Campus Improvement Plan. In accordance with the state, our campus utilized individual scale scores for students in order to develop goals and objectives.

READING 12-13

The average scale score for reading on the 6th grade STAAR assessment was a 1522. Out of 262 students tested in Reading at the 6th grade level, 52% achieved a Level II satisfactory score. Only 7% achieved a Level III advanced score.

The average scale score for reading on the 7th grade STAAR assessment was a 1596. Out of 276 students tested in Reading at the 7th grade level, 65% achieved a Level II satisfactory score. Only 7% achieved a Level III advanced score.

The average scale score for reading on the 8th grade STAAR assessment was a 1666. Out of 280 students tested in Reading at the 8th grade level, 80% achieved a Level II satisfactory score. Only 20% achieved a Level III advanced score.

WRITING 12-13

The average scale score for writing on the 7th grade STAAR assessment was a 3788. Out of 252 students tested in writing at the 7th grade level, 74% achieved a Level II satisfactory score. Only 7% achieved a Level III advanced score.

MATHEMATICS 12-13

The average scale score for math on the 6th grade STAAR assessment was a 1545. Out of 255 students tested in math at the 6th grade level, 60% achieved a Level II satisfactory score. Only 4% achieved a Level III advanced score.

The average scale score for math on the 7th grade STAAR assessment was a 1593. Out of 271 students tested in math at the 7th grade level, 58% achieved a Level II satisfactory score. Only 5% achieved a Level III advanced score.

The average scale score for math on the 8th grade STAAR assessment was a 1651. Out of 246 students tested in math at the 8th grade level, 73% achieved a Level II satisfactory score. Only 14% achieved a Level III advanced score.

SCIENCE 12-13

The average scale score for science on the 8th grade STAAR assessment was a 3719. Out of 258 students tested in science at the 8th grade level, 67% achieved the Level II satisfactory score. Only 8% achieved a Level III advanced score.

SOCIAL STUDIES 12-13

The average scale score for social studies on the 8th grade STAAR assessment was a 3744. Out of 257 students tested in social studies at the 8th grade level, 70% achieved a Level II satisfactory score. Only 13% achieved a Level III advanced score.

SPECIAL PROGRAMS 12-13

| STARR | Special Education | English Language Learner |
|-----------------------|--------------------------|---------------------------------|
| Reading | 63% | 42% |
| Math | 63% | 52% |
| Writing | 86% | 47% |
| Science | 75% | 42% |
| Social Studies | 72% | 44% |

AYP data was not reported for the 2012-2013 school year.

2013 Accountability Rating

Veterans Middle School did meet all 4 indexes of the new state accountability system. Veterans Middle School earned a distinction for Reading / ELA. However, Veterans Middle School did not meet 4 out of the 25 system safeguards. Safeguards not met include our ELL student population not meeting the 50% minimum standards in Reading, Math, Science, and Social Studies. As a result, there is a need to provide sheltered instruction for our ELL students in each classroom.

In order to identify campus weaknesses, the following data was included along with state assessment results:

- *Student, Parent, Teacher Needs Assessment Surveys**
- *School Attendance Summary Report**
- *School records: referrals, dropout rate, and suspension/expulsion**
- *Use of Pre-Referral Discipline System-Cluster concept for student's discipline process**

CAMPUS IMPROVEMENT PLAN GOALS AND OBJECTIVES

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/ or exceeding the minimum State requirements for performance expectations in Reading, Writing, Math, Science, and Social Studies.

Objective 1

Increase all student achievement results in reading by 18% to meet the proposed state standards for “Exemplary” Campus distinction.

Objective 2

Increase all student achievement results in writing by 12% to meet the proposed state standards for “Exemplary” Campus Distinction.

Objective 3

Increase all student achievement results in mathematics by 20% to meet the proposed state standards for “Exemplary” Campus Distinction.

Objective 4

Increase all student achievement results in science by 21% to meet the proposed state standards for “Exemplary” Campus Distinction.

Objective 5

Increase all student achievement results in social studies by 17% to meet the proposed state standards for “Exemplary” Campus Distinction.

Campus Goal #2

Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs. Instructional strategies will include the SIOP model.

Objective 1

Close the achievement gap for ELL (LEP) students to 90+ by the 2013/2014 school year.

Objective 2

Increase the percentage of special education students passing STAAR, STAAR modified, STAAR Alternate, and TEKS expectations in the 6th, 7th, and 8th grade by a minimum of 10% in the areas of Math and Reading .

Campus Goal #3

Maintain or exceed the state average attendance for the prospective year.

Objective 1

By the end of the 2013-2014 school year, the average daily attendance at Veterans Middle School will meet or exceed 98%.

Campus Goal #4

Provide and maintain a safe and secure environment conducive to student learning.

Objective 1

Provide a school facility that is safe and conducive to optimum student learning.

Campus Goal #5

Embrace students, parents, and community partnerships.

Objective 1

Involve 100% of the parents as full partners with educators in the education of their children by making them participate in at least one school function.

Campus Goal #6

Implement technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 1

Provide teachers with staff development opportunities to update technology skills for the purpose of enhancing TEKS instruction.

Objective 2

Create a campus technology committee to ensure the proper use of technology to increase the effectiveness of student learning and parental involvement.

Current Year Data

Grades Served: 6th, 7th, and 8th

Enrollment: 859

Number of Students meeting Low-Income Criteria: 833

Percentage of Low-Income Students: 97%

Program Type: School-wide: Yes Targeted-Assistance: No

Average Daily Attendance (most current): 95.2%

Ethnic Make Up (Percentage)

White: % Black: % Hispanic: 99.5% Other: .5%

Total # of Students enrolled in Special Programs at VMS:

LEP: 335 Section 504: 82

Migrants: 119 Special Education: 91

At Risk: 358 Gifted and Talented: 154

Enrollment by Grade Level

| Total Student Enrollment | |
|---------------------------------|---------------------------|
| Grade Level | Number of Students |
| 6 | 289 |
| 7 | 281 |
| 8 | 289 |
| | Total: 859 |

Reading Objective and Reform Strategies

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/ or exceeding the minimum State requirements for performance expectations in Reading, Writing, Math, Science, and Social Studies.

Objective 1

Increase all student achievement results in reading by 18% to meet the proposed state standards for “Exemplary” Campus distinction.

Strategy for Accomplishing Objective:

The SIOP model will be utilized to improve academic performance for ELL and special education students. Reading teachers will utilize effective reading strategies to increase the percentage of STAAR reporting categories to be mastered. Students will receive 50 minutes of reading instruction daily, where teaching reflects state curriculum standards. Students who need assistance in reading will be given the opportunity to participate in a block reading course to help improve their reading fluency and comprehension.

Regular education services will provide a learning environment where reading strategies are effectively implemented as follows:

- *Desegregation of STAAR data and benchmark data during subject planning**
- *STAAR academies, clinics, and tutorials for students based on benchmark results**
- *Utilize District Aligned Curriculum**
- *Use of “Off the Wall Reading Strategies”**
- *Use reading computer labs weekly / New Century Software**
- *STAAR aligned activities on specific Reading Objectives**
- *Use of graphic organizers and concept maps**
- *Implement Literature based Instruction**
- *Utilize the KILGO research model**

- *Conduct semi-monthly Reading Department meetings and grade level meetings**
- *3 week assessments/6 week common Assessments**
- *Daily STAAR Focus**
- *Implement the New Jersey Writing Project strategies to complement writing**
- *Implement the Concept Maps Thinking strategies across the core area curriculum**
- *Block Courses for Reading**

Formative 1: August 30, 2013
Formative 2: November 8, 2013
Formative 3: December 20, 2013
Formative 4: February 14, 2014
Formative 5: April 11, 2014

Summative: April 2, 2014

STAAR Grade 8 Reading – 1st Administration

May 14, 2014

STAAR Grade 8 Reading – 2nd Administration

June 25, 2014 – 3rd Administration

Grade 8 Reading

April 23, 2014

STAAR Grades 6-7 Reading

Strategies Implemented/Accomplished

- 1. Benchmarks**
- 2. Data Analysis**
- 3. Disaggregation of Data**
- 4. Realignment/Modification of Curriculum**
- 5. Revision and Editing of Common Assessments and Benchmarks**
- 6. Tutorials**
- 7. Advisory/Enrichment Period**
- 8. Academies**
- 9. Clinics**
- 10. Literature Based Curriculum**

READING REFORM STRATEGIES

Students with special needs will benefit from individualized instruction and modified activities provided by the resource classes. In addition, Resource Reading classrooms will provide modified instruction of the regular education curriculum to help meet these students' special needs. Students in the Special Education program will be enrolled in regular Reading and Mathematics classes through the inclusion program.

The needs of the LEP, ESL, and Migrant populations will also be addressed through the use of the following strategies:

1. Reinforcement through use of "Off the Wall Reading Strategies", cubing words, organizers, & concept maps
2. Implement literature based instruction
3. Analyze test data
4. Use computers at the Reading Lab
5. Lexia Software
6. Read Naturally
7. Advisory/Enrichment Period
8. SIOP Strategies with an emphasis on academic and assessment vocabulary

The Gifted and Talented population will be challenged through:

1. Implementation of teaching techniques learned at G/T trainings
2. Use of principles of differentiation
3. Accelerated Reading Program
4. Use of Higher Order Thinking Skills
5. AP Spanish Courses
6. Advisory/Enrichment Period

Research in Support of Strategy

Based on TAKS data, strategies that have proven to be successful:

Effective Schools Consortium Network. New York State Education Department.

Turning Points 2000

Implementing Effective School Correlates Byron Center Public Schools.

Components of an Effective School From the American National PTA

Effective School Practices and At-Risk Youth: What the Research Shows Northwest Regional Educational Laboratory

Strategies for Knowing Whether Reading Objectives have been Successfully Accomplished:

Mastery of STAAR Reading Test

Mastery of the State Assessments for Special Education Students

**Campus Improvement Plan
2013-2014**

Goal 1 Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/ or exceeding the minimum State requirements for performance expectations in Reading, Writing, Math, Science, and Social Studies.

Increase all student achievement results in reading by 18% to meet the proposed state standards for “Exemplary” Campus distinction.

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|--|-----------------------|--------------------------|---|---------------|--|-------------|
| | | | Implementation | Formative Evaluation | Human/ Material | | Formative | Summative |
| Analyze and interpret campus assessments and demographic data to improve Student Performance in Reading by focusing on the following: *Individual Student Performance *Special Population Groups *Reporting categories and Specific Targets *Grade level *Classroom Teacher | All students | Dept. Chair DOI Teachers Counselors Principal Asst. Principal Core Area Specialists | August 2013 | Fall 2013 Spring 2014 | Accountability Report 2013 District Staff | | Sign-in Lists Disaggregated data for each special population List of needs by objectives, STAAR scores Benchmark Data Improved Reading scores | STAAR Exam |
| Use of computer labs to reinforce reading skills. Constant monitoring of students while engaged in reading selection. Use of updated appropriate computer programs. | All students | Teachers Computer Lab Proctor Principal Asst. Principal Dept. Head | August 2013 | Fall 2013 Spring 2014 | CCC Reading Software, Projectors, Lab, and Computers | | Weekly gains and course report print outs Improved Reading Scores | STAAR Exams |
| Monitor classroom instruction and student learning to assure that students receive targeted instruction that will promote learning and mastery of TEKS/STAAR | All students | Principal, Director of Core Area, Dept. Chair, Core Area Teachers | August 2013- May 2014 | Fall 2013 Spring 2014 | Lesson Plans Curriculum Guides STAAR Objectives TEKS | | Core Area Test Scores Lesson Plans STAAR scores PDAS Evaluation | STAAR Exam |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|--|--------------------------|--------------------------|---|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Implementation of TEKS/STAAR reporting categories on a daily basis on targeted Reading skills | All students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Lesson plans Reading materials STAAR data | | Observation by Department Chair and Administrators Benchmark Results | STAAR Exam |
| Implement Subject common planning periods (daily) and monthly department meetings to: *Discuss student progress *Analyze test results *Plan appropriate strategies | All students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Lesson plans Reading materials Test results | | Department meetings minutes Sign-in Rosters Lesson plans Improved Reading scores | STAAR Exam |
| Provide Staff Development for teachers in Reading Strategies and KILGO model of research | All students | DOI Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Reading Materials Workshops | | Improved Reading scores Sign-in rosters Implementation of Reading strategies | STAAR Exam |
| Implementation of STAAR After School Tutorial Program for students at risk of failing STAAR | All students | Dept. Chair Teachers, DOI Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Tutoring Teachers Teacher Aides Tutors | | Increased STAAR scores Benchmark test results | STAAR Exam |
| Increase the use of graphic organizers and concept maps to augment learning and improve higher order thinking skills (for G/T, LEP/ESL, Migrant, and Special Population) | All students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | TEKS and STAAR objectives Kids Inspiration Software EIKI Projectors | | Sign-in rosters Lesson Plans Improved reading scores | STAAR Exam |
| Implement Literature Based Curriculum | All students | Dept. Chair Teachers, DOI Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Training Materials | | Improved reading scores | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|--|--------------------------|--------------------------|---|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Identification of 6 th graders who need special tutoring to familiarize themselves with English STAAR test | ELL Students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Supplemental Staff Computer Lab TAKS data | | Daily and weekly gains and course reports printouts LPAC Reports | STAAR Exam |
| Administrators, teachers and students will chart all common/benchmark assessments | All students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | STAAR Progress Charts | | Progress in benchmark scores | STAAR Exam |
| Align reading curriculum, instruction, and assessments and develop timelines to guide instructional programs and practices | All students | Principal, Director of Core Area, Dept. Chair, Core Area Teachers | August 2013- May 2014 | Fall 2013 Spring 2014 | Teachers Curriculum Materials District Staff | | Lesson Plans Benchmark Tests | STAAR Exam |
| Implement "Off The Wall Reading Strategies" for all students | All students | Principal, Director of Core Area, Dept. Chair, Core Area Teachers | August 2013- May 2014 | Fall 2013 Spring 2014 | Updated STAAR material | | STAAR Benchmark test results Improved Reading Scores | STAAR Exam |
| Establish Accelerated Reading Program: *Purchase AR books | All students | Principal, Director of Core Area, Dept. Chair | August 2013- May 2014 | Fall 2013 Spring 2014 | Library, graph Rewards ARP books | | Test results Total number of points Improved Student Scores | STAAR Exam |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|--|--------------------------|-----------------------------|---|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Implement Reading Elective Courses to assist students in fluency and comprehension | All students | Dept. Chair DOI, Teachers Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | | | | STAAR Exam |
| Implement Breakthrough to Literacy Program to assist LEP/ESL, At-Risk students | All students | Teachers Computer Lab Proctor Principal, Asst. Principal Dept. Head | August 2013 | Fall 2013 Spring 2014 | Breakthrough Program | | Improved Reading Scores | STAAR Exam |
| Implement New Century Computer labs. Proctors will provide a Pre-test and Post-test and provide DOI and Teachers a report on student progress every two weeks | All students | Principal, Director of Core Area, Dept. Chair, Core Area Teachers | August 2013- May 2014 | Fall 2013 Spring 2014 | New Century Software Supplemental Staff Projectors, Labs/Computers | | Daily and weekly gains and course report printouts Improved STAAR Reading scores | STAAR Exam |
| Implement Campus common assessments from District per six-weeks, and 3 week assessments in Reading | All students | Dept. Chair DOI, Teachers Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Assessments Tango Reports | | Benchmark test results and student observations Mastery of TEKS & STAAR reporting categories | STAAR Exam |
| Advisory/Enrichment period held to target Reading strategies | All students | Dept. Chair DOI, Teachers Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Reading Materials Teacher/Tutors Region One | | Progress in benchmark scores Improved Reading Scores | STAAR Exam |

Writing Objective and Reform Strategies

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/ or exceeding the minimum State requirements for performance expectations in Reading, Writing, Math, Science, and Social Studies.

Objective 2

Increase all student achievement results in writing by 12% to meet the proposed state standards for “Exemplary” Campus Distinction.

Strategy for Accomplishing Objective:

Instructional time will be utilized effectively to implement a curriculum based on the TEKS and STAAR to increase the percentage of students mastering the STAAR reporting categories. Students in the 6th, 7th, and 8th grade will be given a daily dose of 50 minutes of writing instruction that reflects the state curriculum standards which are aligned with the TEKS and STAAR. Regular education services will provide the students with a learning environment where writing strategies will be effectively implemented according to the designed campus plan. The writing program will include the following strategies:

- *STAAR/TEKS aligned curriculum
- *Implementation of the New Jersey Writing Project
- *Focus on grammar, writing, and proofreading skills in the writing process
- *Instruction on elaboration techniques
- *Desegregation of STAAR data and Benchmark tests
- *Target student needs through Advisory/Enrichment Period, academies, clinics, and tutorials

| | |
|---------------------|--------------------------|
| Formative 1: | August 30, 2013 |
| Formative 2: | November 8, 2013 |
| Formative 3: | December 20, 2013 |
| Formative 4: | February 14, 2014 |
| Formative 5: | April 11, 2014 |

Summative:

STARR Grade 7 Writing

April 1-2, 2014 (Day 1 and Day 2)

Strategies Implemented/Accomplished

- 1. Benchmarks**
- 2. Data Analysis**
- 3. Disaggregation of Data**
- 4. Realignment/Modification of Curriculum**
- 5. Tutorials**
- 6. Advisory/Enrichment Period**
- 7. Academies**
- 8. Clinics**
- 9. Peer Tutoring**
- 10. New Jersey Writing Project**

Writing Strategies

Students with special needs will benefit from individualized instruction and modification of activities provided by the regular classroom teachers. Modified instruction will also be available in the Writing Resource classes. The Special Education teachers will also follow the same writing strategies, techniques and programs as the regular writing teachers.

The LEP, ESL, and Migrant student needs will be addressed through writing strategies that include the following:

- 1. Color-coded ratiocination for revision and editing as prescribed by NJWPT.**
- 2. Hands-on and literature-based grammar instruction as prescribed by NJWPT and supported by Vygotsky's theory of the Zone of Proximal Development.**
- 3. Strategies for prewriting, shaping writing, and collaborating prescribed by NJWPT.**
- 4. Sheltered instruction as prescribed by the SIOP model.**
- 5. Application of writing to real world needs.**

The G/T students' special needs will be addressed through the use of enrichment activities and the use of principles of differentiation.

Research in Support of Strategies:

Based on STAAR and Benchmark data, strategies have proven to be successful.

Acts of Teaching: How to teach writing. J.A. Carroll and E.E. Wilson. Teacher Ideas Press.

Endangered Minds. Jane Cooley.

Strategy for Knowing Whether Objective has been successfully accomplished:

Mastery of Reporting categories on STAAR Test

STAAR formatted common assessments focused on reporting categories taught.

District/ Campus Benchmarks / Mastery of all STAAR assessments

**Campus Improvement Plan
2013-2014**

Goal 1 Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the minimum State requirements for performance expectations in Reading, Writing, Math, Science, and Social Studies.

Objective 2 Increase all student achievement results in writing by 12% to meet the proposed state standards for “Exemplary” Campus Distinction.

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|---|----------------|--------------------------|--|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Analyze and interpret campus assessments and demographic data to improve Student Performance in Writing by focusing on the following : *Individual Student Performance *Special Population Groups *Objectives and Specific Targets *Grade level *Classroom Teacher | All students | Dept. Chair, DOI, Teachers, Counselors Principal Asst. Principal Core Area Specialists | August 2013 | Fall 2013 Spring 2014 | Acct. Report 2013 District Staff | | Sign-in Lists, Disaggregated data for each special population, List of needs by objectives, STAAR scores, Benchmark Data, Improved Reading scores | STAAR Exam |
| Align writing curriculum for 6 th , 7 th , and 8 th grades | All students | Dept. Chair, DOI, Teachers, Counselors, Principal, Asst. Principal, Core Area Specialists | August 2013 | Fall 2013 Spring 2014 | TEKS based curriculum framework | | Lesson Plans, Timelines Revision of curriculum framework | STAAR Exam |
| Use hands-on and literature based strategies to enhance grammar skills | All students | Dept. Chair, DOI, Teachers, Counselors, Principal, Asst. Principal, Core Area Specialists | August 2013 | Fall 2013 Spring 2014 | STAAR data District Curriculum guides Region One workshops | | Lesson Plans Administrative observations | STAAR Exam |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|--|----------------|--------------------------|------------------------------|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Train teachers with Writing elaboration techniques *Observation Challenge *On-going NJWPT Staff development *Implementation of Revised Curriculum Guide *Utilize "Off the Wall Reading Strategies" | All students | Dept. Chair, Teachers, DOI, Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | | | Student Process pieces STAAR Benchmarks and Common Assessments Scores | STAAR Exam |
| Utilize STAAR Benchmarks, 3 Week Common Assessment tests for 6 th , 7 th , and 8 th | All students | Dept. Chair, Teachers, DOI, Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | TANGO | | Continuous improvement on benchmarks | STAAR Exam |
| Implement STAAR intervention groups such as tutorials, academies, and clinics specifically for 7 th graders at risk of failing STAAR Grade 7 Writing | All students | Dept. Chair, Teachers, DOI, Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | STAAR Resources Materials | | Continuous improvement on benchmark, focused common assessments and STAAR | STAAR Exam |
| Utilize the mobile Internet lab to target students not mastering writing objectives | All students | Dept. Chair, Teachers, DOI, Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Software | | Weekly computer reports | STAAR Exam |
| Administrators, teachers and students will chart all common/benchmark assessments | All students | Dept. Chair, Teachers, DOI, Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | STAAR Progress Charts | | Progress in benchmark scores | STAAR Exam |

Mathematics Objective and Reform Strategies

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies.

Objective 3

Increase all student achievement results in mathematics by 20% to meet the proposed state standards for “Exemplary” Campus Distinction.

Strategy for Accomplishing Objective:

Math educators will utilize math strategies to increase the percentage of STAAR reporting categories to be mastered. Students will receive 50 minutes of instructional time daily in the area of math where teaching reflects state curriculum standards. Regular education services will provide a learning environment where learning strategies are effectively implemented. Effective math strategies will include the use of:

***Disaggregation of STAAR and Benchmark Data**

***Correlation of STAAR and TEKS**

***Conduct monthly department meetings with Dean of Instruction to analyze STAAR results and develop an action plan correlated with the TEKS and grade level meetings**

***6th, 7th, and 8th grade teachers will continue using timelines per six weeks correlated with STAAR, TEKS, and District Benchmarks**

| | |
|---------------------|--------------------------|
| Formative 1: | August 30, 2013 |
| Formative 2: | November 8, 2013 |
| Formative 3: | December 20, 2013 |
| Formative 4: | February 14, 2014 |
| Formative 5: | April 11, 2014 |

Summative: April 1, 2014

STARR Grade 8 Math – 1st Administration

May 13, 2014

STAAR Grade 8 Math – 2nd Administration

June 24, 2014

STAAR Grade 8 Math – 3rd Administration

April 22, 2014

STAAR Grades 6-7 Math

Strategies Implemented/Accomplished

- 1. Benchmarks**
- 2. Data Analysis**
- 3. Disaggregation of Data**
- 4. Realignment/Modification of Curriculum**
- 5. Tutorials**
- 6. Advisory/Enrichment Period**
- 7. Academies**
- 8. Clinics**
- 9. Peer Tutoring**
- 10. Computer Labs (New Century Software)**
- 11. Renaissance Math Software**

MATH REFORM STRATEGIES

Students with special needs will benefit from individualized instruction. Resource math classes will provide modified instruction for special populations. LEP, ESL, and Migrant population needs will be addressed through math strategies that include the following:

- 1. Implementation of visual and auditory math strategies**
- 2. Tactile activities through DeBorde Curriculum for 6th grade students**
- 3. Implementation of TEKSING Toward STAAR**
- 4. Advisory/ Enrichment Period to address individual students needs**

The Gifted and Talented students will be challenged through strategies learned in the G/T training sessions. Principles of differentiation are an example of the strategies that have been proven to be successful with these students.

Research in Support of Strategy

Based on STAAR data, strategies have proven to be successful:

Effective Schools Consortium Network. New York State Education Department.

Turning Points 2000

Implementing Effective School Correlates Byron Center Public Schools.

Components of an Effective School From the American National PTA

Effective School Practices and At-Risk Youth: What the Research Shows Northwest Regional Educational Laboratory

Strategy for Knowing Whether Objective has been Successfully Accomplished

Mastery of Math STAAR Test & Mastery of STAAR modified Math Test

**Campus Improvement Plan
2013-2014**

Goal 1 Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies.

Objective 3 Increase all student achievement results in mathematics by 20% to meet the proposed state standards for “Exemplary” Campus Distinction.

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|--|--------------------------|--------------------------|---|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Analyze and interpret campus assessments and demographic data to improve Student Performance in Math by focusing on the following : *Individual Student Performance *Special Population Groups *Reporting Categories and Specific Targets *Grade level*Classroom Teacher | All students | Dept. Chair, DOI, Teachers, Counselors, Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Acct. Report 2013 District Staff | | Sign-in Lists Disaggregated data for each special population List of needs by objectives, STAAR scores Benchmark Data Improved Reading scores | STAAR Exam |
| Implement STAAR Benchmark/ Weekly Common Assessments for 6 th , 7 th , and 8th | All students | Dept. Chair, Teachers, DOI, Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | TANGO | | Continuous improvement on benchmark | STAAR Exam |
| Implement block math classes to address the needs of at-risk and bilingual students. | All students | Dept. Chair, Teachers, DOI, Principal, Asst. Principal | August 2013 | Fall 2013 Spring 2014 | STARR Resources Student need reports by reporting category | | Increased benchmark scores Common assessment and weekly test scores | STAAR Exam |
| Provide College tutors one-to-one instruction | All students | Dept. Chair, Teachers, DOI, Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Tutors, Training Materials | | Improved math scores | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|--|--------------------------|--------------------------|---|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/ Material | | Formative | Summative |
| Implement Subject common planning periods (daily) and monthly department meetings to: *Discuss student progress *Analyze test results *Plan appropriate strategies and programs | All students | Dept. Chair, Teachers, DOI, Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Lesson plans Mathematics materials Test results | | Department meetings minutes Sign-in Rosters Lesson plans Improved Reading scores | STAAR Exam |
| Implement STAAR intervention groups such as tutorials, and academies held throughout to day to target students at risk of failing TAKS | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Tutoring Teachers Teacher Aides Tutors | | Increased STAAR scores Benchmark test results | STAAR Exam |
| Correlation and implementation of TEKS and STAAR reporting categories | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | TEKS and STAAR reporting categories TEA STARR blueprints | | Timelines Lesson Plans Classroom Observations by administrators Increased math STAAR scores | STAAR Exam |
| Implementation of Math effective strategies such as cutting words , underlining, preview and review, visual transparencies, modeling by College Tutors to assist students with Math word problems | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Supplemental Staff Updated STAAR material Highlighters Red Pens Pencils College Tutors | | Increased math STAAR scores Students observations | STAAR Exam |
| After school tutorials for students failing STAAR | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Tutoring Teachers Teacher Aides Tutors | | Increased STAAR scores and Benchmark test results | STAAR Exam |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|---|----------------|--------------------------|--|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Implement TEKSING Toward TAKS Strategies in 6 th , 7 th , and 8 th grades *Tutorial Package *Parental Package | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | TEKSING Toward STAAR Consultants Staff Development | | Increased Math STAAR scores Improved student weekly assessments, Mastery of Common Assessments | STAAR Exam |
| Utilize variety of tactile activities for LEP, ESL, Migrant, and Sp. Ed. students through the implementation of STAAR Coach | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Commercial and Teacher-Made Tactile Activities | | Increased Benchmark, Common Assessments, weekly exams, and STAAR scores | STAAR Exam |
| Implement Math software programs New Century & Renaissance Math | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | New STAAR resources | | Increased Benchmark, Common Assessments, weekly exams, and STAAR scores | STAAR Exam |
| Administrators teachers and students will chart all common/benchmark assessments | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | STAAR Progress Charts | | Progress in benchmark scores | STAAR Exam |

Science Objective and Reform Strategies

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies.

Objective 4

Increase all student achievement results in science by 21% to meet the proposed state standards for “Exemplary” Campus Distinction.

Strategy for Accomplishing Objective:

The Science teachers will effectively implement strategies and skills to increase the percentage of TEKS expectations to be mastered. Students will receive 50 minutes of daily class instruction where learning reflects state revised and concise Texas Essential Knowledge and Skills.

The Science Department provides services to all students that are enrolled in a regular education program through inclusion. The following strategies will be implemented as part of the Science program:

- *Disaggregation of District/Campus Benchmarks and Common Assessment Data
- *Correlation of grade level planning of lessons
- *Aligned instruction reflecting TEKS expectations
- *Use graphic organizers to synthesize science concepts
- *Produce projects that develop critical thinking and problem solving skills
- *Benchmarks for 6th, 7th, and 8th grade students
- *Use of internet and library to reinforce research skills
- *Articulation of instruction by grade levels
- *Use science resources and manipulatives
- *Use teacher-made assessments
- *Weekly Hands-On Lab Experiments
- *Weekly Assessments
- *Utilize Science Strategies Presented by Stacy Solis

| | |
|--------------|-------------------|
| Formative 1: | August 30, 2013 |
| Formative 2: | November 8, 2013 |
| Formative 3: | December 20, 2013 |
| Formative 4: | February 14, 2014 |
| Formative 5: | April 11, 2014 |

Summative:

Science STAAR

April 23, 2014

Strategies Implemented/Accomplished

- 1. Benchmarks**
- 2. Data Analysis**
- 3. Disaggregation of Data**
- 4. Realignment/Modification of Curriculum**
- 5. Advisory/Enrichment Period**
- 6. Hands on Lab Activities**
- 7. Peer Tutoring**
- 8. Erik Perkins (Consultant)**
- 9. Science Mobile Cart**
- 10. Stacy Solis – Science Strategies**

Science Reform Strategies

The needs of LEP/ESL, Special Education, and Migrant populations will be addressed through the following strategies:

- 1. The use of concept maps and graphic organizers**
- 2. Hands-on activities using scientific tools**
- 3. Use of Schlessinger videos to present different scientific skills and events**
- 4. Use of cooperative learning activities**
- 5. Use of Science Curricula and Science Resource Guides (6th, 7th, & 8th grade) utilizing Individual Educational Plans, Allowable Modifications and Accommodations**
- 6. SciTEK Science Lab**
- 7. Erik Perkins Strategies**
- 8. Advisory/Enrichment Period**
- 9. Stacy Solis Science Strategies**

The Gifted and Talented population will be challenged through:

- 1. The use of strategies acquired at G/T teacher trainings**
- 2. Use of principles of differentiation**
- 3. Use of Schlessinger videos to present different scientific skills and events**
- 4. Use of student products to enhance learning**
- 5. Hands-on activities that encompass higher order thinking skills**
- 6. Use of G/T curriculum guides**
- 7. SciTEK Science Lab**
- 8. Erik Perkins Strategies**
- 9. Advisory/Enrichment Period**

Research in Support of Strategy

Based on STAAR data, strategies have proven to be successful:

***Effective Schools Consortium Network. New York State Education Department.**

***Implementing Effective School Correlates Byron Center Public Schools.**

***Components of an Effective School From the American National PTA**

***Effective School Practices and At-Risk Youth: What the Research Shows
Northwest Regional Educational Laboratory**

Strategy for Knowing Whether Objective has been Successfully Mastered:

- **Mastery of Common Assessments**
- **Mastery of Weekly Mini-Assessments**
- **District/Campus Benchmark Assessments**
- **Mastery of STAAR Grade 9 Science**

**Campus Improvement Plan
2013-2014**

Goal 1 Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 4 Increase all student achievement results in science by 21% to meet the proposed state standards for “Exemplary” Campus Distinction.

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|---|-----------------------|--------------------------|---|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Analyze and interpret campus assessments and demographic data to improve Student Performance in Reading by focusing on the following: *Individual Student Performance *Special Population Groups *Objectives and Specific Targets *Grade level | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Acct. Report 2013 District Staff | | Sign-in Lists Disaggregated data for each special population List of needs by objectives, STAAR scores Benchmark Data Improved Reading scores | STAAR Exam |
| Correlation and implementation of TEKS and STAAR objectives | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | TEKS and STAAR Reporting categories TEA Blueprints | | Timelines Lesson Plans Classroom Observations by administrators Increased math STAAR scores | STAAR Exam |
| Professional Growth *Stacy Solis (Science Strategies) | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Curriculum and Resource Materials | | Lesson Plans Administrators walk-through Increased assessment scores | STAAR Exam |
| Assess Students on a weekly basis on specific identified objectives | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Curriculum Teacher Made Assessments | | Lesson Plans Walk-Throughs Monitor Assessment Scores | STAAR Exam |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|---|--------------------------|--------------------------|--|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Utilize Library resources and Internet for research *Implement principles of differentiation for G/T students *Projects (oral, written, and visual) *Science Fair Projects *Cooperative group learning *Graphic organizers and concept maps *Video Library presentations | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | STAAR Resource Curriculum Library Appropriate Resources | | Improved Benchmark, Common Assessment, and Weekly Tests Scores | STAAR Exam |
| Correlate the use of tactile projects for all populations by incorporating: *SciTEK Science Lab *Science Lab Reports | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | SciTEK Lab | | Increased STAAR scores | STAAR Exam |
| Utilize Cooperative Group Learning through: *Science Lab Reports *Graphic Organizers and Concept Maps *Science Mobile Cart | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Classroom Labs Science Mobile Cart | | Increased STAAR scores Benchmark test results | STAAR Exam |
| Purchase and Implement the Science Lab to varied activities for all student populations | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | SciTEK Lab | | Increased STAAR scores and Benchmark test results | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources Human/ Material | Budget Amount | Evaluation Measures | |
|---|--------------------|---|--------------------------|-----------------------------|---|---------------|---|---------------|
| | | | Implementation | Formative Evaluation | | | Formative | Summative |
| Implement STAAR intervention groups such as tutorials and academies held throughout the day to target students at risk of failing STAAR | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Tutoring Teachers Teacher Aides Tutors | | Increased STAAR scores and Benchmark test results | STAAR Exam |
| Provide after school tutorials for students at risk of failing STAAR (Monday through Thursday and Saturdays) | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Tutoring Teachers Teacher Aides Tutors | | Increased STAAR scores and Benchmark test results | STAAR Exam |
| Incorporate Schlessinger Video Library with content curriculum | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Schlessinger Video Library | | Improved Science Scores | STAAR Exam |
| Administrators teachers and students will chart all common/benchmark assessments | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | STARR Progress Charts | | Progress on benchmark scores | STAAR Exam |

Social Studies Objective and Reform Strategies

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies.

Objective 5

Increase all student achievement results in social studies by 17% to meet the proposed state standards for “Exemplary” Campus Distinction.

Strategy for Accomplishing Objective:

The Social Studies teacher will implement strategies and skills to increase the percentage of STAAR reporting categories and TEKS expectations to be mastered. Students will receive 50 minutes of daily class instruction where instructional lessons reflect the state revised and concise Social Studies STAAR reporting categories and the Texas Essential Knowledge and Skills.

The Social Studies Department will implement the following strategies to improve student achievement:

- *Disaggregation of STAAR data**
- *Correlation of grade level lesson planning**
- *Aligned instruction reflecting TEKS expectations**
- *Use of graphic organizers to synthesize Social Studies concepts**
- *Continue professional growth and staff development for Social Studies teachers**
- *Produce projects that develop critical thinking and problem solving skills**
- *Social Studies STAAR benchmark test at 8th grade**
- *Articulation of instruction by grade level**
- *Use of STAAR tutorials and academies during Fall and Spring Semesters**
- *All quizzes and assessments will be STAAR formatted**
- *Weekly Quizzes to develop Tango Score list**

| | |
|---------------------|--------------------------|
| Formative 1: | August 30, 2013 |
| Formative 2: | November 8, 2013 |
| Formative 3: | December 20, 2014 |
| Formative 4: | February 14, 2014 |
| Formative 5: | April 11, 2014 |

Summative: April 22, 2014

STAAR Grade 8 Social Studies

Social Studies STAAR Strategies Implemented/Accomplished

- 1. Benchmarks**
- 2. Data Analysis**
- 3. Disaggregation of Data**
- 4. Realignment/Modification of Curriculum**
- 5. Advisory/Enrichment Period**
- 6. Tutorials**
- 7. Academies**
- 8. Clinics**
- 9. Peer Tutoring**

Social Studies Reform Strategies

The needs of LEP/ESL, Special Ed., and Migrant populations will be addressed through the following strategies:

- 1. Use of concept maps and graphic organizers**
- 2. Hands-on activities using desk maps, globes, and other manipulatives**
- 3. Use of artifacts**
- 4. Use of historical videos to present events**
- 5. Analyzing STAAR information**
- 6. Use of cooperative learning (grouping)**
- 7. Use of current events to reinforce writing skills**
- 8. Veterans Middle School Social Studies Curriculum (6, 7, 8)**
- 9. Advisory/ Enrichment Period**

The Gifted and Talented population will be challenged through:

- 1. The use of strategies acquired at G/T Teacher Trainings**
- 2. Use of Principles of Differentiation**
- 3. Use of student products to enhance learning**
- 4. Use of activities that encompass higher order thinking skills**
- 5. Advisory/Enrichment Period**

Research in Support of Strategy:

Based on STAAR data, strategies have been proven to be successful

Effective Schools Consortium Network. New York State Education Department.

Turning Points 2000

Implementing Effective School Correlates Byron Center Public Schools.

Components of an Effective School From the American National PTA

Effective School Practices and At-Risk Youth: What the Research Shows Northwest Regional Educational Laboratory

Strategy for Knowing Whether Objective has been Successfully Mastered:

- **Mastery of STAAR Benchmarks**
- **Mastery of teacher-made assessments**
- **Mastery of STAAR test**

Campus Improvement Plan 2013-2014

Goal 1 Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 5 Increase all student achievement results in social studies by 17% to meet the proposed state standards for “Exemplary” Campus Distinction.

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|--|-----------------------|-----------------------|--|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Implement aligned curriculum developed for 6 th , 7 th , and 8 th grades | All Students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Appropriate materials for revised curriculum | | STAAR % Mastery scores Teacher assessment results Timelines | STAAR Exam |
| Implement strategies to reinforce higher order thinking skills and reading skills *Primary and Secondary sources *Cause and effect relationships *Fact and Opinion statements *Sequential Historical Information *Main Ideas *Charts, Maps, and Graphs | All Students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Appropriate materials for revised curriculum | | Improved STAAR scores | STAAR Exam |
| Implement Principles of differentiation for G/T classes, Reinforce Higher Order Thinking Skills through: *Projects(oral, written, visual) *Lecture/Discussion *Cooperative Group Learning | All Students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Appropriate materials for revised curriculum | | Improved STAAR scores | STAAR Exam |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|--|----------------------|-----------------------|--|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Use of computers to research different historical sources to help students build a stronger foundation in: History, Culture, Government, Technology, geography, citizenship, science, society, and economics | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013-May 2014 | Fall 2013 Spring 2014 | Social Studies Software | | Computer Lab Reports | STAAR Exam |
| Utilization of Library computers for research: historical sites, museums, presidential libraries, local and state preservation societies, primary and secondary sources | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013-May 2014 | Fall 2013 Spring 2014 | Library Computers | | Teacher observations and library user log report | STAAR Exam |
| Utilize the following Social Studies Materials: *Use of STAAR resources *Knowledge of STAAR specifications and test items | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013-May 2014 | Fall 2013 Spring 2014 | Social Studies STAAR Resources | | STAAR Scores Improved Benchmark Scores Tango Reports Lesson Plans Timeline | STAAR Exam |
| Correlate TEKS and STAAR reporting categories as reinforced in planned lessons | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013-May 2014 | Fall 2013 Spring 2014 | TEKS and STAAR Objectives TEA Information Booklets | | Timelines Lesson Plans Classroom Observations by administrators Increased social studies STAAR scores | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|--|-----------------------|-----------------------|--|---------------|---|--------------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Implement STAAR intervention groups such as tutorials and academies held throughout the day to target students at risk of failing STAAR | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Tutoring Teachers Teacher Aides Tutors | | Increased STAAR scores Benchmark test results | STAAR Exam |
| Professional Growth *Region One inservices *District and campus inservices *Computer lab trainings | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Region One Workshops District Inservices | | Increased STAAR scores and Benchmark test results | STAAR Exam |
| Administrators teachers and students will chart all common/benchmark assessments | All students | Dept. Chair, Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | STAAR Progress Charts | | Progress in benchmark scores | STAAR Exam |
| Implement revised Curriculum for 6 th , 7 th , & 8 th Grade | All Students | Teachers DOI | September 2013 | Fall 2013 Spring 2014 | Internet | | Progress on Common Assess. | End of Year Scores |

Special Programs Objectives and Reform Strategies

Campus Goal #2

Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs.

Objective 1

Close the achievement gap for ELL (LEP) students to 90+ by the 2013-2014 school year.

Objective 2

Increase the percentage of students passing Special Education Assessment objectives and TEKS expectations in the 6th, 7th, and 8th grade by at least 10 % in all areas.

Strategy for Accomplishing Objectives:

The needs of English Language Learner (Limited Language Proficient) students will be addressed across the curriculum through the use of sheltered English, oral language development, total physical response, cooperative learning, and SIOP based lesson plans. Also, the Reading Attainment System is utilized with these students as well as plenty of visuals and hands-on and vocabulary builder activities. These strategies help students advance from one language proficiency level to the next every school year.

The Special Education teachers will implement strategies and skills to increase the percentage of objectives and TEKS expectations to be mastered. Students will receive a daily 50 minute class instruction where instructional lessons reflect state revised and concise Special Education STAAR reporting categories and the Texas Essential Knowledge and Skills.

Special Education Reform Strategies

The Special Education Department provides services to all Special Ed. students through resource classes, through an ED unit, through an MR Unit, and a Severely & Profound Unit. Students will receive 50-minutes of instruction daily in the content areas where teaching will reflect state curriculum standards. The following strategies will be utilized:

- 1. Teachers, Dept. Chairpersons, and counselors will collect data from Sp. Ed. tests to facilitate its analysis and integration into instructional and tutorial efforts in order to enhance student achievement.**

2. Teachers will review all individual education plans (IEP's), developed according to the student's ARD, and implement instruction at student level which will target student's ability and promote success.
 3. The reading, writing, & math computer labs will be used to reinforce lessons by targeting student performance levels and providing them technological assistance to improve their scores.
 4. Read Naturally, Power Reading Program, Trail Blazer, Off the Wall Reading Strategies and SRA corrective reading programs will be used to provide students with strategies for mastering STAAR M reporting categories.
 5. Dept. chairpersons and teachers will meet monthly to discuss student mastery of objectives by providing the appropriate learning styles and areas of concern that need to be targeted to ensure that students improve their scores. ARD committees will meet yearly and develop student IEP's and agree on the appropriate assessment that the students will be expected to master.
7. (SEEP) Special Education Exiting Program
- Identify and select a group of students to be exited from the program.
 - Provide individual academic counseling.
 - Accelerate instruction through academies, tutorials and clinics.
 - Benchmark and monitor students' progress.
 - Make ARD test recommendations based on benchmark results

Veterans Middle School will develop and implement an inclusion model for students participating in the special education program. Students in the 6th, 7th, and 8th grade resource classes that are testing at or near grade level will be identified and recommended for placement in the regular education class in the areas of math, reading, and writing. Resource and regular education teachers will work together to ensure the needs of all students participating in the inclusion classes are successful. The team-teach concept will be applied to the inclusion classes.

Research in Support of Strategy

Based on data, strategies have been proven to be successful:

*Effective Schools Consortium Network. New York State Education Department.

*Turning Points 2000

*Implementing Effective School Correlates Byron Center Public Schools.

*Components of an Effective School From the American National PTA

*Effective School Practices and At-Risk Youth: What the Research Shows Northwest Regional Educational Laboratory

*Lee Canter Assertive Discipline for secondary Teachers

Strategy for Knowing Whether Objective has been Successfully Accomplished:

- **Mastery of STAAR Benchmarks**
- **Mastery of teacher-made assessments**
- **Mastery of STAAR tests**

**Campus Improvement Plan
2013-2013**

Goal 2 Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs

Objective 1 Close the achievement gap for ELL (LEP) students to 90+ by the 2013-2014 school year

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|---|----------------|--------------------------|--|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Identify ELL students' language proficiency level and provide it to their core area teachers | ELL students | Dean of Instruction LPAC | August 2013 | Fall 2013 Spring 2014 | TELPAS Data | | TELPAS Results STAAR Scores | STAAR Exam |
| Continue training using strategies recommended from Region One STSC following an on going staff development for all teachers | All students | Dean of Instruction STSC trained staff | August 2013 | Fall 2013 Spring 2014 | Materials Region One Staff STSC trained staff | | Lesson Plans TELPAS Results STAAR Scores Benchmark Data | STAAR Exam |
| Encourage staff to get ESL certified in the development of ESL curriculum | ELL students | Principal | Summer 2013 | Fall 2013 Spring 2014 | Region One Training | | | |
| Implement an ESL Lab for recent immigrant students and English Language Learners | ELL students | Administration Dean of Instruction Teachers | August 2013 | Fall 2013 Spring 2014 | Computers Software Training Materials Lab Specialist | | Lesson Plans TELPAS Results STAAR Scores Benchmark Data | STAAR Exam |
| Continue Reading Improvement Classes | All students | Principal Dean of Instruction | August 2013 | Fall 2013 Spring 2014 | Read 180 Program and Material | | Lesson Plans TELPAS Results STAAR Scores Benchmark Data | STAAR Exam |
| Implement the 100 Book Challenge Program in 6 th , 7 th and 8 th grade | All students | Reading Teachers | October 2013 | Fall 2013 Spring 2014 | 100 Book Challenge Materials | | Lesson Plans | STAAR Exam |

**Campus Improvement Plan
2013-2014**

Goal 2 Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs

Objective 2 Increase the percentage of students passing Special Education STARR reporting categories and TEKS expectations in the 6th, 7th, and 8th grade by at least 10% in all areas.

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|----------------------------|---|----------------|--------------------------|---|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Data analysis to identify students' strengths and weaknesses and develop action plan for teachers | Special Education students | Teachers Curriculum Directors Principal, Assistant Principals, Dept. Chair | August 2013 | Fall 2013 Spring 2014 | STAAR Scores | | Increased assessment scores | STAAR Exam |
| Meet IEP requirements for all Sp. Ed students by both Sp. Ed. & Regular Ed. Teachers | Special Education students | Teachers Curriculum Directors, Principal, Assistant Principals, Dept. Chair | August 2013 | Fall 2013 Spring 2014 | Student Folders | | Improved progress reports and report cards | STAAR Exam |
| Provide proper modifications and accommodations | Special Education students | Teachers Curriculum Directors, Principal, Assistant Principals, Dept. Chair | August 2013 | Fall 2013 Spring 2014 | Current IEP's Updated student list | | Improved progress reports and report cards | STAAR Exam |
| Have monthly department meetings to: review students' progress, collaborate and share instructional strategies and provide student incentives | Special Education students | Teachers Curriculum Directors, Principal, Assistant Principals, Dept. Chair | August 2013 | Fall 2013 Spring 2014 | Incentives for students Campus/Dept. Budget | | Minutes and Agendas Increased STAAR scores | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|----------------------------|--|--------------------------|-----------------------------|--|---------------|--|---------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Have annual ARD reviews and FIE 3 year re-evaluations to ensure proper placement and compliance are in place | Special Education students | Dept. Chair Teachers, DOI Principal Asst. Principal Diagnostician Parents | August 2013- May 2014 | Fall 2013 Spring 2014 | Lesson plans Mathematics materials Test results | | Department meetings minutes Sign-in Rosters Lesson plans Improved Reading scores | STAAR Exam |
| Implement after school tutorials to address student needs as per assessment reports | Special Education students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Tango reports on Student Tutoring Teachers Teacher Aides | | Increased STAAR scores Benchmark test results | STAAR Exam |
| Provide clinics for identified Special Education Resource and bubble students* who need acceleration in reading, writing, math, and science through their P.E. classes twice a week *Bubble students are those scoring 50-70 on the benchmarks | Special Education students | Dept. Chair Teachers DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Reading, writing, math, and science materials Supplemental Staff | | Mastery of benchmarks and common six weeks assessments and increased STAAR scores | STAAR Exam |
| Implement academies held during 7 th and 8 th periods during benchmark days to target Reading and Math strategies | Special Education students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | Supplemental Staff Updated STAAR material Highlighters Red Pens Pencils College Tutors | | Increased math STAAR scores, Students observations | STAAR Exam |
| Implement campus weekly/common assessments from District per six-weeks in core areas | Special Education students | Dept. Chair, Teachers DOI, Principal, Asst. Principal | August 2013- May 2014 | Fall 2013 Spring 2014 | District Six Weeks Exam | | Mastery of TEKS and STAAR reporting categories Increased STAAR scores | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|----------------------------|--|----------------|--------------------------|--|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Staff Development to address Special Needs of students participating in the inclusion model at VMS | Special Education students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Contracted Services | | Sign in rosters Presenter evaluations | STAAR Exam |
| Administrators, teachers and students will chart all common/benchmark assessments | Special Education students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | STAAR Progress Charts | | Progress in benchmark scores | STAAR Exam |
| Use computer labs for reading, writing, and math to target TEKS and STAAR-M reporting categories | Special Education students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | New Century Software Renaissance Math Software | | Computer Lab Reports | STAAR Exam |
| Implement SRA Reading Off the Wall Strategies, Power Reading Program Trail Blazer, Read naturally -Teacher trainings -Align Curriculum | Special Education students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | In school workshops, Region One | | Lesson Plans Timelines | STAAR Exam |
| Visit campuses with exemplary special education programs | Special Education students | Dept. Chair Teachers, DOI Principal Asst. Principal | August 2013 | Fall 2013 Spring 2014 | Travel Expenses | | Presentation of new ideas learned from visit and increased TAKS scores | STAAR Exam |

Attendance Objective and Reform Strategies

Campus Goal #3

Maintain or exceed the state average attendance for the prospective year

Objective 1

By the end of the 2013-2014 school year, the average daily attendance at Veterans Middle School will meet or exceed 98%.

Strategy for Accomplishing Objective:

In order to successfully accomplish this campus goal the following strategies will be implemented:

- * Record daily attendance by class periods and phone parents daily for all absences**
- * Improve student attendance through parental support**
- *Keep documentation on parents and students violating the Texas Compulsory Attendance Laws**
- *Arrange for self-motivating activities for Perfect Attendance- provide awards, incentives and recognition**

**Campus Improvement Plan
2013-2014**

Goal 3 Maintain or exceed the state average attendance for the prospective year

Objective 1 By the end of the 2012-2013 school year, the average daily attendance at Veterans Middle School will meet or exceed 98%

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|---|----------------|--------------------------|---|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Record daily attendance by class periods and phone parents daily for all absences | All students | Attendance Clerk Faculty Teams | August 2013 | Fall 2013 Spring 2014 | Daily/Weekly Attendance Parent phone numbers in phone master | | % Attendance Copies of letters Logs of parents contacted Attendance Review | STAAR Exam |
| Improve student attendance through parental support | All students | Principal Attendance Committee Teachers Community Aides Parent Liaison PEIMS personnel | August 2013 | Fall 2013 Spring 2014 | Staff meeting to review attendance Policies PEIMS clerks training PEIMS Manuals Letters, envelope stamps | | % Attendance Copies of letters Logs of parents contacted Attendance Review | STAAR Exam |
| File on parents and students violating the Texas Compulsory Attendance Laws | All students | Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Attendance Data Parent contact Logs | | List of names sent to J.P. Court ADA Report | STAAR Exam |
| Arrange for self-motivational activities for Perfect Attendance-providing awards, incentives and recognition | All students | Counselors Principal Teachers | August 2013 | Fall 2013 Spring 2014 | Business partnerships Faculty Volunteers PTA support | | List of activities Tutorial and S.O.S. Attendance rosters Lesson Plans | STAAR Exam |
| Organize and train the 2012-2013 Attendance Committee | All students | Principal Committee Chair District PEIMS Personnel | August 2013 | Fall 2013 Spring 2014 | Attendance Manual | | % Attendance Copies of letters Logs of parents contacted Attendance Review | STAAR Exam |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|--------------------------------------|----------------|--------------------------|--|---------------|---|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Provide inservice to teachers, parents, and students on attendance policy | All students | Truant Officer | October 2013 | Fall 2013 Spring 2014 | Attendance Manual Training Material | | Staff development log | STAAR Exam |
| Provide relevant lessons that motivate students to attend and achieve | All students | Faculty Dean of Instruction | August 2013 | Fall 2013 Spring 2014 | In-services on teaching practices Aligned to TEKS/TAKS Team/Dept. Planning | | Cum Data/PDAS Lesson Plan Team/Dept. Logs | STAAR Exam |
| Schedule attendance meetings (visits) with students and parents of chronically absent students and make referrals as needed | All students | Counselors AP's Parent Liaison | August 2013 | Fall 2013 Spring 2014 | Community Aides Paper, envelopes, stamps Phone access | | Attendance Review | STAAR Exam |

School Environment Objective and Reform Strategies

Campus Goal #4

Provide and maintain a safe and secure environment conducive to student learning

Objective 1

Provide a school facility that is safe and conducive to learning

Strategy for Accomplishing Objective:

In order to successfully accomplish this campus goal the following strategies will be implemented:

- *Discipline students using the assertive discipline model**
- *Decorate the halls with content themes-display student work in bulletin board, door contest, exhibit school pride/student achievement**
- *Review emergency measures and procedures with students**
- *Provide school wide identification system**
- *Pre-referral discipline system- A type of discipline system that gives students an opportunity to reflect on consequences before actual documentation is entered on student data system**

Strategy for Accomplishing Objective:

- 1. Encourage student participation in school activities: UIL, clubs, athletics, cluster activities, and community involvement.**
- 2. Increase parent participation in school activities: parent nights, meet the teacher night, cluster activities, parent volunteer programs, fieldtrips, & assemblies.**
- 3. Utilize community support organizations that provide prevention and intervention programs.**
- 4. Promotion of drug awareness programs such as Red Ribbon Week activities and development of cultural awareness activities that teach students about the Hispanic culture such as National Hispanic Month, 16 de Septiembre, and 5 de Mayo Festivities.**

5. On-going random sampling surveys to students, teachers, parents, and community members.
6. Encourage continued community involvement with our school through presenters in specialized areas and through career awareness programs.
7. Maintain existing incentive programs for recognition of student academic achievement and perfect attendance.
8. Keep parents informed on student progress through the use of Progress Reports the 3rd week of every 6-weeks grading period.
9. Promote career awareness through career fairs for all grade levels.
10. Job Shadowing Day for all grade level students.

Research in Support of Strategy

Based on data collected from random samplings, strategies have proven to be successful.

***Effective Schools Consortium Network. New York State Education Department**

***Turning Points 2000**

***Implementing Effective School Correlates Byron Center Public Schools.**

***Components of an Effective School from the American National PTA**

***Effective School Practices and At-Risk Youth: What the Research Shows
Northwest Regional Educational Laboratory**

Strategy for Knowing Whether Objective has been Successfully Accomplished:

School Records

Campus Improvement Plan
2013-2014

Goal 4 Provide and maintain a safe and secure environment conducive to student learning

Objective 1 Provide a school facility that is safe and conducive to learning

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|--|----------------|--------------------------|--|---------------|-----------------------|---------------------------|
| | | | Implementation | Formative Evaluation | Human/ Material | | Formative | Summative |
| Discipline students using the assertive discipline model | All students | Principal Assistant Principals SBDM Teachers | August 2013 | Fall 2013 Spring 2014 | Lee Center workbooks for teachers, administrators, parents, and paraprofessionals Lee Center Video series | | Referral Forms | STAAR Exam |
| Decorate the Halls with content themes- Display student work in bulletin board, Door Contest, Exhibit school pride/student achievement | All students | Principal Assistant Principals Teachers | August 2013 | Fall 2013 Spring 2014 | Bulletin Boards And Materials Rewards for contest | | Decorations | STAAR Exam |
| Provide a campus medical/emergency team | All students | Principal Nurse Assistants Principals Student Council | August 2013 | Fall 2013 Spring 2014 | Local CPR and First Aid Training State Nurse Conference | | Emergency Action Plan | Proof of Certification |
| Review Emergency Measures and Procedures with students | All students | Principal SBDM Dept. Chair Asst. Principals Teachers | August 2013 | Fall 2013 Spring 2014 | Management Plan sheet for students Agenda of events to cover with students Emergency Exit Routes per classroom | | Emergency Action Plan | Drills |
| Provide school wide identification system | All students | Principal ID Coordinator Teachers Security Officers | August 2013 | Fall 2013 Spring 2014 | Digital Camera Tags Clips | | ID Log list | Everyone must wear ID Tag |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|---|----------------|--------------------------|--|---------------|--|---------------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Increase the number of walk thru evaluations in the classrooms | All students | Administration | August 2013 | Fall 2013 Spring 2014 | Walk thru forms Pens | | Evaluation Forms Lesson Plans | STAAR Exam |
| Work closely with the maintenance supervisor to ensure maintenance and repairs are done in a timely manner | All students | Administration | August 2013 | Fall 2013 Spring 2014 | Maintenance Forms Maintenance Department Staff | | Maintenance Forms | Maintenance Reports |
| Each custodian will ensure that their designated area is clean and safe area | All students | Administration Maintenance Department | August 2013 | Fall 2013 Spring 2014 | Custodian Evaluation Forms Custodian Staff | | Custodian Evaluation Forms | Custodian Reports |
| Pre-Referral Discipline System- A type of discipline system that gives students an opportunity to reflect on consequences before actual documentation is entered on student data | All Students | Teachers Administrators Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Cluster Planning Time | | Conference with any of the following: Teachers/Parent/ Counselor/ Administrator | STAAR Exam |
| Implementation of prevention and intervention programs *Group/Individual counseling by school personnel and community agencies *Parenting classes through Title I Parental Involvement Center | All Students | Teachers Administrators Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Personnel Services Communities in School Safe and Drug Free School | | Counselors' Daily Logs and Quarterly Reports | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|--|----------------|--------------------------|--|---------------|--|-----------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| <p>Implement the four components of the comprehensive School Guidance Program using the state recommended percentages.</p> <p>A. Guidance Curriculum (35%-40%) Provide guidance content in a systematic way to all students:</p> <p>Areas Addressed: *Self-esteem development *Motivation to achieve *Decision making, Goal setting *Planning/Problem solving skills *Interpersonal effectiveness *Communication Skills *Cross cultural effectiveness *Responsible Behavior</p> <p>B.Responsive Services (30%-40%) Address the immediate concerns of students.</p> <p>Areas Addressed: *Academic concerns *School-related concerns *Tardiness</p> | All students | Counselors Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Curriculum Components Materials Counseling Referrals Lesson Plans Weekly and Monthly Schedules | | Improved students' self-esteem Increase student achievement in core areas | STAAR |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|--|----------------|--------------------------|--|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| *Absences and Truancy *Misbehavior *School-avoidance *Drop-out prevention *Relationship concerns *Physical/Sexual/Emotional abuse *Grief/loss death *Substance abuse *Sexuality issues *Coping with stress. Individual Planning (5%-10%) Assist students in monitoring and understanding their own development Areas Addressed: EDUCATIONAL *Acquisition of study skills *Awareness of educational opportunities *Appropriate course selection *Lifelong learning *Utilization of test scores CAREER *Knowledge of career opportunities *Knowledge of vocational training *Need for positive habits PERSONAL/SOCIAL *Development of healthy self-concepts | All students | Counselors Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Curriculum 4 Components Materials Counseling Referrals Lesson Plans Weekly and Monthly Schedules | | Improved students' self-esteem Increase student achievement in core areas | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|--|----------------|-----------------------------|---|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| *Development of adaptive and adjusted social behavior D.System Support (10%-15%) Includes staff support activities and services Areas Addressed: *Guidance program development *Parental Education *Teacher/Administrator consultation *Staff development for educators *School improvement planning *Research and publishing *Community Outreach *Public Relations *Staff Development for education *School improvement | All students | Counselors Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Curriculum 4 Components Materials Counseling Referrals Lesson Plans Weekly and Monthly Schedules | | Improved students' self-esteem Increase student achievement in core areas | STAAR Exam |
| *Drug Awareness Program *Starr County Intervention *SCANS Program- 6 th grade | All students | Counselors Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Appropriate materials/curriculum | | Counselors' Daily Logs and Quarterly Reports | STAAR Exam |
| Expand cluster incentive programs: *Awards Assemblies | All students | Counselors Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Cluster activity funds Fund Raisers/Donations and Contributions | | Students Awards Cluster minutes | STAAR Exam |

Campus Improvement Plan 2013-2014

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|---|----------------|--------------------------|--|---------------|--|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Expand cluster incentive programs: Continuation *Honor Roll *Perfect Attendance *Achievement Awards *Field Trips | All students | Counselors Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Cluster activity funds Fund Raisers/Donations and Contributions | | Students Awards Cluster minutes | STAAR Exam |
| Student Involvement in Extra Curricular Activities: *UIL Events *Student Council *School Clubs *Athletic Activities | All students | UIL Sponsors Club Sponsors Coaches Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Local organizations Business and Community Members (UIL Guidelines for all participating events. UIL Constitution) | | Membership Rosters Increase student achievement | STAAR Exam |
| Encourage student involvement in community activities: *Youth Fair *Service Projects *Boys & Girls Club *4-H Clubs *Pee-Wee football | All students | Club Sponsors Teachers Activity Director Principal Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Community information | | School Activities Report | STAAR Exam |
| Promote community involvement: *Partners in Excellence *Career Awareness Day *Drug Prevention Week *Representation on SBDM *Classroom Presentations *Mentoring Program | All students | Principal Administrators Counselors Teachers Assistant Principals | August 2013 | Fall 2013 Spring 2014 | Community Members | | School Activities Report | STAAR Exam |

Parent and Community Involvement Objective and Reform Strategies

Campus Goal #5

Embrace students, parents, and community partnerships

Objective 1

Involve 100% of the parents as full time partners in the education of their children by encouraging them to participate in at least one school function

Strategy for Accomplishing Objective:

In order to successfully accomplish this campus goal the following strategies will be implemented:

- *Develop and distribute parent surveys that will reveal the need for parental involvement in school**
- *Review results of parent/teacher surveys and design a plan that will facilitate and ease parental involvement in daily classroom activities, extra curricular, conferences, and all school communities**
- *Plan/Implement Parent Night to encourage parental involvement**
- *Contact local civic, community, and joint entities to assist with activities**
- *Implement a Parent Outreach Program that will include virtual communication through a campus web page**
- *Form partnerships with community businesses and acquire resources to conduct educational meetings with parents**
- *Contact parents of students that need assistance with classes or STAAR at the end of each grading period**

**Campus Improvement Plan
2013-2014**

Goal 5 Embrace student, parent, and community partnerships

Objective 1 Involve 100% of the parents as full time partners in the education of their children by encouraging them to participate in at least one school function per year

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources Human/ Material | Budget Amount | Evaluation Measures | |
|--|--------------------|---|----------------|--------------------------|--|---------------|---|------------|
| | | | Implementation | Formative Evaluation | | | Formative | Summative |
| Develop and conduct parent survey that will reveal parent's involvement in schools and in student's needs | All students | Administrators Community Aides Parent Liaison | August 2013 | Fall 2013 Spring 2014 | Liaison and Community Aides Meetings Paper, envelopes, and stamps | | Survey Reports | STAAR Exam |
| Develop and conduct a teacher survey that will reveal teacher perceptions in regards to parent involvement in schools and students needs | All students | Community Aides Parent Liaison PTA Members | August 2013 | Fall 2013 Spring 2014 | Liaison and Community Aides Meetings Paper | | Survey Reports | STAAR Exam |
| Review results of parent/teacher surveys and design a format and structure to follow that will facilitate and ease parental involvement in daily classroom activities, extra curricular, conferences, and all school communities | All students | Principal Community Aides, Parent Liaison, PTA Members | August 2013 | Fall 2013 Spring 2014 | Principal, Liaison and Community Aides Meetings Liaison training | | Survey Reports | STAAR Exam |
| Plan/Implement Parents Night to encourage parental involvement | All Students | PTA Members Principals Counselors Faculty | August 2013 | Fall 2013 Spring 2014 | Title I Lab facilities Available Staff Refreshments | | List of events Attendance Roster Parent/Staff | STAAR Exam |
| Contact local civic, community, and joint entities to assist with activities | All students | Administrators Community Aides Parent Liaison | August 2013 | Fall 2013 Spring 2014 | Parent liaison and Community, school meetings | | Activities Report | STAAR Exam |

**Campus Improvement Plan
2013-2014**

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|---|--------------------|---|----------------|--------------------------|---|---------------|-----------------------------|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Implement a Parent Outreach Program that will include virtual communication through campus web page | All students | Principal Faculty Web Master | August 2013 | Fall 2013 Spring 2014 | Web Master E-chalk Program Principal Clerks | | Web Page Reports | STAAR Exam |
| Form partnerships with community businesses and resources to conduct educational meeting with parents | All students | Principal Administrative Staff PTA Member | August 2013 | Fall 2013 Spring 2014 | Material needed for educational meeting Refreshments | | Educational Meeting Reports | STAAR Exam |
| Contact parents of students that need assistance with classes or STAAR at the end of each grade report period | All students | Principal Administrative Staff Teachers | August 2013 | Fall 2013 Spring 2014 | Phone List Phone call Logs Referral Forms | | Phone Calls Logs | STAAR Exam |

Technology Objectives and Reform Strategies

Campus Goal #6

Implement technology to increase the effectiveness of student learning, instructional management, and staff development

Objective 1

Provide teachers with staff development opportunities to update technology skills for the purpose of enhancing TEKS instruction

Objective 2

Create a campus technology committee to ensure the proper use of technology to increase the effectiveness of student learning and parental involvement

Strategy for Accomplishing Objectives:

In order to successfully accomplish this campus goal the following strategies will be implemented:

***Provide training to all staff in utilizing school web page to enhance teacher-parent communication**

***Provide training to all staff in digital technology to enhance teaching environment**

***Provide training to all staff in the use of Microsoft Office to enhance lesson instruction**

***Create a campus technology committee that will help in activities such as:**

-Daily Updating of Campus web page

-Screen and analyze technology needs on campus (training and equipment)

-Serve as “trouble shooters” in case of staff questions

**Campus Improvement Plan
2013-2014**

Goal 6 Implement technology to increase the effectiveness of student learning, instructional management, and staff development

Objective 1 Provide teachers with staff development opportunities to update technology skills for the purpose of enhancing TEKS instruction

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources Human/ Material | Budget Amount | Evaluation Measures | |
|--|--------------------|--|----------------|--------------------------|--|---------------|---------------------|------------|
| | | | Implementation | Formative Evaluation | | | Formative | Summative |
| Provide training to all staff on school web page to enhance teacher-parent communication | All students | Campus technology teachers District Technology Staff | September 2013 | Fall 2013 Spring 2014 | Computers Internet Access materials Technology Dept. Staff | | Web page reports | STAAR Exam |
| Provide training to all staff in digital technology to enhance teaching environment | All students | District Technology Staff | September 2013 | Fall 2013 Spring 2014 | Computers Internet Access Training materials Technology Staff | | Lesson Plans | STAAR Exam |
| Provide training to all staff in the use of Microsoft Office to enhance lesson instruction | All students | District Technology Staff Campus Technology Staff | September 2013 | Fall 2013 Spring 2014 | Computers Internet Access Training materials Technology Staff | | Lesson Plans | STAAR Exam |

**Campus Improvement Plan
2013-2014**

Goal 6 Implement technology to increase the effectiveness of student learning, instructional management, and staff development

Objective 2 Create a campus technology committee to ensure the proper use of technology to increase the effectiveness of student learning and parental involvement

| Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources | Budget Amount | Evaluation Measures | |
|--|--------------------|---|----------------|--------------------------|--|---------------|---------------------|------------|
| | | | Implementation | Formative Evaluation | Human/Material | | Formative | Summative |
| Create a campus technology committee that will help in activities such: *Daily Updates of Campus web page *Screen and analyze technology needs on campus (training and equipment) *Serve as “trouble shooters” in case of staff questions | All students | Principal Dean of Instruction Faculty | October 2013 | Fall 2013 Spring 2014 | Computers Multimedia Projectors Survey Material Technology Staff | | Lesson Plan | STAAR Exam |

STUDENT ASSESSMENT

Instruments Used to Assess Students:

Student assessment will be accomplished through evaluation of pupil performance on teacher-made and commercially developed tests. Informal assessment activities that are a part of the instructional curriculum will also be used to evaluate student performance. Formal assessments will include the administration of six Common Assessments and two district Benchmark exams that assess mastery of the STAAR reporting categories and TEKS expectations. Common assessments in the core areas from grades 6-8 are used on a six weeks basis to evaluate the aligned curriculum. Projects assigned in the content areas will be used to evaluate student performance. Lab reports from the Reading and Math labs will also be used as evaluation instruments. The Princeton Review course will be offered as an enrichment course during the advisory/enrichment period. The PSAT test will be offered to students at the end of the school year and to those 7th graders who qualify for the Duke University Talent Search Program. The SAT will assess their math, vocabulary, reading and writing skills.

Use of Assessment Instruments to Assist in Diagnosing, Teaching, & Learning:

Scheduled Benchmark tests will be used throughout the year to determine and evaluate student progress towards mastering the STAAR objectives and TEKS expectations. Student achievement will be measured by means of comparing state standards of both STAAR and TEKS goals and objectives. Some students will be referred to specialized testing by the diagnosticians in the Special Education department based on low performance, teacher recommendation, and parental consent.

Based on the results of the diagnosis from the formal assessments, individual programs will be developed and classroom instruction will be designed accordingly. The curriculum revision will be on going as results from the assessments are collected.

Use of Assessment Instruments to Determine Program Revisions:

Assessment instruments will be used as part of the total effort to evaluate the educational program at Veterans Middle School. Diagnostic tests will be utilized to identify student achievement levels in Reading, Writing, Math, Science, & Social Studies to add to our school's knowledge base regarding the effectiveness of its programs. As deficiencies are identified, appropriate revisions to Veterans Middle School's instructional strategies will be made.

Other Indicators to Assess Students:

Classroom teacher assessments of student learning abilities will be used to evaluate their academic performance levels on a weekly basis. Teachers will measure higher order thinking skills in the core areas by means of different types of evaluations. Student folders/portfolios will be kept and evaluated on a regular basis. They will be reviewed formally every six weeks for academic evaluation.

Methods of Communicating Assessment Information to Teachers, Parents, and Students:

We believe in maintaining a quality communication system in order to keep VMS operating in an effective and productive manner. For that reason, VMS will use various methods of communicating assessment information to teachers, students, and parents. Formal communication channels will include the following methods:

Students:

Student/Teacher conferences, progress reports, report cards, Individual Testing Student Reports, letters

Teachers:

Staff meetings, department meetings, cluster meetings, TANGO assessment reports, STAAR data analysis

Parents:

Parent/Teacher conferences, student progress reports, student portfolios, parent night, cluster meetings, report cards, STAAR Student Reports

Highly Qualified Professional Staff

| Current School Year 2012-2013 | | Proposed School Year 2013-2014 | |
|--|---------------|---|---------------|
| Position | Number | Position | Number |
| Principal | 1 | Principal | 1 |
| Dean of Instruction | 1 | Dean of Instruction | 1 |
| Assistant Principals | 2 | Assistant Principals | 2 |
| Regular Education Teachers | 63 | Regular Education Teachers | 64 |
| Special Education Teachers | 9 | Special Education Teachers | 9 |
| Counselors | 2 | Counselors | 2 |
| Sp. Ed. Counselor | 1 | Sp. Ed. Counselor | 1 |
| Librarian | 1 | Librarian | 1 |
| Total | 80 | Total | 81 |

Other Personnel

Position: Computer Lab Managers (1)

Rationale for Inclusion in the Program

These managers are responsible for maintaining their respective labs. They will assist students in learning the programs. In addition, proctors will help monitor student progress and will provide teachers with weekly reports.

Position: Dyslexia Lab Teacher Certified Reading Teacher

Rationale for Inclusion in the Program

A certified teacher shall be responsible for running the lab and assisting the students who are in the dyslexia program as well as providing student support in developmental reading instruction.

Position: Community Aides (1)

Rationale for Inclusion in the Program

Migrant Community Aides are essential in recruiting and meeting the needs of the migrant students. They serve as liaison between the school and the community.

Position: Nurse (1)

Rationale for Inclusion in the Program

The inclusion of a nurse will help keep our students healthy, attend to student medical problems, and assist instructional staff in teaching students to live healthy life styles.

Position: Security Guards (2)

Rationale for Inclusion in the Program

The inclusion of security guards in the program provides for the overall safety of every person on campus.

Position: Special Ed. Aides (2)

Rationale for Inclusion in the Program

Special Ed. Aides in the self-contained units will help with the overall instruction for the severe and profound handicapped students. Students have to, in many cases, be fed and escorted to and from one area to another.

Professional Development

Current Professional Development Activities

Veterans Middle School's initiative for professional development is to provide professional training that will address student needs. Current activities are a combination of inservices and workshops that are both campus based and provided by Region I. Training is on-going throughout the year. Primary topics include:

- *Data Driven Decision Making**
- *Integrating TEKS/STAAR in all content areas**
- *POWERSCHOOL Grading and Attendance System**
- *Assertive Discipline Training**
- *Pre-AP & AP Training**
- *Cluster Concept – Middle School Concept**
- *G/T Training**
- *SAT Training**
- *POWERTEACHER Training**
- *Literature Based Instruction**
- *SIOP Model Training / Strategies**
- *DOK Training**
- *Thinking Maps Training**

In addition to school sponsored workshops, faculty members will have the opportunity to attend the following workshops:

- *G/T State Conference**
- *Region I G/T Training**
- *Technology Training**
- *Math Renaissance Training**
- *Region One Middle School Consortiums:**
 - Reading**
 - Math**
 - ESL**
 - Social Studies**
 - Science**

The Region 1 Education Service Center provides staff development throughout the year for teachers who wish to enhance their professional skills. Also, teachers have access to professional

materials available at the VMS Library located in the Teachers' Corner. Resource materials are available from Department Chairpersons as well.

Proposed Professional Development Activities

Veterans Middle School will continue to expand on programs already in place, thus continuing staff development and training as needed. Needs assessment surveys will be done by the departments in order to prioritize needs. Staff development in the area of technology will be conducted in order to meet our goal of training all teachers to be computer literate. The VMS library will be expanding and updating the professional material available for teachers. Topics that are being considered for this school year include:

- *Pre-AP Strategies**
- *Teaching Resource Students via Modified Regular Ed. Curriculum**
- *Civics**
- *Effective Classroom Use of Internet**
- *Career & Colleges**
- *Thematic Units for Content Areas**
- *Independent Research**
- *Inclusion**
- *ELPS Training**
- *Literature Based Curriculum Training**

Parental Involvement

Current Parental Involvement Activities

It is the policy of Veterans Middle School to develop, revise, and implement the Title I parental involvement requirements. Thus, we will continue to maintain a comprehensive parental involvement program that includes parent communication in English and Spanish, parent education, parent information and support.

Our parents will be provided with:

- *TEA School Report Cards**
- *Student Progress Reports**
- *Student Report Cards**
- *Assessment Results (Confidential Reports)**
- *Student Handbooks and Student Code of Conduct**
- *Presentation on Special Programs available at VMS (Migrant, Special Ed., Bilingual, Gifted/Talented Programs**
- *Presentation on Title I requirements**
- *Evaluation Instrument Part A and Part B**

Our parental involvement program will incorporate activities such as:

- *Cluster/Parent Conferences**
- *Cluster Parent Meeting for distribution of student assessment results**
- *Parent's Night (every six weeks)**
- *Cluster activities that include parents (Awards Assemblies, programs, etc.)**
- *Newsletters - English and Spanish**
- *G/T Parent's night**
- *Meet the Teacher night**
- *Representation on SBDM**
- *Ad/Hoc Committee to revise and review compact and Parental Involvement Policy**
- *Parent Advisory Committee (PAC)**

Proposed Parental Involvement Activities

Veterans Middle School will continue to develop the bond between parents, community, and school by building on successful activities during the current year. In addition, a parental involvement center will be housed at our campus. Parenting sessions and parent/teacher conferences will be held at this center.

Proposed Parental activities for the 2013-2014 school year:

| | |
|-------------------|---|
| September: | Title I Migrant and Parent Orientation Meeting |
| October: | Staff Development at Region I |
| November: | GED and ESL |
| December: | Literacy, TAKS, and Computers |
| January: | Tutorials and Academies |

Parenting videos & programs available:

- *"Padres con Poder" *"Family Frameworks" *"Consejos de Mis Padres"**
- *"Raising Children in Troubled Times"**

Community Aides will:

- Identify and recruit migrant parents**
- Conduct home visits**
- Provide social services**
- Conduct parent meetings**
- Be aware of all withdrawals**
- Prepare information for migrant children's parents**

In addition, the counseling department will provide guidance to parents who would like to help their children.

The 76th Texas Legislature passed HB713, which establishes the Texas Excellence, Access, and Success (TEXAS) Grant Program. It is a mandate, by the state of Texas, which provides funds for students with financial need to attend college if they successfully complete the Recommended High School or Distinguished Achievement Program. This legislative action was taken to assure that as many students as possible are informed about the requirements of this grant program in order to make informed academic decisions.

- *Schools need to alert students of the need to make informed curriculum choices in order to be prepared for success beyond high school.**
- *Schools need to inform students about sources of information on higher education, admissions, and financial aid.**
- *Districts shall include strategies for addressing the above items in their long range plan.**

***Districts must ensure that each student's official transcript indicates whether the student has completed or is on schedule to complete the Recommended High School Program or the Distinguished Achievement Program.**

***Above information must be included on a student's transcript no later than the end of the student's junior year.**

Veterans Middle School will comply with this mandate by:

***Meeting with parents on a monthly basis**

***Disseminating information on HB3 to students, teachers, and parents before the 8th graders pre-register for high school**

***Inviting high school counselors to present to our students and parents the Recommended High School & Distinguished Achievement Program, House Bill 3, and Graduation Requirements**

Transition from Elementary to Secondary School

In order to assist the 5th graders in making the transition from their campus to the middle school, the following strategies will be implemented:

- 1. Principal's orientation session**
- 2. Counselor's presentation on course requirements and elective choices**
- 3. Campus orientation**
- 4. Pre-registration**

In order to assist the 8th graders in making the transition from middle school to high school, the following activities will take place:

- 1. Spring orientation by high school counselors**
- 2. Pre-registration**
- 3. Campus orientation**
- 4. Career Profile Assessment for all 8th graders in order to determine future high school plans**

Every effort will be made to ensure that both populations will start at their respective new campuses on a positive note. Planning with both the 5th grade campus and high school will take place in order to ensure that the curriculum covered throughout the school year correlates with the TEKS objectives for the following year.

Involvement of Teachers in Decisions On Use of Assessments

Veterans Middle School participates in a School Wide Program and as such is involved in shared decision-making that includes teacher participation. All teachers will have input on assessments given on a six weeks basis. Grade level subject teams will meet and select test items from a bank to develop six weeks assessments that are directly aligned to instruction. Daily planning meetings will be held by clusters to foster communication, implementation, and evaluation of assessment data. Furthermore, departmental meetings will be held to make decisions on alignment of objectives and to develop timelines. Teachers will desegregate STAAR Benchmark data and adjust curriculum and timelines as needed. Results of all assessments will be provided to parents through cluster meetings, open house, TANGO progress reports, etc.

Additional Assistance for Students Who Experience Difficulty in Mastering Standards

Students experiencing difficulty in mastering standards will be provided assistance through the following activities:

- 1. Classroom teachers will vary teaching methods to accommodate the different learning styles**
- 2. Advisory/Enrichment Period**
- 3. Tutorials (lunch, before/after school, Saturdays)**
*At-Risk Students *STAAR *Failing grades
- 4. Library assistance (before/after school)**
- 5. Computer instruction to address areas of difficulty & reinforce skills**
- 6. Provide additional reading opportunities through the Accelerated Reading Program**
- 7. Guidance/Counseling Services**
- 8. Resource Classroom (Modified instruction for special education students)**
- 9. Project Smart (Migrant students)**
- 10. Color Coded Writing (ESL/Recent Immigrants)**
- 11. Career Center for all 8th grade students for early college awareness**

Veterans Middle School Campus Budget

| | |
|--------------------------------------|------------------|
| Title One A | \$ 64,650 |
| Title One C..... | \$ 36,120 |
| SCE | \$ 4,185 |
| Bilingual | \$ 3,277 |
| Gifted and Talented | \$ 3,017 |
| Special Education IDEA-B..... | \$ 2,500 |
| Migrant..... | \$ 3,267 |

Campus Improvement Plan Formative Evaluation #1

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 1

Increase all student achievement results in reading by 18% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 2

Increase all student achievement results in writing by 12% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 3

Increase all student achievement results in math by 20% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 4

Increase all student achievement results in science by 21% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan

Formative Evaluation #1

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 5

Increase all student achievement results in social studies by 17% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #2

Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs

Objective 1

Close the achievement gap for ELL (LEP) students to 90+ by the 2013-2014 year

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #2

Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs

Objective 2

Increase the percentage of students passing Special Education objectives and TEKS expectations in the 6th, 7th, and 8th grade by at least 10 % in all areas.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #3

Maintain or exceed the state average attendance for the prospective year

Objective 1

By the end of the 2013-2014 year, the average daily attendance at Veterans Middle School will meet or exceed 98%

Activities Accomplished

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Activities in Progress

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Activities Pending

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Notes

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Campus Improvement Plan Formative Evaluation #1

Campus Goal #4

Provide and maintain a safe and secure environment conducive to student learning

Objective 1

Provide a school facility that is safe and conducive to learning

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #5

Embrace students, parents, and community partnerships

Objective 1

Involve 100% of the parents as full time partners in the education of their children by encouraging them to participate in at least one school function per year

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #6

Implement technology to increase the effectiveness of student learning, instructional management, staff development, and administration

Objective 1

Provide teachers with staff development opportunities to update technology skills for the purpose of enhancing TEKS instruction

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #1

Campus Goal #6

Implement technology to increase the effectiveness of student learning, instructional management, staff development, and administration

Objective 2

Create a campus technology committee to insure the proper use of technology to increase the effectiveness of student learning and parental involvement

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 1

Increase all student achievement results in reading by 18% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 2

Increase all student achievement results in writing by 12% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 3

Increase all student achievement results in math by 20% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 4

Increase all student achievement results in science by 21% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 5

Increase all student achievement results in social studies by 17% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #2

Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs

Objective 1

Close the achievement gap for ELL (LEP) students to 90+ by the 2012-2013 year

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #2

Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs

Objective 2

Increase the percentage of students passing Special Education objectives and TEKS expectations in the 6th, 7th, and 8th grade by at least 10% in all areas

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #3

Maintain or exceed the state average attendance for the prospective year

Objective 1

By the end of the 2012-2013 year, the average daily attendance at Veterans Middle School will meet or exceed 98%

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #4

Provide and maintain a safe and secure environment conducive to student learning

Objective 1

Provide a school facility that is safe and conducive to learning

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #5

Embrace students, parents, and community partnerships

Objective 1

Involve 100% of the parents as full partners with educators in the education of their children by making them participate in at least one school function

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #6

Implement technology to increase the effectiveness of student learning, instructional management, and staff development

Objective 1

Provide teachers with staff development opportunities to update technology skills for the purpose of enhancing TEKS instruction

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #2

Campus Goal #6

Implement technology to increase the effectiveness of student learning, instructional management, and staff development

Objective 2

Create a campus technology committee to insure the proper use of technology to increase the effectiveness of student learning and parental involvement

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 1

Increase all student achievement results in reading by 18% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 2

Increase all student achievement results in writing by 12% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 3

Increase all student achievement results in math by 20% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 4

Increase all student achievement results in science by 21% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #1

Increase student academic performance and ensure mastery of Texas Essential Knowledge and Skills (TEKS) by meeting and/or exceeding the State requirements for performance expectations in Reading, Writing, Math, Science and Social Studies

Objective 5

Increase all student achievement results in social studies by 17% to meet the proposed state standard for “Exemplary” Campus distinction.

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #2

Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs

Objective 1

Close the achievement gap for ELL (LEP) students to 90+ by the 2012-2013 year

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #2

Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in special programs

Objective 2

Increase the percentage of students passing Special Education objectives and TEKS expectations in the 6th, 7th, and 8th grade by at least 10% in all areas

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #3

Maintain or exceed the state average attendance rate for the prospective year

Objective 1

By the end of the 2013-2014 year, the average daily attendance at Veterans Middle School will meet or exceed 98%

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #4

Provide and maintain a safe and secure environment conducive to student learning

Objective 1

Provide a school facility that is safe and conducive to learning

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #5

Embrace student, parent, and community partnerships

Objective 1

Involve 100% of the parents as full time partners in the education of their children by encouraging them to participate in at least one school function

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #6

Implement technology to increase the effectiveness of student learning, instructional management, and staff development

Objective 1

Provide teachers with staff development opportunities to update technology skills for the purpose of enhancing TEKS instruction

Activities Accomplished

Activities in Progress

Activities Pending

Notes

Campus Improvement Plan Formative Evaluation #3

Campus Goal #6

Implement technology to increase the effectiveness of student learning, instructional management, and staff development

Objective 2

Create a campus technology committee to ensure the proper use of technology to increase the effectiveness of student learning and parental involvement

Activities Accomplished

Activities in Progress

Activities Pending

Notes
