

Peaster Middle School
Home Of the
Greyhounds

2011-2012

**CAMPUS IMPROVEMENT
PLAN**

PEASTER INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The Mission of Peaster Independent school district is to provide every student the opportunity to develop to his/her maximum potential

- **Intellectually**
- **Physically**
- **Socially**
- **Morally**

in the hope that he/she will become a capable, well-adjusted, contributing member of society.

Nondiscrimination Notice

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

PEASTER MIDDLE SCHOOL
CAMPUS PLAN FOR IMPROVEMENT

2011 -2012

Introduction

The Peaster Middle School Campus plan for Improvement includes the campus principal, professional employees, and parent.

The committee will meet annually to assess campus needs and to discuss various methods that may be used to fulfill them.

Topics of continuing interest to the committee will be success in the following areas;

- Student performance on state mandated testing with special emphasis on the economically disadvantaged population group.
- Increasing daily attendance rates.
- Decreasing factors that lead to students dropping out of school.
- Decreasing substance abuse on and off campus.
- Increase the use of technology in the classroom by students and teachers.
- Community input into site based management decisions.

The committee consists of the following people:

Darren Grudt	Middle School Principal
Michelle Madison	Parent
Julie Goode	Teacher
Karen Hawkins	Teacher
Theresa Millet	Teacher

Comprehensive Needs Assessment

The following data sources were reviewed to assess the campus' strengths and priorities:

1. Disaggregated student assessment information
2. AEIS for 2010
3. AYP for 2010
4. Student demographics
5. Technology, Fiscal and Facility Resources
6. Participation records of students enrolled in special programs (GT, Special education, ESL)
7. Staff Development Records
8. Assessment data and curriculum alignment

Identified Strengths:

- Low student-teacher ratio
- Experienced teachers committed to student success
- Low teacher turnover
- School performance maintained rating of Recognized on state assessments.
- Academically challenging classes are offered to address the needs of advanced students.

From performance data review the following **critical issues** were identified:

- Economically Disadvantaged strategies need to improve in 8th grade science.
- Strategies for the Hispanic population will continue in 7th reading and 8th science.
- Strategies for students At Risk will continue to be addressed in 8th science, 7th reading, 7th math, and 6th math.
- Continue to implement technology in the classroom to improve technology awareness.

The 2009-2010 AEIS reports indicate that Peaster Middle School needs to address the needs of the At Risk in Science, reading and math. The gap between the ethnic groups and economically disadvantaged has improved in most areas, some areas still need improvement. Significant drop in the At Risk group in 7th grade reading needs to be addressed. Also of concern is how to approach transitioning from TAKS to STAAR.

TAKS Assessments

TAKS Assessments	Reading											
	Grade 6				Grade 7				Grade 8			
	04/05	05/06	06/07	07/08	04/05	05/06	06/07	07/08	04/05	05/06	06/07	07/08
All Students	84	80	93	95	85	88	83	91	83	92	92	100
Hispanic	67	n/a	100	86	80	86	n/a	83	80	n/a	100	80
Eco. Disadvantaged	83	69	92	89	88	77	67	91	82	95	86	93
At Risk	46	43	77	79	41	77	88	75	62	86	81	94

	Math											
	Grade 6				Grade 7				Grade 8			
	04/05	05/06	06/07	07/08	04/05	05/06	06/07	07/08	04/05	05/06	06/07	07/08
All Students	76	63	78	80	64	70	67	82	83	83	72	93
Hispanic	67	n/a	67	71	80	57	n/a	67	60	n/a	67	60
Eco. Disadvantaged	75	47	72	78	73	50	46	76	58	82	57	93
At Risk	50	21	55	43	24	43	34	60	48	65	37	88

	Writing				Soc. Studies				Science			
	Grade 7				Grade 8				Grade 8			
	04/05	05/06	06/07	07/08	04/05	05/06	06/07	07/08	04/05	05/06	06/07	07/08
All Students	93	96	99	95	89	86	93	94	n/a	74	88	70
Hispanic	80	86	n/a	100	80	n/a	83	80	n/a	n/a	83	20
Eco. Disadvantaged	88	92	91	96	91	75	92	93	n/a	70	92	50
At Risk	78	93	97	82	70	79	84	88	n/a	62	77	44

These needs will be addressed by continuing to provide staff development for teachers and paraprofessionals in working with special needs children, at-risk, ESL and economically disadvantaged. Margret Kilgo training for Science and Math will provide teachers with differentiated strategies and materials to accomplish that goal.

Staff development and recruitment will help retain highly qualified teachers and paraprofessionals. At this time, all professional staff members meet the definition of highly qualified and the paraprofessionals meet the requirements of NCLB.

Retention of highly qualified teachers will be maintained by the following as the need, arises: grade level meetings mentor teachers, classroom observations, TEKS/TAKS effective instructional strategies, supplies and materials necessary to teach TEKS/TAKS objectives, technology equipment and software, support by campus and district administration and time for professional development and collaborative planning sessions.

**Peaster Middle School
Campus Improvement Plan
2011-2012**

Campus Goal: 1	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, writing, social studies, and science. Student academic achievement will increase through improving teacher and principal quality.							
Objective Indicator(s): 1, 2, 3, 4, 5, 6	By Spring 2012, the percentage meeting or exceeding proficiency at the Panel Recommendation level will improve to 100% in 6th reading, 100% in 7th, and 100% . In math 100% in 6th, 100% in 7th, 100% in 8th. Writing will increase to 100% , social studies will increase to 100% and science will increase to 100% .							
Summative Evaluation:	STAAR, STAAR M, STAAR Alt, promotion and retention rates							
SWP Comp	Action(s) Implementations	Needs Assess	Spec. Pol.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
PD	Continue instruction for STAAR remediation	AEIS AYP	ALL	Principal Teachers Para-professionals	Local, SCE	Each 6 w eeks	Assessments	Assessment Results
M HQ	Classroom teachers will allow for intensive remediation of at-risk students	AEIS AYP	AR	Principal Teachers	Local SCE	Each 6 w eeks	Assessments Progress Reports	Assessment Results Report Cards
PD M PI RS	Continue to upgrade library resources - Staff Training for Database Resources/Integration of resources into classroom activities		ALL	Principal Library Aide District Librarian	Sec. Library Books Local	Monthly	Library Report	Monthly Library Report
M PD A	Provide time for content area teachers to meet across grade levels & vertically in order to assure that all TEKS and STAAR objectives are adequately implemented	AYP AEIS	SE ESL AR	Principals	Local	Each 6 Weeks	Lesson Plans Principal observation	Scope and Sequence for Core Area Subjects Sign in Sheets
RS	Coordinate tests, class work, and homework to minimize the amount of work to be completed at home	DR PI	AR SE	Classroom Teachers Principal	Working Lunch Tutorial Period Local, SCE	Yearly	Lesson Plans Discipline Referral Parent Conference Log	Report Cards Working Lunch Log

Schoolwide Components

PD Professional Development	RS Reform Strategies	R/R Recruitment & Retention	A Teacher Inv. In Assessments	M Assistance for Mastery
Crđ Program Coordination/Integration	HQ Highly Qualified Staff		PI Parent Involvement	T Transition

Needs Assessment: AEIS, TPR; DR=Discipline Reports; Greyhound Tracks / RTI; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=at risk, SE=Special Education, E=Ethnic Group (Specify)

**Peaster Middle School
Campus Improvement Plan
2011-2012**

Campus Goal: 2	Peaster ISD Middle School coordinated school health program will be implemented in grades 6-8.							
Objective Indicator(s): 7	Peaster Middle School students will have a sequential coordinated school health program to learn the importance of physical activity and proper nutrition to develop healthy habits.							
Summative Evaluation:	NCLB, AEIS and AYP Report							
SWP Comp	Action(s) Implementations	Needs Assess	Spec. Pol.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
A	Provide meaningful, scientific, research-based information in the areas of physical activity and proper nutrition.	CRD	ALL	Principal Teachers Counselor Health Classes	Local	End of each semester	Increased student knowledge about appropriate physical activity and nutrition choices.	Assessment results

Schoolwide Components

PD Professional Development	RS Reform Strategies	R/R Recruitment & Retention	A Teacher Inv. In Assessments	M Assistance for Mastery
Crđ Program Coordination/Integration	HQ Highly Qualified Staff		PI Parent Involvement	T Transition

Needs Assessment: AEIS, TPRI; DR=Discipline Reports; Greyhound Tracks; Other (specify)
 Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=at risk, SE=Special Education, E=Ethnic Group (Specify)

**Peaster Middle School
Campus Improvement Plan
2011-2012**

Campus Goal: 3	Attendance will be maintained at a 95% or better average for the year.							
Objective Indicator(s): 8	Attendance will continue to be maintained at a higher percentage rate.							
Summative Evaluation:	NCLB, AEIS and AYP Report							
SWP Comp	Action(s) Implementations	Needs Assess	Spec. Pol.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
T PI	Provide transition activities to assist students in moving from one campus to another (Open House Night), 5th and 8th grade orientation, supply lists, and dress code to new 5th graders.		ALL	Principal Teachers Counselor	School Handbook Student Code of Conduct School Website Local	Yearly	Oral report to SBDM about the success of activity	Open House Sign In Sheets Letters to 5th and 8th grade students
RS T	Provide certificates of awards as incentives for students to improve attendance rates		ALL	Principal	Office Activity Fund Local	Every 6 Weeks	Oral Report to SBDM about the success of activity	Certificates
PI	Contact parents by phone or school messenger system when student is absent . from school		ALL	Principal Attendance Clerk	Office and Student Phones/ E-mail School Messenger Skyward Local	Every day	Daily Attendance Report	Parent notes/response records
A PI	Continue to maintain an Attendance Committee with responsibilities including but not limited to the following: - assess excessive absences -assign 1 day Saturday school per 2 days unexcused absences over the maximum allowed.	DR	ALL	Principal Teachers	Attendance Records Local/ SCE	Every Semester	6 weeks attendance Reports	Attendance Meeting Minutes

Schoolwide Components

PD Professional Development	RS Reform Strategies	R/R Recruitment & Retention	A Teacher Inv. In Assessments	M Assistance for Mastery
Crđ Program Coordination/Integration	HQ Highly Qualified Staff		PI Parent Involvement	T Transition

Needs Assessment: AEIS, TPRI; DR=Discipline Reports; Greyhound Tracks; Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=at risk, SE=Special Education, E=Ethnic Group (Specify)

**Peaster Middle School
Campus Improvement Plan
2011-2012**

Campus Goal: 4	All students will graduate from high school within the standard number of years required by the State.							
Performance Objective 9, 10	By Spring 2012, the percentage of students grades 6-8, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, who drop out of school will decrease from the previous year.							
Summative Evaluation:	AEIS and AYP Report							
SWP Comp	Action(s) Implementations	Needs Assess	Spec. Pol.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
A PI RS	A Personal graduation plan (PGP) will be developed for any student not meeting the minimal standard set aside by State, ARD, or LPAC Committees.	AEIS	ALL	Counselor	Skyward software Local	Yearly	At-Risk reports	PGP for every at risk student
RS	At-Risk students will be identified as outlined in Texas Educational Code 29.081.	AEIS	ALL	Counselor Principal	Skyward software Local/ SCE	Yearly	At-Risk Reports SAIL Team Reports	At-Risk/GHT/RTI/504 forms in student cumulative folder
M	Provide in-school tutorials for students not mastering the curriculum	AEIS AYP GHT/RTI	ALL AR	Principal Teachers	Local/ SCE	Yearly	Teacher reports and assessments	Progress Reports Report Cards
M	Provide school program to meet the needs of Dyslexic students utilizing the Scottish-Rite Literacy program.	AEIS GHT/RTI	ALL	Trained teachers para-professional	Scottish-Rite Literacy Program Local/ SCE	Program check-points	Teacher reports and assessments	504/GHT committee minutes
M	Continue with ESL instructional program to meet the needs of ESL students	AEIS AYP LPAC	ESL AR	ESL Teacher	Title III A Local	Daily	Report Cards LPAC Committee Reports	RPTE TELPAS LPAC committee minutes
M A	Greyhound Tracks will initiate the conference on referred students to determine appropriate educational interventions.	GHT/RTI	AR SE	Principal Counselor	E-Child/ Esped Parker Co. Co-op Special Education Local	Each 6 weeks	Six Weeks review of academic records of identified students	Campus Referrals SAIL Records

Schoolwide Components

PD Professional Development	RS Reform Strategies	R/R Recruitment & Retention	A Teacher Inv. In Assessments	M Assistance for Mastery
Crđ Program Coordination/Integration	HQ Highly Qualified Staff		PI Parent Involvement	T Transition

Needs Assessment: AEIS, TPRI; DR=Discipline Reports; Greyhound Tracks; Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=at risk, SE=Special Education, E=Ethnic Group (Specify)

**Peaster Middle School
Campus Improvement Plan
2011-2012**

Campus Goal: 5	All students will be educated in a learning environment that is safe, drug free, and conducive to learning.							
Objective Indicator: #11	Peaster Middle School will meet the requirements set forth by the State of Texas to qualify as a safe and drug free school.							
Summative Evaluation:	End of year discipline reports							
SWP Comp	Action(s) Implementations	Needs Assess	Spec. Pol.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
PD Crd A PI	Orderly emergency drills will be performed to insure preparedness in case of emergency for, but not limited to: natural disasters, school intrusion, and bomb threats	School Safety	ALL	Principal Teachers SRO	School Bell Alert and Intercom System Local Health Classes	Monthly	Principal walk through	Principal Report to SBDM
RS	Continue to use a SRO officer during school and at school functions.	DR School Safety	ALL	Principal SRO	Title IV A Local	Yearly	Presence of SRO officer on campus	Skyward Discipline Report
PI A	Continue with visitor pass system for increased safety	School Safety	ALL	Secretary Principal	Visitor Check in system Local	Daily	Faculty Observation	System Visitor reports
A Crd	Continue to maintain and add to the surveillance system providing coverage of the middle school area	School Safety	ALL	Principal	Maintenance Director Surveillance System Local	Yearly	Cameras in hallways	Maintenance Log
A Crd	Continue to use search dogs, SRO, assemblies, student partnerships and training for teachers and staff concerning illegal substances.	School Safety	ALL	Principal Teachers SRO officer	Parker County Sheriff Department Title IV A Local	Yearly	Meeting agendas	Log in sheets and certificates of completion

Schoolwide Components

PD Professional Development	RS Reform Strategies	R/R Recruitment & Retention	A Teacher Inv. In Assessments	M Assistance for Mastery
Crd Program Coordination/Integration	HQ Highly Qualified Staff		PI Parent Involvement	T Transition

Needs Assessment: AEIS, TPRI; DR=Discipline Reports; Greyhound Tracks; Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=at risk, SE=Special Education, E=Ethnic Group (Specify)

**Peaster Middle School
Campus Improvement Plan
2011-2012**

Campus Goal: 6	All students, teachers and staff will use current technology to enhance their competency skills, knowledge and job performance.							
Objective Indicator: 12,13,14	The use of technology in the classroom will be reflected in the percentage of student work produced through the use of technology, and the percentage of integration of technology into instruction by teachers.							
Summative Evaluation:	Technology grants and technology service reports.							
SWP Comp	Action(s) Implementations	Needs Assess	Spec. Pol.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
PD T R/R	Provide technology training based on STAR survey results	STAR Survey	ALL	Principal	ESC XI Personnel Title II D, Local	Yearly	Session Evaluations Periodic review of tech support requests	Staff Development Records
PD T R/R HQ	Provide training for selected grade level teachers to receive ESL certification	AEIS	ESL	Principal	ESC XI Personnel Local Title III A	Yearly	Teacher/Principal conferences ESC sign-ins	Lesson Plans Observations Certifications
A PI	Provide students with access to appropriate and adequate internet sites for research purposes.		ALL	Technology Dir.	Title II D, Local	Daily	Teacher Observation	Student Work
Crd	Provide teachers the opportunity to preview, evaluate, and recommend software purchases that will enhance student achievement in relevant curriculum areas.		All	Principal Technology Dir Curriculum Dir.	classroom budgets Title II D, Local	Yearly	Teacher review of software.	Software purchases
Crd	Campus will continue to maintain and upgrade technology while following District technology plan.	Tech Plan	ALL	Principal Tech. Dir.	Technology budget, Title II D, Local, Tech	Beginning/ end of school year	Computer usage	Updated computers and software located in each classroom

Schoolwide Components

PD Professional Development	RS Reform Strategies	R/R Recruitment & Retention	A Teacher Inv. In Assessments	M Assistance for Mastery
Crd Program Coordination/Integration	HQ Highly Qualified Staff		PI Parent Involvement	T Transition

Needs Assessment: AEIS, TPRI; DR=Discipline Reports; Greyhound Tracks; Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=at risk, SE=Special Education, E=Ethnic Group (Specify)

**Peaster Middle School
Campus Improvement Plan
2011-2012**

Campus Goal: 7	All members of the school community will be partners in the continuing improvement of the educational system.							
Objective Indicator: # 15	By the end of the 2011-2012 school year, 15% of the guardians concerning student progress.							
Summative Evaluation: Parent/Community Involvement Evaluation								
SWP Comp	Action(s) Implementations	Needs Assess	Spec. Pol.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
PI M	Conduct parent-teacher conf. at Progress report time and/or at the end of the 6 weeks for parents of students at risk of failing any subject.	Grades	ALL	Teachers	School E-mail Teacher Websites Skyward Parent Access SEC, Local	Every 3 or 6 weeks	Parent conference Logs eChild documentation	Conference Logs Report Cards Progress Reports
PI	Disseminate information to parents on a consistent basis through the use of PISD website, e-mail, and parent meetings (including information on STAAR, STAAR M, STAAR Alt SSI, Discipline)		ALL	Principal Teachers	PISD Website Skyward Parent Access EChild Special Education SEC, Local	Daily	Communication Logs	Communication Logs EChild Data Report Cards State Assessment Results
PI	The district website will be used as a communication tool between staff, parents, and community.		ALL	Technology Dir. Principal Teachers	Campus Technology Local Tech funds	Daily	SBDM Review	Communication Logs Weekly Use logs

Schoolwide Components

PD Professional Development	RS Reform Strategies	R/R Recruitment & Retention	A Teacher Inv. In Assessments	M Assistance for Mastery
Crđ Program Coordination/Integration	HQ Highly Qualified Staff		PI Parent Involvement	T Transition

Needs Assessment: AEIS, TPRI; DR=Discipline Reports; Greyhound Tracks; Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=at risk, SE=Special Education, E=Ethnic Group (Specify)

**Peaster Middle School
Campus Improvement Plan
2011-2012**

Campus Goal: 8	All teachers and Paraprofessionals will be highly qualified.
Performance Objective: #16	All teachers and paraprofessionals will continue to be highly qualified according to state guidelines.

Summative Evaluation: Number of Highly Qualified staff.

SWP Comp	Action(s) Implementations	Needs Assess	Spec. Pol.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
HQ	Require any Special Education instructional aides not considered highly qualified to complete high quality assessment and/or attend paraprofessional training at ESC 11.	Para-Professionals	Spec. Ed. Aides	Campus Principals	Special Education Local	Yearly	Professional Development records, Number of paraprofessionals attending training and assessment results	Record of training in personnel files
HQ	Provide incentives for teachers to attain ESL, Gifted certification.	EsL Certificated Staff	All teachers	Superintendent	ESL/Bilingual Local	Yearly	Staff Development records Personnel files	Record of certification in personnel files

Schoolwide Components

PD Professional Development	RS Reform Strategies	R/R Recruitment & Retention	A Teacher Inv. In Assessments	M Assistance for Mastery
Crd Program Coordination/Integration	HQ Highly Qualified Staff		PI Parent Involvement	T Transition

Needs Assessment: AEIS, TPRI; DR=Discipline Reports; Greyhound Tracks; Other (specify)
 Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=at risk, SE=Special Education, E=Ethnic Group (Specify)