

## **Campus Improvement 2008-2009**

**Campus Name: West Middle School**  
**Committee Approval: November 11, 2008**

**District Name: West ISD**  
**Presentation to West ISD School Board: Nov. 12, 2008**

**Goal #1 - Student Achievement: All students at West Middle School will demonstrate exemplary academic and social performance.**

**Performance Objective(s): The passing rate in all state assessments of the individual student groups of WMS will be at 90% in the year 2008-2009.**

**Summative Evaluation: : AEIS; AYP; TAKS; TAKS-A; TAKS-M; TELPAS; PBMAS; PEIMS Data; Attendance Data, AMAO.**

**Goal 1 – Summary of Needs Assessment Findings:**

- WMS will continue to meet AYP (Adequate Yearly Progress) as required by the No Child Left Behind Act (NCLB)
- Gold Performance Acknowledgements in areas of Commended Scores on Reading/English/Language Arts and Writing TAKS Tests.
- Attendance rate met state standards.
- Cultivate understanding of rigor with staff and students
- State Accountability Ratings indicate that WMS missed Exemplary by **2%** for all students in Math, **3%** for Economically Disadvantaged students in math.
- WMS missed Exemplary by **21%** overall in Science, **33%** for Hispanic and Economically Disadvantaged students in Science, and **15%** for White students in Science. WMS will achieve Exemplary status in 2008-2009.
- WMS missed Exemplary by **4%** for Hispanic students in Social Studies, and **7%** for Economically Disadvantaged students in Social Studies. WMS will achieve Exemplary status in 2008-2009.
- Student assessment results indicate need to focus on Hispanic Scores in Science, and Economically Disadvantaged Student scores in Science.
- Need to Increase Commended Performance in ELA, Math, Science, and Social Studies.
- Need for increase in student responsibility for homework, organization, studying/preparation for tests
- Need for increase in student responsibility for utilizing opportunities offered during weekly Activity Period
- Need for increase in strategies for working with Special Ed and At-Risk students in regular classes such as differentiated instruction
- Need for improvement in communication between students, parents, staff and campus administration
- Need for increase in assistance for At-Risk students
- Need for increase in tutoring opportunities
- Need to better prepare students for college and/or workforce
- Increase opportunities for Gift and Talented and Advanced students.
- Increase ADA from 97 % to 98 %

- Need for curriculum alignment in all areas.
- Need for Continued vertical alignment collaborative meetings between West Middle School and West High School
- Need for continued vertical alignment collaborative meetings between West Middle School and West Intermediate School
- Continue transition programs for incoming 6<sup>th</sup> grade students and outgoing 8<sup>th</sup> grade students

**Goal 1 - Documenting Evidence:**

- Gold Performance Awards report
- Accelerated Reading Instruction and Accelerated Math Instruction reports
- PBMAS
- Benchmark Testing
- Study Island Reports/MySatori Reports
- TAKS performance data
- AEIS reports
- Adequate Yearly Progress reports
- Promotion and retention data
- Discipline reports
- Attendance reports
- Student Assessments used for modification of instruction by core curriculum teachers
- AEIS-IT reports
- Utilize Parent/Teacher/Student survey for Spring 2009

**Goal # 1 - Target Actions/Implementations for 2008-2009:**

- Implement District-wide Vertical Alignment tool—C-Scope (*08-09 Science implementation/09-10 English, Math, Social Studies*)
- Increase student achievement in areas of Science (79%) and Economically Disadvantaged and Hispanic Science students (57%) (*Goal 90%*)
- Implement TAKS Science Starters Software.
- Utilize Region 12 Science Collaborative meetings with Science Teachers to provide them with opportunities to learn new things about Science curriculum and providing Science instruction.
- Use Sopris-West Language Program through Intensive Reading / Intensive Math Initiative Grant to address struggling readers.
- Purchase MySatori program to provide benchmark assessments in all areas to determine student weaknesses and update student progress through reports from the benchmark assessments.

- Emphasize Staff Development in Core Curriculum Areas
- Utilize “Trojans of Character” award breakfasts each nine weeks to recognize students who help others—students, parents, staff, volunteers, etc.—and display good character
- Improved student/parent/teacher/campus administration communication through **Parent-Portal**, *The Trojan Times* (school newspaper—both on-line and print), the *West News*, and the *Waco Tribune-Herald*, the West Community marquee, mailings, and **parent/staff e-mail lists** to send out information to parents through grade-level and school-wide e-mails sent to e-mail addresses supplied by parents at beginning of school year.
- Meetings with teachers for grade-level, subject, Response to Intervention (RTI), and whole-staff faculty meetings to target students who are struggling, to align instruction, to plan collaborative assignments/projects between subject areas and grade levels, and to provide staff development opportunities.
- Increase student achievement in Math (88%), and Economically Disadvantaged students in Math (87%) (*Goal 90%*)
- Increase student achievement in Social Studies for Hispanic students in Social Studies (86%), and for Economically Disadvantaged students in Social Studies (83%). (*Goal 90%*).
- Continue implementation of Response to Intervention (RTI) and use of Intervention Specialists to reach unsuccessful students (General Ed. And Special Ed.)
- Utilize AEIS-IT/Slug-IT software—TAKS disaggregation software/district scanner for benchmark test data/online version for teacher use
- Increase number of Gold Performance Acknowledgements (2) (*Goal 7*)
- Increase Commended Performance of Students in all areas (*Goal 25% on all indicators*)
- Continue utilizing 60 Second Fluency Program for struggling readers
- Continue to utilize *Finish Line* At-Risk program to serve students struggling on TAKS, and students needing assistance with classroom assignments for Content Mastery for Special Education and Regular Education students.
- Continue to research and begin development of a plan to aid in credit recovery for over-aged students
- Assign Resource Math students and regular education students who failed MATH TAKS to TAKS Prep (double Math periods)
- Continue the Administrative Intervention Team of Principal, Asst. Principal, Counselor, and Homeroom Teachers to ensure that students who failed TAKS and/or who failed any core class during 07-08, or students who are failing classes or fail benchmark assessments, receive and utilize all assistance available from West Middle School. Regular meetings with team leader and students every two weeks during year to review progress and staff meetings held each six weeks to review progress
- WMS will continue an eight-period schedule in 08-09. This effort is designed to increase academic opportunities for all students
- Continue Keyboarding classes for all 6<sup>th</sup> and 7<sup>th</sup> graders and Technology Applications for 8<sup>th</sup> grade to increase technology skills.
- Continue Health classes for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders to provide health awareness, fitness strategies, and provide Abstinence Education programs.
- Continue Algebra I, and Health/Speech courses to increase opportunities for High School credit and to increase academic opportunities for all students and to accommodate increasing High School graduation requirements.
- Continue to work with High School Counselors on career inventories for 8<sup>th</sup> grade students
- Continue to use daily warm-ups/bell ringers in TAKS format from HS Exit tests at beginning of each Science class.
- Continue to utilize Creative Education Institute Reading Program through Title I funds for *Finish Line* to work with Regular and Special Education Students with gaps in basic skills
- Continue Study Island program with Title I funds to be utilized in computer labs with all core instructional areas
- Continue to Utilize Student Assistance Committee as initial step in Response to Intervention program (RTI)
- Continue efforts to reduce the number of Special Education Resource students
- Increase transition opportunities for all students through transition activities (example: 5<sup>th</sup> to 6<sup>th</sup> grade, and 8<sup>th</sup> to 9<sup>th</sup> grade).
- Continue to recognize student attendance, and academic and behavior improvements through Special Recognition Committee giving gift certificates, award

certificates, special privileges, special recognitions

- Utilize distance learning for staff development and direct student instruction
- Continue to increase technology usage in all instructional programs
- Teachers will understand membership of each targeted sub group such as Economic Disadvantaged and concentrate on individual needs
- At-Risk students will continue to be monitored by Grady Fulbright, Jerrod Barton, Kristie Bryant, Mary Ellison, Mary Sinkule, and all homeroom teachers
- Ensure that teachers are informed on students identified as At-Risk and strategies to work with them
- Continue to increase tutoring opportunities available for students
- Continue to increase tutoring opportunities through utilization of Peer Tutoring program
- Continue vertical alignment collaborative meetings between West Middle School and West High School
- Continue vertical alignment collaborative meetings between West Middle School and West Intermediate School
- Continue to move Special Education students to mainstream or dismiss from Special Education when meeting grade level goals, or no longer meet qualifying criteria. Students are tested on-grade level.
- Continue having WMS Counselor and/or administrators attend annual ARD meetings at West Intermediate School for planning to prepare for students being mainstreamed, continued in resource classes or dismissed from Special Ed when they arrive as incoming 6<sup>th</sup> graders .
- Utilize RSCCC in managing student attendance reports/data

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| <b>1.1 Provide the following Gifted and Talented program services:</b>   |           |                                    |                    |   |   |
| <ul style="list-style-type: none"> <li>• Policy/Procedures/ Notification</li> </ul>  | 8/08      | J. Hungate                         | GT Contact         | Policy/procedure documents on file;   | 8/08  |
| <ul style="list-style-type: none"> <li>• Notify Teachers of all GT students</li> </ul>   | 8/08      | G. Fulbright                       | Laura Calhoun      | TAKS Testing—Used as pre-   |   |
| <ul style="list-style-type: none"> <li>• Continue Pre-Advanced placement Program</li> </ul>                                    | 8/08      | J. Barton                          | ESC Reg. 12        | Parent Communications; List of  | 6/08-5/09   |
| <ul style="list-style-type: none"> <li>• Utilize Differentiated Instruction in all classes including Pre-AP classes</li> </ul> | 8/08—6/09 | K. Bryant<br>L. Sullins            |                    | identified students/PEIMS/ Training/<br>Staff Development records;  |   |
| Professional Development:  |           | A. Adams                           | Additional GT      | Assessment Records; Progress  |   |
| <ul style="list-style-type: none"> <li>○ Teachers – 30 Hours</li> </ul>  | 08/08     | R. Green                           | training through   | Reports; Report Card Grades; Lesson   |   |
| <ul style="list-style-type: none"> <li>○ Teachers – 6 Hour Annual Update</li> </ul>  | 08/08     | K. Woodard<br>Donna Sexton         | Reg. 12            | Plans; Course Offerings /   |   |
| <ul style="list-style-type: none"> <li>○ Administrators and Counselors – 6 Hours</li> </ul>                                    | 08/08     | Aaron Wernet<br>T. Holecek         | workshops          | Curriculum; Advanced-Level Student  |   |
| <ul style="list-style-type: none"> <li>• Duke Talent Search Program</li> </ul>   | 12/08—    | G. Smith                           | GT funds, Title II | Products  |   |
| <ul style="list-style-type: none"> <li>• Lone Star Leadership Academy</li> </ul>   | 02/09     | S. Harralson                       | funds              | <b>Benchmark Testing:</b><br>TEKSing Toward TAKS Math<br>Kamico Assessments-English<br>Social Studies—Glencoe assessments | Ongoing each 6 wks.<br>08/08—09/08<br>08/08—09/08 |
|  |           | J. Murphy<br>C. Sullins<br>C. Nors |                    | TAKS Scores   | 03/09—07/09                                       |

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| <p><b>1.2 Provide the following Special Education program services:</b></p> <ul style="list-style-type: none"> <li>• Policies/Procedures/Notification</li> <li>• Reduce numbers though Student Intervention Process</li> <li>• Inclusion</li> <li>• Finish Line/Content Mastery Room</li> <li>• RTI programs utilized to assist students who are having difficulties to address needs without needing Special Ed. Referrals in most cases</li> <li>• ARD's, annual and as needed</li> <li>• Continue training in the following areas <ul style="list-style-type: none"> <li>○ Initial testing / placement</li> <li>○ Least restrictive environment</li> <li>○ Related services</li> <li>○ Annual evaluation/ follow-up</li> <li>○ New testing programs</li> </ul> </li> <li>• Classroom modifications/accomodations</li> <li>• Assistive technology, as needed</li> <li>• Double Math Periods for all students <ul style="list-style-type: none"> <li>• Double Reading Periods for selected students</li> <li>• Continue Implementation of RTI/Assign Intervention Specialists to Provide services for struggling students</li> <li>• Student Assistance Committee will work toward 1% cap as defined by No Child Left Behind Act</li> <li>• Speech Therapy</li> <li>• Resource Room</li> <li>• OT/PT</li> <li>• Counseling</li> </ul> </li> </ul> | <p>8/08-5/09</p> <p>9/08-5/09</p> <p>8/08-5/09</p> <p>10/08</p> <p>08/08—<br/>06/09</p> <p>08/08—<br/>06/09</p> <p>08/08—<br/>06/09</p> | <p>J. Hungate<br/>G. Fulbright<br/>J. Barton<br/>K. Bryant<br/>J. Jernigan<br/>B. Leggett<br/>Sp Ed. Aides<br/>C. Sykora<br/>Student Needs Committee<br/>WMS Teachers<br/>RBEC<br/>Sherry Cragen<br/>RBEC, Sp.Ed.<br/>Director<br/>J. Igleheart<br/>C. Sykora</p> | <p>Sharon Fredriksson<br/>ESC Reg. 12<br/>Jim Igleheart<br/>RBEC<br/>Diane Gray<br/>Carla Sykora<br/>Jan Hungate</p> <p>Local Funds<br/>Sp. Ed. Funds<br/>RBEC<br/>DARS<br/>MHMR<br/>Other community agencies</p> <p>Sp.Ed. Funds<br/>Title II</p> | <p>Special Education Documentation<br/>Parent consent forms<br/>Student Needs Committee minutes<br/>Documentation for targeted students</p> <p>Annual review meetings</p> <p>Performance Based Monitoring<br/>Accountability System report<br/>Progress reports and report cards</p> <p>TAKS; SDAA; Surveys</p> | <p>8/08</p> <p>12/08</p> <p>02/08</p> <p>Spring, 09</p> <p>Every 3 weeks</p> <p>02/09<br/>04/09<br/>05/09</p> <p>9/08-3/09</p> |
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| <b>1.3 Provide the following ESL program services:</b> <ul style="list-style-type: none"> <li>• Home Language Survey in registration packets</li> <li>• Policies/Procedures/ Notification</li> <li>• Parent Consultation</li> <li>• Screening / testing</li> <li>• LPAC (Language Proficiency Assessment Committee)</li> <li>• Campus Translators</li> <li>• Follow-up (Exited Students)</li> </ul>  | 8/08<br><br>At time of registration<br><br>Within first 20 days of attendance<br><br>5/09 | J. Hungate<br>G. Fulbright<br>J. Barton<br>K. Bryant<br>C. Bailey<br>L. McGlasson<br>S. Cantrell<br>H. Periera<br>J. Sepeda<br>Classroom Teachers<br><br>Student Intervention Committee | Lou Ann Olson<br>ESC Reg. 12<br><br>Local Funds<br>ESL Funds<br><br>C. Bailey | ESL Program<br>Texts<br>Sheltered English instruction<br><br>Annual evaluation meeting<br><br>TAKS; RPTE; surveys; local evaluations<br>TELPAS / TOP Rater<br>Home Language Survey<br><br>LPAC Meeting Minutes<br><br>Student Intervention Committee Minutes  | 8/08<br><br>5/09<br>5/09<br>8/08<br>9/08     |
| <b>1.4 Provide the following Migrant program services:</b> <ul style="list-style-type: none"> <li>• Identification and Recruitment with help of ESC12</li> <li>• Parental Involvement</li> <li>• Migrant Services Coordination</li> </ul> Services Provided <ul style="list-style-type: none"> <li>• Forms (English/Spanish)</li> <li>• Student Intervention Committee</li> <li>• Monitoring (Program &amp; Retention)</li> <li>• Intervention Strategies</li> </ul> | 8/08<br><br>5/09  | J. Hungate<br>G. Fulbright<br>J. Barton<br>K. Bryant<br><br>D. Hooten, ESC Reg. 12  |   | Student Records; Staff Development; Assessment Records; Course Credits; Forms; Policies/ Procedures; Progress Reports; Report Card Grades<br><br>Number of identified Migrant Students<br>Parent Advisory Council identified<br>Identification of Incoming students<br>Program Evaluation: Annual Performance Report; Migrant Application/Form required district wide; Title I, Part A School wide Campuses | 8/08<br><br>9/08<br>5/09<br>5/09<br><br>5/09 |

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| <p><b>1.5</b> Provide the following <b>At-Risk</b> (State Compensatory Education) program services:</p> <ul style="list-style-type: none"> <li>• Policies, Procedures/Notification</li> <li>• Student Identification</li> <li>• IRI Grant—Sopris-West Language Program for struggling readers</li> <li>• RTI Processes utilized to provide assistance to struggling students</li> <li>• Finish Line Program (Reg. and Sp. Ed Students) for Cont. Mastery</li> <li>• Continue Administrative Intervention Team (Prin., Asst. Prin., Counselor, Homeroom Teachers) to meet with students and ensure needed services are scheduled and utilized</li> <li>• Assign students who failed Math to TAKS Math in addition to math class (1:30 of math per day)</li> <li>• Assign selected students who failed TAKS Reading or are struggling with reading to TAKS reading in addition to reading class (1:30 of reading per day)</li> <li>• Utilize Creative Education Institute Reading Program with struggling readers</li> <li>• Utilize Study Island and MySatori programs in all instructional areas with students who failed TAKS in 07-08 or are in jeopardy of failing in 08-09</li> <li>• Continue Health Education as a separate class and utilize Abstinence Programs in all 3 grades</li> <li>• Classroom Accomodations</li> </ul> | <p>8/08</p> <p>10/08—<br/>06/09</p> <p>Every six weeks</p> <p>08/08</p> <p>10/08</p> <p>09/08—<br/>06/09</p> <p>08/08—<br/>06/09</p> <p>08/08—<br/>06/09</p> <p>08/08</p> <p>08/08—</p> | <p>Jan Hungate<br/>Grady Fulbright<br/>J. Barton<br/>K. Bryant<br/>Carla Sykora<br/>B. Leggett<br/>J. Jernigan<br/>M. Ellison<br/>M. Sinkule<br/>R. Dietermann</p> <p>M. Sinkule<br/>B. Leggett</p> <p>M. Ellison<br/>A. Adams<br/>T. Cate<br/>J. Uptmore</p> <p>M. Ellison</p> <p>M. O'Brien<br/>Core Teachers</p> <p>K. Hancock<br/>J. Murphy<br/>M. Urbis<br/>J. Jernigan<br/>M. Huffhines<br/>P. Zatopek</p> <p>K. Bryant<br/>All teachers</p> | <p>B. Agee<br/>Reg. 12</p> <p>State Comp Ed<br/>Funds<br/>Special Ed<br/>Funds<br/>Title I Funds</p> <p>T. Cate<br/>(.28 FTE)<br/>\$12,027.44<br/>T. Holecek<br/>(.12 FTE)<br/>\$5,593.60<br/>B. Leggett<br/>(.50 FTE)<br/>\$20,083.35<br/>J. Uptmore<br/>(.30 FTE)<br/>\$13,424.65<br/>S. Kaiser<br/>(.50 FTE)<br/>\$6,221.03<br/>J. Mynarcik<br/>(1.00 FTE)<br/>\$12,123.75<br/>M. O'Brien<br/>(1.00 FTE)<br/>\$14,965.99<br/>K. Bryant<br/>(.20 FTE)<br/>\$8,297.38<br/>SCE Funds</p> <p>TAKS Materials<br/>and software</p> | <p>Progress Reports</p> <p>Report cards</p> <p>Content Mastery and Tutorial Documentation (Each Six Weeks)</p> <p>Student Needs Committee Minutes (as Utilized)</p> <p><b><u>Benchmark Checks:</u></b></p> <ol style="list-style-type: none"> <li>1) At-Risk Students Identified</li> <li>2) All At-Risk Students Receiving Services</li> <li>3) Finish Line Sign-In logs Evaluated</li> <li>4) Tutorial Logs Evaluated</li> <li>5) Student Needs Committee Agendas</li> <li>6) Administrative Intervention Program</li> </ol> | <p>9/15/08; 10/27/08;<br/>12/15/08; 02/09/09;<br/>03/30/09; 05/11/09</p> <p>10/09/08; 11/20/08;<br/>01/22/09; 03/05/09;<br/>04/23/09; 06/08-<br/>06/12/09</p> <p>08/08—06/09</p> <p>09/05/08</p> <p>10/01/08</p> <p>10/08; 12/08; 02/09;<br/>05/09</p> <p>10/08; 12/08; 02/09;<br/>05/09</p> <p>As Utilized—Progress Checks at least 12/08 and 3/09</p> |
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| <ul style="list-style-type: none"> <li>• Annual review of the Parental Involvement Policy</li> <li>• Annual review of the Home/School Compact</li> <li>• Utilize Study Island and MySatori programs with Title I funds for use in all core tested subject areas and installed in computer labs to help all struggling learners</li> <li>• Continue Administrative Intervention Team (Prin., Asst. Prin, Counselor, Homeroom Teachers) to meet with students and ensure needed services are scheduled and utilized</li> <li>• Assign students who failed Math and Reading TAKS double class periods</li> <li>• Utilize CEI Reading Program with Title I funds for all struggling students</li> <li>• Counseling for At-Risk students</li> <li>• Finish Line—Reading and Math Remediation</li> <li>• Students Identified</li> <li>• Identified Students Receiving Services</li> <li>• TAKS Prep</li> <li>• Transition Students to TAKS, TAKS-A from TAKS-M</li> <li>• Out of State or Private School Transfers Moving into TAKS—Remediation as needed</li> <li>• Tutorial Program-Before School, AP, After School</li> </ul> | 10/08<br><br>10/08<br><br>10/08—6/09<br><br>08/27/08—06/09<br><br>08/27/08<br><br>08/27/08—06/09<br><br>10/08—06/09<br><br>08/27/08<br><br>09/01/08<br><br>09/05/08<br><br>08/27/08 | G. Fulbright<br>J. Barton<br>K. Bryant<br>M. Ellison<br>M. Sinkule<br>R. Dietermann<br><br><br>R. Dietermann | J. Bland (Reg. 12)<br>Federal Funds—<br>Title I<br>Local Funds<br><br><br>\$8500<br><br><br>\$5000 | Finish Line Weekly Reports<br><br>Benchmark testing/TAKS Released Tests Administrations (Prior to instruction, mid-term, and pre-TAKS assessment in Spring)<br><br><u><b>Benchmark Checks:</b></u><br>Students Identified<br><br>Identified Students Receiving Services<br><br><u><b>Program Evaluation:</b></u><br>Progress Reports<br><br>Report Cards<br><br>TAKS Benchmark Tests, TAKS Tests | 10/08<br>12/08<br>02/09<br><br><br>9/1/08<br><br>09/05/08<br><br><br>9/15/08; 10/27/08;<br>12/15/08; 02/09/09;<br>03/30/09; 05/11/09<br><br>10/09/08; 11/20/08;<br>01/22/09; 03/05/09;<br>04/23/09; 06/08-06/12/09 |
| 1.8 Provide the following <b>Homeless Education</b> program services: <ul style="list-style-type: none"> <li>• Continue Administrative Intervention Team (Prin., Asst. Prin, Counselor, and Homeroom Teachers) to meet with students and ensure needed services are scheduled and utilized</li> </ul>  | 08/08   | Jan Hungate<br>Grady Fulbright<br>Jerrold Barton<br>K. Bryant<br>Rhonda Dietermann                           | ESC Region 12<br>PEIMS<br>State Homeless Agencies<br>Area Shelters<br>Federal Funds<br>Local Funds | <u><b>Benchmark Checks:</b></u><br>1) Identified Homeless<br>2) Homeless Students Receiving Services as needed<br>3) Regular Grade Reports<br>Provide List of Homeless Services Offered by State Agencies  | 08/08<br><br>10/08<br><br>Every 6 weeks<br><br>At time of registration   |

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| <ul style="list-style-type: none"> <li>• Information Forms in Registration Packet</li> <li>• Policies/Procedures</li> <li>• Identified Homeless Liaison</li> <li>• Student Identification</li> <li>• Programs/Services</li> </ul>  | 06/09  |  |  |  |   |
| <p><b>1.9</b> Provide the following <b>Reading/ELA</b> program/strategies for improvement:</p> <p><u>Reading/ELA</u></p> <ul style="list-style-type: none"> <li>• IRI Grant utilizing Sopris-West Language Program for struggling readers</li> <li>• District-wide Vertical planning C-Scope/advanced preparation for implementation (2009-2010)</li> <li>• Curriculum analysis</li> <li>• Develop strategies for alignment to TEKS for tests and instruction</li> <li>• Provide teachers with item analysis data</li> <li>• Planning for implementation of new E/LA TEKS for 09-10 School year</li> <li>• TAKS Preparation for re-testers for May and Summer</li> <li>• 60 Second Fluency Program for struggling readers</li> <li>• Writing assignments utilized in ALL classes, not just ELA</li> <li>• Continue Administrative Intervention Team (Prin., Asst. Prin, Counselor, and Homeroom Teachers) to meet with students and ensure needed services are scheduled and utilized</li> <li>• MySatori Benchmark Testing</li> </ul> | <p>10/08—<br/>06/09</p> <p>08/08—<br/>06/09</p> <p>Each six weeks</p> <p>Three-Four times a year</p> | <p>J. Hungate<br/>G. Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>J. Uptmore<br/>Robbi Green<br/>Teresa Cate<br/>Donna Sexton<br/>Amanda Adams<br/>Louise Sullins<br/>J. Jernigan<br/>Mary Ellison<br/>Mary Sinkule</p> <p>Reading/ELA teachers<br/>J. Hungate<br/>G. Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>J. Uptmore<br/>Robbi Green<br/>Teresa Cate<br/>Donna Sexton<br/>Amanda Adams<br/>Louise Sullins<br/>J. Jernigan</p> | <p>ESC Reg. 12<br/>Local Funds<br/>Title I<br/>Title II<br/>GT funds</p> <p>Technology<br/>New Materials<br/>Training<br/>Computer Lab</p> | <p># of teachers trained</p> <p>Agenda/handouts and other materials shared with staff</p> <p>Reports from departments regarding progress in utilizing and implementing concepts</p> <p>Increased AEIS performance by targeted student groups</p> <p>Improved TAKS scores by all groups</p> <p>New materials evaluated and implemented by teachers</p> <p>Purchase of new reading books</p> <p># of teachers attending writing training</p> <p>Improved TAKS writing scores</p> <p># of teachers requiring computer research and projects</p> | <p>10/08</p> <p>On-going</p> <p>08/09 (Report on 07-08)</p> <p>06/09</p> <p>On-going</p> <p>05/09</p> <p>05/09</p> <p>08/08—06/09</p> |

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| <ul style="list-style-type: none"> <li>• Teach TEKS</li> <li>• Utilize new programs as they become available</li> <li>• Continue to develop incentives to increase reading—Homecoming Pep Rally, other events with West HS</li> <li>• Update reading materials</li> <li>• Writing training</li> <li>• Utilize technology</li> <li>• Utilize semester exam exemption policy to encourage reading</li> <li>• Double Reading Periods for selected students who are struggling in reading</li> <li>• Spelling Study Groups with Counselor</li> <li>• Continue to develop 8<sup>th</sup> grade remediation plan for students who fail reading portion of TAKS (SSI)—Summer School</li> <li>• Exam Exemptions (Reading—Fall; Spring—2 classes (8<sup>th</sup> Gr.); 1 class (6<sup>th</sup> &amp; 7<sup>th</sup> Gr.)</li> </ul> | <p>Board approved<br/>09/08</p> <p>Each week</p> | <p>Mary Ellison<br/>Mary Sinkule</p> |  | <p>Increase reading level</p> | <p>08/08—06/09</p> |
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| <p>1.10 Provide the following <b>Writing program</b>/strategies for improvement (In addition to Reading/ELA strategies listed above):</p> <ul style="list-style-type: none"> <li>• Celebrate successes—100% passing the last three years</li> <li>• District-wide Vertical planning C-Scope/advanced preparation for implementation (2009-2010)</li> <li>• Curriculum analysis</li> <li>• Develop strategies for alignment to TEKS for tests and instruction</li> <li>• Provide teachers with item analysis data</li> <li>• Planning for implementation of new E/LA TEKS for 09-10 School year</li> <li>• Continue 8<sup>th</sup> grade Newspaper Elective—Students publish paper, <i>The Trojan Times</i>, and compete in UIL Editorial writing contest</li> <li>• Student submissions to newspaper</li> <li>• Various writing strategies used to develop and show competence</li> <li>• Students write passages, summaries, compositions in all content areas</li> <li>• Students will write and edit compositions in classes and on computer utilizing the writing process</li> <li>• Peer and Teacher-Student Editing Utilized</li> <li>• Students will compete in UIL Ready Writing Competition</li> <li>• Students will Practice/Utilize Holistic Scoring Practices on All TAKS Related Compositions and Evaluate Other Student Writings</li> </ul> | <p>8/08-6/09</p> <p>8/27/08<br/>Each<br/>publication</p> <p>05/09</p> | <p>Jan Hungate<br/>Grady Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>Robbi Green<br/>Donna Sexton<br/>Amanda Adams<br/>J. Jernigan<br/>Mary Ellison<br/>Mary Sinkule</p> | <p>Core Curriculum<br/>ESC Reg. 12</p> <p>Title I<br/>School-wide<br/>Program Funds</p> <p>Title II Funds<br/>Local Funds</p> | <p>Six Weeks Grades, TAKS Practices in Teacher Advisory Program and in Class Instruction, Lesson Plans and Calendars of TEKS Objectives/TAKS Practices, Minutes of Grade-Level and Department Meetings</p> <p><u>Benchmark Checks:</u></p> <p>1) Evaluations of TAKS Assessments using Sharpen Up materials, TAKS Coach, etc.</p> <p>2) TAKS Practice Tests Given Twice Annually</p> <p>3) Student-Developed Products in Each Class Utilizing Writing Strategies Listed and Other Strategies</p> | <p>11/08; 1/09; 3/09; 6/09</p> <p>12/08; 2/09</p> <p>11/08; 2/09; 6/09</p> |
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| <ul style="list-style-type: none"> <li>Using Holistic Scoring</li> <li>Exam Exemptions (Reading—Fall; Spring—2 classes (8<sup>th</sup> Gr.); 1 class (6<sup>th</sup> &amp; 7<sup>th</sup> Gr.)</li> </ul>  |  |   |  |  |  |
| <p>1.11 Provide the following <b>Math program</b>/strategies for improvement:</p> <ul style="list-style-type: none"> <li>MySatori Benchmark Testing Software</li> <li>District-wide Vertical planning C-Scope/advanced preparation for implementation (2009-2010)</li> <li>Curriculum analysis</li> <li>Develop strategies for alignment to TEKS for tests and instruction</li> <li>Provide teachers with item analysis data</li> <li>TAKS Preparation for re-testers for May and Summer</li> <li>Continue Administrative Intervention Team (Prin., Asst. Prin, Counselor, Homeroom Teachers) to meet with students and ensure needed services are scheduled and utilized</li> <li>Teach TEKS</li> <li>Continue to provide Prentice-Hall books for parents as resource to help students at home</li> <li>Utilize new programs as they become available</li> <li>Continue to develop incentives to increase TAKS scores</li> <li>Continue to develop 8<sup>th</sup> grade remediation plan for students who fail math portion of TAKS (SSI)—Summer School</li> <li>Continue to develop remediation</li> </ul> | <p>8/08</p> <p>On-going</p> <p>Each semester</p> <p>8/08 through 05/09</p> | <p>J. Hungate<br/>G. Fulbright<br/>Jerrod Barton</p> <p>Math teachers</p> <p>Grady Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>Mary Sinkule<br/>Mary Ellison</p> <p>Grady Fulbright<br/>Jerrod Barton<br/>K. Bryant</p> | <p>ESC Reg. 12<br/>Local Funds<br/>Title I<br/>Title II<br/>GT funds</p> <p>Technology<br/>New Materials<br/>Training<br/>Computer Lab</p> | <p>Handouts and other materials shared with staff on improving math across the curriculum</p> <p>Increased AEIS performance by targeted student groups</p> <p>Improved TAKS scores</p> <p>New materials evaluated and implemented by teachers</p> <p>Purchase of new math materials and graphing calculators</p> <p>Improved TAKS Math scores by all groups</p> <p># of teachers requiring computer research by students for websites containing Math remediation</p> <p>New materials evaluated and implemented by teachers</p> | <p>8/08—06/09</p> <p>8/09 (for 08-09 School year)</p> <p>5/09</p> <p>on-going</p> <p>8/08</p> <p>5/09</p> <p>06/09</p> <p>On-going</p> |

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| <p>plan for targeted group (socio-economic)</p> <ul style="list-style-type: none"> <li>Utilize technology</li> <li>Exam Exemptions (Reading—Fall; Spring—2 classes (8<sup>th</sup> Gr.); 1 class (6<sup>th</sup> &amp; 7<sup>th</sup> Gr.)</li> </ul>   |   |  |  |   |  |
| <p>1.12 Provide the following <b>Science program</b>/strategies for improvement:</p> <ul style="list-style-type: none"> <li>Implement District-wide Vertical Alignment tool—C-Scope (08-09 <i>Science implementation/09-10 English, Math, Social Studies</i>)</li> <li>Join Region 12 Science collaborative</li> <li>Increase student achievement in areas of Science and Economically Disadvantaged and Hispanic Science students.</li> <li>Curriculum analysis</li> <li>Develop strategies for alignment to TEKS for tests and instruction</li> <li>Provide teachers with item analysis data</li> <li>MySatori Benchmark testing</li> <li>Implement TAKS Science Starters Software.</li> <li>Continue District Science Collaborative Meetings will all Science teachers in West ISD</li> <li>Use daily warm-ups/bell ringers in TAKS format from HS Exit tests at beginning of each Science class</li> <li>Use projects to research and develop scientific concepts through labs and presentations</li> <li>Teach TEKS</li> <li>Utilize new programs as they</li> </ul> | <p>10/08 and on-going</p> <p>10/08, 1/09, 3/09</p> <p>8/08 through 5/09</p> <p>10/08 8/08—06/09</p> <p>On-going</p> <p>Each 6 weeks</p> | <p>J. Hungate<br/>G. Fulbright<br/>Jerrod Barton</p> <p>Science teachers</p> <p>Science teachers</p> <p>Mary Sinkule<br/>Caroline Sullins<br/>Kim Hancock<br/>Christy Nors<br/>J. Murphy</p> <p>Science teachers</p> | <p>ESC Reg. 12<br/>Local Funds<br/>Title I<br/>Title II<br/>GT funds</p> | <p>Increased AEIS performance by targeted student groups</p> <p>Improved TAKS scores</p> <p>New materials evaluated and implemented by teachers</p> <p>Improved TAKS Science scores by all groups</p> <p># of teachers requiring computer research by students for websites containing Science remediation</p> <p>New materials evaluated and implemented by teachers</p> | <p>08/09 (for 08-09 school year)</p> <p>5/09</p> <p>5/09</p> <p>5/09</p> <p>5/09</p> <p>5/09</p> |

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| <ul style="list-style-type: none"> <li>become available</li> <li>Continue to develop incentives to increase TAKS scores</li> <li>Continue remediation for students who fail Science portion of TAKS</li> <li>Continue to develop remediation plan for targeted group (socio-economic)</li> <li>Utilize technology</li> <li>Exam Exemptions (Reading—Fall; Spring—2 classes (8<sup>th</sup> Gr.); 1 class (6<sup>th</sup> &amp; 7<sup>th</sup> Gr.)</li> </ul>  |   |   |   |   |   |
| <p>1.13 Provide the following <b>Social Studies program</b>/strategies for improvement:</p> <ul style="list-style-type: none"> <li>MySatori Benchmark testing</li> <li>District-wide Vertical planning C-Scope/advanced preparation for implementation (2009-2010)</li> <li>Curriculum analysis</li> <li>Develop strategies for alignment to TEKS for tests and instruction</li> <li>Provide teachers with item analysis data</li> <li>Continue to develop remediation plan for students who fail Social Studies portion of TAKS</li> <li>Continue to develop remediation plan for targeted group (socio-economic)Teach TEKS</li> <li>Textbook w/ Workbooks/Computer Software</li> <li>Utilize new programs as they become available</li> <li>Continue to develop incentives to increase TAKS scores</li> <li>Participate in Regional History fair, Possible participation in State</li> </ul> | <p>8/08—06/09</p> <p>8/08 --6/09</p> <p>10/08</p> <p>8/08—06/09</p> <p>8/08</p> | <p>J. Hungate<br/>G. Fulbright<br/>Jerrod Barton</p> <p>Social Studies teachers</p> <p>Social Studies teachers</p> <p>Social Studies teachers</p> | <p>ESC Reg. 12<br/>Local Funds<br/>Title I<br/>Title II<br/>GT funds<br/>Technology<br/>New Materials<br/>Training<br/>Computer Lab</p> | <p>Agenda/handouts and other materials shared with staff</p> <p>Increased AEIS performance by targeted student groups</p> <p>Improved TAKS scores by all groups</p> <p>New materials evaluated and implemented by teachers</p> <p>Improved TAKS Social Studies scores by all groups</p> <p># of teachers requiring computer research by students for websites containing Social Studies topics</p> <p>New materials evaluated and</p> | <p>on-going</p> <p>5/09</p> <p>5/09</p> <p>on-going</p> <p>5/09</p> <p>5/09</p> <p>8/08—05/09</p> |

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| <p>History Fair</p> <ul style="list-style-type: none"> <li>• Exam Exemptions (Reading—Fall; Spring—2 classes (8<sup>th</sup> Gr.); 1 class (6<sup>th</sup> &amp; 7<sup>th</sup> Gr.)</li> <li>• Utilize technology purchased with textbooks:</li> </ul> <p>-interactive tutor &amp; student edition<br/>         -primary source library<br/>         -audio programs in Spanish and English for<br/>         -chapter summaries, skill building<br/>         -interactive workbook including standardized test practice skills, guided practice and assessment, success on TAKS student presentation builder<br/>         -Make use of the internet with interactive sites which reinforce TEKS</p>   |   |  |  | implemented by teachers   |  |
| <p>1.14 Provide the following <b>Technology program</b>/strategies for improvement to support the overall curriculum:</p> <ul style="list-style-type: none"> <li>• Purchase MySatori Program for benchmark testing and TAKS Prep activities.</li> <li>• Use Assessments in CSCOPE to determine student weaknesses and progress</li> <li>• Utilize Study Island for TAKS Prep activities.</li> <li>• Continue Keyboarding (6<sup>th</sup> grade, 7<sup>th</sup> grade), and Technology Applications (8<sup>th</sup> grade) classes to meet skill needs for middle school and high school</li> <li>• Convert Annex Building Room A2 to a Computer Lab with PCs to allow students access to most up-to-date technology</li> <li>• English, Reading, Math, Science and Social Studies will have computer labs available for</li> </ul> | <p>8/27/08</p> <p>10/08</p> <p>8/08 through 5/09</p> <p>08/08</p> | <p>Jan Hungate<br/>G. Fulbright<br/>J. Barton<br/>C. Chappell<br/>L. Vannatta<br/>M. O'Brien</p> <p>Classroom Teachers</p> <p>G. Fulbright<br/>J. Barton<br/>G. Fulbright<br/>J. Barton<br/>L. Vannatta</p> <p>L. Vannatta</p> | <p>L. McCray<br/>ESC Reg. 12</p> <p>Title I Funds<br/>Title II Funds<br/>Local Funds<br/>ESC Reg. 12<br/>\$100 per student<br/>Wynn Roth<br/>ESC Reg12</p> | <p># of students preparing projects using technology available</p> <p>Teacher use of laptops and video streaming</p> <p>Teacher made tests using software</p> <p>Lesson planning and Calendar prepared for parent/student use</p> <p>Teacher use of virtual field trips through the distance learning lab</p> <p>Staff use of video conferencing in addition to traveling to conference sites</p> | <p>08/08--05/09</p> <p>08/08—05/09</p> <p>08/08—05/09</p> <p>08/08—05/09</p> <p>08/08—05/09</p> <p>08/08—05/09</p> |



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| <ul style="list-style-type: none"> <li>research and projects</li> <li>• Computer Labs with Microsoft Office Software</li> <li>• Replace Teacher Computers</li> <li>• On Course Lesson Planning</li> <li>• How-To-Master Online Staff Development Technology Training</li> <li>• STAR chart</li> <li>• Utilize Distance Learning</li> <li>• Virtual Field Trips in all subject areas</li> <li>• Video Conferencing for Staff Development as available</li> <li>• E-class grades</li> <li>• District Web Page-student project</li> <li>• Attendance accounting</li> <li>• AEIS-IT</li> <li>• TAKS remediation</li> </ul>  | <p>through 05/09</p> <p>08/08—05/09</p> <p>08/08—05/09</p>  | <p>G. Fulbright<br/>J. Barton</p> <p>G. Fulbright<br/>J. Barton<br/>K. Bryant<br/>Classroom Teachers</p>  |   | <p>Increased scores on TAKS by all groups</p>   | <p>05/09</p>                                  |
| <p>1.15 Continue activities to transition students successfully through the educational process</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade Orientation Camp for Incoming 6<sup>th</sup> grade in August</li> <li>• Hold parent Q&amp;A event after 6<sup>th</sup> grade orientation camp</li> <li>• Host 5<sup>th</sup> grade for tour of WMS</li> <li>• Provide 5<sup>th</sup> graders a transition manual</li> <li>• Hold pre-registration night for 5<sup>th</sup> grades and their parents</li> <li>• Assemblies/orientation or tours for new students and those who desire such activities as they progress through middle school</li> <li>• High School Counselor comes to transition 8<sup>th</sup> grade</li> <li>• Develop Personal Graduation Plans (PGPs) for students who</li> </ul> | <p>8/15/08</p> <p>8/15/08</p> <p>4/09</p> <p>4/09</p> <p>4/09</p> <p>08/08, and as needed</p> <p>03/09</p> <p>05/09</p> | <p>Jan Hungate<br/>Grady Fulbright<br/>J. Barton<br/>K. Bryant<br/>Michele Scott (INT)<br/>Allison Janek (INT)<br/>Wayne Leek (HS)<br/>Gary Parady (HS)<br/>Angela Heath (HS)</p> | <p>Local Funds<br/>State Funds<br/>Title I Funds<br/>Activity Funds</p> | <p>Sign-in Sheets for Student &amp; Parent Tours/Orientation;<br/>Documentation of HS Counselor Visits</p> <p>Registration Records<br/>75 of 95 students attended 6<sup>th</sup> grade orientation camp</p> | <p>11-08, 1-09, 3-09, 5-09</p> <p>8/15/08</p> |

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| have not been successful on standardized tests to ensure progress through high school to earn HS graduation   |  |   |  |   |  |
| <p>1.16 Provide the following <b>Dropout Prevention/Recovery</b> program/strategies for improvement:</p> <ul style="list-style-type: none"> <li>• Exam Exemptions (Reading—Fall; Spring—2 classes (8<sup>th</sup> Gr.); 1 class (6<sup>th</sup> &amp; 7<sup>th</sup> Gr.)</li> <li>• Continue Administrative Intervention Team (Prin., Asst. Prin, Counselor, Homeroom Teachers) to meet with students and ensure needed services are scheduled and utilized</li> <li>• Academic Monitoring by Counselor and Adm. Intervention Team</li> <li>• Actively monitor attendance, grades, conduct, possible home and community conflicts in order to offer support for students who may not complete middle school/high school</li> <li>• Utilize community and county resources such as sheriff department, police department, judges, social agencies, and any other available resources that will help support the potential dropout.</li> <li>• Staff Development to understand and recognize signs of potential dropouts and methods to work with them.</li> </ul> | <p>08/08—<br/>05/09</p> <p>08/19—<br/>08/21/08<br/>Inservice<br/>and Faculty<br/>Meetings<br/>During the<br/>year at<br/>WMS</p> | <p>Grady Fulbright<br/>J. Barton<br/>K. Bryant</p> <p>Grady Fulbright<br/>J. Barton<br/>K. Bryant</p> |  | <p>Progress Reports</p> <p>Report card grades</p> <p>Counseling reports</p> <p>Tutoring reports</p> <p>Faculty reports on parent and student conferences, referrals to counselor</p> <p>Student discipline reports to help identify students who are developing social and academic problems that may lead to dropping out of school.</p> | <p>9/15/08; 10/27/08;<br/>12/15/08; 02/09/09;<br/>03/30/09; 05/11/09</p> <p>10/09/08; 11/20/08;<br/>01/22/09; 03/05/09;<br/>04/23/09; 06/08-<br/>06/12/09</p> <p>On-going</p> <p>08/08—06/09</p> <p>08/08—06/09</p> <p>08/08—06/09</p> |
| 1.17 Provide campus clubs and organizations for student involvement and leadership development:   |  | Toni Holecek,<br>A. Adams,<br>Mary Sinkule,   | Local Funds<br>State Funds<br>Activity Funds | Work to develop Extra-Curricular Handbook for West MS   | 08/08—06/09  |

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| <ul style="list-style-type: none"> <li>• Builders' Club (Kiwanis)</li> <li>• Student Council</li> <li>• Principal's Leadership Advisory Team (P.L.A.T.)</li> <li>• Career Club</li> <li>• National Junior Honor Society (NJHS)</li> <li>• UIL Academic Team</li> <li>• UIL One-Act Play Troupe</li> <li>• Annual Staff</li> </ul>  | <p>08/08—<br/>05/09<br/>For all<br/>Clubs and<br/>orgs.</p> | <p>Bruce Leggett</p> <p>Teresa Cate,<br/>Donna Sexton,<br/>J. Uptmore</p> <p>Grady Fulbright</p> <p>C. Nors<br/>Mary Ellison,<br/>K. Bryant, C.<br/>Nors</p> <p>Am. Adams<br/>and Coaches</p> <p>J. Murphy</p> <p>L. Vannatta</p> |  | <p>Minutes of Club Meetings/Sign-In Sheets; Membership Lists for Clubs; Club Meeting Schedules; Documentation of Conduct, grade, service project requirements and record of students meeting guidelines</p>  | <p>11/08, 01/09, 03/09,<br/>05/09</p>           |
| <p>1.18 Conduct annual review of <b>Highly Qualified Teachers and Paraprofessional staff</b> requirements:</p> <ul style="list-style-type: none"> <li>• Completion of Highly Qualified Teachers and Paraprofessional reports</li> <li>• Carefully Screen all applicants for Highly Qualified status</li> <li>• Job Fairs</li> <li>• Staff Development for new teachers in classroom instruction and management</li> <li>• MCC and ESC Reg. 12 Teacher and Para-Professional Education</li> </ul> | <p>09/08</p>  | <p>J. Hungate<br/>G. Fulbright</p> <p>MCC, ESC<br/>Reg. 12<br/>Teacher Ed.<br/>Coordinators</p> <p>SBOE</p> <p>G. Fulbright</p>   | <p>J. Hungate<br/>Title II Funds<br/>Local Funds</p> <p>SBOE Website</p> | <p>Staff Development records, Teacher Certifications, TeXES test results, Alternative Certification documents, Highly Qualified forms<br/>All employees will meet Highly Qualified Status</p> <p>Potential teachers without HQ status will receive information about certification programs</p> <p>SBOE requirements will be</p> | <p>5/08<br/>continuing<br/>through<br/>7/09</p> |

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| <p>Program</p> <ul style="list-style-type: none"> <li>SBOE requirements for certification</li> <li>Reg. 12 Teacher and Para-Professional Education Program</li> </ul>   |  |  |  | reviewed frequently  |   |
| <p>1.19 Continue strategies/activities to assure high student <b>attendance</b></p> <ul style="list-style-type: none"> <li>Administrators and teachers will recognize students who have maintained perfect and regular school attendance <ul style="list-style-type: none"> <li>Certificates</li> <li>Classroom incentives</li> <li>T-Shirts</li> <li>Gift certificates (Applebees, Ci-Ci's, Blockbuster)</li> </ul> </li> <li>Absentees will be contacted by teachers and staff members</li> <li>Letters sent to parents/guardians of students after five absences and at each accumulation of five absences</li> <li>Attendance committee organized to review student attendance, methods for making up credit, or denying credit for courses (After School Detention, Saturday School, Summer School, etc.)</li> <li>Opportunities to make up absences</li> <li>Special Recognition Committee organized to consider additional ways to promote high attendance</li> <li>Attendance used as criteria for Pre-AP Classes</li> <li>Utilize Court System (if necessary)</li> </ul> | <p>8/08--5/09</p> <p>On-going</p> <p>On-going each six weeks</p> | <p>Grady Fulbright<br/>J. Barton<br/>K. Bryant<br/>Linda Straten<br/>Denise Gilmore<br/>Pat Lee<br/>Student Council</p> <p>Aaron Wernet,<br/>C. Sullins, J. Jernigan<br/>M. Sinkule<br/>All teachers &amp; staff</p> | <p>Activity Funds<br/>Local Funds<br/>Student Assistance Committee</p> | <p><u>Benchmark Checks:</u></p> <p>1)Attendance Rates Evaluated Each 3 Week Period</p> <p>2)Attendance Rate Evaluated Following Each 6 week period</p> <p>3)Documentation of incentives given for each 6 weeks attendance quota met.</p> <p>4) Documentation of phone calls made</p> | <p>9-08, 11-08, 12-08, 1-09, 3-09, 5-09</p> <p>Each 6 weeks</p> <p>Each 6 weeks</p> |

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| to return chronic-absentee students to class.  |  |   |                            |  |                                       |
| <p>1.20 Provide the following <b>Planning Opportunities</b> for all staff to promote overall school improvement:</p> <ul style="list-style-type: none"> <li>• District-wide Vertical planning C-Scope/advanced preparation for implementation (2009-2010)</li> <li>• Curriculum analysis</li> <li>• Develop strategies for alignment to TEKS for tests and instruction</li> <li>• Provide teachers with item analysis data</li> <li>• Planning for implementation of new E/LA TEKS for 09-10 School year</li> <li>• TAKS Preparation for re-testers for May and Summer</li> <li>• Administrative Intervention Team meeting with grade-level core teachers</li> <li>• RTI Meetings</li> <li>• Intervention Team for RTI</li> <li>• Scheduled Staff Development Days</li> <li>• Grade Level Meetings</li> <li>• Faculty Meetings</li> <li>• Cross Grade Level Meetings</li> <li>• Provide survey to evaluate the campus planning process</li> <li>• District Science Teacher meetings</li> </ul> | <p>Bi-Monthly</p> <p>Each six wks</p> <p>Each month</p> <p>8/08<br/>10/08<br/>5/09</p> | <p>G. Fulbright</p> <p>G. Fulbright</p> <p>Classroom Teachers</p> |                            | <p>Minutes from meetings</p> <p>Increased participation by all staff members</p> | <p>08/08 continuing through 06/09</p> |
| <p>1.21 Continue multiple approaches to <b>improve communication</b> on the campus and within the community.</p> <ul style="list-style-type: none"> <li>• Trojan s of Character Breakfast for students</li> </ul>  | <p>8/08</p>  | <p>Grady Fulbright</p>  | <p>Faculty &amp; Staff</p> |  |                                       |

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| <ul style="list-style-type: none"> <li>• Breakfast and lunch (separate events) cooked by Prin., AP, Counselor for staff</li> <li>• <b><i>The Trojan Times; West News; Waco Tribune-Herald</i></b></li> <li>• Weekly Bulletins</li> <li>• Daily announcements</li> <li>• Update District Website/Campus Web page</li> <li>• Update enrollment forms to include additional contact information</li> <li>• Continue programs aimed at parents</li> <li>• Grade level meetings with students</li> <li>• Monthly faculty meetings</li> <li>• Add information to campus web site</li> <li>• Parent conferences</li> <li>• Open House</li> </ul> | <p>continuing through 5/09</p> <p>on-going</p> <p>10/13/08<br/>9/03/08</p>             | <p>Jerrod Barton<br/>K. Bryant<br/>CIT members</p> <p>Teachers</p> <p>Grady Fulbright<br/>Teachers</p>  | <p>West News<br/>Waco Tribune H.</p>  | <p>Meeting attendance and minutes</p> <p>Updated information</p>       | <p>6/08<br/>continuing through 6/09</p> <p>6/08<br/>continuing through 6/09</p> |
| <p>1.22 Continue multiple opportunities to <b>recognize student/staff success</b></p> <ul style="list-style-type: none"> <li>• Trojans of Character Breakfast for students</li> <li>• Breakfast and lunch (separate events) cooked by Prin., AP, Counselor for staff</li> <li>• Gift certificates, etc. from Special Recognition Committee</li> <li>• Exam Exemptions (Reading—Fall; Spring—2 classes (8<sup>th</sup> Gr.); 1 class (6<sup>th</sup> &amp; 7<sup>th</sup> Gr.)</li> <li>• End of the Year Awards Ceremony (Students)</li> <li>• End of the Year Appreciation Luncheon (Staff)</li> <li>• TAKS incentives</li> </ul>        | <p>Each 9 wks.</p> <p>10/08; 04/09</p> <p>08/08<br/>through<br/>05/09</p> <p>04/09</p> | <p>Jan Hungate<br/>Grady Fulbright<br/>J. Barton<br/>K. Bryant<br/>Teachers<br/>PTO<br/>Student<br/>Recognition<br/>Committee<br/>Members</p> | <p>Activity Funds<br/>Local funds</p> | <p>Increased recognition opportunities for all campus stakeholders</p> | <p>8/08 through 5/09</p>  |

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| <ul style="list-style-type: none"> <li>• <i>The Trojan Times; West News and Waco Tribune-Herald</i></li> <li>• District/Campus Websites</li> <li>• Announcements</li> </ul>   |       |  |  |                                       |                   |
| <p>1.23 Provide <b>Major Campus Documents in English/Spanish</b> and in a language and format understandable to parents:</p> <ul style="list-style-type: none"> <li>• Parents Right To Know</li> <li>• Enrollment Forms</li> <li>• Home Language Survey</li> <li>• Parents Rights Booklets</li> <li>• Parent Involvement Policies</li> <li>• Home/School Compact</li> </ul> | 08/08 | J. Hungate<br>G. Fulbright<br>J. Barton<br>C. Chappell | Documents<br>Computer<br>Programs              | Documentation in English &<br>Spanish | 8/08 through 5/09 |
| <p>1.24 Compliance with the requirements of <b>Title VI (Civil Rights):</b></p> <ul style="list-style-type: none"> <li>• Posted Notice</li> <li>• Application Form</li> <li>• Student/Staff Handbooks</li> <li>• Parent Rights Booklets</li> </ul>  | 08/08 | J. Hungate<br>G. Fulbright<br>J. Barton                | Handbooks<br>Rights Booklets<br>TEA Guidelines | Notices<br>Handbooks                  | 8/08 through 5/09 |
| <p>1.25 Ensure compliance with the requirements of Title IX (Sexual Discrimination):</p> <ul style="list-style-type: none"> <li>• Posted Notice</li> <li>• Application Form</li> <li>• Student/Staff Handbooks</li> <li>• Parent Rights Booklets</li> </ul>   | 8/08  | J. Hungate<br>G. Fulbright                             | Handbooks<br>Rights Booklets<br>TEA Guidelines | Notices<br>Handbooks                  | 8/08 through 5/09 |
| <p>1.26 Ensure that all students and parents are informed of their <b>rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Parent Involvement Policies and Practices</li> <li>• Parental Involvement Policy</li> </ul>  | 8/08  | J. Hungate<br>G. Fulbright                             | Handbooks<br>Rights Booklets<br>TEA Guidelines | Notices<br>Handbooks                  | 8/08 through 5/09 |

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| <ul style="list-style-type: none"><li>• School/Parent Compact</li><li>• Parents Right-to-Know</li><li>• Parent Rights Booklets</li></ul> |  |  |  |  |  |
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**Goal #2 - Parent/Community Involvement: All parents, community members, and educators at West Middle School will be active partners in the education of our students. (West MS Long Range Goal #2—Parent/Community members and educators of WMS will be active partners in the education of students. WMS objective # 1—Expand current media resources and encourage a positive atmosphere for parent/community communication and involvement)**

**Performance Objective: West Middle School will have parent involvement increase by 20%.**

**Summative Evaluation:** AEIS; TAKS; Parental Involvement Records; Survey Information

**Goal 2 - Summary of Needs Assessment Findings (as reported by West Middle School Staff in Campus Planning activities and Evaluation in May, 2008):**

- Need for better communication with parents from administration and staff
- Continue to expand communication opportunities with parents.
- Need to utilize E-Mail for Teachers and Administrators to Contact Parents
- Need for increase in parental involvement programs and opportunities to bring in parents and community
- Need utilization of PTO as an avenue for increased parental involvement
- Parents seek conferences and staff encourages conferences to keep parents informed and involved in the school
- Parent volunteers and community mentors are needed.
- Need parental participation with student's grades and attendance.
- Enhance parental awareness concerning middle school student achievement.
- Increase opportunities for parents to be involved with their child's education.

**Goal 2 - Documenting Evidence: (Data Collected/Analyzed)**

- PBMAS
- AEIS and AYP data
- Sign-in sheets
- Parent Contact logs with Administrative Intervention Team
- Parent Conference Documentation with Administrative Intervention Team
- Teacher contact logs—phone and e-mail
- Campus needs assessment (staff discussion during Campus Planning activities and evaluation in May, 2008)
- Student assessment data
- Parent emails opened
- Incoming 6<sup>th</sup> Grade Parent meeting data
- Parent/Student/Teacher Survey

- Student Performance Data
- Open House -parent logs
- Teacher/Parent contact logs
- List of participation at student conferences
- Number of principal emails
- Campus Needs Assessment and Survey

**Goal 2 - Target Actions/Implementations for 2008-2009**

- Develop Parent E-Mail listing by Grade Level available to Teachers and Administrators
- Implement Parent Portal- grades and attendance
- Continue updating West Middle School website.
- Parent Conference Day on Oct. 13
- Provide a flexible schedule for parent conferences to meet the needs of parents.
- Promote teacher / parent email contact.
- Transitional parent meetings for incoming 6<sup>th</sup> graders, and work with High School for Transitional Program for outgoing 8<sup>th</sup> graders.
- Parent Contacts Each Six Weeks with Administrative Intervention Team Member
- Parent Conferences at least once per semester with Administrative Team Member
- Require teachers to keep current and accurate parent contact logs
- Promote high expectations for parental support and involvement on campus
- Planning for parent volunteer program in areas of need
- Increase parental awareness of the importance of student assessment, particularly TAKS testing
- Start parent/student mentoring program
- Encourage Membership in PTO
- Provide opportunities for parent and community involvement in school through Parent workshops, Reading Extravaganza, Fundraisers, Student Performance Nights (extra-curricular, Band concerts, Art Display nights)
- Maintain accuracy of parent contact information
- Improve transition activities by extending length of orientation camp by adding parent question and answer session, and increase campus tours
- Increase participation in campus fundraising activities
- Mailing of report cards / attendance letters / newspaper
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| <p>2.1 Continue numerous approaches to assure open communication between the school and home</p> <ul style="list-style-type: none"> <li>• Develop and use Parent Portal to allow Parents access to grades, attendance and behavior</li> </ul> | <p>8/08—<br/>05/09</p> | <p>Jan Hungate<br/>Grady Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>Toni Holecek<br/>Amanda Adams<br/>L. Vannatta</p> | <p>Local Funds<br/>State Funds<br/>Activity Funds</p> | <p>Parent Portal, School Newspaper, Local Newspapers; Marquees; Website; Progress Reports; Report Cards; Surveys; E-Mail Communication, phone logs</p> | <p>9/08; 12/08; 5/09</p> |
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| <ul style="list-style-type: none"> <li>Administrative Intervention Team—meet with identified students and make parent contacts/hold conferences</li> <li>Teacher to parent phone calls (positive messages as well as messages of concern)</li> <li>Principal to parent phone calls (Positive messages as well as messages of concern)</li> <li><b>The Trojan Times</b> School Newspaper—On-Line and Paper Copies</li> <li>District and Campus Websites</li> <li>School and Local Marquees</li> <li>Newspaper-West News, Waco Tribune-Herald</li> <li>Progress Reports/Report Cards</li> <li>Surveys</li> <li>Utilize e-mail communication</li> <li>Translator provided for parent meetings</li> <li>Maintain campus activity calendar on district website</li> </ul> | <p>Each six weeks</p> <p>On-going frequently</p> <p>On-going frequently</p> <p>Each six weeks</p> <p>Each six weeks</p> | <p>Cori Chappell</p> <p>Pat Lee<br/>Denise Gilmore<br/>Linda Straten</p> <p>Grady Fulbright<br/>Jerrod Barton</p> <p>Kim Hancock<br/>Grady Fulbright</p> <p>Lindy Vannatta</p> <p>Teachers</p> <p>Grady Fulbright</p> |   | <p>Administrative Intervention Team Contact logs and Documentation Each Six Weeks, Per Semester, and End of Year—Campus Meetings at end of each six weeks</p> <p>Published copies of newspaper and recognitions on website, school marquee, community marquee</p> <p>Survey results</p> | <p>Each six weeks</p> <p>10/08—05/09</p>  |
| <p>2.2 Conduct teacher/parent conferences as needed</p> <ul style="list-style-type: none"> <li>Initiate Parent Conference Day in October</li> <li>Formal/informal conferences with parents (Face-to-face, phone calls, e-mail, mail)</li> <li>Grade Placement Committees for determining student’s grade placement for upcoming year—8<sup>th</sup> Grade TAKS requirement (Student Success Initiative)</li> </ul>   | <p>8/08—05/09</p> <p>10/13/08</p> <p>Each six weeks</p> <p>05/09</p>  | <p>Grady Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>Teachers/staff</p>   | <p>Local Funds<br/>State Funds<br/>Activity Funds</p> | <p>Documentation of Parent Conferences with each teacher</p> <p>Administrative Intervention Team Contact logs and Documentation Each Six Weeks, Per Semester, and End of Year—Campus Meetings at end of each six weeks</p>  | <p>10/08, 12/08, 3/09, 5/09</p> <p>Each six weeks, semester and end-of-year reviews</p> |
| <p>2.3 Continue opportunities for parents and</p>  |   |   |   |   |   |

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| <p>community members to be actively involved in the programs of the school</p> <ul style="list-style-type: none"> <li>• WISD SHAC (School Health Advisory Committee)</li> <li>• Mentors/Tutors</li> <li>• CIT (Campus Improvement Team)</li> <li>• LPAC</li> <li>• PTO</li> <li>• Classroom Sponsors</li> <li>• Possible Parent Volunteer Aides</li> <li>• WISDAC (West ISD Advisory Committee)</li> </ul> | <p>8/08—<br/>05/09</p>                | <p>G. Fulbright<br/>Jerrod Barton<br/>K. Bryant</p> <p>PTO</p> <p>C. Bailey<br/>K. Sulak<br/>J. Uptmore<br/>Kim Hancock,<br/>Mary Ellison,<br/>Louise Sullins</p> | <p>Local Funds<br/>State Funds<br/>Activity Funds</p> | <p>Documentation of Parent Involvement</p> <p>Committee Minutes</p>   | <p>10/08, 12/08, 3/09, 5/09</p> <p>10/11/08</p>      |
| <p>2.4 Provide numerous opportunities for sharing information or training with parents</p> <ul style="list-style-type: none"> <li>• Implement Parenting Classes</li> <li>• E-Mail</li> <li>• Phone Calls</li> <li>• Newspapers—<i>The Trojan Times, West News, Waco Tribune-Herald</i></li> <li>• Web-Site</li> <li>• Open House</li> <li>• Mail-Outs</li> <li>• Notices Sent Home</li> </ul>              | <p>8/08—<br/>05/09</p> <p>9/03/08</p> | <p>Jan Hungate<br/>Grady Fulbright<br/>Jerrod Barton</p> <p>K. Bryant,<br/>Allison Janek</p> <p>Cori Chappell</p>   | <p>Local Funds<br/>State Funds<br/>Activity Funds</p> | <p>Documentation of attendance at parent and other meetings, agendas, sign-in sheets</p>  | <p>11-08, 1-09, 3-09, 5-09</p>                       |
| <p>2.5 Provide numerous campus projects / activities to encourage parent and community involvement</p> <ul style="list-style-type: none"> <li>• Hold Student Activity Nights to showcase Art, Band, Theatre Arts, History Fair and Science projects and performances</li> <li>• Awards Assemblies</li> <li>• Service Projects</li> <li>• CIT Meetings</li> </ul>   | <p>8/08—<br/>05/09</p> <p>5/09</p>    | <p>G. Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>Kay Sulak,<br/>Steve Hart,<br/>Carey Kuhl,<br/>Tracy Wier, S.<br/>Harralson<br/>Jennifer<br/>Murphy,</p>      |   | <p>Documentation of projects and participation of parents</p> <p>Open House Sign-Ins</p> <p>Programs handed out for the events listed</p> | <p>4/09<br/>5/09</p> <p>09/03/08</p> <p>on-going</p> |

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| <ul style="list-style-type: none"> <li>• Open House</li> <li>• Band Programs/Athletic Events/Pep Rallies</li> <li>• Reading Extravaganza</li> </ul>  | <p>9/3/08<br/>on-going<br/>4/09</p> | <p>Caroline Sullins,<br/>Christy Nors</p> <p>T. Cate, J.<br/>Uptmore, J.<br/>Jernigan, Am.<br/>Adams, L.<br/>Sullins</p>                            |  |   |                    |
| <p>2.6 Provide opportunities for parents and community members to be involved in the planning process</p> <ul style="list-style-type: none"> <li>• WISDAC (West ISD Advisory Council)</li> <li>• Student Organizations</li> <li>• CIT (Campus Improvement Team)</li> <li>• SHAC (School Health Advisory Council)</li> <li>• Other Parent Meetings/Trainings</li> </ul> | <p>08/08—<br/>05/09</p>             | <p>Jan Hungate<br/>G. Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>K. Sulak<br/>J. Uptmore<br/>Louise Sullins<br/>Mary Ellison<br/>J. Jernigan</p> | <p>Local Funds<br/>State Funds<br/>Activity Funds</p>                          | <p>Documentation of meetings</p>                        | <p>08/08-05/09</p> |
| <p>2.7 Develop partnerships with local businesses and organizations</p> <ul style="list-style-type: none"> <li>• Invitations to come to school events</li> <li>• Requests for participation in school events</li> <li>• Business and Community Partners on CIT</li> <li>• Person-to-person contacts</li> <li>• Phone contacts</li> <li>• Mail contacts</li> </ul>      | <p>08/08—<br/>05/09</p>             | <p>Jan Hungate<br/>G. Fulbright<br/>Jerrod Barton<br/>K. Bryant</p> <p>Special Recognition Committee</p>  | <p>Local Funds<br/>State Funds<br/>Activity Funds</p> <p>West Kiwanis Club</p> | <p>Documentation of contacts, meetings, involvement</p> | <p>08/08—05/09</p> |

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| <p>2.8 Ensure parents and students are informed of their <b>rights and responsibilities</b>:</p> <ul style="list-style-type: none"> <li>Student Handbook</li> <li>Student Code-of-Conduct</li> <li>Parental Involvement Policy</li> <li>School/Parent Compact</li> <li>G/T Policy and Procedures</li> <li>Special Education Rights</li> <li>Parents Right-to-Know</li> <li>TAKS—Remind Parents about requirement for 8<sup>th</sup> graders to pass math and reading TAKS to be promoted to 9<sup>th</sup> Grade (in coordination with HS representatives)</li> <li>Supplemental Educational Services (if applicable)</li> </ul> | <p>08/08—<br/>05/09</p>  | <p>Jan Hungate<br/>G. Fulbright<br/>Jerrod Barton<br/>W. Leek (HS)<br/>K. Bryant (MS)<br/>G. Paraday (HS)<br/>A. Heath (HS)</p> | <p>Local Funds<br/>State Funds<br/>Activity Funds</p> | <p>Handouts at parent meetings<br/>Sign-in sheets<br/>Signed documents</p> | <p>08/08—05/09</p>                 |
| <p>2.9 Disseminate parent survey to collect information/input and a needs assessment for planning and school improvement</p> <ul style="list-style-type: none"> <li>• CIT Parent and student survey</li> </ul>   | <p>01-09--<br/>03/09</p> | <p>Jan Hungate<br/>Grady Fulbright<br/>Jerrod Barton<br/>K. Bryant</p>  | <p>Local Funds<br/>State Funds<br/>Activity Funds</p> | <p>Parent survey<br/>Staff Survey<br/>Student survey</p>                   | <p>01/09—03/09<br/>03/09—05/09</p> |

**Goal #3 – Safe and Orderly Environment:** West Middle School will provide a safe and orderly environment with crisis prevention and intervention for all staff and students. (WMS Long Range Goal #3—Ensure a school climate that focuses on respect, responsibility, and high expectations. WMS Objective # 1—Define and model high expectations for all students and staff.)

**Performance Objective:** A safe, orderly climate at West Middle School will be evidenced by reductions in discipline referrals by 10%, and reducing the number of referrals resulting in ISS, OSS and DAEP.

**Summative Evaluation:** AEIS Data; TAKS; Annual S/DFSC Evaluation; Technology Plan/Inventory; State Disaster Report, Discipline Records, Incident Reports

**Goal 3 - Summary of Needs Assessment Findings:**

- Lower percentage of office referrals for routine classroom behavior management issues, including tardy arrival to class in 07-08 than in 06-07.
- High percentage of ISS, OSS and DAEP placements are special education students.
- Lower percentage of ISS, OSS, and DAEP placements for all students and for minority subpopulations.
- Need for at risk students to be identified early to avoid unnecessary discipline action. Need for more consistency in following campus procedures by all staff
- Continue monitoring student discipline incidents
- Safety for students and staff is an on-going concern
- Need for better monitoring of students in passing time and during activity period by all staff

**Goal 3 - Documenting Evidence: (Data Collected/Analyzed)**

- Number of ISS/AEP Placements
- Campus needs assessment and Staff Survey
- Safety Audit
- Bus referrals
- Student assessment data
- AEIS and AYP data
- Discipline referral reports
- PEIMS Data
- Surveys
- District-wide parent survey
- Report from Law Enforcement on safe and secure campus
- At Risk Identification Records
- Report Cards

- Conduct Grades
- Incident Reports
- Accident Reports

**Goal 3 - Target Actions/Implementations for 2008-2009**

- Utilize Real Character/Real People Curriculum and Videos
- Utilize Career Inventories/College Visits for behavior incentives as well as instructional focus
- Consider Bus Cameras to ensure bus safety
- Long Range goal—install cameras on school grounds, in buildings to promote safety
- Utilize speakers for Red Ribbon Week
- Continue Drug Dog Visits to identify and deter possession and use of controlled or prohibited items on all school property
- Continue to explore the results of the safety audit of facilities; implement appropriate safety/security measures.
- Continue Administrative Intervention Program to ensure that students struggling in school or need special services are served appropriately.
- Continue 6<sup>th</sup> grade orientation camp to help incoming 6<sup>th</sup> graders know and understand the expectations of 6<sup>th</sup> graders, and what steps will make their transition to Middle School more successful.
- Train Teachers in Bullying Awareness
- Train Teachers in Crisis Management
- Provide a safe learning and working environment
- Campus Procedures and Follow Through/Consistency Reviewed Each Six Weeks and Changes Made as Necessary
- Develop better student management strategies at West Middle School to reduce the number of referrals and assignments to ISS, OSS, and DAEP.
- Communicate clear expectations to students and staff in regard to the behavior management policies.
- Intervention discipline strategies before ISS, OSS, and DAEP placements are utilized.

|  | <b>2007-2008</b> | <b>2008-2009</b> |
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| <b>Safe/Drug-Free Schools and Communities Data / Goals</b>   |                  | <b>(Goal)</b>    |
| Number of students placed in AEP   | 9                | 4                |
| Number of code of conduct violations (PEIMS 425 Code 21)   | 65 (20%)         | 48 (15%)         |
| Number of students involved in incidents related to tobacco (PEIMS 425 Code 33)  | 2                | 0                |
| Number of students involved in incidents related to alcohol (PEIMS 425 Code 05, 37)  | 5                | 0                |
| Number of students involved in incidents related to other illegal drugs (marijuana, cocaine, etc. (PEIMS 425 Codes 04, 06, 36) | 0                | 0                |



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| Number of students involved in fights (mutual combat – PEIMS 425 Code 41)  | 0 | 0 |
| Number of assaults or retaliation on school personnel, volunteer, and other adults (PEIMS 425 Code 08, 27, 29, 31) | 0 | 0 |
| Number of assaults on students (PEIMS 425 Code 28, 30)   | 0 | 0 |
| Number of weapons (firearms, knives, clubs) on campus (PEIMS 425 Code 11, 12, 13)                                  | 0 | 0 |
| Number of incidents related to targeted violence threats (PEIMS 425 Code 26, 35)                                   | 0 | 0 |
| Number of students involved in incidents related to gang violence (PEIMS 425 Code 34)                              | 0 | 0 |
| Number of other felonies (PEIMS 425 Code 02, 16, 17, 18, 19, 22)   | 0 | 0 |

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| <p><b>3.1 Continue to ensure a safe, orderly, and disciplined environment through review/revisions to the following:</b></p> <ul style="list-style-type: none"> <li>Student Code of Conduct</li> <li>Student Handbook</li> <li>Home/School Compact</li> <li>Emergency and Disaster Drills</li> <li>School-wide Discipline Plan</li> </ul>   | <p>03/09-05/09<br/><br/>on-going</p>  | <p>Jan Hungate<br/>Grady<br/>Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>Joyce<br/>Schroeder</p>  | <p>Local Funds<br/>Safe and Drug Free<br/>Schools Funds</p>   | <p>Campus/District Discipline Plan, Code of Conduct, Student Handbook<br/>Revisions/reviews every six weeks</p>                     | <p>08/08—05/09 every six weeks</p> |
| <p><b>3.2 Maintain the following activities/strategies to address Crisis Management and Violence Prevention on the campus:</b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Training</li> <li>• Survey students for data on bullying and safe, secure environment</li> <li>• Collaborate with teachers to identify potential bullies and victims</li> <li>• Continuously discuss and model high expectations to staff and students through staff development and assemblies.</li> </ul> | <p>08/08—05/09<br/><br/>01/09<br/>11/08<br/><br/>10/08<br/><br/><br/>10/08--ongoing</p> | <p>Jan Hungate<br/>Grady<br/>Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>Mary Sinkule<br/>Dorothy<br/>Warren<br/>Louise Sullins<br/>Teachers/Staff<br/><br/>K. Bryant and<br/>Health classes:</p> | <p>Local Funds<br/>Safe and Drug Free<br/>Schools Funds<br/>Title II Funds<br/>“Bully-Proofing Your School” program</p> | <p>Crisis Response Team<br/>Membership<br/>Meetings/Agendas/Sign-In Sheets;<br/>Staff Development;<br/>Crisis Plans;<br/>Drills</p> | <p>08/08--5/09</p>                 |

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| <ul style="list-style-type: none"> <li>Utilize bus Evacuation drills</li> <li>Volunteer Cell Phone Number Roster of WMS Staff</li> <li>Campus Crisis Management/Response Plan</li> <li>Staff Orientation to Emergency Drills: Building Evacuation (Fire); Shelter in Place (Tornado); Lockdown; BASE (Building Active Shooter Emergency); Site Evacuation</li> <li>Provide training on Emergency Procedures</li> <li>Implement red/green card system for emergencies</li> <li>Monitor Recommendations of Safety Audit</li> </ul>                                    | <p>Twice a year</p> <p>10/08</p> <p>11/08</p> <p>10/08 &amp; on-going</p> | <p>Pat Zatopek, Melissa Huffhines, Melanie Urbis, J. Jernigan, Jennifer Murphy, Kim Hancock</p> <p>Grady Fulbright Jerrod Barton</p> |   | <p>Cell Phone Log</p> <p>Staff Dev. Agenda</p>   | <p>10/01/09</p> <p>8/19—08/21/08</p> |
| <p><b>3.3 Provide for the following additions/improvements to the campus Technology Infrastructure:</b></p> <ul style="list-style-type: none"> <li>Convert A2 in Annex to PC Computer Lab</li> <li>New computer network</li> <li>Investigate potential for purchase and installation of phones in key rooms in building for added communication/safety</li> <li>Investigate RAPTOR visitor management system to screen visitors and prevent non-allowable visitors from entering campus</li> <li>Explore possible front office and building entry access</li> </ul> | <p>08/08—05/09</p> <p>10/08</p>   | <p>Jan Hungate<br/>Grady Fulbright<br/>Jerrod Barton<br/>K. Bryant<br/>Cori Chappell</p>   | <p>SDFS Funds<br/>Local Funds<br/>Activity Funds<br/>State Funds<br/>Federal Funds<br/>Technology Funds</p> | <p>Purchase of computers</p> <p>Purchase of Internet Security System</p> <p>Campus Video Security Plan Developed</p> | <p>08/08—05/09</p>                   |
| <p><b>3.4 Provide for the following improvements to the campus administration of Disaster Drills:</b></p> <ul style="list-style-type: none"> <li>Tornado Drills</li> <li>School Lockdown</li> </ul>   | <p>08/08—05/09</p>  | <p>Jan Hungate<br/>Grady Fulbright<br/>Jerrod Barton<br/>K. Bryant</p>   | <p>SDFS Funds<br/>Local Funds<br/>Activity Funds</p>  | <p>Purchase of Walkie Talkies</p> <p>Drill Logs</p>  | <p>08/08—05/09</p>                   |

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| <ul style="list-style-type: none"> <li>Procedures/Drills</li> <li>• Shooter Drills</li> <li>• Evacuation Drill</li> <li>• Purchase New Walkie-Talkies</li> <li>• Monthly Fire Drills</li> <li>• Bus Evacuation Drills</li> </ul>   |   | Teachers   |  |  |  |
| <p><b>3.5 Provide the following staff development/training to ensure student/staff safety:</b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Training</li> <li>• Anti-Drug Staff Development</li> <li>• Red Ribbon Week</li> <li>• Continue Health Classes for each grade level to Cover Anti-Drug Training and Utilize McCap Training for Abstinence</li> <li>• Review/Practice of Multi-Hazard Emergency Plan</li> <li>• Suicide Prevention Strategies</li> <li>• Conflict Resolution</li> <li>• Violence Prevention</li> <li>• Texas Behavior Support Initiative (TBSI)</li> <li>• System for Safe Student Restraint</li> <li>• New teacher training on discipline management procedures</li> <li>• CPI</li> </ul> | <p>08/08—05/09</p> <p>10/08</p> <p>10/08 and on-going</p> <p>10/27—10/31/08</p> <p>8/27/08</p> <p>11/08</p> <p>8/19—8/21/08</p> | <p>Jan Hungate</p> <p>G. Fulbright</p> <p>Jerrod Barton</p> <p>K. Bryant</p> <p>Kim Hancock</p> <p>Pat Zatopek</p> <p>M. Huffhines</p> <p>Melanie Urbis,</p> <p>J. Jernigan</p> <p>J. Murphy,</p> <p>Betty Johnson</p> | <p>SDFS Funds</p> <p>Local Funds</p> <p>Activity Funds</p> <p>McCap</p> <p>Counselor</p> | <p>Staff Development Sign-In Sheets and Information (Handouts) and Minutes from Training</p> <p>Red Ribbon Activities Logged (To Be Determined Early Oct. 08)</p> <p>Review logs/Practice Logs</p> | <p>08/08—05/09</p> <p>Week of Oct. 27-31</p> <p>Reviewed each six weeks</p> <p>Training On-going</p> <p>Staff Development Sign-In Sheets</p> |
| <p><b>3.6 Provide the following Title IV – Safe and Drug Free School and Communities programs and activities:</b></p> <ul style="list-style-type: none"> <li>• Administrative Intervention Team—meets with students/parents to discuss issues</li> </ul>   | <p>8/07—05/08</p>   | <p>Jan Hungate</p> <p>Grady</p> <p>Fulbright</p> <p>J. Barton</p> <p>K. Bryant</p> <p>Teachers/Staff</p>   | <p>Local Funds</p> <p>SDFS Funds</p> <p>Activity Funds</p>                               | <p>Documentation of Use of Program</p> <p>Administrative Intervention Contact Logs with students and parents each six weeks,</p>   | <p>10/08, 12/08, 2/09, 4/09, 5/09</p>  |

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| <p>with students, academic or social problems, etc. each six weeks</p> <ul style="list-style-type: none"> <li>• Continue Health Classes for each grade level to Cover Anti-Drug Training and Utilize McCap Training for Abstinence</li> <li>• Ensure student safety by contacting parents when a student is absent</li> <li>• K-12 DAVE Curriculum</li> <li>• Character Education</li> <li>• Service Learning-Career Club</li> <li>• Peer Mediation</li> </ul><br><ul style="list-style-type: none"> <li>• Maintain Student Discipline</li> <li>• Develop Early Intervention Plans to Reduce ISS/AEP Placements</li> <li>• Students will learn cool-down strategies to manage anger</li> <li>• Students will dress according to school dress-code</li> <li>• Students will know and obey cafeteria rules</li> <li>• Students will receive consequences according to the code of conduct/campus practices with consequences clearly defined as each act of misbehavior has occurred.</li> <li>• Red Ribbon Activities</li> <li>• Needs Assessment</li> <li>• Health classes will cover drug awareness</li> <li>• Community Counseling Services</li> <li>• Maintain building security</li> <li>• Locked hallway/classroom doors</li> <li>• Visitor sign-in badges</li> <li>• Student/Teacher Sign-in/out</li> <li>• Classroom training with students</li> <li>• Drop off and pick-up procedures</li> </ul> |  | <p>K. Bryant<br/>D. Gilmore</p><br><p>K. Bryant</p><br><p>S. Howard<br/>District<br/>Maintenance<br/>Staff</p> | <p>M.A. Marak<br/>Janette Scott<br/>ESC Reg. 12</p> | <p>and parent conferences at least twice a year</p> <p>Benchmark Checks:</p> <ol style="list-style-type: none"> <li>1) Program Implemented in School</li> <li>2) Documentation of Program Activities</li> </ol> <p><b>Program Evaluation:</b> Title IV Safe and Drug Free Evaluation; Local Program Evaluation; PEIMS 425 Record</p> <ul style="list-style-type: none"> <li>• Number of office referrals decreases</li> <li>• Conduct grades of students improved</li> </ul> <p>Fewer referrals to</p> <ul style="list-style-type: none"> <li>• AEP for disciplinary reasons in 2008-2009</li> <li>• Fewer referrals to the principal's office for disciplinary offenses.</li> </ul> | <p>11/08</p> <p>1/09, 3/09, 5/09</p> <p>Each Six Weeks and total for each item reviewed under Program Evaluation</p> <p>Reviewed at semester and end-of-year</p> |
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| <ul style="list-style-type: none"><li>• Parent Communications</li><li>• Maintain intercom system between classrooms and office.</li></ul> |  |  |  |  |  |
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