

TOM BEAN MIDDLE SCHOOL

Campus Improvement Plan

2011-2012

Mission Statement

The staff of Tom Bean Middle School believes that ALL students can learn. We believe that our school's purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students.

Campus Profile

Tom Bean Middle School is a rural middle school located in North Texas. Among the 167 students enrolled in the 2010-2011 school year, 34.7% were classified economically disadvantaged and 25.1% are classified at-risk students. Tom Bean Middle School received a Recognized rating for the 2010-2011 school year and met AYP as a campus. The average student to teacher ratio is 11:1 with teachers having an average of 9.9 years of teaching experience.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Kim Burrough	Business Representative & Parent	
Julie Cummings	504/Dyslexia Representative & Classroom Teacher	
Amy Gordon	Wellness Representative /Nurse & Parent	
Lisa Harrelson	Tech. Representative / Classroom Teacher	
Bobbie McAdoo	Classroom Teacher/Coach	
John Orozco	School Improvement Chairperson	
Sarena Owens	Classroom Teacher	
Christy Rhodes	Sp. Ed. Representative. & Classroom Teacher	
Dewitt Smith	Principal	
Ron Wilson	Parent Representative	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on 10/05/2011.

Participants in Attendance	Data Sources Examined
Kim Burrough	<i>AEIS Federal Accountability Data for AYP TAKS Data—disaggregated District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated District retention data Teacher, and /or Student surveys Student attendance data Benchmark testing data Referral percentages for students in Special Education Campus parent participation records Campus mentor participation records Community education program records Truancy data Homeless population analysis Teacher retention data FitnessGram Data Safe & Drug Free School Survey</i>
Julie Cummings	
Amy Gordon	
Lisa Harrelson	
Bobbie McAdoo	
John Orozco	
Sarena Owens	
Christy Rhodes	
Dewitt Smith	
Ron Wilson	

Comprehensive Needs Assessment: Summary of Findings

State Compensatory Education

After considerable analysis of data concerning Tom Bean Middle School, it was determined that there exists a need for improvement in the following areas:

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Economic Disadvantage 6-8</i>	<i>State Accountability (AEIS)</i>
<i>Economic Disadvantage Commended Math & Science</i>	<i>State Accountability (AEIS)</i>
<i>Communication with the greater community of Tom Bean</i>	<i>State Accountability (AEIS), AYP</i>
<i>Increase PTO participation</i>	<i>Program data, PBMAS</i>

1. *Increase the academic achievement gap that exists in Science between our economic disadvantaged commended scores and our economically advantaged commended scores.*
2. *Tom Bean Middle School will improve upon overall student scores for 2011 in order to achieve an Exemplary rating to be on track for 100% student proficiency by 2014 (NCLB).*
3. *Insure that 100% of core academic classes will be taught by highly qualified teachers.*
4. *Foster and maintain parent and community partnerships in the education process.*
5. *Prepare out students for the 21st century through integrated technology.*

NOTE: In this plan, the term “student groups” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education

This District has written policies and procedures to identify the following:

Succeeding Together... Whatever It Takes!

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus (Supplies and materials: \$83,026)

Total FTEs funded through SCE at this District/Campus: 2

The process we use to identify students at risk is:

1. Did not perform satisfactorily on the TAKS in 5-8th grade.
2. Did not advance from grade level to the next for one or more school years.
3. Did not maintain an average of 70 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year.
4. Student of limited English proficiency.
5. Student is homeless or in the custody of CPS.
6. Student has been expelled or placed in an alternative educational setting during the preceding or current school year.

Students are exited from the SCE program when they no longer meet the criteria listed above.

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 6-8**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Students At-Risk	N/A	83%	95%	N/A	89%	95%	N/A	100%	96%	N/A	82%	91%	N/A	91%	100%
Students Not At-Risk	N/A	97%	96%	N/A	98%	97%	N/A	100%	98%	N/A	95%	92%	N/A	100%	100%

	Drop Out Data		Completion Data	
	2009	2010	2009	2010
Students At-Risk	N/A	N/A	N/A	N/A
Students Not At-Risk	N/A	N/A	N/A	N/A

The comprehensive, intensive, accelerated instruction program at this district/campus consists of Learning Lab (RTI) instruction built in to the daily schedule for any student who is academically at-risk. We implement the ZAP program for tracking student work completion. Additionally, daily tutorials are available to all of our students including morning and after school tutoring.

Upon evaluation of the effectiveness of this program the committee finds that students are benefiting from the 47 minutes of Learning Lab (RTI) instruction built in to their daily schedule, ZAP program, and the availability of the tutorial offerings.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
<i>Title II, Part A (TPTR)</i>
<i>Carl Perkins</i>
<i>ARRA Stimulus Funds (See Goal 6 for accounting of ARRA Funds)</i>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants</i>

Goal 1: *Tom Bean Middle School will work to achieve an Exemplary rating by improving upon overall student scores for 2012 in order to be on track for 100% student proficiency by 2014 (NCLB). A special emphasis will be placed on student improvement in the area of economic disadvantage commended scores.*

Objective 1: By May 2012, 90% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP in every area measured.

Summative Evaluation: 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP. Additionally, all students and economically disadvantaged student group will be at 25% commended or better.

Data 2010-2011	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	97%	97%	97%	N/A	95%	N/A	N/A	74%	100%	N/A	N/A

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize tri-weekly data to drive instructional improvements and to develop student intervention plans.	Core subject teachers Principal	Every 3 weeks: TWA #1 - 9/09/2011 TWA #2 - 09/30/2011 TWA #3 - 10/21/2011 TWA #4 - 11/11/2011 TWA #5 - 12/09/2011 TWA #6 - 1/13/2012 TWA #7 - 2/03/2012 TWA #8 - 2/24/2012 TWA #9 - 3/23/2012 TWA #10 - 4/13/2012 TWA #11 - 5/12/2012	State Funds Local Funds	Improved tri-weekly & six weeks grades Reduced failure rate Increase economic disadvantage commended scores
Focus on closing achievement gaps which, in the past, have existed between our economically advantaged and our disadvantaged students.	Core subject teachers Principal	Same as above	State Funds Local Funds	Improved performance on concept specific TAKS aligned assessment Student success as evidenced by walkthrough documentation.
Distribute at-risk academic profile folders to staff at the beginning of the year.	Principal	Prior to the end of the first week of instruction.	N/A	Teacher receipt of at-risk academic profile folders.
Conduct regular classroom observations and provide teachers with instructional feedback.	Principal	Daily	State Funds Local Funds Power Walks	Power Walks Data will indicate high level of hyper-monitoring.
Master schedule will provide students an opportunity to receive intervention during the school day.	Principal	Annually	State & Local Funds	Student achievement on the AEIS report.
Focus on cross-level teaching of reading concepts.	Core subject teachers Principal	Weekly	Local Funds State Funds	Reading achievement scores on TAKS test.
Summer school program will be provided.	Core subject teachers	Each Summer	State Funds	Report cards & AEIS report.

	Principal			
Provided training in the area of at-risk student centered instruction.	Curriculum Director & Principal	Monthly	State & Local Funds	Training Reports
Tom Bean Middle School teachers will continue to issue Zeros Aren't Permitted (ZAP) forms to students that do not complete and/or turn in assignments.	Teachers & Paraprofessionals	Daily	Local Funds	ZAP forms
Students will be required to record academic objectives into their planners. Teachers will check planners weekly and issue a planner completion grade weekly.	Core subject teachers	Daily	State & Local Funds	Teachers will check planners weekly and issue a planner completion grade weekly.
Ensure student engagement from bell to bell for each class period during the school year.	Principal	Daily	State Funds Local Funds Power Walks	Power Walks Data will indicate high level of hyper-monitoring
Open and closure protocol is utilized each period by every teacher.	Teachers & Principal	Daily	State Funds Local Funds Power Walks	Power Walks Data will indicate high level of hyper-monitoring
Tom Bean Middle School teachers will utilize District curriculum, scope and sequence.	Core subject teachers Principal	Daily	State Funds Local Funds Power Walks	Power Walks Data will indicate high level of hyper-monitoring
Student attendance rate will be at 96% or higher through the use of incentive awards.	Principal, Counselor, Teachers	Daily	Local Funds	AEIS Report

Goal 1: Tom Bean Middle School will work to achieve an Exemplary rating by improving upon overall student scores for 2012 in order to be on track for 100% student proficiency by 2014 (NCLB). A special emphasis will be placed on student improvement in the area of economic disadvantage commended scores.

Objective 2: Tom Bean Middle School will continue to improve all student achievement, including economically disadvantaged students, in all core subject areas.

Summative Evaluation: AEIS reports will indicate an increase in student achievement in all core subject areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Campus administration will work closely with the all core subject departments through data walks, tri-weekly student assessments, tri-weekly data review meetings, tri-weekly directional planning and regularly scheduled department meetings.	Principal, Teachers, & Curriculum Director	Daily Walks & Assessment review every 3 weeks	Local Funds State Funds State & Local Assessments	Power Walks Data will indicate high level of hyper-monitoring & data will include an increase in student achievement.
Develop intervention plans for students that have not mastered tri-weekly assessments.	Principal, Teachers, & Curriculum Director	Daily Walks & Assessment review every 3 weeks	Local Funds State Funds	Power Walks Data will indicate high level of hyper-monitoring & data will include an increase in student achievement.

Parents will be notified concerning intervention strategies and accelerated instruction opportunities.	Principal, Teachers, & Curriculum Director	Daily Walks & Assessment review every 3 weeks	Local Funds State Funds	Power Walks Data will indicate high level of hyper-monitoring & data will include an increase in student achievement.
Math and Science Departments will work closely with the Learning Lab for science intervention.	Principal & Teachers	Daily Walks & Assessment review every 3 weeks	Local Funds State Funds	Power Walks Data will indicate high level of hyper-monitoring, data will include an increase in student achievement & department meeting minutes.
December benchmark will be at 65% passing rate, or better; using the released core subject level test.	Teachers	December 2011	State & Local Assessments	65% or better
Math and Science vocabulary lists will be shared with all departments for cross curriculum integration.	Teachers	Daily	State & Local Assessments	Increase in student achievement on State & Local Assessments
In any class at any time students will be able to explain the importance of what they are learning and why.	Teachers	Daily	Lesson Frame	

Goal 2: In Tom Bean Middle School 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Data 2010-2011	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide a yearly stipend for teacher in high needs area.	Principal & Business Office	August, 2011	Federal, State & Local Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Conduct regular classroom observations and provide teachers with instructional feedback.	Principal,	Weekly	Federal, State & Local Funds	Power Walks Data will indicate high level of hyper-monitoring & data will include an increase in student achievement.

Provide opportunities for regular education teachers to become special education certified	Principal Business Mgr. Teacher	Ongoing, Monthly Salary	Federal Funds, Title II, Part D, Region 10 Training	Annual/monthly salary Special Education Certifications added to teaching certificates
Staff members understand and support the family backgrounds and values of its students.	All Staff	Ongoing		

Goal 2: In Tom Bean Middle School 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.

Summative Evaluation: 100% of both teachers and paraprofessionals with instructional duties will receive highly quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal, Staff Development Dept. (Curriculum Director)	End of each semester	State & Local Funds	Increased student performance on tri-weekly assessments, six weeks and semester benchmark assessments, Effective staff development with teacher input based on survey responses

Goal 3: All students in Tom Bean Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2012 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced to 0% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data 2010-2011	All Students
Discipline/Incidents	<1%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Conduct assembly with the purpose of disseminating information with regard to current rules and prevention for bullying, violence including date violence, harassment, alcohol and drug use. Presentations include: <ul style="list-style-type: none"> • Character Counts • AIM for Success • Bully Prevention 	Principal, Teachers & Counselor	On-going 09/22/2011 09/13/2011 09/23/2011 10/05/2011 10/14/2011 10/17/2011	State & Local Funds Local Law Enforcement Regional agencies	Reduction in PEIMS and discipline referrals including Character Counts, AIM for Success, Bully Prevention, Disciple Assemblies, Negotiate, RADIOS, Rachael's Challenge & Boys Town.

Seminar <ul style="list-style-type: none"> • Negotiate Program • RADIOS • Rachael's Challenge • Boys Town Model 				
Provide daily announcement to promote positive character and citizenship	Principal	Daily	Local & State Funding	Reduction in PEIMS and discipline referrals and high student achievement on the Fitnessgram Assessment.
Coordinated school health program is to consistently communicate health messages to our students.	Principal, Teachers, Counselor, and School Nurse	Ongoing	Local & State Funding	Reduction in PEIMS and discipline referrals and high student achievement on the Fitnessgram Assessment.
Strive to teach our students healthy behaviors for a lifetime and recognize that health & learning go hand in hand. Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems.	Principal, Teachers, Counselor, and School Nurse	Ongoing	Local & State Funding	Reduction in PEIMS and discipline referrals and high student achievement on the Fitnessgram Assessment.
Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems.	Teachers	Ongoing	Local and State Funding	Students can work on the same project in several different classes.
TBISD Family Health and Fitness Fair and 5K	Principal, Teachers, Counselor, School Nurse & District SHAC	Annually each spring	Local and State Funding	TBISD Family Health and Fitness Fair and 5K participation numbers will show an increase from last year's fair.

Goal 4: Parents and Community will be partners in the education of students in Tom Bean Middle School.

Objective 1: By May 2012, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand.	Principal	Within 10 days of receipt of reports	Reports from testing company. State and local funds	Parents receive reports of assessment results
Provide teacher training in the area of group technology and email correspondence in an effort to maximize school to home communications.	Director of Curriculum & Principal	End of each three week, six week & semester.	State & Local Funds	Increased student performance on tri-weekly assessments, six weeks and semester benchmark assessments
Tom Bean Middle School staff will be trained in data analysis, at-risk student centered instruction, and maximizing technology for	Principal, Staff Development Dept.	End of each semester	State & Local Funds	Increased student performance on tri-weekly assessments, six weeks and semester benchmark assessments

teacher to parent communication. Parents will be notified via class email notification concerning their child's weekly academic expectations including test, quiz, and project due dates. This will occur by creating parent "distribution" email lists for each class period.				
Provide training in the area of group technology and email correspondence in an effort to maximize school to home communications.	Director of Curriculum & Principal	End of each six week & semester.	State & Local Funds	Increased student performance on tri-weekly assessments, six weeks and semester benchmark assessments
A community suggestion box is displayed at the front of the building in order to collect community input concerning campus improvement.	CIP Team	Each CIP Meeting	Local Funds	Suggestions read at each CIP meeting.
Student planners will be utilized in order to communicate daily to parents.	Teachers & Parents	Daily	Student planners	Student planner grades
Campus newsletters will be published.	All staff	Every 6 weeks	Local Funds	Newsletter distribution

KUDOS will be utilized to report positive student behavior on campus.	All staff	Weekly	Local Funds	Parent phone call & KUDOS referral data
The middle school welcomes and encourages the active participation of all its families and makes sure that all its families are an integral part of the school by providing an in town bus route for students living inside the city limits.	Transportation department	Daily	Local Fund	In town route
Tom Bean MS will procure a non-scrolling marquee for community announcements.	Principal and Central Administration	End of Semester	State & Local Funds	Increase community awareness and involvement
Tom Bean MS will foster a relationship with the Herald Democrat for future assistance with announcements and news.	Principal and Central Administration	Ongoing	State & Local Funds	Increase community awareness and involvement
Tom Bean will increase PTO membership and participation to CIP goals	Principal, CIP Team & Campus Staff	Ongoing	State & Local Funds	Increase community awareness, participation, and involvement

Goal 5: Tom Bean Middle School strives to prepare our students for the 21st century through integrated technology.

Objective 1: By May 2011, Tom Bean Middle School will increase campus technology utilization in order to raise student achievement.

Summative Evaluation: AEIS, AYP & PBMAS reports will indicate an increase in student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Equipment will be utilized to enhance the learning for special education students.	Superintendent, Curriculum Director, Principal, Sp. Ed. Director & Teachers	On-going	ARRA special education stimulus funds including: Smart Boards	Nine (9) Smart Boards, Nine (9) Boosters for Smart, & Nine (9) Cables for Smart Boards to be installed in the following locations: Room 106, Room 107, Room 108, Room 109, Room 112, Room 208, Room 204, Room 206 & the Special Education Classroom. Thirteen (13) Wireless Slates to be installed in the following locations: Room 106, Room 107, Room 108, Room 109, Room 112, Room 204, Room 206, Room 208, Room 200, Room 202, Room 205 & the Special Education Room.

<p>Training will be provided in the area of SMARTBOARD training so as to enhance the instructional delivery methods.</p>	<p>Director of Curriculum & Principal</p>	<p>End of each three week, six week & semester.</p>	<p>State & Local Funds</p>	<p>Increased student performance on tri-weekly assessments, six weeks and semester benchmark assessments</p>
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