

# Reagan County Middle School Campus Improvement Plan

## 2015-2017

\_\_\_\_\_ October 12, 2015 \_\_\_\_\_

Date of School Board Approval

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. ( Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

*The staff of Reagan County 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. Henry Ford, who created sixteen millionaires, was asked how he achieved this. He told them that he searches for the gold. You may have to move a ton of dirt to find an ounce of gold. It's just like that in finding those people who want to succeed. We are RCMS are looking for the gold in our students. RCMS is a school where failure is not an option!*

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.	Signature
David Kohutek	Principal	
Maribel Gomez	Counselor	
Melissa Quintero	Teacher	
Sam Long	Teacher	
Andy Perez	Teacher	
Wendell Baucom	Teacher	
Darcy Moore	Teacher	
Priscilla Reyes	Community Member	
Kent Pullig	Business Member	
Maribeth Soliz	Parent	
Tracy Tatum	Parent	

## Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on 10/02/2015.**

Participants in Attendance	Data Sources Examined
<i>David Kohutek</i>	<p><i>AEIS</i>  <i>Federal Accountability Data for AYP</i>  <i>TAKS Data—disaggregated (i.e. AEIS IT)</i>  <i>District PEIMS reports</i>  <i>PBMAS reports</i>  <i>Dropout and School Leaver data—disaggregated</i>  <i>District retention data</i>  <i>District discipline referral data</i>  <i>Parent, Community, Teacher, and /or Student surveys</i>  <i>Student attendance data</i>  <i>Benchmark testing data</i>  <i>Referral percentages for students in Special Education</i>  <i>Campus parent participation records</i>  <i>Community education program records</i>  <i>Truancy data</i>  <i>Homeless population analysis</i>  <i>Teacher retention data</i></p>
<i>Maribel Gomez</i>	
<i>Melissa Quintero</i>	
<i>Sam Long</i>	
<i>Andy Perez</i>	
<i>Wendell Baucom</i>	
<i>Marybeth Soliz</i>	
<i>Darci Moore</i>	
<i>Donna Warriner</i>	
<i>Tracy Tatum</i>	


**Comprehensive Needs Assessment:  
Summary of Findings**

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<i>8<sup>th</sup> Social Studies: Students who are At-Risk, Hispanic, ESL, Economically Disadvantaged and Advanced Students</i>	<i>AEIS Report, STAAR Data</i>
<i>8<sup>th</sup> Science: Students who are At-Risk, Economically Disadvantaged, Hispanic and Advanced Students</i>	<i>AEIS Report, STAAR Data</i>
<i>6-8 Reading: Students who are At-Risk and Advanced Students</i>	<i>AEIS Report, STAAR Data</i>
<i>Parental Involvement</i>	<i>Parent meetings</i>

**In this plan, the term “student groups” refers to students who are Hispanic, White, African-American, Economically Disadvantaged, Migrant, Limited English Proficient, Gifted/Talented, and Special Education (modify as necessary)**

# State Compensatory Education

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

- 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 \$244,982.00

Total FTEs funded through SCE at this District/Campus 19

VASQUMON000	MONTANAH VASQUEZ	TCH	TEACHERS	375.42	7,301.00
DANIEAMY000	AMY DANIELS	TCH	TEACHERS	381.57	9,910.00
GUY_TOB000	TOBY GUY	TCH	TEACHERS	528.02	10,634.00
STILEROB000	ROBERT STILES	TCH	TEACHERS	750.83	751.00
BARTOTRI000	TRISH BARTON				
		AID	AIDS	1,335.56	1,336.00
RIOSSILVIA000	SILVIA RIOS				
		AID	AIDS	1,152.02	1,152.00
	JAMES DAVID CROWDER	TCH	TEACHERS	734.93	16,143.00
CROWDJAM000					
LONG JOH000	JOHN DAVID LONG	TCH	TEACHERS	912.92	23,709.00
	SAMUEL RAY				
LONG SAM000	LONG	TCH	TEACHERS	374.86	30,208.00
	DARCY PAIGE				
MOOREDAR000	MOORE	TCH	TEACHERS	381.56	9,909.00
	AMANDA R				
MOYNIAMA000	MOYNIHAN	TCH	TEACHERS	387.71	10,069.00
	JACK EDWIN				
OLIVEJAC000	OLIVER	TCH	TEACHERS	393.85	10,229.00
	TIFFANY M				
PULLITIF000	PULLIG	TCH	TEACHERS	1,253.47	32,553.00

QUINTMEL000	MELISSA R QUINTERO	TCH	TEACHERS	393.86	14,933.00
SANDEAMA000	AMANDA W SANDERS	TCH	TEACHERS	381.56	9909.00
WEATHASH000	ASHLEY ANNE WEATHERBY	TCH	TEACHERS	1,602.00	41,605.00
PEREZANA000	ANASTACIO PEREZ WENDELL T	TCH	TEACHERS	456.46	11,297.00
BAUCOWEN000	BAUCOM ELIZABETH	TCH	TEACHERS	892.00	892.00
VARGAELI000	VARGAS	AID	AIDS	952.08	<u>2442.00</u>
			TOTALS		244,982.00

The process we use to identify students at risk is:

Student's placement as "At-Risk" to be served with SCE funds is based on state eligibility criteria and is organized by the campus principal, the campus counselor, and the district PEIMS Coordinator.

The process we use to exit students from the SCE program who no longer qualify is:

At the end of each six weeks, student's status as "At Risk" is monitored by the campus principal, campus counselor, and the district PEIMS coordinator.

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

TAKS/ STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Students At-Risk	51	53	NSE	57	57	61	54	55	58	44	49	70	16	22	47
Students Not At-Risk	60	63	NSE	68	75	80	60	60	62	64	57	63	27	23	33

	Drop Out Data		Completion Data	
	2013	2014	2013	2014
Students At-Risk	0%	0%	0%	0%
Students Not At-Risk	0%	0%	0%	0%



# 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 TDPRS 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.

## Title 1 Components for Title I Schoolwide Schools

1. Comprehensive Needs Assessment—strategies that address the findings from our campus' Comprehensive Needs Assessment are labeled 1
2. Schoolwide Reform Strategies—scientifically research-based strategies
3. Instruction by highly-qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the state's academic standards
5. Strategies to attract high-quality, highly-qualified teachers to high-needs schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Assisting students experiencing difficulties mastering the proficient and advanced levels of achievement standards
10. Coordination and integration of federal, state, and local services and programs

## **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;

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title VI, Part B Rural/Low Income</i>
<i>Carl Perkins</i>
<i>IDEA-B Special Ed</i>
<i>ARRA Stimulus Funds</i>
<i>IDEA-B Special Ed ARRA</i>
<i>SFSF-State Stabilization Fund</i>
<b>State Programs/Funding Source</b>
<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>
<b>Technology Allotment</b>
<b>Local Programs/Funding Source</b>

**Goal 1:** Reagan County Middle School will achieve a Recognized Rating by 2017.

**Objective 1:** By May 2016, 70% and May 2017 73% or higher 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:** By May 2016, at least 70% and May of 2017 73% of all students will pass all portions of the state tests, meet ARD expectations, and the Campus will meet AYP.

Data 2014-2015	All Students 200	H 177	W 21	AA 2	ED	Migrant	LEP 21	Spec. Ed. 10	GT 11	Male 93	Female 107
% Met Standard											

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize STAAR Ready, TTM (Thinking Through Math), Lexia, i-station and FLRT (reading), Eduphoria database, and released STAAR test for benchmark testing. Develop composition notebooks to enhance learning	1,9	Teachers	May 2016	Title I Local Funds State Funds	Improved performance of state assessments.
Continued use of TEK Resources, StemScope Science, Social Studies, and Math with the focus of the 5E model of learning. ELA/Lit will use TEK Resources for scope and sequence. Science will use STEM-Scopes.	1,2,3,9	Teachers Principal ESC XVIII Advisors	May 2016	Local Funds	Improved performance of state assessments.
Utilize ESC Services to enhance student learning through staff training	1,4	Principal Curriculum Director ESC Staff	Sept. 2015 On going	Local Funds Title I	PDAS Appraisals and improved performance on State Assessment.

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**Goal 1:** Reagan County Middle School will achieve a Recognized Rating by 2016.

**Objective 1:** By May 2016, 74% and by May 2017 76% or higher 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:** By May 2016, at least 70% and by May 2017, 73% of all students will pass all portions of the state tests, meet ARD expectations, and the Campus will meet AYP.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Will utilize TEKS, StemScope and Resource Center to maximize student success. Develop composition notebooks to enhance learning. Will utilize more laptops for student success	1,2,9	Technology Coordinator, Teachers Principal	Sept 2016-May 2017	Local Funds	Improve performance on state assessment
Implementation of a second math period to work on Thinking Through Math Programs and STAAR Ready. Students will cover one lesson a day. Teachers will monitor progress	1, 2,9	Math and Literature Teachers, Teachers, Principal	Sept. 2016-May 2017	Local Funds	Improved performance on state assessment
Mandatory tutorials for students who are at risk of failing. Higher students will mentor lower students for peer learning. Tutoring classes for UIL are assigned with non-UIL in reading	1,9	Teachers	Sept. 2016-May 2017	Local Funds Accelerated Reading Instruction	Improved performance on state assessment



**Goal 1:** Reagan County Middle School will achieve a Recognized Rating by 2016

**Objective 1:** By May 2016, 74% and by May 2017 79% or higher 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:** By May 2016, at least 73% and by May 2017, 79% of all students will pass all portions of the state tests, meet ARD expectations, and the Campus will meet AYP.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Certified Teacher in ISS, as well as core teachers going to give instruction to students in ISS/AEP	1,9	Principal, Core Teachers	Ongoing	Local Funds	No regression when student returns from discipline placement.
Utilization of staff for the purpose of inclusion for students in Special Ed and ESL.	9	Aides Teachers Principal	Aug 2016- May 2017	Spec ED Title I State Comp Local	Improvement on state test and six weeks grades
Field Trips will be used to interact with and expand current curriculum. On level reading of two books per six-weeks. Two benchmark exams	1,8,9	Teachers Principal	Aug. 2016- May 2017	Local	Achievement on state tests and correlation between field trip and lessons.

\*Identify the Title 1 School wide Component that the activity/strategy addresses if applicable. This column will help ensure that the 10 Components for school wide schools have been addressed. Delete the column if desired.

**Goal 2:** At Reagan County Middle School all students will be taught by highly-qualified teachers.

**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. Reagan County Middle School will recruit and retain highly qualified teachers.

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

Data 2014-15	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	94%	94%	94%

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide a \$4000 stipend to teachers in Math and Science with a secondary certification in math or science.	3, 5	Principal, Business Manager	Aug. 2015 or when certification requirements are met.	Local Funds	100% of Math and Science Teachers are highly qualified.
Ensure that unqualified, out-of-field, or inexperienced teachers do not teach low income and minority students at higher rates than other students.	3	Principal	Beginning of each semester	Local Funds State Funds Title II Funds State Comp	Low income and minority students are taught by HQ teachers
Recruit HQ teachers when positions become available. Pay teachers \$8200 over base.	3	Principal, Business Manager	Beginning of school year	Local Funds, State Comp., Title I	HQ Report



Allocate no less than 10% of Title I, Part A campus allocation for professional development.	3	Principal, Business Manager	2016-2017 school year	Local Funds, Title Funds	Budget Report
Pair new staff members with a mentor.	3	Principal	Beginning of school year	Local Funds, Title 1	Principal, Lead Teacher, Departmental Meetings

**Goal 2:** At Reagan County Middle School all students will be taught by highly qualified teachers **100%**.

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

**Summative Evaluation:** *Example:* Student success on TAKS/STAAR specific to targeted areas of staff development.

<b>Activity/Strategy</b>	<b>Title 1 School wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide opportunities for staff to attend content specific professional development. Invite specialists to present and/or model teaching strategies.	2,3,4,8	Principal, ESC 18, Teachers	Year round	Title II, Local Funds IDEA B (Special Ed, ARRA) Title I	Implementation of instruction into the classroom. PDAS appraisals.
Recruiting: new teachers must be highly-qualified or can attain HQ status before the year end	2,3,4,8	Principal, School Board, Superintendent	Summer 2017	Local Funding	SBEC, Interview
Attend school improvement conference	3	Principal	August 2016-July 2017	Local Funding, Title 1	Teacher and Principal review of needed improvement

**Goal 3:** All Reagan County Middle School Students involvement in violence, tobacco, alcohol and other drug use, will be reduced to 0% as measured by PEIMS, and the number of discipline referrals will decrease by 15%.

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

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Administer random drug and alcohol testing.	1	Principal, CRS Diagnostic Services	Beginning of school to end of school	Local	Test Results and repeat offenders
Empower Student Council and NJHS to present programs, make banners, and provide positive behavior strategies to student body	1	Student Council, Student Council Sponsor NJHS Members NJHS sponsor Principal	Ongoing	Local, Activity Accounts	Reduction in Discipline referrals Climate and Culture surveys.
Change negative areas of respect and attitudes toward education by implementing tougher expectations, extended day tutorials and emphasis on achievement. The campus has initiated an anti-bullying initiative with phone numbers to call to report any incidents.	1	Teachers, Parents, and Principal	Year Round	Local	Increase in grades and positive attitude adjustments

**Goal 4:** All students in Reagan County Middle School will graduate from high school.

**Objective 1** By May 2016 and continued through 2017, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 95%.

**Summative Evaluation:** Dropout rate of less than 1% and a completion rate of at least 95%.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide high school courses in Algebra, Art and Spanish for high school credit.	9	Teachers Principal	Aug. 2016- May 2017	Local	Successful completion of credit for high school
Provide an accelerated math class for struggling students. Additional math classes in STAAR Ready curriculum	1,9	Teachers Principal	Aug. 2016- May 2017	Local Title I State Comp. Special Ed.	Success on STAAR test and 6 weeks grades.
ELLs (English Language Learners) must achieve mastery of core subjects by May 2012	1,9	Teachers, Principal	Aug 2016- May 2017	Local, Title 1 Special Ed.	Success on STAAR test and successful benchmark exams
Provide services and support to homeless students	1,9	Teachers, Principal	August 2016- May 2017	Local	Success on STAAR test and successful benchmark exams.

**Goal 5:** Parents and Community members will be partners in the education of students at Reagan County Middle School.

**Objective 1:** By May 2016 and 2017, 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.

<b>Activity/Strategy</b>	<b>Title 1 School wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Parental contacts at least 3 times a year.	1,6	Teachers	Ongoing	Local Title I	Increase parental awareness.
Encourage parents to sign up to view their child’s grades on Skyward.	1,6	Principal, Technology Director	Ongoing	Local	Increase parental awareness.
Students will be involved in extracurricular activities to keep parents involved with their child	1,6	Teachers Principal.		Local	Increase parental involvement.
Use of District Website and School Reach to announce upcoming events held at the middle school	1,6	Principal, Sup. Secretary,	Ongoing	Local	Increase parental awareness and to promotion of activities.
Mail letters in English and Spanish to parents of each student to notify them of the campus improvement status and school choice	1,6	Principal, Secretary	Ongoing	Local	Increase parental involvement in students education

**Goal 6:** All Elective courses will be taught by highly qualified teachers and will be appropriately funded.  
**Objective 1:** 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.  
**Summative Evaluation:** All teachers and aides will be highly qualified by NCLB standards.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Recruit teachers for all classes that are highly-qualified.	1,2,3	Principal	May 2016-July 2017	Local	100% of teachers and aides are highly qualified.
Ensure there is proper funding for elective courses and extracurricular activities	1,2,3	Principal Athletic Director Business Manager Superintendent Band Director	Ongoing	Local	No line items are over budget.
Alignment of core and elective classes to involve both with TEKS needed to pass the STAAR exam	1,2,3	Principal, Curriculum Dir. Teachers	Year Round	Local	100% of teachers and aides are highly-qualified
Highly qualified intervention teachers used in math and science to raise student's STAAR scores	1,2,3	Principal, Intervention Teachers	Year Round	Local	100% highly qualified.

## Curriculum Needs Assessment

### 1. Student Achievement

More aggressive interventions are necessary for at risk and economically disadvantaged students and advanced students. Continued interventions for the students identified as Hispanic and advanced.

### 2. School Culture and Climate

Our campus reflects negatively in areas of achievement, respect, and attitude toward education. Staff is addressing these issues with tougher expectations, extended day tutorials, emphasis on achievement for the future. Parental involvement for after school activities is a must.

### 3. Staff Quality, Recruitment and Retention

English Language Learners account for a good majority of the kids who struggle on the STAAR test and this area needs to be tackled with full force.

Our STAAR failures promotion committee may need to be stricter on passing standards, otherwise we will continue to see failing trends with these students.

### 4. Curriculum, Instruction, and Assessment

We need to create a shared vision to focus on the students' educational needs.

We need to establish ongoing, school-based professional development.

Provide organizational structures that enable teachers and students to develop the curriculum to succeed.

Have teachers use a variety of student-centered instructional methods

Hold teachers accountable for the success of their students.

Have parents work with their children in establishing appropriate learning outcomes.

Keeping parents involved in the learning process by attending classroom events.

Teachers should design instruction to meet the diverse needs of every student.

## 5. Families and Community Involvement

Due to low parent involvement, a parent-teacher organization would be beneficial at the middle school.

Although programs, opportunities and personnel have been made available to increase involvement, it appears to be very ineffective.

Developing business partnerships to support student success and to reward student success is needed.

More attempts at increasing attendance at committee meetings are needed. Names are listed but participation is lacking

Honoring parent for students being on time

Continuing first and second semester report parent reviews of students' progress

## 6. School Context and Organization

Teachers need a monitor program and chances to team with like subjects during the day.

Schedules need faculty input.

Aides should not make their own schedules.

School needs opportunities for team building and morale building both with students, faculty and community.

More training established for teachers with ample time to learn new programs in technology, ESL. and dyslexia.

## 7. Technology

Better technology training would be a big help for the district. Continue updating and replacing old computers.

## 8. Attendance

First period calls for students who are not in school

Attendance rewards

Lunch buddy luncheons