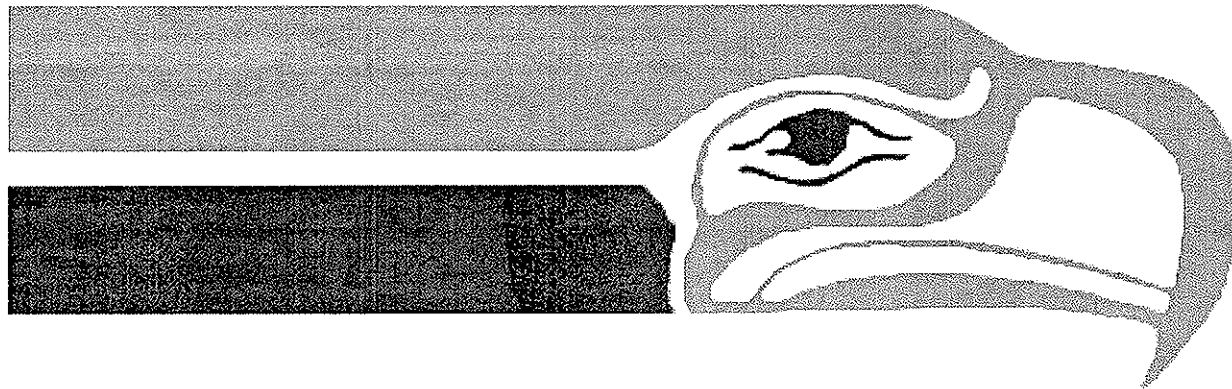


# Wall Middle School Campus Improvement Plan 2015-2016



**Ryan Snowden,  
WMS Principal**

Updates: APPROVED 11/10/15

## **FOREWORD**

This campus statement of mission, goals, and specific activities for improving education at Wall Middle School initiates actions to provide the highest quality educational opportunities for ALL students. At Wall Middle School, "No Child Will Be Left Behind".

This Campus Improvement Plan has been developed as a result of a collaborative effort by a Campus Improvement Team. The plan will be presented to all staff for approval and disseminated to all staff. Copies of the plan will be available to parents and community members. This data will be analyzed and reviewed by the team in order to identify priority needs. As a result, goals, objectives, and activities have been determined.

As major goals are addressed and specific steps are outlined, resources and expenditures on this campus will be related to the components of this plan.

# **WALL MIDDLE SCHOOL**

## **MISSION STATEMENT 2015-2016**

The mission of Wall Middle School is to lay a strong, basic academic and social foundation for all students. Each student will be provided the opportunity to experience academic success and satisfactory social development.

Academic preparation will provide each student the opportunity to achieve to the highest possible level and to be equipped to be successful in the next educational level.

High test scores, academic achievement, and the overall success rate of every student will be our highest priority. "No Student Will Be Left Behind".

## Planning and Decision Making Team 2015-2016

Name	Position ( Parent, Business Community, Teacher, Student, Administrator)
Ryan Snowden	Principal
Kysha Tanner	Counselor
Lacey Bibler	Teacher – Science
Tracy Hettick	Teacher – Special Education
Millie Seamands	Teacher – ESL
Paige Lombard	Teacher – English/Language Arts
Kelly Granzin	Teacher – History
Sandra Jansa	Teacher – Elective/GT/Sixth Grade
Amy McCormick	Teacher – Math/Seventh Grade
Kelli Cope	Teacher – Math/Eighth Grade
Richard Moeller	Parent – Community Rep
Pilar Henry	Parent – Community Rep
Paige Jones	Parent – Community Rep
Jon Graham	Business Representative

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on June 22, 2015.

<i>Participants in Attendance</i>	<i>Data Sources Examined</i>
Ryan Snowden	<ol style="list-style-type: none"> <li>1. 2014 Preliminary STAAR data</li> <li>2. AYP report</li> <li>3. PBMAS report</li> <li>4. Dropout and School Leaver data – Disaggregated</li> <li>5. PEIMS Student Attendance data</li> <li>6. Highly Qualified Teacher report</li> <li>7. District Discipline Referral data</li> <li>8. Staff, parent, community member input and surveys</li> <li>9. Master schedules and duty rosters</li> <li>10. Demographic data</li> <li>11. Teacher and Paraprofessional Qualifications</li> <li>12. Staff Mobility/Stability</li> </ol>
Kelly Granzin	
Paige Lombard	
Lacey Bibler	
Sandra Jansa	
Amy McCormick (Absent - met with at later date)	
Kelli Cope (Absent - met with at later date)	
Tracy Hettick (Absent - met with at later date)	
Pilar Henry (Absent - met with at later date)	
Paige Jones (Absent - met with at later date)	
Richard Moeller (Absent - met with at later date)	

# Wall Middle School Summary of Findings 2015-2016

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<i>STAAR scores in all tested areas.</i>	<i>State Accountability (TAPR)</i>
<i>Economically Disadvantaged subgroup scores – Science, Social Studies in all grades.</i>	<i>State Accountability (TAPR)</i>
<i>At-Risk STAAR scores – Math, Reading, Science, Social Studies in all grades.</i>	<i>State Accountability (TAPR)</i>
<i>6<sup>th</sup> grade student objectives in applying critical thinking skills; analyzation strategies; patterns, relationships, and algebraic reasoning; measurement skills; financial literacy skills; and mathematical processes and tools.</i>	<i>State Accountability (TAPR); Teacher observations; Disaggregated STAAR data</i>
<i>7<sup>th</sup> grade student objectives in applying critical thinking skills; analyzation strategies; using correct and effective sentence structure; numbers, operations, and quantitative reasoning; geometry and spatial reasoning; financial literacy skills; and mathematical processes and tools.</i>	<i>State Accountability (TAPR); Teacher observations; Disaggregated STAAR data</i>
<i>8<sup>th</sup> grade student objectives in applying critical thinking skills; analyzation strategies; applying knowledge of literary elements; numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic reasoning; geometry and spatial reasoning; measurement skills; probability and statistics; financial literacy skills; mathematical processes and tools; issues and events in US History; and geographical, economic, social, and political influences on history.</i>	<i>State Accountability (TAPR); Teacher observations; Disaggregated STAAR data</i>
<b>Student Achievement:</b> <ul style="list-style-type: none"> <li>• <i>Continued focus on all student scores in Social Studies and Science STAAR.</i></li> </ul>	<i>Teacher/Staff observations; State Accountability data; TAPR report; Benchmark testing data</i>

<ul style="list-style-type: none"> <li>• <i>Focus on strategies to improve economically disadvantaged subgroups</i></li> <li>• <i>Continued focus on higher level instructional strategies to increase Advanced Performance rates in all tested areas.</i></li> </ul>	
<p><i>Staff Quality, Recruitment, and Retention</i></p> <ul style="list-style-type: none"> <li>• <i>Set up campus mentoring program for all new hires to assist in campus policies, schedules, etc.</i></li> <li>• <i>Continued recruitment of highly qualified staff – especially in areas of Math, Science, and Special Education.</i></li> <li>• <i>Continue to provide opportunities for in-service specific to each subject.</i></li> </ul>	<p><i>Principal report regarding hiring; Teacher/staff observations</i></p>
<p><i>Curriculum, Instruction, and Assessment</i></p> <ul style="list-style-type: none"> <li>• <i>Improve all levels of communication throughout areas of curriculum planning and provide opportunity for alignment between departments and grade levels.</i></li> <li>• <i>Continue to modify and align curriculum to best meet the needs of our students with relation to STAAR; update curriculum with new textbook adoptions aligned to TEKS.</i></li> <li>• <i>Continued use of grade level calendars as needed.</i></li> <li>• <i>Implement an 8<sup>th</sup> grade independent study course to aid homework load.</i></li> </ul>	<p><i>Teacher/Staff observations; State Accountability data; Principal report/information</i></p>
<p><i>Family and Community Involvement</i></p> <ul style="list-style-type: none"> <li>• <i>Utilize technology to assist in communication ideas – Google classroom, Remind 101, School Messenger, etc.</i></li> <li>• <i>Use calendars when necessary to communicate homework, projects, field trips, etc.</i></li> </ul>	<p><i>SBDMC input; Teacher/Staff/Parent observation and reflection; Principal report</i></p>
<p><i>School Culture and Climate</i></p> <ul style="list-style-type: none"> <li>• <i>Addressing the outside influences that effect school culture or high standards set by community and school.</i></li> <li>• <i>Continue to encourage teachers to maintain parental communication throughout the year.</i></li> <li>• <i>Implement a “character building” program if possible.</i></li> </ul>	<p><i>Teacher/Staff observations; Parent observations; Data from school safety audit; Open House attendance; Counselor input/report; Principal discipline report</i></p>

<p><i>Technology</i></p> <ul style="list-style-type: none"> <li>• <i>Continued use of and add to laptop</i></li> <li>• <i>Increase push for teachers to use technologies during instruction.</i></li> </ul>	<p><i>Teacher/Staff observations; Technology director input/plan for purchase</i></p>
<p><i>Demographics</i></p> <ul style="list-style-type: none"> <li>• <i>Continued work with ESL teachers to collaborate with regular education teachers to assist ESL students and their transitions.</i></li> <li>• <i>Work to balance classes in hopes of creating more diversity among learners.</i></li> </ul>	<p><i>Teacher/Staff observation; PBMAS data tables; LPAC meeting information</i></p>



## **State Compensatory Education**

The State Compensatory Education program at Wall Middle School includes a comprehensive, intensive, accelerated instruction program designed to meet multiple student needs and abilities. The program consists of after-school STAAR preparation tutorials, Math Lab classes that work with students who have failed or struggled on the Math STAAR test, and a Boystown Reading program designed to accelerate student learning for struggling readers.

Total SCE funds allotted to this Campus: \$53,496

Students are entered into the State Compensatory Education program when they meet one of the 13 State of Texas Eligibility Criteria for State Compensatory Education. Students are evaluated at the beginning of each year to identify those that qualify.

Students are exited from the State Compensatory Education program when the student no longer qualifies for the program based on the 13 State of Texas Eligibility Criteria for State Compensatory Education. Students are re-evaluated at the beginning of each year.

## State Compensatory Education Program Program Evaluation/Needs Assessment

### Grade 6

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	93	94	100	77	100	100	--	--	--	--	--	--	--	--	-
Students Not At-Risk	96	100	98	89	96	99	--	--	--	--	--	--	--	--	--

### Grade 7

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	69	85	84	62	67	100	77	85	79	--	--	--	--	--	--
Students Not At-Risk	96	100	98	97	100	100	97	97	100	--	--	--	--	--	--

### Grade 8

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	100	94	100	82	94	88	--	--	--	36	53	40	36	53	40
Students Not At-Risk	98	98	100	97	100	100	--	--	--	89	94	93	75	87	83

# State Compensatory Education

The comprehensive, accelerated instruction program at Wall Middle School consists in computer assisted instruction focused on instructional needs of students recognized as At-Risk according to state criteria.

## State of Texas and Wall ISD Student Eligibility Criteria:

### A student under 21 years of age and who:

1. Is in pre-kindergarten, kindergarten or grade 1,2,3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7,8,9,10,11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; The foundation curriculum includes English language arts; mathematics; science; and social studies;
3. Was not advanced from one grade level to the next for one or more school years; Student remains at risk or dropping out of school for the remainder of his/her public school education;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument;
5. Is pregnant or a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; DAEP;
7. Has been expelled in accordance with Section 37.007, TEC during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System(PEIMS) to have dropped out of school; Student remains at risk of dropping out of school for the remainder of his/her public school education;
10. Is a student of limited English proficiency, as defined by TEC Section 29.052
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by school official, officer of the juvenile court, or law enforcement official; Name Change: Now the Department of Family and Protective Services;
12. Is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or
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 2015-2016**

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

### Program/Funding Source

#### **Federal Programs**

Title I, Part A	\$0.00
Title I, Part C	\$0.00

#### **State Programs/Funding Source**

Career/Technology Education	\$259
State Compensatory Education	\$53,496
Gifted/Talented	\$17,823
Special Education	\$29,205
Bilingual/ESL Program	\$0

## Wall Middle School Campus Improvement Plan 2015-2016

**Goal 1a:** Wall Middle School will maintain excellent performance on STAAR through relevant and rigorous instruction programs.

**Objective:** By May 2016, 90% of all students and student groups, including economically disadvantaged, male, female, Hispanic, White, African American, LEP, gifted & talented, bilingual/ESL, migrant, and special education will pass all portions of the STAAR test, 90% of the students taking the Alternative Assessment will meet ARD expectations, and the campus will meet AYP in all areas measured.

**Summative Evaluation:** 90% of all students will pass all portions of the STAAR test, meet ARD expectations, and the campus will meet AYP.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Identify at-risk students. Track and monitor progress weekly.	All staff	Counselor; Principal	End of each six week period.	Student educational records	Improved student performance and grades; decreased numbers on failure list.
2. Require failure list reports each six weeks to check progress.	All staff	Principal	End of each six week period.	Grade Speed report	Improved performance and grades.
3. Require progress reports each 3 weeks.	All staff	Teachers	End of third week each six week period.	Grade Speed report	Improved performance and grades.
4. Provide homework detention for students not completing classroom assignments.	All Staff	Lunch/Homeroom detention teacher	End of each six weeks period.	Detention referrals, Detention reports at the end of each six weeks period.	Improved performance and grades.
6. Provide assignment notebooks for students' organizational purposes when needed.	Counselor	Counselor and All Teachers	End of each six weeks period.	Assignment notebooks	Improved performance and grades; Fewer homework detentions.
7. Utilize benchmark testing data for all STAAR tested areas.	All staff	Principal, Counselor, Teachers	January 2015	Released STAAR tests	Strengths and weaknesses in tested objectives.

## Wall Middle School Campus Improvement Plan 2015-2016

**Goal 1b:** Wall Middle School will maintain excellent performance on the STAAR writing test through relevant and rigorous instruction programs.

**Objective:** By May 2016, 90% of all student groups including economically disadvantaged, Hispanic, and Anglo will pass the STAAR writing test. Economically disadvantaged students, as well as at-risk students, will improve the same as middle/upper social economic students.

**Summative Evaluation:** 90% of all students will pass the STAAR writing test.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Teach different applications for a variety of essay writings across the content areas.	All teachers	All Teachers; Principal	End of each six weeks period.	STAAR materials, UIL- Ready Writing, Editorial Writing, journals	Improved six weeks grades and STAAR scores.
2. Provide developmental STAAR related writing activities.	All teachers	Language Arts teachers; Principal	End of each six weeks period.	STAAR materials	Improved six weeks grades and STAAR scores.
3. Offer enriched summer learning opportunities for low performing students.	Summer school teachers, special education teachers	Principal; summer school teachers	End of school year,	SCE funds (salary - \$2500; supplies - \$750 (elem and MS)); appropriate student curriculum.	Increased student performance on STAAR.
4. Offer "Extended Day" tutorials for writing portion of STAAR test for students who are "at-risk".	Language Arts teachers.	Language Arts teachers; Principal	End of each six weeks period; 8 weeks prior to STAAR test in February.	SCE funds (\$100x 2); appropriate student curriculum.	Improved STAAR scores.

# Wall Middle School Campus Improvement Plan 2015-2016

**Goal 1c:** Wall Middle School will maintain excellent performance on the STAAR reading test through relevant and rigorous instruction programs.

**Objective:** By May 2016, 90% of all student groups including economically disadvantaged, Hispanic, and Anglo will pass the STAAR reading test. Economically disadvantaged students, as well as at-risk students, will improve the same as middle/upper social economic students.

**Summative Evaluation:** 90% of all students will pass the STAAR reading test.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Provide time and encourage independent reading in class and outside of class.	English/Reading teachers	English/Reading teachers	End of each six week period.	Library books and/or other reading materials	Increased individual reading fluency and comprehension; improved reading STAAR scores.
2. Work with ESL curriculum including oral and written reading skills for better understanding of the regular classroom.	ESL teacher; ESL aide	ESL teacher; ESL aide	End of each six week period.	ESL curriculum	Improvement of individual performance of each skill
3. Incorporate vocabulary strategies to build skills by incorporating vocabulary and literature.	English/Reading teachers	English/Reading teachers	End of each six week period.	Variety of Vocabulary Workshop workbooks	Improved six week grades and STAAR scores
4. Incorporate a variety of reading materials.	All subject area teachers	Entire staff	End of each six week period.	Newspapers, library, encyclopedias, and computers	Increased reading fluency and comprehension; improved reading STAAR scores.
5. Offer "Extended Day" tutorials for reading portion of STAAR test for students who are "at-risk".	Language Arts teachers.	Language Arts teachers; Principal	End of each six weeks period; 8 weeks prior to STAAR test in April.	SCE funds (\$160 x 5; \$100 x 2) appropriate student curriculum.	Improved STAAR scores.
6. Provide enriched summer learning opportunities for low performing students.	Summer school teachers, special education teachers	Principal; summer school teachers	End of school year	SCE funds (salary - \$2500; supplies - \$750 (elem and MS)); appropriate student curriculum.	Increased student performance on STAAR.

# Wall Middle School Campus Improvement Plan 2015-2016

**Goal 1d:** Wall Middle School will maintain excellent performance on the STAAR math test through relevant and rigorous instruction programs.

**Objective:** By May 2016, 90% of all student groups including economically disadvantaged, Hispanic, and Anglo will pass the STAAR math test. Economically disadvantaged students, as well as at-risk students, will improve the same as middle/upper social economic students.

**Summative Evaluation:** 90% of all students will pass the STAAR math test.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Identify TEKS skills to remediate areas that are weak on each student.	Math teachers; Principal; Counselor	Math teachers; Principal; Counselor	End of each six week period.	Disaggregated STAAR data, math grades, technology skills, games, & other skills building materials; mathematic textbooks	Improved STAAR scores.
2. Provide enriched summer learning opportunities for low performing students.	Summer school teachers; special education teachers	Principal; summer school teachers	End of school year, May 2016	SCE funds (salary - \$2500; supplies - \$750 (elem and MS)); appropriate student curriculum.	Increased student performance on STAAR.
3. Utilize targeted, supplemental curricular resources during Math Lab to target "at-risk" students.	Math Teachers and Special Ed Teachers	Math Lab teachers; Special Ed teacher; Principal	End of each six weeks period.	Supplemental materials such as Kamico, Measuring Up!, Math Coach, etc.; Individual student STAAR results; Study Island	Improved math STAAR scores.
4. Offer "Extended Day" tutorials for math portion of STAAR test for students who are "at-risk".	Math teachers.	Math teachers; Principal	End of each six weeks period; 8 weeks prior to STAAR test in March/April.	SCE funds (\$160 x 3); appropriate student curriculum.	Improved STAAR scores.
5. Offer weekly after school tutorials for students.	Math teachers.	Math teachers; Principal	End of each six weeks period;	Appropriate student curriculum; Time for tutorials; SCE funds for supplemental pay (\$20/hr)	Improved STAAR scores.



# Wall Middle School Campus Improvement Plan 2015-2016

**Goal 1e:** Wall Middle School will maintain excellent performance on the STAAR social studies test through relevant and rigorous instruction programs.

**Objective:** By May 2016, 90% of all student groups including economically disadvantaged, Hispanic, and Anglo will pass the STAAR social studies test. Economically disadvantaged students, as well as at-risk students, will improve the same as middle/upper social economic students.

**Summative Evaluation:** 90% of all students will pass the STAAR social studies test.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Use technology to expand knowledge of History.	Social Studies teachers	Social Studies teachers	End of each six week period.	Computer lab availability; SmartBoards and projectors; United Streaming; CPS system	Improved social studies STAAR scores.
2. Correlate with Special Education teachers and paraprofessionals.	Social Studies teachers, Special Education teachers, paraprofessionals	Social Studies teachers, Special Education teachers, paraprofessionals	End of each six week period.	Scheduling where special education teachers and aides can be available for inclusion assistance in Social Studies classrooms.	Improved social studies STAAR scores.
3. Computer programs that create tests and assignments that are STAAR-based and aligned.	Social Studies teachers	Social Studies teachers	End of each six week period.	Computer lab; Webccat; Glencoe Test Generator software.	Improved test scores; Improved STAAR scores due to better alignment.
4. Use of Eduphoria software for STAAR data analysis	8 <sup>th</sup> grade social studies teacher; Principal; Counselor	8 <sup>th</sup> grade social studies teacher.	Throughout school year	Eduphoria software	Improved social studies STAAR scores.
5. Increase understanding of Social Studies TEKS and STAAR objectives	Social Studies teachers; principal	Principal	1 <sup>st</sup> semester department meetings	TEKS; STAAR objectives; Time for meeting	Increase understanding of both TEKS and STAAR objectives.

# Wall Middle School Campus Improvement Plan 2015-2016

**Goal If:** Wall Middle School will maintain excellent performance on the STAAR science test through relevant and rigorous instruction programs.).

**Objective:** By May 2016, 90% of all student groups including economically disadvantaged, Hispanic, and Anglo will pass the STAAR science test. Economically disadvantaged students, as well as at-risk students, will improve the same as middle/upper social economic students.

**Summative Evaluation:** 90% of all students will pass the STAAR science test.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Individualized and group projects designed for students to learn science vocabulary by practical applications and investigations.	Science teachers	Science teachers	End of each six week period.	Textbook, library resources and Internet	Increased student scores due to improved science vocabulary usage.
2. Subject related videos provide up-to-date, current and involved opportunities for discussion.	Science teachers	Science teachers	End of each six week period.	United Streaming and other educational resources	Improved class discussion and reinforcement of curriculum.
3. Goal specific investigative experiments: i.e. blood type tests, water testing, rock testing, rockets, etc.	Science teachers	Science teachers	End of each six week period.	Lab-Aids, Inc.; Science lab	Improved student scores and STAAR scores.
4. Offer "Extended Day" tutorials for science portion of STAAR test for students who are "at-risk". Will also specifically target Economically Disadvantaged subgroup.	Science teachers	Science teacher; Principal	End of each six weeks period; 8 weeks prior to STAAR test in April.	SCE funds (\$160 x 1); appropriate student curriculum.	Increased student scores and STAAR scores.
5. Provide more targeted instruction to students in Economically Disadvantaged subgroup; specifically checking for understanding of vocabulary, critical content, and higher level thinking skills.	Science teachers	Science teachers	End of each six weeks period; STAAR test	Science textbooks; classroom note taking assistance when necessary; online textbook; supplemental resources as necessary.	Increase student scores on STAAR assessment.
6. Correlate with Special Education teachers and paraprofessionals.	Science teachers, Special Education teachers, paraprofessionals	Science teachers, Special Education teachers, paraprofessionals	End of each six week period.	Scheduling where special education teachers and aides can be available for inclusion assistance in science classrooms.	Improved science STAAR scores.

## Wall Middle School Campus Improvement Plan 2015-2016

**Goal 2:** Wall Middle School will maintain a drop out rate of less than 1%.

**Objective:** During the 2015-2016 school year, Wall Middle School will maintain a drop out rate of less than 1%.

**Summative Evaluation:** Less than 1% of students will drop out.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Create a successful learning environment for at-risk students. (See academic goals)	Entire staff	Principal	End of each six weeks period.	Current literature; Instructional modifications as to student's learning style; Caring teacher and staff; Inclusion instructional support; Volunteers; Probation Officer; Municipal Judge; Cheerleaders; Student Council; Athletics; Counseling accessibility; Gifted/Talented Program; CORE	Dropout rate of less than 1% on PEIMS.
2. Perfect attendance awards	Principal	Principal; Counselor	End of each semester	Student attendance	Dropout rate of less than 1% on PEIMS.
3. Track students who withdrew from WISD	Principal, PEIMS Coordinator	Principal	Days following withdrawal of student.	PEIMS	Dropout rate of less than 1% on PEIMS.

# Wall Middle School Campus Improvement Plan 2015-2016

**Goal 3:** Wall Middle School will provide a safe and secure learning environment for all students, faculty and staff.

**Objective:** By May 2016, Wall Middle School will ensure students, faculty, and staff have a safe and secure learning environment with no incidences of violent or criminal incidences reported under the *Family Educational Rights and Privacy Act of 1974*.

**Summative Evaluation:** No incidences of violent or criminal incidences will be reported during school year.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Review School Emergencies Procedures	Entire staff	Principal; Superintendent; Local Emergency Planners	Throughout the entire year; Especially at end of each six week period.	Emergency plan	No incidences of violent or criminal incidences during the school year.
2. Have Red Ribbon Week for drug and violence awareness.	Entire staff	CORE Sponsors (Counselors, School Nurse)	Throughout the entire year; Especially at end of each six week period.	Awareness bracelets, alcohol and drug information	No incidences of violent or criminal incidences during the school year.
4. Students to participate in leadership camp.	CORE Sponsors (Counselors, School Nurse)	CORE Sponsors (Counselors, School Nurse)	Throughout the entire year; Especially at end of each six week period.	Students and leadership camp staff	No incidences of violent or criminal incidences during the school year.
5. Provide Safe and Drug free awareness information	Counselors, Nurse, CORE Sponsors (Counselors, School Nurse)	CORE Sponsors (Counselors, School Nurse)	Throughout the entire year; Especially at end of each six week period.	CORE (students) guest speakers, Right Choices for Youth (Presented by counselor)	No incidences of violent or criminal incidences during the school year.
6. Monitor all areas of the Middle School	Entire staff	Principal	Throughout the entire year; Especially at end of each six week period.	Staff monitoring locations around campus; camera systems on campus	No incidences of violent or criminal incidences during the school year.
7. Utilize the main office as a check-in point for all visitors and require a visitor's pass before they enter campus; Keep exterior doors secured except for main entrance and south foyer door.	Entire staff	Principal	Throughout the entire year; Especially at end of each six week period.	Staff awareness; Visitor's passes; Signs on doors directing visitors to front office.	No incidences of violent or criminal incidences during the school year.
8. Monitor campus via security cameras.	Office Staff	Principal	Throughout the entire school year	Security cameras; technology; monitors	No incidences of violent or criminal incidences during the school year.

# Wall Middle School Campus Improvement Plan 2015-2016

**Goal 4:** Wall Middle School will promote student success by increasing parental involvement and positive communication.

**Objective:** By May 2016, parental involvement and communication will be increased from prior year's involvement and communication based on parental contacts, conferences, open house numbers, etc.

**Summative Evaluation:** Parental involvement and communication will increase from prior year.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Correspondence between school and home will be in Spanish and English when appropriate.	Teachers, Principal, data clerk and staff	Teachers, Principal, data clerk and staff	Throughout the entire school year.	Translator	Increase involvement from Spanish speaking parents.
2. Encourage parent and student participation in Open House	Entire staff	Principal	Night of Open House	All staff, parents/guardians; community members; letter to notify parents	Increased parental participation in Open House
3. Have 6 <sup>th</sup> grade and new student orientation	Entire staff	Counselor, Principal	Beginning of school	Handbooks; 6 <sup>th</sup> grade schedules; school map	Increase parental and student participation
4. Hold an end-of-year awards/graduation ceremony.	Entire staff	Counselor, Principal, data clerk and staff	Last day of school	Certificates	Increased student performance throughout the school year.
5. 5 <sup>th</sup> Grade Transition program.	MS and Elem Counselors	Counselor; Principal	End of school year.	Activities for program designed by counselors.	Increase positive communication.
6. Weekly Calendar/Bulletin available for parents on website	Principal; School Secretary	School Secretary	Weekly throughout the school year.	Weekly bulletin; Access to put on website	Increased communication with all parents on weekly events.

## Wall Middle School Campus Improvement Plan 2015-2016

**Goal 5:** Wall Middle School will maintain attendance of least at 98%.

**Objective:** By May 2016, Wall Middle Schools attendance rate will be at or above 98%.

**Summative Evaluation:** At least 98% average daily attendance for school year.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Provide students with student handbook so students and parents will be aware of 90% rule	All teachers and principal	Principal and counselor	August 2015	Student handbooks	Increase in student attendance.
2. Provide counselor counseling access for all students	Counselor	Counselor	As needed throughout the entire school year.	Teacher, parent, and student reports	Increase in student attendance.
3. Make phone calls to check on absentees	Data clerk	Data clerk	Day of absence	Phones and AGR cards	Increase in student attendance.
4. Send letter to respond to students who have excessive absences.	PEIMS Coordinator; Principal	Principal	End of each 6 weeks.	PEIMS attendance data; Form letter for absences.	Increase in student attendance.
5. Work with district homeless liaison to ensure homeless students' needs for attendance are met.	Principal; Counselor; District Homeless Liasion -- Mrs. Real	Principal; Counselor	As needed throughout the entire school year.	Homeless funds as necessary	Increased attendance by homeless students (when applicable)

## Wall Middle School Campus Improvement Plan 2015-2016

**Goal 6:** Maintain a 100% highly qualified rate for Wall Middle School for the 2015-2016 school year.

**Objective:** By May 2016, highly qualified teachers will teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified and 100% of our faculty and staff will receive high quality professional development.

**Summative Evaluation:** 100% of teachers and paraprofessionals will be highly qualified.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
1. Formulate and conduct a procedure ensuring that all staff members meet the highly qualified standards under NCLB.	Entire staff	Principal	Beginning of each school year.	Professional development through Region XV and Small Schools Cooperative	Annual evaluation of teachers meeting highly qualified standards
2. Provide training and professional development to teachers who do not meet highly qualified guidelines.	Entire staff not meeting highly qualified guide lines	Principal	At the end of each semester.	Professional development through Region XV	End of year review of teachers meeting NCLB highly qualified requirements

## Wall Middle School Campus Improvement Plan 2015-2016

**Goal 7:** To provide the most appropriate setting in regards to least restrictive environment for all students.

**Objective:** By May 2016, Wall Middle School will reduce the ratio of Hispanic students to all students who are identified as special needs by 1% for the 2015-2016 school year.

**Summative Evaluation:** Reduce ration of Hispanic students to Anglo students identified special education by 1%.

Strategies/Activities	Staff Involved	Person(s) Responsible	Monitoring Timeline	Resources Needed	Evaluation
Continued use of RTI to provide necessary remediation and strategies to help students find success prior to referral.	Principal, Counselor, All Teachers	Principal	August 2015-May 2016	Documentation of strategies used; supplemental materials; Math Lab	PBMAS report for 2016
Continued training of staff in use of RTI strategies.	Principal, Counselor, All Teachers	Principal	August 2015-May 2016	Documentation of training; strategies that could be implemented.	PBMAS report for 2016