

# Bridge City Middle School Improvement Plan

## 2011-2012

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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 academic excellence 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 mission of Bridge City Middle School, in partnership with the community, is to provide students with the skills and experiences that enable them to reach their fullest potential as independent thinkers and lifelong learners. We are committed to promoting a sense of pride and community in a safe and supportive school climate.**

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Term Begin/End Date	Signature
Renee Newsom	Teacher	2010-2012	
Kimberly Linder	Teacher	2010-2012	
Melanie Broussard	Teacher	2010-2012	
Laurie Kosh	Teacher	2010-2012	
Crystal Jones	Teacher	2010-2012	
Steve Russell	Librarian	2010-2012	
Rana Miller	Non-Teaching	2010-2012	
Kevin Jones	Non-Teaching	2010-2012	
Gina Mannino	District Level	2010-2012	
Carrie Sanders	Parent	2010-2012	
Kay Kline	Community	2010-2012	
Terrie Gauthier	Business	2010-2012	

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on \_\_\_\_\_.

Participants in Attendance	Data Sources Examined
<i>Kimberly Linder</i>	<div style="border: 1px solid black; padding: 5px;">                     AEIS                      Federal Accountability Data for AYP                      TAKS Data--disaggregated                      District PEIMS reports                      PBMAS reports                      Dropout and School Leaver data—disaggregated                      District discipline referral data                      Student attendance data                      Campus parent participation records                      Campus mentor participation records                      Truancy data                      Homeless population analysis                 </div>
<i>Crystal Jones</i>	
<i>Renee Newsom</i>	
<i>Melanie Broussard</i>	
<i>Kevin Jones</i>	
<i>Rana Miller</i>	

## **Comprehensive Needs Assessment: Summary of Findings**

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
To completely implement the CSCOPE curriculum, using 5E lessons in all of the core classes.	PDAS, Walk Thru's, Teacher Meetings
To provide a well balanced education for the students that involves positive rewards for good behavior and firm, fair and consistent discipline to redirect incorrect behavior.	Parent, community, and student surveys; administration evaluations, PEIMS reports
To increase the amount of intervention we provide for struggling students in all groups and subgroups.	Teacher, Student and Parent feedback along with results from AEIS report.
Close the gap between our At-Risk students and Not At Risk Students.	AEIS report

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

# 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 \_\_\_\_\_

Total FTEs funded through SCE at this District/Campus \_\_\_\_\_

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

- Student performance increase of 110% on TAKS after having failed TAKS previous year
- Student passes STAAR after having failed Pre K – 2 assessments
- Student no longer LEP
- Student no longer Homeless.

*At 100% School State Compensatory Funds are used to support Title I initiatives.*

**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
<b>Students At-Risk</b>	77	81	75	90	89	84	93	96	96	83	71	72	94	95	95
<b>Students Not At-Risk</b>	88	94	97	95	99	95	96	98	99	88	89	93	98	100	100

	Drop Out Data		Completion Data	
	2010	2011	2010	2011
<b>Students At-Risk</b>	0%	N/A	N/A for MS	N/A for MS
<b>Students Not At-Risk</b>	0%	N/A	N/A for MS	N/A for MS

**The comprehensive, intensive, accelerated instruction program at this campus: We offer morning and after-school tutorials, a study hall period for tutorials, Reading Improvement Class, and Math/Science STAAR remediation classes.**

**Upon evaluation of the effectiveness of this program: The committee finds that these programs are successful in offering comprehensive, intensive and accelerated instruction, but are in need of a pull-out program for math and science.**

# 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
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.

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant) – Cooperative with Region 5</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Carl Perkins</i>
<i>HEDA</i>
<b>State Programs/Funding Source</b>
<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 – Cooperative with Region 5</i>

**Goal:** (BCISD District Goal) **Leadership – Academic Goal:** Continue to work with all stakeholders to show an overall increase in State Mandated Test (SMT) scores across all subject areas, with emphasis on Math and Science. *BCISD* will have highest possible rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

**OBJECTIVE 1:** – Aggregate SMT scores will improve, with specific targeted improvement in every area that is not exemplary.

**Summative Evaluation:** 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

% met standard 2010-11	All Students	H	W	ED	Spec. Ed.	Male	Female
Reading	91%	87%	92%	89%	82%	89%	94%
Writing	98%	96%	98%	96%	92%	96%	100%
Social St	97%	96%	97%	95%	73%	94%	98%
Math	90%	76%	91%	85%	68%	88%	88%
Science	85%	88%	85%	84%	54%	85%	85%

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.1 Implement CSCOPE curriculum tool fully in all core subjects	1	Mike King, Gina Mannino, Principals	Aug. 2011 – May 2012	CSCOPE tool and related supplies	ongoing
1.2 Special Ed. students will successfully participate in the STAAR testing programs	2	Campus Administration Special Ed. Director Teachers Inclusion Aides	April 2012	STAAR test	Increase in STAAR scores for special education students

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1.3 Provide staff development opportunities to increase awareness and understanding of students from low socioeconomic backgrounds. Provide methods to identify, support and instruct students whose performance falls below state standards of acceptable performance and to close the gap between majority and minority learner	2, 4, 8	Mike King, Gina Mannino, Campus Administrative Team  At-Risk Teacher	Aug. 2011- May 2012	Consultants, literature/books  People's Publishing Workbooks Study Hall CHIRP Camp	Convocation Speaker Increase in STAAR scores Math $\geq$ 90% Science $\geq$ 90%  Subgroups: Hispanic and Economic Disadvantaged
1.4 Implement CSCOPE assessment system each six weeks to assess student readiness and identify students in need of remediation and administer and disaggregate benchmark assessments at least two times a year.	1, 8	Mike King, Gina Mannino, Principals Core subject area teachers	Aug. 2011- May 2012	CSCOPE Assessments Released TAKS tests Aware	Improved six weeks grades  Reduced failure rate
1.5 Provide an After School Program for all students.	1, 2, 9	Mannino Principals After school teachers	Spring 2011	People's Publishing Workbooks CHIRP Tutors	Improved six weeks grades Reduced failure rate

<p>1.6 In order to close the gap between majority and minority learner, each core academic classroom will have an interactive whiteboard, projector, and document camera along with training for implementation.</p>	<p>2, 4</p>	<p>Mike King, Gina Mannino, Carrie Martin Key trainers</p>	<p>July 2009 - ongoing</p>	<p>Equipment, trainers, substitutes</p>	<p>Increase use of teaching tools that will improve STAAR scores</p>
<p>1.7 Continue to utilize Renaissance Math to assess STAAR objective mastery and identified students in need of remediation.</p>	<p>1, 2, 9</p>	<p>Kelly McBride, Gina Mannino Mike King</p>	<p>Ongoing</p>	<p>Renaissance Software</p>	<p>STAAR math scores will lead the area.</p>
<p>1.8 Implement data disaggregation system providing longitudinal student information to administrators and teachers, including training for teachers on use of the system</p>	<p>1, 8</p>	<p>Mike King, Gina Mannino, Principals</p>	<p>Ongoing</p>	<p>Aware</p>	<p>Increase use of teaching tools that will improve STAAR scores</p>

**\*This column will help ensure that the 10 Components for schoolwide schools have been addressed..**

**Goal 2:** In BC ISD 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, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

**Summative Evaluation:** 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements 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	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2a.1 Mentor Teacher Program will ensure new teachers are successful and will help to retain HQ teachers	4, 5	Principal Curriculum Director Department Chair	June 2011	Department Chair	Class passing rates and benchmark grades will improve
2a.2 Actively recruit highly qualified teachers, professionals, and paraprofessionals/District Job Fair	3	Principal, Personnel Department Superintendent Assistant Superintendent	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
2a.3 Professional In-service for teachers who teach AP/GT classes	4, 5	Curriculum Director Principal Department Chair	May 2011	Region V On-campus inservice	Teaching strategies will be utilized in classroom as measured by walk-through, and PDAS

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
2b.1 Survey professional staff for instructional development needs	4, 5	Curriculum Director Principal	Once a year	Educational, technology, professional development websites	Needs assessment will be developed and utilized by staff
2b.2 Enhance instructional in-service for staff serving ESL and inclusion populations.	3, 4	Curriculum Director Principal Department Chairs ESL teacher	May 2011	Educational materials In-service time	Improve student performance ESL/Spec ed. Population; ESL training provided for ESL teachers; Additional training for TELPAS is needed for non-ESL teachers
2b.3 All G/T teachers will have required G/T hours for certification	4	Curriculum Director Principal Department Chairs	May 2011	Professional development funds In-service training and release time Campus training	All G/T teachers received certification Teachers will master and add teaching strategies at higher thinking skill levels
2b.4 Provide staff development training for teachers in the use of technology in specific courses and throughout the curriculum	3, 4, 5	Principal Carrie Martin	Monthly	Ongoing Training Smart Board, Document camera Tech Support Websites	Increased use of technology by staff and students Improved student performance Increase in-service activities

**Goal 3:** All students in BCISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** 90% of students at Bridge City Middle School will demonstrate appropriate behavior and respect for self and others as indicated in the discipline referral report.

**Summative Evaluation:** By May 2012 the percentage of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced by 1% as measured by PEIMS and number of discipline referrals.

Data 2010-2011	All Students
Discipline/Incidents	290

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
3.1 Counsel and encourage students to report incidents of bullying	10	All staff	August-May 2012	Student Council Initiative Developmental guidance program	Reduction in number of documented instances of student harassment and fighting
3.2 Provide C.P.I. training for key staff members	10	Special Ed. Director ISS teacher Asst. Principal	October 2011	Special Ed funds	Staff can demonstrate and effectively use C.P.I. techniques
3.3 Increase monitoring of students by staff during transition periods and use of security cameras	10	All staff	August-May 2012	Security cameras – technology funds	Reduction in number of documented instances of discipline incidents

3.4 Ensure that BCMS offers a comprehensive health program that has specific, obtainable goals that will provide the students with the knowledge and motivation to live healthy lives.	10	Nurse, AP, PE Teachers, Health Teachers, Principal, Nutrition Dept.	On-going	Grants, CARE, Health Class, Distance Learning Lab	Campus Plan, SHAC Agenda
3.5 Ensure that measures are taken for preventing bullying, investigating bullying, and protecting students from bullying.	10	BCMS Faculty and Staff	On-going	Bullying Investigation document procedure, Counseling, ISS, DAEP	Reduction in number of documented instances of discipline incidents

**Goal 4: Continue to work with all stakeholders to maintain high academic performances across all subject areas ensuring that all students in BCISD will graduate from high school.**

**Objective 1:** All students groups at Bridge City Middle School will have a dropout rate of 0%.

**Summative Evaluation:** Dropout rate of less than 1%.

Data 2010-2011	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout R-port	0%.	0%.	0%.	0%.	0%.	0%.	0%.	0%.	0%.	0%.	0%.

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
4.1 Disaggregate standard test results	8	Principal Department Chairs Teachers	September 2011	AEIS Analysis Staff workday time	Data distributed annually to all faculty and reviewed by subject, test objective, and student sub- groups Maintain 0.0% drop-out rate
4.2 Provide student identification via data based tracking system and AWARE	2, 8	Assistant Principal At-Risk Coordinator Parent/students	On-going	Campus Guidance Program  EDP Discipline	V.S.I. implements utilized; dashboards/TAP Special Populations: Drop out – 0.0%
4.3 Provide Alternative Education Plan and instructional setting	2, 9	Principal At-Risk Coordinator Attendance Committee Parents/Students	2011-2012	Local & State Family services Campus Careers courses DAEP center At-Risk Room	Students in AEP will receive tutoring from classroom teacher during conference period once per week

4.4 Update At-Risk student student profile information	9	At-Risk Coordinator Principal Counselor	October 2011	Graduation Plan follow-up	At risk teacher will develop Graduation plans and meet with students
4.5 Provide campus list of special needs students to required/necessary staff	2	Principal Counselors Diagnostician	September 2011	Special Ed Listing report AEIS data	List supplied to teachers by Diag. along with modifications; instructional aides also assist in this process
4.6 Conduct student orientation that states policy and necessary information in student handbooks and meetings	2, 6	Principal Assistant Principal  Teachers Parents/Students	Summer 2011 and May 2012 for 5 <sup>th</sup> graders	Local & state family services Community juvenile officer SCE	97% attendance or Higher Design and distribute annual handbook updates/Host annual parent orientation
4.7 Monitor daily and weekly attendance rates of individual and all student groups and contact families of students not in attendance	2	Attendance Clerk Teachers Nurse Administration	Daily	Attendance Reports Phone, Mail or Personal Home Contacts	Attendance clerk calls absent students and refer students missing high number to principal; Attendance rate will increase to 97% or better
4.8 Initiate local court and law enforcement action to reduce truancy/absenteeism	2	Principal Asst. Principal District Attendance Officer	2011-2012	District Attendance Officer Communications city/Justice of the Peace Court	Decrease in campus truancy and unexcused absences

**Goal 5: (BCISD District Goal) Operations/School/Community Relations**—Continue the practice of open communications between the school, the community, and the media. Promote BCISD through a variety of methods. Include marketing the district through various media, publications, and signage. Focus on district strengths, including students, staff, and academic and extra-curricular achievement. Assign an employee on each campus to be the media liaison responsible for getting campus news to the district contact.

**Objective 1:** Parents and Community will be partners in the education of students in Bridge City Middle School.

**Summative Evaluation:** By May 2012, at least 90% of all students' parents and/or family members will participate in at least one school sponsored activity.

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Host Parent Open House each school year extending open invitations to parents to visit campus	6	Principal Department Chairs Organization sponsors	Fall 2011	Parent Handouts PTA	Provide orientation during Fall Open House Increase participation and attendance - use student & booster involvement Utilize P.T.A. volunteers
Develop Parent contact via: Phone Correspondence Media Visitation Website District Phone	6	Department Chairs Teaching Staff Auxiliary Staff	Ongoing	Training & orientation Staff Development Correspondence materials	Parent participation level and program involvement will increase from 10-11
Provide information to strengthen parenting skills through parent meetings	6	PTA Principal Counselors Teachers	At least 2 times per year	Parenting Skills Information PTA Web-site	Title I parent meetings parenting skill information and graduation plan/SSI info

Submit weekly school updates to local media outlets.	6	Mike King, Jean Magnuson, Principal	ongoing	Local media sources	Local media will be used to inform parents of events at campus
Update the BCISD website to include a professional appearance, timely updates, user-friendly functionality, to inform parents of upcoming events and information	6	Mike King, Carrie Martin, Jeremy Cooper, Principal Asst. Principal	ongoing	Website training	Visitors to website will find accurate and helpful information that can be used to promote success for their students