

Tyler Independent School District
Moore MST Magnet School
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Student Progress
Postsecondary Readiness



Mission Statement

The mission of Tyler ISD, a diverse community of learners, is to empower and inspire independent thinkers through innovative learning opportunities, in partnership with our community, to positively impact the world.

Vision

Tyler Independent School District will be recognized as a premier school district in the state and the nation.

Moore MST will produce mathematicians, scientists and users of 21st century technology while preparing students for post secondary education and rewarding careers.

Supplemental Funding

Moore MST Magnet School is a Title I School-wide campus and is supported with \$118,750.00 in Title I funds and is also supported with \$147,533.31 in State Compensatory funds to support 3 full -time teacher equivalents.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Type: Middle School

Campus Size: 800 Students

Grade Span 06-08

Percent Economically Disadvantaged 57.0%

Percent English Language Learners 7.7%

Mobility Rate: 7.5%

Student Achievement

Student Achievement Summary

List of data sources reviewed below:

- 2015 TEA Accountability Summary
- 2014-2015 STAAR Percent Score Comparison to District
- District Heat maps comparison of benchmarks to STAAR results
- End of Year RtI Progress Reports
- 2014-2015 School Discipline Reports
- TELPAS Reports
- Appraisal walk-throughs and PDAS Data 2014-2015

Student Achievement Strengths

- Met Standards on: Student Achievement, Student Progress, Closing Performance Gaps, Post Secondary Readiness
- Index 1 Student Achievement earned 1,260 points of 1,539 allowed = 82% Index 1 score above TEA target = 60%
- Index 2 Student Progress earned 407 points of 1,000 allowed = 41% Index 2 score above TEA target 28%
- Index 3 Closing Performance Gaps earned 1,098 points of 2,600 allowed = 42% score above TEA target = 27%
- Index 4 Postsecondary Readiness = 49% score above TEA target = 13%
- TEA Distinctions earned in 6 areas
- Distinction Earned Academic Achievement in Reading/ELA Top Quartile
- Distinction Earned Academic Achievement in Mathematics Top Quartile
- Distinction Earned Academic Achievement in Science Top Quartile
- Distinction Earned Academic Achievement in Social Studies Top Quartile
- Distinction Earned Top 25 percent Student Progress
- Distinction Earned Postsecondary Readiness

Student Achievement Needs

- Continue to close Performance gaps for Economically Disadvantage students in Index 3
- Continue to close Performance gaps for Hispanic students in Index 3

- Continue to close Performance gaps for AA students in Index 3
- Close gaps in Index 1 performance among subject matter tests addressing the lowest performing subjects
- Close gaps of LEP student performance in all subjects from Index 1 and specifically in reading

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data







- Budgets/entitlements and expenditures data

Goals

Goal 1: All students will graduate prepared for college or career, and life-ready to compete in a global economy.

Performance Objective 1: The campus will provide a variety of instructional services for students aimed at meeting individual learning needs.







Summative Evaluation: Academic performance of students increases as measured by state and local data points.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Instruction will be supported with visual aides and opportunities for hands on activities.</p>		PLC Leaders	Documented in teacher lesson plans				
Funding Sources: 211 (Title I), 199 (Local)							
<p>State System Safeguard Strategies</p> <p>2) The campus will administer benchmark exams and short cycle assessments in all core content areas: ELAR, Math, Science and Social Studies.</p>	8	Instructional Specialist, core teachers, Data Teams- Teacher made Short Cycle Assessment	Scores uploaded in AWARE system for PLC Departmental and grade level discussions.				
Funding Sources: 211 (Title I), 199 (Local)							
<p>3) The campus will integrate cross-curricular ELAR and Social Studies units including historical fiction and biographies while increasing collaboration specifically with 8th ELAR and S.S.</p>	2, 10	Social Studies, ELAR and Librarian	Social Studies and ELAR lesson plans horizontally aligned to reinforce Social Studies TEKS.				
Funding Sources: 211 (Title I)							
<p>State System Safeguard Strategies</p> <p>4) The campus will implement an interactive notebook systems for taking notes and pasting classroom activities in to be used as study guides for assessments in grades 6-8 for Science, Social Studies, ELAR and Math.</p>	9, 10	Core teachers	Teacher lesson plans, student journals, student lab reports				
Funding Sources: 211 (Title I), 199 (Local)							
<p>State System Safeguard Strategies</p> <p>5) The campus will emphasize content and academic vocabulary using SIOP strategies for all Core subjects. *Academic word of the week "Scrolling marquees *Announcements</p>		All teachers	Improved benchmark scores Evidence of SIOP strategies in the classroom				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: All students will graduate prepared for college or career, and life-ready to compete in a global economy.

Performance Objective 2: The campus will provide instruction and services that will lead to academic success for each student.

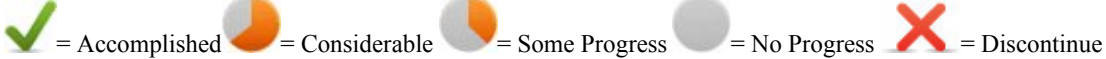
Summative Evaluation: Career and college pathways will be explored and created to meet a variety of interests, needs, and post-secondary goals for students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategies 1) The campus will conduct Informal Reading Inventories completed in all on-level ELAR classes.	8, 9	ELAR, SSI, Dyslexia teachers	San Diego Quick used for 6th, TALA and TMSFA used campus wide 6-8.				
Funding Sources: 211 (Title I)							
State System Safeguard Strategies 2) All ELAR teachers will implement Reader's Writer's workshop using District/Campus support materials.	2	ELAR teachers, ESL teachers, RtI, Dyslexia	Teacher lesson plans, student journals, student essays, reading logs				
Funding Sources: 211 (Title I), 199 (Local)							
State System Safeguard Strategies 3) The campus will encourage writing in all content areas focused on content specific topics and holistic grading.		All teachers except math.	Lesson plans, WAC Samples given to PDAS appraisers with marked student improvement between writing samples.				
State System Safeguard Strategies 4) The campus will require student projects in Science (Science Fair) and Social Studies incorporating Geography and World Cultures, Texas and U.S. History and in Algebra and Geometry projects.	9, 10	Science. Social Studies and Math teachers	Exhibit Fair Displays				
Funding Sources: 199 (Local), 211 (Title I)							
State System Safeguard Strategies 5) The campus will require 8th PAP students to read Science novels; non-fiction and current events.	1	Science teachers, Librarian	Grade book records, library circulation reports				
Funding Sources: 199 (Local), 211 (Title I)							
6) Science enrichment electives will be offered in the master schedule along with other science enrichment activities to include: MST Night, Local and Regional Science Fairs. Science Projects, etc.	9, 10	Science teachers, Scheduling Counselors	Master schedule records Class enrollments Attendance to evening events				
Funding Sources: 211 (Title I), 199 (Local)							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: All students will graduate prepared for college or career, and life-ready to compete in a global economy.

Performance Objective 3: The campus will prepare students for post-secondary education.







Summative Evaluation: There will be an increase in the number of students who attempt a college readiness exam. There will be an increase in the number of students who score satisfactorily on a college readiness exam or advanced coursework.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The campus will support a MST Magnet Program where students will be challenged beyond grade level and receive enrichment in math, science and technology. High School course work will be offered for credit.	2, 7, 10	Principal, Scheduling Counselors, High School course work teachers	Student records of course completion on high school transcripts and student schedules for enrichment courses.				
				Funding Sources: 211 (Title I), 199 (Local)			
2) The campus will DBL Block Algebra.	9, 10	Algebra teachers	Maintain 100% End of Course passing rates and Level III STAAR performance.				
				Funding Sources: 211 (Title I), 199 (Local)			
3) PAP and GT classes will be offered to all students meeting criteria for placement in one or more of the four core areas per grade level.		PAP and GT teachers Office of Advanced Studies	Level III Performance increased as measured on state wide assessments (STAAR and EOC)				
				Funding Sources: 211 (Title I)			
4) AVID classes will be open for qualifying students to interview and apply for entry.	1, 10	AVID Coordinator AVID Teachers AVID Site Team	Increased participation in PAP classes with results improving Level III Performance in all sub pops on STAAR and EOC				
				Funding Sources: 211 (Title I), 199 (Local)			
							

Goal 1: All students will graduate prepared for college or career, and life-ready to compete in a global economy.

Performance Objective 4: The campus will create a culture of post-secondary career or education through exploration and planning.







Summative Evaluation: Students in 8th-12th grade will have graduation plans that reflect their personal post-secondary career and/or college goals. Students, K-7, will have an increase in the number of career and college exploration opportunities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students will make smooth transitions from elementary to middle to high school.	6, 7, 10	Campus Leadership Team and Counselors	Middle and High School visits: CTE visits 5-6th Orientation 8th Four year graduation plans				
Funding Sources: 199 (Local)							
2) All 8th grade students will take high school course work in Professional Communications and complete a Career and Technology lab class.	2, 7, 9	ELAR Certified Speech Teachers Career and Technology certified Business Teachers	Class roles with course completion documented on report cards.				
Funding Sources: 211 (Title I), 199 (Local)							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: All students will learn in schools that meet the needs of our diverse community.

Performance Objective 1: Campus relationships with students and parents support the success of each student.







Summative Evaluation: Parental involvement will increase. Increase in communication efforts and engagement with parents and community.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The campus will continue to provide quality communications regarding all District programming and supplemental services through invitation letters in all media forms, newsletters, websites, letters home, marquee announcements, AM Announcements, Black Board Connect System, email distribution lists, home work agenda with Bilingual communications in both English and Spanish when possible.	10	Principal, Campus Key Communicator, All staff	Improved communications with limited miscommunications diverted to the central administration.				
Funding Sources: 211 (Title I)							
2) Partnership with PTA will continue to be supported with annual drives to assist with membership, fundraising and support of PTA initiatives.		Principal, PTA President	Membership Drive counts to be positively reinforced with offering free tickets to the first dance. Six week meetings with PTA Board attended by the principal. Volunteer rolls and assignments provided by PTA.				
3) All students will participate in a community related event.	6, 10	All staff	Field trips to colleges and businesses, community services volunteer hours, classroom and organization trips, can food drives, school donations to charities.				
Funding Sources: 211 (Title I)							
4) Parents will be encouraged to visit the campus and be involved with communications of various mediums which may include daily email sign up communications, newsletters, weekly classroom emails, websites, letters home, marquee announcements and use of the Black Board Connect Systems.	6, 10	All Staff	Attendance at: Open House, MST Night, Exhibit Fair, STAAR Prep Nights, Sports events, Plays, Concerts, Dances and 8th grade Recognition Ceremonies.				
Funding Sources: 211 (Title I)							
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 5	10	Campus Leadership Team, ACE Coordinator, ESL Teachers, Attendance Clerk, University Academy Parent Liaison	Every effort will be made to send invitations in Spanish/English with personal invitations and phone calls provided. Roll sheets from attendance at school sponsored events and evenings by identified parents.				
5) Efforts will be made to increase ELL and At-Risk student's parent participation in school activities while providing extra-curricular events that encourage ELL's student participation.							
Funding Sources: 211 (Title I)							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: All students will learn in schools that meet the needs of our diverse community.

Performance Objective 2: Comprehensive community involvement supports student success on each campus.


Summative Evaluation: Community involvement/partnerships will increase.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Initiate a financial literacy after school club, "Money Matters" in collaboration with Capital One Bank or other community resources.	9	Math Department Chair	Club enrollment and attendance Student presentations to parents and community members showing financial responsibility.				
2) The campus will partner with the University of Texas at Tyler ACE program to establish after school tutorial clinics and enrichment for all students.	1, 2, 9, 10	Principal University Academy Site Coordinator	Reduced failure rates on report cards Decreased drop out rates Improved attendance rates Increased annual promotion rates Increased performance on STAAR				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: All students will learn in schools that meet the needs of our diverse community.

Performance Objective 3: An array of alternative services, settings and arrangements are available to support student success.


Summative Evaluation: Student performance will increase.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Incentives and communications will be provided to meet the state standard in attendance while continuously improving to 98% annual rate.	1, 10	Attendance clerk, visiting teacher, Asst. Principals, Classroom teachers	Annual and each six weeks recognition of students, daily teacher compliance reports for entering attendance / to include: NBA Program (Never Been Absent) Saturday School Program				
Funding Sources: 211 (Title I)							
2) Saturday School will be provided for students needing to compensate for absences.	10	Assistant Principals, Attendance Clerk	Frequent monitoring of students with high absenteeism. Saturday school rolls and attendance.				
Funding Sources: 211 (Title I)							
State System Safeguard Strategies 3) The campus will provide extended day tutorials and morning tutorials.	9, 10	All teachers	Improved benchmark and short cycle assessment with reduced failure rates on progress reporting.				
Funding Sources: 211 (Title I)							
4) Provide Friday After School Program 4:00-5:30 PM	9	After School Coordinator and staff	Reduced failure rate, reduction in loitering after hours resulting in a safer campus environment After School sign in sheets and payroll				
Funding Sources: 211 (Title I)							
State System Safeguard Strategies 5) Summer School for credit recovery 6-8 and SSI 8th grade students in math and reading will be provided. The campus will also provide a Jump Start Program for at-risk students.	2, 9, 10	Campus Administration, SSI Teachers, Jump Start Teachers	Credit given for the academic year per subject for promotion. Improved 1st six weeks performance in cores classes on report cards fall 2015.				
Funding Sources: 211 (Title I), 199 (Local)							
							

Goal 2: All students will learn in schools that meet the needs of our diverse community.

Performance Objective 4: Students engage in learning with real world interactions and embedded workforce skills.


Summative Evaluation: Increase in campus instructional and program opportunities to integrate real world skills.
 Increase in integration of process skills, communication skills, writing skills, collaborative skills, etc. into instructional delivery and strategies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All students will be encouraged to compete in academic contests.	10	All Staff	Awards for participation in UIL, ETSF, Alamo Bowl, DAR, DRT, Math Counts, Science Fair, Spelling Bee, etc.				
Funding Sources: 211 (Title I)							
2) The campus will partner with Junior Achievement Organization in Tyler to bring in guest speakers from the business world.	10	Career and Technology Teachers Teen Leadership Teachers	Lesson plans integrating Junior Achievement activities into Career and Technology curriculum.				
Funding Sources: 211 (Title I)							
3) Girl Scouts of Tyler will partner with PE teachers to bring guest speakers to help students learn real world skills and support community based projects	10	P.E. Teachers	P.E. lesson plans integrating Girl Scout Activities into the curriculum.				
							

Goal 3: All students will learn from highly effective educators.

Performance Objective 1: The campus will recruit highly effective teachers.


Summative Evaluation: The campus will increase the recruitment of staff members who are qualified and effective in their position as evidenced by certifications and highly qualified status.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Interviews will include a site based team composed of the Principal, the Instructional Coach, Department Heads and select teachers from grade levels to screen all applicants and make hiring decisions in conjunction with District HR job fairs.	5	Principal, Instructional Specialist, Department Heads	PDAS appraisal review of all teachers.				
2) Teachers will receive support from the Instructional Specialist and the TISD Mentoring program to develop and refine best practice classroom strategies that will allow all teachers to experience success in the classroom.	5	Principal, Instructional Specialist, Lead Campus Mentor, Department Heads	TISD Coaching Walk-through forms entered into the system for pre and post coaching conferences.				
							

Goal 3: All students will learn from highly effective educators.

Performance Objective 2: The campus will retain highly effective teachers.

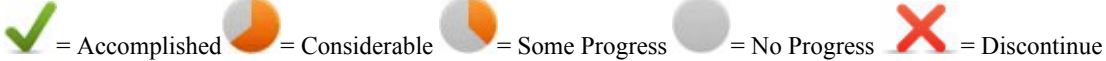
Summative Evaluation: There will be a decrease in the number of teachers leaving the campus. Increase in feedback given to teachers to promote and support effective instruction.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Positive incentives will be provided to all staff and teachers through the campus office and through the support of PTA. Incentives and tokens of appreciation will include meals, release time, thank you notes, positive notes and emails for casual dress incentives, treats in teacher's mailboxes, etc.	3, 5, 10	Campus Leadership team, PTA, PDAS Appraisers	Positive notes reflected on classroom walk-throughs, Incentive days posted.				
Funding Sources: 199 (Local)							
							

Goal 3: All students will learn from highly effective educators.

Performance Objective 3: The campus will provide high quality and differentiated professional growth opportunities for teachers and staff.


Summative Evaluation: The campus will offer a wide variety of professional development to meet the individual professional needs of staff members in order to achieve campus and district goals.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The campus will implement ongoing systems for professional development through PLC time embedded within the school day and through off campus trainings.	2, 4, 5, 10	Principal, Instructional Specialist	Attendance for teachers in PLC trainings, TCEA, TMSA, CAST, Region VII workshops, Learning Forward Conferences, TRC and TQ.				
Funding Sources: 211 (Title I)							
2) Ongoing training in PBL, CAST, TMSA, TCEA, ELPS, ELL, SIOP strategies	2, 3, 4, 5, 10	Principal, Instructional Specialist	Attendance records in Eduphoria				
Funding Sources: 211 (Title I)							
3) All ELAR teachers will be trained in Reading/Writing Workshop and will be ESL certified. ESL certification will be encouraged for all core content staff.	2, 3, 4	Principal, Instructional Specialist	Integration of strategies into daily lesson plans, teacher certification records				
Funding Sources: 211 (Title I)							
							

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 1: Campus facilities will have comprehensive security measures in place.


Summative Evaluation: The campus will increase and improve security measures.
The campus will ensure appropriate communication and training regarding safety measures.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Maintain campus trauma response team.		Principal, Campus Office Leaders	Notes from annual meeting reviewing safety procedures on campus. The team will meet periodically as needed. A phone tree will be established in the event of emergencies during non-school hours.				
2) Analyze discipline data broken down by sub-group and teacher to evaluate the amount of removal time from instruction.		Assistant Principals	Discipline reports, PLC Team Meeting agendas and notes, Discipline referrals kept to a minimum level as compared to prior years and like campuses.				
3) Implement tardy policies, consistent classroom passes, plans for students with 3 or more absences during 1st six weeks.		All staff	Reduction in loitering before, during and after school, first period tardy procedures enforced. Zero tolerance for students outside of class unsupervised without a pass. Frequent tardy sweeps.				
4) Provide safe environment in non-supervised areas before, during and after school with posted rules and duty roster assignments to include security presence at evening events.	10	Campus Leadership Team SRO Officer All Staff	Eliminate complaints of bullying, reduction in physical contact violations. Campus clear at 4:00 PM				
							

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 2: Campus interventions support a safe learning environment for all students.

Summative Evaluation: The campus will provide active monitoring and support for the implemented positive behavior support plan. Increase in effective RtI behavioral support and intervention for struggling students.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Maintain Positive Behavior Support System campus wide. (PBIS)	1, 2, 10	PBIS team leaders and members	Consistency in daily procedures in all areas with reinforcement programs in place: PBIS Punch Cards along with other incentives developed by the PBIS team.				
Funding Sources: 211 (Title I)							
2) Maintain systems to identify students on campus: consistent uniform policies, color coded ID lanyard by grade level, hall pass color cones	1, 10	All Staff	Identification daily of students in and out of class. Lanyard colors: 6th grade white, 7th grade red, 8th grade black. Hall pass colors: 6th grade yellow, 7th grade green, 8th grade blue, restroom pass orange				
Funding Sources: 211 (Title I), 199 (Local)							
3) Provide "After School" Detention center to deter negative behavior.	2, 10	Assistant Principals, After school D-Hall Monitor	Review of data of office referrals for effectiveness of program. Daily D-hall attendance sign in sheets. (Coordination of funds with ACE grant funds)				
4) Provide discipline consequences that avoid classroom disruption.	1, 10	Leadership team, Classroom teachers	Review of ISS, DAEP and Suspension assignments, Classroom discipline plans posted, Parent contact logs, AP and teacher assigned detention after school, lunch detention, Saturday School				
Funding Sources: 211 (Title I)							
							

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 3: The campus will have a defined character education initiative with clear parameters and goals.

Summative Evaluation: The campus will provide a consistent and unified approach to character education.

Increase in the number character education lessons taught on the campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide incentives for students passing and raising grades on progress reports (BUG Program) 6 week goal setting by students in Mentor classrooms. Curriculum used during Mentor class will include: character education, bullying prevention and college and career materials. Character concepts will be reinforced school wide in announcements and school activities.	1, 2, 10	Counselors, Mentor teachers	Reduced failure rate on Report Cards. Increase in students earning all A's and A/B Honor Rolls				
	Funding Sources: 211 (Title I)						
2) Provide Drug Free Awareness and incentives for living drug free, alcohol free and tobacco free.	2, 10	Counselors, D-Fy-It Sponsors, Mentor homeroom teachers	Drug free reports from drug dog program, Zero students testing positive for drug use, Valentines Dance participation, Red Ribbon Week				
	Funding Sources: 211 (Title I)						
							

Goal 4: All students will learn in a safe, secure and positive learning environment.


Performance Objective 4: All students will be equipped with tools to positively address specific social and emotional challenges.

Summative Evaluation: Increase in professional development related to social emotional needs of struggling students.

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 5: The campus promotes community partnerships to provide mentors to students.

Summative Evaluation: Increase in the numbers of community/business mentors for students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All students will be assigned a teacher mentor and will meet a minimum of 10- 12 times per year. Maintaining good grades and involvement in school will be reinforced with a school-wide sticker program with student ID badges.	10	Counselors, All teachers	Student ID badge showing campus involvement.				
	Funding Sources: 211 (Title I)						
2) The campus will partner with community organizations to have guest speakers and mentors to work with students before, during and after school. (Girl Scouts, Girl Power Conference, Junior Achievement, FCS Youth Pastor leadership, Human Trafficking classes in Ace, and Financial Institutes providing Reality Fairs.)	10	Campus Leadership, Counselors	Sign in sheets for programs, teacher lesson plans, agendas from clubs and organizations				
							

Goal 5: All students will learn through comprehensive and innovative education.

Performance Objective 1: The campus will provide innovative learning settings, strategies, schedules, and/or interventions aimed at meeting the individual interests and needs of students.

Summative Evaluation: Increase in the number of innovative strategies implemented or integrated at the campus level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) The Campus will provide PLC time for collaborative lesson planning and for vertical and horizontal alignment of classroom strategies and AIP interventions.</p>	4, 8, 9, 10	Instructional Specialist, Campus Administrators, Department Heads, Grade Level Leaders	Alignment of lesson plans and consistency in instructional delivery to include agendas and notes. Also includes Wednesday morning Dept. Vertical PLC mtgs, Horizontal grade level PLC mtgs.				
<p>State System Safeguard Strategies</p> <p>2) The RtI Process will be used to identify and address the needs of students that are "at-risk" of failure with special focus on students missing the minimum passing standard on STAAR.</p>	9, 10	Student Success Team to include RtI Teachers, PBIS and GPC Committees	RtI appropriate Tiers in place to address student's needs, Six weeks meeting records reviewing data and placing students into intervention services.				
Funding Sources: 199 (Local), 211 (Title I)							
<p>3) A push in partnership, collaborative teaching model will be provided to support all students as identified and defined with individual IEP's.</p>	2, 9, 10	Partner Special Program Teachers Teacher Assistants Deaf Ed Interpreters	IEP modification sheets Accommodation sheets Inclusion minutes				
Funding Sources: 211 (Title I), 199 (Local)							
<p>State System Safeguard Strategies</p> <p>4) ESL Support classes will be provided for all students identified by the LPAC process who are in need of these services.</p>	9, 10	ESL Teachers	Use of Journey Curriculum and Assessments, OLPT Test, Writing Portfolios. Decreased failure rate among ESL and LEP students. Increased Level II and III performance on STAAR				
Funding Sources: 211 (Title I), 199 (Local)							
<p>5) Dyslexia support services provide for all identified students.</p>	9, 10	Dyslexia Teacher	Student progress in Dyslexia curriculum and assessment reports. Dibels Daze, Easy CBM				
Funding Sources: 199 (Local), 211 (Title I)							
<p>6) Life Skills classes and basic classes in Math and ELAR will be provided to support all students needing these services and as defined per IEP.</p>	9, 10	Life skills teacher and teacher assistants	Decreased student failure rate. Student progress in Life Skills curriculum and assessment data AFLS.				
Funding Sources: 211 (Title I), 199 (Local)							
<p>7) Employ an Instructional Specialist to coach teachers and assist with PLC collaboration and data collections that focus on closing performance gaps among "at-risk" learners.</p>	9, 10	Principal	Improved formative assessments for identified students.				
Funding Sources: 211 (Title I)							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: All students will learn through comprehensive and innovative education.

Performance Objective 2: The campus will provide a variety of intensive, compensatory, and/or accelerated instructional environments for students at risk of dropping out of school.






Summative Evaluation: Increase in the academic achievement of students as measured by local and state assessments. Increase in the number of students who find success in Tier I, II, and III interventions. Increase in the number of students exiting the Bilingual/ESL program or moving up in levels of achievement (High and Advanced High).

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategies 1) The campus will focus on class size reduction in ELAR to improve 1:1 instructional strategies with identified students.	9, 10	Principal, Scheduling Counselors	Improved student performance moving from Level I to Level II and II on STAAR.				
Funding Sources: 211 (Title I)							
State System Safeguard Strategies 2) The campus will extend math and science instructional minutes: 8 DBL block for identified students, before and after school tutorials, Math/Science Campus, pull-outs	8, 9, 10	Math / Science Teachers	Improved student performance moving from Level I to Level II and to Level III on STAAR. Growth in Index 2 and 3.				
Funding Sources: 211 (Title I)							
State System Safeguard Strategies 3) The campus will provide STAAR review camps for Science and Social Studies.	9, 10	Instructional Specialist, Science/Social Studies Department Heads	Increase level II and III performances on STAAR				
Funding Sources: 211 (Title I)							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: All students will learn through comprehensive and innovative education.

Performance Objective 3: The integration of Visual and Performing Arts, Athletics, CTE and other extra-curricular activities will be used as a tool to enhance student education.


Summative Evaluation: Increase in participation in extra-curricular activities, 6th - 12th.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Encourage all students to be involved in a campus club or campus organization.	10	Organization Sponsors	Club and organization membership rolls: D-Fy-It, Drama Club, F.C.S., Jr. Historians, N.J.H.S., U.I.L. Academics, Step Team, Student Council, Technology Association, Robotics Club, Money Matters Club,				
2) Mustang Mosaic Program will be supported to recognize well rounded students participating in NJHS, D-Fy-It, Academic Competitions, Athletics, Music Programs and Campus Organizations	1, 10	Campus Leadership Team Counselors	Annual recognition of students who qualify for Mustang Mosaic Program. Annual Self Assessment of students involvement completing form in the Homework Agenda.				
Funding Sources: 211 (Title I)							
3) TISD Middle School traditional athletics programs will be supported while also including swimming, tennis and soccer programs with campus funding.	10	TISD Athletic Department Lead Campus Athletic Facilitators Campus Administration	Class rolls for course work and sports teams rosters completed.				
Funding Sources: 211 (Title I), 199 (Local)							
4) 4) Partner with Young Audience Organization to provide dance classes to students as an elective option during the school day.	10	Classroom teachers assigned to dance classes	Annual dance performance, Student schedules and course completion.				
Funding Sources: 199 (Local), 211 (Title I)							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: All students will learn using a cutting edge technology device in the educational environment.

Performance Objective 1: The campus will provide differentiated and ongoing professional learning opportunities to increase the integration of technology in the instructional delivery.

Summative Evaluation: Increase in the number professional development sessions offered and attended that focus on technology integration. Increase the observational data indicating teachers are utilizing innovative technology in lessons.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1) The Campus will integrate technology in all core classes and electives.	2, 4, 9, 10	Campus Tech Trainers, Leadership Team, Teachers	Lesson plans listing instruction utilizing a variety of multimedia resources supported by walk-through observations.				
Funding Sources: 199 (Local), 211 (Title I)							
2) The campus will require MST technology enrichment courses at each grade level and offer additional elective courses in technology.	1, 10	Principal, Scheduling Counselor	Attendance rolls in 6th grade keyboarding, 7th grade Word Processing, 8th grade Web Application and Career and Technology courses				
Funding Sources: 211 (Title I)							
3) The campus will provide technology training to all staff members to integrate technology into instruction, personal professional management skills and communication.	4, 5, 10	District Campus Technology Trainer Campus Leadership Team	Attendance training records documented in Eduphoria for Wired Wednesday or Tech Thursday titles.				
Funding Sources: 211 (Title I), 199 (Local)							
4) Integrate technology hardware and software in all core classes, electives and CTE classrooms.	2, 10	Campus Leadership Teams	SMART Board Technology in all classrooms, projection systems, computer hardware/software, digital cameras, Lumens, iPad stations, computer labs				
Funding Sources: 211 (Title I), 199 (Local)							
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Instruction will be supported with visual aides and opportunities for hands on activities.
1	1	2	The campus will administer benchmark exams and short cycle assessments in all core content areas: ELAR, Math, Science and Social Studies.
1	1	4	The campus will implement an interactive notebook systems for taking notes and pasting classroom activities in to be used as study guides for assessments in grades 6-8 for Science, Social Studies, ELAR and Math.
1	1	5	The campus will emphasize content and academic vocabulary using SIOP strategies for all Core subjects. *Academic word of the week "Scrolling marquees *Announcements
1	2	1	The campus will conduct Informal Reading Inventories completed in all on-level ELAR classes.
1	2	2	All ELAR teachers will implement Reader's Writer's workshop using District/Campus support materials.
1	2	3	The campus will encourage writing in all content areas focused on content specific topics and holistic grading.
1	2	4	The campus will require student projects in Science (Science Fair) and Social Studies incorporating Geography and World Cultures, Texas and U.S. History and in Algebra and Geometry projects.
1	2	5	The campus will require 8th PAP students to read Science novels; non-fiction and current events.
2	1	5	Efforts will be made to increase ELL and At-Risk student's parent participation in school activities while providing extra-curricular events that encourage ELL's student participation.
2	3	3	The campus will provide extended day tutorials and morning tutorials.
2	3	5	Summer School for credit recovery 6-8 and SSI 8th grade students in math and reading will be provided. The campus will also provide a Jump Start Program for at-risk students.
5	1	1	The Campus will provide PLC time for collaborative lesson planning and for vertical and horizontal alignment of classroom strategies and AIP interventions.
5	1	2	The RtI Process will be used to identify and address the needs of students that are "at-risk" of failure with special focus on students missing the minimum passing standard on STAAR.
5	1	4	ESL Support classes will be provided for all students identified by the LPAC process who are in need of these services.
5	2	1	The campus will focus on class size reduction in ELAR to improve 1:1 instructional strategies with identified students.
5	2	2	The campus will extend math and science instructional minutes: 8 DBL block for identified students, before and after school tutorials, Math/Science Campus, pull-outs
5	2	3	The campus will provide STAAR review camps for Science and Social Studies.

State Compensatory

Personnel for Moore MST Magnet School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cogburn, Diane	Dyslexia Teacher	Dyslexia	1.0
Edwards, Sandra	RtI Teacher	RtI	1.0
Piske, Debra	RtI Teacher	RtI	1.0

Title I

Schoolwide Program Plan

- **Activities**
- Supplemental, Research-Based Reading/ELA Instruction
- Supplemental, Research-Based Writing Instruction
- Supplemental, Research-Based Math Instruction
- Supplemental Campus-Based Professional Development
- **Delivery Methods:**
- Tutorials
- Small-Group Instruction
- Individualized Instruction
- Computer-Aided Instruction
- Extended Learning Opportunities

Ten Schoolwide Components

1: Comprehensive Needs Assessment

List of data sources reviewed below:

- 2015 TEA Accountability Summary
- 2014-2015 STAAR Percent Score Comparison to District
- District Heat maps comparison of benchmarks to STAAR results
- End of Year RtI Progress Reports
- 2012-2013 School Discipline Reports
- TELPAS Reports
- Appraisal walk-throughs and PDAS Data 2014-2015
- Number of Students in a Class
- Analysis of Student Academic Assessments
- Evaluation of Parental Involvement Activities to Determine Whether Level of Participation Has Increased and if Activities Meet the Needs of Parents
- Analysis of Academic Records, Priority for Service (PFS), Disaggregated by All Migrant Students, as Well as by Students in Order to Target Services
- Participation Data Disaggregated by Student Groups, Gender, and Age
- Attendance Rates Disaggregated by Student Groups and Gender
- Dropout Rates Disaggregated by Student Groups and Gender

- Evaluation of Policies and Procedures to Ensure a Positive Impact on Student Performance
- Evaluations of Professional Development Activities to Ensure a Positive Impact on Student Performance
- Student Performance Data Disaggregated by Student Groups and Gender
- Discipline Referrals
- Staff Surveys/Interviews
- Student Retention Records
- Teacher Retention
- Truancy

2: Schoolwide Reform Strategies

- See Schoolwide reform strategies documented in the plan with the number 2 beside the goal/strategy.

3: Instruction by highly qualified professional teachers

- The Campus/District will ensure that all teachers meet certification requirements and are highly qualified while processing all teaching personnel through HR and Payroll.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

- Additional Degrees and/or Certifications Sought
- Cross Training of Other Staff Members
- Emphasis of Training on Culturally and Linguistically Appropriate Practices
- Integrate Technology in Instruction and Curriculum
- Partnerships with Institutions of Higher Education
- Peer Coaching
- Training in Curriculum Areas Such As Core Academic Subjects
- Vertical Teams
- Cross-Curriculum Development/Fundamentals of Youth Development
- Integration of Advanced Technologies, Including Emerging Technologies, into Curricula and Instruction and in Using those Technologies to Create New Learning Environments
- Curriculum Development/Acquisition
- Grade-Level Meetings
- Preparation of One or More Teachers in Schools As Technology Leaders Who Will Assist Other Teachers
- Specific Student Data Used to Plan Student Instruction
- Techniques to Assist English Language Learners Improve Language Acquisition and Achievement in Core Academic Subjects

5: Strategies to attract highly qualified teachers

- The District will send representatives to Job Fair and College Career Days in the local areas.
- The Campus will host a booth at the District Annual Job Fair to recruit teachers and other campus staff members.
- The District will maintain a competitive salary and benefits scale for teachers.

6: Strategies to increase parental involvement

- Inclusion of Parents in the Activities of the Title I, Part A
- Inclusion of Parents in the Development and Review of Parent Involvement Policies and Their Effectiveness
- Inclusion of Parents in the Development of School-Parent Compacts
- Materials Provided in an Understandable Format and in the Parent's Primary Language
- Notification to Parents at Beginning of School Concerning the Availability of Teachers' Qualifications in an Understandable and Uniform Format and, to the Extent Practicable, in a Language the Parents Can Understand
- Notification to Parents When Child is Assigned for 30 or More Consecutive Days to a Core Academic Subject Teacher Who Is Not Highly Qualified, in an Understandable and Uniform Format, and to the Extent Practicable, in a Language the Parents Can Understand
- Establishment of a Districtwide Parent Advisory Council (PAC) That Provides Meaningful Consultation in the Planning and Operation of the Migrant Education Program. PAC Meetings Must be Conducted in a Format and Language that is Understandable to the Migrant Parents
- Inclusion of Parents in the Development, Review, and Evaluation of the Campus and District Improvement Plans through Site-Based Decision-Making Committee
- Parent/Teacher Conferences
- Activities to Promote Family Support for Higher Education
- Advisory Committee Participation
- Child Care Provided During Parent/Family Involvement Activities
- Home Visits
- Inclusion of Parents in the Planning, Assessment, and Implementation of Dropout Prevention Activities
- Parent and Community Participation/Sponsorship in Drug Use Prevention and Violence Prevention Activities
- Presentations to Student Classes by Parents/Community Members
- School Visits
- Volunteer Activities

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

- This component is not applicable for grades 6-8.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

- Teacher professional learning communities will be established and time built in within the school day for teachers of like grade levels and like subject matters to develop Campus Curriculum Assessments for horizontal alignment.
- Subject Department Professional Learning Communities will be established and will meet on Wednesday mornings for vertical alignment of assessments and to improve student achievement by subject for all students groups.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

- See Schoolwide strategies documented in the plan with the number 9 beside the goal/strategy.

10: Coordination and integration of federal, state and local services and programs

- See Schoolwide strategies documented in the plan with the number 10 beside the goal/strategy.

2015-2016 Campus Performance Objectives Committee

Committee Role	Name	Position
Principal	Claude Lane	Principal
Assistant Principal	Damien Miller	Assistant Principal
Assistant Principal	Jim Pollard	Assistant Principal
Business Representative	Sheila Berry	Business Representative
Business Representative	Terry Cox	Business Representative
Classroom Teacher	Tammy Bowers	Math Department
Classroom Teacher	Sandy Edwards	Response to Intervention
Classroom Teacher	Tiffiney Hawkins	Special Programs Rep
Classroom Teacher	Kenya McCullough	Science Department
Classroom Teacher	Raven Minter	Elective Department
Classroom Teacher	Jennifer Sheffield	Social Studies Department
Classroom Teacher	Rebecca Tillson	ELAR Department
Community Representative	Jill Garrity	Community Member/Parent
Counselor	Larra Selman	Counselor
Counselor	Angela Smithee	Counselor
District-level Professional	Linda Benolken	District Member
Instructional Coach	Kay Bellar	Instructional Coach
Parent	Kim Johnson	Parent
Parent	Amy Lively	Parent
Parent	Stephanie McClintock	Parent
Student	Ellie Lyons	Student Council President