

**MORRIS UPCHURCH MIDDLE**  
**Campus Improvement Plan**  
**2017/2018**

Date Reviewed:

DMAC Solutions ®

Page 1 of 28

Date Approved:

10/28/2017

# MORRIS UPCHURCH MIDDLE

## **Mission**

*MORRIS UPCHURCH MIDDLE*

*Mission*

*“We are here as a united community to support and encourage each other to become positive, well-rounded, lifelong learners and successful leaders of the future.”*

## **Vision**

*Vision*

*At MUMS we: Provide a challenging, standards based educational program, preparing students for success in high school and beyond. Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students. Provide a caring, nurturing environment in which all students can feel supported and safe emotionally, intellectually, and physically Build positive personal characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique.*

### Nondiscrimination Notice

MORRIS UPCHURCH MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# MORRIS UPCHURCH MIDDLE Site Base

Name	Position
Bates, Kendra	Counselor
Blank, Melissa	Parent
Coats, Melvin	Community Rep.
Dickey, Kim	Nurse
Earnest, Tiffany	Teacher
Hicks, Faye	Teacher
Holmes, Steve	Principal
Hutchinson, Robin	Teacher
Iles, Kimberly	SPED Teacher
Miles, Shirley	Teacher
Niedens, Kristin	Parent
Patterson, Shelia	Community Rep.
Powers, Diana	Business Rep.
Rawls, Jay	Business Rep.

# Resources

Resource	Source
No rows defined.	

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# MORRIS UPCHURCH MIDDLE

**Goal 1.** QCISD will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 1.** All student and student groups will increase their level of performance through the utilization of intensive remediation and tutorial programs, with special emphasis given to economically disadvantaged, special education, and African American students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Title I SW: 1) (Target Group: All)	Campus Principal	October - November	(L)Local	Summative - Comprehensive Needs Assessment Summary
2. Strategies classes will be provided during the school day along with pull-out programs with interventionists to better meet the needs of our at-risk students. (Title I SW: 9) (Target Group: AA, ECD, SPED, AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Director of Instruction and Technology	Every 3 weeks	(F)Title I, Part A, (S)State Comp - Amt - \$46,902.42, (S)State Comp FTE - 1	Summative - Teacher-generated tests, benchmarks, and mastery of STAAR
3. To provide data-driven instruction, disaggregated data from DMAC reports on STAAR results will be used when planning instruction. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)	Campus Principal, Counselor, Director of Instruction and Technology	Every 3 weeks	(F)Title I, Part A, (L)Local	Summative - Benchmarks, STAAR test results, lesson plans, DMAC reports
4. To strengthen the core academic program, aligned curriculum will be used in all core subjects with resources from TEKS Resource Cooperative, Region 8 ESC, Region 4 workbooks and science textbooks. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Every 3 weeks	(L)Local, (S)Instructional Materials Allotment	Summative - Lesson plans and STAAR mastery improvement
5. Extended year services will be offered to meet the needs of at-risk students. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 4)	Campus Principal, Director of Instruction and Technology	June	(S)State Comp - Amt - \$7,200, (S)State Comp FTE - 3	Summative - Extended year student registrations, STAAR mastery results

# MORRIS UPCHURCH MIDDLE

**Goal 1.** QCISD will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 1.** All student and student groups will increase their level of performance through the utilization of intensive remediation and tutorial programs, with special emphasis given to economically disadvantaged, special education, and African American students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Specific, targeted instruction in math and reading for Special Education students will be implemented to address missed System Safeguard with 2017 STAAR assessment. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Director of Special Services	Every 3 weeks	(F)Special Education Idea B, (L)Local	Summative - STAAR mastery results in Special Ed category
7. All mainstreamed special education students will be supported by the special education teacher or an assistant in core academic classrooms, and the special education teacher will plan, align, and coordinate instruction with the math and reading teachers. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Special Services	Every 3 weeks	(F)Special Education Idea B, (L)Local	Summative - STAAR mastery results in Special Ed category
8. Technology integration will be utilized to strengthen and support learning in core subjects, with special emphasis on STAAR tested areas. Programs to be used are Dreambox, Flocabulary, Study Island, Accelerated Reader, and Compass Learning. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Every 3 weeks	(S)Instructional Materials Allotment	Summative - STAAR mastery results
9. Administrators and teachers will meet quarterly to evaluate student progress, discuss student needs, determine an appropriate academic assessment schedule (such as benchmarking) and collaborate in regards to instructional strategies. (Title I SW: 8) (Target Group: All) (CSFs: 1)	Campus Principal	Every 9 weeks	(L)Local	Meeting Logs

# MORRIS UPCHURCH MIDDLE

**Goal 1.** QCISD will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 2.** An educational program that meets the unique and diverse needs of all middle school students will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teacher of identified gifted students will incorporate fine arts into the students' project-based learning instruction. (Target Group: GT) (CSFs: 1)	Campus Principal	Every 9 weeks	(S)Gifted and Talented	Summative - Lesson Plans, Student Projects
2. Students will have the opportunity to participate in UIL, and resources such as practice and practice material will be provided. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor	Monthly through December	(L)Local	Summative - Record of Student Participation in UIL
3. Fine arts classes will be offered for all students. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor	August	(L)Local	Summative - Enrollment in Fine Arts
4. Behavior plans will be designed for students with special needs. (Target Group: SPED)	Campus Principal, Director of Special Services	Every 9 weeks	(F)Special Education Idea B, (L)Local	Summative - Behavior Plans
5. A Math and Science team will participate in the Texas Math and Science Coaches Association competitions. (Target Group: All) (Strategic Priorities: 2) (CSFs: 4)	Campus Principal	Weekly	(L)Local	Summative - Meet Results, STAAR Advanced Results
6. Extra-curricular activities will be provided: One Act Play, Color Guard, Student Council, Band, Sports, Archery Club, and Cheerleading. (Target Group: All) (CSFs: 6)	Campus Principal	Semester cycle	(L)Local	Summative - Participation Records
7. ESL classes, with an ESL certified teacher, will be provided for identified students. (Target Group: ESL) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Semester Cycle	(S)CTE	Summative - ESL Lesson Plans; TELPAS mastery results
8. To help students stay organized, agenda books will be provided, as needed, and Remind (a parent contact program) will be used by all teachers to inform parents of student assignments and activities. (Title I SW: 9) (Target Group: All) (CSFs: 5)	Campus Principal	Every 9 weeks	(L)Local	Summative - Student 9-week Report Cards
9. Dyslexia classes will be offered for students who qualify. (Title I SW: 9) (Target Group: AtRisk, Dys) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal	Semester Cycle	(S)State Comp - Amt	Summative - Dyslexia student results for STAAR test



# MORRIS UPCHURCH MIDDLE

**Goal 1.** QCISD will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 2.** An educational program that meets the unique and diverse needs of all middle school students will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. A library assistant will be utilized to encourage reluctant readers and promote reading opportunities along with managing library resources. (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Superintendent	Semester cycle	(F)Title I, Part A	Summative - Reading STAAR mastery results

# MORRIS UPCHURCH MIDDLE

**Goal 1.** QCISD will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 3.** Students will participate in coordinated health and physical fitness activities and assessments in order to achieve and maintain healthy levels of wellness, with a passing rate of at least 90% on the State approved assessment instrument.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The TEKS will be utilized as the basis for all PE activities, with students receiving a minimum of 135 minutes of PE per week. Health instruction will be provided in the science classrooms. (Target Group: All)	Campus Principal	Every 9 weeks	(L)Local	Summative - Fitnessgram Reports
2. Student health conditions will be monitored on a regular basis through health screenings for vision, hearing, scoliosis and immunizations records. (Target Group: All)	Campus Principal, School Nurse	Every 9 weeks	(L)Local	Summative - Student Screening Results, Nurse's Reports
3. A member of the campus staff will serve on the district School Health Advisory Council to assist in communicating information regarding health issues. (Target Group: All)	Campus Principal, Director of Instruction and Technology, School Nurse	Monthly	(L)Local	Summative - SHAC membership and SHAC recommendations

# MORRIS UPCHURCH MIDDLE

**Goal 2.** QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

**Objective 1.** A safe learning environment will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Guidance programs on drug abuse, internet safety, cell phone safety, tobacco abuse, vandalism, bullying, conflict resolution, and violence will be provided. (Target Group: All)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Summative - Guidance Lessons and Gun Free Report
2. To monitor activities of students, staff, and visitors, surveillance cameras will be utilized and maintained. (Target Group: All) (CSFs: 6)	Campus Principal, Director of Auxiliary Services, Superintendent	Daily	(L)Local	Summative - Surveillance Reports
3. Training on basic safety, first aid and CPR procedures will be provided to appropriate staff. (Target Group: All)	Campus Principal, Director of Instruction and Technology	August	(L)Local	Summative - Training Sign-in Sheets
4. The emergency response plan will be posted in every room. (Target Group: All)	Campus Principal	August	(L)Local	Summative - Posted Emergency Plans
5. A Campus Response team will be trained annually. (Target Group: All)	Campus Principal	August	(L)Local	Summative - Training Sign-In Sheets
6. When necessary, students with severe discipline problems will be assigned to the Disciplinary Alternative Education Center in order to receive more individualized help with self-control. (Target Group: All) (CSFs: 6)	Campus Principal	Monthly	(S)State Comp - Amt - \$10,220.93, (S)State Comp FTE - 0.5	Summative - Student DAEP attendance records
7. Classroom and outside doors will be locked during the day. Visitors will be required to request and receive access before outside doors will open for them. Once inside, visitors' driver's licenses will be scanned before visitor passes will be given. (Target Group: All)	Campus Principal, Director of Instruction and Technology, Superintendent	Daily	(L)Local	Summative - Raptor reports
8. MUMS will maintain a positive relationship with local authorities such as local police and firemen and using their expertise and cooperation, conduct appropriate safety drills. (Title I SW: 10) (Target Group: All) (CSFs: 5)	Campus Principal, Director of Auxiliary Services	Every 9 weeks	(L)Local	Summative - Safety drill logs and reports

# MORRIS UPCHURCH MIDDLE

**Goal 3.** Queen City ISD will have 100% of its teachers appropriately certified for job assignments in all subject areas.

**Objective 1.** 100% of the MUMS staff will be appropriately certified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MUMS will form and maintain partnerships with outside agencies to recruit certified staff. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology, Superintendent	Spring and Summer Semesters	(L)Local	Summative - Certification Records
2. To encourage new teacher recruitment, education students from local colleges will be allowed to conduct observations and student teaching activities. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology, Superintendent	Semester Cycle	(L)Local	Summative - Student Observation and Student Teaching Logs
3. Appropriately certified teachers and highly qualified paraprofessionals will be sought to fill vacancies. The electronic application system will be utilized to help find quality applicants. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology, Superintendent	Spring and Summer Semesters	(F)Title I, Part A	Summative - Staff Certification Records
4. The District will provide \$3500 above state salary base pay to all teachers, principal and teacher retention bonuses (to those from shortage areas), and a master's degree stipend to all applicable staff. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Campus Principal, Director of Instruction and Technology, Superintendent	July - August	(F)Title II, Part A, (F)Title IV, Part A, (L)Local	Summative - Payroll Records
5. All staff members will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economically Disadvantaged students and African American students, through staff development attendance in all academic areas. Services are contracted through Region VIII Service Center. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology, Superintendent	Monthly	(F)Title I, Part A, (L)Local	Summative - Staff Professional Development Records
6. The math teachers will attend CAMT during the summer to better meet the needs of their students. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	July	(F)Rural and Low Income Grant, (F)Title I, Part A, (L)Local	Summative - CAMT registration payment and CAMT attendance certificates

# MORRIS UPCHURCH MIDDLE

**Goal 4.** Students and staff will use a variety of technology tools and skills.

**Objective 1.** The lifelong learning skills of students and staff will be developed and enhanced.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus technology trainer will be available to assist staff members and students in the use of technology. Teachers will be trained in the use of peripheral equipment, Google Suite, and curriculum-related online programs. (Title I SW: 4) (Target Group: All) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	August	(L)Local, (S)Instructional Materials Allotment	Summative - Professional development records
2. Teachers will integrate the Technology Application TEKS for their subject areas and grade levels into their classroom instruction to enhance learning and also provide students with outside learning opportunities. (Title I SW: 9) (Target Group: All) (CSFs: 4)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(L)Local	Summative - Lesson plans; student portfolios
3. Teachers will create online electronic portfolios as proof of technology proficiency. (Title I SW: 4) (Target Group: All) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	August	(L)Local	Summative - Teacher portfolios
4. Teachers will use online resources for classroom management activities including continuous monitoring of students' academic progress, creation of lesson plans, and reports to students and parents. (Target Group: All) (CSFs: 2)	Campus Principal, Director of Instruction and Technology	Daily	(L)Local	Summative - Parent contact logs; lesson plans, student gradebook reports
5. The campus will maintain a 3:1 student to device ratio to support instruction. (Target Group: All)	Campus Principal, Director of Instruction and Technology	Semester Cycle	(L)Local, (S)Instructional Materials Allotment	Summative - Computer Inventory
6. Interactive whiteboards will be maintained in current classrooms and purchased for additional classrooms as funds are available. Visual presenters/document cameras and projectors will be maintained in all classrooms. (Target Group: All)	Campus Principal, Director of Instruction and Technology	Monthly	(L)Local, (S)Instructional Materials Allotment	Summative - Technology inventory
7. The campus will maintain anti-virus software, network software and hardware, and internet access. (Target Group: All)	Director of Instruction and Technology	Weekly	(L)Local	Summative - Network reports

# MORRIS UPCHURCH MIDDLE

**Goal 4.** Students and staff will use a variety of technology tools and skills.

**Objective 1.** The lifelong learning skills of students and staff will be developed and enhanced.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Students with defined special needs will have access to computer-aided instruction. (Title I SW: 9) (Target Group: SPED) (CSFs: 1)	Campus Principal, Director of Instruction and Technology, Director of Special Services	Every 3 weeks	(F)Special Education Idea B, (L)Local	Summative - STAAR mastery in Special Education category
9. The library will maintain hard copy materials and online reference sources for all academic areas. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Monthly	(L)Local	Summative - Library resource contracts and materials inventory

# MORRIS UPCHURCH MIDDLE

**Goal 5.** Average daily attendance will be above the state standard of 96%.

**Objective 1.** MUMS will maintain or improve our daily attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will be contacted regarding their child's excessive absences. (Target Group: All)	Campus Principal	Every 9 weeks	(L)Local	Summative - Student Attendance reports
2. The TxEIS program which tracks absences will be maintained. (Target Group: All)	Campus Principal, Director of Instruction and Technology	Monthly	(L)Local	Summative - Attendance reports
3. Students not meeting the 90% rule for attendance will be required to attend Saturday school for attendance recovery credit. (Target Group: All)	Campus Principal, Director of Instruction and Technology	Semester cycle	(L)Local	Summative - Saturday School Attendance Records

# MORRIS UPCHURCH MIDDLE

**Goal 6.** MUMS will encourage and promote the involvement of parents and other community members in the education of its students.

**Objective 1.** MUMS will develop strategies to increase parental involvement in their students' education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher/parent conferences to determine what the school will do to help students meet state standards, what the parents can do to help student performance, and other sources for additional assistance to students. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	Every 9 weeks	(L)Local	Summative - Parent Contact Logs
2. A Meet-The-Teacher Night will be hosted for all students and their parents. An orientation will be provided for incoming 5th graders. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	August	(L)Local	Summative - Meet the Teacher Night Sign-in sheets
3. Parents will have online access to their child's grades and attendance. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(F)Title I, Part A	Summative - TxEIS contract
4. Parents will receive information through email, phone notification system, Remind, district website and QC Facebook postings, and monthly activity calendars (posted on the district website). (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(F)Title I, Part A, (L)Local	Summative - Parent contact logs, monthly activity calendars, phone notification system reports
5. Parents will be invited to be integral members on campus committees. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	Monthly	(L)Local	Summative - Committee memberships and minutes
6. Parents will be invited and welcomed to Honor Roll assemblies, Academic Awards assemblies, and all other events that the school hosts. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	Monthly	(L)Local	Summative - Event Sign-in sheets



# MORRIS UPCHURCH MIDDLE

**Goal 6.** MUMS will encourage and promote the involvement of parents and other community members in the education of its students.

**Objective 2.** MUMS will involve community organizations in their educational plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community members will be invited to serve on the District Improvement Committee, the Campus Improvement Committee, the School Health Advisory Council, and other applicable committees. (Target Group: All) (CSFs: 5)	Campus Principal, Director of Instruction and Technology	Semester Cycle	(L)Local	Committee membership rosters and minutes.
2. Community member will be invited to work with and tutor our UIL students.	Campus Principal, Counselor	1st Semester	(L)Local	Summative - UIL Results



# Comprehensive Needs Assessment

## Demographics

### Demographics Needs

Academic Needs

All subgroups in Social Studies STAAR  
All subgroups in Science STAAR  
All subgroups in Writing STAAR  
SPED in Reading and Math STAAR

### Demographics Summary

Demographics Summary

Morris Upchurch Middle School is a partnership of community, parents, students, and staff which inspires students to achieve academic and personal excellence through collaboration of a diverse community and a safe, nurturing environment. It is located at 500 Fifth Street in Queen City, Texas. MUMS has a current population of about 306 students. Our demographics based on the 2016-2016 PEIMS data are as follows:

Enrollment by Ethnicity

Asian 0.7%  
African American 11.9%  
Hispanic/Latino 4.0%  
White 78.2%  
American Indian 1.0%  
Two or More 4.3%  
Economically Disadvantaged 53.1%  
English as a Second Language 0.7%  
Special Ed. 7.5%

In the past five our years, our enrollment has averaged about 310. We have about the same number of students this year as last year, and the diversity of our groups is about the same. Our sub-populations have little fluctuation from year to year. Our mobility rate is 11.8%, and we have no migrant students. We use existing data to identify At-Risk students, and we assess students with other criteria after an initial time of observation. Our attendance rate is 96.6% and has been above 96% the past four years. We have a proactive Attendance Committee that promotes consistent attendance and punctuality. Students receive incentives based on individual attendance and getting to school on time. We had two ESL students last years and two this school year. We do have a trained ESL teacher on our campus. Our At-Risk students have additional support with our Instructional Support Teachers in reading, math, science, English and social studies depending on the need.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

#### Student Achievement Strengths

UIL competition had increased participation.

MUMS has won first place in UIL competition for the district for the past several years.

TMSCA Math and Science received 1st place at the Middle School Championship Meet for three consecutive years and place second overall last year.

8th grade students visited Texarkana College and Texas A&M University in Texarkana.

NJHS travels to University of Texas or Texas A&M University in Feb.

### Student Achievement Needs

#### Student Achievement Needs

Improvement in Science achievement for All subpopulations

Improvement in Social Studies achievement for All subpopulation

Improvement in Math achievement for All subpopulation

Improvement in SPED in all subpopulation

### Student Achievement Summary

#### Student Achievement Summary

STAAR Performance by Sub-group Spring 2016 at Level II Satisfactory Standard or Above

Reading: Math: Science: Social Studies: Writing:

All Students 76% 74% 81% 76% 77%

African Amer 61% 54% 62% 50% 57%

Hispanic 73% 82% 75% 100% 60%

White 81% 79% 86% 82% 84%

Eco Dis 69% 66% 74% 64% 75%

SPED 28% 19% --- --- ---

MUMS currently has a Meet Standard rating. Our student achievement has increased steadily in the last four years, and while we have lessened the achievement gap

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

between African American, Economically Disadvantaged and the other sub groups, we continue to have a slight gap. Our students show growth each year and tend to score better in 5th and 8th grade than they do in 6th and 7th grade. Our current accountability groups include: All Students, African American (reading and math only), White, SPED ( Math and Reading only) and Economically Disadvantaged. All of our subgroups are part of the district accountability rating. We monitor these groups through our state data, DMAC Software, teacher assessment, and Rtl data. At MUMS, we consider each student to be a critical part of our team whether they "count" in the accountability data or not.

Although we show very few changes in performance, we did have a slight decline in the scores of our SPED students. Extra tutoring is offered in math, science and reading through Strategies classes. Our teachers begin immediately analyzing the data provided to them by our Counselor using DMAC software, administering pre-assessments, and observing their students. They learn within the first few weeks of school which students have already been identified as needing interventions, and we update the data we have on those students. The grade level teachers determine if any of their other students need to be added to the Rtl group. The determination is based on classroom performance (past and present), data from DMAC, pre- and post- assessments, and teacher observation. Our Rtl team consists of a principal, a counselor, classroom teachers, and sometimes a resource teacher. The team meets as needed on students involved in intervention. During meetings, interventions are discussed, and the team determines what to try with specific students. They report back later to the committee on the success or failure of that intervention. If it was unsuccessful, new ideas are formed. After several weeks of analyzing trends in data, the group may determine that testing is needed for that child.

Our 504 students have been successful in the last few years as we have implemented programs for their varying needs. Strategies classes have been added to better meet the needs of our Rtl and special education students that did not meet the standards on the 2016 STAAR tests. A portion of our 504 students are identified as dyslexic, and they receive services from our dyslexia teacher. Other 504 students are monitored by their teachers, and the teachers implement any modifications needed. Some of our academic support for students include: Study Island, grammar software, vocabulary software, and strategies classes.

## School Culture and Climate

### School Culture and Climate Strengths

#### School Culture and Climate Strengths

Bully-free Initiative

Fellowship and congeniality among all staff on the campus

Relationships between students and teachers

Guidance lessons

Honor Roll Assemblies

Presence of administrators in the halls between classes, before school in the Commons Area, at lunch in the cafeteria, after school on the bus ramp, and at the car rider line in front of the school

### School Culture and Climate Summary

# Comprehensive Needs Assessment

## School Culture and Climate Summary

Students generally describe our campus as a fun and challenging place. When fifth graders arrive, they are often nervous about coming to such a large campus, and they have many fears about restrooms, lockers, teachers, and the cafeteria. Teachers believe that after students find their way, they enjoy the experience. In the spring, we invite the fourth grade students to visit our campus. Our student council members take them on a guided tour of our campus. They give general information about some of the differences they may see between elementary and middle school. Before school starts, we have Meet the Teacher Parent Night for parents of incoming 5th graders. The first week of school we hold assemblies to introduce the administrators and counselor, and we go over the expectations for our campus along with dismissal procedures and dress code. When a student enrolls after the first of the year, the counselor gives the student a tour, and then she takes the student to class.

An analysis of our discipline data shows that about 90% of our discipline issues are caused by 5% of our students. We typically have less than 1% of our students attend DAEP for school issues. Our campus has implemented standard expectations and procedures for the campus: hallways, cafeteria, restrooms, playground, etc. Parent contacts are made for all major discipline issues.

Our counselor teaches guidance lessons monthly to each grade level. Her lessons include topics for all grade levels at the middle school. We take a very strong stance against bullying. If the administrator determines that behavior is "bullying behavior," parents are notified, and if we feel other consequences are needed, we have those. If the behavior persists, students are automatically assigned to ISS. We have found this to be a deterrent, but we hope to eliminate the practice altogether.

Most of our students do feel safe on campus, but the student surveys last year revealed that some of our boys do not feel safe when going to the restroom because of other boys bullying them while in there. We are addressing this through our counselor and not allowing more than three students in the 5/6th grade restroom at one time. We stress safety with our students and parents regarding dismissal and arrival, students being picked up from school.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Staff Quality, Recruitment, and Retention Strengths

Updated websites for all teachers  
\$2,500 above base pay  
Sunshine Committee

### Staff Quality, Recruitment and Retention Needs

Staff Quality, Recruitment, and Retention Strengths

100% HQ teachers

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Needs (Continued)

Updated websites for all teachers  
\$2,500 above base pay  
Sunshine Committee

## Staff Quality, Recruitment and Retention Summary

Staff Quality, Recruitment, and Retention Summary

The MUMS staff consist of 2 campus administrators, 24 teachers full time, 2 teacher part time, 2 office staff, 4 paraprofessionals, 4 custodial staff members, and 4 cafeteria workers. Our retention rate has varied from year to year. One teacher/coach was replaced by an assistant, one coach/PE moved to the DAEP and was replaced by a math teacher. One teacher/coach was replaced by another teacher/coach. A teacher /coach was added due to the large 5th grade class size. A teacher was replaced by a teacher/coach. We have 2 new teachers this year which is a small number compared to the higher numbers in the past. Our new teachers with no experience are provided a campus mentor. Our staff development opportunities are based on teacher and student needs, and we base that on data. We give surveys to help determine what staff development we should implement this school year. The school district pays \$2,500 above base pay for all teachers in the district. Our campus has a Sunshine Committee that does extra things for the teachers each month. We have monthly meals, birthday surprises, and other fun activities to make work more enjoyable.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Curriculum, Instruction, and Assessment Strengths  
Compliance with district curriculum  
Collaboration of grade level teachers  
Vertical alignment of curriculum  
Data Analysis  
Strategies Classes  
Interventionist

### Curriculum, Instruction and Assessment Needs

Curriculum, Instruction, and Assessment Needs  
Goal-setting

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary

### Curriculum, Instruction, and Assessment Summary

MUMS curriculum is aligned with our TEKS from the state. The rigor of instruction is written into the curriculum and by consistently walking through classrooms, the principal monitors the implementation of rigor in the curriculum. Sharon Wells' math curriculum is used in our 5th grade math class and the rest of our math teachers also have curriculum that is aligned with the TEKS. Our Reading and English teachers have curriculum aligned to the TEKS. Everything is more aligned with the curriculum than it has been in the past. The teachers at MUMS use the data from pre and post test to analyze the needs of their classes and offer re-teaching opportunities. All of our teaching materials are approved by our district and are scientifically research-based. Students are benchmarked two times yearly. The assessment leads to goal setting for teachers and for students which leads to increased performance. Many, but not all, of our students monitor their own progress.

## Family and Community Involvement

### Family and Community Involvement Strengths

#### Family and Community Involvement Strengths

- Parents who volunteer for activities
- Opportunities for parents to volunteer to assist with specific events on our campus
- Assemblies for Honor Roll, Academic Awards, UIL, and other events
- Regular communication with parents through Remind 101, monthly calendar of events, emails, and School Messenger
- Parent surveys

### Family and Community Involvement Needs

#### Family and Community Involvement Needs

- More effective ways of receiving input from our parents
- Increased number of volunteers at campus
- Parents as mentors

### Family and Community Involvement Summary

#### Family and Community Involvement Summary



# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

The faculty and staff of MUMS believe that parental involvement in the educational activities of the school is essential to a students' success or failure in his/her academic endeavors. In keeping with this core belief held by all teachers at MUMS, the following parental involvement policy has been set forth:

- The MUMS faculty will provide frequent reports to parents on their children's progress. MUMS will conduct parent teacher conferences or phone contacts as needed.
- MUMS will provide parents with reasonable access to staff and opportunities to volunteer and attend their child's assemblies.
- MUMS School Administrators will regularly contact parents when students are referred for disciplinary reasons.
- Administrators will call parents to alert parents of potential or existing problems with their child. If telephone contact cannot be made, letters will be mailed home to notify parents of problems.
- MUMS will hold an annual parent awareness meeting for input in the Title I program.
- MUMS will solicit parental input on policies and procedures in place at the school through questionnaires, interviews and surveys.
- MUMS will provide parent activities, invite and encourage parents to attend these activities, e.g. memos sent home, newspaper announcements, etc.
- MUMS will invite parents to serve on the School Improvement Team.
- MUMS will provide information about No Child Left Behind, other accountability issues and information about STAAR Testing to parents.

Many parents volunteer for special events on our campus – socials and assemblies. Although we have participation for many social events, we would love to have more parents involved in tutoring or mentoring students. We look forward to implementing a program in the near future. Our campus works with local businesses on the Toys for Tots program. A canned food drive is held each November to help our local Food Pantry.

## School Context and Organization

### School Context and Organization Strengths

School Context and Organization Strengths

Professional development goals  
Recovery classes for Math, Reading and Science  
Master schedule that maximizes instructional time and provides for flexible scheduling of special programs, so that students Do not miss core instruction  
Strong commitment by all teachers  
Use of data to accelerate learning

### School Context and Organization Needs

School Context and Organization Needs

Develop measures that are results based and not process based

# Comprehensive Needs Assessment

## School Context and Organization Summary

### School Context and Organization Summary

The goals for our campus are aligned with the district Strategic Goals and address Educational Excellence; Excellence in Student, Parent, and Community Relations; Excellence in Operational Processes and Systems; Employee Excellence and Organizational Improvement; and Excellence in Financial Stewardship. We will work specifically on innovative educational strategies, enhancing parent and community outreach opportunities, implementing effective communication on campus, improving our customer service, and providing high quality professional development. Data sources to monitor this progress will include surveys, walk-throughs, observation, and data in DMAC. Student achievement will be our main goal.

## Technology

### Technology Strengths

#### Technology Strengths

Technology is incorporated into all core subject areas.

A technology facilitator is available for teaching both students and teachers.

Three computer labs and a mobile lab are available - two Open Access and one Tech Class, one for Reading and English classes.

Staff development is given on teacher websites, integration of technology, and powerful instructional practices.

#### Programs Strengths

Guidance counseling

Chrome Book Lab

Recovery classes

504 program

Special Education program

School wide expectations

Technology in the classroom

Student Council

Transition from Elementary to Middle School

G/T specialist

### Technology Weaknesses

Internet Speed

# Comprehensive Needs Assessment

## Technology Needs

### Technology Needs

Continued staff development  
Purchasing of more SMART Boards as funds are available  
Access before and after school

### Programs Needs

Improved communication and transition between campuses

## Technology Summary

### Technology Summary

MUMS is now equipped with projectors, speakers, screens, and document cameras in each classroom and SMART boards in several classrooms. Teachers are incorporating these in their daily lessons and some are creating tutorials to post on their websites. We are teaching Keyboarding skills in 5th grade. Technology TEKS are incorporated in all of the core subject areas. We are anxious for our teachers to learn how to utilize the new technology and to interact with students.

### Programs Summary

MUMS incorporates many programs into the daily school life of our teachers and students including Response to Intervention, guidance counseling, Instructional Support Teachers, technology initiatives, student recognition, and student leadership.

# Comprehensive Needs Assessment Data Sources

Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
District Policies  
Drop-out Rates  
Expulsion/Suspension Records  
Failure Lists  
Federal Program Guidelines  
Highly Qualified Staff  
Mobility Rates  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
Promotion/Retention Rates  
Report Card Grades  
Safe Schools Checklist  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Teacher Turnover Rates