

Pasadena Independent School District
Melillo Middle School
2018-2019 Campus Improvement Plan



Mission Statement

Dr. Dixie Melillo Middle School will be a safe, comfortable, and inviting environment where the students, faculty, and parents work together to create an exemplary learning community which, through the characteristics of respect and responsibility, develops life-long learners with hearts that care, hands that serve, and minds that think.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Revised/Approved: October 22, 2018

Demographics

Demographics Summary

Melillo Middle School has a very diverse student population. Currently, the school has 719 students with the following ethnic groups: 65% Hispanic, 13% African American, 8% White, 11% Asian, and 3% other. Based on Melillo's Home Language Surveys, the school has 7 different languages embedded in the student population, excluding English. Melillo has a bilingual program for Spanish speakers and ESL support for all other languages. 64% percent of the student population is on free and reduced meal status. Melillo has 94 Special Education students who are served through a Support Facilitation/Resource Model, Speech, Deaf Ed and the ABLÉ Programs.

Demographics Strengths

- The diverse population instills in the students and staff the need to recognize each other's cultural differences and to respect one another.
- Instructional strategies/methods vary to meet the learning styles of all learners.
- More teachers today receive their ESL certification recognizing the need to teach using various styles/methods.
- Teachers have been provided training in "7 Steps to a Language Rich Environment."
- Each year, specific core content teachers are trained in Sheltered Instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Melillo has two ethnic groups that are "Additional Targeted Support" areas. The two groups are whites and two or more races. **Root Cause:** We need to improve in tracking our subgroup data on common assessments created by the campus and district. After analyzing the data, we need to set up small group activities and teacher-led groups to meet the needs of all subgroups.

Student Achievement

Student Achievement Summary

- Melillo scored 83% in Reading
- Melillo scored 87% in Math
- Melillo scored 100% in Pre-AP Math (Gr. 7)
- Melillo scored 78% in Science
- In terms of raw scores, Melillo was above the district and state averages in Reading, Math, and Science

Student Achievement Strengths

- Melillo continues to be one of the top rated middle schools in Pasadena ISD in regards to state testing and Fine Arts competitions.
- On the state assessment, Melillo was above the district and state averages in Reading, Math, and Science by several points.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Melillo needs to improve in subgroups, specifically Whites and Two or More Races. **Root Cause:** Melillo does not see as much small group teaching, stations, or one on one assistance across all contents as we would like to see. We need to improve in tracking our subgroup data on common assessments created by the campus and district. After analyzing the data, we need to set up small group activities and teacher-led groups to meet the needs of all subgroups.

School Culture and Climate

School Culture and Climate Summary

Melillo has created a structured environment that is safe and nurturing to all students. The staff makes every effort to follow procedures that were developed by the Safe and Civil Committee on campus. A student, parent, and staff survey was conducted to gather data on the school's culture and climate. The general consensus was that the campus was safe and needed very minor, if any, changes. Our Safe and Civil Committee does meet quarterly to discuss any necessary changes that may need to be made.

School Culture and Climate Strengths

To meet the needs of ELL students and their parents, meetings are held in Spanish as well as English to increase the communication level between staff and parents.

Melillo's Guidelines for Success are: Hearts that Care, Hands that Serve, and Minds that Think. On a daily basis, students are encouraged to display kindness to one another. Melillo also encourages the students and staff to participate in community outreach such as food and toy drives, Pet food/care drives, Pennies for Patients for Leukemia patients, Komen Foundation's Race for the Cure, etc.

Melillo's staff is very willing and open to learning more about Conscious Discipline and how to build the relationships with each other and with the students.

Melillo's Courtesy Club hosts monthly breakfasts to celebrate staff birthdays.

Morale boosters are built into faculty meetings with celebrations. Staff receive food items and encouraging notes in their boxes on a regular basis. Lunch is provided at Thanksgiving, and in stressful times such as STAAR testing.

Instructional Rounds has helped develop a "Growth Mindset" on campus.

Teachers have been provided training in AVID to develop a college readiness mindset for all cultural and socio-economic gaps.

Fundamental Fridays allow for all students to engage in clubs to see staff in a different perspective to have "fun" at school.

Melillo has received Platinum status for Excellence in Wellness through activities/trainings sponsored by our CHAC Committee.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Melillo has improvement to make in regards to building more positive relationships with students and parents. **Root Cause:** Additional training needs to be done in the area of Conscious Discipline and how to conduct effective parent conferences and in a timely manner.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Melillo MS will hire highly qualified personnel.
- New personnel will be provided a mentor for the first year on campus.
- Teachers are given the opportunity to attend professional development.
- Training is provided throughout the year.

Staff Quality, Recruitment, and Retention Strengths

- Melillo MS hires highly qualified personnel.
- New personnel are provided a mentor for the first year on campus.
- Teachers are given the opportunity to attend professional development.
- Training is provided throughout the year.
- PF's/Coaches provide continuous opportunities for modeling and coaching in classrooms.
- Departments are able to assist one another during planning periods to build pedagogy skills and data disaggregation.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to late summer promotions and/or resignations, the pool of candidates is very limited. **Root Cause:** When teachers are promoted on and off campus, it creates a domino effect in the hiring process.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All departments use the following:

- Use of Aware
- PLC's / Departmental Planning
- Sharing of materials/resources
- Common assessments/discussion of outcome
- Small groups
- Hands-on activities
- Conscious Discipline/CHAMPS
- Make-Up/Missing work policies
- Tutoring sessions
- Parental contact concerning behavior, academics, and/or excessive absences
- Preparation for STAAR Enrichment
- Lead4Ward and Kilgo Data Disaggregation Strategies
- All Enrichment/Intervention classes participate in SSR and the AR Program
- AVID Strategies
- 7 Steps to a Language Rich Environment
- Instructional Technology (Ex: Blended Learning and Connect)

Curriculum, Instruction, and Assessment Strengths

- Department planning time that is composed of creating common assessments, lesson planning and design, sharing ideas of good teaching practices, data disaggregation, and brainstorming over areas of concern.
- Master Schedule incorporating an intervention/enrichment class period for all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Melillo is not utilizing the Enrichment Period to its fullest potential. **Root Cause:** Some teachers have difficulty taking the time to lesson plan for the class. Their main focus is on their core class.

Parent and Community Engagement

Parent and Community Engagement Summary

- Melillo Middle School faculty, staff, students, parents, and community will continue to work together to help make the learning environment safe for all children
- Increased parental involvement
- Increased number of business partnerships

Parent and Community Engagement Strengths

- Desire to work with the parents and community to provide what is best for our students
- Professional staff with great knowledge base that can help parents
- Provide many workshops, events, learning opportunities, and meetings to parents and community

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: At this age group of students, we see a decrease in parental involvement. Even at fun events, we do not see a large percentage of parents. **Root Cause:** There are multiple reasons for lack of parent involvement. One might be that the children are involved in extracurricular activities that do not allow their school participation in the evenings. Another might be the student's decreasing interest in school activities.

School Context and Organization

School Context and Organization Summary

Melillo MS is a 5th/6th grade campus. Core teachers teach in teams of four. All departments are required to meet weekly to plan curriculum and common assessments. Students are given a choice of one elective which could be band, choir, orchestra, or art and technology. Melillo provides students with core subjects daily in increments of sixty minutes but PE/Fine Arts is on an alternating A/B block schedule. The school librarian provides lessons to students through the ELAR classes on a regular basis. The Admin Team meets on a weekly basis to keep everyone updated as to upcoming events, future planning, issues or concerns, etc.

School Context and Organization Strengths

- Melillo MS has a faculty/staff that wants to be well-prepared for not only the daily routines, but also prepared in what to do in case something were to occur that takes them out of their routine. Because of this, planning and sometimes adjusting of plans and procedures are an on-going process at Melillo.

Technology

Technology Summary

- Melillo MS has four computer labs with thirty student computers in each one.
- Each classroom has a Promethean Board, projector, document camera.
- Melillo is currently a 1:1 campus. Every student has been provided a netbook/laptop to use throughout the day.

Technology Strengths

- Teachers use the Promethean Boards/Projectors/Document Cameras on a daily basis.
- Training is offered and available to teachers throughout the year by the campus Tech Liaison.

Problem Statements Identifying Technology Needs

Problem Statement 1: When a student's computer malfunctions, and it happens on a day when the 1:1 Tech is not on campus, the student is without his/her device to perform required tasks assigned by teacher. **Root Cause:** The teachers were not provided spare computers to be able to exchange out the broken computer for a working one while waiting on the work order to be completed and closed.

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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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

- Attendance data
- Discipline records
- Violence and/or violence prevention 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices







Goals







Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: All teachers will utilize various instructional materials and resources as well as employ a variety of methods and instructional practices.

Evaluation Data Source(s) 1: STAAR Assessment; TELPAS for all LEP students

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) Departments will create common assessments, in addition to the district created common assessments, to provide for equity amongst all classrooms and students.</p>	Department Heads	Gradespeed; AWARE			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will disaggregate data from common assessments to determine the needs of the students. Additional assistance will be given to students who experience difficulty in a timely manner.</p>	Department Heads	Gradespeed; AWARE			
<p>Comprehensive Support Strategy Critical Success Factors CSF 4</p> <p>3) Teachers will meet by departments on a weekly basis to discuss best teaching practices for the SE's that are currently being taught.</p>	Department Heads	Gradespeed; Eduphoria / Lesson Plans / PLC Minutes			

Comprehensive Support Strategy Critical Success Factors CSF 1 4) Teachers will utilize station activities, various grouping techniques, such as small group instruction, literacy groups and consistent use of organizing tools (i.e. Thinking Maps) and other resources such as technology.	Administrative Team	Walk-Throughs; PDAS Observations; Eduphoria/Lesson Plans			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 78542.11, State Compensatory Funds - 69346.00				
Comprehensive Support Strategy 5) Teachers will use a variety of literature (books) selected by the district and campus staff to teach Reading SE's.	ELAR PF	Increase of students' reading comprehension and fluency.			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 2000.00				
 = Accomplished  = No Progress  = Discontinue					

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: 100% of Grades Five and Six Gifted and Talented students will complete the State Standards Project.

Evaluation Data Source(s) 2: Gifted and Talented Showcase

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Grade Six Gifted and Talented students will complete a cross-curricular project that meets the criteria for the GT Standards Project.	Counselors	Check Points Through Out the Project; Interviews with Community and Business Members; Final Project Board/Journal			
2) Grade Five Gifted and Talented students will make a quilt that represents an original story. The title of the project is "The Story Quilt".	Counselors	Check Points Through Out the Project; Final Project Board/Quilt			
= Accomplished = No Progress = Discontinue					

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: Students will participate in various activites linked to Coordinated School Health (CSH).

Evaluation Data Source(s) 3: District Report created by PEP Grant Coordinator comprised of all participating campuses' logs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Teachers will provide for movement within the classroom integrated within the curriculum.	Administrators	Lesson Plans/Eduphoria; Walk-Thru's			
2) Cafeteria staff and nurse will post nutritional information to inform students, staff, and parents.	CSH Coordinator	Bulletin Boards			
3) Coordinated School Health Committee will provide on-going staff development to increase awareness of the components of the CSH Program.	CSH Coordinator	Sign-In Sheets; Walk-Thru's			
= Accomplished = No Progress = Discontinue					






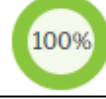



Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Melillo MS will provide the school's Special Education student population a learning environment that enables the district to comply to a corrective action plan that is in place to meet state and federal guidelines.

Evaluation Data Source(s) 1: State Assessments and AYP

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.</p>	Assistant Principal	E STAR and/or ARD Documentation			
<p>2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.</p>	Assistant Principal	E STAR			
<p>3) Campus will follow district procedures regarding parental request for special education evaluation.</p>	Assistant Principal	Written parent request initiating IAT Chairperson following appropriate district procedures. The district responding with an approval or denial for testing in writing.			
<p>4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Online/STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Online and STAAR Alternative Participation Requirement Forms.</p>	Assistant Principal	ARD Documentation / E STAR / TEA eligibility form			



5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.	Assistant Principal	CPI Center; Completion of Restraint Form			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.	Assistant Principal	Melillo's architectural blueprint			
7) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	Assistant Principal	ARD Documentation and Placements			
 = Accomplished  = No Progress  = Discontinue					








Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 2: All teachers will utilize various instructional materials and resources as well as employ a variety of methods and instructional practices to meet the needs of low performing students and low performing sub populations.

Evaluation Data Source(s) 2: STAAR Tests; TELPAS

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) In weekly department meetings, teachers will look at and discuss data from common assessments to determine which students need additional assistance and or tutoring. The assistance to At-Risk students may occur in the regular classroom by teacher, may be pull out by Title One staff or Title outside tutors, may be intervention teachers or before/after school tutoring by teacher.</p>	Classroom Teachers	AWARE Data; Gradespeed Grades; CBA's; Common Assessments			
<p>Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 6000.00, Extended Day/Tutorial - 9180.00</p>					
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 4</p> <p>2) Melillo's Master Schedule will provide an Enrichment Period/Intervention Period to all students. This class period will be utilized for Resource Pull-Out, Dyslexia Pull-Out, and additional intervention for students that performed low on the state assessment. This class period allows for all students to remain in the General Education Classroom for all four core content areas.</p>	Administrative Team	Gradespeed; Fewer Behavioral Referrals			

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 3) Teachers will disaggregate data continuously to monitor sub populations. Specifically, based on current test results and AYP, Melillo will focus on the African American, LEP, and Sp Ed subgroups to provide timely assistance to help with closing the gap among learners and to meet AYP requirements. Additional Targeted Support will be given for Whites and Two or More Races subgroups. These two groups did not meet Federal guidelines.	Administrative Team	Gradespeed; Lesson Plans documenting small group instruction; Walk-Throughs			
	Funding Sources: 263 - Title III A - Bilingual Education, Language - 639.60				
4) For those students not needing additional tutorials and/or intervention, such as the Pre-AP, GT, and high achievers, teachers will provide enrichment activities during the student's enrichment period.	Classroom Teachers	Lesson Plans; Walk-Throughs			
5) All students learn at a different pace and in a variety of ways. For those students that choose to not want to learn in the more traditional manner, they have the option to learn through the Connect Program, a personalized learning platform.	Chris Bui	STAAR Data; CBA's; Self-Directed Learning Skills; College Readiness			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: Melillo will foster an environment that is family oriented and safe for all stakeholders.

Evaluation Data Source(s) 3: End of Year Parent/Student/Staff Survey; PEIMS Annual Report on Discipline Referrals

Summative Evaluation 3:





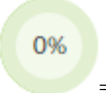

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) The Melillo Safe and Civil Committee will meet to review policies and procedures and revise as needed	Administrators	9 weeks discipline reports by teacher and location.			
2) Melillo MS teachers will utilize CHAMPS in the classroom	Administrators	Walk-Thru's; Discipline Reports by Teacher			
3) Melillo MS will implement Conscious Discipline across the campus.	Counselors	Discipline Reports; Counselor Referrals			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 1200.00				
4) Melillo MS will utilize AVID School-wide strategies to develop a supportive, collaborative community.	AVID Site Team Counselors	Safe learning environment			
= Accomplished = No Progress = Discontinue					

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 4: Anti-bullying policies created by Melillo MS will follow state law and local policies.

Evaluation Data Source(s) 4: End of Year Parent/Student/Staff Survey; PEIMS Annual Report on Discipline Referrals

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Melillo MS has an anti-bullying policy with specific procedures for reporting bullying and consequences given for bullying.	Administrators	Discipline Referrals; Bullying Report Forms;			
2) The Counselors will provide Guidance lessons to students and parents.	Counselors	Sign-In Sheets; Bullying Report Forms; Decrease in bullying incidences			
Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 43538.81					
 = Accomplished  = No Progress  = Discontinue					

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 5: Melillo will implement AVID strategies/methodologies to better prepare our students for higher education.

Evaluation Data Source(s) 5: Planners and Binders; AVID Self-Assessment

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) During the first week of school in Enrichment Period, teachers will teach the students how to organize their binder and utilize their planners effectively.	Teachers, PF's, and Administrators	Planners and Binders			
Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 2934.00					
2) PF's and Administrators will randomly call students in for a binder and or planner check. Incentives will be given to students for meeting the criteria.	PF's and Administrators	Planners and Binders			
3) Teachers will be trained in AVID Instructional Strategies to improve college readiness skills.	PF's and Administrators	Closing Achievement Gaps; Improving student yearly progress; Improved note-taking and study skills; Build upon a collaborative culture			
4) Students will utilize AVID strategies to develop a better understanding of content and collaborate with other students.	Teachers	Student Yearly Progress			
= Accomplished = No Progress = Discontinue					

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Melillo will participate in the district's College Awareness Week.

Evaluation Data Source(s) 1: Kids2College Curriculum Posttest

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Faculty/Staff members will display signs that name the college that he/she attended.	Counselors	Signs displayed			
2) Faculty/Staff/Students will wear shirts/jerseys that represent their favorite college.	Counselors	The number of participants wearing college attire.			
3) Individual classrooms will compete against each other in a college door decorating contest.	Counselors	Classroom door decorations			
4) Melillo's sixth grade Social Studies teachers will provide direct instruction on the curriculum named Kids2College.	Counselors	Learning Activities			
5) Melillo's sixth graders will visit a college/university campus and participate in various activities developed by the college/university.	Counselors	Quick Writes			
= Accomplished = No Progress = Discontinue					

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: Melillo will promote college awareness throughout the year.

Evaluation Data Source(s) 2: AVID Self Assessment

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Melillo will promote college awareness and preparedness through the use of AVID strategies.	Counselors AVID Team	Bulletin Boards, Newsletters Walk-Throughs, Lesson Plans			
2) Melillo will focus on different colleges/universities each month and play the Fight Songs during transition time.	AP	Transition Music			
3) The monthly newsletter will have a section specific for college awareness and preparedness.	Counselors	Newsletter			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Melillo MS will hire faculty/staff that have met state and federal guidelines for the positions that they maintain.

Evaluation Data Source(s) 1: Principal Attestation Forms for NCLB; SBEC Certifications

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Melillo MS will utilize the Lawson System, Talent Ed and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff.	Principal	Lawson System/Employee Certification List			
 = Accomplished  = No Progress  = Discontinue					

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Melillo MS will make every effort to retain teachers on campus and in Pasadena ISD.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) New teachers to education will be assigned a mentor for their first year of teaching at Melillo.	Master Mentor	Walk-Throughs by Administrators; Observations by Mentors; PDAS Observations			
2) All teachers can request a PF/Coach to assist them with concerns over curriculum, teaching methods, classroom management, etc.	Administrative Team	Walk-Throughs by Administrators; Observations by Mentors; PDAS Observations			
	Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 71301.79				
3) Faculty/Staff will be given the opportunity to attend Professional Development in the district throughout the year.	Principal	Eduphoria Registration; Eduphoria Credit Received			
= Accomplished = No Progress = Discontinue					

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Melillo MS will educate parents on topics suggested by the parents on surveys conducted at the beginning of each year. Surveys will be given and results will be distributed via email to our parent distribution list.

Evaluation Data Source(s) 1: End of Year Survey; NCLB Parent Involvement Evaluation; Special programs documentation via ESPED

Summative Evaluation 1:

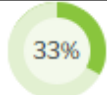



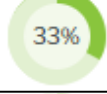

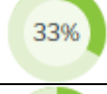

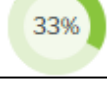
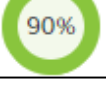



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents.	Counselors	Distribution of materials			
Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 1021.15					
2) We will provide a variety of workshops to parents based on needs of the parents and school.	Counselors	Sign-In Sheets; Improvement in student academics and behavior			
Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 500.00					
3) Counselors will attend trainings that will provide new ideas on how to increase parent involvement.	Administrators	Certificates of Completion; Eduphoria Credit			
4) Staff members will attend Conscious Discipline Trainings in an effort to improve relationships with students, parents and staff.	Counselors	Improvement in student academics and behavior. Increased parent communication between home and school. Staff will display various Conscious Discipline structures and strategies.			
5) Melillo MS will host various family engagement activities in the evenings.	Counselors	Sign-In Sheets; Improvement in student academics and behavior.			
6) Surveys and requests for volunteers are sent throughout the year.	Counselors	Sign-In Sheets; Raptor Sign-In			
= Accomplished = No Progress = Discontinue					

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Melillo MS will seek and maintain support from local businesses and community members in the Houston area.

Evaluation Data Source(s) 1: Partners in Pasadena submission to PISD Board

Summative Evaluation 1:



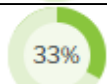




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Melillo MS will invite local organizations to speak to parents and students regarding topics of interest.	Counselors	Participation and Sign-In Sheets in school events and projects			
2) Students will visit a local university through the Kids2College program.	Counselors	Thank you's written by students to local university visited.			
3) Melillo MS will invite local organizations to participate in the school's family events and ask the organizations to donate funds, services, and/or other resources.	Counselors	Donation Letters; Partners in Pasadena contributions log			
4) To maintain student attendance rates above 97%, Melillo MS uses incentive programs on campus.	Attendance Clerk	Mizuni Attendance Records			
5) Melillo will seek partnerships with local businesses for additional support in maintaining the Outdoor Learning Center.	Lead Science Teacher				
 = Accomplished  = No Progress  = Discontinue					

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 2: Melillo MS will participate in various community events.

Evaluation Data Source(s) 2: Summary of funds collected; Documentation in local newspapers.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Melillo MS will collect donations from students, staff, and family to support local charities and organizations.	Administration	Final Donation amount; Newspaper articles			
2) Melillo MS will encourage students, staff, and family members to attend various local events hosted by charities and organizations.	Administration	Flyers sent home to parents and students			
 = Accomplished  = No Progress  = Discontinue					

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Melillo MS will provide each classroom with technology equipment that will lend success to the students as well as keep the students engaged.

Evaluation Data Source(s) 1: Yearly Inventory

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Training will be provided throughout the year for all faculty/staff members in need of additional training on any piece of technology equipment, program, software, etc.	Tech Liaison	Training Sign-In Sheets			
2) Additional equipment, such as slates, ActivExpressions, ActiVotes, etc. will be available to teachers to actively engage students.	Tech Liaison	Staff Sign-Out Sheets of Equipment; Walk-Throughs that are seeing student engagement using various forms of technology			
3) Work orders for faulty equipment will be submitted in a timely manner.	Tech Liaison	Log of completed work orders			
4) Melillo MS will utilize the Plan4Learning Software to maintain the Campus Improvement Plan.	Principal	Current Campus Improvement Plan			
Funding Sources: 211 - Title 1 A - Economically Disadvantaged Study - 536.85					
= Accomplished = No Progress = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Departments will create common assessments, in addition to the district created common assessments, to provide for equity amongst all classrooms and students.
1	1	2	Teachers will disaggregate data from common assessments to determine the needs of the students. Additional assistance will be given to students who experience difficulty in a timely manner.
1	1	3	Teachers will meet by departments on a weekly basis to discuss best teaching practices for the SE's that are currently being taught.
1	1	4	Teachers will utilize station activities, various grouping techniques, such as small group instruction, literacy groups and consistent use of organizing tools (i.e. Thinking Maps) and other resources such as technology.
1	1	5	Teachers will use a variety of literature (books) selected by the district and campus staff to teach Reading SE's.
2	1	1	Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.
2	2	1	In weekly department meetings, teachers will look at and discuss data from common assessments to determine which students need additional assistance and or tutoring. The assistance to At-Risk students may occur in the regular classroom by teacher, may be pull out by Title One staff or Title outside tutors, may be intervention teachers or before/after school tutoring by teacher.
2	2	2	Melillo's Master Schedule will provide an Enrichment Period/Intervention Period to all students. This class period will be utilized for Resource Pull-Out, Dyslexia Pull-Out, and additional intervention for students that performed low on the state assessment. This class period allows for all students to remain in the General Education Classroom for all four core content areas.
2	2	3	Teachers will disaggregate data continuously to monitor sub populations. Specifically, based on current test results and AYP, Melillo will focus on the African American, LEP, and Sp Ed subgroups to provide timely assistance to help with closing the gap among learners and to meet AYP requirements. Additional Targeted Support will be given for Whites and Two or More Races subgroups. These two groups did not meet Federal guidelines.

State Compensatory

Budget for Melillo Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.140.024.000.6112.0000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$570.00
199.11.140.024.000.6119.0000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,477.00
199.11.140.024.000.6141.0000	6141 Social Security/Medicare	\$819.00
199.11.140.024.000.6142.0000	6142 Group Health and Life Insurance	\$2,946.00
199.11.140.024.000.6146.0000	6146 Teacher Retirement/TRS Care	\$6,051.00
6100 Subtotal:		\$66,863.00
6300 Supplies and Services		
199.11.140.024.140.6399.0000	6399 General Supplies	\$2,483.00
6300 Subtotal:		\$2,483.00

Personnel for Melillo Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gabrielle Weber	Teacher	Social Studies	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Melillo has a school-wide intervention/enrichment program because the needs of the students vary. Melillo is diligent with providing all students with a schedule that meets their academic needs. These needs may change throughout the year, so we make adjustments as needed. Prior to the school year beginning, we schedule all at-risk students into Intervention classes based on the prior year's state assessment scores. Students that passed the state assessment but need additional help are serviced through Title One staff. Students that performed at the Meets or Masters levels attend enrichment classes which support the current learning in addition to extending it. Throughout the year, discussions between teachers, parents, counselors, Instructional Coaches, and administrators take place to determine if students' needs are being met in their current intervention/enrichment program. Adjustments are made as needed. Common assessments created by the campus and district help guide this discussion. Resources are provided through local budgets and Title One funds to help provide these services.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed by the main stakeholders. Goals and Strategies were developed based on the needs of the campus. Annually, the SBDM Committee, which has a representative from each department, is asked to review the plan and make recommendations for any necessary changes. Quarterly, the Strategies in the plan are evaluated for progress. All stakeholders are asked to give their input for any revisions that may be needed in the plan as they recognize the need for the change(s) throughout the year.

2.2: Regular monitoring and revision

Annually, the SBDM Committee, which has a representative from each department, is asked to review the plan and make recommendations for any necessary changes. Quarterly, the Strategies in the plan are evaluated for progress. All stakeholders are asked to give their input for any revisions that may be needed in the plan as they recognize the need for the change(s) throughout the year.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is posted each year on the campus website.

2.4: Opportunities for all children to meet State standards

The Goals and Strategies in the Campus Improvement Plan were developed and put in place to provide all students with every opportunity to master the State Standards. The master schedule is set up to provide students the opportunity to receive intervention, maintain their skills, and/or extend their learning of state curriculum.

2.5: Increased learning time and well-rounded education

All Melillo students attend an additional one hour class period per day for Math or Reading which is based on an A/B schedule. The master schedule provides for this additional learning time. Teachers also provide additional support before school as needed. Afterschool tutoring is provided by most teachers. Outside of academics, Melillo provides opportunities for students to help others in need. This may encompass charities such as Komen, Pennies4Patients, Toy and Food Drive, etc. It may also include areas that have experienced natural disasters and may be in need of supplies. Overall, we are teaching our students that we have "Hearts that Care, Hands that Serve, and Minds that Think."

2.6: Address needs of all students, particularly at-risk

Melillo's Intervention classes are designed to meet the needs of all students, particularly those students at-risk. Data is looked at throughout the year to determine who needs what specific intervention. Schedules are changed to meet these needs. Melillo's IAT Team meets on a regular basis to discuss any students that teachers feel need additional assistance. Changes to schedules are also made at this time.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Parent/Teacher/Student Compact has been developed and shared with students, teachers, and parents. The parents are given the opportunity to review the compact and make suggestions to make it more effective. After it has been reviewed, then the compact is shared and signed by all stakeholders.

3.2: Offer flexible number of parent involvement meetings

Parents are surveyed at the beginning of each year to determine what is the best day and time of day for parent meetings. The counselors have found that it is best to offer some in the mornings and some in the afternoons. The campus also holds parent information meetings in the evenings but we let parents know that if they are unable to come, our staff will provide small group and/or one to one trainings during the school day.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jackie Carmona	Counselor		.5
Jenny Vann	ELAR PF		1
Molly Ganter	5th Gr. Science Teacher		1

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Diane Wheeler	Principal
Administrator	Chris Bui	AP
Administrator	Adriana Saavedra	AP
Administrator	Jackie Carmona	Counselor
Non-classroom Professional	Jenny Vann	ELAR PF
Non-classroom Professional	Michelle Rush	Math PF
Non-classroom Professional	Kelly Jurek	Science PF
Administrator	Lilliana Monita	Counselor
5th Grade ELAR	Elizabeth Soto	5th Gr. ELAR
5th Grade Science	Heather Wheeler	5th Gr. Science Teacher
5th Grade Social Studies	Lois Evans	5th Gr. SS Teacher
6th Grade Social Studies	Gabrielle Weber	6th Gr. SS Teacher
Classroom Teacher	Dawn-Rene Tomlinson	Connect Teacher
Paraprofessional	Melissa Miller	ABLE Paraprofessional
Classroom Teacher	Jennifer Wicks	Orchestra Teacher
6th Grade Math	Heather Kaboutari	6th Gr. Math Teacher
5th Grade Math	Patricia Concha	5th Gr. Math
6th Grade ELAR	Megan Medina	6th Gr. ELAR
6th Grade Science	Andy Oquinn	6th Gr. Science
Parent	Hong Bui	Parent
Parent	Moriah Oddo	Parent

Campus Funding Summary

211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$69,162.93
1	1	4			\$7,379.18
1	1	4			\$2,000.00
1	1	5	Novels		\$2,000.00
2	2	1			\$6,000.00
2	3	3			\$1,200.00
2	4	2			\$43,538.81
2	5	1	Planners		\$2,934.00
4	2	2			\$71,301.79
5	1	1	Growth Mindset Materials		\$1,021.15
5	1	2			\$500.00
7	1	4			\$536.85
Sub-Total					\$207,574.71
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$639.60
Sub-Total					\$639.60
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$69,346.00
Sub-Total					\$69,346.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$9,180.00

	Sub-Total	\$9,180.00
	Grand Total	\$286,740.31