

Calallen Independent School District
Calallen Middle School
2017-2018 Campus Improvement Plan



Mission Statement

The mission of Calallen Middle School is to pursue excellence by preparing students to acquire knowledge, skills, and responsibility needed to function successfully in life by utilizing uniform curricular goals, a systematic approach to the mastery of the State of Texas Assessments of Academic Readiness (STAAR), a positive environment with facilities that are conducive to learning, varied and current resources, and a highly qualified, caring staff that encourages parental and community involvement and who is committed to the idea that all students can succeed.

Vision

“Commitment to Excellence, Success for all”

Value Statement

- *All students can learn-at different rates in different ways on different days.*
- *Education is a shared responsibility of family, school and community.*

- *High expectations based on needs of students support high achievement.*
- *Students come to school with different experiences and readiness levels.*
- *Our responsibility is to level the playing field so that all students have opportunities for success.*
- *Continual assessment and measurable outcomes are needed to improve programs.*
- *Dignity and respect are the rights of each individual.*
- *Committed and effective teachers, staff and administrators are the key to student achievement.*
- *Student achievement is based on an effective learning environment in which stakeholders work collaboratively for student success.*
- *The educational program should include activities that balance creativity, physical development, academic achievement and emotional well-being.*
- *The student environment must be safe and nurturing for learning to occur.*
- *Students and parents are valued as consumers of education.*

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Comprehensive Needs Assessment

Needs Assessment Overview

The

Middle School staff is committed to the belief that **all** students deserve a quality education. The campus plan is mutually supportive of the

Calallen

I.S.D. district improvement plan to accomplish the identified objectives and to address all pertinent federal planning requirements. The campus plan includes requirements as stated in the Texas Education Code.

Annual analysis of the plan and review of related assessment data are used to determine objectives that address campus goals. Then specific strategies and action steps are developed to address these objectives. This process ensures a commitment to excellence and a resolve to provide the best instructional plan for every CMS student.

The membership of the SBDM consists of teachers, administrators, parents, community members and business representatives. The 2017-2086 SBDM committee will meet in October of 2017 to review and approve the 2017-2018 CIP. The needs assessment for this campus plan included both formal and informal data from various resources.

Strategies include activities and available resources that will be used to accomplish identified long-range goals and annual performance objectives. Strategies address each area in TEC 11.252 and 11.253. Highly qualified and trained staff are designated to accomplish initiatives and strategies in the plan. Resources include sources of funds, materials, and equipment. Progress and implementation of each strategy is monitored at designated checkpoints in incremental progress reviews, within established

The evaluation phase of the planning, decision-making implementation, and evaluation includes formative and summative evaluation.

Measurable formative evaluation within the plan assesses the achievement of each objective. Evaluation is tied to the initial assessment of student performance and is based upon Board approved performance objectives.

Major outcomes of the needs assessment data indicate the following focus areas for 2016-2017 school year:

Continue to increase academic achievement levels of all student subgroups in all grade levels.

Focus proactively on eighth grade reading and math to ensure student success while implementing intense remediation for non-passing students.

Require TEKS-based instruction and assessments.

Continue to reduce academic performance gap in economically disadvantaged, African-American and Hispanic students, and Special Needs students.

Continue focus on TEKS alignment and full implementation in all subject areas.

Provide campus-based staff development and vertical team meetings for TEKS alignment.

Encourage and support parent and community participation.

The campus improvement plan is developed, reviewed, and revised annually for the purpose of improving the performance of all students.

Based upon the requirements for campus plans as stated in Texas Education Code 11.252 and 11.253 and based upon roles and responsibilities of site based decision making committee as stated in Texas Education Code 11.251 and 11.253, the

Middle School

Campus Improvement Plan is respectfully submitted.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 1: Ensure that performance gaps between student subgroups are decreased by a minimum of 3%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Administer curriculum based assessments in all core curriculum areas grades 6-8.	Curriculum department, campus admin, teachers	Scores, benchmark assessments			
2) Continue to implement differentiated instruction to meet the learning needs, styles, strengths and weaknesses of each student.	Teachers, curriculum writers, campus admin	Scores, benchmark assessments, quarter tests, quarter grades			
3) Participate in district-wide staff development in all core subjects	Lead4ward trainers, deans of instruction, department chairs	Walk-throughs, curriculum writing, evaluation data			
4) Monitor differentiated instructional activities for all special program areas (at-risk students, Title I, special education, gifted/talented, Section 504, ESL, and homeless students).	Campus administrators	Lesson plans, walk-throughs, classroom observations			
5) Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR assessments.	Special education staff, teachers, campus administrators, counselors	Scores, benchmark assessments, quarter tests			
Funding Sources: 199 - General Fund: Special Education - \$500,000.00					
6) Monitor the number of ELL students mastering and/or demonstrating growth as assessed on the TELPAS and appropriate STAAR assessment.	ESL/ELL staff, teachers, campus administrators, counselors	Scores, benchmark assessments, quarter tests			
7) Continue to provide intervention strategies to address the needs of English Language Learners (ELL) and limited English-proficient (LEP) students and the necessary support and resources to achieve student success.	ESL/ELL Coordinator, campus administrators, teachers	Lesson Plans			


8) Encourage and implement career and academic awareness in 6th, 7th and 8th Incorporate a career and academic elective for 6th and 7th grade students. 8th grade students will focus on "Career Investigations" through class instruction.	teachers, counselors, campus administrators	Lesson Plans			
9) Utilize Achieve 3000 to supplement classroom instruction and provide tiered support.	classroom teachers	Student benchmark scores; grades			
	Funding Sources: 199 - General Fund: High School Allotment - \$22,000.00				
10) Utilize Grand Central Station program to supplement classroom instruction and provide tiered support.	GCS teachers, classroom teachers	Grades			
	Funding Sources: 199 - General Fund: High School Allotment - \$4,000.00				
11) To improve student passing rates. CMS Data Team will identify targeted students and develop personalized intervention plans.	CMS Data Team	Quarter Grades			
	Funding Sources: 199 - General Fund: SCE - \$5,000.00				
					

Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 2: Implement an assessment tool that will measure career aptitude and interest for 100% of the students targeted.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Promote effective career planning for students by providing student access to career investigation	Campus Administrators, Counselors, teachers	Campus plans will include CCRS components			
2) 100% of 8th grade students will have access to career investigation resources	Principals, Curriculum Specialists, Campus Leadership Teams, Teachers	Campus plans will include CCRS components			
3) Implement additional components of Career Cruising to include aptitude assessments and career exploration lessons.	Campus Counselors, Administrators, Teachers, Curriculum Specialist	All 8th grade students will have a signed PGP prior to entering 9th grade; Lesson Plans			
Funding Sources: 244 - CTE - \$2,000.00					
					

Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 3: Increase the Approaches Grade Level Standard in all STAAR tested areas: Math from 87% to 90%, Reading from 83% to 90%, Writing from 78% to 90%, Science from 83% to 90%, and Social Studies from 83% to 85%.

Evaluation Data Source(s) 3: STAAR Scores, Quarter and Benchmark Tests

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) CMS students will demonstrate an Approaches Grade Level Standard of 90% on the Math STAAR.	Administrators,.Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
2) CMS students will demonstrate an Approaches Grade Level Standard of 90% on the Reading STAAR	Administrators,.Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
3) CMS students will demonstrate an Approaches Grade Level Standard of 90% on the Writing STAAR	Administrators,.Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
Funding Sources: 199 - General Fund: SCE - \$3,250.00					
4) CMS students will demonstrate an Approaches Grade Level Standard 90% on the Science STAAR	Administrators,.Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
5) CMS students will demonstrate an Approaches Grade Level Standard of 85% on the Social Studies STAAR	Administrators,.Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 4: Increase student achievement in the Masters Standard level in all STAAR tested areas: Math from 21% to 25%, Reading from 26% to 30%, Writing from 15% to 20%, Science from 26% to 30%, and Social Studies from 34% to 40%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) CMS students will demonstrate a Masters Standard achievement level of 25% on the Math STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
2) CMS students will demonstrate a Masters Standard achievement level of 30% on the Reading STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
3) CMS students will demonstrate a Masters Standard achievement level of 20% on the Writing STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
4) CMS students will demonstrate a Masters Standard achievement level of 30% on the Science STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
5) CMS students will demonstrate a Masters Standard achievement level of 40% on the Social Studies STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
					

Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.


Performance Objective 5:

4:

Increase student achievement in the Meets Standard level in all STAAR tested areas: Math from 56% to 60%, Reading from 49% to 55%, Writing from 46% to 55%, Science from 57% to 65%, and Social Studies from 53% to 60%.

Evaluation Data Source(s) 5:

Summative Evaluation 5:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) CMS students will demonstrate a Meets Standard Level Standard of 60% on the Math STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
2) CMS students will demonstrate a Meets Standard Level Standard of 55% on the Reading STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
3) CMS students will demonstrate a Meets Standard Level Standard of 55% on the Writing STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
4) CMS students will demonstrate a Meets Standard Level Standard of 65% on the Science STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
5) 4) CMS students will demonstrate a Meets Standard Level Standard of 60% on the Social Studies STAAR	Administrators, Curriculum Specialist, Academic Dean, Teachers	STAAR scores, Quarter and Benchmark Tests			
					

Goal 2: We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 1: Provide a framework for campuses to increase connectedness by 10% so that all students, staff and parents are actively participating and positively engaged in the school culture.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) CMS teachers will communicate with parents/guardians on a regular basis through various methodologies of communication.	Campus administrators, Academic Dean, Teachers	Quarterly Parent Communication Logs Living Tree and Skyward distribution logs			
2) CMS teachers will set up and maintain a web page to enhance parent/guardian communication.	Campus administrators, Campus Technology Coordinators, Academic Dean, Teachers	Web Page monitoring			
3) CMS will continue to increase communication with parents/guardians through various methodologies such as Blackboard Connect phone calls, Skyward, Remind, monthly newsletters and individual phone calls.	Campus Administrators and Counselors	Phone logs, Newsletters, Living Tree and Skyward			
4) Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide necessary modifications.	DAEP teachers, campus administrators, counselors	Placement list, scores, benchmark assessments.			
5) Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, drug and violence prevention/ intervention (including prevention, identification, response to and reporting of bullying and bully-like behavior, harassment and teen dating violence, prevention and education concerning unwanted physical or verbal aggression).	Campus administrators, counselors, teachers, CIS personnel	Lesson plan documentation, counselor logs, referrals			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 2: Implement and monitor a system incorporating peer mentoring/coaching and highlight best practices so that 100% of the teachers are positively impacted.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) "5 minute share" time at each faculty meeting.	Campus Admin.	A continuous variety of classroom PD that will enhance campus instructional practices.			
2) "Best Practices" bullet in the principal's weekly newsletter to staff.	Campus Admin.	Motivation for teachers to highlight successful strategies to help build communication with staff and parents. Enhance departmental instructional practices			
3) Share best practices through departments and grade level subject areas teams daily through PLC time.	Campus Admin.	Supportive environment. PLC logs			
4) Pair new teachers to the district with a mentor.	Campus Administration	Supportive environment.			
5) Encourage "cross observations" for teachers and encourage videotaping (good lessons, activities, etc.) for all teachers.	Campus Administration	Administrator documentation and observation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






Goal 3: We will provide the most up-to-date training and technology for our students and teachers.

Performance Objective 1: Engage 100% of CMS learners through the use of technological tools to access, create and share content.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue to integrate advanced technology practices into the classroom curriculum which is aligned with TAC, Title 19, Part II, Chapter 126 TEKS for Technology Applications and satisfy all reporting requirements of TEA. Increase curriculum technology integration in all grades and all subject areas.	Technology integration specialists, teachers, campus administrators, campus technology contacts	Student products, lesson plans, technology benchmark testing for appropriate grade level students			
2) Offer extensive technology professional development opportunities to increase the proficiency levels of all CMS Staff.	Technology integration specialists, campus technology contacts	Computer lab, hardware and software			
Funding Sources: 255 - ESEA Title II, Part A TPTR - \$13,250.00					
3) Continue to increase STaR chart levels of proficiency.	Technology integration specialists, classroom teachers	Increased teacher usage of technology; student products			
4) The district will continue to integrate technology in instructional and administrative programs. CMS personnel will learn and utilize Learning Tree and will access on line professional development more frequently (EduHero, Project Share, CMS website, etc).	Technology integration specialists, teachers, administrators	Requests for more technology tools; increased usage; teacher web pages			
Funding Sources: 255 - ESEA Title II, Part A TPTR - \$10,000.00					
5) Expand computer and online curriculum access through "Bring Your Own Technology" (BYOT) and virtual desktops.	Assistant superintendent, technology department, technology integration specialists, teachers, administrators	Walk throughs, lesson plans, student product			
6) Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction and classroom management.	Technology integration specialists, data analyst	Teacher training documentation; training evaluations			


<p>7) Provide professional development training in state mandated topics including but not limited to: DMAC, AED, CPR, technology, TA - TEKS, sexual abuse and other maltreatment of children, sexual harassment, child abuse, classroom management, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special ed, implementation of TEKS/ELPS, LPAC, Response to Intervention (RtI), conflict resolution, G/T, and ESL for staff and administrators.</p>	<p>Administrators, Technology Integration Specialists, Academic Dean, Campus Technology Coordinators, Teachers</p>	<p>Teacher training documentation; training evaluations</p>			
<p>8) Students will demonstrate mastery of grade level technology standards by providing teachers with training and support from Instructional Technology Specialists, integration of Technology Applications (TA) standards, into the content areas utilizing a variety of technology equipment (i.e. computer labs, iPads, Kunos, interactive whiteboards, document cameras, Aver pens, etc.) on a regular basis.</p>	<p>Campus Administrators, Instructional Technology Specialists, Teachers</p>	<p>Lesson Plans, 100% of students will demonstrate mastery of grade level technology standards as evidenced by student products. 100% of classroom teachers and administrators will complete the STaR Chart for planning, instruction, reflection, walk throughs, and observations.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 4: We will develop partnerships (an additional 10%) that will further our call to action.

Performance Objective 1: Increase by 10%, the number of partnerships with parents/guardians, businesses, community organizations, local government, and higher education institutions to prepare students for their future.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue SHAC, SBDM, and Parent Orientation meetings. CMS Parent Nights (Cyber bullying, Volunteer Trainings, GCS, Family Health Night and Course Content Nights) Continue parent communication opportunities on course offerings, and other pertinent topics as needed.	Campus administrators, instructional deans, parents	Participation of parents at meetings, sign-in sheets			
2) Educate parents about state assessment expectations.	Campus administrators, Academic Dean	Participation of parents at meetings, sign-in sheets			
3) Hold a public meeting after the receipt of the annual TEA campus rating to discuss performance and objectives.	Campus administrators, teachers	Participation of parents in meeting, sign-in sheets			
4) Inform parents about the importance of student attendance and involve parents in school attendance efforts.	Counselors, campus administrators, students, teachers	Monitor reports each quarter			
5) Teachers will post grades weekly on Skyward Family Access.	Campus administrators, teachers	Parent usage of Family Access			
6) Provide appropriate Title I services for identified students.	Campus Administrators, Counselors	Monitor list of homeless students receiving appropriate services			
7) Continue to promote a physical education program that maintains relationships with business partners and parents through activities such as Health and Fitness Nights.	Administration, Teachers	Participation Numbers			
					

Goal 5: We will hold all staff and students to the highest standards and expectations.

Performance Objective 1: Create a learning organization supported by innovative and engaged staff that uses relevant, real world applications to develop critical thinking, problem-solving skills, and a lifelong love of learning. Post-secondary Readiness and Masters level performances will increase by 2% in all areas of accountability.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Create lesson plans and materials through curriculum planning and PLC's to support classroom instruction; emphasize higher-order thinking / critical thinking - ensure instruction occurs at appropriate levels of depth and complexity	Curriculum Specialists, Curriculum Writers, Administration, Academic Dean PLC Team	Lesson plans, administrative observations, benchmark scores, curriculum guides, PLC documentation			
2) Ensure that all district staff are familiar with data disaggregation programs such as DMAC.	Administration, Academic Dean	Lesson plans, administrative observations, benchmark scores, curriculum guides			
3) Provide remediation for students not passing any area of the STAAR assessments. Utilize aligned, common assessments for core subject areas. Provide SSI for 8th grade students for appropriate curriculum areas.	Campus administrators, teachers Funding Sources: 199 - General Fund: SCE - \$50,000.00	Lesson plan documentation, failure reports, summer school schedule, at-risk list			
4) Provide Response to Intervention (RtI) strategies to address the needs of all students, to ensure that students identified as at-risk are provided the support and resources to achieve academic success in all core curricular areas, to pass all areas of STAAR, and meet federal AYP performance standards.	CMS Data Team, Campus Administrators, Teachers Funding Sources: 199 - General Fund: SCE - \$25,000.00	Student benchmark scores; grades			
5) Ensure the effective implementation of the Response to Intervention (RtI) to increase student success at the lowest level of intervention and to develop individualized intervention, progress monitoring and individualized success plans for Tier 2 and Tier 3 students	Curriculum Specialists, Campus Administrators, Teachers, CMS Data Team, Academic Dean, GCS Staff, Counselors	Individualized plans, documentation			
					

Goal 5: We will hold all staff and students to the highest standards and expectations.

Performance Objective 2: Conduct Vision 2020 professional development resulting in 100% of the staff acquiring an ongoing and thorough understanding of the beliefs, call to action, learner outcomes and learner profile.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Share Power Point to provide an overview of Vision 2020 goals and beliefs, etc. during staff development time	Campus Admin	Common understanding and acceptance of Mission, Vision, Beliefs, and Learner Outcomes			
					

Goal 5: We will hold all staff and students to the highest standards and expectations.

Performance Objective 3: CMS will strive to increase Distinction Designations in designated areas awarded in recognition of outstanding achievement from two to three. Campus distinctions are based on indicators of student performance in comparison to forty similar campuses.

Evaluation Data Source(s) 3:

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) CMS will focus efforts on earning distinction designations from 5 to 7 that are awarded in the following areas: 1. Academic Achievement in Reading/English Language Arts (campus only) 2. Academic Achievement in Mathematics (campus only) 3. Academic Achievement in Science (campus only) 4. Academic Achievement in Social Studies (campus only) 5. Top 25 Percent: Student Progress (campus only) 6. Top 25 Percent: Closing Performance Gaps (campus only) 7. Postsecondary Readiness (campus and district)	Campus Administrators	Distinction Designations awarded			
					

Goal 6: We will have a 100% highly qualified staff and become completely student centered.

Performance Objective 1: Design, implement, and document at least five quarterly professional learning opportunities that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and cooperative learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Emphasize the alignment and articulation of instruction both vertically and horizontally to deliver a high quality curriculum to all students. Provide curriculum writing time for identified teams in all core subjects each nine weeks and daily through grade level/ subject area PLC time.	Assistant superintendent, curriculum specialists, Administrators, Academic Dean, Curriculum Writers PLC team Funding Sources: 199 - General Fund: SCE - \$5,000.00	Curriculum team planning sessions, PLC documentation			
2) Ensure that all CMS teachers are highly qualified and that the new hires meet highly qualified status prior to employment.	HR Department, campus administrators	Teachers records and documentation			
3) Incorporate high yield strategies such as Kagan cooperative learning strategies, brain-compatible activities, and Foldables utilizing F.I.G.S. and other resources into each unit of instruction.	Assistant superintendent, curriculum specialists, Administrators, Academic Dean, Curriculum Writers PLC team	Curriculum team planning sessions, PLC documentation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 6: We will have a 100% highly qualified staff and become completely student centered.

Performance Objective 2: 100% of CMS fiscal resources will promote and support critical educational programs based on student achievement and program evaluation data at the campus level.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Utilize intervention programs aligned with RTI such as GCS, Achieve 3000, ZAP, Mandatory Tutorial Time, and SPED After School Tutorials	CMS Data Team, Teachers	Grades, Data Team File, STAAR Scores			
2) CMS will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to: 1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying; 2. Recognize students displaying early warning signs and a possible need for early mental health intervention; and 3. Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL).	Counselors, teachers, nurses, administrators, law enforcement officers, CIS personnel	Teacher training documentation; training evaluations			
					

Goal 7: We will evaluate all existing programs and retain those aligned with our call to action.

Performance Objective 1: Identify and assess 100% of existing campus programs to determine effectiveness and utilization based on student performance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Prioritize programs for evaluation based on fidelity and efficiency, apply an evaluation tool to review findings utilizing stakeholder committees, and eliminate those programs that are not aligned to district goals, beliefs, and standards	District and campus admin, teachers	List of programs to continue; list of programs to eliminate/discontinue			
					

Goal 8: Continuing / Ongoing Goals






Performance Objective 1: CMS will remain cognizant of and monitor implementation of 100% of the strategies that are ongoing or continue from year-to-year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue to embed Kagan Structures in core subject areas and utilize them to enhance instruction.	Assistant superintendent, curriculum specialists, curriculum writers, teachers, campus administrators, Academic Dean	Walk through, teacher observations, lesson plans, PLC documentation			
2) Walk through, teacher observations, lesson plans	Assistant superintendent, curriculum specialists, curriculum writers, teachers, campus administrators, Academic Dean	Walk through, teacher observations, lesson plans, PLC documentation			
3) Differentiate instruction appropriately for student groups: ESL, special education, gifted/talented, Pre-AP.	Assistant superintendent, curriculum specialists, curriculum writers, teachers, campus administrators, Academic Dean	Assistant superintendent, curriculum specialists, curriculum writers, teachers, campus administrators, Academic Dean			
4) Ensure utilization of ESL resources, strategies, training and Texas English Language Proficiency Assessment System (TELPAS), Sheltered Instruction (SIOP), and implementation of ELPs in all content areas.	Teachers, special education personnel, curriculum specialist, campus administrators, Academic Dean, Counselors	Walk through, teacher observations, lesson plans, PLC documentation			
5) Ensure compliance with all components of the Performance Based Monitoring and Analysis System (PBMAS), State Performance Plan (SPP), and Every Student Succeeds Act (ESSA) indicators. Ensure adherence to federal limits on alternative assessments as measured by TEA's System Safeguards.	special education personnel, curriculum specialist, campus administrators, Academic Dean, Counselors	PBMAS, SPP, NCLB reports, TEA reports			

6) Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Performance Based Monitoring and Analysis System (PBMAS) risk elements.	Assistant supt., spec. ed. coord., diagnosticians, counselors, LSSPs, SLPs, teachers, administrators	Report on PBMAS risk elements			
	Funding Sources: 199 - General Fund: Special Education - \$500,000.00				
7) Conduct professional development including training for the inclusion classroom and support to include differentiated instructional, STAAR testing modifications, and autism training for all staff.	Assistant supt., spec. ed. coord., diagnosticians, counselors, LSSPs, SLPs, teachers, administrators	Sign-in sheets			
8) Examine special education programs and delivery to ensure adequate supports to teachers and students, and clear parameters for allocation of staff and resources including the need for special education teachers and paraprofessionals paid through IDEA-B and special education funds.	Assistant supt., spec. ed. coord., diagnosticians, counselors, LSSPs, SLPs, teachers, administrators	Observations and data			
	Funding Sources: 224 - IDEA B, SpEd - \$390,000.00				
9) Focus on reading literacy and comprehension for ELL students. Ensure that System Safeguards are met on STAAR assessments.	ESL/ELL Coordinator, campus administrators, counselors, teachers	Student scores, nine-week grades, benchmark assessments			
10) Monitor migrant student data.	ESL/ELL Coordinator, campus administrators, counselors, teachers	Migrant student data reports			
11) Ensure implementation of Response to Intervention (RtI) procedures; provide campus training on RtI referral procedures.	Superintendent, assistant superintendent, campus administrators, teachers	Students placed into tiered interventions, DATA team documentation			
12) Develop and implement a coherent, content-focused, best practices plan for professional development of instructional leaders, support staff, and teachers.	Campus administrators	Teacher training documentation; training evaluations			
13) Continue to conduct campus needs assessment and facilitate the development of a data-driven campus-based staff development plan founded on identified performance indicators and support professional development initiatives that directly align with student achievement data.	Data analyst, campus administrators	Teacher training documentation; training evaluations			
14) Continue to inform parents and guardians and encourage their participation in education and related opportunities available to their children.	Homeless liaison, secretaries, counselors, campus administrators, PEIMS clerks, teachers	Monitor list of homeless students receiving appropriate services on all campuses			

<p>15) The Campus School Health Advisory Council (SHAC) will ensure that students participate in the school's required physical education activities such as: 1. Student fitness assessment data using FITNESSGRAM; 2. Student academic performance data; 3. Student attendance rates; 4. The percentage of students who are educationally disadvantages; 5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; 6. Any other indicator recommended by the SHAC.</p>	<p>SHAC Committee</p>	<p>agendas from the meetings and sign-in sheets.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Campus Funding Summary

199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$22,000.00
1	1	10			\$4,000.00
Sub-Total					\$26,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$5,000.00
1	3	3			\$3,250.00
5	1	3			\$50,000.00
5	1	4			\$25,000.00
6	1	1			\$5,000.00
Sub-Total					\$88,250.00
199 - General Fund: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$500,000.00
8	1	6			\$500,000.00
Sub-Total					\$1,000,000.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	8			\$390,000.00
Sub-Total					\$390,000.00
244 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$2,000.00
Sub-Total					\$2,000.00

255 - ESEA Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$13,250.00
3	1	4			\$10,000.00
Sub-Total					\$23,250.00
Grand Total					\$1,529,500.00