

# **Carroll Middle School**

**Carroll Independent School District  
Principal ~ Matt Miller**

## **Campus Improvement Plan 2011- 2012**



*The Vision of Carroll ISD is ...  
“Creating an environment that fosters excellence”*

**Nondiscrimination Notice:**

Carroll ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including, vocational programs in accordance with Title VI of the Civil Rights Act of 1973, as amended.

# **Carroll ISD Mission**

*To provide a caring and creative learning environment that promotes excellence, fosters integrity and encourages each student to reach his or her academic, extracurricular and social potential.*

# Carroll Middle School Campus Improvement Plan

## **Executive Summary:**

It is the goal of Carroll Middle School to enhance the achievement and learning of every student that we serve. The campus' focus for the 2011-2012 school year will support the five district goals and incorporate the core values of the district. Student success will continue to be the primary focus along with continual advancement in our delivery of instruction to our students. We will continue to work on improving communication with students, parents, and the community. We will also continue to implement the Character Education program and Rachel's Challenge program to enhance the overall educational environment of Carroll Middle School. We will continually support the district mission of providing a caring and creative learning environment that promotes excellence, fosters integrity and encourages each student to reach his or her academic, extracurricular and social potential. These areas will all contribute to the overall success of the students at Carroll Middle School as we continue to advance as a Professional Learning Community.

# Carroll Middle School

## Site Based Decision Making Committee

TEAM MEMBER	ROLE
Matt Miller	Principal
Stephanie Mangels	Asst. Principal
Janice Rowlands	Asst. Principal
Dr. Rene Moses	Math Science, Elective Curriculum Coord.
Jane Kea	Counselor
Melissa Brown	Counselor
Maureen Cramer	Parent
Pam Broadway	Parent
Gen Monier	Student (7 <sup>th</sup> )
Amsal Madhani	Student (8 <sup>th</sup> )
Jaimee Hilliard	Teacher (7 <sup>th</sup> )
Kristen Svajda	Teacher (7 <sup>th</sup> )
Rachel Jones	Teacher (7 <sup>th</sup> )
Rebecca Colvin	Teacher (8 <sup>th</sup> )
Elisa Rossi	Teacher (Elective)
Kay Robinson	Teacher (Elective)
Melissa Meyer	Teacher (SPED)
Monica Kaut	Teacher (SPED)
Karla Sisson	Teacher (CARE)

# Carroll Middle School

## Data Sources

The following are the data sources that have been reviewed in the preparation of the Campus Improvement Plan. The data were used to serve as a baseline to determine areas of needed improvement and set goals for the 2011-2012 school year. As new data is received it will be used to update the dynamic campus plan.

Data Source		
Academic Excellence Indicator System		Report Cards
Attendance Records		Discipline Reports
Demographic Data		Volunteer Hours
At-risks Records		Gifted & Talented Reports
Failure Reports		Special Education Records
Staff Development Records		Grade Level Reports
Content Area Reports		NCLB Reports

# Step 1: Disaggregate Student Performance Results

2011 Campus Accountability+Table  
 2011 Campus Accountability+Table Texas Education Agency | Performance Reporting

July 2011

TEXAS EDUCATION AGENCY

PAGE 1

2011 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: CARROLL ISD  
 CAMPUS NAME: CARROLL MIDDLE  
 CAMPUS NUMBER: 220919041

Campus Rating: Exemplary  
 Grade Span: 07 - 08

Analysis groups used to determine ratings are highlighted in BLUE.  
 Accountability standards are shown in parentheses.  
 Special formats (\*, >99%, <1%) are used to protect student confidentiality.

## TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Status		2011					2010					Required Improvement	
by Measure		Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	
STD	Performance Results RI EXCP ***												
	Reading/ELA (70%/80%/90%)												
	All Students	580	589	98%	100%	576	584	99%		-1			
EX	African Amer	*	*	94%	*	*	*	94%		0			
-	Hispanic	*	*	97%	*	*	*	94%		3			
-	white	473	480	99%	81%	476	481	99%		0			
EX	Econ Disadv	*	*	90%	*	*	*	92%		-2			
-													
	Writing (70%/80%/90%)												
	All Students	*	*	> 99%	*	*	*	99%		*			
EX	African Amer	*	*	> 99%	*	*	*	> 99%		*			
-	Hispanic	*	*	> 99%	*	*	*	> 99%		*			
-	white	*	*	> 99%	*	*	*	99%		*			

2011 Campus Accountability+Table											
EX	-	-	EX								
	-	-	-	Econ Disadv	*	*	> 99%	*	*	* > 99%	
	-	-	-								
				Social studies (70%/80%/90%)							
				All Students	*	*	> 99%	*	*	* > 99%	
EX	-	-	EX								
	-	-	-	African Amer	*	*	> 99%	*	*	* *	
	-	-	-	Hispanic	*	*	> 99%	*	*	* > 99%	
	-	-	-	White	*	*	> 99%	*	*	* > 99%	
EX	-	-	EX								
	-	-	-	Econ Disadv	*	*	> 99%	*	*	* *	
	-	-	-								
				Mathematics (65%/80%/90%)							
				All Students	578	590	98%	100%	571	584	98%
EX	-	-	EX								
	-	-	-	African Amer	*	*	94%	*	*	* > 99%	
	-	-	-	Hispanic	*	*	97%	*	31	34	91%
	-	-	-	White	470	480	98%	81%	471	481	98%
EX	-	-	EX								
	-	-	-	Econ Disadv	*	*	91%	*	*	* > 99%	
	-	-	-								
				Science (60%/80%/90%)							
				All Students	293	301	97%	100%	262	269	97%
EX	-	-	EX								
	-	-	-	African Amer	*	*	> 99%	*	*	* *	
	-	-	-	Hispanic	*	*	94%	*	*	* > 99%	
	-	-	-	White	242	249	97%	83%	218	225	97%
EX	-	-	EX								
	-	-	-	Econ Disadv	*	*	88%	*	*	* *	
	-	-	-								

---

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

				Reading/ELA						
				ELL Students	-	-	-	-	-	-

2011 Campus Accountability+Table

COMMENDED PERFORMANCE TABLE (na/15%/25%)

Performance Results	Number at Commended	Number Taking	Pct at Commended	Stu Grp %
Reading/ELA All Students	376	589	64%	100%
EX Econ Disadv	9	*	43%	*
-				
Mathematics All Students	327	590	55%	100%
EX Econ Disadv	8	*	36%	*
-				

\*\*\* summary column: the final outcome for this measure after use of RI and exceptions (if applicable).

July 2011

PAGE 2

TEXAS EDUCATION AGENCY

2011 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: CARROLL ISD  
 CAMPUS NAME: CARROLL MIDDLE  
 CAMPUS NUMBER: 220919041

Campus Rating: Exemplary  
 Grade Span: 07 - 08

Analysis groups used to determine ratings are highlighted in BLUE.  
 Accountability standards are shown in parentheses.  
 Special formats ('\*', >99%, <1%) are used to protect student confidentiality.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2010?	Exceptions Applied
10	N/A	N/A	N/A	N/A	N/A

2011 Campus Accountability+Table

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

		----- Class of 2010 -----					---- Class of 2009 ----			Required Improvement		
Met		# Com- pleters	# Dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI
RI?	All Students	-	-	-	-	-	-	-	-	-	-	
	African Amer	-	-	-	-	-	-	-	-	-	-	
	Hispanic	-	-	-	-	-	-	-	-	-	-	
	white	-	-	-	-	-	-	-	-	-	-	
	Econ Disadv	-	-	-	-	-	-	-	-	-	-	

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.6%)

		----- 2009-10 -----				----- 2008-09 -----			Required Improvement		
Met		# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI
RI?	All Students	0	607	0.0%	100%	0	567	0.0%		0.0	
	African Amer	0	18	0.0%	3%	0	15	0.0%		0.0	
	Hispanic	0	35	0.0%	6%	0	32	0.0%		0.0	

2011 Campus Accountability+Table								
White	0	501	0.0%	83%	0	478	0.0%	0.0
Econ Disadv	0	12	0.0%	2%	0	12	0.0%	0.0

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

---

Performance Reporting | [TEA Home](#)

This request took 0.93 seconds of real time (v9.2 build 1496).

		Forethought	Aware	Form Space	Workshop	Lesson Planning	Grade book (Skyward)	
	Current percentage of teachers trained in the use of Skyward and Eduphoria components:	100%	80%	N/A	100%	100%	100%	
	Targeted percentage for 2011-2012:	100%	80%	N/A	100%	100%	100%	
	<b>COMPONENTS</b>  (√)	Developed jointly with parents	Scheduled annual meetings to provide information for parents	School/parent compacts with parent teacher conferences (if elementary)	Staff-parent two-way communication processes in place	Annual program evaluation to identify barriers to program effectiveness	Funding set aside for parent involvement program	Program design based upon assessed needs
	Parent Involvement Plan:  2011-12		X		X		X	
	Parent Involvement Plan:  2011-2012	X	X		X		X	X

## Step 2: Consider Contributory Factors for Not Meeting Desired Objectives

When reviewing data that indicates students have not met desired performance goals, consider factors that may play a causal or contributory role. Place an “X” in the box to the left of each area of concern and describe your findings related to the group or group(s) not achieving the desired results. *(The areas of concern articulated below are merely suggestions. You will want to identify your own.)*

X	Area of Concern	Findings
x	Student Mobility	Students that move into CISD from other states may not always have the academic level background that life-long CISD students have. Many times they are behind in their learning of the TEKS objectives and struggle with the rigor of being taught in CISD.
	Attendance	
	Professional Development	
	Parental Support for Learning	
	Curriculum Quality and Rigor	
	Instructional Quality	
	Budgetary Factors	
	Other	
	Other	

### Step 3: Consider Strategies That the Campus May Employ to Improve Student Performance.

Consider the need for and identify changes that campus will make in order to address the area(s) of concern. Changes should be made a part of the Campus Improvement Plan.

<b>Data Disaggregation</b>			<b>YES</b>	<b>NO</b>
Did the campus disaggregate the 2010-2011 performance data in relationship to desired performance standards?			x	
If yes, put an "X" beside the method(s) used for disaggregation;				
<b>Method</b>	<b>X</b>	<b>Software Name:</b>	<b>Comments:</b>	
1. Computer Software Program other than Eduphoria Aware				
2. Manually	x		Teachers review student TAKS/STAAR scores on an "as needed" basis for those that are struggling in a certain subject or objective.	
3. Eduphoria Aware	x		Teacher use of Eduphoria Aware to access students' TAKS/STAAR scores to help guide instruction & interventions for students.	
4. Other				

<b>Staffing Changes</b>	<b>YES</b>	<b>NO</b>
Will the campus make any staffing or assignment changes?	x	
If yes, identify the type of change(s) to be made:		
1. We have continued with the assigning a teacher with SPED certification to help with students that have IEPs in Science in both grades levels. Supporting those students with extra help and reteaching.		
2. We have started "Transition Inclusion" program at CMS with a focus on Math, LA, and Science. We are supporting students in Social Studies as our staffing allows us to. Certain SPED students have been placed in an Inclusion class with the support of a Resource teacher or Instructional aide.		
3.		
4.		

<b>Curriculum Modifications</b>	<b>YES</b>	<b>NO</b>
Will the campus modify the district's curriculum in any way?	x	
If yes, identify the type of change(s) to be made:		
1. The curriculum is always in a state of adjustment according to the needs of our students and the district. No specific changes other than continuously improving it each year in all subject areas.		
2.		
3.		
4.		

Organizational Changes	YES	NO
Will the campus make any organizational changes?	X	
If yes, identify the type of change(s) to be made. (Example: modify bell schedule, add or change tutorial framework, adopt a uniform grading policy, revise advisory program, expand library hours, etc.)		
1. We have continued the 2 "Reading" days called "Read 2 Win" program in advisory to help increase reading proficiency.		
2. We have implemented a "Transition Inclusion" program which is taking our Resource teachers out of as many resource classes and putting them into the general education classes with SPED students that have been hand-scheduled into those inclusion classes. Eventually we will move towards more of a co-teaching model.		
3. We have implemented study hall time into a Dragon Den (Advisory) time to help support our high numbers of students in extracurricular activities and those that need extra help with homework.		
4. We have developed Dragon Den RTI classes to support students in Math, Reading, or Writing that score in the bottom 2% of our screeners. The DD RTI teachers will work 2 days a week with these students on strategies to help in their weakness areas (ex.: multiplication facts, fractions, word recognition, writing strategies, etc). Data will be collected and referrals to Tier II, Tier III, or SPED could occur if the students are not improving in that area.		

## Professional Development Activities 2011-2012

Briefly identify the types of activities/workshops and the projected dates for each as a result of changes in the objectives of the Campus Improvement Plan

<ol style="list-style-type: none"> <li>1) "Inclusion" Training</li> <li>2) CMS "Nuts &amp; bolts"</li> <li>3) Sexual Harassment training</li> <li>4) SPED info training</li> <li>5) Department meetings "Team" meetings</li> </ol>		<ol style="list-style-type: none"> <li>1) Provide a school environment supportive of learning.</li> <li>2) Ensure quality personnel in all positions.</li> </ol>	<p><b>August, 2011</b></p>
<ol style="list-style-type: none"> <li>1) Promethean Board Training for all teachers</li> <li>2) All teachers worked on vertically aligning their curriculum with their cooperating teacher at DMS.</li> </ol>	<ol style="list-style-type: none"> <li>3) Promethean Board training</li> <li>4) Vertical Curriculum Alignment.</li> </ol>	<ol style="list-style-type: none"> <li>1) Raise the academic challenge and performance of each student.</li> <li>2) Ensure quality personnel in all positions.</li> </ol>	<p><b>Summer, 2011</b></p>
<p><b>Departmental Book Study (individualized by each department)</b></p>	<p><b>Dept. Head lead with all staff during dept. meetings</b></p>	<ol style="list-style-type: none"> <li>1) Provide a school environment supportive of learning.</li> <li>2) Ensure quality personnel in all positions</li> </ol>	<p><b>All school year 2011-12</b></p>
<ol style="list-style-type: none"> <li>1) Promethean Board Focus group training/sharing</li> <li>2) Technology training rotations</li> </ol>	<ol style="list-style-type: none"> <li>1) Promethean Board staff share ideas &amp; present to other staff using the boards.</li> <li>2) Other staff offer technology training rotations (Eduphoria, Podcasting, webcasting, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1) Ensure quality personnel in all positions.</li> <li>2) Raise the academic challenge and performance of each student.</li> </ol>	<p><b>Summer, 2011</b></p>

**AWARENESS – Expectation:** Increase participants’ knowledge base or understanding. The program is designed to introduce new ideas, concepts or strategies.

**SKILL DEVELOPMENT – Expectation:** Use of knowledge and skills in teaching and assessment practices. The program is interactive, and the presenter models and provides opportunities for guided practice to help participants introduce one or more skills into their teaching and assessment practices.

**CURRICULUM/ASSESSMENT DEVELOPMENT AND IMPLEMENTATION – Expectation:** Diversified and appropriate use of best practices in learner-centered curriculum, instruction and assessment. The program is interactive, and the presenter models and provides opportunities for guided practice and self and peer review, refinement and reflection. The program seeks to help participants develop learner centered and appropriate curriculum and assessment materials and processes.

**LEADERSHIP DEVELOPMENT PROGRAM - Expectation:** Participants develop and implement professional development programs for other teachers and educational stakeholders. The program is interactive, and the presenter models and provides guided practice opportunities for self and peer review, refinement and reflection. The program seeks to help participants facilitate adult learning opportunities

<b>Budgetary Changes - Specific to Student Performance Area(s):</b>		<b>YES</b>	<b>NO</b>
<b>Will any budgetary changes be made at the campus level?</b>		<b>x</b>	
<b>If yes, identify the significant area and amount of increase from previous year</b>			
<b>AREA:</b>	<b>AMOUNT OF INCREASE:</b>		
1. Extended Day program (3 days per week)	Continuation of \$7500.00		
2. Possible budget reduction due to district Expenditure Reduction plan	N/A		
3.			
4.			

<b>Additional Support from Central Office:</b>	<b>YES</b>	<b>NO</b>
Will you request additional support from the Department of Instructional Services?	x	
If yes, briefly describe the additional support to be requested:		
Continued support in training staff with Eduphoria programs, lesson plan design, and other “best practices” learning. Along with continual support for teachers that have the Promethean Boards being implemented in their classrooms.		

<b>Special Program Focus</b>		<b>YES</b>	<b>NO</b>
Did the campus disaggregate the 2010-2011 performance data relevant to students served through special programs?		x	
If yes, indicate the programs reviewed;			
<b>Program</b>	<b>X</b>	<b>Findings and Issues</b>	
English as a Second Language			
Career and Technology Education			
Special Education	x		
No Child Left Behind (NCLB)	x		
Gifted and Talented	x		
Advanced Academics	x		
Other:			

SB 892 requires elementary, middle, and junior high school campuses **to include in their campus improvement plans** goals and objectives for the coordinated health program at the campus. Information regarding student fitness assessment data must be included along with student performance, attendance, and at-risk factors. The plan must document the use and success of methods used to ensure students participate in moderate to vigorous physical activity, as well as any other information required by the district's school health advisory council.

The district has adopted the Great Body Shop curriculum and will provide the Coordinated School Health program guidelines for campuses grades K-8 that accompanied that curriculum.

<b>Coordinated School Health Plan</b>	Student Performance Data (Summary of TAKS data)	Student Fitness Data (Summary of Fitness Gram Data)	Student Attendance Data	Identified at-risk factors for student population as a whole
1- Created campus SHAC group 2- Monthly themes promoting health	See AEIS Report	See Fitness Gram Report	See AEIS Report	See AEIS Report

The 2009-2010 Campus Administrative Team agreed to include an objective in each campus plan which included professional development activities addressing the relationship between intentional planning and effective instruction. Please summarize your plans for this objective in the space below.

Carroll Middle School teachers are participating in an individualized department book study which is discussed in department meetings. A "Cutting Edge" meeting has been added once a month for teachers at which presenters demonstrate effective teaching strategies and innovative instructional approaches.

**District Goal #1 of 5: Raise the Academic Challenge and Performance of Each Student**

**Plan Date: 2011-2012**

**Related Campus Goal(s): CMS students will maintain or increase their achievement on local, state, and national assessments.**

<b>Objectives (Strategic and specific, measurable, attainable, results-oriented and time-bound)</b>	<b>Strategies/Activities  (If a professional development initiative is identified, please describe in detail.)</b>	<b>Resources (Staffing, funding, materials needed to underwrite, implement and/or support the activities. Identify parties responsible for implementation.)</b>	<b>Benchmarks and Timeline (Measurable data points and other evidence of change that demonstrate progress toward meeting the objective)</b>	<b>Expected Measurable Results and Evaluation Components  (Identify the criteria and specify the indicators of success)</b>
All At-Risk students will be provided the appropriate level of intervention in order to pass the state assessments, pass all core classes with at least 70% average and be promoted to the next grade level.	1--Extended Day Tutorial program 2- Math & Writing Lab 3- Dragon Den "Study Hall" days 4- Study Hall (CM & CM II) 5- CARE program 6- Content Mastery 7- Dyslexia program 8- 504 placements 9- CM2 Classroom 10-Study Island program 11-Promethean Boards in all classrooms 12-APF documentation	Administration Counselors Staff	Review 3-week progress reports and 6-week grades	Increase of student passing rates (6-weeks, semester, year end grades)  Decrease percentage of students failing in all subjects
All students enrolled for the Reading Intervention Program will score on grade level on the end-of-the-year district literacy assessment or will pass an on-grade level state assessment	1- CARE Program 2- Monitoring students through their Team 3- "Read 2 Win" program in Dragon Den class 2 times per week 4- Study Island program 5- "Read Naturally" program 6- Promethean Boards in all classes 7- Reading Universal Screener	CARE teacher Counselors Staff	Review 3-week progress reports and 6-week grades	STAAR Reading scores to be passing or higher
At least 75% of all special education students will take and pass the STAAR	1- General Ed. STAAR Benchmarks 2- Math & Writing Labs 3- CARE Reading	Staff		STAAR scores

<b>Objectives (Strategic and specific, measurable, attainable, results-oriented and time-bound)</b>	<b>Strategies/Activities (If a professional development initiative is identified, please describe in detail.)</b>	<b>Resources (Staffing, funding, materials needed to underwrite, implement and/or support the activities. Identify parties responsible for implementation.)</b>	<b>Benchmarks and Timeline (Measurable data points and other evidence of change that demonstrate progress toward meeting the objective)</b>	<b>Expected Measurable Results and Evaluation Components (Identify the criteria and specify the indicators of success)</b>
assessment in spring 2012.	4- Promethean Boards in all classes 5- Study Island program -- \$800.00 (counselor budget) 6- Inclusion Program			
Only 2% of tested population will take STAAR-M	General Ed. STAAR Benchmarks Support through Resource L.A. and Resource Math	Staff		STAAR-M scores at least a passing rate.
At least 90% of each of the campus student groups (other than SPED & At-Risk) will meet the state standard on the STAAR reading/ELA assessment in spring 2012.	1-General Ed. STAAR Benchmarks 2-STAAR Tutoring 3-Academic Referral to counselor for students not meeting the standard. 4-"Read 2 Win" program 5-Reading Universal Screener 6-Inclusion Program 7-CARE program	Staff Counselors		STAAR Scores at least a passing rate
At least 90% of each of the campus student groups will meet the state standard on the STAAR writing assessment in spring 2012.	1-General Ed. STAAR Benchmarks 2-STAAR Tutoring 3-Academic Referral to counselor for students not meeting the standard 4- Promethean Boards in core classes 5-Writing Lab 6-Inclusion Program	Staff Counselors		STAAR Scores at or above passing rate
At least 90% of each of the campus student groups will meet the state standard on the STAAR math assessment in spring 2012	1-General Ed. STAAR Benchmarks 2-STAAR Tutoring 3-Academic Referral to counselor for students not meeting the standard. 4- Promethean Board in all 5-Math Lab 6-Inclusion Program	Staff Counselors		STAAR Scores at least a passing rate
At least 90% of each of the campus student groups will meet the state standard on the STAAR science assessment in	1-General Ed. STAAR Benchmarks 2-STAAR Tutoring 3-Academic Referral to counselor for students not meeting the standard. 4- Promethean Boards in all classes	Staff Counselors		STAAR Scores at least a passing rate

<b>Objectives (Strategic and specific, measurable, attainable, results-oriented and time-bound)</b>	<b>Strategies/Activities (If a professional development initiative is identified, please describe in detail.)</b>	<b>Resources (Staffing, funding, materials needed to underwrite, implement and/or support the activities. Identify parties responsible for implementation.)</b>	<b>Benchmarks and Timeline (Measurable data points and other evidence of change that demonstrate progress toward meeting the objective)</b>	<b>Expected Measurable Results and Evaluation Components (Identify the criteria and specify the indicators of success)</b>
spring 2012.				
At least 90% of each of the campus student groups will meet the state standard on the STAAR social studies assessment in spring 2012.	1-General Ed. STAAR Benchmarks 2-STAAR Tutoring 3-Academic Referral to counselor for students not meeting the standard. 4-Promethean Boards in all classes	Staff Counselors		STAAR Scores at least a passing rate
The percentage of special education students (other than speech only) for the campus will be $\leq$ 10% on the May 2012 district enrollment report.	1-Provide strategies to transition students out of SPED into 504 and Regular Education.	Diagnostician Counselors Staff RTI Data		SPED percentages
Address the needs of the Gifted & Talented students at CMS	1- Pre-AP (Math, Science and L.A.) 2- GT Quest working with L.A. teachers on research projects with students 3-GT teacher working with Gen. Ed. teachers in developing lesson extensions implementing higher level thinking activities 4- Promethean Board in all classes & GT L.A. classroom.	GT Teacher Staff		1-A survey is being developed to assess the GT LA classes 2-Dialogue with GT LA teachers 3-Parent survey results
Increase the percentage of students that score "Commended" on each of the STAAR subject areas that are assessed in spring 2012.	1-General Ed. STAAR Benchmarks 2-Higher level thinking & questioning strategies 3- Pre-AP Science, Math, & L.A. classes 4- Promethean Board in all classes.	All Staff involved in 1 or more of these activities Thinking wheel  Training sessions		STAAR Commended Scores Increase of 3 – 5% points in all areas with particular attention to Writing (7 <sup>th</sup> ) and Math

**District Goal #2 of 5: Ensure Quality Personnel in All Positions**

**Plan Date: 2011-2012**

**Related Campus Goal(s): CMS will recruit, develop, retain, and recognize an exceptional, highly motivated, highly qualified, and certified staff to optimize student engagement.**

<p><b>Objectives</b>  (Strategic and specific, measurable, attainable, results-oriented and time-bound)</p>	<p><b>Strategies/Activities</b>  (If a professional development initiative is identified, please describe in detail.)</p>	<p><b>Resources</b>  (Staffing, funding, materials needed to underwrite, implement and/or support the activities. Identify parties responsible for implementation.)</p>	<p><b>Benchmarks and Timeline</b> (Measurable data points and other evidence of change that demonstrate progress toward meeting the objective)</p>	<p><b>Expected Measurable Results and Evaluation Components</b>  (Identify the criteria and specify the indicators of success)</p>
<p>Hire the best possible teaching and non-teaching professionals</p>	<p>Develop &amp; maintain an effective and thorough screening and interview process that will allow for the best possible assessment of applicants using a comprehensive interview process involving team members and department chairs</p>	<p>Campus Admin. Staff Search Soft (Reg. XI) Google Search Personal References</p>	<p>Conversations with mentors  Periodic "New Staff" meetings</p>	<p>Strong &amp; Knowledgeable teachers. Retain those strong teachers.</p>
<p>Provide opportunities for professional development &amp; growth that teachers find challenging and rewarding</p>	<p>1-New teacher academy &amp; assignment of a mentor. 2-Provide staff development that allows opportunities for professional &amp; personal growth. 3-"Teachers Observing Teachers – TOT" program 4-Thursday Grade Level/Subject-Specific planning time 5-Cutting Edge meetings 6-Technology Tidbits</p>	<p>District &amp; campus admin.</p>	<p>Informal feedback with staff &amp; dept. heads</p>	<p>Teacher feedback, observations, evaluations, lesson plans</p>
<p>Create a work environment where employees feel a part of and are excited about coming to work.</p>	<p>1-Staff recognition (EOM, PTSO lunches, Use of "True to the Core" initiative, etc) 2-Create campus communities for staff input &amp; involvement 3-Staff Appreciation activities 4-Note Cards from Admin</p>	<p>Campus Admin. Staff PTSO Teen Leadership</p>		<p>Teacher participation &amp; feedback, agendas, staff survey</p>

**District Goal #3 of 5: Provide a School Environment Supportive of Learning**

**Plan Date: 2011-2012**

**Related Campus Goal(s): The CMS community fosters a positive school climate in which students feel safe, are drug free, and take ownership in their learning.**

<b>Objectives</b>  (Strategic and specific, measurable, attainable, results-oriented and time-bound)	<b>Strategies/Activities</b>  (If a professional development initiative is identified, please describe in detail.)	<b>Resources</b>  (Staffing, funding, materials needed to underwrite, implement and/or support the activities. Identify parties responsible for implementation.)	<b>Benchmarks and Timeline</b>  (Measurable data points and other evidence of change that demonstrate progress toward meeting the objective)	<b>Expected Measurable Results and Evaluation Components</b>  (Identify the criteria and specify the indicators of success)
Increase student knowledge of good character traits & how to apply those.	1-StuCo Character Education lessons & activities in Dragon Dens 2-Character signs and character bulletin boards 3-Character movie clips & lessons that tie into them 4-Motivational Pro Presentation 5-"The Choice/Decision is Yours"	Counselors Teen Leadership FOR StuCo Staff	Character lesson twice a month  Announcements daily	Decrease documented incidents of misbehaviors, greater student involvement in school wide culture.
Foster a positive school environment where students feel safe.	1-Bullying/Harassment Education 2-Talk About it Program 3-Parent required Drug & Alcohol training for extra-curricular 4-CISD Drug Survey 5-Red Ribbon Week Activities 6-S2 Security System	Admin Counselors SRO Staff		Decrease in documented incidents of bullying/harassment.
Provide a safe & orderly learning environment that will promote student success & learning.	1-Utilize visitor sign-in/out system through front office visitor badges 2-Review, update, and communicate the CMS Crisis Management Plan. 3-Monthly Fire, Lockdown, and Duck and Cover Drills 4-Individual, class, & group	Admin Counselors Staff SRO		1- All visitors are clearly identified with name badges. 2- Students knowledgeable on emergency procedures & react appropriately during drills. 3- Students utilizing counseling service as needed with positive results. 4- CMS Crisis Management Team reacts successfully and follows procedures in

<b>Objectives</b> (Strategic and specific, measurable, attainable, results-oriented and time-bound)	<b>Strategies/Activities</b> (If a professional development initiative is identified, please describe in detail.)	<b>Resources</b> (Staffing, funding, materials needed to underwrite, implement and/or support the activities. Identify parties responsible for implementation.)	<b>Benchmarks and Timeline</b> (Measurable data points and other evidence of change that demonstrate progress toward meeting the objective)	<b>Expected Measurable Results and Evaluation Components</b> (Identify the criteria and specify the indicators of success)
	counseling opportunities for students. 5-On-site SRO 6-“Teaming” of core teachers on each grade level 7-Staff scanning entry key card 8-Video Camera system 9-S2 Security System			emergency events.
Assist students with taking ownership of their learning.	<ol style="list-style-type: none"> <li>1- Study Skills classes</li> <li>2- “Teaming” of core teachers</li> <li>3- Staff Development sessions</li> <li>4- Students goal setting practice</li> <li>5- “The Choice/Decision is Yours” program</li> </ol>			

Related Campus Goal(s):

<p><b>Objectives</b></p> <p><b>(Strategic and specific, measurable, attainable, results-oriented and time-bound)</b></p>	<p><b>Strategies/Activities</b></p> <p><b>(If a professional development initiative is identified, please describe in detail.)</b></p>	<p><b>Resources</b></p> <p><b>(Staffing, funding, materials needed to underwrite, implement and/or support the activities. Identify parties responsible for implementation.)</b></p>	<p><b>Benchmarks and Timeline</b></p> <p><b>(Measurable data points and other evidence of change that demonstrate progress toward meeting the objective)</b></p>	<p><b>Expected Measurable Results and Evaluation Components</b></p> <p><b>(Identify the criteria and specify the indicators of success)</b></p>
<p>Campus staff will ensure that they are effective and efficient stewards of all resources</p>	<p>1- Solicit and secure alternative funding sources such as business donations, PTSO gifts, and community donations.</p> <p>2- Evaluate and refine campus budget based upon departmental needs</p>	<p>PTSO, volunteers, Admin.</p> <p>Principal, Dept. Chairs</p>	<p>Secretary monitors expenditures &amp; reports weekly/monthly to principal</p>	<p>Record of funds received and used.</p> <p>Approved budget, review spending practices.</p>

**District Goal #5 of 5: Improve Public Understanding and Support of Public Schools**

**Plan Date: 2011-2012**

**Related Campus Goal(s): CMS will provide timely, open communication and positive parental, community partnership opportunities in our school.**

<b>Objectives</b>  <b>(Strategic and specific, measurable, attainable, results-oriented and time-bound)</b>	<b>Strategies/Activities</b>  <b>(If a professional development initiative is identified, please describe in detail.)</b>	<b>Resources</b>  <b>(Staffing, funding, materials needed to underwrite, implement and/or support the activities. Identify parties responsible for implementation.)</b>	<b>Benchmarks and Timeline</b> <b>(Measurable data points and other evidence of change that demonstrate progress toward meeting the objective)</b>	<b>Expected Measurable Results and Evaluation Components</b>  <b>(Identify the criteria and specify the indicators of success)</b>
A variety of resources will be utilized to enhance effective communication between the school, parents, and community	1- Utilize school website & marquee 2- Dragon Tales / Principal newsletter (Constant Contact) -- \$250/year newsletter (weekly) 3- Teacher websites 4- Family Access 5- Teleparent phone messaging system 6- "Teaming" of core teachers 7- Curriculum Night 8- Site-Based Decision Making committee	Admin. & Staff	PTSO meeting with parent feedback	Improved parent communication, parent & community feedback.