Carroll Independent School District

Carroll Middle School

2019-2020 Campus Improvement Plan

Mission Statement

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.

Vision

Creating an environment that fosters excellence.

Dragon Values

As Dragons we value:

Excellence

Relationships

Character and Integrity

Innovation

Open and Honest Communication

Compassionate Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carroll Middle School is a 7th and 8th grade campus housed in a building that opened in the fall of 2011. It is one of two middle school campuses in CISD and serves the northern half of the community. The 2019-2020 school year began with approximately 740 students and 73 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

Demographics Strengths

Carroll Middle School has many strengths. Some of the most notable demographics strengths include:

- Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
- The campus has extremely high expectations for students. This is expected and valued by parents and the community.
- The attendance rate at Carroll Middle School is consistently 97%+.
- Students at Carroll Middle School are very accepting of new students regardless of race or ethnicity.
- All students who withdraw enroll in other schools. No dropouts have been recorded for Carroll Middle School.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause**: International students relocate to our school district frequently due to parent job transfers.

Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause**: Continual changes in society can have a strong impact on students.

Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and

co-teach staff.

Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause**: A steady increase of students enrolling from a wide range of international cultures.

Student Achievement

Student Achievement Summary

Carroll Middle School students ahieve above average passing results on state assessments:

- 7th Grade Writing: 96%
- 7th Grade Reading: 96%
- 7th Grade Math: 96%
- 8th Grade Reading: 97%
- 8th Grade Math: 98%
- 8th Grade Science: 97%
- 8th Grade Social Studies; 96%
- Algebra EOC: 100%

These scores result in Carroll Middle School receiving a **2019 Texas Accountability Grade of "A".** The campus also earned the following six Distinctions
:

- Academic Achievement in Mathematics
- Academic Achievement in Social Studies
- Academic Acheivement in Language Arts
- Academic Achievement in Science
- Postsecondary Readiness
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps

Student Achievement Strengths

Carroll Middle School has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- The campus celebrates a high number of Duke Scholars every year.
- Students are very active and involved in school sponsored as well as community and regional programs, such as performing arts, sports, academic competitions, fine arts, etc.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause**: International students relocate to our school district frequently due to parent job transfers.

Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause**: Continual changes in society can have a strong impact on students.

Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause**: Campus Based Assessments appear to not be as rigorous as the state assessments.

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Problem Statement 5: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause**: A steady increase of students enrolling from a wide range of international cultures.

School Culture and Climate

School Culture and Climate Summary

Carroll Middle School is a warm, welcoming campus where all student needs are addressed and met.

School Culture and Climate Strengths

Carroll Middle School celebrates a healthy, supportive culture.

- Students report that they feel safe at school.
- Students are accepting of students new to CMS and CISD.
- Teachers feel empowered and valued. They report that CMS is a great place to work.
- Administrators work closely with faculty and staff in decision-making. Teachers feel that they have a voice in the decisions that are made.
- Students will be participating in Rachel's Challenge and HOPE Squad.
- Students and CMS families will benefit from the district Resiliency Project launched this past Spring.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause**: Continual changes in society can have a strong impact on students.

Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause**: A steady increase of students enrolling from a wide range of international cultures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- All but one staff member at Carroll Middle School met the federal and state *highly qualified* requirements resulting in students being surrounded by staff that hold high expectations for learning.
- In addition to professional development, the weekly PLC meetings reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.
- The district participates in multiple job fairs and holds a district interview day to ensure quality candidates are found and hired.

Staff Quality, Recruitment, and Retention Strengths

Carroll Middle School celebrates the following strengths:

- Carroll Middle School staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- 100% of the certified and paraprofessional staff have participated in multiple professional development opportunities during this past school year.
- CMS has 1 ESL teacher and 1 G/T certified teacher per grade level.
- Grade-level PLCs and department PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.
- The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.
- Zero, One and Two-year teachers are mentored on our campus and at the district level.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff turnover due to promotions and higher paying neighboring districts impacts the CMS staff. **Root Cause**: This is a natural occurrence sometimes due to pay disparity between districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Scores on state tests are significantly higher than the state average
- Regular meetings are held by department (laterally) to update and improve curriculum
- At middle school we have multiple levels of several courses to properly place students for the appropriate level of challenge and rigor.

Curriculum, Instruction, and Assessment Strengths

Carroll Middle School celebrates the following strengths:

- CMS is a high performing campus according to state testing scores. As a result, the curriculum followed by the district and CMS goes beyond the mandated state curriculum.
- Students participate in a wide variety of elective courses.
- CMS has a strong RtI process.
- The master schedule supports planning time in PLCs.
- A strength of CMS teachers is their ability to identify strategies for students in Tier 1 and Tier 2.
- The ability to interpret and use common assessment data to drive instructional decisions is a a key component of the overall success of CMS.
- CMS is piloting the Why Try curriculum in a new elective course entitled Pathways to Success.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Problem Statement 2: We have non English speaking students required to take the state assessments. **Root Cause**: International students relocate to our school district frequently due to parent job transfers.

Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more

culturally inclusive **Root Cause**: A steady increase of students enrolling from a wide range of international cultures.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is a definite strength for our campus. Our volunteers serve in many different capacities, including in the classrooms, in the administrative areas, during special student events, etc. Our families' perception of our school and its effectiveness is one of a positive nature. They report feeling very welcome when they come into the school due to the reception they receive in our front office and the warm, welcoming attitude of our staff. We have positive comments that are made referencing how well the school is doing in educating students and how we take care of the various needs of our families. Additionally, we view customer service as a major priority. Families are involved with our campus in several capacities: band, choir, community service, theatre arts, athletics, GT fair as well as many other field trips and activities.

Our PTSO helps teachers with classroom items/technology through the Wish List Program as well as providing monthly luncheons and treat cart goodies.

Our website is kept up to date and has information about upcoming events as well as resources for the parents to assist their students at home. A Carroll Middle Principal Newsletter is sent out twice a month to keep families informed on upcoming events and activities.

Carroll Middle School values partnerships with CMS PTSO, parents, and community members/businesses. These relationships are supported throughout the year and campus administration utilizes these organizations to assist with different events that we have for the students and their families. In addition, we have parent and community members who participate in our campus Site-Based Committee.

Parent and Community Engagement Strengths

Carroll Middle School enjoys a robust family and community involvement environment. When events occur, our campus overflows. It is common for us not to have enough seating which is a wonderful problem to have. Carroll Middle School's success is largely due to parent support, participation and cooperation. During our annual Career Day we have a large number of community members and parents who invest their time as presenters. CMS relentlessly pursues effective engagement with families and the community to foster shared responsibility for student achievement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

School Context and Organization

School Context and Organization Summary

Carroll Middle School is respected for the feeling of safety at the school. The parents, community, staff and students report that they feel safe at school. Campus procedures are organized to maximize efficiency and safety and each staff member completed six online school safety related courses. The master schedule is designed around instruction and daily routines are organized in a manner that reflects campus expectations for behavior and learning. Expectations are high; relationships of respect drive the expectations. CMS administration reevaluated the list of teachers in leadership roles and spread out the dutues to increase the number of teachers serving in those leadership roles. This has provided some fresh input and new faces at the leadership table as well as offering some individuals their first leadership role.

School Context and Organization Strengths

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- Teachers accommodate special populations with more time and individualized instructional plans
- RTI is being utilized successfully with students being referred to the appropriate special population.
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.
- The CMS Master Schedule was reviewed by a Scheduling Consultant. The schedule was found to be extremely well-designed to meet the individual needs of students.
- CMS implements grade level teaming to support students and restructured the master schedule to reduce the number of students being cross-teamed.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Technology

Technology Summary

Technology is an integral part of classroom instruction each day. All secondary students received laptops this school year and teachers incorporate student use of these devices. Following the district initiative of Dragons Go Digital, technology is a critical component of classroom instruction and activities on a regular basis. Students have access to online textbook editions that provide video clips, tutorials, and interactive activities for use at home. Canvas and Nearpod are utilized by all teachers.

Technology Strengths

As part of the Dragons Go Digital district initiative, Carroll Middle School has identified these strengths:

- Promethean Boards in each classroom
- All classrooms are fully equipped with a variety of current technology including document cameras and access to National Geographic, Brain Pop, Safari Montage, NearPod and other resources
- Monthly technology training for staff
- Teachers report increasing skills and confidence with the use of technology
- The STARR report is very positive
- Three full computer labs are available for students, and each student is provided a laptop.

Priority Problem Statements

Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn.

Root Cause 1: Continual changes in society can have a strong impact on students.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - School Processes & Programs - Perceptions

Problem Statement 2: We continue to try to support best practices in the classrooms by maximizing the master schedule.

Root Cause 2: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization - Student Academic Achievement - School Processes & Programs

Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments.

Root Cause 3: Campus Based Assessments appear to not be as rigorous as the state assessments.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Academic Achievement - School Processes & Programs

Problem Statement 5: We have non English speaking students required to take the state assessments.

Root Cause 5: International students relocate to our school district frequently due to parent job transfers.

Problem Statement 5 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Academic Achievement - School Processes & Programs

Problem Statement 6: CMS needs to actively search for more opportunities to include parents and community members at the secondary level.

Root Cause 6: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Problem Statement 6 Areas: School Culture and Climate - Parent and Community Engagement - School Processes & Programs - Perceptions

Problem Statement 7: Staff turnover due to promotions and higher paying neighboring districts impacts the CMS staff.

Root Cause 7: This is a natural occurrence sometimes due to pay disparity between districts.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive

Root Cause 8: A steady increase of students enrolling from a wide range of international cultures.

Problem Statement 8 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Demographics - Student Academic Achievement - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data

Goals

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 1: 1. The number of students passing all state assessments in each of the accountability groups of At-Risk, EL, and Special Education will increase by 25% over last year's passing rates.

Evaluation Data Source(s) 1: State assessment passing rate data received at the end of the 2019-20 assessment year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1- Math Lab, 2- Dragon Den Study Hall days, 3- Content Mastery 4- CPR program, 5- Dyslexia program, 6- CM2 Classroom, 7-Supplemental Online Reading and Math Programs 8- Dragon Den MTSS, 9 -Support Staff in Classrooms, 10- PLCs,	Administration, Counselors, Staff	Increased student achievement				
		Problem Statements: Demographics 1, 3, 4 - Student Achievement 1, 4, 5 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2, 3, 4 - School Context and Organization 1 - Demographics 1 - Student Academic Achievement 1, 3, 4 - School Processes & Programs 1, 5 - Perceptions 3				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
2) Math Lab and CARE Reading	Leaders: Assistant Principals. Also involved: Counselors and all ELA and math teachers.	Students will make gains in their areas of weakness through additional instructional support.				
	Problem Statements: Demographics 3, 4 - Student Achievement 4, 5 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3, 4 - School Context and Organization 1 - Demographics 1 - Student Academic Achievement 3, 4 - School Processes & Programs 5 - Perceptions 3					
3) District EL Identification and Support *EL ELA class will be provided as needed for EL students, *Study Hall provided for EL students, *EL teacher collaborates with team teachers	ELL teacher	ELL students will be able to better access the curriculum at their grade level.				
	Problem Statements: Demographics 1, 3 - Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 2, 3 - School Context and Organization 1 - Student Academic Achievement 1, 3 - School Processes & Programs 1, 5					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause 1**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Student Achievement
Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause 1**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 4: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 4**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 5: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 5**: A steady increase of students enrolling from a wide range of international cultures.

School Culture and Climate
Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.

Curriculum, Instruction, and Assessment
Problem Statement 2: We have non English speaking students required to take the state assessments. **Root Cause 2**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
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School Context and Organization
Problem Statement 1: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 1**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Demographics
Problem Statement 1: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 1**: A steady increase of students enrolling from a wide range of international cultures.

Student Academic Achievement
Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause 1**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

School Processes & Programs
Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause 1**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 5: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 5**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Perceptions
Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 2: 90 percent of students will earn the progress measure rating of Expected or Accelerated growth in all subjects assessed by STAAR/EOC.

Evaluation Data Source(s) 2: STAAR Growth Measure reports at the end of the 2019-20 assessment year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) STAAR Tutoring-targeted remediation based on student deficits.	Teachers & Counselors	Increase student performance on STAAR testing in all areas tested/tutored.				
Problem Statements: Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1 - Student Academic Achievement 3 - School Processes & Programs 5						
2) Academic Referral to counselor for students not meeting the standard.	Teachers/Counselors	Appropriate interventions will be given to students who show non-mastery of content.				
Problem Statements: Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1 - Student Academic Achievement 3 - School Processes & Programs 5						
3) READING - (address reading intervention program here)	LA Teachers CARE Teacher if appropriate	Struggling readers will gain knowledge and confidence in reading comprehension which will support all subject areas.				
Problem Statements: Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1 - Student Academic Achievement 3 - School Processes & Programs 5						
4) MATH - During math PLCs, teachers will collaboratively develop at least one critical thinking question for each math lesson. Provide MTSS strategies as needed or schedule Math Lab course if appropriate.	Math Department Head	Students will improve their ability to think critically and apply higher level concepts. Students will make gains in areas of weakness.				
Problem Statements: Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1 - Student Academic Achievement 3 - School Processes & Programs 5						
5) WRITING 1-STAAR Targeted Tutoring, 2-Academic Referral to counselor for students not meeting the standard, 3-Inclusion Program, Support Staff in classrooms, 4-PLC, 5-Dragon Den MTSS 6-Supplemental Online Writing Programs	Teachers Counselors	Students will improve writing skills.				
Problem Statements: Demographics 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 1, 3 - School Context and Organization 1 - Student Academic Achievement 2, 3 - School Processes & Programs 3, 5						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
6) SCIENCE- 1-STAAR Tutoring-Targeted toward student deficits 7-PLC, 8-Saturday STAAR tutoring session prior to state assessment	Teachers Counselors	Students will improve their ability to think critically and apply higher level concepts.				
	Problem Statements: Demographics 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 1, 3 - School Context and Organization 1 - Student Academic Achievement 2, 3 - School Processes & Programs 3, 5					
7) SOCIAL STUDIES - 1-STAAR Tutoring-Targeted toward student deficits 7-PLC 8-Saturday STAAR tutoring session prior to state assessment	Teachers Counselors	Students will improve their ability to think critically and apply higher level concepts.				
	Problem Statements: Demographics 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 1, 3 - School Context and Organization 1 - Student Academic Achievement 2, 3 - School Processes & Programs 3, 5					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Student Achievement
Problem Statement 4: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 4**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Curriculum, Instruction, and Assessment
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 1: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 1**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Context and Organization
Problem Statement 1: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 1**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Student Academic Achievement
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 2: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 2**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Processes & Programs
Problem Statement 5: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 5**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 3: 90 percent of Gifted/Talented students will experience accelerated growth on the state assessments in all subjects assessed by STAAR/EOC.

Evaluation Data Source(s) 3: STAAR Growth Measure reports at the end of the 2019-20 assessment year.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1- GT LA curriculum tailored to student needs 2 - Project-based learning 3-PLC 4-Differentiated Instruction- tailored to student needs	GT Coordinator, Teachers	GT students will be challenged to engage at a deeper level in the curriculum and become advocates of their learning.				
	Problem Statements: Demographics 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 1, 3 - School Context and Organization 1 - Student Academic Achievement 2, 3 - School Processes & Programs 3, 5					

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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Student Achievement
Problem Statement 4: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 4**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Curriculum, Instruction, and Assessment
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Curriculum, Instruction, and Assessment

Problem Statement 1: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 1**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Context and Organization

Problem Statement 1: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 1**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Student Academic Achievement

Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 2: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 2**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Processes & Programs

Problem Statement 5: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 5**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 4: The percentage of students who reach Level III will increase by 10 percent over last year's results in all subjects assessed by STAAR/EOC.

Evaluation Data Source(s) 4: Assessment results at the end of the 2019-20 state assessment year.

Summative Evaluation 4:

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) 1-Higher level thinking & questioning strategies 2- Pre-AP Science, Math, Social Studies and Language Arts classes, 3-PLC, 6-GT Language Arts courses	All Staff involved in 1 or more of these activities	Increase in number of students performing at the mastery level on STAAR.				
	Problem Statements: Demographics 3, 4 - Student Achievement 3, 4, 5 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 1, 3, 4 - School Context and Organization 1 - Demographics 1 - Student Academic Achievement 2, 3, 4 - School Processes & Programs 3, 5 - Perceptions 3					

100%				
= Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Student Achievement
Problem Statement 4: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 4**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 5: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 5**: A steady increase of students enrolling from a wide range of international cultures.

Student Achievement

Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Culture and Climate

Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.

Curriculum, Instruction, and Assessment

Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Problem Statement 1: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 1**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Context and Organization

Problem Statement 1: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 1**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Demographics

Problem Statement 1: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 1**: A steady increase of students enrolling from a wide range of international cultures.

Student Academic Achievement

Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Problem Statement 2: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 2**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Processes & Programs

Problem Statement 5: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 5**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Perceptions

Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 5: Student attendance will increase by at least 0.5% for the 2019-2020 school year.

Evaluation Data Source(s) 5: Final attendance report at the end of the school year.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1- Attendance Committee meets periodically to discuss student compliance 2- Daily phone & email communication to parent/guardian verifying absence 3- Parent and physician documentation kept on file 4- Non-compliance results in Sat. School/Seat for students 5- Attendance accountability contract (student, parent/school)	Assistant Principal, Attendance Committee members, Attendance Secretary					
	Problem Statements: Demographics 2, 4 - Student Achievement 2, 5 - School Culture and Climate 1, 2, 3 - Curriculum, Instruction, and Assessment 4 - Parent and Community Engagement 1 - Demographics 1 - Student Academic Achievement 4 - School Processes & Programs 2, 4 - Perceptions 1, 2, 3					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.
Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Student Achievement
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.
Problem Statement 5: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 5**: A steady increase of students enrolling from a wide range of international cultures.

School Culture and Climate
Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.
Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.
Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Curriculum, Instruction, and Assessment
Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Parent and Community Engagement
Problem Statement 1: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 1**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Demographics
Problem Statement 1: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 1**: A steady increase of students enrolling from a wide range of international cultures.

Student Academic Achievement
Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

School Processes & Programs
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.
Problem Statement 4: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 4**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Perceptions
Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.
Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.
Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 6: Foster continual increase in student independence through campus programs

    Evaluation Data Source(s) 6: Canvas Learning platform, Social-Emotional Learning and Study/Organizational Skills

    Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
1) 1- Friends of Rachel 2- HOPE Squad 3 - No Place for Hate 4- Tutorials 5-Character Lessons 6- Study Skills lessons		**Problem Statements**: Demographics 2, 3, 4 - Student Achievement 2, 4, 5 - School Culture and Climate 1, 3 - Curriculum, Instruction, and Assessment 3, 4 - School Context and Organization 1 - Demographics 1 - Student Academic Achievement 3, 4 - School Processes & Programs 2, 5 - Perceptions 1, 3				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Student Achievement
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.
Problem Statement 4: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 4**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 5: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 5**: A steady increase of students enrolling from a wide range of international cultures.

School Culture and Climate

Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.

Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.

Curriculum, Instruction, and Assessment

Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

School Context and Organization

Problem Statement 1: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 1**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Demographics

Problem Statement 1: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 1**: A steady increase of students enrolling from a wide range of international cultures.

Student Academic Achievement

Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

School Processes & Programs

Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.

Problem Statement 5: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 5**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Perceptions

Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.

Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 1: During the 2019-2020 school year, CMS will offer more activities, lessons. and councils/clubs that encourage healthy, supportive peer relationships.

Evaluation Data Source(s) 1: Character/kindness lessons, Friends of Rachel, HOPE Squad, and Diversity Council

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1-Character Education lessons and activities in Dragon Den, 2-Character signs and character bulletin boards, 3-Anti-Drug messages/presentations 4- Mix it Up Activity Day 5-Counseling Blog 6-Diversity Council 7- "I AM..." - "You ARE"... activity	Counselors, Teen Leadership, StuCo, Staff, Dragon Den Advisory Committee	Character lessons twice a month avg., Character trait focus monthly, Announcements during focus weeks.				
		Problem Statements: Demographics 2, 4 - Student Achievement 2, 5 - School Culture and Climate 1, 2, 3 - Curriculum, Instruction, and Assessment 4 - Parent and Community Engagement 1 - Demographics 1 - Student Academic Achievement 4 - School Processes & Programs 2, 4 - Perceptions 1, 2, 3				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.
Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Student Achievement
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.

Student Achievement

Problem Statement 5: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 5**: A steady increase of students enrolling from a wide range of international cultures.

School Culture and Climate

Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.

Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.

Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Curriculum, Instruction, and Assessment

Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

Parent and Community Engagement

Problem Statement 1: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 1**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Demographics

Problem Statement 1: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 1**: A steady increase of students enrolling from a wide range of international cultures.

Student Academic Achievement

Problem Statement 4: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 4**: A steady increase of students enrolling from a wide range of international cultures.

School Processes & Programs

Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.

Problem Statement 4: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 4**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Perceptions

Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.

Problem Statement 3: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive **Root Cause 3**: A steady increase of students enrolling from a wide range of international cultures.

Perceptions

Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 2: Foster a positive school environment where students feel safe as evidenced by a 20% decrease in the number of documented bullying/harassment incidents.

Evaluation Data Source(s) 2: Campus discipline records and PEIMS reporting data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1-Bullying/Harassment/Dating Violence Education, 2-Dragon Tipline Program for students to reach out for help with emotional issues, suicide, drugs,bullying, or any concern they have 3-Red Ribbon Week Activities-ex. Theme days, Dragon Den Anti-Drug Education lessons. 4-Camera Security System 5-Participate in Monthly District themes promoting positive school environment	Admin, Counselors, SRO, Staff	Students have confidence in the safety systems in place, both physical safety and also their social/emotional safety and well-being.				
	Problem Statements: Demographics 2 - Student Achievement 2 - School Culture and Climate 1, 2 - Parent and Community Engagement 1 - School Processes & Programs 2, 4 - Perceptions 1, 2					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.

Student Achievement
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.

School Culture and Climate
Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.

School Culture and Climate
Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Parent and Community Engagement
Problem Statement 1: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 1**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

School Processes & Programs
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.
Problem Statement 4: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 4**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Perceptions
Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.
Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 3: Provide a safe and orderly learning environment by conducting our mandated safety drills.

Evaluation Data Source(s) 3: 1-Rapid Responder Drill Evaluations
2-CMS Crisis Management Team Protocols

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1-Utilize visitor sign-in/out system through front office Raptor system 2-Review, update, and communicate the CMS Crisis Management Plan 3-Mandated Evacuation Drills 4-Full time On-site SRO	Admin, Counselor,s Staff, SRO, Raptor System	Students and staff have confidence in the safety systems in place, both physical safety and also their social/emotional safety and well-being.				
Problem Statements: Demographics 2 - Student Achievement 2 - School Culture and Climate 1 - School Processes & Programs 2 - Perceptions 1						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.

Student Achievement
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.

School Culture and Climate
Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.

School Processes & Programs
Problem Statement 2: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 2**: Continual changes in society can have a strong impact on students.

Perceptions
Problem Statement 1: Student safety is our top priority and we want our students to feel that CMS is a safe place to learn. **Root Cause 1**: Continual changes in society can have a strong impact on students.

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 4: To improve on state and federal planning requirements by implementing procedures and assuring Board Policies compliance through staff trainings and learning opportunities.

Evaluation Data Source(s) 4: Safe School Trainings & Responsive Learning- GT Trainings

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students will participate in vigorous physical activity per state guidelines.	Leader: Physical Education Teachers.	(1) Implementation will be measured by physical education class rosters. (2) Impact will be measured by students confirming their understanding of the role of physical activity in a healthy lifestyle.				
2) The campus will follow Carroll ISD Board Policy and ensure that all staff members complete online SafeSchools training.	Leader: Principal	(1) Implementation evidence: staff signatures that they received a copy of the policy. (2) Impact evidence: confirmation from staff that they understand the expectations in this policy.				
3) Proper identification for services provided for all students	Leader: Principal. Others involved include Counselor, Diagnostician, Registrar, Classroom Teachers.	(1) Implementation evidence: all students appropriately receiving services according to state/federal timelines or in three weeks or less upon enrollment. (2) Impact evidence: all students will demonstrate appropriate academic growth on report cards, IEPs, and CBAs.				
4) TBSI Training for staff	Leader: Special Education Team Leader	(1) Impact evidence: teachers' confirmation that they can fully implement TBSI, if needed. (2) Implementation evidence: professional development attendance records.				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 1: Utilize resources outside of district funds to provide innovative programs and additional instructional supplies.

Evaluation Data Source(s) 1: Grants and donations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage teachers to find innovative ways to fund instructional/classroom needs	All staff	Greater sense of community and balance between academic and social awareness.				
	Problem Statements: Student Achievement 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - Student Academic Achievement 2 - School Processes & Programs 3, 4 - Perceptions 2					
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Culture and Climate
Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Curriculum, Instruction, and Assessment
Problem Statement 1: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 1**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Parent and Community Engagement

Problem Statement 1: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 1**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Student Academic Achievement

Problem Statement 2: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 2**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Processes & Programs

Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Problem Statement 4: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 4**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Perceptions

Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 2: Teachers will work with PTSO Disbursement Committee to request resources that will support student learning.

    Evaluation Data Source(s) 2: Amount of funding provided by PTSO

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) 1) PTSO Wish List 2) Carroll Education Foundation 3) True to the Core Grants 4) We Care Funds 5) AP Booster Grants 6) Southlake Women's Club	1)PTSO Executive Board and campus principal 2) Campus Grant Writers and Administration 3) School Board Designation of District funds, Administration 4) Community partnerships and funds, Administration 5) Classroom teachers, campus administrators, and AP Booster officers 6) Women's Club and campus faculty	1) Submitted and approved teacher requests for items that enhance instruction 2) Annual grant process participation 3) Campus Programs made possible by district funds 4) Motivational programs made possible by district funds 5) Annual grant process for teachers who teach honors and Pre-AP courses 6) CMS will participate in the SWC school supply sale				
	Problem Statements: Student Achievement 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - Student Academic Achievement 2 - School Processes & Programs 3, 4 - Perceptions 2					
100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Culture and Climate
Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Curriculum, Instruction, and Assessment
Problem Statement 1: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 1**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Parent and Community Engagement
Problem Statement 1: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 1**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Student Academic Achievement
Problem Statement 2: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 2**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Processes & Programs
Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.
Problem Statement 4: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 4**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Perceptions
Problem Statement 2: CMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause 2**: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 3: Utilize PLCs, Curriculum Days, and district funded Professional Development to support teachers in efficient and innovative instruction for students.

Evaluation Data Source(s) 3: Eduphoria Aware student data, TEAM Evaluation goals/data, DDL courses

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
1) Department staff development and curriculum writing session District Day of Learning	1) District Curriculum Coordinators, Campus administration 2) Campus Staff and administration	Teachers will sharpen their skills and learn new strategies to continue high levels of engagement.				
	Problem Statements: Demographics 1, 3 - Student Achievement 1, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Context and Organization 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 3, 5					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause 1**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Student Achievement
Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause 1**: International students relocate to our school district frequently due to parent job transfers.

Student Achievement
Problem Statement 4: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 4**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

Curriculum, Instruction, and Assessment
Problem Statement 2: We have non English speaking students required to take the state assessments. **Root Cause 2**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 1: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 1**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Context and Organization
Problem Statement 1: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 1**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Student Academic Achievement
Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause 1**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 3: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 3**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 2: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 2**: Campus Based Assessments appear to not be as rigorous as the state assessments.

School Processes & Programs
Problem Statement 1: We have non English speaking students required to take the state assessments. **Root Cause 1**: International students relocate to our school district frequently due to parent job transfers.
Problem Statement 5: We continue to try to support best practices in the classrooms by maximizing the master schedule. **Root Cause 5**: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.
Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments. **Root Cause 3**: Campus Based Assessments appear to not be as rigorous as the state assessments.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Stephanie Mangels	Principal

Addendums

COMPLIANCE ADDENDUM 2017-2018

Coordinated Health - SHAC Council

Objective: Support Administrative Guidelines to School Wellness Policy FFA Local including strategies for implementation of Coordinated School Health Program at all schools.

Strategies	Resources	Staff Responsible	Evaluation
K-12 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on: 1. Student fitness assessment data 2. Student academic performance data 3. Student attendance rates 4. The percentage of students who are educationally disadvantaged 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 local school health advisory council.	Health Curriculum	Coordinator of School Health Campus Admin. P. E. Teachers	Evidence that Demonstrates Success is performance on state fitness tests.

Discipline Management - Safe Environments

Objective: Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide. (Discipline management SB 1)

Objective: Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

Strategies	Resources	Staff Responsible	Evaluation

Appendix A

Detailed requirements for the prevention, identification, response to and reporting of bullying. The school district's policy and procedures for addressing bullying procedures can be found in the school district's board policy FFI (Legal) and FFI (Local). They are also written as Administrative Regulations for administrators.	Admin. Regs;	Student Services Counselors	Bullying policies & procedures posted and accessible to students, parents, community.
Student safety training for all staff including transportation and student nutrition conducted by counselors	Training sessions	Student Services Counselors	All staff trained in student safety.
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
U.S. Dept of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety provided to principals and counselors for distribution to students.	Website: htt12://www.justice.gov/us	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs in their meetings. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists.	Admin. Regs. Counselor meetings	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members

Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13 School Year

Appendix A

New definition of bullying: "In the Texas Education Code, bullying is now defined as; "engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

(1)   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

(2)   Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student."

Section 25.0342-Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

Section 28.002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

Section 37.0832-Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or on a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student's education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and, is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:
1.   Prohibits bullying
2.   Prohibits retaliation of anyone
3.   Requires procedures for notifying parents of the victim and the bully
4.   Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5.   Establishes reporting guidelines that are documented and done in a timely manner
6.   Provides for counseling options for the bully, the victim, and any witnesses
7.   States that a victim can't be punished for reasonable self-defense (defined by district)
8.   Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district's website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan. Board Policies FFI(LEGAL) and FFI(LOCAL) which include detailed requirements for the prevention, identification, response to and reporting of bullying are attached to the District Improvement Plan as addendums.

Appendix A

Dating Violence Awareness

Objective: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Admin. Regs	Student Services Campus Admin. & Counselors	All teachers & administrators trained; all students and parents increased

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81[51] Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Training must address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees, especially for coaches, counselors and other professional staff members. Training records will be kept on file.	Counselor Safe Schools	Student Services Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

Appendix A

Special Programs

Objective: Special Education exemptions, predicted scores and alternative assessment scores will be monitored to ensure compliance and achievement of Performance Based Monitoring System Analysis Rating "O" in Special Education

Strategies	Resources	Staff Responsible	Evaluation
• Refine the SAT process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of .05% for all students • Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program • Provide 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 education	SAT Procedures	Exec Dir of Special Programs	Reduction in number of all students referred to Special Education, Regular Ed teachers trained in TBSI to better serve all students.

• Implement Response to Intervention to facilitate :
 	
  o Coordination between general and special education;
 	
  o Disproportional and over-representation based on race and ethnicity;
 	
  o Discipline and behavior management;
 	
  o Provision of Early Intervening Services;
 	
  o Increase in referrals to SIT that meet the criteria for Special Education
 	
  o Frequent monitoring of progress to make results-based academic or behavioral decisions			

Appendix A

Post-Secondary Preparedness: Admissions & Financial Aid Information

Objective: Continue to provide information to middle and high school students and parents and their teachers and counselors about higher education and admissions and financial aid opportunities and sources for information, and the need for students to make informed curriculum choices.

Strategies	Resources	Staff Responsible	Evaluation
The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)] 6. Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster. allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. • Career Cluster/Programs of Study Templates • Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses • C.A.T.E. program articulated sequence of courses • Carl Perkins Grant Funding • Graduate Profile • Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	CTE Career Pathways; Graduate Profile; Carl Perkins Grant Texas College & Career resource site: www.texascollegeandcareer.org CSHS and CHS website	Administration CTE Admin. Counselors Teachers	Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school

Appendix A

State Compensatory Education: All Campuses (FASRG 9.2.3)

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081)
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/ she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation .
SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081)
6. Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/ summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081)

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process. District and campus committees must analyze the following data and use the information in developing the campus or district plan: 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions	Comp Ed.	Counselors	Students identified and served as At-Risk

prevention program [TEC 11.255)			
• Monitor truancy of 17 year olds to file before 18 • PGP Plans in place for all At-Risk grades 7-12. • Monitor school leavers by cohort • Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity • High-quality instruction and tiered intervention strategies aligned with individual student need • For students in Grades 9 & 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions • Evaluation of school-based dropout prevention programs.		Student Services Campus Admin. & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
DAEP Requirements: 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates 6. Recidivism Rates	Comp Ed	Student Services Campus Admin. & **Asst.** Prin.	Reduction in At-Risk students; increased completion rates

PREGNANCY RELATED SERVICES

Strategies	Resources	Staff Responsible	Evaluation
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding Compensatory Education Funding	Records and documentation including: A Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

each/every service:	Texas Health Resources	. Copy of ARD & IEP	Graduation of PRS program.
1. Compensatory Education Home Instruction 2. School Counseling 3. School Health Services 4. Alternative education in the Dillard Non-Disciple Program School Transportation	Teenage Pregnancy Outreach Secondary Counselors	Date of delivery Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date	

PRIORITY SERVICE FOR MIGRANT STUDENTS			
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps: 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data 3. Document federal, state, and local programs that serve PFS students Use NSG PFS reports to give priority to these students in MEP activities		Executive Director of Special Programs PEIMS Coordinator	Number of migrant students served NCLB Compliance Report **PBMAS**

Parent Information for Middle & High School

Objective: Continue involvement of counselors and other campus and central office staff, working with individual students in at-risk situations and their parents, involving specialists such as in vocational education, special education, bilingual education, migrant, crisis counselors and alternative education personnel. Community employers and service providers will be included in the program focus.

Strategies	Resources	Staff Responsible	Evaluation

Migrant Students

Objective: The District will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:

Strategies	Resources	Staff Responsible	Evaluation
1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate, 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data, 3. Document federal, state, and local programs that serve PFS students,	Title I	LS/PEIMS	Accurate record of Migrant Students

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
Records and documentation including: A. Verification of each pregnancy B. Teacher's log C. Copy of ARD & IEP D. PRS entry date E. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. **PRS** exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.		SpEd Homebound Teacher	Graduation/Completion Rate