

# **Crandall Independent School District**

## **Crandall Middle School**

### **2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date: October 19, 2020**

# Mission Statement

Crandall Middle School will provide each student an exceptional education, in an inspiring environment, with caring people.

## Vision

Crandall Middle School will empower students to positively impact the world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Crandall Middle School is a 7-8 campus with 718 students. The staff includes 41 teachers, 6 instructional paraprofessionals, 6 support staff, 2 counselors, and 3 administrators. The student population is 43% White, 20% African American, 32% Hispanic, 0.14 % Asian, and 0.14 % Native American. Additionally, the campus serves 52% economically disadvantaged students, 11% special education students, and 11% Limited English Proficient students. Attendance rates include 96.3% African American, 96.8% Hispanic, 96.2% White, and 96.1% economically disadvantaged. The most current data indicate the campus has a 14% mobility rate.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Campus staff does not mirror the student population **Root Cause:** Difficulty recruiting, highly qualified staff

# Student Learning

## Student Learning Summary

Domain 1 - 45 (76) - Goal of 80		Domain 2 A-69 (75)	Domain 3 - 37 (72) - Goal of 80	
		Domain 2 B 45 (74) - Goal of 80		

[CMS 2019 TAPR](#)

Due to Covid-19 the data listed is reflective of STAAR Assessment 2018-19 school year.

## Student Learning Strengths

7th grade reading scores in all performance categories have improved from 18-19.

7th grade math scores in all performance categories have improved from 18-19 in approaches and meets performance levels.

7th grade writing is greater than or equal to the State avg in all performance levels.

8th grade reading is greater than or equal to the State avg in Approaches Grade Level. Scores in all performance categories have improved from 18-19.

8th grade math scores have improved in all performance levels from 18-19.

8th grade science is greater than or equal to the State avg in all performance levels. Scores in all performance categories have improved from 18-19.

8th grade SS scores in all performance categories have improved from 18-19.

Algebra scores are greater than or equal the State avg in all performance levels. Scores in all performance categories have improved from 18-19.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a discrepancy between the campus student achievement and state achievement in math. **Root Cause:** The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

**Problem Statement 2 (Prioritized):** There is a discrepancy between the campus student achievement and state achievement in 7th grade reading. **Root Cause:** The lack of

resources to implement a strategic plan for addressing instructional gaps with fidelity.

**Problem Statement 3 (Prioritized):** There is a discrepancy between the campus student achievement and state achievement in 7th grade writing. **Root Cause:** The absence of alignment within elementary campuses in writing curriculum expectations K-7 and cross curricular daily writing opportunities in all subject areas.

**Problem Statement 4 (Prioritized):** There is a discrepancy between the campus student achievement and state achievement in 8th grade social studies. **Root Cause:** The lack of student foundational knowledge in US History.

# School Processes & Programs

## School Processes & Programs Summary

Instructional/Curricular	Personnel	Organizational	Administrative
*objective board/esst question	*survey for qualities of a CMS teacher	*team drive	*tiered approach to supervision
*model lead4ward strategies at staff meetings	*interview committee	*campus-wide expectations	*observation rotation with feedback
*strategies playlist	*Spark virtual interview platform	*block approach to ELAR	*weekly ILT meetings
*data folders for ELLs	*Pirate of the Week	*intervention electives	*TTESS goal setting support
*ind student goal setting	*campus mentor for new staff	*Thrively elective	*designate coaching days
*cross-curricular support for core contents	*district new teacher PD	*common planning time	*Parent 411
*CBA data dives	*drops/thank yous/affirmations	*google classroom 1:1	*virtual field trip
*MAP for grouping	*instructional playbook team	*relational practices	
*reading intervention program			

## School Processes & Programs Strengths

Beginning with input from our staff, Crandall Middle School worked to identify qualities needed to be a successful teacher. This criteria was a driving force behind the newly formed hiring committee during the recruitment, interviewing and hiring process with new staff. New staff are partnered with a mentor on campus and meet periodically to help support and strengthen their foundation in best teaching practices. Keeping our students in mind, a "Playbook Team" created a strategies playlist to help narrow the focus and guide our staff in a campus-wide instructional system much like our campus CREW model for behavior expectations. Understanding the increased need for social-emotional development, CMS utilizes a 15 minute block of time each day to deliver a lesson based on the 7 Mindsets, purchased by the district. Pride Time (15 minute block) also allows time for students and staff to support campus initiatives such as: community outreach, various appreciation days, RRW activities, bullying prevention, etc. Innovation is a new elective created to offer opportunities to students to explore PBL, career developments, various self-interest inventories, etc through a grant purchased program, Thrively.

# Priority Problem Statements

**Problem Statement 1:** There is a discrepancy between the campus student achievement and state achievement in 8th grade social studies.

**Root Cause 1:** The lack of student foundational knowledge in US History.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a discrepancy between the campus student achievement and state achievement in math.

**Root Cause 2:** The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a discrepancy between the campus student achievement and state achievement in 7th grade reading.

**Root Cause 3:** The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a discrepancy between the campus student achievement and state achievement in 7th grade writing.

**Root Cause 4:** The absence of alignment within elementary campuses in writing curriculum expectations K-7 and cross curricular daily writing opportunities in all subject areas.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Campus staff does not mirror the student population

**Root Cause 5:** Difficulty recruiting, highly qualified staff

**Problem Statement 5 Areas:** Demographics



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## **Student Data: Assessments**

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Communications data

# Goals





Revised/Approved: October 9, 2020

**Goal 1:** CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 1:** Adoption of Lowman Social Studies curriculum to be implemented in 7th and 8th grade social studies classes. The goal is to improve student achievement by 15% in the area of social studies as reflected in CBA and STAAR testing.

**Evaluation Data Sources:** CBA and STAAR testing

**Summative Evaluation:** Met Objective

<b>Strategy 1:</b> Training through PLCs, professional development opportunities, monitoring implementation and providing ongoing feedback for Social Studies staff. <b>Strategy's Expected Result/Impact:</b> Improvement in scores <b>Staff Responsible for Monitoring:</b> Social Studies Staff, Asst. Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> The instructional strategy Talk Read, Talk Write is implemented across contents to strengthen reading, writing, and speaking in ELL students. <b>Strategy's Expected Result/Impact:</b> Increased achievement-success for ELL students <b>Staff Responsible for Monitoring:</b> All staff, Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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## Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> There is a discrepancy between the campus student achievement and state achievement in 8th grade social studies. <b>Root Cause:</b> The lack of student foundational knowledge in US History.

**Goal 1:** CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 2:** Implementation of campus wide instructional strategies playbook.

**Evaluation Data Sources:** Walkthroughs, T-TESS, PLCs, Reflective practices, lesson plans.

<b>Strategy 1:</b> Campus professional development at the beginning of the year, provides training to implement instructional strategies. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and overall student success. <b>Staff Responsible for Monitoring:</b> All staff and Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Increase instructional inclusion support for SPED students who are not successful in the general education setting. <b>Strategy's Expected Result/Impact:</b> Increased achievement-success for SPED students. <b>Staff Responsible for Monitoring:</b> All content/SPED staff and Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Reviews			
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**Goal 1:** CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 3:** Implementing SEL curriculum through Pride Time and an elective class (Innovation course) utilizing chrome books.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student portfolios in Thrively. Student surveys and participation in campus initiatives.

<b>Strategy 1:</b> Implementing Thrively as an SEL platform. (Innovation course) <b>Strategy's Expected Result/Impact:</b> Student will develop SEL skills to resolve conflicts, improve problem solving, set goals, and develop-manage coping strategies. <b>Staff Responsible for Monitoring:</b> All staff and Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
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**Goal 1:** CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 4:** Continue to provide Campus leadership opportunities to build capacity among our staff.

**Evaluation Data Sources:** T-TESS, PLCs, Staff Development, Mentoring, Coaching

<b>Strategy 1:</b> Teachers will expand their learning capacity by attending professional development. <b>Strategy's Expected Result/Impact:</b> Increase the number of teachers willing and equipped to take on leadership roles. <b>Staff Responsible for Monitoring:</b> Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
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**Goal 1:** CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 5:** Increase student achievement in 7th grade reading in all STAAR performance levels from 76-46-25 to 90-60-30.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TAPR, Benchmarks, CBA, STAAR,

<b>Strategy 1:</b> Strategic scheduling-blocking ELAR student to provide integrated instruction aligned to new ELAR TEKS. <b>Strategy's Expected Result/Impact:</b> Increase student success <b>Staff Responsible for Monitoring:</b> ELAR team and Leadership team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Provide additional planning time for ELAR staff. <b>Strategy's Expected Result/Impact:</b> Intentional in planning effective research-based lessons to meet the needs of our diverse learners. <b>Staff Responsible for Monitoring:</b> ELAR, Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 3	Reviews			
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### Performance Objective 5 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> There is a discrepancy between the campus student achievement and state achievement in 7th grade reading. <b>Root Cause:</b> The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.
<b>Problem Statement 3:</b> There is a discrepancy between the campus student achievement and state achievement in 7th grade writing. <b>Root Cause:</b> The absence of alignment within elementary campuses in writing curriculum expectations K-7 and cross curricular daily writing opportunities in all subject areas.





**Goal 1:** CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 6:** Increase student achievement in math for all STAAR performance levels from 76-39-16 to 90-60-30.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TAPR, Benchmarks, CBA, STAAR

<b>Strategy 1:</b> A math intervention period was added for students who performed below grade level as identified by MAP, CBAs, and STAAR. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Math teachers, leadership team, Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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**Performance Objective 6 Problem Statements:**








Student Learning
<b>Problem Statement 1:</b> There is a discrepancy between the campus student achievement and state achievement in math. <b>Root Cause:</b> The lack of resources to implement a strategic plan for addressing instructional gaps with fidelity.



**Goal 1:** CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 7:** English Language Learners will improve reading and writing skills.

**Evaluation Data Sources:** Increased scores in CBAs, MAPs, TELPAS, and STAAR testing.

<b>Strategy 1:</b> Sheltered instruction will be utilized in the classrooms. <b>Strategy's Expected Result/Impact:</b> Increased scores <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Reviews			
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**Goal 1:** CMS will offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.





**Performance Objective 8:** Teachers will be given feedback in a two week cycle to produce high quality objective driven daily lesson plans with formative assessments.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Lesson plans and Walkthroughs

<b>Strategy 1:</b> Monitoring and feedback will be provided to all teachers. New teachers will be trained in the campus system. <b>Strategy's Expected Result/Impact:</b> High Quality lessons <b>Staff Responsible for Monitoring:</b> Administrative Team <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
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**Goal 2:** CMS will train, support and retain staff who are vested in educating all students through teamwork, resourcefulness and problem solving.

**Performance Objective 1:** Utilize a campus interview team that assisted in the interview, selection, and follow up of applicants.

**HB3 Goal**

**Evaluation Data Sources:** Frontline, Zoom, Personality Assessment

<b>Strategy 1:</b> Utilize Spark Hire as a new screening tool to hire high quality candidates. <b>Strategy's Expected Result/Impact:</b> Minimize the amount of time spent on entry level interviews. <b>Staff Responsible for Monitoring:</b> Administration and interview committee <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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  Discontinue

**Performance Objective 1 Problem Statements:**





Demographics
<b>Problem Statement 1:</b> Campus staff does not mirror the student population <b>Root Cause:</b> Difficulty recruiting, highly qualified staff

**Goal 2:** CMS will train, support and retain staff who are vested in educating all students through teamwork, resourcefulness and problem solving.

**Performance Objective 2:** Retain high quality staff by creating a CMS teacher profile based on input from all staff.

**Evaluation Data Sources:** Staff survey

<b>Strategy 1:</b> Teachers were surveyed regarding; qualities of an effective teacher, attributes in a teaching partner and campus specific traits to help teachers be successful. <b>Strategy's Expected Result/Impact:</b> Staff will help select and support based on those identified common skills <b>Staff Responsible for Monitoring:</b> All staff and administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue








**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Campus staff does not mirror the student population <b>Root Cause:</b> Difficulty recruiting, highly qualified staff

**Goal 2:** CMS will train, support and retain staff who are vested in educating all students through teamwork, resourcefulness and problem solving.

**Performance Objective 3:** Utilize common planning time for content teams.

**Evaluation Data Sources:** Master schedule, planning agendas, lesson plans








<b>Strategy 1:</b> Setting agendas for the meetings to prompt discussion of lesson planning, student learning, and facilitation of learning. <b>Strategy's Expected Result/Impact:</b> Productive planning time. <b>Staff Responsible for Monitoring:</b> Administrative Teams	Reviews			
	Formative			Summative
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**Goal 2:** CMS will train, support and retain staff who are vested in educating all students through teamwork, resourcefulness and problem solving.

**Performance Objective 4:** Teachers will provide differentiation for gifted and talented students.

**HB3 Goal**

**Evaluation Data Sources:** Evidence in lesson plans and walkthroughs.

<b>Strategy 1:</b> Teachers will incorporate project based learning from Thrively into their lesson plans to provide differentiation. <b>Strategy's Expected Result/Impact:</b> Students are moving into projects when they are completed with their work. <b>Staff Responsible for Monitoring:</b> General Education, Administration Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** CMS will provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 1:** Campus staff and students practice COVID-19 health and safety protocols to mitigate the spread of COVID-19 on campus.

**Evaluation Data Sources:** Nurse reports, self-reporting, and temperature checks.





<b>Strategy 1:</b> Campus staff and students will wear appropriate masks, exercise temperature checks, and complete self screeners. <b>Strategy's Expected Result/Impact:</b> Decrease in lab confirmed COVID-19 cases. <b>Staff Responsible for Monitoring:</b> All campus staff, nurse, and Administrators. <b>Title I Schoolwide Elements:</b> 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Temperature and Self-Screeners <b>Strategy's Expected Result/Impact:</b> Decrease in lab confirmed COVID-19 cases. <b>Staff Responsible for Monitoring:</b> All campus staff, nurse, and Administrators. <b>Title I Schoolwide Elements:</b> 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** CMS will provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 2:** Conduct all required Standard Response Protocols required throughout school year

**Evaluation Data Sources:** Evidence and documentation of all drills and documented protocols conducted

<b>Strategy 1:</b> Conduct all required Standard Response Protocols (SRP) drills throughout school year <b>Strategy's Expected Result/Impact:</b> Safe and Responsive school <b>Staff Responsible for Monitoring:</b> Campus Administration <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
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**Goal 3:** CMS will provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 3:** The campus will partner with local agencies to increase safety measures for the campus.

**Evaluation Data Sources:** Visits from first responders from local agencies, School Resource Officer, Administration (Campus and District)








<b>Strategy 1:</b> The district will provide the campus with a school resource officer. <b>Strategy's Expected Result/Impact:</b> Increased safety and security of campus building and student/staff safety. <b>Staff Responsible for Monitoring:</b> Administrative Teams (District and Campus) <b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Continue to support local agencies and partnered first responders groups. <b>Strategy's Expected Result/Impact:</b> Building community relationships and fostering a safe community for staff and students <b>Staff Responsible for Monitoring:</b> Campus Administration and Staff <b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** CMS will provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 4:** The campus will provide teachers and students with safety protocols in regards to student safety and emotional well being

**HB3 Goal**








**Evaluation Data Sources:** Signs of Suicide Trainings and Data, Bark Data, Staff and Student Survey

<b>Strategy 1:</b> All staff and students will be trained in Signs of Suicide Training <b>Strategy's Expected Result/Impact:</b> Decreased number of students experiencing problems with emotional well-being. <b>Staff Responsible for Monitoring:</b> Administration and Counselors <b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Bark will be used to notify campus leaders, school resource officer, and parents of troubling internet searches on district devices. <b>Strategy's Expected Result/Impact:</b> Increased student monitoring or viewing troubling content on internet <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers, Parents <b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 3:</b> Teachers will be trained in Positive Behavior Intervention Systems to communicate campus and classroom expectations. <b>Strategy's Expected Result/Impact:</b> Decrease in office referrals <b>Staff Responsible for Monitoring:</b> Assistant Principals <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** CMS will provide an inclusive, safe and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 5:** Utilize Pride Time and Thrively to educate and address current trends impacting students.

**Evaluation Data Sources:** Pride Time survey, parent feedback, student feedback, Thrively reports and BARK data





<b>Strategy 1:</b> This time will address SEL concepts prescribed by Thrively. <b>Strategy's Expected Result/Impact:</b> Increased self awareness and goal setting <b>Staff Responsible for Monitoring:</b> Staff and Administrative Team <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** CMS will foster respectful, compassionate and honest communication between staff, students, parents and community to unify our school district.

**Performance Objective 1:** Maintain through continuously monitoring campus systems related to creating positive interactions with all stakeholders.

**HB3 Goal**

**Evaluation Data Sources:** Surveys, Social media, Skyward, Smore, Bark

<b>Strategy 1:</b> Systems housed in google team drive for accessibility for internal stakeholders to reference. <b>Strategy's Expected Result/Impact:</b> Increased understanding and compliance of campus systems. <b>Staff Responsible for Monitoring:</b> Leadership team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 2:</b> Communicate campus systems with external stakeholders by hosting-posting virtual 411. <b>Strategy's Expected Result/Impact:</b> Increased understanding and compliance of campus systems. <b>Staff Responsible for Monitoring:</b> Leadership team <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 5:** CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

**Performance Objective 1:** Campus expenses focused on instructional needs to support student and teacher needs.

**Evaluation Data Sources:** Management of Skyward Business System

<b>Strategy 1:</b> Purchase Orders will be reviewed before submission to check for instructional need. <b>Strategy's Expected Result/Impact:</b> 85% of campus funds will be spent on instructional needs. <b>Staff Responsible for Monitoring:</b> Campus Secretary and Principal <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 5:** CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

**Performance Objective 2:** All renewals of software programs will be evaluated for campus usage to effectively manage district funds.

**Evaluation Data Sources:** Skyward reports, Software reports, and teacher survey

<b>Strategy 1:</b> Campus administration will send teacher surveys when analyzing renewals of software programs to determine effectiveness. <b>Strategy's Expected Result/Impact:</b> Maximize student usage in purchased software programs. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Goal 5:** CMS will allocate funds to develop all students to achieve the CISD Learner Profile.

**Performance Objective 3:** All essential purchases for health and safety protocols utilized for COVID-19 are identified when submitting purchase orders.

**Evaluation Data Sources:** Skyward reports

<b>Strategy 1:</b> Prioritize essential purchases for Health and Safety Protocols to mitigate the spread of COVID-19. <b>Strategy's Expected Result/Impact:</b> Focused purchasing for COVID <b>Staff Responsible for Monitoring:</b> Principal and Students	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Training through PLCs, professional development opportunities, monitoring implementation and providing ongoing feedback for Social Studies staff.
1	1	2	The instructional strategy Talk Read, Talk Write is implemented across contents to strengthen reading, writing, and speaking in ELL students.
1	2	1	Campus professional development at the beginning of the year, provides training to implement instructional strategies.
1	2	2	Increase instructional inclusion support for SPED students who are not successful in the general education setting.
1	5	1	Strategic scheduling-blocking ELAR student to provide integrated instruction aligned to new ELAR TEKS.
1	5	2	Provide additional planning time for ELAR staff.
1	6	1	A math intervention period was added for students who performed below grade level as identified by MAP, CBAs, and STAAR.
2	1	1	Utilize Spark Hire as a new screening tool to hire high quality candidates.
2	2	1	Teachers were surveyed regarding; qualities of an effective teacher, attributes in a teaching partner and campus specific traits to help teachers be successful.
4	1	1	Systems housed in google team drive for accessibility for internal stakeholders to reference.
4	1	2	Communicate campus systems with external stakeholders by hosting-posting virtual 411.



# Addendums