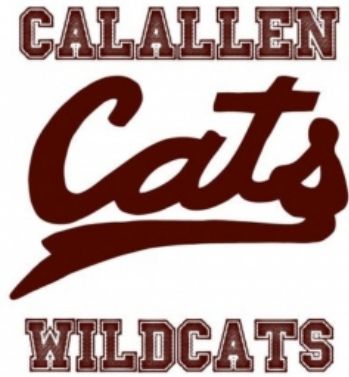


# Calallen Independent School District



## Calallen Middle School

### 2024-2025 Formative Reviews

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# Goal 1

CMS will foster engagement by integrating personalized learning experiences by developing customized plan for challenging learning that aligns with desired career pathways.

## Performance Objective 1

Increase performance in the area of college, career, military readiness and post-secondary readiness at the campus level to ensure a district level increase.

**Evaluation Data Source:** TEA Accountability Reports

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

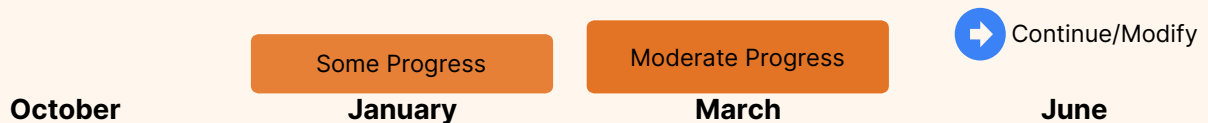
### Strategy 1

Research workforce solution job market data to identify course additions.

**Strategy's Expected Result/Impact:** Classes identified

**Staff Responsible for Monitoring:** Academic Dean

#### Formative Reviews

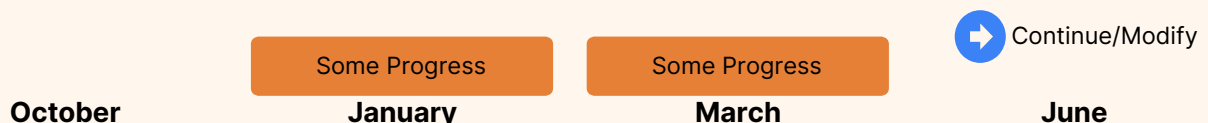


### Strategy 2

Encourage and implement career and academic awareness in 6th, 7th, and 8th. 6th grade would incorporate career awareness during the mentorship period, 6th grade Career Explorations classes, 7th grade ITCA and CTE students and 8th grade students will focus on "Career Investigations" and "Leadworthy" through teacher-created lessons.

**Strategy's Expected Result/Impact:** CMS teacher access to career investigation and/or leadworthy resources

#### Formative Reviews



## Performance Objective 2

Implement career courses including CSTEM (PLTW), CTE, Leadworthy, and career exploration at all grade levels and increase the number of students participating in those courses by 2%.

Summative Evaluation: Some progress made toward meeting Performance Objective

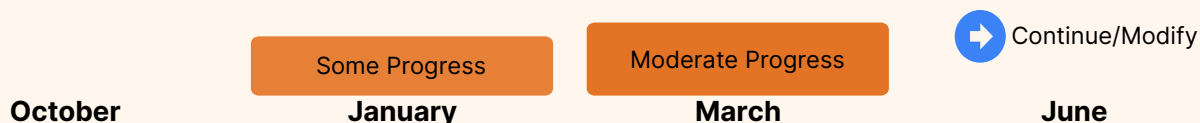
### Strategy 1

Provide CTE courses that will equip students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and prepare students for both post-secondary education and the a career of their choice.

**Strategy's Expected Result/Impact:** Increased enrollment in CTE classes in preparation for high school courses in preparation for certifications, licenses as well as increasing the number of students attending college, the workforce, or military.

**Staff Responsible for Monitoring:** Campus administration, district administration, CTE teachers

#### Formative Reviews



### Strategy 2

Closely monitor leaver reports and continue to provide intensive efforts to recover students, enhance dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery. Counselors will continuously monitor students at risk of dropping out, will attempt to recover previous leavers, and will identify/reduce barriers leading to absences.

**Strategy's Expected Result/Impact:** Re-enrollment of dropout students, lower dropout percentages, increased student performance, decreased absences, lower truancy filings and increased ADA

**Staff Responsible for Monitoring:** Campus administrators, counselors, teachers, CIS personnel, truancy officer

#### Formative Reviews



### Strategy 3

Encourage career and academic awareness in all grades, including "Career Investigations" at the middle school level.

**Strategy's Expected Result/Impact:** Increased elective courses and student career awareness

**Staff Responsible for Monitoring:** CTE teachers, teachers, counselors, campus administrators


## Formative Reviews

October

January

Some Progress

March

 Discontinue

June

# Goal 2

CMS will ensure that all students receive a high-quality education, and to close the achievement gap between all student groups meeting the challenging State academic standards and those student groups who are not meeting such standards. We will provide an engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

## Performance Objective 1

Increase the area of closing the performance gaps as measured by the state accountability system from scale score of a 74 to a 80 or higher.

**Evaluation Data Source:** TEA Accountability Reports

**Summative Evaluation:** Exceeded Performance Objective

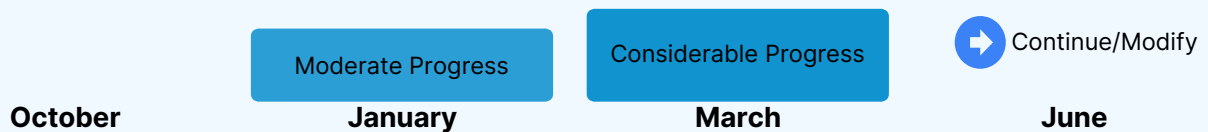
### Strategy 1

Administer curriculum based assessments in all core curriculum areas grades 6-8.

**Strategy's Expected Result/Impact:** Higher scores on assessments including benchmarks and STAAR.

**Staff Responsible for Monitoring:** Curriculum department, Campus administration, Teachers

#### Formative Reviews



### Strategy 2

Continue to develop, refine, and implement a campus based remediation program using NWEA MAP as a universal screener. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs.

**Strategy's Expected Result/Impact:** Improved student performance in reading and math as measured by campus created quarter tests and benchmarks.

**Staff Responsible for Monitoring:** Campus administrators, Academic Dean, teachers

## Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

## Strategy 3

Monitor differentiated instructional activities for all special program areas (at-risk students, special education, gifted/talented, Section 504, ESL, and homeless students). Actively engage students through the use of high yield instructional strategies.

**Strategy's Expected Result/Impact:** Improved lesson plans based off walk-through and classroom observations feedback

**Staff Responsible for Monitoring:** Campus administrators, Counselors, CIS

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

## Strategy 4

Monitor the number of ELL students mastering and/or demonstrating growth as assessed on the TELPAS, OLPT, DRC LAS Links, and appropriate STAAR assessment; continue to provide intervention strategies to address the needs of ELs and the necessary support and resources to achieve student success. Counselors will continually monitor EL student progress.

**Strategy's Expected Result/Impact:** Improved performance for ELL students in the classroom, TELPAS, and STAAR

**Staff Responsible for Monitoring:** ESL/ELL staff, Teachers, Campus administrators, Counselors

## Formative Reviews

October

Some Progress

January

Some Progress

March



Continue/Modify

June

## Strategy 5

Utilize Achieve 3000 to supplement classroom instruction and provide tiered support.

**Strategy's Expected Result/Impact:** Improved academic performance

**Staff Responsible for Monitoring:** Campus Administrators, Classroom teachers; Tier II teachers

## Formative Reviews



### Strategy 6

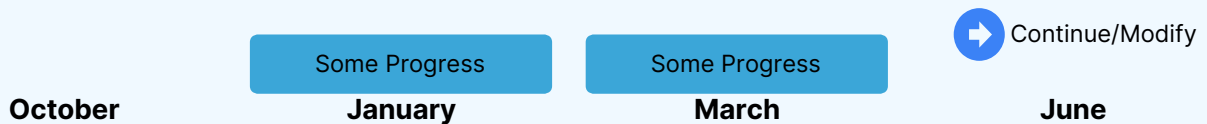
To improve student performance, CMS Data analysis will identify targeted students and develop personalized intervention plans. HB 4545 support can be provided through Grand Central Station (GCS), tutorials, and use of academic interventions utilizing campus reading and math interventionists.

**Strategy's Expected Result/Impact:** Improved academic performance in the classroom and increased STAAR scores for students who previously did not meet grade level expectations on STAAR.

**Staff Responsible for Monitoring:** Administrators, Academic Dean, Counselors, Teachers

**Funding Sources:** 199 - General Fund: SCE, \$5,000

## Formative Reviews



### Strategy 7

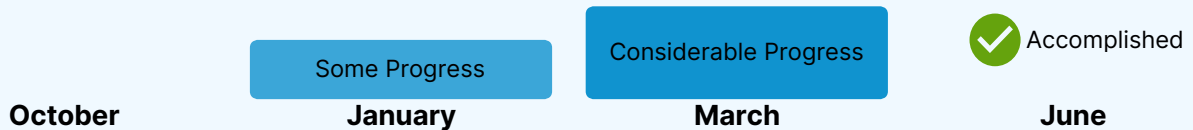
Connect 8th grade courses to high school/career and college. Ensure 8th grade students are high school ready by implementing College and Career Readiness Standards (CCRS) in campus planning to include components of rigor, relevance, and relationships.

**Strategy's Expected Result/Impact:** Campus plan will include components of rigor, relevance, and relationships; lesson plans will include TRS aligned CCRS.

**Staff Responsible for Monitoring:** Campus administrators, Department chairs, Counselors

**TEA Priorities:** Connect high school to career and college

## Formative Reviews



### Strategy 8

Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide necessary modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, and recidivism rates.

**Strategy's Expected Result/Impact:** Student performance stays the same while enrolled in DAEP.

**Staff Responsible for Monitoring:** DAEP teachers, Campus administrators, Counselors

### Formative Reviews


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June

## Performance Objective 2

Increase the category of academic growth as measured by the state accountability system at the campus level to a scale score of 78.

**Evaluation Data Source:** STAAR Scores

**Summative Evaluation:** Met Performance Objective

## Strategy 1

Develop and implement a well-rounded program of instruction to meet the academic needs of all students through the effective use of differentiated instruction.

**Strategy's Expected Result/Impact:** Demonstrated academic growth over the year as measured by quarter tests and benchmarks.

**Staff Responsible for Monitoring:** Teachers, Curriculum writers, Campus administration

### Formative Reviews

October

Some Progress

January

Moderate Progress

March

 Accomplished

June

## Strategy 2

Provide opportunities beyond HB 4545 for students who have not passed STAAR assessments. Monitor and update at-risk status.

**Strategy's Expected Result/Impact:** Students increasing academic performance on STAAR assessments

**Staff Responsible for Monitoring:** Campus administration, Teachers, Academic interventionists

### Formative Reviews


October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

### Strategy 3

Improve attendance and rates for all students. Implement attendance truancy contracts as needed. Ensure that all student groups meet mandated participation rates.

**Strategy's Expected Result/Impact:** Higher attendance rates.

**Staff Responsible for Monitoring:** Campus administrators, Counselors, Teachers, CIS personnel, Truancy officer

#### Formative Reviews



### Strategy 4

Administer curriculum-based assessments in all core curriculum areas grades 6-8.

**Strategy's Expected Result/Impact:** Higher performance levels on assessments including benchmarks and STAAR.

**Staff Responsible for Monitoring:** Curriculum department, Campus administrators, Teachers

#### Formative Reviews



### Strategy 5

Provide ongoing and sustained balanced literacy training in grades 6-8 as a comprehensive program of language arts acquisition which contains all the instructionally appropriate components necessary for students to master written and oral communication. Implement balanced literacy components.

**Strategy's Expected Result/Impact:** Increased performance on student reading/language arts NWEA MAP assessments from BOY to EOY and higher lexile scores from previous school years for STAAR.

**Staff Responsible for Monitoring:** Curriculum department, Reading interventionists, Grade level and Department chairs

#### Formative Reviews



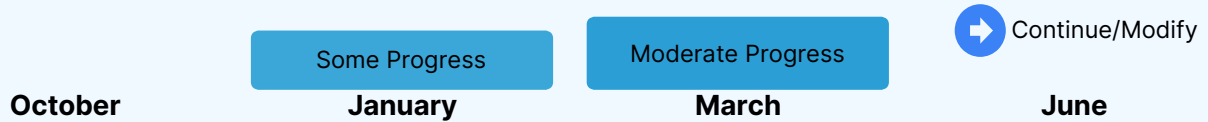
### Strategy 6

Continue to develop, refine, and implement a RTI and/or remediation program utilizing NWEA MAP as a universal screener. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs.

**Strategy's Expected Result/Impact:** Improved student performance in the areas of growth

**Staff Responsible for Monitoring:** Campus administrators, Academic Dean, Teachers

### Formative Reviews



## Strategy 7

Focus on providing instruction that will meet the needs of special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR assessments and provide necessary interventions. Administrators will attend ARDs and report DMAC and NWEA progress measures if available.

**Strategy's Expected Result/Impact:** Proper use of data methods and teacher use of data driven instruction to drive decisions for proper interventions implemented

**Staff Responsible for Monitoring:** Special education staff, Teachers, Campus administrators, Data Fellow

### Formative Reviews



## Strategy 8

Monitor the number of English Learners (ELs) mastering and/or demonstrating growth as assessed on the TELPAS, OLPT, DRC LAS Links, and appropriate STAAR assessment(s); continue to provide intervention strategies to address the needs of ELs and the necessary support and resources to achieve student success. Counselors will continually monitor EL student progress.

**Strategy's Expected Result/Impact:** Improved performance for ELL students in the classroom, TELPAS, and STAAR

**Staff Responsible for Monitoring:** ESL Bilingual/Migrant coordinator, ESL certified staff, Teachers with ELL students, Campus administrators, Counselors, Data analyst

### Formative Reviews



## Strategy 9

Monitor the fidelity of implementation of academic and behavioral interventions and remediation and/or accelerated opportunities for students to increase grade promotion rates.

**Strategy's Expected Result/Impact:** Increased promotion rates, increased student performance as measured by quarter tests and benchmarks.

**Staff Responsible for Monitoring:** Superintendent, Principals

### Formative Reviews



## Strategy 10

Utilize Grand Central Station program at CMS to supplement classroom instruction and provide tiered support.

**Strategy's Expected Result/Impact:** Increased student grades in classes through assignments, assessments, and report card grades

**Staff Responsible for Monitoring:** Principal, GCS teachers, Classroom teacher, Counselors, Academic dean

### Formative Reviews



## Performance Objective 3

Increase student achievement in the Masters Grade Level in all STAAR tested areas: Math to 25% or above, Reading/Lang. Arts to 40% or above, Science to 33% or above, and Social Studies from 23% or above.

**Evaluation Data Source:** TEA Performance Data

**Summative Evaluation:** Some progress made toward meeting Performance Objective

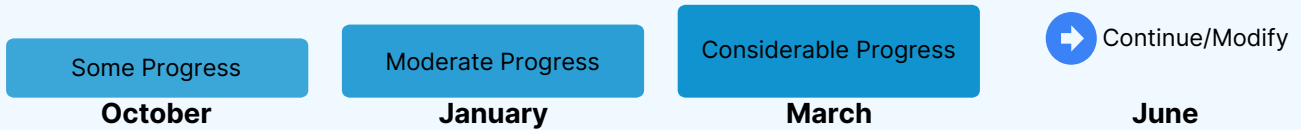
## Strategy 1

Incorporating additional high rigor, multi-layer, interactive test questions to unit tests, quarter tests, and benchmark assessments.

**Strategy's Expected Result/Impact:** Demonstrated student improvement over time measured by the above referenced tests and student preparedness for STAAR 2.0 implementation.

**Staff Responsible for Monitoring:** Administrators, Curriculum Director and Coordinators, Academic Dean, Teachers

### Formative Reviews



## Performance Objective 4

Increase student achievement in the Meets Standard level in all STAAR tested areas: Math to 55% or above, Reading/Lang. Arts to 61% or above, Science to 60% or above, and Social Studies to 33% or above.

**Evaluation Data Source:** TEA Assessment Data

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Incorporating multi-layer, interactive test questions to unit tests, quarter tests, and benchmark assessments.

**Strategy's Expected Result/Impact:** Measures of student performance increasing over time measured by the tests referenced above.

**Staff Responsible for Monitoring:** Administrators, Curriculum Director and Coordinators, Academic Dean, Teachers

### Formative Reviews



### Strategy 2

Effectively utilize PLC periods to create effective lesson plans, data disaggregation, and differentiation within their lessons.

**Strategy's Expected Result/Impact:** Measures of student performance increasing over time measured by the tests referenced above

**Staff Responsible for Monitoring:** Administrators, Curriculum Director and Coordinators, Academic Dean, Teachers

### Formative Reviews



# Performance Objective 5

Increase the Approaches Grade Level Standard in all STAAR tested areas: Math to 85% or above, Reading/Lang. Arts to 86% or above, Science to 89% or above, and Social Studies from to 70% or above.

**Evaluation Data Source:** TEA Assessment Data

**Summative Evaluation:** Some progress made toward meeting Performance Objective

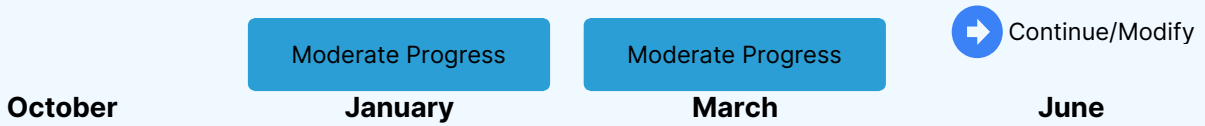
## Strategy 1

Utilize funding for instructional materials to provide supplemental instruction for students whose performance scores are below the "approaches grade level" metric

**Strategy's Expected Result/Impact:** Increased "approaches" or higher STAAR ratings.

**Staff Responsible for Monitoring:** Campus administrators, Academic Dean, Teachers, Curriculum Director and Coordinators, Data Fellow

### Formative Reviews



## Strategy 2

Utilize funding for supplemental tutoring through GCS and ECATS

**Strategy's Expected Result/Impact:** Increased "approaches" or higher STARR ratings.

**Staff Responsible for Monitoring:** District and campus administrators, Academic Dean, Teachers

### Formative Reviews



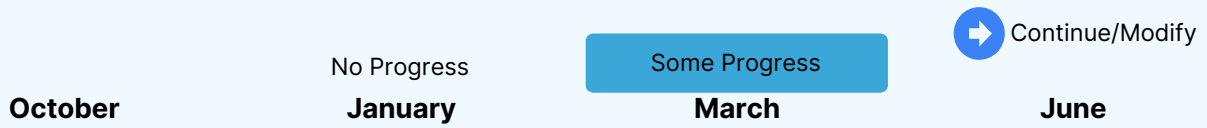
## Strategy 3

Utilize funds to improve the quality of the administrative and teacher workforce and provide high quality professional development and appropriate supplies for the trainings.

**Strategy's Expected Result/Impact:** Increased staff productivity levels and increased staff collaboration.

**Staff Responsible for Monitoring:** District and campus administrators, Teachers

## Formative Reviews



## Strategy 4

Incorporating multi-layer, interactive test questions to unit tests, quarter tests, and benchmark assessments.

**Strategy's Expected Result/Impact:** Measures of student performance increasing over time measured by the tests referenced above

**Staff Responsible for Monitoring:** Administrators, Academic Dean, Teachers

## Formative Reviews



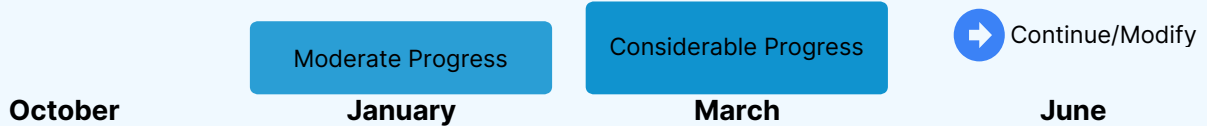
## Strategy 5

Effectively utilize PLC periods to create effective lesson plans, data disaggregation, and differentiation within their lessons

**Strategy's Expected Result/Impact:** Measures of student performance increasing over time measured by the tests referenced above

**Staff Responsible for Monitoring:** Administrators, Academic Dean, Curriculum Director and Coordinators, Teachers

## Formative Reviews



# Goal 3

CMS will create between students, staff, parents, and community members an efficient, safe, and supportive environment that encouraged mutual respect and positive relationships along with active engagement.

## Performance Objective 1

Increase connectedness so that all students, staff and parents are actively participating and positively engaged in the school culture.

**Evaluation Data Source:** Newsletter, Parent attendance at school events; sign-in sheets;

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

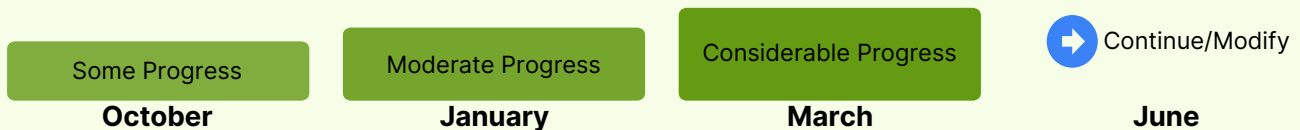
### Strategy 1

CMS teachers will communicate with parents/guardians on a regular basis through various methodologies of communication (Skyward, Web pages, e-mail, phone calls, DMAC documentation, other approved methods).

**Strategy's Expected Result/Impact:** Increased parent participation in meet the teacher, increased web traffic to teacher sites, fewer questions regarding classroom procedures from parents

**Staff Responsible for Monitoring:** Campus administrators, Academic Dean, Teachers

#### Formative Reviews



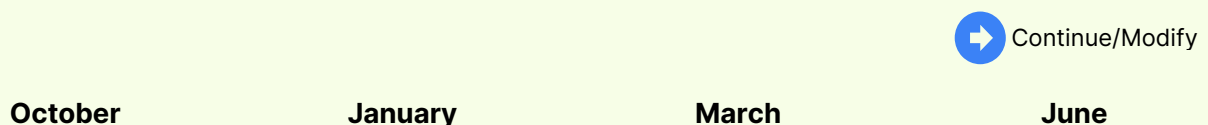
### Strategy 2

CMS will continue to increase communication with parents/guardians through various methodologies

**Strategy's Expected Result/Impact:** Increased readership or parent newsletters as evidenced through data metrics, Coffee with the principal meetings.

**Staff Responsible for Monitoring:** Campus Principal

#### Formative Reviews




### Strategy 3

Provide information via various outlets (newsletters, web pages, etc.) that address aspects such as mental health intervention, suicide prevention, conflict resolution, homeless, drug and violence prevention/ intervention.

**Strategy's Expected Result/Impact:** Fewer referrals for discipline and mental health services.

**Staff Responsible for Monitoring:** Campus administrators, Counselors, Teachers, CIS personnel

#### Formative Reviews

 Continue/Modify

October

January

March

June


### Strategy 4

Continue campus representation at Gifted and Talented Advisory Committee meetings, SHAC, DEIC, SBDM, and Parent Orientation meetings.

**Strategy's Expected Result/Impact:** Increased parent participation at various campus and district level meetings.

**Staff Responsible for Monitoring:** GT Coordinator, District RN, Campus administrators, Academic Dean, Parents

#### Formative Reviews

 Continue/Modify

October

Some Progress

January

Considerable Progress

March

June


### Strategy 5

Provide information to 8th grade students and parents related to 8th grade classes for HS credit and CCMR/CTE course offerings prior to 9th grade course selections.

**Strategy's Expected Result/Impact:** Increased enrollment in 8th grade HS credit classes and CCMR/CTE related courses amongst incoming 9th grade students.

**Staff Responsible for Monitoring:** Counselors, Campus administrators, CIS, Parents, Students, Teachers

#### Formative Reviews

 Accomplished

October

Some Progress

January

Considerable Progress

March

June

### Strategy 6

Counselors will work with district homeless liaison to request funds for secondary homeless students on a case-by-case basis.

**Strategy's Expected Result/Impact:** Monitor list of homeless students receiving appropriate services on campus

**Staff Responsible for Monitoring:** Administration, CIS, Counselors

### Formative Reviews



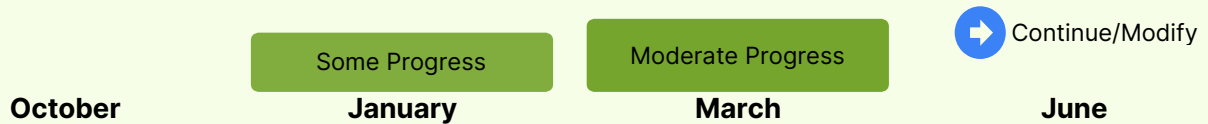
## Strategy 7

Inform parents and students of the importance of student attendance and involve parents in school attendance efforts. Assist in the provision of resources when barriers affect attendance. Provide incentives, when possible, in an effort to increase ADA.

**Strategy's Expected Result/Impact:** Improved ADA and fewer truancy filings.

**Staff Responsible for Monitoring:** Counselors, CIS, Campus administrators, Parents, Students, Teachers

### Formative Reviews



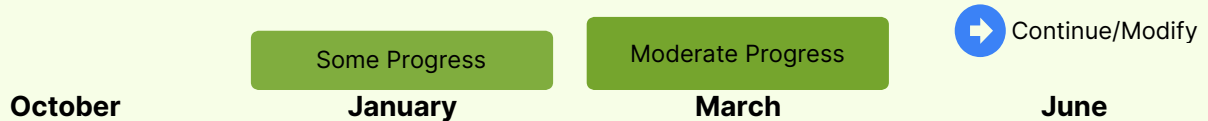
## Strategy 8

The School Health Advisory Council (SHAC) will ensure that students participate in required physical activities, will review student fitness assessment data, review health-related school board policies, and will evaluate the school health program.

**Strategy's Expected Result/Impact:** A SHAC that meets a minimum of 4 times per year to consider and evaluate the district's health plans

**Staff Responsible for Monitoring:** Superintendent, District RN, Data Fellow, SHAC Committee

### Formative Reviews



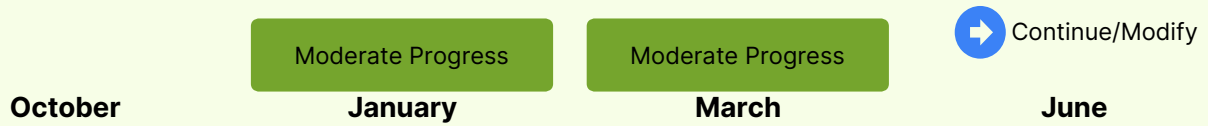
## Strategy 9

Provide additional outreach, supports, and training for parents of EL students.

**Strategy's Expected Result/Impact:** Hosted parent information session for EL students during Open House

**Staff Responsible for Monitoring:** District and Campus administrators, HS College and Career Counselor; ESL/Bilingual/Migrant coordinator

### Formative Reviews



## Strategy 10

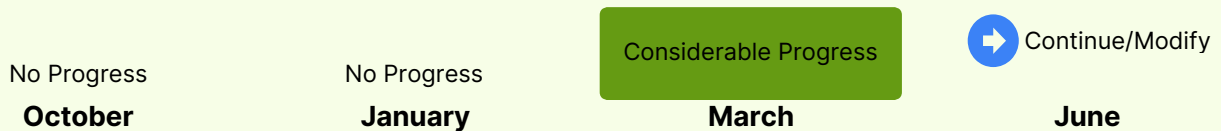
This strategy aims to foster a supportive and calm school environment that prioritizes student well-being by integrating various incentives for attendance, student achievement, and positive behavior. By promoting campus culture, the school seeks to enhance the student experience and academic achievement. Expected outcomes include higher student morale, improved student achievement, improved perceptions of campus climate, and a stronger reputation as a supportive workplace. Success will be measured through improved student satisfaction on climate surveys, increased academic achievement, and more positive behavior interactions between students.

**Strategy's Expected Result/Impact:** Increased student performance and improved campus climate and culture.

**Staff Responsible for Monitoring:** Teachers, Counselors, and Campus Administrators

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Performance Objective 2

Provide appropriate supports for 0-2 year teachers new to the district.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

## Strategy 1

Pair 0-2 year experience teachers to the district with a mentor (content and grade level).

**Strategy's Expected Result/Impact:** Increased teacher support.

**Staff Responsible for Monitoring:** Campus Administrators

## Formative Reviews

Moderate Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

June

## Performance Objective 3

Create a culture of school safety for the students, teachers, and rest of the school community.

**Evaluation Data Source:** Safety audit reports, safety drill reports

**Summative Evaluation:** Some progress made toward meeting Performance Objective

## Strategy 1

A standardized critical incident response protocol will be created to address all safety and security drills.

**Strategy's Expected Result/Impact:** Increased safety awareness and minimize incidents during safety and security drills.

**Staff Responsible for Monitoring:** Superintendent; Campus administrators

## Formative Reviews

Some Progress


October

Moderate Progress

January

Considerable Progress

March

 Accomplished

June

## Strategy 2

CMS will continue to have peace officers to perform duties as campus SROs. In addition to regularly assigned duties, the SROs will conduct periodic interior and exterior door security checks.

**Strategy's Expected Result/Impact:** Improved security throughout the campus.

**Staff Responsible for Monitoring:** Superintendent; Campus Administrators

## Formative Reviews

Considerable Progress


October

Considerable Progress

January

Considerable Progress

March

 Discontinue

June

# Goal 4

CMS will hold all staff and students to the highest standards and expectations and monitor implementation of the initiatives/strategies that are ongoing.

## Performance Objective 1

Create a learning environment supported by innovative and engaging staff that use relevant, real world applications to develop critical thinking, problem-solving skills, and a lifelong love of learning.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

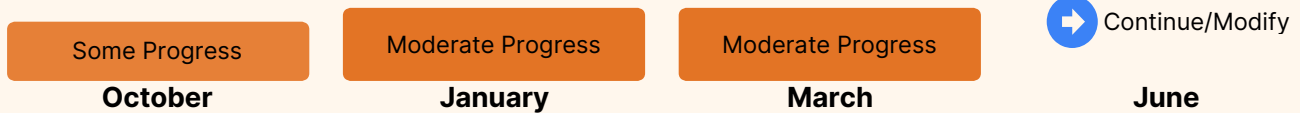
### Strategy 1

Utilize curriculum planning and PLC's to support classroom instruction and emphasize higher-order/critical thinking.

**Strategy's Expected Result/Impact:** Improved student engagement. Increased performance on quarter and benchmark tests

**Staff Responsible for Monitoring:** Curriculum Director and Coordinators, Administration, Academic Dean, PLC Team

#### Formative Reviews



### Strategy 2

Ensure that all district staff are familiar with DMAC and how to gather and analyze necessary assessment data.

**Strategy's Expected Result/Impact:** Closure of learning gaps and coverage of holes within the instruction.

**Staff Responsible for Monitoring:** Administrators, Academic Dean

#### Formative Reviews



### Strategy 3

Utilize a dyslexia specialist for services at the middle school.

**Strategy's Expected Result/Impact:** Improved performance by students identified as Dyslexic.

**Staff Responsible for Monitoring:** Administration, Dyslexia specialist, Academic Dean


### Formative Reviews

Considerable Progress


October

Considerable Progress

January

 Accomplished

March

 Accomplished

June

## Strategy 4

Campus representative will provide input on selection and implementation of a character education program containing HB 1026 mandated character traits.

**Strategy's Expected Result/Impact:** Adoption of Leader In Me protocols and processes.

**Staff Responsible for Monitoring:** Campus administrators

### Formative Reviews

Some Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

## Strategy 5

Teachers will utilize STAAR level vocabulary and assessment questions to increase student preparation for testing and increase the percentage of students achieving Meets and Masters Grade Level performance.

**Strategy's Expected Result/Impact:** Increase of overall numbers of students achieving Meets or Masters grade level performance on STAAR

**Staff Responsible for Monitoring:** Superintendent, Data Fellow, Curriculum Director and Coordinators, Campus administrators

### Formative Reviews

Some Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

## Strategy 6

Identify and recruit students that meet AP and dual credit criteria. Identify students who have an interest and/or strengths in various CTE area and ensure that they are aware of those opportunities.

**Strategy's Expected Result/Impact:** Increased number of students in Enriched/GT, courses at CMS and CTE courses

**Staff Responsible for Monitoring:** G/T coordinator, Campus administrators, Counselors, Teachers

### Formative Reviews

Some Progress


**October**

Some Progress

**January**

Some Progress

**March**

 Continue/Modify

**June**

## Performance Objective 2

CMS will strive to increase STAAR Distinction Designations 4 or more.

**Evaluation Data Source:** STAAR Data, quarter test data, benchmark data

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Ensure that quarter testing and benchmarks are established to measure student readiness to meet all core subject areas.

**Strategy's Expected Result/Impact:** Consistent, high level student performance over the course of the school year leading up to STAAR testing.

**Staff Responsible for Monitoring:** Curriculum Director and Coordinators, Campus administrators, Academic Dean

### Formative Reviews

Some Progress


**October**

Considerable Progress

**January**

Considerable Progress

**March**

 Continue/Modify

**June**

### Strategy 2

Fully utilize available PLC times to analyze data and evaluate both student achievement and teacher instructional performance.

**Strategy's Expected Result/Impact:** Identification of gaps/holes in instruction and consistent high levels of student performance.

**Staff Responsible for Monitoring:** Campus Administrators, Academic Dean, Curriculum Director and Coordinators

### Formative Reviews

Some Progress


**October**

Moderate Progress

**January**

Moderate Progress

**March**

 Continue/Modify

**June**

### Performance Objective 3

CMS will provide teachers with relevant, timely, and efficient feedback regarding classroom instruction and instructional techniques.

**Evaluation Data Source:** TTESS Evaluations

**Summative Evaluation:** Some progress made toward meeting Performance Objective

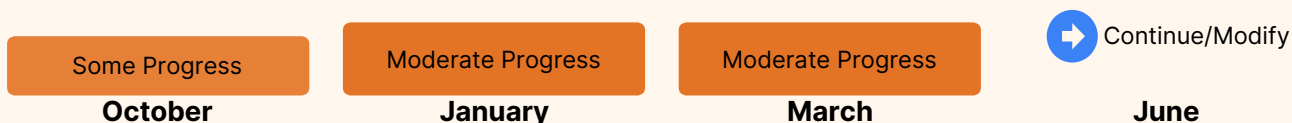
#### Strategy 1

CMS appraisers will calibrate early in the TTESS process to ensure that observations are being completed with the same appraiser understanding of the TTESS rubric.

**Strategy's Expected Result/Impact:** Only minor fluctuation in scores for appraisees with similar scripts and evidence.

**Staff Responsible for Monitoring:** Campus Administrators

#### Formative Reviews



#### Strategy 2

Assist teachers with setting SMART goals, creating SLOs and developing methods of actively engaging students in learning

**Strategy's Expected Result/Impact:** Consistently written SMART goals and SLOs.

**Staff Responsible for Monitoring:** Campus administrators, Curriculum Department

#### Formative Reviews



#### Strategy 3

Provide timely and informative walk-through data and feedback to enhance instruction.

**Strategy's Expected Result/Impact:** Early documentation of opportunities for growth and evidence of excellence.

**Staff Responsible for Monitoring:** Campus Administrators

## Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

## Performance Objective 4

Parent and student satisfaction scores will increase by 3%.

**Evaluation Data Source:** MOY and EOY parent and student surveys.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Create parent newsletter to increase communication and availability of campus information.

**Strategy's Expected Result/Impact:** Increased parent participation and feedback.

**Staff Responsible for Monitoring:** Campus Principal

#### Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

June

### Strategy 2

Provide Opportunities for parents to have an active dialogue with campus administration outside of disciplinary conversations via Coffee with the Principal.

**Strategy's Expected Result/Impact:** Increased parent participation and satisfaction.

**Staff Responsible for Monitoring:** Campus Principal

#### Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

June

### Strategy 3

Provide students with the opportunity to give feedback, make suggestions, and have discussion related to campus policies, procedures, and protocols via Principal's Advisory Committee (PAC).

**Strategy's Expected Result/Impact:** Increased student satisfaction and participation.

**Staff Responsible for Monitoring:** Campus Principal

### Formative Reviews

Some Progress

**October**

Some Progress

**January**

Some Progress

**March**



Continue/Modify

**June**

# Goal 5

CMS will have a highly qualified staff that is focused on student achievement and growth in all aspects of campus life (academics, extra-curricular activities, and social-emotionally).

## Performance Objective 1

Professional development opportunities will be made available and provide realistic and relevant information that teachers can use for their personal growth as well as ensuring student achievement is impacted positively.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Emphasize the alignment and articulation of instruction both vertically and horizontally to deliver a high quality curriculum to all students. Provide curriculum writing time for identified teams in all core subjects each nine weeks and daily through grade level/ subject area PLC time.

**Strategy's Expected Result/Impact:** Proper utilization of collaboration and PLC time.

**Staff Responsible for Monitoring:** Superintendent, Curriculum Director and Coordinators, Campus Administrators, Academic Dean, Curriculum Writers, PLC team

**Funding Sources:** 199 - General Fund: SCE, \$5,000

#### Formative Reviews



### Strategy 2

Ensure that all CMS teachers are highly qualified and that the new hires meet highly qualified status prior to employment.

**Strategy's Expected Result/Impact:** 100% of teachers are highly qualified.

**Staff Responsible for Monitoring:** HR Department, Campus administrators

#### Formative Reviews



### Strategy 3

Incorporate high yield strategies in a blended learning environment such as Kagan cooperative learning strategies through online tools, brain-compatible activities, Foldables, or other resources into each unit of instruction.

**Strategy's Expected Result/Impact:** Rigorous learning environment

**Staff Responsible for Monitoring:** Curriculum Director and Coordinators, Administrators, Academic Dean

### Formative Reviews



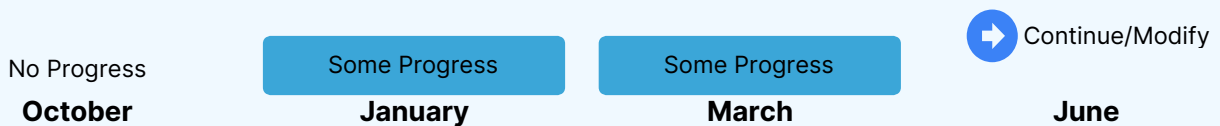
## Strategy 4

Utilize Title II, Part A funds to improve the quality of the teacher workforce and provide high quality professional development and appropriate supplies for the trainings.

**Strategy's Expected Result/Impact:** Increased participation and productivity for staff trainings

**Staff Responsible for Monitoring:** Campus administrators, Teachers

### Formative Reviews



## Strategy 5

Utilize evidence-based learning strategies and new ELAR standards to provide aligned curriculum K-8 and 2020-2021 PK-12 including balanced literacy practices and an ELAR approach.

**Strategy's Expected Result/Impact:** Increased lexile scores and EOY NWEA MAP scores

**Staff Responsible for Monitoring:** Curriculum Director and Coordinator, Academic Dean, ELAR teachers

### Formative Reviews



## Strategy 6

Utilize Title III funds to provide staff development opportunities for ESL/ELL teachers in the following areas: language proficiency, listening, speaking, reading, writing, and learning strategies. Support supplemental programs such as Achieve 3000, Rosetta Stone, and other

areas identified in individual Campus Improvement Plans.

**Strategy's Expected Result/Impact:** Increased ELL student performance through Achieve 3000 and Rosetta Stone.

**Staff Responsible for Monitoring:** ESL/ELL coordinator, Campus Administrators, Teachers

### Formative Reviews



## Strategy 7

Continue to train counselors and staff on the LPAC process. Increase training and staff development on implementation of ELPS, TELPAS assessment data, SIOP, and other strategies to differentiate for ELLs. Train counselors and staff on the new OLPT LAS Links.

**Strategy's Expected Result/Impact:** Increased teacher knowledge of ways to increase ELL student achievement

**Staff Responsible for Monitoring:** EL Migrant coordinator, Campus Admin, Counselors, Teachers

### Formative Reviews



## Strategy 8

Provide districtwide professional development training in state mandated topics including but not limited to: DMAC, AED, CPR, technology, TA TEKS, sexual abuse and other maltreatment of children, bullying, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special ed, implementation of TEKS/ELPS, LPAC, Response to Intervention (RtI), conflict resolution, G/T, and ESL for staff and administrators. Coordinate and integrate professional development activities and specified other trainings at the request of the SHAC and administrative personnel.

**Strategy's Expected Result/Impact:** Increased teacher and staff knowledge of programs listed above.

**Staff Responsible for Monitoring:** Central Office Administrators, Campus Administrators, Data Fellow, Technology Integration Specialists, Academic Dean, Teachers

### Formative Reviews



## Performance Objective 2

Teacher recruitment and retention programs will utilize CMS fiscal resources to ensure that teaching staff for all courses are trained, hired, and retained so that student achievement is maximized.

**Summative Evaluation:** Some progress made toward meeting Performance Objective


### Strategy 1

Utilize intervention programs aligned with RTI such as GCS, Achieve 3000, after school tutorial programs, Mandatory Tutorial Time, and SPED After School Tutorials.

**Strategy's Expected Result/Impact:** Increased participation of intervention programs.

**Staff Responsible for Monitoring:** CMS Data Team, Teachers, Data Fellow, Academic Dean

#### Formative Reviews

 Continue/Modify

October

January

March

June

### Strategy 2

The district will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to: a. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying; b. Recognize students displaying early warning signs and a possible need for early mental health intervention and substance abuse; c. Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL). d. Conduct a cyber-security night and hold crisis team meetings as needed; e. Provide resources for students with mental health issues; f. Provide training as need in grades 7-12 on bleeding control stations; g. Provide training on sexual abuse, sex trafficking, and other maltreatment of children including those with significant cognitive disabilities; h. Every educator must attend a school safety training course approved by TSSC; i. require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse; k. Provide training on the ways grief and trauma affect student learning; l. Provide training on ways to prevent, identify, and respond to reports of bullying incidents; m. Provide training to new teachers and mentor teachers; n. Provide training on cybersecurity for mandated employees.

**Strategy's Expected Result/Impact:** Teacher training documentation; training evaluations

**Staff Responsible for Monitoring:** Counselors, Teachers, Nurses, Administrators, Law enforcement officers, CIS personnel

#### Formative Reviews

Moderate Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

June

### Strategy 3

This strategy aims to foster a supportive and calm school environment that prioritizes teacher well-being by integrating intentional time for stress relief and quiet reflection into the workday and minimizing workplace stressors through improved scheduling, communication, and support systems. By promoting a wellness-centered campus culture, the school seeks to enhance teacher retention and recruitment efforts. Expected outcomes include higher teacher morale, reduced turnover rates, improved perceptions of campus climate, and a stronger reputation as a supportive workplace. Success will be measured through improved staff satisfaction on climate surveys, increased retention rates, higher-quality applicant pools, and consistent participation in wellness initiatives.

**Strategy's Expected Result/Impact:** Increased teacher morale and improved climate and culture

**Staff Responsible for Monitoring:** Counselors and Campus Administrators

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews



# Goal 6

CMS will evaluate existing programs to ensure sustainability, financial stewardship, and contribution to student academic and personal growth.

## Performance Objective 1

Increased student performance measures from core subjects utilizing 3rd party programs (Achieve 3000, Study Island, etc.).

**Evaluation Data Source:** Student performance measures

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Provide proper training to teachers who implement and use third party programs (Achieve 3000, Study Island, Progress Learning, etc.).

**Strategy's Expected Result/Impact:** Increased student performance with increased and proper teacher usage of third party programs.

**Staff Responsible for Monitoring:** Academic Dean, Curriculum Department, Campus Administrators

### Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June