



Comfort Middle School
“Cultivating Hearts and Minds”
Campus Improvement Plan
 2016-2017

Vision Statement

Comfort Middle School will provide differentiated instruction designed to facilitate the desire to become lifelong learners and productive citizens through excellence in academics and extra-curricular programs.

Mission Statement

Using teamwork with an emphasis on superior performance in academics and athletics, Comfort Middle School staff and parents will guide our students to become productive citizens in their community.

Value Statement

Through role-modeling and relationships, we at Comfort Middle School strive to deepen children’s commitment to pro-social values such as honesty, integrity, respect, tolerance, responsibility, creativity, and competency – qualities that we believe are essential to leading humane and productive lives in a democratic society.

Comfort Middle School 2016-2017 Campus Improvement Team

<i>Teachers (Campus Representatives)</i>	<i>Other campus-level professional staff</i>	<i>Parent Rep.</i>	<i>Business Rep.</i>	<i>Community Rep.</i>
1. Karla Dietz ** 2. Melissa Oertel* 3. Cristina Krobot** 4. Charles Koch ** 5. Lornell Walden ** 6. Mary Whtiaker*	Non-voting Members: Josh Limmer, Principal Beverly Lauderdale, Counselor Voting Member:			
		*1 st Year Member (5)	**2 nd Year Member (5)	

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The district operates in full compliance with the student confidentiality requirements of the federal Family Educational Rights and Privacy Act (FERPA). For a full explanation of district practices and procedures regarding student confidentiality see district policies FL (LEGAL) and FL (LOCAL).

EQUAL EDUCATION OPPORTUNITIES

The Comfort Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education or providing access to the benefits of educational services, activities, and programs, including Career and Technology Education programs, in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Age Discrimination Act of 1975 (34 CFR Part 110); Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act of 1990; and local Board policies.

CMS Performance Objectives

1. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in STAAR Reading will maintain or exceed met standard criteria on state mandated tests

Target areas:

- a. Hispanic students will maintain or exceed met standard criteria on state mandated tests.
- b. Economically disadvantaged students will maintain or exceed met standard criteria on state mandated tests.
- c. Special Education students will maintain or exceed met standard criteria on state mandated tests.

2. The percentage of students in the aggregate and each subgroup that maintain or exceed the proficiency level in STAAR Writing will maintain or exceed met standard criteria on state mandated tests.

Target Areas:

- a. Hispanic students will maintain or exceed met standard criteria on state mandated tests.
- b. Economically disadvantaged students will maintain or exceed met standard criteria on state mandated tests.
- c. LEP students will maintain or exceed met standard criteria on state mandated tests.
- d. Special Education students will maintain or exceed met standard criteria on state mandated tests.

3. The percentage of students in the aggregate and each subgroup that maintain or exceed the proficiency level in STAAR Math will maintain or exceed met standard criteria on state mandated tests

Target Areas:

- a. LEP students will maintain or exceed met standard criteria on state mandated tests.
- b. Special Education students will maintain or exceed met standard criteria on state mandated tests.

4. The percentage of students in the aggregate and each subgroup that maintain or exceed the proficiency level in STAAR Social Studies will maintain or exceed met standard criteria on state mandated tests.

Target Areas:

- a. All students will maintain or exceed met standard criteria on state mandated tests.

5. The percentage of students in the aggregate and each subgroup that maintain or exceed the proficiency level in STAAR Science will maintain or exceed met standard criteria on state mandated tests.

Target Areas:

- a. Hispanic students will maintain or exceed met standard criteria on state mandated tests.
- b. LEP students will maintain or exceed met standard criteria on state mandated tests.
- c. Special Education students will maintain or exceed met standard criteria on state mandated tests.

Alignment of District and Campus Goals

District Goal #1: Continued progress toward district-wide Recognized status and to experience higher levels of achievement in math and science.

Campus Goal #1: To ensure that technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Campus Goal #2: To provide the support and academic foundation to enable all students to graduate high school.

District Goal #2: To improve the quality of special programs, such as bilingual/ESL classes, career and technology classes, dropout recovery, and advanced classes at all grade levels.

Campus Goal #3: To utilize instructional strategies that meet the needs of every student including Special Education, ESL, 504, At-Risk, and G/T students.

District Goal #3: To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.

Campus Goal #5: To employ, develop and retain personnel who are motivated and driven to provide classroom environments conducive to quality teaching.

District Goal #4: Maintain consistent discipline throughout the district. The District will strive to be fair, honest, and open concerning discipline.

Campus Goal #6: To establish consistent discipline throughout the campus that is fair, honest and open.

District Goal #5: Establish productive communication and involvement between the community and school.

Campus Goal #7: To improve communications with all segments of our population.

District Goal #6: Continue to emphasize the importance of teaching students' morals, respect, ethics, and self-discipline.

Campus Goal #8: To ensure that all students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Alignment of Campus Goals with Campus Objectives

Campus Goal #1: To ensure that technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 1.1 Campus classrooms will be equipped for computer-mediated multimedia presentations.

Objective 1.2 Technology will be readily accessible to every student and teacher.

Campus Goal # 2: To provide the support and academic foundation to enable all students to graduate high school.

Objective 2.1 Students will develop graduation plans and goals.

Campus Goal #3: To utilize instructional strategies that meet the needs of every student including Special Education, ESL, 504, At-Risk, and G/T students.

Objective 3.1 Continue to maintain STATE MANDATED TEST scores at or above the 90% or achieve state standard in all areas. This standard applies to all student groups and all grade levels.

Objective 3.2 Instructional modifications and interventions will be fully implemented in the classroom.

Objective 3.3 Instruction will be differentiated for special population students including special education, ESL, At-risk, 504, and GT in order to maintain a dropout rate of less than 1.0%

Objective 3.4 Implement Reading and Math Intervention Plan

Objective 3.5 Develop Tiered Response to Interventions

Campus Goal #4: To employ, develop and retain personnel who are motivated and driven to provide classroom environments conducive to quality teaching.

Objective 4.1 Maintain the 100% highly qualified teacher requirements by the end of the 2016-2017.

Recruit, develop, and retain qualified and highly effective personnel.

Objective 4.3 Encourage staff development in assessment and core academic areas

Campus Goal #5: To establish consistent discipline throughout the campus that is fair, honest and open.

Objective 5.1 Change behaviors which interfere with learning

Campus Goal #6: To improve communications with all segments of our population.

Objective 6.1 Increase parental involvement

Objective 6.2 Increase communications with our Hispanic population

Campus Goal #7: To ensure that all students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective 7.1 Insure that the CMS campus has an Emergency Response Team and meets state requirements

Objective 7.2 Provide for regular monitoring and maintenance of school's facilities and grounds to eliminate potential safety hazards.

Objective 7.3 Develop strategies to ensure that harassing, teasing, and bullying of students is monitored and disciplined in order to replace the inappropriate behaviors.

Objective 7.4 Inform students about appropriate internet safety.

District Goal #1: Continued progress toward district-wide Recognized status and to experience higher levels of achievement in math and science.

Campus Goal #1: To ensure that technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 1.1 Campus classrooms will be equipped for computer-mediated multimedia presentations.

Objective 1.2 Technology will be readily accessible to every student and teacher.

Objective: 1.1 Campus classrooms will be equipped for computer-mediated multimedia presentations.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 1.1.1 All teachers will have the opportunity to receive extensive staff development in the integration of technology in the development and delivery of instruction.	Technology Planning Committee	Human Resource Time 6 hours per professional educator	Teachers will use technology in lesson planning, lesson designs, instruction, professional communication, staff development, and attendance.	Documentation of the use of these skills for T-TESS purposes.
Strategy 1.1.2 Teachers will utilize digital cameras and equipment to record student success and create a historical record of the school; using 21st century technologies	Principal Teachers	Human Resources	Students will be able to use the skills learned for lifelong activities.	Students will be able to use the skills learned for lifelong activities.
Strategy 1.1.3 The students will have access to a Telecommunications Lab and will create a production daily for the morning announcements that will be delivered on the interactive boards in every room.	Principal Teachers	Human Resources	Students will be able to use the skills learned for lifelong activities.	Students will be able to use the skills learned for lifelong activities.

Objective 1.2: Technology will be readily accessible to every student and teacher.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 1.2.1 Schedule yearly technical training for all campus staff with the technology department.	Principal and Network Manager	Time allocated for training.	The Network manager will set up a technology-training program that includes entry-level training for new teachers as well as advanced training for staff.	Teacher progress through steps of technology plan will demonstrate yearly progression.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 1.2.2 Staff will be trained in the use and the intergradations of peripheral technology components into their units of instructions.	Principal and Network Manager	Human Resources Time allocated for training	Training of teachers in the use of peripheral technology components with administrative walkthroughs for verification of use.	April 3, 2017
Strategy 1.2.3 Teachers will utilize the individualized programs to encourage engagement with emphasis for Special Ed and ELL students in Reading. A. Moby Max B. Reading Smart	Principal Teachers	Human Resources	Walkthroughs and lesson plans will reflect the use of the technology.	Students STATE MANDATED TEST scores in all subjects will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy 1.2.4: The campus will provide and use educational technology to promote higher-order thinking skills, problem solving, and creativity. In the way of document cameras.	Principal Teachers	Human Resources	Walkthroughs and lesson plans will reflect the use of the technology.	Students STATE MANDATED TEST scores in all subjects will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy 1.2.5: The Campus will provide and use calculators to promote students with learning disabilities tools to be successful in math calculation and to access the full range of TEKS.	Principal Teachers	Human Resources SIP funds	Walkthroughs and lesson plans will reflect the use of the technology.	Students STATE MANDATED TEST scores in all subjects will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

Campus Goal # 2: To provide the support and academic foundation to enable all students to graduate high school.

Objective 2.1 Students will develop graduation plans and goals

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 2.1.1 Students will have the opportunity to take classes at the middle school and acquire high school credit.	Administrations Counselor Teachers	Human Resources	Algebra I and Principles of Informational Technology will be taught for the 2016-2017 school year.	Number of students enrolled in the Algebra I class and results from the EOC test.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 2.1.2 Students will utilize Career Explorations software to develop long-term academic goals.	Counselor Teachers	Career Cruising through Region 13	Students will access the website for career exploration and goal setting. Career Investigations class will be offered to 8 th grade students.	Weekly student access and increase in academic achievement as noted on AEIS results
Strategy 2.1.3 Teachers will receive Professional Development focused on the prerequisite skills for students to succeed in the content area high school courses.	SBDC Administrators	Human Resources	Teachers will have the exposure necessary to develop lessons that will increase rigor in the classroom.	The students show more readiness for the rigor of the High School Program.
Strategy 2.1.4 Students will have access to accelerated instruction for Math and Reading, using SSI requirements. They will also have access for credit recovery utilizing the High School's resources in combination with ours.	Administrators Counselor Teachers	Human Resources	Students will have access to accelerated instruction during June.	8 th Grade students will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy 2.1.5: The District will provide research-based progress-monitoring tools, technology, PD around effective implementation in classroom.	District and Campus Administrators Teachers	Eduphoria: aware	Students will have access to accelerated instruction during June.	8 th Grade students will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

District Goal #2: To improve the quality of special programs, such as bilingual/ESL classes, career and technology classes, dropout recovery, and advanced classes at all grade levels.

Campus Goal #3: To utilize instructional strategies that meet the needs of every student including Special Education, ESL, 504, At-Risk, and G/T students.

Objective 3.1 Achieve, State Mandated Testing scores at or above the state standard in all areas. This standard applies to all student groups and all grade levels.

Objective 3.2 Instructional modifications and interventions will be fully implemented in the classroom.

Objective 3.3 Instruction will be differentiated for special population students including special education, ESL, At-risk, 504, and GT in order to maintain a dropout rate of less than 1.0%

Objective 3.4 Implement Writing, Reading and Math Intervention Plans

Objective 3.5 Develop Tiered Response to Interventions

Objective: 3.1 Achieve, State Mandated Testing scores at or above the standards set in all areas. This standard applies to all student groups and all grade levels.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 3.1.1 Curriculum development is TEKS/ State Mandated Test correlated and aligned; assessment data drives instruction/curriculum planning.	Principal Counselor Vertical Teams Teachers	Human resources and time Assessment results	State Mandated Test and tested core teachers keep a record of TEKS skill mastery and direct instruction toward deficient skills.	AEIS STATE MANDATED TEST results will be assessed to determine success of programs and to identify areas of need.
Strategy: 3.1.2 Continued utilization of TEKS Resource System curriculum for instruction in Social Studies, ELAR, Math, and Science. The program will be implemented fully in accordance with the procedures of the program.	Administration Teachers	IMA Human Resources	Collect assessment data monthly and disseminate with teachers the areas of strengths and weaknesses. Grade level and department meeting minutes. Walkthrough logs.	Student subgroups achievement on state mandated test will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy: 3.1.3 Identify students who require extended learning opportunities through data. Administer, collect and analyze Social Studies, Science, Math and ELAR assessment results every grading period. Priority will be given to ELL, Special Education, Economically Disadvantaged, and Hispanic students.	Administration Teachers	IMA Human Resources Eduphoria aware	Teachers keep a record of TEKS skill mastery and direct instruction toward deficient skills.	Student subgroups achievement on state mandated test will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy: 3.1.4 Provide relevant instruction. Monitor use of relevant texts for English Language Learners and Special Ed students. A. Spanish Word Walls B. Graphic Novels C. Word Walls with pictures	Administration Teachers	IMA Human Resources	Teachers will document teaching strategies in lesson plans. Walk through templates will be the documentation that it is taking place.	Student subgroups achievement on state mandated test will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy: 3.1.5 Annual T-TESS evaluations and routine walkthroughs are conducted by the campus principal; feedback is immediate through the use of technology. (i.e. Eduphoria T-TESS)	Administration	Human Resources IMA Eduphoria Aware; T-TESS; Forethought	Monthly walk-through logs will be submitted to the superintendent. At least one walk through will be done on all teachers per month. Implementation	Student subgroups achievement on state mandated test will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
<i>(continued 3.1.5)</i> a. Walk-throughs will reflect monitoring of ELLs instructional practices				
Strategy: 3.1.6 At least two times a year each student will be benchmarked tested on all objectives to determine progress and needs. Software will be utilized to determine student's progress in reading, math, social studies and science.	Principal Counselor Teachers	Human resources and time Eduphoria Aware	Formal assessment and STATE MANDATED TEST data will be disaggregated and analyzed for lesson planning and instructional adjustments in at least two of the following months: August, December, March and May.	STATE MANDATED TEST results will be assessed to determine adequacy of curriculum and instruction.
Strategy: 3.1.7 Use language programs to reduce/eliminate the language barrier for ESL/LEP students with emphasis in Math, Science and Reading. A. ESL Reading Smart B. Traductor	ESL Teacher Reading Teachers Counselor Principal	Human Resources ESL Reading Software	Frequent testing of ESL students for progress in the acquisition of English Monitoring of LEP students for academic success and tutorial needs.	Annual review of each ESL and LEP student to assess progress and needs
Strategy: 3.1.8 A G/T program will be developed using state standards and all G/T students will have access to Honors classes in Math, Reading, English and Science	Principal Counselor G/T Coordinator Teachers	Human resources and time At least one Pre-AP class per grade level in all core subjects except social studies.	Identification of G/T students will be determined with the use of assessment tools recommended by the service center and experts in the field. Lesson plans will reflect addressing the needs of the gifted.	Portfolios of G/T students will be maintained and assessed for addressing the diverse talents of G/T students.
Strategy: 3.1.9 Vertical alignment teams will utilize the disaggregated STATE MANDATED TEST scores data to adjust and realign curriculum and instruction in Math, Reading, Science and Social Studies.	Teachers and Vertical teams	Human Resources Eduphoria Aware	STATE MANDATED TEST scores from the previous year and periodic formal assessment test data will be analyzed for student progress.	STATE MANDATED TEST scores will reflect the success of curriculum and instructional decisions.
Strategy: 3.1.10 All STATE MANDATED TEST failures will utilize a tutorial time that encourages school work to be completed satisfactorily along with all 6 th , 7 th , and 8 th grade students.	Counselor Teachers	Human Resources Read-On program software Math software	The reading and math lab will be used by all at-risk students. New Strategies: Align failures of state mandated test and formal assessments to pullout program focusing on the basics of the subject being taught. Students will not be taken out of regular class for enrichment. Provide extended learning opportunities before/after	Reading STATE MANDATED TEST scores and standardized reading scores data will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
<i>(continued 3.1.10)</i>			school and during the summer based on student need. Continuing Strategies: Continue using researched based computer programs for enrichment.	
Strategy: 3.1.11 All 6 th , 7 th and 8 th grade content areas will utilize Moby Max . Reading will incorporate additional computer based programs. Emphasis will be given to special ed, ELL, Hispanic, economically disadvantaged students	Teachers Principal	Technology Plan Computer Programs IMA Funds	Student scores and participation results will be reviewed weekly via administrative access.	STATE MANDATED TEST results will be assessed to determine success of programs and to identify areas of need.
Strategy 3.1.12 Powerful Words will be used throughout the campus to emphasize test taking strategies	Teachers Department Heads	Human Resources	Tutorial Teachers will utilize Powerful Words a minimum of one word a week throughout the year.	STATE MANDATED TEST results will be assessed to determine success of programs and to identify areas of need.
Strategy 3.1.14 Students will be tested each 6-weeks over the TEKS and STATE MANDATED TEST objectives covered that 6-weeks.	Teachers Department Heads	Computer Programs Human Resources	6-week grades will reflect the use of formal assessments. Teacher lesson plans will reflect the use of check points.	STATE MANDATED TEST results will reflect academic grades received by students each 6-weeks.
Strategy 3.1.15 Students will use a Transition Word list and be provided sentence stems to improve writing skill ability. Emphasis will be provided to ELL students.	Principal Counselor Teachers ESL Teacher Special Ed Teacher	Human Resources	Student scores and participation results will be reviewed weekly via administrative access.	STATE MANDATED TEST results will be assessed to determine success of programs and to identify areas of need.

Objective 3.2: Instructional modifications and interventions will be fully implemented in the classroom.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 3.2.1: Principals will monitor implementation of instructional modifications.	Principals Teachers	Time for observations and follow-up meetings.	Principals collect data to support the implementation of modifications.	Data will reflect academic success of special needs students.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 3.2.2 Ensure that at-risk students receive support by monitoring the implementation of IEPs and/or instructional modifications described in 504 plans and SST and LPAC notes. Develop BIP's as needed.	Principal Counselor Grade Level Teams	Time and scheduling of observations and follow-up conferences.	Teachers will submit lesson plans to the Department Heads each week, indicating modifications for special population students. Failure reports each six weeks will be monitored to determine impact on student success.	Grade level team notes will reflect that the team met to develop an intervention plan for special needs students failing a core course.
Strategy: 3.2.3 Include in the academic schedule assigned STATE MANDATED TEST tutorial sessions based on specific student needs indicated by formal assessment data with a focus on Reading, Writing, Social Studies and Science. Priority will be given to ELL, Special Education, Economically Disadvantaged, and Hispanic students.	Principal Counselor Teachers ESL Teacher Spec Ed Teacher	STATE MANDATED TEST tutorials as needed	Formal assessment data will reflect increase in understanding of knowledge and application of skills.	Maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy 3.2.4 A flexible schedule will be implemented for math, reading, ELAR, science, and social studies teacher during daily activity period for targeted intervention in math, reading, ELA, science, and social studies; the schedule will be modified every 6-weeks based on formal assessment data. Tutorials occur before, during, and after school. Priority will be given to ELL, Special Education, Economically Disadvantaged, and Hispanic students.	Administration Teacher Counselor ESL Teacher Spec. Ed Teacher	Reallocate students to teachers to allow the math teachers the flexibility to work with small groups of students to achieve content goals. Provide an environment conducive to learning. Provide small group instruction. Provide students opportunities for academic growth.	Teachers will be available to provide extended learning opportunities during the school day focused on math, reading/ELA, science, and social studies. Class rosters for activity period each six weeks will be updated; to reflect necessary schedule changes.	Student subgroups achievement on state mandated tests will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy 3.2.5 Math teachers will utilize math instructional supplies for the tutorial period interventions.	Administration Teacher Counselor	Reallocate students to teachers to allow the math teachers the flexibility to work with small groups of students to achieve content goals. Provide an environment conducive to learning.	Teachers will be available to provide extended learning opportunities using Moby Max during the school day focused on Math. Class rosters for activity period each six weeks will be updated; to reflect necessary schedule changes.	Student subgroups achievement on state mandated tests will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
<i>(continued 3.2.5)</i>		Provide small group instruction. Provide students opportunities for academic growth through math instructional supplies supports.		
Strategy 3.2.6 Utilize the Dyslexic/504 Coordinator who was hired to facilitate all identification for dyslexic and 504 students, to serve as a student advocate for services, and to provide effective instructional and intervention strategies.	Administration	Human Resources and time Funding	Dyslexic and 504 student identification documentation in individual student folders.	Student subgroups achievement on state mandated tests will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

Objective 3.3: Instruction will be differentiated for special population students including special education, ESL, At-risk, 504, and GT in order to maintain a dropout rate of less than 1.0%.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 3.3.1: Differentiated instructional activities for ESL, G/T, At-Risk, and 504 students will be monitored. Honors classes will be provided for G/T students.	Principals Counselor Grade Level Teacher Teams Special Education Teachers	Administrative staff and grade level team meetings will review progress of special needs students and G/T students.	Grade Level Teacher Teams will make biannual reports regarding implementation issues to the principal.	End of each semester
Strategy: 3.3.2: The campus will provide culturally diverse text for supplemental instructional materials for at-risk youth. A. Spanish Textbook, Science ELL	Principals Counselor ESL Teacher Librarian	Library	The Librarian will make biannual reports on the number of books checked out.	Students will be evaluated as Advance High on their TELPAS within two years of implementation.
Strategy 3.3.3 During the first week of in-service, a diagnostician, from the Hill Country Special Education Co-op, along with special education personnel from the campus will discuss with teachers all the special education students' needs. All modifications and	Administration	Provide teachers with accommodations and modifications prior to the students' arrival into the classroom. Teacher Hill Country Co-op	Provide an overview of the IEP process and expectations for all teachers in implementing accommodations and modifications. Provide teacher with their legal requirements for implementing IEP's.	Student subgroups achievement on state mandated test will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
<i>(continue 3.3.3)</i> accommodations will be explained to the teachers and the appropriate way of implementing them.				
Strategy 3.3.4 Utilize an ELL Coordinator for the district to facilitate identification of LEP students, to serve as a student advocate for services, and to provide effective instructional and intervention strategies with a focus on Reading, ELA, Social Studies, and Science.	Administration	Human resources and time. Local Funding	Continual Implimentation	LEP student identification documentation in individual student folders Improved LEP scores on state assessments
Strategy 3.3.5 Bilingual/ESL program description handbook will be developed to include policy, procedures and forms.	Administration	Human resources and time	Completed during the 2015-2016 school year	Handbook in place starting in the school year 2015-2016 All LPAC required documentation within individual student folders
Strategy 3.3.6 ESPED will be utilized to assist in the collaboration of shared student information across multiple programs to include ELL, special education, RtI, 504, and Dyslexia students.	Administration	Special Program Directors and Coordinators Campus Principals	During the 2016-2017 school year	Individual student documentation and data will be in ESPED Staff training on using ESPED will be documented All required documentation for special programs will be in individual student folders.
Strategy 3.3.7 Utilize a scope and sequence for daily instruction that is aligned to the ELPS for ESL classes.	ELL Director Campus principals ESL teachers	Human effort and time	During the 2016-2017 school year	Scope and sequence document will be aligned from grade 6-12 Training evidence on implementing the scope and sequence.

Objective 3.4 *Implement Writing, Reading and Math Intervention Plans*

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 3.4.1 Students will be assigned to morning and afternoon tutorials using computer programs and/or other interventions. A. Moby Max	Reading Teachers Math Teachers Science Teachers Social Studies Teachers	Human Resources	Student Identification and log-in sheets will be submitted at the end of each semester.	Maintain or exceed met standard criteria on state mandated tests for all sub-pops.

Objective 3.5 *Develop Tiered Response to Interventions*

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 3.5.1 Identify students who require extended learning opportunities through data. Administer, collect and analyze math, science, reading/ELA, and social studies assessment results every grading period. Priority will be given to ELL, Special Education, Economically Disadvantaged, and Hispanic students.	Administration Teacher RTI Team Counselor ESL Teacher SpecialEd Teacher	Human Resources/Eduphoria Aware/schedule changes	Core Teachers keep a record of TEKS skill mastery and direct instruction toward deficient skills.	On STATE MANDATED TEST students will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy: 3.5.2 Implement research – based progress-monitoring tools, technology, and professional development around effective implementation in classroom. Utilizing Eduphoria: Aware	Central Office Administration Teacher	Eduphoria: aware	Students identified will have continual monitoring from the different campuses	STATE MANDATED TEST will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

District Goal #3: To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.

Campus Goal #4: To employ, develop and retain personnel who are motivated and driven to provide classroom environments conducive to quality teaching.

Objective 4.1 *Maintain highly qualified teachers by the end of the 2016-2017.*

Recruit, develop, and retain qualified and highly effective personnel.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 4.2.1 Fill staffing openings with the most qualified applicants through an interview process and credential assessment, utilizing an interview team whenever possible	Administration and faculty	Human Resources	100% of highly qualified and certified teachers on staff at the beginning of the school year	100% of highly qualified and certified teachers on staff at the end of the school year
Strategy 4.2.2 CMS faculty will participate in professional development activities that will improve teacher quality in knowledge and skills of content area for regular and Honors classes.	Administration and faculty	A minimum of one content workshop per teacher in his/her discipline content	By May, each teacher on staff should have attended at least one content specific workshop.	STATE MANDATED TEST scores in the discipline most closely aligned with the teaching assignment T-TESS will reflect professional development.
Strategy: 4.2.3 Teachers will share master teaching strategies, and new teachers will be mentored their first year at CMS.	Principal Counselor Teachers	Human Resources Curriculum tools	Teachers who attend workshops will present best practices and instructional ideas to vertical team or to school faculty as appropriate.	STATE MANDATED TEST scores
Strategy: 4.2.4 New teachers will be mentored their first year at CMS.	Principal Mentors	Human Resources Stipends	Group discussions will be held monthly on topics concerning classroom needs and successes	New staff members will be retained for the 2016-2017 school year.
Strategy: 4.2.5 Schedule yearly technical training for all campus staff with the technology department.	Principal and Network Manager	Time allocated for training. Stipends as needed. TIF grant funds	The Network manager will set up a technology-training program that includes entry-level training for new teachers as well as advanced training for staff.	A technology-training program in place and in use starting August 2015.

Objective 4.3 Encourage staff development in assessment and core academic areas

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 4.3.1 Staff will disaggregate STATE MANDATED TEST questions from released STATE MANDATED TEST tests to vertically align curriculum for core academic areas.	Administration Teachers	Staff Development Fund/Eduphoria Aware	Variation in the curriculum will be reflected in lesson plans with emphasis on STATE MANDATED TEST tested objectives. Students' academic grades and success will increase.	Scores and promotion rates

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 4.3.2 Teachers will participate in staff development activities based on cultural diversity and ELL strategies.	Administration	Staff Development Funds	Faculty meeting agendas will reflect training.	Scores for all sub-populations students will show an increase in passing.
Strategy: 4.3.3 Teachers will participate in staff development activities, which will increase knowledge in differentiated instruction. Priority will be given to Reading/ELA, Math, Science, and Social Studies.	Administration Department Heads	Staff Development Funds	Lesson plans will reflect differentiated instruction using the strategies and information presented. Certificates of training will be submitted to the principal.	Scores will increase and CMS will maintain or exceed met standard criteria on state mandated tests for all sub-pops.
Strategy: 4.3.4 Teachers will participate in staff development activities on RTI.	Administration	Staff Development Funds	Lesson plans will reflect tier I interventions using the strategies and information presented. Certificates of training will be submitted to the principal.	Scores will maintain or exceed met standard criteria on state mandated tests for all sub-pops.

District Goal #4: Maintain consistent discipline throughout district. The District will strive to be fair, honest and open concerning discipline.

Campus Goal #5: To establish consistent discipline throughout the campus that is fair, honest and open.

Objective: 5.1 Change behaviors which interfere with learning

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 5.1.1 Improved student behavior through the use of a positive behavioral management plan that utilizes a behavior/consequence progression, frequent communication with the home regarding concerns and progress, incorporating behavior contracts/plans when appropriate.	Principal Assist. Principal Counselor Teachers/Staff	Human Resources	January evaluation of discipline trends. Modifications will be made if data indicates a need. Discipline referrals records will be kept by the office as a means of monitoring individual student behavior.	Student academic and behavior success data Analysis of discipline program using data related to detention, ISS, and DAEP assignment.
Strategy 5.1.2 Utilize the SST process to address behavior issues that are interfering with learning. STT process will serve as a pre-referral process for special programs along with Tiered Response.	SST committee Grade level teams Counselor	Time allocated for SST committees to meet.	Counselor and SST members will report to the SBDM on the effectiveness of the SST process in addressing student concerns.	Assessment of the effectiveness of the SST process by reviewing the number of students served.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 5.1.3 Utilize the material from Words of Wisdom with weekly themes.	Principal	Students and Human Resources	Writing prompts for weekly themes will be distributed to ES, Resource English, and all English teachers.	Decrease in office referrals and increase in academic performance.
Strategy 5.1.4 CMS will implement additional options for the discipline of special education student that includes time outside of the instructional day.	Principal	Students and Human Resources	Discipline referral documents/ 2012-2016 school years	Reduced ISS placements for special education students.

District Goal #5: Establish productive communication and involvement between the community and school.

Campus Goal #6: To improve communications with all segments of our population.

Objective 6.1 Increase parental involvement

Objective 6.2 Increase communication with our Hispanic population

Objective 6.1 Increase parental involvement

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 6.1.1 CMS will implement a parent survey and develop a CMS Academic Booster using PTO accounts and bylaws.	CMS SBDM team, faculty, administration and parents	Human Resources	Parent survey will be sent and collected with registration packets.	Student's achievement, attendance, and promotion rate will be better than 95% among all student groups.
Strategy 6.1.2 CMS will have an open house within the first month of teacher in-service.	CMS SBDM team, faculty, administration and parents	Human Resources	Parents will be invited to the school when open-house has a set date at the beginning of school for the 2016-2017 school year.	We will have 50% or better, of CMS students' parents involved in the open house.
Strategy 6.1.3 CMS staff will be required to make twenty parent contacts a six-weeks six of these must be positive.	CMS Faculty	Human Resources	Each teacher will be required to make at least twenty parent contacts per six-weeks.	100% of the teachers will make twenty parent contacts per six-weeks.

Objective 6.2 Increase communication with our Hispanic population

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 6.2.1 All faculty will be given the opportunity to complete Spanish 101 and 102 on-line for free through Livemocha.com.	CMS Faculty	Human Resources Livemocha.com	Completion of courses will be evaluated in May of 2017.	5% of teachers will be able to communicate in basic Spanish by June of 2017.
Strategy 6.2.2 CMS will have an open house the week of teacher in-service. That will include a translated version for our Spanish speaking population.	CMS SBDM team, faculty, administration and parents	Human Resources	Parents will be invited to the school when open-house has a set date at the beginning of school for the 2016-2017 school year.	We will have 50% or better of CMS students' parents involved in the open house.
Strategy 6.2.3 CMS staff will be required to make twenty parent contacts a six-weeks six of these must be positive. When contacts are made with our Spanish speaking population we will utilize a translator.	CMS Faculty	Human Resources	Each teacher will be required to make at least twenty parent contacts per six-weeks.	100% of the teachers will make twenty parent contacts per six-weeks.

District Goal #6: Continue to emphasize the importance of teaching students' morals, respect, ethics, and self-discipline.

Campus Goal #7: To ensure that all students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective: 7.1 Insure that the CMS campus has an Emergency Response Team and meets state requirements

Objective: 7.2 Provide for regular monitoring and maintenance of school's facilities and grounds to eliminate potential safety hazards.

Objective: 7.3 Develop strategies to ensure that harassing, teasing, and bullying of students is monitored and disciplined in order to replace the inappropriate behaviors.

Objective: 7.4 Inform students about appropriate internet safety.

Objective: 7.1 Ensure that the CMS campus has an Emergency Response Team and meets state requirements.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 7.1.1 An Emergency Response Director will be trained and will establish a trained ER Team.	Teachers Principal	Human Resources	By October the Emergency Response Director will be conduct a drill	By November, a teacher ER Team will be formed and trained.

Objective: 7.2 Provide for regular monitoring and maintenance of school's facilities and grounds to eliminate potential safety hazards.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 7.2.1 Faculty and staff will maintain facilities through the submission of on-line work orders.	Faculty and Staff	Human Resources Eduphoria	Campus facility assessment each six weeks via on-line work order program.	Campus facility assessment for summer work orders at the end of May
Strategy: 7.2.2 The school district will employ a drug dog service as a preventative measure to keep drugs out of our schools.	Faculty and Staff	Human Resources	We will contract with a organization to provide a trained dog that will come to our campus randomly.	We will not have drugs found on the campus because of the deterrent presented by the dogs.

Objective: 7.3 Develop strategies to ensure that harassing, teasing, and bullying of students is monitored and disciplined in order to replace the inappropriate behaviors.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy 7.3.1 Develop and implement activities for Bully Intervention Week	Counselor	Behavior Interventionalist/ Human Resources	All students will participate in planned campus wide activities	Office referrals will reflect a decrease in bullying incidents. Student survey will reflect a decrease in the percent of the population that feels they are bullied at CMS
Strategy: 7.3.2 Anti-bullying prevention session will be implemented and participation in activities for National Bully Prevention Week	Counselor	Behavior Interventionalist/ Human Resources	Number of "bullying" discipline referrals should decrease each month. (discipline records)	Number of "bullying" discipline referrals should be fewer in the second semester. (discipline records)
Strategy 7.3.3 Students will be referred to for conflict mediation to resolve issues prior to escalation.	Counselor Assistant Principal	Behavior Interventionist/ Human Resources	Within 24 hours of referral.	Decrease incidents of bullying and fighting as reflected in decreased discipline referrals.

Objective 7.4 Inform students about appropriate internet safety.

Strategy:	Person(s) Responsible:	Resources (Staff/Materials/Fiscal)	Formative Evaluation//Timeline:	Summative Evaluation//Timeline:
Strategy: 7.4.1 CMS will utilize content area teachers to monitor student use of campus computers and increase time spent using technology.	Administration Teacher	Human resources	Duty roster will reflect time in computer labs throughout the day.	Computer lab logs will reflect use of computers for compacting, remediation, and individual student use.

10/26/16