

Center Independent School District
Center Middle School
2022-2023 Campus Improvement Plan



Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Preparing Students for Their Future

Core Beliefs

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Needs

- High mobility rate - process to assist students that move in.
- Attendance - more effective ways to address attendance and truancy.
- Assistance for ELL and at risk populations.

Demographics Strengths

Strengths

- Overall Attendance
- Teacher/Student ratio is good as far as numbers and gender.

Student Achievement

Student Achievement Summary

Student Achievement

Needs

- Improvement of Campus RTI process.
- Increase number of students achieving Mastery level.
- Increase growth ratio for students in Special Education.

Student Achievement Strengths

Strengths

- Student Growth Measure
- Advanced Math to Algebra pass/completion rate

School Culture and Climate

School Culture and Climate Summary

Needs

- Discipline - Improve communication between office and teacher regarding student given a referral consequence.
- Morale - Staff and student morale is low do to physical condition of campus. If new campus is not an option can improvements be made to make overall appearance of campus more appealing. Increase student and staff morale by implementing physical campus improvements of ground and structures.
- Safety - CMS has safety issues as a campus because of its open areas and access to buildings from outside community. Improve safety by limiting access to grounds and building from non faculty and staff.

School Culture and Climate Strengths

Strengths

- Community feel that it is a safe school.
- Overall school Climate is positive.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Needs

- Improvement of support system for new teachers.
- Recruiting of teachers that mirror the ethnic makeup of our campus.
- Improve professional development throughout the year to include sessions that are relevant and meaningful to subject areas while increasing opportunities.
- Improve retention rate.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Addition of quality staff in needed subject areas
- Small Class Sizes
- Have a high pass rate. Low retention rate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Needs

- Implement a Cross Curricular Focus - Writing/Social Studies Math/Science
- Consistent BOY, MOY, EOY assessments in core subject areas
- Develop a schedule that allots time for PLC/Instructional Planning

Curriculum, Instruction, and Assessment Strengths

Strengths

- Alignment/Rigor of Campus Based Assessments with STAAR
- Cross Curriculum Tutorial implementation/assistance

Parent and Community Engagement

Parent and Community Engagement Summary

Needs

- Improvement of communication with parents as a staff.
- Increase opportunities for parent/teacher interaction other than Meet the Teacher or Open House.
- Training for teachers on customer service with parents/guardians.

Parent and Community Engagement Strengths

Strengths

- Communicating information to parents and community through news, social media, and website
- Parent volunteers with clubs and organizations

School Context and Organization

School Context and Organization Summary

Needs

- Adjustment in tutorial time to be more focused on individual students with needs instead of including the entire campus.
- Consistency of enforcement of campus goals, policies, and rules across the entire campus.
- More advertisement of campus instructional focus.

School Context and Organization Strengths

Strengths

- Built in Tutorial time
- Extra-Curricular Activities - Student involvement
- Counseling
- Physical Environment has been changed for improvements where possible - basketball and soccer goals, weekly campus clean-up, teacher hall decorations.

Technology

Technology Summary

Needs

- Include teacher input when selecting programs to be implemented.
- Align current technology to needed areas and increase where missing.
- Teacher training throughout the year, not just at the beginning.

Technology Strengths

Strengths

- Availability of technology resources
- Instructional Technologist on campus
- WiFi availability in all campuses
- Every classroom teacher has a new desktop

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Goals

Goal 1: Improve literacy and math across all grade levels.

Performance Objective 1: Improve reading scores by 10% in all categories on state reading assessments.

High Priority





Evaluation Data Sources: CBA, MAP, and State Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Content curriculum will be implemented with fidelity following TEKS Resource Scope and Sequence.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist Dir of Special Programs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: TEKS Resource System - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$2,761</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly meetings will be held to plan learning experiences that align with the written and tested curriculum. Student data will be reviewed weekly and instruction, as well as interventions, will be adjusted accordingly.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist Reading/ESL Support Staff Director of Special Programs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Specialist - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$70,917, Rosetta Stone - 263-Title III - \$245, Title III Bilingual/ESL Contracted - 263-Title III - \$1,771, ESL/Bilingual Aide - 263-Title III - \$21,032, State Comp Ed - Teacher/Prof Personnel - 199-General Fund - \$21,838.74, State Comp Ed - Support Personnel - 199-General Fund - \$49,094.39</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: RLA data meetings will be conducted at the end of every unit. Instructors will show RLA data. Progress will be discussed and an action plan for upcoming units will be made.</p> <p>Staff will review and chart sup population data for every CBA, MAP, and benchmark assessment. Teachers will chart whether each sub pop met meets/masters target and note changes in instruction.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist Dir of Special Programs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Reading and writing will be an integral part of every lesson in every content area.</p> <p>In every assignment/ lesson/activity instructors will develop ways to incorporate reading.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator RLA Instructors ESL Instructors Special Ed Instructor Dir of Special Programs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator RLA Instructors ESL Instructors Special Ed Instructor Dir of Special Programs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$11,970.09</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development opportunities that support campus goals for student improvement in RLA.</p> <p>Professional Development targeted at Closing the Gaps domain for all core teachers.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Director of Special Services Director of Special Programs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Region 7 Contracted Services - Academic Content Coop - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$7,013</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve literacy and math across all grade levels.





Performance Objective 2: Improve math scores by 10% in all categories on state math assessments.

High Priority

Evaluation Data Sources: State aligned writing rubric, CBA, MAP, State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Content curriculum will be implemented with fidelity following TEKS Resource Scope and Sequence.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP, and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator Math Instructors ESL Instructors Special Ed Instructor Math Interventionist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Specialist - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$72,955, State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$25,941.76, Digital Learning Coordinator - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$16,176</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly meetings will be held to plan learning experiences that align with the written and tested curriculum. Student data will be reviewed weekly and instruction, as well as interventions, will be adjusted accordingly.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP, and State assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator Math Instructors Director of Special Services Dir of Special Programs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Math data meetings will be conducted at the end of every unit. Instructors will show math data . Progress will be discussed and an action plan for upcoming units will be made.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director or Curriculum and Instruction Secondary Curriculum Coordinator Math Instructors ESL Instructors Special Ed Instructor Math Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Dir of Special Services</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$9,786.04</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional development opportunities that support campus goals for student improvement in math.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Director of Special Services Dir of Special Programs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Academic achievement of all students in all content areas will increase





Performance Objective 1: The achievement gap among student groups will close by 3% as indicated on the "Closing the Gap".

High Priority

Evaluation Data Sources: Data disaggregation and planning based on the results to target areas of need

Strategy 1 Details	Reviews			
<p>Strategy 1: Content curriculum will be implemented with fidelity following TEKS RS scope and sequence. Supplies for all core subjects will be provided as needed.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results Programs will be used to provide feedback and to maintain focused, on-task efforts in order to close the achievement gaps. (Go Guardian)</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator Content Instructors ESL Instructors Special Ed Instructor</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211-ESEA Title 1, Part A-Improving Basic Programs</p>	Formative			Summative
	Dec	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly meetings will be conducted to plan learning experiences that align with the written and tested curriculum. Student assessment data will be evaluated from a variety of sources to adjust instruction as well as interventions.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator Content Instructors ESL Instructors Special Ed Instructor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Region 7 Contracted Services - DMAC - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$2,501, Region 7 Contracted Services - TExGuide - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,355</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Data Meetings will be held to evaluate assessment data from a variety of sources to narrow achievement gaps between identified student populations. Meetings with students will be conducted following each assessment to review student assessment data and determine progress or lack of progress which will be the basis for adjusted instruction as well as interventions.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA and State Assessments in 8th grade. Student understanding of Give Me 5 initiative and individual needs and achievement resulting in student growth.</p> <p>Staff Responsible for Monitoring: Students Classroom Teachers Campus Administrators Secondary Curriculum Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional development opportunities that support campus goals for student improvement .</p> <p>PD on Give Me 5 initiative, Closing the Gap Domain.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessments results.</p> <p>Staff Responsible for Monitoring: Campus Administrators Dir Secondary Instruction and Rtl Dir of Special Services Dir of Special Programs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Academic achievement of all students in all content areas will increase

Performance Objective 2: Improve science and social studies by 10% across all grade levels on district and state assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Content curriculum will be implemented with fidelity following TEKS Resource Scope and Sequence.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA and State Assessment results in 8th grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator Content Instructors ESL Instructors Director of Special Programs</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly meetings will be held to plan learning experiences that align with the written and tested curriculum. Student data will be reviewed weekly and instruction, as well as interventions, will be adjusted accordingly.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA and State Assessment results in 8th grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator Director of Special Programs</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Curriculum Specialist Secondary - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$40,865, State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$20,983.93, State Comp Ed - Support Personnel - 199-General Fund - \$14,610.32</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Data meetings will be conducted at the end of every unit. Instructors will show data. Progress will be discussed and an action plan for upcoming units will be made.</p> <p>Staff will review and chart sub population data for every CBA and benchmark assessment. Teachers will chart whether each sub pop met meets/masters target and note changes in instruction.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement evident in CBA and state assessment results in 8th grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Secondary Curriculum Coordinator Content Instructors</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, and state assessments in 8th grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Director of Special Programs</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$28,164.53</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional development opportunities that support campus goals for student improvement in science and social studies.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, and state assessment results in 8th grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Director of Special Programs Director of Special Services</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Promote involvement to build strong relationships with parents and community members.

Performance Objective 1: CMS will partner with parents in the educational success of their students.

Evaluation Data Sources: Sign-In sheets, quarterly newsletters





Strategy 1 Details	Reviews			
<p>Strategy 1: Host annual Meet the Teacher</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Instructors</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Family Engagement - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,875, Parent Liaison - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$8,379</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host field day in the spring</p> <p>Strategy's Expected Result/Impact: Increased parent and community engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators Physical Education Instructor</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Host parent nights in the fall and spring semesters Strategy's Expected Result/Impact: Increased parent engagement Increased student performance Staff Responsible for Monitoring: Campus Administrators Instructors Support Staff Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Promote involvement to build strong relationships with parents and community members.

Performance Objective 2: Inform parents/community of school progress and successes

Evaluation Data Sources: Quarterly reports, views





Strategy 1 Details	Reviews			
<p>Strategy 1: Produce a quarterly communication that will appear on campus media and in local news affiliates. Strategy's Expected Result/Impact: Increased parent and community engagement Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize social media platforms to communicate to parents and community Strategy's Expected Result/Impact: Increased parent and community engagement Staff Responsible for Monitoring: Campus Administrators Dir of Secondary Instruction and Rtl Journalism Instructor</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students, while emphasizing school spirit, collaboration, and hard work.

Performance Objective 1: Address the social and emotional learning of students

Evaluation Data Sources: The creation of campus character development plans that is reported to the Board of Trustee in October/November meeting.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide character development and counseling programs.</p> <p>Strategy's Expected Result/Impact: Reduced discipline incidents Increased extra-curricular participation</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum of Instruction School Counselor Student Need Liaison</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$47,068, Counseling Supplies - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - \$100, Region 7 Contracted Services - Professional School Counselor - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - \$378, Staff Dev. Prof. School Counselor Registration Fees & Travel - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - \$500</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teach team concepts, hard work, and personal development through extra-curricular programs.</p> <p>Strategy's Expected Result/Impact: Reduced discipline incidents Increased extra-curricular participation</p> <p>Staff Responsible for Monitoring: Athletic Director Campus Administrators Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Design, support, and encourage extracurricular programs that instill competitive values and teamwork among all student groups</p> <p>Strategy's Expected Result/Impact: Reduced discipline incidents Increased extra-curricular participation</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction Athletic Director Program Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$5,194.82, Region 7 Contracted Services - Health, Nurses, and PE - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - \$315</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students, while emphasizing school spirit, collaboration, and hard work.

Performance Objective 2: Provide Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students to help pregnant students adjust academically, mentally, and physically and stay in school.

Evaluation Data Sources: PEIMS data such as Student Attendance
 PRS Program Student Files

Strategy 1 Details	Reviews			
<p>Strategy 1: Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher</p> <p>Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Individual counseling, peer counseling/support group, and self-help programs</p> <p>Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Transportation for children of students to/from the campus or childcare center</p> <p>Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor Director of Maintenance and Transportation</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Transportation for students to/from home, campus, (if student meets CISD transportation guidelines)</p> <p>Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor Director Maintenance and Transportation</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Instruction related to child development, parenting, and home and family living</p> <p>Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs</p> <p>Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students, while emphasizing school spirit, collaboration, and hard work.

Performance Objective 3: Ensure Campus Safety

Evaluation Data Sources: District/County/State reporting requirements.

Strategy 1 Details	Reviews			
Strategy 1: Safety Handbook review and update including classroom emergency folders. Strategy's Expected Result/Impact: Prevention and reduction of safety incidents Staff Responsible for Monitoring: Campus Administrators Superintendent District Police County/State Emergency Departments	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Regular training of all students and staff in emergency procedures. Strategy's Expected Result/Impact: Prevention and reduction of safety incidents Staff Responsible for Monitoring: Campus Administrators Superintendent District Police Classroom Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Completion of required safety drills. Strategy's Expected Result/Impact: District/County/State reporting documentation Staff Responsible for Monitoring: Campus Administrators Superintendent District Police County/State Emergency Departments	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Center Middle School

Total SCE Funds: \$252,918.18

Total FTEs Funded by SCE: 8.889

Brief Description of SCE Services and/or Programs

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Personnel for Center Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Armstrong, Jennifer	Teacher	0.1
Bittick, Tina	Teacher	0.1
Brown, Harlie	Teacher	0.09
Cassey, Stephanie	Teacher	0.1
Chachere, Amy	Teacher	0.11
Cloudy, Michael	Teacher	0.17
Daniels, Reggie	Teacher	1
Doggett, Jordan	Teacher	0.097
Glenn, Stephanie	Instructional Paraprofessional	1
Gurley, Jessica	Teacher	0.11
Hagler, Randy	Teacher	0.1
Hand, Leland	Teacher	0.13
Hightower, Laura	Teacher	0.1
Hill, Jamarian	Instructional Paraprofessional	1
Klein, Erica	Teacher	0.89
Link, Haley	Teacher	0.12
Locke, Mercedea	Instructional Paraprofessional	1
Lusk, Lee Ann	Teacher	0.085
Massey, Katherine	Teacher	0.1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Murphree, Carlton	Teacher	0.1
Owens, Karen	Teacher	0.1
Raymond, Katherine	Instructional Paraprofessional	1
Rupp, Sara	Teacher	0.08
Waller, Christopher	Teacher	0.11
Ward, Lauren	Instructional Paraprofessional	1
Weaver, Alicia	Teacher	0.097

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crain, Jayne	RTI Clerk Instructional Paraprofessional	Title 1	1
Haddox, Sheila	Curriculum Coordinator Secondary	Title 1	.5
Morris, Meredith	Math Specialist	Title 1	1
Stanford, Diana	Reading Specialist	Title 1	1

Campus Funding Summary

211 ESEA, Title 1 Pt. A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System		\$2,761.00
1	1	2	Reading Specialist		\$70,917.00
1	1	6	Region 7 Contracted Services - Academic Content Coop		\$7,013.00
1	2	1	Digital Learning Coordinator		\$16,176.00
1	2	1	Math Specialist		\$72,955.00
2	1	2	Region 7 Contracted Services - DMAC		\$2,501.00
2	1	2	Region 7 Contracted Services - TExGuide		\$1,355.00
2	2	2	Curriculum Specialist Secondary		\$40,865.00
3	1	1	Parent Family Engagement		\$1,875.00
3	1	1	Parent Liaison		\$8,379.00
Sub-Total					\$224,797.00
270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Staff Dev. Prof. School Counselor Registration Fees & Travel		\$500.00
4	1	1	Counseling Supplies		\$100.00
4	1	1	Region 7 Contracted Services - Professional School Counselor		\$378.00
4	1	3	Region 7 Contracted Services - Health, Nurses, and PE		\$315.00
Sub-Total					\$1,293.00
199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	State Comp Ed - Support Personnel		\$49,094.39
1	1	2	State Comp Ed - Teacher/Prof Personnel		\$21,838.74
1	1	5	State Comp Ed - Teachers/Prof Personnel		\$11,970.09
1	2	1	State Comp Ed - Teachers/Prof Personnel		\$25,941.76
1	2	4	State Comp Ed - Teachers/Prof Personnel		\$9,786.04
2	2	2	State Comp Ed - Teachers/Prof Personnel		\$20,983.93
2	2	2	State Comp Ed - Support Personnel		\$14,610.32

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	State Comp Ed - Teachers/Prof Personnel		\$28,164.53
4	1	1	State Comp Ed - Teachers/Prof Personnel		\$47,068.00
4	1	3	State Comp Ed - Teachers/Prof Personnel		\$5,194.82
Sub-Total					\$234,652.62
211-ESEA Title 1, Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
263-Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESL/Bilingual Aide		\$21,032.00
1	1	2	Title III Bilingual/ESL Contracted		\$1,771.00
1	1	2	Rosetta Stone		\$245.00
Sub-Total					\$23,048.00