

# Center Independent School District

## Center Middle School

### 2019-2020 Goals/Performance Objectives/Strategies

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# 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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# Goals

## Goal 1: Improve literacy across all grade levels.

**Performance Objective 1:** Seventy-five percent or more of students in grades 6-8 will pass or earn a progress measure on the State Reading Assessment

**Evaluation Data Source(s) 1:** CBA, MAP, and State Assessment

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) McGraw Hill RLA curriculum will be implemented with fidelity.</p>	2.4	<p>Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist Dir of Special Programs</p>	Improved academic achievement evident in CBA, MAP and State Assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>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>Staff will review and chart sub 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>	2.4, 2.6	Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist Dir of Special Programs	Improved academic achievement evident in CBA, MAP and State Assessment results				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>3) Weekly meetings will be held to evaluate assessment data from a variety of sources to narrow achievement gaps between identified student populations.</p>	2.4	Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist Dir of Special Programs	Improved academic achievement evident in CBA, MAP and State Assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Reading will be an integral part of every lesson in every content area. In every assignment/ lesson/activity instructors will develop ways to incorporate reading. Science/Social Studies instructors will be required to assign for students to read and analyze two informational texts weekly.</p>	2.4, 2.6	<p>Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL Instructors Special Ed Instructor Dir of Special Programs</p>	Improved academic achievement evident in CBA, MAP and State Assessment results				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.</p>	2.4	<p>Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL Instructors Special Ed Instructor Dir of Special Programs</p>	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessment results				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: McGraw Hill</p> <p>Professional Development targeted at Closing the Gaps domain for all core teachers.</p>		<p>Campus Administrators Dir Secondary Instruction and RtI Dir of Special Services Dir of Special Programs</p>	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May

**Goal 1:** Improve literacy across all grade levels.

**Performance Objective 2:** Grades 6-8 students will each possess writing portfolios with at least three writing samples. At least three samples will have teacher feedback based upon the grade-level writing rubric.

**Evaluation Data Source(s) 2:** State aligned writing rubric, CBA, MAP, State Assessments

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) McGraw Hill RLA curriculum will be implemented with fidelity.</p>	2.4	Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist Dir of Special Programs	Improved academic achievement evident in CBA, MAP and State Assessment results				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Writing will be an integral part of every lesson in every content area. In every assignment, lesson, and/or activity, instructors will incorporate writing. Examples include, but are not limited to: Exit tickets, journals, reflective writing, quick writes, reader (literature) responses, and blogging.</p>	2.4	Campus Administrators Dir Secondary Instruction and RtI Content Instructors ESL Instructors Special Ed Instructor	Improved academic achievement evident in CBA, MAP and State Assessment results.				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Writing samples will be monitored every 9 weeks using the STAAR writing rubrics in RLA.</p> <p>Minimum of three writing pieces will be scored/graded using the STAAR Writing Rubric by two scorers. Student/Instructor individual conferences will then be held.</p>	2.4	<p>Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist</p>	Improved academic achievement evident in CBA, MAP and State Assessment results				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Writing data meetings will be conducted every week. Instructors will show writing data from the previous week. Progress will be discussed and an action plan for the next week will be made.</p>	2.6	<p>Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL Instructors Special Ed Instructor Reading Specialist</p>	Improved academic achievement evident in CBA, MAP and State Assessment results				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) Vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.</p>	2.4	<p>Campus Administrators Dir Secondary Instruction and RtI Dir of Special Services</p>	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessment results				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>6) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: McGraw Hill Writing Workshop</p>		<p>Campus Administrators Dir Secondary Instruction and RtI Director of Special Services Dir of Special Programs</p>	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May

## 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 2% as indicated on the "Closing the Gap"





**Evaluation Data Source(s) 1:** Data disaggregation and planning based on the results to target areas of need

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math 1) Content curriculum will be implemented with fidelity following TEKS RS scope and sequence.	2.4	Campus Administrators Dir Secondary Instruction and RtI Content Instructors ESL Instructors Special Ed Instructor	Improved academic achievement evident in CBA, MAP and State Assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning            Lever 2: Effective, Well-Supported Teachers            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>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>Staff will review and chart sub 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>	2.4	Campus Administrators Dir Secondary Instruction and RtI Content Instructors ESL Instructors Special Ed Instructor	Improved academic achievement evident in CBA, MAP and State Assessment results  Improved academic achievement and growth for every sub pop with an added emphasis on white students.				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Recruit, support, retain teachers and principals            3) Provide professional development opportunities that support campus goals for student improvement .</p> <p>PD on Give Me 5 initiative, Closing the Gap Domain.</p>		Campus Administrators Dir Secondary Instruction and RtI Dir of Special Services Dir of Special Programs	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessments results.				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math  <b>ESF Levers</b>            Lever 4: High-Quality Curriculum            Lever 5: Effective Instruction</p> <p>4) 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>	2.4, 2.5, 2.6	Students Classroom Teachers Campus Administrators	Student understanding of Give Me 5 initiative and individual needs and achievement resulting in student growth.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 5) 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.	2.4, 2.5, 2.6	Students Classroom Teachers Campus Administrators	Student understanding of Give Me 5 initiative and individual needs and achievement resulting in student growth.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							


### Goal 3: Work with all stakeholders to promote community and parent engagement.


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


**Evaluation Data Source(s) 1:** Sign-In sheets, quarterly newsletters


**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Host annual Meet the Teacher	3.2	Campus Administrators Classroom Instructors	Increased parent and family engagement				
2) Host field day in the spring	3.2	Campus Administrators Physical Education Instructor	Increased parent and community engagement				
3) Host parent nights in the fall and spring semesters		Campus Administrators Instructors Support Staff	Increased parent engagement Increased student performance				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 3:** Work with all stakeholders to promote community and parent engagement.

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


**Evaluation Data Source(s) 2:** Quarterly reports, views

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Produce a quarterly communication that will appear on campus media and in local news affiliates.	3.2	Campus Administrators Dir of Secondary Instruction and RtI	Increased parent and community engagement				
2) Utilize social media platforms include Distirct/Campus App to communicate to parents and community	3.2	Campus Administrators Dir of Secondary Instruction and RtI Journalism Instructor	Increased parent and community engagement				
3) Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English, Spanish, and Vietnamese.		Campus Administrators Director of Special Programs	Increased parent engagement specifically of EL students				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## Goal 4: Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

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

**Evaluation Data Source(s) 1:** The creation of campus character development plans that is reported to the Board of Trustee in October/November meeting.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Provide character development and counseling programs.	2.6	Campus Administrators Dir of Secondary Instruction and RtI	Reduced discipline incidents Increased extra-curricular participation				
2) Teach team concepts, hard work, and personal development through extra-curricular programs.	2.6	Athletic Director Campus Administrators Dir of Secondary Instruction and RtI	Reduced discipline incidents Increased extra-curricular participation				
3) Addition of Student Needs Liaison position.	2.6	Campus Administrators Human Resource Director Dir of Secondary Instruction and RtI	Reduced discipline incidents Increased extra-curricular participation				
4) Design, support, and encourage extracurricular programs that instill competitive values and teamwork among all student groups	2.6	Campus Administrators Dir of Secondary Instruction and RtI Athletic Director Program Coordinators	Reduced discipline incidents Increased extra-curricular participation				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May

**Goal 4:** Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

**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 Source(s) 2:** PEIMS data such as Student Attendance  
PRS Program Student Files

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				
2) Individual counseling, peer counseling/support group, and self-help programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				
3) Transportation for children of students to/from the campus or childcare center	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor Director of Maintenance and Transportation	Lower drop out rate Higher completion rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
4) Transportation for students to/from home, campus, (if student meets CISD transportation guidelines)	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor Director Maintenance and Transportation	Lower drop out rate Higher completion rate				
5) Instruction related to child development, parenting, and home and family living		Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				
6) Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 4:** Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

**Performance Objective 3:** Ensure Campus Safety

**Evaluation Data Source(s) 3:** District/County/State reporting requirements.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Safety Handbook review and update including classroom emergency folders.		Campus Administrators Superintendent District Police County/State Emergency Departments	Prevention and reduction of safety incidents				
2) Regular training of all students and staff in emergency procedures.		Campus Administrators Superintendent District Police	Prevention and reduction of safety incidents				
3) Completion of required safety drills.		Campus Administrators Superintendent District Police County/State Emergency Departments	District/County/State reporting documentation				
