

Center Independent School District

Center Middle School

2021-2022 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card 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 L.E.F., 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

- STEM/STEAM data
- 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.

Targeted or ESF High Priority

Evaluation Data Sources: CBA, MAP, and State Assessment

Strategy 1 Details	Reviews			
	Formative	Formative	Formative	Summative
<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 Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - 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 I Pt. A Improving Basic Programs - \$2,761</p>	Dec	Feb	Apr	June

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results

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

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Funding Sources: ESL/Bilingual Aide - 263-Title III - \$21,032, State Comp Ed - Support Personnel - 199-General Fund - \$49,094.39, Reading Specialist - 211 ESEA, Title I Pt. A Improving Basic Programs - \$70,917, Title III Bilingual/ESL Contracted - 263-Title III - \$1,771, Rosetta Stone - 263-Title III - \$245, State Comp Ed - Teacher/Prof Personnel - 199-General Fund - \$21,838.74

Reviews

Formative

Summative

Dec

Feb

Apr

June

Strategy 3 Details

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.

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.

Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results

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

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Reviews

Formative

Summative

Dec

Feb

Apr

June

Strategy 4 Details

Strategy 4: Reading and writing will be an integral part of every lesson in every content area.

In every assignment/ lesson/activity instructors will develop ways to incorporate reading.

Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results

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

Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers:
Lever 1: Strong School Leadership and Planning

Reviews

Formative

Summative

Dec

Feb

Apr

June

Strategy 5 Details

Strategy 5: RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.

Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and State Assessment results

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

Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$11,970.09

Reviews

Formative

Summative

Dec

Feb

Apr

June

Strategy 6 Details

Reviews

Strategy 6: Provide professional development opportunities that support campus goals for student improvement in R.L.A.

Professional Development targeted at Closing the Gaps domain for all core teachers.

Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and State Assessment results

Staff Responsible for Monitoring: Campus Administrators

Director of Curriculum and Instruction

Director of Special Services

Director of Special Programs

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF
Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: Region 7 Contracted Services - Academic Content Coop - 211 ESEA, Title 1 Pt. A
 Improving Basic Programs - \$7,013

Reviews			
Formative			Summative
Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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.

Targeted or ESF High Priority

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

Strategy 1 Details				
Strategy 1: Content curriculum will be implemented with fidelity following TEKS Resource Scope and Sequence.				
Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP, and State Assessment results				
Staff Responsible for Monitoring: Campus Administrators				
Director of Curriculum and Instruction				
Secondary Curriculum Coordinator				
Math Instructors				
ESL Instructors				
Special Ed Instructor				
Math Interventionist				
Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$25,941,76, Digital Learning Coordinator - 211 ESEA, Title I Pt. A Improving Basic Programs - \$16,176, Math Specialist - 211 ESEA, Title I Pt. A Improving Basic Programs - \$72,955				
Strategy 2 Details				
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.				
Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP, and State assessment results				
Staff Responsible for Monitoring: Campus Administrators				
Director of Curriculum and Instruction				
Secondary Curriculum Coordinator				
Math Instructors				
Director of Special Services				
Dir of Special Programs				
Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Reviews				
Formative		Summative		
Dec	Feb	Apr	June	

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results

Staff Responsible for Monitoring: Campus Administrators
 Director of Curriculum and Instruction
 Secondary Curriculum Coordinator
 Math Instructors
 ESL Instructors
 Special Ed Instructor
 Math Interventionist

Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels:
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Reviews

Formative			Summative
Dec	Feb	Apr	June

Strategy 4 Details

Strategy 4: Vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.

Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessment results

Staff Responsible for Monitoring: Campus Administrators
 Director of Curriculum and Instruction
 Dir of Special Services

Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levels:
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$9,786,04

Reviews

Formative			Summative
Dec	Feb	Apr	June

Strategy 5 Details





Strategy 5: Provide professional development opportunities that support campus goals for student improvement in math.
Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessment results

Reviews

Formative			Summative
Dec	Feb	Apr	June

Staff Responsible for Monitoring: Campus Administrators
 Director of Curriculum and Instruction
 Director of Special Services
 Dir of Special Programs

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF**
Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue					

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"

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
	Dec	Feb	Apr	June
<p>Strategy 1: Content curriculum will be implemented with fidelity following TEKS RS scope and sequence. Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results 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 Schoolwide Elements: 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>				
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. Strategy's Expected Result/Impact: Improved academic achievement evident in CBA, MAP and State Assessment results 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 Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Region 7 Contracted Services - DMAAC - 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>	Dec	Feb	Apr	June

Strategy 3 Details

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.

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.

Staff Responsible for Monitoring: Students
Classroom Teachers
Campus Administrators
Secondary Curriculum Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Reviews

Formative

Summative

Dec

Feb

Apr

June

Strategy 4 Details

Strategy 4: Provide professional development opportunities that support campus goals for student improvement .

PD on Give Me 5 initiative, Closing the Gap Domain.

Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and State Assessments results.

Staff Responsible for Monitoring: Campus Administrators
Dir Secondary Instruction and Rtl
Dir of Special Services
Dir of Special Programs

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Reviews

Formative

Summative

Dec

Feb

Apr

June



No Progress



Accomplished



Continue/Modify



Discontinue

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			
		Formative			Summative
Dec		Feb	Apr	June	
<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 Schoolwide Elements: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>					
Strategy 2 Details		Reviews			
Dec		Feb	Apr	June	
<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 Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$20,983.93, State Comp Ed - Support Personnel - 199-General Fund - \$14,610.32, Curriculum Specialist Secondary - 211 ESEA, Title I Pt. A Improving Basic Programs - \$40,865</p>					

Strategy 3 Details

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.

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.

Strategy's Expected Result/Impact: Improved academic achievement evident in CBA and state assessment results in 8th grade.

Staff Responsible for Monitoring: Campus Administrators
 Director of Curriculum and Instruction
 Secondary Curriculum Coordinator
 Content Instructors

Title I Schoolwide Elements: 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Reviews

Formative		Summative
Dec	Feb	Apr

Strategy 4 Details

Strategy 4: Vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.

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.

Staff Responsible for Monitoring: Campus Administrators
 Director of Curriculum and Instruction
 Director of Special Programs

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Funding Sources: State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$28,164.53

Reviews

Formative		Summative
Dec	Feb	Apr

Strategy 5 Details

Strategy 5: Provide professional development opportunities that support campus goals for student improvement in science and social studies.

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.

Staff Responsible for Monitoring: Campus Administrators
 Director of Curriculum and Instruction
 Director of Special Programs
 Director of Special Services

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Reviews

Formative		Summative
Dec	Feb	Apr

No Progress

Accomplished

Continue/Modify

Discontinue

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					
		Formative		Summative			
		Dec	Feb	Apr	June		
Strategy 1: Host annual Meet the Teacher Strategy's Expected Result/Impact: Increased parent and family engagement Staff Responsible for Monitoring: Campus Administrators Classroom Instructors Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Family Engagement - 211 ESEA, Title I Pt. A Improving Basic Programs - \$1,875, Parent Liaison - 211 ESEA, Title I Pt. A Improving Basic Programs - \$8,379							
Strategy 2 Details		Reviews					
		Formative		Summative			
		Dec	Feb	Apr	June		
Strategy 2: Host field day in the spring Strategy's Expected Result/Impact: Increased parent and community engagement Staff Responsible for Monitoring: Campus Administrators Physical Education Instructor Title I Schoolwide Elements: 3.2							
Strategy 3 Details		Reviews					
		Formative		Summative			
		Dec	Feb	Apr	June		
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 Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture							
0% No Progress		100% Accomplished		<input checked="" type="checkbox"/> Continue/Modify		<input checked="" type="checkbox"/> Discontinue	

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				
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 Title I Schoolwide Elements: 3.2		Formative				Summative
		Dec	Feb	Apr	June	
Strategy 2 Details		Reviews				
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 Rtd Journalism Instructor Title I Schoolwide Elements: 3.2		Formative				
		Dec	Feb	Apr	June	
No Progress 		Accomplished 				
 Continue/Modify		 Discontinue				





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

Strategy 3 Details

Strategy 3: Design, support, and encourage extracurricular programs that instill competitive values and teamwork among all student groups	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy's Expected Result/Impact: Reduced discipline incidents</p> <p>Increased extra-curricular participation</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Director of Curriculum and Instruction</p> <p>Athletic Director</p> <p>Program Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Region 7 Contracted Services - Health, Nurses, and PE - 270 ESEA, Title VI Pr. B, Rural & Low-Income Schoo - \$315, State Comp Ed - Teachers/Prof Personnel - 199-General Fund - \$5,194,82</p>				
<p> No Progress</p> <p> Accomplished</p> <p> Continue/Modify</p> <p> 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 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			
Strategy 1: Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor Title I Schoolwide Elements: 2.6	Formative	Dec	Feb	Apr	June
	Summative				
Strategy 2 Details Strategy 2: Individual counseling, peer counseling/support group, and self-help programs Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor Title I Schoolwide Elements: 2.6		Reviews			
	Formative	Dec	Feb	Apr	June
	Summative				
Strategy 3 Details Strategy 3: Transportation for children of students to/from the campus or childcare center Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate Staff Responsible for Monitoring: Director of Special Services Campus counselors School nurse CEHI Instructor Director of Maintenance and Transportation Title I Schoolwide Elements: 2.6		Reviews			
	Formative	Dec	Feb	Apr	June
	Summative				

Strategy 4 Details

Strategy 4: Transportation for students to/from home, campus, (if student meets CISD transportation guidelines)
Strategy's Expected Result/Impact: Lower drop out rate
 Higher completion rate
Staff Responsible for Monitoring: Director of Special Services Campus counselors
 School nurse
 CEHI Instructor
 Director Maintenance and Transportation
Title I Schoolwide Elements: 2.6


Strategy 5 Details

Strategy 5: Instruction related to child development, parenting, and home and family living
Strategy's Expected Result/Impact: Lower drop out rate
 Higher completion rate
Staff Responsible for Monitoring: Director of Special Services Campus counselors
 School nurse
 CEHI Instructor


Strategy 6 Details

Strategy 6: Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs
Strategy's Expected Result/Impact: Lower drop out rate
 Higher completion rate
Staff Responsible for Monitoring: Director of Special Services Campus counselors
 School nurse
 CEHI Instructor

Title I Schoolwide Elements: 2.6

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Reviews

Formative

Dec

Feb

Apr

Summative

June

Reviews

Formative

Dec

Feb

Apr

Summative

June

Reviews

Formative

Dec

Feb

Apr

Summative

June

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				
	Dec	Feb	Apr	June	
	Summative				
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				
	Dec	Feb	Apr	June	
	Summative				
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				
	Dec	Feb	Apr	June	
	Summative				
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>					

State Compensatory

Budget for Center Middle School

Total SCE Funds: \$252,918.18

Total FTEs Funded by SCE: 8.15

Brief Description of SCE Services and/or Programs

Personnel for Center Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarado, Maria	Aide, Instructional	1
Armstrong, Jennifer	Teacher	0.1
Bartlett, Jennifer	Student Need Liaison	1
Bittick, Tina	Teacher	0.1
Boyd, Janyne	Aide	1
Britan, Kimberly	Aide	1
Brown, Harlie	Teacher	0.09
Cassey, Stephanie	Teacher	0.1
Chachere, Amy	Teacher	0.11
Cloudy, Michael	Teacher	0.09
Cooper, Ashley	Teacher	0.09
Corbell, Billy	Teacher	0.1
Crain, Jayne	RTI Clerk	1
Doggett, Jordan	Teacher	0.1
Evans, Brianna	Teacher	0.09
Gurley, Jessica	Teacher	0.11
Hagler, Randy	Teacher	0.1
Hightower, Laura	Teacher	0.1
Lusk, Lee Ann	Teacher	0.08

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Massey, Katherine	Teacher	0.1
Murphree, Carlton	Teacher	0.1
Owens, Karen	Teacher	0.1
Penning, Christi	Teacher	0.1
Rios Camacho, Angeles	Aide, Instructional	1
Rupp, Sara	Teacher	0.08
Waller, Christopher	Teacher	0.11
Weaver, Alicia	Teacher	0.1
Williams, Anita	Teacher	0.1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Gonzalez Tello	Parent Liaison	Title 1	.2
Elizabeth Bennett	Digital Learning Coordinator	Title 1	.25
Meredith Morris	Math Specialist	Title 1	1
Sheila Haddox	Curriculum Specialist Secondary	Title 1	.5
Stanford, Diana	Reading Specialist	Title 1	1

Campus Funding Summary

211 ESEA, Title I 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
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
Grand Total					\$483,790.62

Addendums