



**Comfort Middle School**  
***“Cultivating Hearts and Minds”***  
**Campus Improvement Plan**  
**2009-2010**

**Vision Statement**

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

**Mission Statement**

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

**Value Statement**

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

***Comfort Middle School 2009 –2010 Campus Improvement Team***

<i>Teachers (Campus Representatives)</i>	<i>Other campus-level professional staff</i>	<i>Parent Rep.</i>	<i>Business Rep.</i>	<i>Community Rep.</i>
1. ** Christine Poulis 2. ** Celia McClintock 3. ** Tammy McDaniel 4. ** Desi Vadnais 5. * Jodi Klemstein 6. * Kyla West	Non-voting Members: Chris Yeschke, Principal Corey Harris, Assist. Principal Beverly Lauderdale, Counselor Voting Member: *Lydia Storey, TA	*Tammy Lindner	** Patti Miles	** Sally Kern
		*1 <sup>st</sup> Year Member (5)	**2 <sup>nd</sup> Year Member (5)	

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**EQUAL EDUCATION OPPORTUNITIES**

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

I will update this portion of the document when we get the updated results from the state.

## CMS Performance Objectives

*CMS needs to improve Science and Social Studies scores to be a Recognized campus for 2008-2009*

1. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade overall TAKS Reading Test scores will achieve a 95% average passing rate on the TAKS test.

**Subpopulations:**

		+/- from 2007		+/- from 2006		+/- from 2005		
a. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade <u>Male scores will increase to</u>	90%			88%(07)	+ 12	76% (06)	- 6	82%(05)
b. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade <u>Hispanic scores will increase to</u>	95%	91%(08)	+ 8	83%(07)	+ 8	75% (06)	+ 1	74%(05)
c. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade <u>Economically Disadvantage will increase to</u>	95%	92% (08)	+12	84%(07)	+ 8	76% (06)	- 3	79%(05)

2. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade overall TAKS Math Test scores will increase to a 75% average passing rate on the TAKS test.

**Subpopulations:**

a. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade <u>Male scores will increase to</u>	75%			59%(07)	- 5	64% (06)	+ 3	61%(05)
b. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade <u>Hispanic scores will increase to</u>	75%	68%(08)	+21	47%(07)	- 9	56% (06)	+ 5	51%(05)
c. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade <u>Economically Disadvantage will increase to</u>	75%	70%(08)	+19	51%(07)	- 6	57% (06)	+ 5	52%(05)

3. 7<sup>th</sup> grade TAKS Writing Test scores will achieve a 95% average passing rate on the TAKS test.

**Subpopulations:**

a. 7 <sup>th</sup> grade <u>Male scores will increase to</u>	95%			87%(07)	- 11	98%(06)	+11	87%(05)
b. 7 <sup>th</sup> grade <u>Hispanic scores will increase to</u>	95%	97%(08)	+7	90%(07)	- 9	>99%(06)	+ 9	90%(05)
c. 7 <sup>th</sup> grade <u>Economically Disadvantage will increase to</u>	95%	97%(08)	+5	92%(07)	- 7	>99%(06)	+13	86%(05)

4. 8<sup>th</sup> grade TAKS Social Studies Test scores will increase to a 90% passing rate on the TAKS test. TAKS-A results are included in 2008.

**Subpopulations:**

a. 8 <sup>th</sup> grade <u>Male scores will increase to</u>	90%			81%(07)	+ 3	78% (06)	- 13	91%(05)
b. 8 <sup>th</sup> grade <u>Hispanic scores will increase to</u>	75%	69%(08)	-4	73%(07)	+ 7	66% (06)	+ 6	63%(05)
c. 8 <sup>th</sup> grade <u>Economically Disadvantage will increase to</u>	75%	67%(08)	-12	79%(07)	+ 6	73% (06)	+ 3	71%(05)

5. 8<sup>th</sup> grade TAKS Science Test scores will increase to 75% passing rate on the TAKS test. 2008 results are based on panel recommendation. 2007 results are based on 1 SEM below panel recommendation. 2006 results are based on 2 SEM below panel recommendation. TAKS-A results are included in 2008.

**Subpopulations:**

a. 8 <sup>th</sup> grade <u>Male scores will increase to</u>	70%			69%(07)	- 14	83% (06)	Not tested (05)
b. 8 <sup>th</sup> grade <u>Hispanic scores will increase to</u>	75%	38%(08)	-6	42%(07)	- 28	70% (06)	Not tested (05)
c. 8 <sup>th</sup> grade <u>Economically disadvantage will increase to</u>	75%	35%(08)	-19	54%(07)	- 20	74% (06)	Not tested (05)

6. Special needs students meeting ARD expectation for

a. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade <u>TAKS-A and TAKS – M Meet Math Goal</u>	50%						
b. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade <u>TAKS-A and TAKS – M Meet Reading Goal</u>	70%						
c. 7 <sup>th</sup> grade <u>TAKS-A Meet Writing Goal</u>	65%	50%(08)					
d. 8 <sup>th</sup> grade <u>TAKS-A Meet Social Study Goal</u>	65%	10%(08)					
e. 8 <sup>th</sup> grade <u>TAKS-A Meet Science Goal</u>	45%	10%(08)					

7. Each LEP student will continue to demonstrate AYP in reading language arts by progressing from Beginner to Advanced High on the RPTE within his/her first three years in the ESL program.

## **Alignment of District and Campus Goals**

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

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

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

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

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

### **District Goal #3: To prepare a facility master plan that addresses future plans for the Dixon property and to maintain issues at the existing facilities.**

Campus goal #4: To successfully assist in coordinating a facility master plan for the Dixon property.

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

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

### **District Goal #5: Maintain consistent discipline throughout the district. The District will strive to be fair, honest, and open concerning discipline.**

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

### **District Goal #6: Establish productive communication and involvement between the community and school.**

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

**District Goal #7: Continue to emphasize the importance of teaching students' morals, respect, ethics, and self-discipline.**

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

**Alignment of Campus Goals with Campus Objectives**

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

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

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

**Campus Goal # 2: To provide the support and academic foundation to enable all students to graduate High School.**

Objective 2.1 Students will develop graduation plans and goals

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

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

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

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

Objective 3.4 Implement Reading and Math Intervention Plan

Objective 3.5 Develop Tiered Response to Interventions

**Campus goal #4: To successfully assist in coordinating a facility master plan for the Dixon property.**

Objective 4.1 Communication with Superintendent about concerns and issues as they arise

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

Objective 5.1 Maintain the 100% highly qualified teacher requirements by the end of the 2009-2010.

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

Objective 5.3 Encourage staff development in assessment and core academic areas

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

Objective 6.1 Change behaviors which interfere with learning

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

Objective 7.1 Increase parental involvement

Objective 7.2 Increase communications with our Hispanic population

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

Objective 8.1 Insure that the CMS campus has an Emergency Response Team and meets state requirements

Objective 8.2 Provide for regular monitoring and maintenance of school's facilities and grounds to eliminate potential safety hazards.

Objective 8.3 Develop strategies to ensure that harassing, teasing, and bullying of students is monitored and disciplined in order to replace the inappropriate behaviors.

Objective 8.4 Inform students about appropriate internet safety.

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

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

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

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

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

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 1.1.1 All teachers will have the opportunity to receive extensive staff development in the integration of technology in the development and delivery of instruction.	Technology Planning Committee	Human Resource Time 6 hours per professional educator	Teachers will use technology in lesson planning, lesson designs, instruction, professional communication, staff development, and attendance.	Documentation of the use of these skills for PDAS purposes.

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

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 1.2.1 GradeBook program will be utilized for grading, attendance, and monitoring of student progress.	Principal Counselor Teachers Office staff Technology personnel	Technology staff  GradeBook software	All teachers will receive training in the use of GradeBook by the end of August, 2009. Grades, lesson plans, and attendance will be recorded. Teachers will include the use of the Internet as an academic tool in assignments, projects, and papers.	Final year reports will be produced using GradeBook and RSCCC programs. Sample products utilizing the Internet will be part of each teacher's PDAS end of year portfolio.
<b>Strategy:</b> 1.2.2 Schedule yearly technical training for all campus staff with the technology department.	Principal and Network Manager	Time allocated for training.	The Network manager will set up a technology-training program that includes entry-level training for new teachers as well as advanced training for staff.	Teacher progress through steps of technology plan will demonstrate yearly progression.

<b>Strategy</b> 1.2.3 Staff will be trained in the use and the integration of SmartBoards into their units of instructions.	Principal and Network Manager	Human Resources Time allocated for training	Training of teachers in the use of SmartBoards with administrative walkthroughs for verification of use.	August 24, 2009
<b>Strategy</b> 1.2.4 Math teachers will utilize the individual student response systems to encourage engagement.	Principal Teachers	Human Resources	Walkthroughs and lesson plans will reflect the use of the technology.	Students TAKS scores in Math will increase to a 75% passing rate by sub populations.

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

*Objective 2.1 Students will develop graduation plans and goals*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy</b> 2.1.1 Students will have the opportunity to take classes at the middle school and acquire high school credit.	Administrations Counselor Teachers	Human Resources	Algebra I and BCIS will be taught for the 2009-2010 school year.	Number of students enrolled in the Algebra I class and results from the EOC test.
<b>Strategy</b> 2.1.2 Students will utilize Career Explorations software to develop long term academic goals.	Counselor Teachers	Career Cruising through Region 13	Students will access the website for career exploration and goal setting. Career Investigations class will be offered to 8 <sup>th</sup> grade students for an elective.	Weekly student access and increase in academic achievement as noted on AEIS results

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

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

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

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

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

Objective 3.4 Implement Writing, Reading and Math Intervention Plans

Objective 3.5 Develop Tiered Response to Interventions

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

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 3.1.1 Curriculum development is TEKS/TAKS correlated and aligned; assessment data drives instruction/curriculum planning.	Principal Counselor Vertical Teams Teachers	Human resources and time Assessment results	TAKS tested core teachers keep a record of TEKS skill mastery and direct instruction toward deficient skills.	AEIS TAKS results will be assessed to determine success of programs and to identify areas of need.
<b>Strategy:</b> 3.1.2 At least four times a year each student will be benchmark tested on all objectives to determine progress and needs. Software will be utilized to determine student’s progress in reading, math, social studies and science.	Principal Counselor Teachers	Human resources and time Budgeted funds for benchmark testing materials	Benchmark and TAKS data will be disaggregated and analyzed for lesson planning and instructional adjustments in at least two of the following months: August, December, March and May.	AEIS TAKS test results will be assessed to determine adequacy of curriculum and instruction.
<b>Strategy:</b> 3.1.3 Language programs to reduce/eliminate the language barrier for ESL/LEP students.	ESL Teacher Reading Teachers Counselor Principal	Human Resources ESL Reading Software – Rosetta Stone, Fluency Theatre	Frequent testing of ESL students for progress in the acquisition of English Monitoring of LEP students for academic success and tutorial needs.	Annual review of each ESL and LEP student to assess progress and needs
<b>Strategy:</b> 3.1.4 A G/T program will be developed using state standards and all G/T students will have access to Honors classes in Math, Reading, English and Science	Principal Counselor G/T Coordinator Teachers	Human resources and time At least one Pre-AP class per grade level in all core subjects except social studies.	Identification of G/T students will be determined with the use of assessment tools recommended by the service center and experts in the field. Lesson plans will reflect addressing the needs of the gifted.	Portfolios of G/T students will be maintained and assessed for addressing the diverse talents of G/T students.
<b>Strategy:</b> 3.1.5 Vertical alignment teams will utilize the disaggregated TAKS scores data to adjust and realign curriculum and instruction in Math, Reading, Science and Social Studies.	Teachers and Vertical teams	Human Resources	TAKS scores from the previous year and periodic benchmark test data will be analyzed for student progress.	AEIS TAKS scores will reflect the success of curriculum and instructional decisions.

<b>Strategy:</b> 3.1.6 All ESL, TAKS failures, and special education students will utilize a Reading and Math Computer lab along with all 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students.	Counselor Teachers	Human Resources Read-On program software Math software	Software diagnostic placement tests will be administered each fall and spring. The reading and math lab will be used by all at-risk students.	Reading TAKS scores and standardized reading scores data will be compared to monitor student AYP.
<b>Strategy:</b> 3.1.7 All 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> graders will utilize computer programs for TAKS tested subjects.	Teachers Principal	Technology Plan Computer Programs	Student scores and participation results will be reviewed weekly via administrative access.	AEIS TAKS results will be assessed to determine success of programs and to identify areas of need.
<b>Strategy:</b> 3.1.10 Core curriculum teachers will meet monthly for vertical alignment of TEKS curriculum TAKS data analysis.	Principal Teachers	Human Resources	Progress on periodic benchmark testing Minutes from meetings will be submitted to campus principal	AEIS TAKS scores reflecting AYP
<b>Strategy</b> 3.1.11 Powerful Words will be used throughout the campus to emphasize test taking strategies	Teachers Department Heads	Human Resources	Strategies will be submitted via team meeting minutes by October 2009.	AEIS TAKS results will be assessed to determine success of programs and to identify areas of need.
<b>Strategy</b> 3.1.12 Students will be tested (check-point) each 6-weeks over the TEKS and TAKS objectives covered that 6-weeks.	Teachers Department Heads	Computer Programs Human Resources	6-week grades will reflect the use of check points. Teacher lesson plans will reflect the use of check points.	AEIS TAKS results will reflect academic grades received by students each 6-weeks.

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

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 3.2.1: Principals will monitor implementation of instructional modifications.	Principals Teachers	Time for observations and follow-up meetings.	Principals collect data to support the implementation of modifications.	AEIS data will reflect academic success (AYP) of special needs students.
<b>Strategy:</b> 3.2.2 Ensure that at-risk students receive support by monitoring the implementation of IEPs and/or instructional modifications described in 504 plans and SST and LPAC notes. Develop BIP's as needed.	Principal Counselor Grade Level Teams	Time and scheduling of observations and follow-up conferences.	Teachers will submit lesson plans to the Department Heads each week, indicating modifications for special population students. Failure reports each six weeks will be monitored to determine impact on student success.	Grade level team notes will reflect that the team met to develop an intervention plan for special needs students failing a core course.
<b>Strategy:</b> 3.2.3 Include in the academic schedule assigned TAKS tutorial sessions based on specific student needs indicated by benchmark data.	Principal Counselor Teachers	TAKS tutorials as needed	Benchmark data will reflect increase in understanding of knowledge and application of skills.	AEIS scores
<b>Strategy:</b> 3.2.6 All regular education Math classes for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades will be double blocked to increase academic time to 450 minutes per week.	Administration Counselor	Human Resources	6-week check-points and semester benchmarks will show improvements in TAKS Math mastery.	AEIS and AYP scores will improve.

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

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 3.3.1: Differentiated instructional activities for ESL, G/T, At-Risk, and 504 students will be monitored. Honors classes will be provided for G/T students.	Principals Counselor Grade Level Teacher Teams Special Education Teachers	Administrative staff and grade level team meetings will review progress of special needs students and G/T students.	Grade Level Teacher Teams will make biannual reports regarding implementation issues to the principal.	End of each semester

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

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 3.4.1 Students will be assigned to morning and afternoon tutorials using computer programs.	Reading Teachers Math Teachers	Human Resources	Student Identification and log-in sheets will be submitted at the end of each semester.	AEIS scores and AYP rankings
<b>Strategy:</b> 3.4.2 Students identified for intervention will be paired with a High School PALs student to receive one on one academic instruction.	Counselor Assistant Principal	Human Resources	List of students working with PALs will be kept on file in counselor and assistant principal's office.	PALs students will have a decrease in office referrals and will pass their TAKS tests and courses.
<b>Strategy:</b> 3.4.3 Teachers will volunteer to mentor one or more students to establish an adult monitoring scenario and to intervene if necessary.	Counselor Teachers	Human Resources	Lists of mentored students will be submitted to counselor for record keeping.	Mentored students will pass their TAKS tests and courses.

*Objective 3.5 Develop Tiered Response to Interventions*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 3.5.1 Students identified using benchmark data will use a Pull-Out program for an average of 3-30minute sessions every 2 weeks.	Administration	AMI/ARI	TAKS tests and Pull-Out teacher evaluation	TAKS tests and AEIS scores

**District Goal #3: To prepare a facility master plan that addresses future plans for the Dixon property and to maintain issues at the existing facilities.**

Campus goal #4: To successfully assist in coordinating a facility master plan for the Dixon property.

*Objective 4.1 Communication with Superintendent about concerns and issues as they arise*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy 4.1.1</b> The staff will report all concerns and issues to the campus principal who will then immediately contact the superintendent or designee.	Staff Administrators	Human Resources	Concerns and issues will be resolved in a timely and efficient manner.	Campus construction will be completed on time.
<b>Strategy 4.1.2</b> The staff will assist in meeting in committees as directed from central administration	Staff Administrators	Human Resources	The staff will assist in developing plans that are related to CMS.	The campus will have a voice in preparation of the Dixon property as it is related to CMS.

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

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

*Objective 5.1 Maintain the 100% highly qualified teacher requirements by the end of the 2009-2010.*

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

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy 5.2.1</b> Fill staffing openings with the most qualified applicants through an interview process and credential assessment, utilizing an interview team whenever possible	Administration and faculty	Human Resources	100% of highly qualified and certified teachers on staff at the beginning of the school year	100% of highly qualified and certified teachers on staff at the end of the school year
<b>Strategy 5.2.2</b> CMS faculty will participate in professional development activities that will improve teacher quality in knowledge and skills of content area for regular and Honors classes.	Administration and faculty	A minimum of one content workshop per teacher in his/her discipline content	By May, each teacher on staff should have attended at least one content specific workshop.	AEIS TAKS scores in the discipline most closely aligned with the teaching assignment PDAS will reflect professional development.
<b>Strategy: 5.2.3</b> Teachers will share master teaching strategies, and new teachers will be mentored their first year at CMS.	Principal Counselor Teachers	Human Resources Curriculum tools	Teachers who attend workshops will present best practices and instructional ideas to vertical team or to school faculty as appropriate.	AEIS TAKS scores
<b>Strategy: 5.2.4</b> New teachers will be mentored their first year at CMS.	Principal Mentors	Human Resources Stipends	Group discussions will be held monthly on topics concerning classroom needs and successes	New staff members will be retained for the 2010-2011 school year.
<b>Strategy: 5.2.5</b> Schedule yearly technical training for all campus staff with the technology department.	Principal and Network Manager	Time allocated for training. Stipends as needed. TIF grant funds	The Network manager will set up a technology-training program that includes entry-level training for new teachers as well as advanced training for staff.	A technology-training program will be in place by August 2010.

Objective 5.3 Encourage staff development in assessment and core academic areas

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 5.3.1 Staff will disaggregate TAKS questions from released TAKS tests to vertically align curriculum for core academic areas.	Administration Teachers	Staff Development Funds	Variation in the curriculum will be reflected in lesson plans with emphasis on TAKS tested objectives. Students' academic grades and success will increase.	AEIS scores and promotion rates
<b>Strategy:</b> 5.3.2 Teachers will participate in staff development activities based on cultural diversity and ELL strategies.	Administration	Staff Development Funds	Faculty meeting agendas will reflect training.	AEIS scores for all sub-populations students will show an increase in passing.
<b>Strategy:</b> 5.3.3 Teachers will participate in staff development activities, which will increase knowledge in differentiated instruction.	Administration	Staff Development Funds	Lesson Plans will reflect differentiated instruction using the strategies and information presented.	AEIS scores will increase and CMS will meet exemplary status.

**District Goal #5: Maintain consistent discipline throughout district. The District will strive to be fair, honest and open concerning discipline.**

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

*Objective: 6.1 Change behaviors which interfere with learning*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy 6.1.1</b> Improved student behavior through the use of a positive behavioral management plan that utilizes a behavior/consequence progression, frequent communication with the home regarding concerns and progress, incorporating behavior contracts/plans when appropriate.	Principal Assist. Principal Counselor Teachers/Staff	Human Resources	January evaluation of discipline trends. Modifications will be made if data indicates a need. Discipline referrals records will be kept by the office as a means of monitoring individual student behavior.	Student academic and behavior success data  Analysis of discipline program using data related to detention, ISS, and DAEP assignment.
<b>Strategy 6.1.2</b> Utilize the SST process to address behavior issues that are interfering with learning. SSTT process will serve as a pre-referral process for special programs along with Tiered Response.	SST committee Grade level teams Counselor	Time allocated for SST committees to meet.	Counselor and SST members will report to the SBDM on the effectiveness of the SST process in addressing student concerns.	Assessment of the effectiveness of the SST process by reviewing the number of students served.
<b>Strategy 6.1.3</b> Develop and implement a Character Education program.	Counselor Assistant Principal	Safe and Drug Free Funds – Title IV	Teacher and student participation in activities will be monitored by administrative staff via walkthroughs.	Decrease in the number of discipline referrals and increase in academic performance.
<b>Strategy 6.1.4</b> Utilize the material from Words of Wisdom with weekly themes.	Principal	Safe and Drug Free Funds – Title IV	Writing prompts for weekly themes will be distributed to ES, Resource English, and all English teachers.	Decrease in office referrals and increase in academic performance.

**District Goal #6: Establish productive communication and involvement between the community and school.**

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

Objective 7.1 Increase parental involvement

Objective 7.2 Increase communication with our Hispanic population

*Objective 7.1 Increase parental involvement*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy 7.1.1</b> CMS will implement a parent survey and develop a CMS Academic Booster using PTO accounts and bylaws.	CMS SBDM team, faculty, administration and parents	Human Resources	Parent survey will be sent and collected with registration packets.	Student's achievement, attendance, and promotion rate will be better than 95% among all student groups.
<b>Strategy 7.1.2</b> CMS will have an open house the week of teacher in-service.	CMS SBDM team, faculty, administration and parents	Human Resources	Parents will be invited to the school the week of in-service at the beginning of school for the 2009-2010 school year.	We will have 50% of CMS students' parents involved in the open house.
<b>Strategy 7.1.3</b> CMS staff will be required to make twenty parent contacts a six-weeks six of these must be positive.	CMS Faculty	Human Resources	Each teacher will be required to make at least twenty parent contacts per six-weeks.	100% of the teachers will make twenty parent contacts per six-weeks.

*Objective 7.2 Increase communication with our Hispanic population*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy 7.2.1</b> All faculty will be given the opportunity to complete Spanish 101 and 102 on-line for free through Livemocha.com.	CMS Faculty	Human Resources Livemocha.com	Completion of courses will be evaluated in August and December of 2009.	50% of teachers will be able to communicate in basic Spanish by June of 2010.
<b>Strategy 7.2.2</b> CMS will have an open house the week of teacher in-service. That will include a translated version for our Spanish speaking population.	CMS SBDM team, faculty, administration and parents	Human Resources	Parents will be invited to the school the week of in-service at the beginning of school for the 2009-2010 school year.	We will have 50% of CMS students' parents involved in the open house.

<b>Strategy 7.2.3</b> CMS staff will be required to make twenty parent contacts a six-weeks six of these must be positive. When contacts are made with our Spanish speaking population we will utilize a translator.	CMS Faculty	Human Resources	Each teacher will be required to make at least twenty parent contacts per six-weeks.	100% of the teachers will make twenty parent contacts per six-weeks.
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**District Goal #7: Continue to emphasize the importance of teaching students’ morals, respect, ethics, and self-discipline.**

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

Objective: 8.1 Insure that the CMS campus has an Emergency Response Team and meets state requirements

Objective: 8.2 Provide for regular monitoring and maintenance of school’s facilities and grounds to eliminate potential safety hazards.

Objective: 8.3 Develop strategies to ensure that harassing, teasing, and bullying of students is monitored and disciplined in order to replace the inappropriate behaviors.

Objective: 8.4 Inform students about appropriate internet safety.

Objective: 8.1 Ensure that the CMS campus has an Emergency Response Team and meets state requirements.

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy: 8.1.1</b> An Emergency Response Director will be trained and will establish a trained ER Team.	Teachers Principal	Human Resources	By October the Emergency Response Director will be conduct a drill	By November, a teacher ER Team will be formed and trained.

*Objective: 8.2 Provide for regular monitoring and maintenance of school’s facilities and grounds to eliminate potential safety hazards.*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 8.2.1 Faculty and staff will maintain facilities through the submission of on-line work orders.	Faculty and Staff	Human Resources Eduphoria	Campus facility assessment each six weeks via on-line work order program.	Campus facility assessment for summer work orders at the end of May
<b>Strategy:</b> 8.2.2 The school district will employ a drug dog service as a preventative measure to keep drugs out of our schools.	Faculty and Staff	Human Resources Interquest	Interquest will provide a trained dog that will come to our campus once for every two times they come to the high school.	We will not have

*Objective: 8.3 Develop strategies to ensure that harassing, teasing, and bullying of students is monitored and disciplined in order to replace the inappropriate behaviors.*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy</b> 8.3.1 Develop and implement activities for Bully Intervention Week	Counselor	Drug-Free Schools Funds Title IV	All students will participate in planned campus wide activities	Office referrals will reflect a decrease in bullying incidents. Student survey will reflect a decrease in the percent of the population that feels they are bullied at CMS
<b>Strategy:</b> 8.3.2 Anti-bullying Poster Campaign will be implemented and participation in activities for National Bully Prevention Week	Counselor	Title IV – Safe and Drug Free \$	Number of “bullying” discipline referrals should decrease each month. (discipline records)	Number of “bullying” discipline referrals should be fewer in the second semester. (discipline records)
<b>Strategy</b> 8.3.3 Students will be referred to for conflict mediation to resolve issues prior to escalation.	Counselor Assistant Principal Hill Country Coop	Human Resources	Within 24 hours of referral.	Decrease incidents of bullying and fighting as reflected in decreased discipline referrals.

*Objective 8.4 Inform students about appropriate internet safety.*

<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Evaluation//Timeline:</b>	<b>Summative Evaluation//Timeline:</b>
<b>Strategy:</b> 8.4.1 CMS will utilize content area teachers to monitor student use of campus computers and increase time spent using technology.	Administration	Human resources	Duty roster will reflect time in computer labs throughout the day.	Computer lab logs will reflect use of computers for compacting, remediation, and individual student use.