

Galena Park Independent School District

Cunningham Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 9, 2021

Mission Statement

“To provide students with a safe, student-centered instructional environment, characterized by rigorous, college/career-focused experiences that support life-long learning, critical thinking, and empowered leadership.”

Vision

W. C. Cunningham will be an academic center that strives to develop citizens with the skills, knowledge, and core values to lead and influence their communities.

Campus Profile

History of Campus and Important Changes

Located in the heart of the North Channel area in Greater East Harris County, along the magnificent Houston Ship Channel, and just 15 minutes away from downtown Houston, Texas, is W.C. Cunningham Middle School. In 1979, G.P.I.S.D. formulated plans for a new middle school and construction began. W. C. Cunningham Middle School opened on the 29th of August 1982.

With pride, the school was named after a former G.P.I.S.D. superintendent, Mr. W. C. Cunningham. Mr. Cunningham was not only known in the field of education, but also as an oilman. His relationship with the oil fields of West Texas and Oklahoma gained him the nickname of Wildcatter. When the school was looking for an appropriate mascot, there was only one animal of choice—the Wildcat. Thus, we became the Cunningham Winning Wildcats.

In 1992, a new gym and 28 classrooms were added. In 2012 a major renovation project was completed.

Cunningham enjoys a strong tradition of academic excellence. In 1998 CMS was the first secondary school in Galena Park ISD to earn the “Exemplary” rating from TEA.” The school repeated this honor in 2001 and 2009. Additionally, it achieved a “Recognized” rating in 1999, 2002, 2003, 2006, 2008, 2009, and 2011. The campus met Adequate Yearly Progress in 2008, 2009, 2010, and 2011. From 2015-2019, The campus achieved a "Met Standard" rating on the TEA Accountability Index. Our student teams and organizations frequently achieve top honors in competition and are known for their quality programs.

The Cunningham Title I program provides for parent involvement activities, extended day tutorials in core subject areas, supplemental Saturday School Program, and Saturday School Tutorials, supplemental retired-teacher social studies support, and a supplemental social studies teacher. Title I provides 3 Secondary Instructional Specialists for our campus; Math, ELAR, and Science.

Our State Compensatory Program (SCE) consists of a STAAR preparation Saturdays, weekly tutorials, and Saturday School sessions for content areas, a Technology Instructional Specialist, and an intervention Math/ELAR teacher. ESL teachers and classroom support are provided. Through CTE, CMS offers our students classes in Career Portals – Humanities, Data Entry, and Digital Design.

Over the past several years, the school has worked hard to improve in every content area through developing relationships with all stakeholders and providing more rigorous instruction that reflects in our student activities and testing results.

We believe in building relationships with students, staff, and parents. We also believe that our continued success can be attributed to our increasing parental involvement.

To address the needs of special education students, our campus incorporates a collaborative teaching model (co-teaching), which allows a certified Special Education teacher to work collaboratively and side-by-side with a general education teacher. Co-teachers work exclusively with one specific content area. This teaching model has helped students close academic gaps and make adequate academic gains.

Intervention classes, known as Reading Plus, Math Plus, and Writing Plus were added in each grade level for students who failed one or both portions of the math or reading state assessments the previous year. The purpose of these classes is to help students receive accelerated instruction in the areas of need, resulting in academic success on the 8th grade Student Success Initiative requirements, and 7th-grade STAAR Exams.

We provide Saturday school tutorials throughout the school year as remediation for students who failed or were at risk of failing a core subject during the previous nine weeks. These Saturday School Tutorials were created to help At-Risk students receive additional instruction throughout the year and obtain a passing grade in the core subject area(s) failed. We provided specialized pull-outs for each content area as well and collaborated with district specialists to help create engaging lessons. This resulted in innovative small group instruction.

Implemented in the 2018 - 2019 school year, all 8th-grade students are required to take a college and career readiness course (CCR).

Implemented in the 2019-2020 school year, all 7th-grade students are required to take a class supplemental to ELAR called ThinkTank.

Where We Are Now:

WC Cunningham Middle School (CMS) is one of twenty-six campuses in Galena Park Independent School District. CMS opened its doors in 1982 and serves predominantly African American and Hispanic, low socioeconomic families. CMS currently serves 992 students in grades 7 and 8. Our projected scheduling plan for the 2021-2022 academic year will be built around a hybrid block schedule (core classes are 95 minutes and most elective classes are 45 minutes every other day), and students in each grade level will be divided into three-four “core-area” teams. Each team includes core teachers who work together to ensure the success of the students on their teams.

Although the 2020-2021 school year caused a minor setback due to the Covid-19 pandemic, during the 2021 - 2022 school year, we will continue to develop the success of our students. We look forward to a year focused on leading our students to success as we prepare them to become life-long learners and influential leaders.

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Comprehensive Needs Assessment

Revised/Approved: June 7, 2021

Demographics

Demographics Summary

Cunningham Middle School opened on the 29th of August 1982 to serve students in grades six through eight; since 2000, the campus has served seventh and eighth-grade students in the Galena Park Independent School District.

Our personnel is comprised of certified professionals who serve a diverse student population through a multitude of educational programs. Cunningham Middle School's total student enrollment is 986. Our campus enrollment by race/ethnicity and group are as follows:

Student Enrollment by Race/Ethnicity

- African American 34.2%
- Asian .4%
- Hispanic 61.2%
- American Indian 0.1%
- Pacific Islander 0.0%
- Two or More Races 1.3%
- White 2.8%

Student Enrollment by Group

- Economically Disadvantaged 87.3%
- English Language Learner 25.2%
- Students Receiving Special Education Services 9.6%

Cunningham Middle School staff and teachers are as follows:

- Number of Full-Time Staff 78.8
- Number of Full-Time Teachers 63

The student mobility rate at Cunningham Middle School is 14.1%. **The overall attendance rate is 95.9%.**

Demographics Strengths

Cunningham Middle School enjoys the following demographic strengths:

1. Diverse and culturally competent staff
2. Special programs (GT, CTE, SPED, Fine Arts, Athletics, Bilingual/ESL) are in alignment with the philosophy and beliefs of our teachers and administrators
3. Percentage of male teachers above district and state average
4. Staff Education level above that of district and state
5. Active PTA

Problem Statements Identifying Demographics Needs

Problem Statement 1: Engagement with parents and the community is lacking and needs to be increased. **Root Cause:** Parents do not have the knowledge and are uncomfortable engaging with faculty and staff regarding school programs. Parents need to be given opportunities to engage that fit their time schedule.

Problem Statement 2: Attendance rate remains below 96.5% for all students. **Root Cause:** Lack of parental awareness of state laws regarding student attendance

Student Learning

Student Learning Summary

Due to the COVID-19 school closure, Cunningham Middle School did not receive an accountability rating from the state in the year 2019-2020. However, in 2018-2019, Cunningham Middle School earned an accountability rating of 88 (B).

Student Learning Strengths

English Language Arts Reading

ELAR SPED, we are just on the cusp of 34% in closing the gaps in both grades. The students performance is trending upward from year to year. We are just under the state, but at, or above the district average.

In 8th grade, as a Campus, there was an increase from 2018 to 2019 in the Approaches and Meets category.

Math

Algebra and 8th Grade made an overall improvement. They are the primary reasons CMS received STAAR distinctions.

In 7th grade, the special education student population "Meets" scores improved 13%!

Science

In Science, there was growth in our overall STAAR performance increased from 2018 to 2019 by 8%.

Students in Special Education programs mastery of science objectives increased 5% from 2018-2019.

English learners' scores increased by 9% in 2019 for "Approaches" grade level or above.

Social Studies

There was an increase in overall performance "Approaches" level by 16%.

There was an increase in "Meets" level by 6%.

There was an increase in "Masters" level by 1%.

There was an increase in students served by special education programs scores of 8%.

There was an increase in economically disadvantaged students of 16%.

In 2019, English learners' scores increased by 15% at approaches at grade level or above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education performance in meets is low in all content areas. **Root Cause:** There is a need for organizational skills for all content areas and a change in mindset (accountability).

Problem Statement 2: The performance of Special Education populations is the lowest among all sub-populations. **Root Cause:** Lack of teacher knowledge regarding disabilities/diagnoses.

Problem Statement 3: The performance of African American males is lower than the other sub-populations. **Root Cause:** Limited instructional effectiveness with this subpopulation.

School Processes & Programs

School Processes & Programs Summary

- Special Education
- ESL
- Pre-AP
- College & Career Readiness
- LOTC
- Extra-Curricular Activities
- Communities In Schools

School Processes & Programs Strengths

- All teachers are involved in campus decision-making and goal setting.
- The campus is focused on school improvement.
- There are programs and opportunities for at-risk students (plc, tutorials, flexible deadlines).
- All 8th graders are enrolled in a CCR (College and Career Readiness) class.
- The campus focuses on maximizing instructional time.
- School safety is a top priority.
- Special programs (SpEd, ESL, Pre-AP) are in place for students who perform at all levels.
- Community outreach is a top priority.
- Campus culture and climate are positive.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students lack exposure to different real world scenarios that can be applied in the classroom setting to create a connection to their future college and career opportunities. **Root Cause:** Students struggle to make a connection to their future selves and may see future success as unattainable.

Perceptions

Perceptions Summary

Cunningham Middle School is a diverse campus with a family environment that employs over 50% veteran teachers who strive daily to meet the needs of its students in a variety of ways, including extracurricular activities, targeted subject-area tutorials, community outreach, and college and career-focused instruction.

Perceptions Strengths

- CMS provides a safe and positive learning environment for all students.
- CMS is strongly committed to effective parental communication.
- Teachers have the opportunity to be involved in campus level-decision making.
- CMS reaches out to ALL students of every demographic group.
- CMS is perceived to have strong academics.
- CMS is proud that over 50% of teachers are veteran teachers.
- The New Teacher Mentor Program at CMS is effective.
- Teacher and student attendance incentive programs at CMS are effective.
- CMS is focused on college and career readiness.
- CMS uses various modes of communication with parents.
- CMS utilizes various outreach and inclusion programs to meet students' social, physical and academic needs.

Problem Statements Identifying Perceptions Needs






Problem Statement 1: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There are not enough parental involvement opportunities that afford parents to be involved as their schedules permit.

Priority Problem Statements

Goals


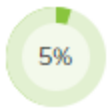
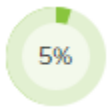




Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff

Strategy 1 Details	Reviews			
Strategy 1: Teach Standard Response Protocols to 100% of students and staff Strategy's Expected Result/Impact: All students and staff will know the Standard Protocols for responding to emergencies; Hold, Lockdown, Secure, Shelter-in-place, Evacuation	Formative			Summative
	Sept	Dec	Feb	May
				
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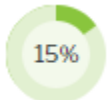





Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 2: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain consistency when administering disciplinary consequences. Strategy's Expected Result/Impact: Improved survey results, in regards to staff perspective of consistent discipline consequences. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Look at student's disciplinary data for type and number of infractions. Strategy's Expected Result/Impact: Improve school culture survey results in regards to fairness and equality. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Share data with other administrators and staff to foster conversations about bias and privilege. Strategy's Expected Result/Impact: Improved survey results, in regards to staff perspective of consistent discipline consequences and improve school culture survey results in regards to fairness and equality. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 3: Maintain a healthy environment so staff and students thrive and are productive

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Nutrition Services will continue to provide healthy, nutritious meals that will follow the Department of Agriculture's nutritional guidelines.</p> <p>Strategy's Expected Result/Impact: At least 60% participation for breakfast</p> <p>Staff Responsible for Monitoring: Assistant principal for operations</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Custodial Services will provide sanitation processes that match hospital-grade procedures when appropriate and consistent with CDC guidelines.</p> <p>Strategy's Expected Result/Impact: To reduce exposure to COVID-19 and other illnesses.</p> <p>Staff Responsible for Monitoring: Assistant principal for operations</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 4: All campuses will provide social and emotional support through various programs

Strategy 1 Details	Reviews			
Strategy 1: Organize SEL lessons during zero period. Strategy's Expected Result/Impact: Friendly, inclusive and inviting school climate Staff Responsible for Monitoring: SEL coordinator Principal	Formative			Summative
	Sept	Dec	Feb	May
	 20%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

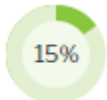





Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Increase the number of students who graduate college-ready in English and Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all students are enrolled in college and career readiness classes CCR (8th grade) or Think Tank (7th grade).</p> <p>Strategy's Expected Result/Impact: Improve TSIA participation and scores</p> <p>Staff Responsible for Monitoring: Assistant principal for Curriculum and Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

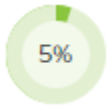


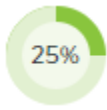
Goal 2: Student Achievement and Post-Secondary Readiness





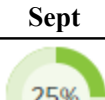
Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology



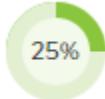

Strategy 1 Details	Reviews			
Strategy 1: Maintain compliance with the McKinney-Vento Act Strategy's Expected Result/Impact: Increase student achievement and to be in compliance Staff Responsible for Monitoring: McKinney-Vento Assistant principal	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Coordinate CTE and ECHS assemblies to encourage student participation Strategy's Expected Result/Impact: 90% of 8th graders attend virtual or in-person open house at ECHS Staff Responsible for Monitoring: 8th Grade Assistant Principal 8th Grade Counselor	Formative			Summative
	Sept	Dec	Feb	May
				
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Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement research-based strategies for all content areas, with the goal of enhancing our instruction to mirror real-world scenarios, so that student learning will continually improve based on a score of 50% or higher on assessments.</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to all teachers that work with special education students in a coteach setting for the purpose of increasing special education performance in the areas of meets and growth on STAAR.</p> <p>Strategy's Expected Result/Impact: Improve special education student performance on assessments</p> <p>Staff Responsible for Monitoring: teacher of record and co-teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers with a sufficient amount of time to plan (e.g. common planning time/PLC).</p> <p>Strategy's Expected Result/Impact: Student centered plans developed to increase student achievement</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Use data driven decision making to drive instruction</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters performance</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Feb	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility.</p> <p>Strategy's Expected Result/Impact: Lead team members use agendas and tracking tools for their instructional responsibilities including observation/ feedback cycles, PLCs, and data meetings.</p> <p>Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and postsecondary success.</p> <p>Strategy's Expected Result/Impact: Artifacts in the classrooms and hallways reference practices and policies.</p> <p>Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to scope and sequence, the standards, and the expected level of rigor</p> <p>Strategy's Expected Result/Impact: Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.</p> <p>Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.</p> <p>Strategy's Expected Result/Impact: Teachers build strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging and affirming tone and language, and implementing restorative practices.</p> <p>Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for student with disabilities, English learners, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers and campus leaders use a framework for instruction, including instructional materials use, that contains high-leverage practices.</p> <p>Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)</p>	Formative			Summative
	Sept	Dec	Feb	May
				


Strategy 10 Details	Reviews			
<p>Strategy 10: Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.</p> <p>Strategy's Expected Result/Impact: Campus-wide expectations and procedures ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives.</p> <p>Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Campus instructional leaders review disaggregated data to track and monitor progress of all students and provide evidence-based feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor and the impact of instruction.</p> <p>Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Teachers use a corrective action planning process (TIL/DDI) individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Unpack Standard and Create Exemplar Identify Gap Plan the Reteach Practice the Reteach</p> <p>Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Strategy's Expected Result/Impact: Master schedule includes regular times for teams to meet.</p> <p>Staff Responsible for Monitoring: Assistant Principal for Master Schedule</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: All classrooms include at least one visible student progress tracking</p>	Formative			Summative
	Sept	Dec	Feb	May


artifact, which is regularly updated

Staff Responsible for Monitoring: Campus CAST (Campus Accountability and Support Team)



 No Progress






 Accomplished

 Continue/Modify

 Discontinue






Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete four year personal graduation plans (PGPs) on all 8th grade students.</p> <p>Strategy's Expected Result/Impact: All 8th grade students will have a plan for a CTE sequence of courses.</p> <p>Staff Responsible for Monitoring: 8th Grade Counselor 8th Grade Assistant Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Facilitate and implement truancy prevention programs with fidelity. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Assistant Principal Attendance Clerk	Formative			Summative
	Sept	Dec	Feb	May
	 30%			
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Goal 3: Wide Range of Student Opportunities

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: There will be a campus wide recognition rally and ceremony for all students each grading period.</p> <p>Strategy's Expected Result/Impact: Increased student motivation</p> <p>Staff Responsible for Monitoring: Counselors Assistant Principals Team Leaders</p>	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance





Strategy 1 Details	Reviews			
Strategy 1: Focus on increased participation and continued improvement in UIL Fine Arts events Strategy's Expected Result/Impact: Increased participation and improved results in UIL Fine Arts events Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Feb	May
	 20%			
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Goal 3: Wide Range of Student Opportunities

Performance Objective 3: Track regional labor demands to adjust/facilitate changes in GPISD Programs of Study (POS) offerings

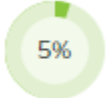




Goal 3: Wide Range of Student Opportunities

Performance Objective 4: Objective: CMS will conduct academic night and parent teacher conferences once per semester that will be compatible to parent availability.

Strategy 1 Details	Reviews			
<p>Strategy 1: Content teams will develop information needed for academic night.</p> <p>Strategy's Expected Result/Impact: This will help to create more meaningful information that will be shared with parents.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Leadership Teams Parent Involvement Committee(PALMS) Core Content Common Plan Teams</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: CMS will conduct a parent survey tool twice during the academic year.</p> <p>Strategy's Expected Result/Impact: This will provide tangible feedback to assist in making necessary academic improvements.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parent Involvement Committee(PALMS)</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Strategy 1 Details	Reviews			
Strategy 1: Frequent Pow-Wows and meetings for new teachers with assigned mentors. Strategy's Expected Result/Impact: Increase in new teacher contract renewals/retention. Staff Responsible for Monitoring: Lead Teacher Mentor	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

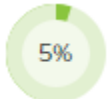




Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
Strategy 1: Achieve high employee satisfaction by providing excellent customer service both internal and external Strategy's Expected Result/Impact: Positive Campus Culture and Climate Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure staff members are provided with professional development to increase and support job performance and staff retention.</p> <p>Strategy's Expected Result/Impact: Improvement on TTESS ratings</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development needs assessment survey to all staff.</p> <p>Strategy's Expected Result/Impact: Provide data on employee professional development needs/wants to appropriate staff members for planning.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
Strategy 1: Analyze the campus budget weekly to ensure funds are being spent efficiently. Strategy's Expected Result/Impact: Maintain a positive campus budget Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 2: Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Strategy 1 Details	Reviews			
Strategy 1: Maintain campus budget to meet the yearly needs of campus. Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


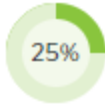


Goal 5: Excellent Operational and Fiscal Support and Responsibility







Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a capital outlay plan to meet the long-term needs of the campus. Strategy's Expected Result/Impact: Maintain up to date furniture and equipment on campus Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Parent and Community Engagement

Performance Objective 1: Provide programs that increase parent knowledge as well as give parents and the community an opportunity to engage with the school.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide checklist or pamphlet that explains what engagement means to parents and ways to engage. Strategy's Expected Result/Impact: Increase in parental and community engagement with campus Staff Responsible for Monitoring: Administrators and PEIMS Specialist</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent survey that addresses the days and times for the campus to reach out to parents for meetings and trainings Strategy's Expected Result/Impact: Increase in engagement of parents with campus Staff Responsible for Monitoring: Administrators and PEIMS Specialist</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Monthly updates for parents on opportunities to engage and volunteer on campus Strategy's Expected Result/Impact: Increase in parent involvement on campus Staff Responsible for Monitoring: Administrators and teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Parent technology trainings that will train parents on technology such as Skyward, Google Classroom etc. Staff Responsible for Monitoring: Teachers, Administrators, Digital Learning & Assessment Coordinator (DLAC) (Spanish & English Sessions)</p>	Formative			Summative
	Sept	Dec	Feb	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Send the (parent friendly) link for parents to volunteer on campus to all parents at the beginning of the year as a part of the registration process.</p> <p>Staff Responsible for Monitoring: Administrators PEIMS Specialist</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Parent to Parent section on social Media and Website where parents are interviewed and can engage with each other about their experiences.</p> <p>Staff Responsible for Monitoring: Administrators and Counselors</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	3	4	Use data driven decision making to drive instruction

RDA Strategies

Goal	Objective	Strategy	Description
2	3	3	Provide teachers with a sufficient amount of time to plan (e.g. common planning time/PLC).
2	3	4	Use data driven decision making to drive instruction

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	3	2	Provide training to all teachers that work with special education students in a coteach setting for the purpose of increasing special education performance in the areas of meets and growth on STAAR.
2	3	3	Provide teachers with a sufficient amount of time to plan (e.g. common planning time/PLC).
2	3	4	Use data driven decision making to drive instruction

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	3	2	Provide training to all teachers that work with special education students in a coteach setting for the purpose of increasing special education performance in the areas of meets and growth on STAAR.
2	3	3	Provide teachers with a sufficient amount of time to plan (e.g. common planning time/PLC).
2	3	4	Use data driven decision making to drive instruction

Addendums