Galena Park Independent School District

Cunningham Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

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 students 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 implemented a collaborative teaching model (co-teaching) which has been incorporated into all core classes during the past five years. This year we have scheduled our co-teachers to work exclusively with one specific content area. This teaching model has helped students close academic gaps and make adequate academic gains. We have also added a second Life Skills teacher.

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 2018 - 2019 school year, all 8th grade students are required to take a college and career readiness course (CCR). This will continue in 2019-2020.

Starting the 2019-2020 school year, all 7th grade students will be required to take an SEL (Social Emotional Learning) course called ThinkTank. We look forward to starting the year stronger than ever, focused on leading our students to success as we prepare them to become life-long learners and influential leaders.

For the 2019-2020 school year, we will continue to develop the success of our students.

Where We Are Now:

WC Cunningham Middle School (CMS) is one of twenty-five 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 954 students in grades 7 and 8. Our projected scheduling plan for the 2019-2020 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 “core-area” teams. Each team includes core teachers who work together to ensure the success of the students on their teams.

With a total of 84 staff members, we currently have 100% Highly Qualified teachers and 100% Highly Qualified paraprofessionals.

Our year to date information includes the following: Overall mobility rate for the campus is approximately **12.2%** with a drop-out rate of **0.9%.** The year-to-date average daily attendance rate for students is **96.4%**. The average daily attendance rate for staff is approximatley **97%.**

CMS current enrollment consists of **33.7%** African American students, **1%** Asian students, **61.3%** Hispanic students, **.3%** American Indian students, **1.2%** students with two or more races, and **2.4%** White students. The student enrollment type: **86.6%** Economically Disadvantaged, **20%** English-language learners and **10.8%** students receive Special Education services.

Survey Data

Cunningham's Title I program consists of several parental involvement activities, Social studies professional development, three instructional specialists (math, ELA and science), pullout teacher for social studies. In addition, our campus has recently incorporated intervention classes to enrich Reading, Writing and Math and a second ESL teacher to provide additional support to our ESL population.

Where we are going:

The CMS needs assessment process is described below. The CPAC team met to evaluate the previous years’ data. The committee evaluated programs, survey results, the master schedule, and the following data: Benchmarks, TAPR, STAAR, Campus Accountability Summary, Performance Index Summary, School Report Card, Federal Report Card, Attendance (students and staff), safe learning and working environment, college and career prep, and improving scores. Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed that 28.57% of staff believes that the campuses top focus should be on college and career readiness and student achievement. The results of the Campus Needs Assessment Survey showed that our staff, as well as our students, feel that CMS is a safe and civil school. One area of concern is to increase college readiness opportunities for students. There was also suggestion for a continued focus and training in three main areas; brain based strategies, behavior intervention and differentiated instruction. We offer several classes in which students can receive high school credit: Touch Data Systems, Art 1, Digital Design, Spanish 1 and Algebra 1. All core subjects, were areas mentioned as being effective, but could do better. Although most programs are improving, there were specific concern for the special eduction and ESL sub-populations. Most staff felt that STAAR pullouts, After-School Tutorials, and Saturday school interventions have had a positive impact on our students. The assessment also showed that most staff indicated that they would like to have seen more student participation in extracurricular activities. Attendance was also mentioned, with a desire to increase student attendance and continue incentives who had high or low attendance. Lastly, surveys results indicated that the teachers have high expectations for their students, that the administration has communicated high expectations for faculty and staff, and that there is sufficient implementation and monitoring of student interventions.

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Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

Two year STAAR Comparison 2018 vs 2019

Grade 7 Reading

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
74%	73%	41%	40%	19%	16%

Grade 8 Reading

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
79%	84%	42%	46%	20%	18%

Grade 7 Writing

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
68%	69%	36%	30%	4%	7%

Grade 7 Math

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
69%	66%	26%	22%	5%	4%

Grade 8 Math

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
89%	93%	60%	66%	16%	15%

Grade 7 Reading
Grade 8 Science

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
69%	77%	39%	41%	16%	12%

Grade 8 Social Studies

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
48%	63%	21%	26%	11%	12%

Algebra I

2018 Approaches	2019 Approaches	2018 Meets	2019 Meets	2018 Masters	2019 Masters
100%	100%	99%	100%	82%	95%

Student Academic Achievement Strengths

- Gains in Overall Score, Domain I, Domain III
- STAAR performance gains (Reading, Math, Science, Social Studies)
- EL student STAAR performance in ELA, Science, Social Studies
- SE student STAAR performance (growth) in ELA, Math, Social Studies
- Students moving from Meets GL to Masters (112)
- 69% tests show growth from previous year
- 3 distinctions earned
    - Overall Score of B

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The performance of African American males is lower than the other sub-populations. **Root Cause**: Limited environmental exposure.

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.

School Processes & Programs

School Processes & Programs Summary

1. Special Education

2. ESL

3. Pre-AP

4. College & Career Readiness

5. LOTC

6. Extra-Currricular Activities

7. Communities In School

School Processes & Programs Strengths

1. Maximizing instructional time

2. School safety

3. Special programs (SpEd, ESL, Pre-AP)

4. Community outreach

5. Campus Culture

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The procedures, methods, and practices regarding disciplinary inconsistencies at Cunningham Middle School. **Root Cause**: Lack of consistency when administering disciplinary consequences.

Perceptions

Perceptions Summary

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

Perceptions Strengths

- Over 50% teachers are veterans

- New Teacher Mentor Program

- Teacher and student attendance incentives

- Academic teaming

- College readiness focused

- Various modes of communication with parents

- Outreach and inclusion programs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of disciplinary enforcement due to inconsistencies on the classroom and administrative levels. **Root Cause**: No system in place to document frequent discipline occurrences.

Problem Statement 2: New teachers get burned out quickly due to lack of support, which leads to low attendance as well as low performance and student achievement. **Root Cause**: Not enough professional development and support for new teachers and staff members.

Priority Problem Statements

Problem Statement 1: New teachers get burned out quickly due to lack of support, which leads to low attendance as well as low performance and student achievement.

Root Cause 1: Not enough professional development and support for new teachers and staff members.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is a lack of disciplinary enforcement due to inconsistencies on the classroom and administrative levels.

Root Cause 2: No system in place to document frequent discipline occurrences.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The procedures, methods, and practices regarding disciplinary inconsistencies at Cunningham Middle School.

Root Cause 3: Lack of consistency when administering disciplinary consequences.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student attendance remains below 96.5% for all students.

Root Cause 4: CMS needs to improve our system of tracking absences, following up and holding parents and students accountable for attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The performance of African American males is lower than the other sub-populations.

Root Cause 5: Limited environmental exposure.

Problem Statement 5 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Goals

Revised/Approved: October 28, 2019

Goal 1: CMS will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Decrease number of disciplinary referrals by 10 percent.

Evaluation Data Source(s) 1: Student's disciplinary report.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Consistency when administering disciplinary consequences.	2.5, 2.6			5%	35%	70%	
	Problem Statements: School Processes & Programs 1						
2) Look at student's disciplinary data for type and number of infractions.	2.5, 2.6			5%	50%	70%	
	Problem Statements: School Processes & Programs 1						
3) Share data with other administrators and staff to foster conversations about bias and privilege.	2.5, 2.6			5%	50%	70%	
	Problem Statements: School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

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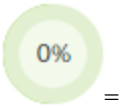

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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The procedures, methods, and practices regarding disciplinary inconsistencies at Cunningham Middle School. **Root Cause 1**: Lack of consistency when administering disciplinary consequences.

Goal 1: CMS will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: We will reduce the amount of disciplinary infractions by 25% as we implement a system to track and monitor detentions for the first semester. Infractions will be monitored and analyzed on a weekly basis to ensure the system in place is effective.

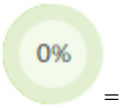
Evaluation Data Source(s) 2: - Skyward to monitor discipline referrals
- Google document to track detentions
- Student teaming form and/or conference notes
- Parent conference notes if taken place

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) - Create Google doc that is shared among staff that is comprised all teacher issued detentions.	3.1	Daily-Teachers and administrators.	Teachers will monitor the document to aide in communicating disciplinary infractions for frequent offenders.	0%	0%	20%	
	Problem Statements: School Processes & Programs 1						
2) - Analyze the document for frequent offenders. Conference with the student after the second detention is issued.	3.1	Daily-Teachers and administrators	The amount of detentions will reduce due to communication and consistency through the use of the Google document.	0%	15%	20%	
	Problem Statements: School Processes & Programs 1						
3) - For students who have exceeded three detentions, an office referral will be issued.	3.1	Daily-Teachers and administrators	The amount of detentions will reduce due to communication and consistency through the use of the Google document	0%	50%	55%	
	Problem Statements: Perceptions 1						
4) - Print a Skyward campus report for disciplinary infractions.	3.1	Weekly-Teacher and administrators	The amount of detentions will reduce due to communication and consistency through the use of the Google document	0%	40%	50%	
	Problem Statements: Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The procedures, methods, and practices regarding disciplinary inconsistencies at Cunningham Middle School. **Root Cause 1**: Lack of consistency when administering disciplinary consequences.

Perceptions
Problem Statement 1: There is a lack of disciplinary enforcement due to inconsistencies on the classroom and administrative levels. **Root Cause 1**: No system in place to document frequent discipline occurrences.

Goal 2: CMS will provide information and opportunities to assist students in preparing for college and careers.

Performance Objective 1: CMS will ensure that all 8th grade students are placed in the appropriate level College and Career Readiness course.

Evaluation Data Source(s) 1: Career Interest Surveys

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Invite former CMS students who are enrolled in an institution of higher learning.	2.5, 2.6			0%	10%	20%	→
2) CMS will attend College and Career Day hosted by GPISD CTE counselors in January 2020 for all 8th graders.	2.5, 2.6	Counselors		0%	0%	100%	100%
3) CMS 8th grade College and Career Readiness students will participate in local college middle school day.	2.5, 2.6			0%	0%	100%	100%
4) CMS 7th and 8th graders will be invited to GPISD's College Night November 2019.				0%	100%	100%	100%

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 3: CMS will ensure student growth in the tested areas.

Performance Objective 1: We will focus on implementing research-based strategies for reading, 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.

Evaluation Data Source(s) 1: District Assessments, Campus Assessments, Teacher Assessments, Projects, and STAAR Tests

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 1) Identify effective research based strategies geared towards improving literacy deficits	2.4, 2.5, 2.6	Teacher	Increase in student performance	5%	50%	75%	
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 2) Review and collect class activities that incorporate real world scenarios along with cooperative learning	2.4, 2.5, 2.6	Teachers	Improvement in teacher differentiation strategies	5%	50%	70%	

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 4: CMS will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Cunningham will increase student's involvement in extracurricular activities and other organizations by 15%.

Evaluation Data Source(s) 1: Student involvement survey,
Student referral lists
Club and extracurricular attendance numbers

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Create a student activity survey that will be disseminated to students and staff in order to assess students interests.	2.6	Monthly	Increase the number of students involved in extracurricular activities.	0%	0%	0%	
2) Teachers and sponsors will actively recruit students who they feel will benefit from participation in certain organizations.	2.6	Monthly	Students will be informed of and participate in extracurricular activities which they have interest.	20%	25%	55%	
3) Collect attendance rosters and meeting minutes for organizations.	2.6	Concurrent with meetings	Staff will have a clear picture of students involvement in extracurricular activities and students will increase participation.	5%	10%	15%	

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 5: CMS will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 1: Designated staff will run attendance reports weekly and identify students with 3 or more total absences and require parent notification and attendance contract between the parent, student and school to ensure that the goal of 96.5% attendance is met for the 2019-2020 school year.

Evaluation Data Source(s) 1: *Skyward
*School Status
*CIS (Communities In Schools) support staff
ASAP Officer System

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) *Running attendance reports weekly *Attendance Contracts after 3 absences *ASAP Officer *Utilize CIS for additional support for parents and students Incentive program for good attendance	2.6, 3.1, 3.2	Weekly monitoring by designated staff (attendance clerk and administration)	*Improved student attendance *Improve student achievement *Improve student moral *Increased parent involvement	5%	50%	80%	
	Problem Statements: Demographics 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance remains below 96.5% for all students. **Root Cause 1**: CMS needs to improve our system of tracking absences, following up and holding parents and students accountable for attendance.

Goal 6: CMS will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: We will increase the number of parents that participate in our Parents on the Move program.

Evaluation Data Source(s) 1: Raptor System

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 1) We will recruit parents during Open House or any community outreach events and host an informational meeting by September 2019.	3.2	POM Sponsor	Recruit and maintain at least eight consistent parents for the academic year 2019-2020	5%	60%	75%	

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 7: CMS will ensure high quality staff is employed.

Performance Objective 1: We will learn together as professionals through professional developments about the most effective way to meet the needs of students with disabilities, and continually reflect on what we are doing and make adjustments as necessary to the weekly lesson plans.

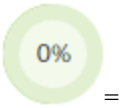
Evaluation Data Source(s) 1: Campus instructional rounds in the resources setting, training on disability sensitivity, PDs geared specifically towards improving instruction for students with disabilities

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide specific training opportunities related to student with disabilities on our campus	2.5	Training provided each nine weeks by admin team	Increase of teacher knowledge linked to effectively teaching students with disabilities	25%	55%	65%	
TEA Priorities Recruit, support, retain teachers and principals 2) Increased walk throughs by administration that provide feedback on ways to improve instructions for students with disabilities		Admin team	Implementations of strategy learned from specific training and administrative feedback, both evidenced in lesson plans and class instructions	15%	50%	70%	

= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 8: CMS will provide superior operational services to best support students and staff success.

Performance Objective 1: We will reduce the new teacher turnover rate by ten percent to help ensure the provision of superior operations and success of students and staff.

Evaluation Data Source(s) 1: Teacher/student attendance
Returning teachers survey through Google doc
CHAMPS implementation monitoring

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Monitor substitute requests	2.5	Run daily report for teacher who have put in for a substitute	Teachers will miss less school when they know they are being monitored	30%	55%	80%	100%
	Problem Statements: Perceptions 2						
2) Teacher/student attendance reports	2.5	Weekly	Teachers and administrators will be more aware of attendance issues and come up with incentives to reduce absences.	30%	50%	65%	→
	Problem Statements: Perceptions 2						
3) Staff/new teacher attendance survey	2.5	End of nine weeks	Lower attendance issues among teachers as well as provide insight to reasons behind absences	0%	0%	0%	→
	Problem Statements: Perceptions 2						
4) CHAMPS monitoring/retraining	2.5	Monthly	Reduce the amount of attendance issues among teachers and students as well as provide an added level of support and follow-up	50%	75%	80%	→
	Problem Statements: Perceptions 2						

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: New teachers get burned out quickly due to lack of support, which leads to low attendance as well as low performance and student achievement. **Root Cause 2**: Not enough professional development and support for new teachers and staff members.

Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the $4,956.00 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage to 96.7% or higher for the 2nd 6 Weeks Period.

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

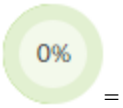
Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
ESF Levers Lever 3: Positive School Culture 1) Regular announcements and communications referring to Attendance (Attendance Matters, Attend Today... Achieve Tomorrow, No More Than 3 For Me, etc)		Announcement Personnel Principal	Change the mindset of students as it relates to the importance of attendance.	0%	50%	70%	
	Problem Statements: Demographics 1						
2) Make regular contact with parents of students who miss 3+ days of school		Administrators Team Leaders Attendance Clerk	Show parents and students that CMS pays attention and monitors absences.	0%	55%	80%	
3) Meet with all students and parents with 5+ unexcused absences at the end of each 9 weeks and strongly encourage them to attend Saturday School		Administrators Team Leaders	Allow students to recover credit and give them a second chance.	0%	55%	80%	
4) To improve attendance, students with 5+ unexcused absences at the end of the 9 weeks will set an attendance goal for the new 9 weeks. If students meet their goal in the new 9 weeks, they will be recognized and rewarded in team recognition meeting		Attendance Clerk Team Leaders	This strategy encourages improved attendance.	0%	50%	80%	
	Funding Sources: 199 - Local - 450.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Campus Parent Team - POM (Parents on the Move) will assist with promoting the importance of attendance by wearing attendance t-shirts, speaking to other parents and being a voice and community events		POM Coordinator	Parents encouraging other parents to bring their children to school promotes good positive peer pressure.	0%	10%	15%	
6) Document, upload and issue attendance contracts to students with more than 6 absences		Administrators Raa Wee	This strategy encourages improved attendance and changed behavior.	0%	50%	80%	
7) Document, upload and issue attendance agreements to students with more than 3 absences. This agreement includes the campus/district policies and procedures after absences.		Attendance Clerk	Show parents and students that CMS pays attention and monitors absences. This method forewarns students before attendance issues become a problem.	0%	55%	80%	
8) FIRST PERIOD ROUND-UP Generate list of absent students at 8:40 a.m. All students with 3+ absences will be called and picked up, if at home. After the 3rd day of unsuccessful parent contact, the ASAP officer will be sent to the home of the student.		Administrators Attendance Clerk CIS ASAP Officer	Show parents and students that CMS pays attention, monitors absences and will not accept frivolous excuses for being absent on that day.	0%	0%		
9) Attendance clerk will generate a 3+ Consecutive Day Report. Any student listed on the report will get a visit from the ASAP officer if the school has not been made aware of their whereabouts.		Attendance Clerk ASAP Officer	Sending an officer to the homes of students with poor attendance would change the bad habits of missing school for no or small reasons.	0%	55%	75%	
10) Teams recognize students with perfect, good and improved attendance during awards ceremony		Team Leaders	Recognition for students' efforts motivates students to continue to have perfect or good attendance.	0%	30%	75%	
	Funding Sources: 199 - Local - 250.00						
11) To improve individual attendance, principal contracts with bottom five students - Principal will meet with the five students with the poorest attendance every other Friday to go over attendance. Students with perfect attendance for ten consecutive days will receive a $5 gift card to fast food restaurant.		Principal	This strategy encourages improved attendance and changed behavior.	0%	0%	70%	
	Funding Sources: 199 - Local - 225.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance remains below 96.5% for all students. **Root Cause 1**: CMS needs to improve our system of tracking absences, following up and holding parents and students accountable for attendance.

Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the $4,956.00 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage to 96.7% or higher for the 3rd 6 Weeks Period.

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Strategically schedule team rallies and other fun events that excite students' interest during times that students are likely to miss school.		Team Rally Coordinator Administrators Team Leaders	Students would show up to school on days they are likely to miss.	0%	0%	70%	
2) Attendance Works Strategy - Grade level team competitions - Students and team leaders are given a range of dates to compete. The team with the highest attendance at the end of the competition earns a week of "No Uniform" passes		Attendance Clerk Team Leaders		0%	60%	80%	
3) Intramural activities to keep students motivated. (i.e., teachers vs. students flag football, teachers vs. students volleyball games during this 6 weeks opposed to waiting until the end of the semester like the past.)		Coaches	Students would show up to school on days they are likely to miss when fun activities are scheduled during the school day and during peak times for poor attendance.	0%	30%	80%	
4) To improve attendance, students with 5+ unexcused absences at the end of the 9 weeks will set an attendance goal for the new 9 weeks. If students meet their goal in the new 9 weeks, they will be recognized and rewarded in team recognition meeting		Attendance Clerk Team Leaders	This strategy encourages improved attendance.	0%	60%	75%	
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 450.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) ADA period competition - ADA teachers/classes are given a range of dates to compete. The goal is for each class to have 96.5% attendance and to spell out the words "PIZZA PARTY" At the end of the competition, all classes that have spelled out PIZZA PARTY, wins a Pizza Party		Attendance Clerk ADA Period Teachers Principal	This strategy encourages improved attendance.	0%	10%	75%	
	Funding Sources: 199 - Local - 406.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance remains below 96.5% for all students. **Root Cause 1**: CMS needs to improve our system of tracking absences, following up and holding parents and students accountable for attendance.

Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the $4,956.00 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage to 96.5% or higher for the 4th 6 Weeks Period.

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) To improve attendance, students are given specific dates to be in attendance each day. We pay attention to the trend of when students are more likely to miss and schedule accordingly. Attendance Bash for students with perfect attendance during the specified time.		Administrator over Attendance Attendance Clerk	This strategy encourages improved attendance. Students would show up to school on days they are likely to miss when fun activities are scheduled during the school day and during peak times for poor attendance.	0%	25%	80%	→
	Funding Sources: 199 - Local - 2000.00						
2) Students with 5+ unexcused absences at the end of the 9 weeks will set an attendance goal for the new 9 weeks. If students meet their goal in the new 9 weeks, they will be recognized and rewarded in team recognition meeting		Attendance Clerk Team Leaders	This strategy encourages improved attendance.	0%	55%	85%	→
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 200.00						
3) To improve individual attendance, principal contracts with bottom five students - Principal will meet with the five students with the poorest attendance every other Friday to go over attendance. Students with perfect attendance for ten consecutive days will receive a $5 gift card to fast food restaurant.		Principal	This strategy encourages improved attendance.	0%	0%	80%	→
	Funding Sources: 199 - Local - 225.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Student attendance remains below 96.5% for all students. **Root Cause 1**: CMS needs to improve our system of tracking absences, following up and holding parents and students accountable for attendance.

Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the $4,956.00 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage to 96.5% or higher for the 5th 6 Weeks Period.

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue to motivate students and tell them it is not too late in the year to be successful. Principal contracts with bottom 10 students - Principal will meet with the 10 students with the poorest attendance every other Friday to go over attendance. Students with perfect attendance for ten consecutive days will receive a $5 gift card to fast food restaurant.		Principal	This strategy encourages improved attendance.	0%	0%	0%	→
	Funding Sources: 199 - Local - 300.00						
2) To improve attendance, students with 5+ unexcused absences at the end of the 9 weeks will set an attendance goal for the new 9 weeks. If students meet their goal in the new 9 weeks, they will be recognized and rewarded in team recognition meeting		Attendance Clerk Team Leaders	This strategy encourages improved attendance.	0%	0%	0%	→
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 450.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student attendance remains below 96.5% for all students. **Root Cause 1**: CMS needs to improve our system of tracking absences, following up and holding parents and students accountable for attendance.

Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the $4,956.00 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage to 96.5% or higher for the 6th 6 Weeks Period.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Regular announcements and communications referring to Attendance (i.e., videos around the school/campus newsletter from GPISD School Tube, quotes in newsletter and on marquee)		Announcement Personnel Principal	Change the mindset of students as it relates to the importance of attendance.	0%	0%	0%	
2) Parents on the Move organization will greet other parents at parent drop off to pass out flyers and other pertinent information relating to attendance		Parents on the Move (POM) POM coordinator	Parents encouraging other parents to bring their children to school promotes good positive peer pressure.	0%	0%	0%	

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Consistency when administering disciplinary consequences.
5	1	1	*Running attendance reports weekly *Attendance Contracts after 3 absences *ASAP Officer *Utilize CIS for additional support for parents and students Incentive program for good attendance
6	1	1	We will recruit parents during Open House or any community outreach events and host an informational meeting by September 2019.

Demographics

Committee Role	Name	Position
Administrator	Frederick Pickrom	
Classroom Teacher	Crezetta Guess	
Classroom Teacher	Victoria Amie	
Classroom Teacher	Vanessa Broussard	
Classroom Teacher	Debora Willis	
Classroom Teacher	Dindo Delosa	
Classroom Teacher	Gemma Calvo	
Classroom Teacher	Tim Collier	
Classroom Teacher	David Gonzalez	
Classroom Teacher	James Arceneaux	
Classroom Teacher	Michael Dawson	
Classroom Teacher	Roland Ridley	
Classroom Teacher	Nelson Melo	
Classroom Teacher	Vicente Huerta	
Classroom Teacher	Dariana Medina	
Classroom Teacher	Richelle Dillingham	
Classroom Teacher	Kimberly Edwards	
Classroom Teacher	Sean Sherrard	
Classroom Teacher	Lacy Verdun	
Classroom Teacher	Shawn Collins	
Classroom Teacher	Ashante Joseph	
Classroom Teacher	Keisha Atkins	

Committee Role	Name	Position
Classroom Teacher	Avery Wilson	
Classroom Teacher	Rolandrea Flannel	
Classroom Teacher	Tiffani Johnson	
Classroom Teacher	Shonda Dudley	

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Kashekia Smith	ELA teacher
Content Specialist	Katrina Johnson	Science Specialist
Content Specialist	Tera Marburgh	ELA specialist
Content Specialist	Nancy Delosa	Math Specialist
Classroom Teacher	Christopher Crump	Digital Design Instructor
Classroom Teacher	LaShondrea Johnson	math teacher
Classroom Teacher	Holly Wotring	Social Studies Teacher
Classroom Teacher	Reginald Harris	LOTC instructor

Perception

Committee Role	Name	Position
Classroom Teacher	Ketra Williams	Teacher
Classroom Teacher	Jacklyn Nance	Teacher
Classroom Teacher	Vanessa Davis	Teacher
Content Specialist	James Day	CIS
Classroom Teacher	Dallas Jackson	Teacher
Classroom Teacher	Britni Rose	Teacher
Classroom Teacher	Tyisha Brown	Teacher
Non-classroom Professional	Antroynette Creeks	Librarian
Classroom Teacher	Tiffany Wright	Teacher

Processes & Programs

Committee Role	Name	Position
Classroom Teacher	Angela Glynn	
Classroom Teacher	Daondria Wilson	
Classroom Teacher	Kenneth Loving	
Classroom Teacher	Ra'Nesha Graham	
Classroom Teacher	Gerard Bible	
Classroom Teacher	LaToya Muse	
Classroom Teacher	Celeste Cole	
Classroom Teacher	Dennis Dietz	
Classroom Teacher	Andy Linder	
Classroom Teacher	Lynita Buckmire	
Classroom Teacher	Taylor Jefferson	
Classroom Teacher	Nadosha Strickland	
Classroom Teacher	Lance Soders	
Classroom Teacher	Jessie Morehead	
Classroom Teacher	Kimberly Lane	
Classroom Teacher	Stefan Baker	

2019-2020 CPAC Committee

Committee Role	Name	Position
Classroom Teacher	Kimberly Lane	ELAR Teacher
Classroom Teacher	Lyn Buckmire	ELAR Teacher
Classroom Teacher	Dindo Delosa	Math Teacher
Classroom Teacher	James Arceneaux	Math Teacher
Classroom Teacher	Gemma Calvo	Science Teacher
Classroom Teacher	Tim Collier	Science Teacher
Classroom Teacher	Nelson Melo	Social Studies Teacher
Classroom Teacher	Jaime Loera	Elective Teacher
Classroom Teacher	David Gonzalez	Elective Teacher
Classroom Teacher	Shawn Collins	SPED Teacher
Content Specialist	Cindy Threatt	Diagnostician
Principal	Shaunte Morris	Principal
Administrator	Corey Roberts	Assistant Principal
Administrator	Nicole Newsome	Assistant Principal
Administrator	James Hair	Assistant Principal
Counselor	Angie Cruz	Counselor
Counselor	Nicole Boston	Counselor