

# **Grapevine-Colleyville ISD**

## **Cross Timbers Middle**

### **2018-2019 Goals/Performance Objectives/Strategies**



# Mission Statement

The mission of the middle schools in Grapevine-Colleyville ISD, a launching pad that intentionally encourages personalized opportunities that allow developing students to embrace their unique identities with the support of our community, is to promote and guide dynamic collaboration among peers, foster confidence to explore new possibilities, and challenge students to be intrinsically motivated learners.

**School Motto:** Dream it....believe it....achieve it!

# Vision

The Cross Timbers learning community fosters the creativity and imagination to dream, the knowledge and character to believe, and the critical-thinking and problem-solving skills to achieve.

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# Goals

**Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.**

**Performance Objective 1:** Hire highly qualified personnel and hold all campus personnel accountable for the role they play in student success.

**Evaluation Data Source(s) 1:** Progress monitoring of teachers: teacher learning experiences, use of AVID strategies and best practices, teacher growth and performance, and ultimately student success.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All CTMS teachers and staff have knowledge of the campus mission statement and CIP contents as well as district initiatives, superintendent goals, LEAD 2021, Lead 2.0, Portrait of a Graduate, AVID goals and content curriculum.	HR, Admin, LL, Curriculum and Instruction, DLL's	Expected result is ALL students are served proportionally by highly qualified teachers and staff who have knowledge of district and campus goals to best serve students for success. Evidence of highly skilled staff in HR files.				

**Goal 1:** LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

**Performance Objective 2:** Purposefully train and provide learning experiences for staff to ensure high qualified personnel continue to grow.

**Evaluation Data Source(s) 2:** Progress monitoring of teachers, teacher growth and performance, opportunities for learning and impact of teacher learning on student success.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development to all staff members at CTMS throughout the school year through campus learning opportunities offered on a regular basis.	Admin, Learning Liaison, DLL's, Librarian.	Teacher self-identified areas of growth through teacher goals, DLL records of PLC learning requests, LL records of learning opportunities available and collection of weekly teacher needs assessments to secure coaches and support for teachers. Expected result is ALL students are served proportionally by highly qualified teachers who learn in order to impact student achievement.				
2) Provide district professional development to all staff members at CTMS through Curriculum and Instruction for role-alike teams and individual learning through summer institute as well as opportunities throughout the year to continue learning.	Admin, Curriculum and Instruction Content Directors, LL, DLL's	Teacher leadership and participation in GC Summer Institute for training and learning identified by teacher needs and teacher voice. C and I opportunities made available to teachers in Eduphoria. Expected result is ALL students are served proportionally by highly qualified teachers.				
3) 3) Train entire staff on CTMS "NUTS and BOLTS" at the start of each year to ensure teacher understanding of campus goals and expectations.	Admin, LL, Librarian, counselors	Staff knows principal expectations, processes for CHAMPS, Behavior RTI, 504/ARD, coaching requests, PLC procedures and other how to's.				
						

**Goal 1:** LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

**Performance Objective 3:** All CTMS campus staff commit to professional growth and have opportunities to grow through Professional learning opportunities including both scheduled and ad hoc PLC's where teacher learning impacts student achievement.

**Evaluation Data Source(s) 3:** Teacher Goals, identified needs and interests for growth, DLL PLC records of learning, LL records of teacher needs assessments. PLC member voice in goal setting BOY, PLP member voice and surveys MOY, EOY. Campus PD surveys.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) 100% of CTMS professional staff members in core content areas will participate in effective weekly PLC meetings designed to increase student achievement. PLC time is embedded in the school day- 40 minutes per week for core instructional teachers: social studies, Language Arts, science, ASPIRE, &amp; math.</p>	administrators, learning liaison, all staff	Teams will submit agendas, minutes, heat maps, goals, norms, products, new learnings, and strategies generated during PLC time to DLL's and LL. Teacher voice in determining PLC topics and learning through DLL collection of needs each 9 weeks to determine schedule. PLC Schedule set by LL using both DLL data needs gathered by teachers and Admin input of learning needs for the campus based on trends seen in walkthroughs.				
<p>2) Elective Teachers have the opportunity to PLC and collaborate with same curriculum teachers from other middle school campuses 2x during the year on campus PD designated days as well as the opportunity to participate in role alike PLC's offered by C and I during Summer training.</p>	Administrators, elective team leaders - Meeting dates and learning synopsis kept by elective team DLL ad documentation in CIP	Teams will submit agendas, minutes, goals, norms, products, new learnings, and strategies generated during PLC time to elective DLL and LL, as well as document in PLP.				
<p>3) All staff members will receive support to participate in professional learning communities for growth that impacts student achievement by identifying areas of interest on PLP and PD needs surveys. Campus opportunities for professional learning in goal-alike groups made available on PD days with clustering of like-interest teams.</p>	Principal determines goal-alike learning teams based on PLP's, conferences and PD voice surveys.	Teachers create connections with teachers of cross-curricular contents and varied grade levels based on common growth interests. Principal clusters teachers by common goals so they may have collaboration PLC time. This ad hoc PLC is made available to all staff on campus PD days 2x per year.				
<p>4) Professional Learning Teams (PLT's) Core content teachers of like-grade level and like-content have the opportunity to meet daily and are expected to meet a minimum of 1x per week at a common planning time for the purpose of growth to increase student achievement.</p>	Admin, DLL, LL	Teachers who have common goals and the opportunity to support each other during job embedded PLT time.				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

**Performance Objective 4:** 100% of CTMS teachers will set SLO - Student Learning Goals as well as personal teacher growth goals and document in TalentEd performance.

**Evaluation Data Source(s) 4:** Teacher goals based on SLO goals uploaded in TalentEd Perform.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will set SLO - Student learning objectives for student growth and teacher goals to support SLO goals.	Admin	TalendEd documents goals: reflective summative appraisal conversations based on SLO and teacher goals.				
2) 2) Teachers are encouraged to share their self-identified goals in PLC for support and feedback as part of the tenets of PLC best practices. Teachers are encouraged to share their goals with colleagues through pineapple visits and through AVID walk throughs. Teachers are encouraged to seek support for their goals	teachers, LL, DLL's, AVID site coordinator, ADMIN	A community of learners that value feedback and growth				
3) 3) Teachers have the opportunity to identify growth goals and request coaching.	Teachers, LL, DLL's	Weekly teacher needs request for coaching, PLP planning with administrator, collaboration with LL and instructional coaches				
						


**Goal 1:** LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

**Performance Objective 5:** Provide campus-wide training for the staff over cultural proficiency to have overall campus awareness, which will, in turn, impact classroom instruction, campus culture, and student achievement.

**Evaluation Data Source(s) 5:** Professional development opportunities 2x per year to increase cultural awareness through AVID, World Languages coaches, and Counselors. In addition, teachers may request coaching and training in this area weekly through the teacher needs assessment.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Model cultural proficient activities over awareness using Dr. Ezzani, Dr. Terrell, and Dr. Lindsey's cultural proficient strategies from district trainings.	Admin, counselors, other cultural proficient teacher leaders	Professional training during pd opportunities and faculty meetings. Sign in sheets of participation, training, and/or faculty meeting will be gathered.				
2) Respond to campus needs requests for cultural awareness and offer training through PD, coaching requests, teacher PLP's and PLC topics.	Admin, LL, DLL's, counselors	We believe that training on cultural awareness is an integral part of our campus and will contribute to student achievement. Weekly teacher needs request provides opportunity to receive training.				



✔ = Accomplished  
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 ● = No Progress  
 ✘ = Discontinue




**Goal 1:** LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

**Performance Objective 6:** 100% of CTMS teachers will participate in peer learning visits, (pineapple visits) either by inviting others to give feedback on goals, or to observe colleagues and provide feedback to support one another's growth.

**Evaluation Data Source(s) 6:** Evidence of shared personal goals through TalendEd, in PLC and feedback given to colleagues on walk through feedback forms and PLC discussions. AVID modeled walk thrus for WICOR strategies documented in AVID site team goals and data collection.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will share their personal teacher goals with colleagues and invite them into their classrooms to provide feedback and create dialogue on our own personal teaching practices.	All staff, admin, learning liaison	Growth goals as a result of the visits, feedback from visits, observation data				
2) Teachers will walk through other classrooms to see best practices to use for their own growth and to give feedback to their peers for growth.	DLL's, Teachers, AVID site team, LL, Admin	Increased collegiate community and connectivity among peers for support and growth that impacts student achievement.				
3) Based on feedback results, teachers seek out coaching and collaboration opportunities for growth.	LL, Teachers, DLL's, Admin	Requests for coaching and support from LL, coaches, and peers				
						

**Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.**

**Performance Objective 1:** CTMS supports a comprehensive STUDENT LEARNING PLAN by creating learning experience for ALL students in a variety of areas and works to analyze gaps in opportunity and achievement, make adjustments and eliminate disproportionate opportunities and disproportionate achievements.

**Evaluation Data Source(s) 1:** Teachers analyze trends, gaps, and disproportionate success in student achievement and participation in extracurricular activities and fine arts

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% CTMS staff will analyze and monitor student participation and achievement in all areas to ensure all students have opportunity to grow and develop with equitable student learning plans and experiences while at CTMS.	All staff will analyze and monitor opportunities and achievement of students. AVID site team.	The result is a campus where students have a comprehensive student learning plan that includes many teachers working together to ensure student success. Student opportunities and representation of participation will be monitored in grade level meetings as part of monthly staff meetings. All campus participation can be analyzed by AVID site team.				

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 2:** CTMS will provide supports to struggling learners by improving interventions, resources, and training to accelerate learning and ensure all student groups achieve their full potential. GCISD will meet all State and Federal Accountability. Safeguards with an emphasis on students in ELL, Bilingual, or Special Education Programs and/or identified as Economically Disadvantaged or performance AT RISK. The gap between student performance and the federal system safeguard expectation will continue to be analyzed so that we may continue to successfully close for Economically Disadvantaged students and English Language Learners.







**Evaluation Data Source(s) 2:** STAAR, TELPAS, TAPR, RTI indicators, RtI Documentation, STAAR Results, Istation universal screeners, PBMAS

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 5</p> <p>1) ALL students will be assessed for Tier I, II, and Tier III placement and monitoring. 20% of Students who indicate need from multiple data points (STAAR, Istation BOY, MOY, EOY and others selected) will be placed in READ 180 intervention Language Acquisition LA elective classes.</p>	Literacy achievement teachers for READ 180 program, admin, counselors ELA teachers, LL	Read 180 progress, istation progress, walk through data, STAAR scores in 2018, progress monitoring in eSTAR.				
Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 72500.00						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>2) READING TEACHERS:            Monitor and ensure 80% of ELL students meet the approaching level on Reading STAAR .            Monitor progress of economically Dis students through conversations and parental involvement.</p>	Admin, LL, DLL, ELA teachers.	Passing standards on the 2018 STAAR READING test. Record of parent conversations.				
Funding Sources: 199 - General Fund - 0.00						

<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) SCIENCE TEACHERS: Identify their students who are economically disadvantaged and actively monitor their progress through conversations and parental involvement. Ensure 80% ELL students pass STAAR. All students will have access to Explore Learning Gizmo via teacher lesson design. Teachers will use small group interventions and strategies to provide effective intervention for ELL students in Science classes.</p>	<p>Teachers, counselors, admin, LL DLL</p>	<p>Records of conversations and parental contact reflected in Eduphoria. STAAR success. TEKS check 6th &amp; 7th 8th STAAR. Walk through data. lesson plans showing small group work and differentiation strategies.</p>				
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Students who are identified as at beginning English language users according to Woodcock Munoz will be placed in an English Language Acquisition class.</p>	<p>Counselors, Language Acquisition teacher, admin</p>	<p>Students increase levels of proficiency in English as measures by Woodcock Munoz.</p>				
<p>5) Read 180 teachers will participate in comprehensive professional learning that takes place both centrally and in certain campus-based activities.</p>	<p>Read 180 Teachers, Director of Humanities, admin, learning liaison</p>	<p>List of agendas of professional development activities</p>				
<p>6) Read 180 teachers communicate with parents about student progress on a 9 weeks basis.</p>	<p>Read 180 teachers, admin, learning liaison, ELA teachers</p>	<p>Progress report to parents of Read 180 students after input and collaboration with ELA core teachers and LL.</p>				
<p>7) READ 180 teachers and ELA core teachers will meet a minimum of 2x per 9 weeks to discuss student growth, progress and gaps.</p>	<p>Read 180 teacher, ELA teacher, Learning Liaison,</p>	<p>Close monitoring of our students who are not performing on level. An opportunity to reduce achievement gaps among students and work to eliminate gaps altogether.</p>				
<p align="center"><b>Comprehensive Support Strategy</b></p> <p>8) Universal screening data will be collected via Istation for reading and math. PLCs, grade level meetings, and/or RtI committees will review students, collaborate on additional strategies, and monitor students with skill deficits.</p>	<p>Teachers, DLL, learning liaison, admin</p>	<p>Dates of screenings, PLC or meeting agendas that reflect discussion around the data</p>				
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>9) Identified students will receive personalized learning and additional time on task to support mastering grade level content in state assessed subjects.</p>	<p>Administration</p>	<p>Increased student performance on STAAR assessed subjects</p>				<p>Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 0.00</p>

<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>10) 100% of CTMS teachers will work to employ best practices, including AVID and College Readiness strategies such as WICOR.</p>	<p>Learning liaison, admin, teachers</p>	<p>Learning liaison time and effort log, AVID documentation, lesson designs, walk through data</p>				
<p>Funding Sources: 199 - General Fund - 3000.00</p>						
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>11) CTMS teachers will narrow the achievement gap that exists among student groups: and all student groups, including student groups of African-American, Hispanics, Economically Disadvantaged, LEP, and Special Education students, will increase their scores on all STAAR test by 10%.</p>	<p>Teachers, admin, counselors, learning liaison</p>	<p>STAAR scores in 2018</p>				
<p>Funding Sources: 211 - ESEA Title I, Part A - 3000.00</p>						
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) All students success will be analyzed for Tier I, II, and III placement. After considering multiple data points -STAAR passing standards in 2017 as well as Istation BOY, MOY, and EOY-20% of students will be identified as Tier III intervention and will be placed in Math Plus and or WOLF time RTI intervention.</p>	<p>Math teachers, instructional coaches, learning liaison, admin</p>	<p>Wolf Time RtI groups, remediation lesson plans</p>				
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>13) All CTMS staff will receive ELPS training of ELPS update to better design lessons and scaffolding to improve ELL student achievement in problem solving and vocabulary usage, both in LA and content areas classes</p>	<p>Learning liaison, Director of World Languages, ESL teacher, admin</p>	<p>EPS training agenda, lesson plans, walk through data</p>				

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <p>14) SOCIAL STUDIES TEACHERS: Identify students who are economically disadvantaged and will actively monitor their progress through conversations and parental involvement, particularly in Social Studies classes. 80% of Eco Dis and ELL students will meet approaching level on STAAR social studies. All S.S. teachers will design and implement engaging and differentiated lessons based on CBA data to engage all students, particularly at-risk students, in meaningful work based on enduring understandings. Teachers will use small group interventions and strategies to provide effective intervention for ELL students in Social Studies classes.</p>	<p>Teachers, counselors, administrators, learning liaison Social studies teachers, admin, instructional coaches</p>	<p>Lesson plans, walk throughs, grade level intervention meetings. Passing standards (approaches) on 2018 Social Studies STAAR. PLC minutes, CBAs, lesson plans, walk through data. Walk through data. lesson plans showing small group work and differentiation strategies.</p>				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>15) All teachers will design and implement engaging and differentiated lessons based on common formative and summative data to engage all students, particularly at-risk students, in meaningful work based on enduring understandings.</p>	<p>All core teachers, Learning liaison, instructional coaches, admin</p>	<p>PLC minutes, CBAs, lesson plans, walk throughs</p>				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>16) All students success will be analyzed for Tier I, II, and III placement. After considering multiple data points -STAAR passing standards in 2017 as well as Istation BOY, MOY, and EOY-20% of students will be identified as Tier III intervention and will be placed in Literacy Achievement or Language Acquisition LA elective classes.</p>	<p>LA teachers, instructional coaches, learning liaison, counselors, admin</p>	<p>Student schedules and rosters, lesson plans, improvement/success on 2018 reading STAAR</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Performance Objective 2 Problem Statements:**


<p><b>Student Achievement</b></p>
<p><b>Problem Statement 1:</b> An achievement gap exists between our White and Asian students as compared to our Hispanic, African American, and Economically Disadvantaged Students in STAAR assessed content areas. <b>Root Cause 1:</b> Students need personalized learning experiences and additional time on task with the content.</p>

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 3:** CTMS will educate secondary school students and their parents about the need for students to make informed curriculum choices in their personalized learning plan.

**Evaluation Data Source(s) 3:** 100% completed Student PLPs

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of CTMS students will receive direct lessons in goal setting and career exploration under the direction of guidance counselors.	Admin, counselors	100% of CTMS students will be able to articulate their goals and career interests and reflect in student PLP.				
2) CTMS students will have WOLF time opportunities every 9w to examine and reflect on their goals	WOLF teachers	Every CTMS student will have a PLP.				
3) CTMS will offer a career day in the Spring so students may have the opportunity to spend time with professionals in careers they are interested in pursuing.	Principal, Counselors, Librarian, LL	Awareness and exposure to career opportunities as they create and revise their PLP				
						

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 4:** 100% of CTMS sixth grade students will experience a successful transition to middle school.

**Evaluation Data Source(s) 4:** Parent surveys, student surveys, anecdotal feedback, AVID site team goals to support the 6th grade level.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CTMS staff members will evaluate, redesign and improve Wolf Camp each year for incoming 6th graders. Meet and mentor 7th and 8th graders with a Scavenger Hunt 1 on 1 for student connections.	Admin, counselors, 6th grade teachers, 8th grade student leaders	Feedback to plan and improve Wolf Camp each year as a continuous cycle of improvement.				
2) AVID led campus strategy to support 6th grade transition to middle school: 6th Grade teachers will have monthly grade level meetings to discuss and collaborate ways to support the needs of our new Wolves.	6th grade teachers, counselors, admin, LL, AVID site team	Wolf time agendas, anecdotal evidence from Wolf Time. Organizational checks, planner help, homework help and general support for our newest Wolves through a 6th grade team as part of an AVID site team goal.				
3) Incoming 6th grade parents will have an opportunity to complete a survey regarding the first weeks of school for sixth grade students.	Admin, counselors	Survey results, meeting minutes regarding survey results and changes to next year's 6th grade transition				




**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 5:** Support District comprehensive plan to meet the Texas Dyslexia Handbook recommendations within two years with emphasis in identification of students, offering effective research based programs, and yearly professional development at each campus.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will be trained to learn more about details of dyslexia intervention and how to support transition of students between dyslexia intervention pullout and the classroom including empathy for learning differences	Teachers, admin, district dyslexia specialist	Log of professional training dates, feedback from Literacy Intervention teacher, Flex hours. Teachers will be more skilled in providing intervention to students who struggle in reading. Students will be more successful in accessing curriculum.				
2) Teachers will work with their campus 504 Coordinators and/ or counselors to ensure that specified accommodations are implemented.	Teachers, 504 coordinator, counselors	Minutes from 504 meetings				
3) Campus RtI teams will consider dyslexia characteristics and make referrals for screening and assessments as appropriate.	Counselors, admin, teachers	Minutes from RtI meeting				
4) Campus 504 Coordinators work with GCISD dyslexia assessment coordinator to ensure proper timelines and procedures followed.	Campus 504 coordinator, district dyslexia specialist	Evidence of timelines and procedures				
5) LIT schedules will be designed in such a way that all identified students receive the services they need according to the spectrum of dyslexia needs.	Dyslexia specialist teachers, counselors	Schedules of students being served				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 0.00					
						

**Performance Objective 5 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> An achievement gap exists between our White and Asian students as compared to our Hispanic, African American, and Economically Disadvantaged Students in STAAR assessed content areas. <b>Root Cause 1:</b> Students need personalized learning experiences and additional time on task with the content.

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 6:** CTMS will provide for the academic needs of homeless students through instructional interventions, transportation, and guidance through the CTMS Counseling department.

**Evaluation Data Source(s) 6:** Instructional interventions, RtI data, Title I Part A funding for transportation of homeless students, counselor contacts

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CTMS will provide appropriate services to all students attending CTMS under McKinney-Vento and that are classified as homeless.	Student advocate, counselors, teachers, admin	Roster report, documentation of received services				

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 7:** CTMS will be a physically and emotionally safe learning environment that is free from bullying and in which expectations are clearly communicated.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CTMS will adopt programs to ensure Freedom From Bullying, such as Rachel's Challenge and www.469tips.com, a system that allows students opportunities to report bullying anonymously.	Counselors, student advocate, admin	Friends of Rachel Club, Rachel's Challenge End of Year Rally, 469 Tips utilization				
2) Continue to use Restorative Practice via counseling department.	Counselors, admin	Reduced incidences of bullying and disruptive behavior on campus				
3) Campus personnel will be trained and use the district bullying reporting process	Admin, counselors, teachers	Student bullying reports and resolutions recorded in system				
						

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 8:** 100% CTMS students will participate in extracurricular, fine arts, and/or athletic activity during the school year.

**Evaluation Data Source(s) 8:** Participate in athletics, fine arts, clubs, and extracurricular activities as indicated on the Quality Cup standings.

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Sixth grade PE teachers will actively recruit under-represented students during PE class, followed up with parent contact.	6th grade PE teachers, bilingual parent liaison, counselors	Record of parent contacts, anecdotal information from PE teachers				
2) Increase the recruitment of fine arts and extra curricular programs at the elementary schools.	Fin arts teachers, extracurricular teachers, counselors	Dates of recruitment events and activities				
3) Create a "club time" during Personalized Learning Time (Wolf Time) to allow all students to participate in a self selected, extracurricular activity.	Principal, counselors, teachers	List of clubs offered and student membership; Quality Cup standings				
4) Expose elementary students to fine arts and athletic opportunities at CTMS on feeder campuses to increase participation including CTMS showcase.	Coaches, sponsors, Admin, Fine arts teachers, ALL teachers.	Document opportunities on elementary campuses to promote. Attendance at CTMS showcase.				
5) Middle school athletics, fine arts and extracurricular opportunities will align with HS feeder school.	Athletic director, middle school athletic coordinators, PE teachers, teachers, fine arts teachers,	alignment and opportunity to progress and build skills that transfer from middle school to high school.				
6) Under-represented populations will be identified in 6th grade and encouraged to participate in extracurricular activities. Sponsors will seek and encourage under-represented populations and arrange financial assistance if necessary.	coaches, sponsors, Admin, counselors	Log of contacts, increased number of students in athletics, fine arts and extracurricular activities. Use the district benchmarking tool "quality cup" to assess student levels of participation in extracurricular programs.				
7) 7) When any CTMS students are unable to participate due to obstacles, the Athletic Coordinator will reach out to parents with communication and work to be inclusive.	Athletic Coordinator	We will develop a culture where we include rather than exclude. A campus where we work actively to help students stay in programs rather than be removed.				
						

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 9:** CTMS will provide and sustain suicide prevention programs for all students at Cross Timbers Middle School.

**Evaluation Data Source(s) 9:** Signs of Suicide learning opportunities implemented by our counselors to all grade levels.

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselors will facilitate the presentation of the Signs of Suicide Program to all 6th, 7th, & 8th grade students.	Counselors, admin, GCISD counseling department	Meeting agendas, calendar showing presentation dates				

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 10:** All CTMS staff will work effectively with ELL students to ensure equitable opportunity and seek training and support where needed.

**Evaluation Data Source(s) 10:** Staff meeting updates on ELL walk through data collected 2x per year. Teacher weekly needs requests for training, coaching and support with ELL's, PD surveys of teacher voice requesting training, and teacher goals identifying a need to grow in ELL learning

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer ESL review classes or material at CTMS for potential ES certification candidates to enable them to obtain certification.	Admin, Director of World Languages	Attendance sheets, ESL certification test results				
<p><b>Comprehensive Support Strategy</b></p> 2) Staff will receive ESL training strategies at staff meetings, on professional development days 2x per year, and as individually requested in teacher needs surveys to increase skills in ESL strategies.	Admin, learning liaison, director of World Languages	Attendance sheets, teacher surveys for PD, teacher PLP's, teacher voice for PLC topics shared with DLL's, walk through feedback from LL and world languages coaches.				
Funding Sources: 461 - Campus Activity Fund - 700.00						
3) 100% ELA teachers will have ESL Certification.	Admin, LL, DLL	Highly qualified teachers who understand the need to meet the needs of this population of learners.				
4) All staff has the opportunity for training and coaching on how to best meet the needs of ELL learners through the weekly needs assessment.	Learning Liaison, Admin	Weekly request for coaching and support.				
5) Liaison and World Languages coaches will conduct a campus walk through 2x per year to collect data on evidence of effective ELL strategies then share the results with campus as feedback.	Admin, LL, World Languages coaches	Attendance sheets, walk through data and documentation of teaching strategies, collaboration with ELL Instructional Coach				

**Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.**

**Performance Objective 1:** Appropriate assessments will drive instruction for all students to ensure differentiation for customized learning in response to student need.

**Evaluation Data Source(s) 1:** Regular use of data to inform instruction at classroom, grade level, campus, and district levels

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will formatively and informatively assess student learning on a daily and weekly basis in a variety of ways including but not limited to: daily lesson closure, assignments, test, quizzes, products, and or/ projects	Admin, learning liaison, teachers	Response to student success or failure will be timely with appropriate measure put in place to extend or remediate future learning through differentiation and customization for individual student needs.				
2) 3) Professional Learning Teams (PLT's) Core content teachers of like-grade level and like-content have the opportunity to meet daily and are expected to meet a minimum of 1x per week at a common planning time for the purpose of growth to increase student achievement.	teachers, LL, Admin, DLL's	Teacher knowledge of student performance- mastery and gaps. Collaboration between teachers to align TEKS mastery with lesson design, instruction, assessment and student success. PLC and PLT conversations.				
3) Teachers will intentionally design extension and remediation for each unit. Lesson designs will utilize teacher training in a variety of differentiation strategies to meet the needs of all learners.	Admin, LL, DLL's	Lesson plans and lessons reflect differentiation for students to meet individual needs.				

**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 2:** Create, implement, and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program through humanities courses and accelerated courses.

**Evaluation Data Source(s) 2:** Parent survey will indicate that we were satisfactory in our ability to meet their needs of our GT students via GT programs/ offered courses

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus admin will collaborate with director of Advanced Academics to maximize offerings, shore up curriculum, and create pd opportunities for all teachers of GT learners	Admin, LL, Aspire DLL's	Evidence of trainings offered district-wide and campus-wide, agendas of (ASPIRE) PLCs, Meetings with director of Advanced Academics				
2) Analyze PSAT assessment data to make instructional decisions to better prepare students for success on college readiness assessments	Teachers, admin, learning liaison	Lesson plans incorporating appropriate national college readiness assessment preparation				
3) Pr-AP and Accelerated classes will be designed to increase rigor of work through use of College Readiness strategies such as WICOR to prepare students for college readiness and their assessments.	Teachers, learning liaison, curriculum supervisors, AVID site team, admin	Lesson plans incorporating WICOR strategies				
4) GCISD will provide professional development through PLCs, workshops, and access to other trainings, then we will support teachers in designing and facilitating differentiated instruction.	Director of Advanced Academics, admin, learning liaison	100% of teachers will meet the GCISD Advanced Professional Learning requirements.				
5) All teachers of Pre-AP and Accelerated classes will have 30 hours of G/T training with an annual six hour update.	Director of Advanced Academics, admin, learning liaison	Records of required training, teacher transcripts				
						



**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 3:** ASPIRE: CTMS will design and develop, assess and monitor a rigorous curriculum for 6th, 7th, and 8th-grade ASPIRE Academy.

**Evaluation Data Source(s) 3:** CTMS will have a viable working and rigorous curriculum for all grade levels of ASPIRE (6th, 7th, and 8th) where 90% of parents and students will rate ASPIRE program as "good" or "excellent" and 100% of students will make at least one year's growth in academics.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) ASPIRE teachers will survey students every four to five weeks (minimum) to determine student interest and engagement with curriculum design.	ASPIRE teachers, admin, Director of Advanced Academics	Survey topics and results				
2) All teachers of ASPIRE will have Gifted and Talented Certification or be in pursuit of such and will fit the criteria outlined in the district standards for ASPIRE teachers.	Director of Advanced Academics, admin	Highly qualified ASPIRE teachers, evidence of pursuit of certification or record of certifications and qualifications.				
3) As students register for advanced classes, schedules will be intentionally built clustering G/T students to provide support for GT students in classes.	Admin, counselors	100% of students will be placed in intentional clusters in Accelerated Math and Science classes in grades 6-8. Class rosters showing clustering of G/T students.				
4) ASPIRE teachers and Curriculum and Instruction will develop a mid-year and end-of-year parent and student survey to collect data and make adjustments to the ASPIRE program as needed.	ASPIRE teachers, District Curriculum & Instruction members, Admin	Survey results				
5) ASPIRE teachers will receive at least 40 hours of professional development in collaboration with GCISD Advanced Academics coaches	ASPIRE teachers, Director of Advanced Academics, admin	Documentation of professional development, notes of meetings/trainings				
6) ASPIRE teachers will collaborate via PLC once a week and coordinate a combined PLC a minimum of 1x per 9 weeks (4x per year) with the Science PLC.	ASPIRE teachers, learning liaison, admin	Minutes from ASPIRE PLCs, PLC member feedback and voice for PLC effectiveness				
7) ASPIRE teachers will use scantron performance series to drive personal learning, measure growth, serve as a universal screener, and identify placement among the national norm.	ASPIRE teachers, admin, Director of Advanced Academics	Parents receive a clear picture of student performance in relation to national norms.				

8) ASPIRE teachers will administer the PSAT 8/9 to all 7th and 8th grade ASPIRE students to identify national norm placement as well as to inform both students and parents of their strengths, weaknesses, and college preparedness.	ASPIRE teachers, learning liaison, admin, Director of Advanced Academics.	Parents and students receive PSAT results and understand implications of that data piece.				
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 = Accomplished
  = Continue/Modify
  = Considerable
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  = No Progress
  = Discontinue

**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 4:** 100% of CTMS teachers will utilize campus based standards of lesson design and intervention including but not limited to: WICOR strategies; CHAMPS; Five Phase Intervention; Writing to learn; The GCISD Portrait of a Graduate and Fundamental Five

**Evaluation Data Source(s) 4:** Classroom walls demonstrate implementation of these campus standards. Walk thru's show framing lesson with expectations, reference to CHAMPS and I can/I will.

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CHAMPS behavioral expectations are utilized in every classroom by teachers	Admin, teachers	Evidence of clear expectations and school wide CHAMPS being implemented				
2) Teachers will display posters depicting these campus based classroom expectations and will design lesson and classroom procedures around these expectations.	Admin, all staff members	Classroom displays of posters and student work as well as use of Eduphoria and lesson plans for documentation.				
Funding Sources: 199 - General Fund - 1000.00						

**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 5:** CTMS will follow procedures for Pregnancy Related Services (PRS) as outlined in the TExas Education Agency's Student Attendance Accounting Handbook, Section IX.

**Evaluation Data Source(s) 5:** Procedures will be documented if a pregnancy occurs. Procedure documentation.

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CTMS will provide Compensatory Education Home Instruction during a medically necessary prenatal period and during the post-partum period for students.	Nurse, student advocate, bilingual parent liaison, PRS Coordinator	Log book of PRS coordinator				
2) CTMS will provide counseling services and instruction related to parenting knowledge and skills, including child development, home and family living and appropriate job readiness training.	Nurse, student advocate, bilingual parent liaison, PRS Coordinator	Student advocate records, PRS coordinator log				
3) CTMS will provide School Health Services as well as services from government agencies and community services.	Nurse, student advocate, bilingual parent liaison, PRS Coordinator	Utilization of services by students, feedback				
						

**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 6:** CTMS teachers will utilize the GCISD guaranteed and viable written curriculum to design engaging work within a learning platform classroom environment that uses best practices and tenets of Portrait of a Graduate.

**Evaluation Data Source(s) 6:** STAAR, TEKS checks, IStation, Tier I, II and III analysis

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will use multiple strategies to differentiate student work in a way that creates the appropriate level of challenge to meet their unique needs.	Admin, learning liaison	Students will experience an education that meets their unique needs				
						

**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 7:** Encourage "student voice" as a mechanism for instructional/learning feedback as well as feedback over all experiences at CTMS.

**Evaluation Data Source(s) 7:** 100% teacher participation in including student voice in the classroom and selected samples of voice through panels and small groups.

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will incorporate in their lesson designs, opportunities to for students to provide input in the way they demonstrate their learning and methods of instructions.	Teachers, admin, learning liaison	Lesson plans, lesson activities, student engagement, projects/products				
2) Teachers will gather student voice a and feedback via surveys and anecdotal of learned and/or previous lessons.	Teachers, learning liaison, admin	Higher student engagement as a result of student buy in.				
3) Student voice encouraged in discussion at principal's panel, STUCO, feedback from grade levels and students in clubs and activities.	Admin, teachers	agenda and minutes from principal's panel, STUCO, and grade level opportunities to share voice.				
						

**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 8:** CTMS will support AVID site team goals that impact not just students in the AVID elective classes, but ALL students because AVID thinking and AVID learning is a mindset.

**Evaluation Data Source(s) 8:** Walk thru data, lesson plans,

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CTMS campus trains and maintains 100% faculty on AVID WICOR strategies. 100% of CTMS teachers will implement WICOR strategies in their classrooms and highlight WRITING TO LEARN to increase rigor for every student.	Admin, DLL, AVID site team, LL,	CTMS campus uses WICOR strategies in all classrooms as evidenced by admin walkthroughs. Documentation of WICOR strategies used in lesson plans, continued growth and support in WICOR strategies as evidenced on weekly teacher needs requests, teacher voice for training on PD days, WICOR opportunities at GCLI summer institute. Peer observation of classrooms through pineapple visits and AVID WICOR walks.				
2) Weekly AVID communication in WOLF howl of WICOR strategies and Writing to Learn.	AVID site coordinator, Admin	Teachers are exposed weekly to a WICOR strategy to help them in the classroom.				
3) CTMS laser-like focus on WRITING TO LEARN and READING CONTENT TO LEARN as a way to provide opportunities for cross curricular connections for students. 1x per 9 weeks, AVID site team will offer specific training/learning through AVID site team meeting where all teachers are invited. AVID site team will model Pineapple visits for growth and access to WTL and RTL strategies.	LL, AVID site team coordinator, DLL's, all teachers. RTI Admin, Read 180 teacher.	Provided the opportunity to WRITE TO LEARN and READ to learn through content, research shows huge gains in student growth.				
						







**Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.**

**Performance Objective 1:** 100% of CTMS' professional staff members will update their websites regularly with pertinent information for parents and community.

**Evaluation Data Source(s) 1:** Evidence of updated websites.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of CTMS professional staff members will update their websites at least monthly with pertinent information for parents and community members. Support will be provided to professional staff members who need assistance in creating/ maintaining their websites	Principal, librarian	Updated websites and parental satisfaction as indicated anecdotally and through parent surveys.				
2) 100% of CTMS teachers will post weekly assignments and class information for students and parents to access on Skyward, and/or Google Classroom. Support will be provided to professional staff members who need assistance in creating/ maintaining their websites, and updating their gradebooks in Skyward.	Admin, Librarian	Parent surveys and feedback				

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**Goal 4:** LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

**Performance Objective 2:** CTMS administration will increase parental satisfaction with CTMS campus communication by effectively communicating with parents on LEAD 2021, Lead 2.0, CTMS mission, CTMS Campus Improvement Plan, Portrait of a Graduate and any other campus goals and expectations.

**Evaluation Data Source(s) 2:** Parent satisfaction as indicated on parent survey in our ability to meet their needs

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principal and assistant principals will utilize weekly e-blasts, Facebook, and Twitter to communicate with the community.	Administrators, librarian	Parent satisfaction, parent survey, anecdotal				
2) CTMS will provide simultaneous translation for Spanish speakers at parent meetings as well as during weekly Principal's Pen newsletter.	Bilingual parent liaison, administrators, bilingual counselor, bilingual registrar	Log of dates when translation sets were used, parent sign in sheets, copies of newsletters in Spanish, and other parent communication				
Problem Statements: Demographics 1 Funding Sources: 211 - ESEA Title I, Part A - 25624.00						
3) CTMS will provide FAQ resources for parents that have common questions/ concerns.	Administration, librarian	FAQs, Parent Concern Directory, ASPIRE FAQ				
4) Communication will be in both Spanish and English whenever possible	Administration, counselor	Messages sent in two languages; two languages in meetings; agendas that indicate the use of Spanish				
5) Communication will be in a variety of venues -Principal's Pen (newsletter) via School Messenger, website, Twitter, Facebook, and other media	Admin, counselor, librarian	Celly, principal newsletters, Twitter tweets, Facebook posts, and other social media avenues' footprints				
6) The website will be updated to include past Principal's Pens	Admin, librarian, webmaster	Website				
7) Parent meetings will be conducted in both Spanish and English whenever possible.	Admin, counselor (bilingual), various presenters	Dates and agendas of meetings, headsets being utilized during major meetings				
8) Parents will receive the publication "Middle Years" peer pressure in Spanish and English at least 6x per year.	Principal	Parents have support for their middle schoolers regarding peer pressure.				
Funding Sources: 211 - ESEA Title I, Part A - 600.00						

9) CTMS will conduct parent information meetings, Principal's Coffees, send out the Principal's Pen weekly, and seek other opportunities to provide updates and information to parents.	Administrators, counselors, teachers, DLLs	Dates and agendas of meetings, sign in sheets, emails				
10) CTMS will design different learning opportunities for parents regarding key elements of LEAD 2021, including WICOR, technology use/ monitoring, Google Classroom, Google Drives, and other topics of interests.	Administrators, learning liaison	Sign in sheets, parent feedback				
11) Teachers have access to communication support from World Languages Coaches, the parent Liaison, and Bilingual admin.	Teacher, LL, World languages coaches, bilingual admin, parent liaison.	Use of weekly needs request to identify assistance needed in this area.				
						

**Performance Objective 2 Problem Statements:**


<b>Demographics</b>
<b>Problem Statement 1:</b> Parents of non English speaking parents miss out on pertinent CTMS information due to language barrier. <b>Root Cause 1:</b> Parents need written and spoken communication in their native language.

**Goal 5: LEAD 2021 Finance Strategy: We will practice thoughtful management of district resources and expand opportunities by establishing partnerships, as well as, develop a budget that focuses on student academics and activities while also considering the funding limitations to ensure fiscal responsibility.**

**Performance Objective 1:** Create and implement a comprehensive campus needs assessment, PTA partnership to assist with Campus fundraisers, and partnership with Educational Foundation.

**Evaluation Data Source(s) 1:** Campus needs assessment, PTA support, and grant requests.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct a campus needs assessment and respond with fundraisers and requests for help from Educational Foundation.	Admin	Responsible management of resources that meet campus needs.				
						

**Goal 6: LEAD 2021 Technology Strategy: We will integrate technology into every aspect of the student academic experience to support the GCISD mission and strategic objectives.**

**Performance Objective 1:** CTMS supports the use of technology in learning so that all staff and all students may become globally minded digital citizens who seek to learn and live with a proficiency in technology.

**Evaluation Data Source(s) 1:** Walk through collection data, teacher feedback requests, PLC and PLT discussions of technology as a best practice, student surveys, teacher needs requests for support, teacher lesson plans.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will have access to training opportunities offered by choice 2x per year at campus PD, Summer C and I Learning Institute, weekly teacher needs assessment, technology PLC's offered 4x per year, PLC.	Admin	PLC's and PTL's will evidence collegiate conversations and learning that integrate technology as a best practice for student learning. 50% of Admin walk throughs will evidence effective use of technology. Teacher needs requests will evidence teacher identification for technology support. Attendance at technology PLC's ad PD opportunities will show record of teachers seeking to learn and grown in the area of technology. Expected result is teachers will be highly skilled at technology integration.				
2) Digital PLC's 4x per year as a collaborative effort between LL and Instructional coaches.	LL, DLL, Teachers, librarian, Admin	Highly confidant teachers willing to introduce effective technology into their classrooms and seek feedback for growth with technology.				
3) CTMS will function as an effective 1:1 device campus where students have access to technology to support their learning.	Teachers, campus tech, librarian	Students will have access to a district issued device with them daily to support their learning. The desired result is students who learn in preparation to become a GCISD portrait of a graduate in a globally society of tech proficient citizens.				
4) Teachers will design high quality learner centered experiences using technology and seamlessly integrate this as a best practice in instruction	Admin, teachers, DLL,s LL,	50% of admin walk throughs will evidence effective use of technology as a best practice.  Teacher lesson plans will include and highlight use of effective technology in learning.				
5) Campus Admin, Learning Liaison, DLL's Librarian, and all campus leaders will model the effective use of technology in teaching and learning.	All campus personnel.	To learn to be technology literate and highly skilled, we must model, teach and use technology on a regular basis in meetings, trainings, and in our work together.				
						

**Goal 7: LEAD 2021 Facilities Strategy: We will ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.**

**Performance Objective 1:** Continue to update and upgrade our campus facilities to improve the functionality and appearance of our campus.

**Evaluation Data Source(s) 1:** Improvements noted.

**Summative Evaluation 1:**

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	100% of CTMS professional staff members in core content areas will participate in effective weekly PLC meetings designed to increase student achievement. PLC time is embedded in the school day- 40 minutes per week for core instructional teachers: social studies, Language Arts, science, ASPIRE, & math.
2	2	1	ALL students will be assessed for Tier I, II, and Tier III placement and monitoring. 20% of Students who indicate need from multiple data points (STAAR, Istation BOY, MOY, EOY and others selected) will be placed in READ 180 intervention Language Acquisition LA elective classes.
2	2	2	READING TEACHERS: Monitor and ensure 80% of ELL students meet the approaching level on Reading STAAR . Monitor progress of economically Dis students through conversations and parental involvement.
2	2	3	SCIENCE TEACHERS: Identify their students who are economically disadvantaged and actively monitor their progress through conversations and parental involvement. Ensure 80% ELL students pass STAAR. All students will have access to Explore Learning Gizmo via teacher lesson design. Teachers will use small group interventions and strategies to provide effective intervention for ELL students in Science classes.
2	2	4	Students who are identified as at beginning English language users according to Woodcock Munoz will be placed in an English Language Acquisition class.
2	2	8	Universal screening data will be collected via Istation for reading and math. PLCs, grade level meetings, and/or RtI committees will review students, collaborate on additional strategies, and monitor students with skill deficits.
2	2	10	100% of CTMS teachers will work to employ best practices, including AVID and College Readiness strategies such as WICOR.
2	2	11	CTMS teachers will narrow the achievement gap that exists among student groups: and all student groups, including student groups of African-American, Hispanics, Economically Disadvantaged, LEP, and Special Education students, will increase their scores on all STAAR test by 10%.
2	2	12	All students success will be analyzed for Tier I, II, and III placement. After considering multiple data points -STAAR passing standards in 2017 as well as Istation BOY, MOY, and EOY-20% of students will be identified as Tier III intervention and will be placed in Math Plus and or WOLF time RTI intervention.
2	2	13	All CTMS staff will receive ELPS training of ELPS update to better design lessons and scaffolding to improve ELL student achievement in problem solving and vocabulary usage, both in LA and content areas classes

Goal	Objective	Strategy	Description
2	2	14	SOCIAL STUDIES TEACHERS: Identify students who are economically disadvantaged and will actively monitor their progress through conversations and parental involvement, particularly in Social Studies classes. 80% of Eco Dis and ELL students will meet approaching level on STAAR social studies. All S.S. teachers will design and implement engaging and differentiated lessons based on CBA data to engage all students, particularly at-risk students, in meaningful work based on enduring understandings. Teachers will use small group interventions and strategies to provide effective intervention for ELL students in Social Studies classes.
2	2	15	All teachers will design and implement engaging and differentiated lessons based on common formative and summative data to engage all students, particularly at-risk students, in meaningful work based on enduring understandings.
2	2	16	All students success will be analyzed for Tier I, II, and III placement. After considering multiple data points -STAAR passing standards in 2017 as well as Istation BOY, MOY, and EOY-20% of students will be identified as Tier III intervention and will be placed in Literacy Achievement or Language Acquisition LA elective classes.
2	10	2	Staff will receive ESL training strategies at staff meetings, on professional development days 2x per year, and as individually requested in teacher needs surveys to increase skills in ESL strategies.