McKinney Independent School District

Cockrill Middle School

2023-2024 Improvement Plan

Board Approval Date: October 23, 2023
Public Presentation Date: October 23, 2023

Mission Statement

We invest in our future by providing a safe environment to engage, educate and empower every student, every day.

Vision

EVERY STUDENT, EVERY DAY!

Core Beliefs

We believe:

- In our students
- Everyone has inherent value and deserves to be treated with dignity and respect in a safe learning environment
- Learning is an active process involving students and parents to ensure that every student has an excellent education
- Every student needs an avenue to be engaged with their campus activities
- In recruiting and retaining the best staff for our students

- Staff is our greatest resource

- All staff should focus on student outcomes

- In creating an environment that fosters authentic partnerships with the whole community

- In providing open and honest two-way communication that builds trust toward creating a thriving learning environment

- Financial stewardship ensures a tomorrow for education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CMS currently serves approximately 1,303 students each day. Enrollment by ethnicity includes: Asian–7%, Black/African American–16%, White–52%, Two or More-4.5%, and Hispanic-19%. CMS has 5.3% Limited English Proficient students, 11.5% receive Special Education services, 14.3% participate in the Gifted and Talented program, 28.36% are considered to be At-Risk, and 21% qualify as Economically Disadvantaged based on free/reduced lunch status. We have approximately 230 students with 504 accommodation plans.

Demographics Strengths

The strength of our student population is that it reflects the diversity of the city of McKinney. Students of different backgrounds do a great job of accepting one another and working together. No matter which elementary students attended, they become Cockrill Cowboys as soon as they enter 6th grade.

We have an awesome school spirit because of our focus on relationships and Club CREED. We have incorporated Fun Fridays which are themes days to showcase the school spirit. CREED classes that are excelling, have the opportunity to participate in a large group team building activity on Friday. CMS will continue to facilitate professional development in order to meet the needs of all students, including special education students, economically disadvantaged students, and Emergent Bilingual (EB).

Student Achievement

Student Achievement Summary

As of 9/23/23 it is predicted that CMS met 2022 state accountability standards in all areas and earned an "A" rating from TEA. Our Winter MAP projections were closely aligned with our STAAR scores. We saw the discrepancy in 7th grade math. Our data indicate that our campus can continue to focus student growth in order to earn the STAAR progress measure for each student. We can also identify strategies to close the achievement gap for our economically disadvantaged students. Our 2023 TELPAS results show that 84% of our students showed growth or maintained proficiency of advanced/advanced high.

Student Achievement Strengths

The 2022 data indicate that our overall student performance was very strong. Our students scored above the state and region in each tested area. 6th grade Math, 7th grade Reading, 8th grade Reading and 8th grade Math STAAR scores exceeded Winter MAP projections. Our Algebra I students excelled with 100 passing the exam and 87% earning Mastery Performance. There were several areas where students excelled earning Mastery level at a high rate: 6th grade Math (36%); 6th grade Reading (38%); 7th grade Reading (52%); 8th grade Reading (53%); 8th grade Science (44%); and 8th grade History (36%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We did not receive distinctions from TEA for top quartile performance as compared to TEA comparison group schools.   **Root Cause:** Inconsistency in data analysis protocols, teacher attendance, and student attendance due to distraction caused by COVID pandemic.

Problem Statement 2: Attendance Rate for school is at 96.4%, which is at the 4th quartile in comparison group.   **Root Cause:** Attendance has not traditionally been an area of concern or significant focus in past years.

School Culture and Climate

School Culture and Climate Summary

We have high expectations and are proud of our school culture, and we encourage and celebrate students and teachers for excellence. Some of our celebrations and recognitions include the following:

- **Cowboy Tickets:** **Teachers give Cowboy Tickets to students when they see a student exhibiting traits of the CREED. The principals selects names during lunch every Friday and students receive a treat.**

- **CREED Awards**-CREED is an acronym for the pillars of our character development program. (Courage, Responsibility, Empathy, Excellence, and Determination) Departments are assigned a quarter to nominate students who will receive CREED awards. Students are recognized quarterly at an awards assembly.

- **A Honor Roll**-CMS recognizes students in a quarterly "A" Honor Roll Program.

- **Cowboy Courier and Kudos** - The principal sends a weekly newsletter to staff. During the week, you can send "Kudos" to other staff members.

- **Hats Off Award**- These awards are given each Monday to 3 staff members that are support our students and the campus each day. Our team gives the staff member a hat they can keep, we take a picture with the teacher wearing it, and it is shared on our school social media.

- **Patio Passes- Core content teachers honor students who have put in academic effort. Students are allowed to eat lunch outside with a friend with one for one week.**
- **Quarterly Combined Lunches**- Staff are able to have lunch their other grade level team members. PTO organizes lunch, and the "Dads and Dudes" help grill the food and monitor the cafeteria while staff are eating. This allows both students and staff have time together that we would not typically have.

Our teachers truly care about our students and build relationships with them. We are a very healthy organization. Our parents are very supportive and our community values our staff and the work we do with students. Our PTO is amazing and supports our campus efforts to educate our students and help maintain positive morale on the campus.

School Culture and Climate Strengths

We have multiple student-initiated clubs for kids to participate in. We have weekly broadcast announcements for all students. We have extended daily advisory time for all students daily where we will focus on character development, digital citizenship, social skills, and organizational skills and we have added academic support this year. Our PTO is very supportive!

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have an awesome staff! Teachers and administrators work together to hire the best teachers and paraprofessional staff for our students, team, and school. We experienced a higher staff turnover in 2023 which was greatly attributed to the change in administration and natural attrition. We hired or accepted transfers for 13 professional staff members and 3 new clerical positions. Fortunately, most of the turnover was "healthy" and the result of family moves or changes in circumstances. All new teachers have a mentor who works closely with them. We provide relevant, meaningful, useful staff development for our teachers as well as personal support for their professional goals.

Staff Quality, Recruitment, and Retention Strengths

Our staff works together to solve issues and remains positive. We have high expectations of each other and hold each other accountable. We do not micro-manage our teachers, rather, we allow them to take risks and celebrate when they succeed, and support them when they fail. We use our leadership team and academic grade level teams to support our hiring practices through a panel interview process. We are proud that teachers who did leave CMS did so for professional growth opportunities or personal circumstances that couldn't be avoided. We work very hard to hire staff who are representative of our student body, and found this to be more challenging in a year of tough hiring competition and a shortage of applicants. We plan to continuously evaluate our retention practices so teachers feel valued and want to stay in our school and profession.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In order to provide the best education possible for all students, the CMS staff is working to continuously build PLC processes, common formative assessment to drive PLCs, and job-embedded PD. Teachers will work together in their professional learning communities to make sure lessons focus on reading, writing, and discussion. Administrators will monitor student data and visit classrooms often to ensure we are holding true to our commitment as a staff. Also, to specifically address narrowing the achievement gap, we have placed students in classes appropriate for their academic and social needs, including EB cohorts with specially trained teachers. We monitor students individually to address their needs.

Curriculum, Instruction, and Assessment Strengths

Our teams work together to design engaging lessons, using the variety of tools we gain through staff development. We participate in professional development regularly and share learning with colleagues. Our teachers focus on learning objectives and aligned assessments. We are fortunate to have 2 instructional coaches that support teachers and students.

Parent and Community Engagement

Parent and Community Engagement Summary

We invite parents and community to volunteer and be a part of PTO, Dudes and Dads, and booster clubs. We have created social media accounts for parents to follow, we update our website regularly, and our teachers send emails to parents. All parents receive a weekly school newsletter. We also use School Messenger to make phone calls home to parents.

Parent and Community Engagement Strengths

We have an awesome PTO and volunteers at Cockrill. We offer our community the opportunity to get involved in PTO, Dudes and Dads, booster clubs, volunteering, and mentoring. We look for multiple ways to involve parents so everyone has a way to get involved that is convenient and comfortable.

School Context and Organization

School Context and Organization Summary

We are very fortunate to have parents that support our school programs and teachers who are innovative and constantly seeking new ways to engage our students. There are multiple ways for students to get involved in CMS through extracurricular activities, clubs, and organizations. We focus our education on the whole child. We know that providing excellent academic programming is at the core of our work, but we also feel that creating a physically, emotionally, and socially safe environment for all students is essential to academic success. We are proud of our Club CREED and many other clubs that engage students within our greater school community. There is a place at CMS for every student to excel.

School Context and Organization Strengths

We provide multiple clubs and organizations so that students feel a sense of community at our school. We encourage the Cowboy CREED, which stands for Courage, Respect, Empathy, Excellence, and Determination. We have so many students in athletics, drama, band, choir, and orchestra. We also address various social, character, citizenship, and safety lessons through Club CREED.

Technology

Technology Summary

We are fortunate to have a 1:1 Macbook program for students. We will emphasize a blended learning model of instruction to provide students with meaningful work with and without technology. We want students to create content and be confident learners with technology.

Technology Strengths

Technology has become a daily part of our instructional model. Teachers are provided and are teaching professional development to strengthen our skills and knowledge. Our curriculum has been enhanced annually to include more and relevant ways to incorporate technology.

Priority Problem Statements

Goals

Goal 1: CMS will ensure we are safe and secure.

Performance Objective 1: We align with MISD safety processes and and we will complete safety drills with fidelity.

> **Evaluation Data Sources:** Drill schedule
> Campus EOP documents
> Climate surveys/needs assessment
> After-Action reports

Goal 2: Cockrill Middle School will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: We will increase the number of students meeting or exceeding their projected growth measure in each grade level.

    Evaluation Data Sources: STAAR Data

Strategy 1 Details		Reviews		
Strategy 1: Evaluate and continually improve instruction. Teachers will meet as collaborative teams to design weekly, quarterly and yearly plans. Tuesday will be a designated planning day across the campus. They will work within departments as well as in cross-curricular groups to ensure core skills are taught deeply.		**Formative**		**Summative**
		Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Rigorous lesson plans and effective PLC processes in place to support professional practice.
     Staff Responsible for Monitoring: Teachers and administrators
 	
     ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews		
Strategy 2: MAP will be used to assist teachers and administrators in identifying learning growth, achievement gaps, learning regression, and planning for targeted instruction.		**Formative**		**Summative**
		Nov	**Feb**	**June**

Strategy's Expected Result/Impact: MAP Data
     Staff Responsible for Monitoring: Administrative team, teacher leadership team
 	
     ESF Levers:
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details		Reviews		
Strategy 3: Incorporate clear learning objectives, ELPS, repeated guided practice, frequent checks for understanding, and common formative assessments into lessons.		**Formative**		**Summative**
		Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Effective communication and common practices within the school to promote student learning.
     Staff Responsible for Monitoring: Administrators and Teachers
 	
     ESF Levers:
 Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 4 Details	Reviews		
Strategy 4: Focus on collaborative learning structures, cross-curricular learning, blended learning, and data-driven small group instruction in every classroom.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Effective cross curricular design and common practices within the school to promote student learning. **Staff Responsible for Monitoring:** Teachers and administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 5 Details	Reviews		
Strategy 5: Teachers will evaluate 2023 STAAR progress for each student. These students will be placed in learning standard analysis for data review and intervention planning.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Each student will earn a .5 or 1 STAAR progress measure score. **Staff Responsible for Monitoring:** Core teachers, instructional coaches, administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 6 Details	Reviews		
Strategy 6: Teachers will utilize standards-based resources that are student-specific and target areas of needed growth for individual students. (Imagine MyPath, Imagine Math, Apex, quick checks, CFA's)	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students meet targeted growth measures on MAP and each student will earn a .5 or 1 STAAR progress measure score. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 7 Details	Reviews		
Strategy 7: Teachers will utilize MISD quick check data in reading and math to make informed decisions regarding student intervention.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students meet targeted growth measures on MAP and each student will earn a .5 or 1 STAAR progress measure score. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 8 Details	Reviews		
Strategy 8: Each content team will develop an action place with specific team goals to improve student learning and foster individual growth.	Formative		Summative
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will track data to understand student learning needs. **Staff Responsible for Monitoring:** Team Leaders, Instructional Coaches, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 9 Details	Reviews		
Strategy 9: Students will participate in academic support during the school-wide advisory team each week. This will be targeted to meet the specific needs of individual students.	Formative		Summative
	Nov	Feb	June
Strategy's Expected Result/Impact: Students meet targeted growth measures on MAP and each student will earn a 1 or 2 STAAR progress measure score. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Goal 2: Cockrill Middle School will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: We will reduce the achievement gap for economically disadvantaged, EB, and special education students.

    Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews		
Strategy 1: Place students in classes appropriate for their academic and social needs while maintaining the least restrictive instructional setting for students.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Alignment of instructional materials, personnel resources, and curriculum to meet unique needs of all learners. **Staff Responsible for Monitoring:** Teachers and administrators **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 2 Details	Reviews		
Strategy 2: We will conduct data meetings every 6-9 weeks for each content team. Core content EB teachers will meet in data meetings to discuss EB performance and instructional strategies. GT teachers will meet quarterly to discuss curriculum and students' needs.	**Formative**		**Summative**
Strategy's Expected Result/Impact: We will know how every student is performing and be able to plan according to their needs. **Staff Responsible for Monitoring:** Teachers and administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	**Nov**	**Feb**	**June**

Strategy 3 Details	Reviews		
Strategy 3: Utilize MTSS processes and employ intervention strategies to identify and support struggling students.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Data will support that intervention strategies are appropriately designed and implemented. **Staff Responsible for Monitoring:** Teachers and administrators **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 4 Details	Reviews		
Strategy 4: Each grading period the counselors and assistant principals meet to discuss students who are on the failure list.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved support (professional development) for teachers who are teaching ELL students based on data driven decision making. **Staff Responsible for Monitoring:** Administrators, counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov**	**Feb**	**June**

Strategy 5 Details	Reviews		
Strategy 5: Teachers will use data to inform their small group instruction in their lesson plans for their classes, as well as the after school mandatory tutoring. Teachers have a set group of students they are working with based on heat maps from previous year STAAR results, and campus data from QCAs.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student growth for all students as they receive relevant intervention and enrichment. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 6 Details	Reviews		
Strategy 6: We will retain and organize and grow our AVID site team in how members participate and submit documentation for hours and CCI data.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Campus-wide ownership of AVID documentation as well as evidence of learning and understanding of AVID strategies and philosophy. **Staff Responsible for Monitoring:** Administrators, AVID coordinator, team leaders **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing			

Strategy 7 Details	Reviews		
Strategy 7: We will utilize campus-wide AVID strategies to support all learners.	**Formative**		**Summative**
Students will use Costa's questions in their collaborative structures and focused notes a minimum of once per quarter. Students and families will be introduced to the financial aid and college planning processes through daily advisory and parent communication. Each week, during advisory time, students will check grades, set, goals, and implement various AVID structures throughout the entire year to support the CCI. Our school will work towards meetings the standards of an AVID demonstration school, which will require high academic standards and performance for our students as well as evidence of minimizing the achievement gaps among student groups. WICOR and AVID structures of inquiry, such as socratic seminars and philosophical chairs, in 90-100% of content areas will occur at least once in the school year. **Strategy's Expected Result/Impact:** Students will develop strategies to support their study skills. **Staff Responsible for Monitoring:** Leadership Team **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	**Nov**	**Feb**	**June**

Strategy 8 Details	Reviews		
Strategy 8: At least 50% of AVID elective students will have the intent to take pre-collegiate exams by the end of 9th grade.	**Formative**		**Summative**
Strategy's Expected Result/Impact: All students will participate in vertically aligned lessons in the advisory period, where the exams are introduced, explained, modeled, and practiced. **Staff Responsible for Monitoring:** AVID teacher, core content teachers, administrators **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 9 Details	Reviews		
Strategy 9: We will prioritize students' needs and use CREED time to provide appropriate academic support as appropriate. (HB 1416)	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will receive mandated intervention during the school day to increase participation and effectiveness. **Staff Responsible for Monitoring:** Teachers selected for intervention courses and administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Cockrill Middle School will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: We will engage in relevant professional development that aligns with our campus and district goals.

    Evaluation Data Sources: Eduphoria Records

Strategy 1 Details	Reviews		

Strategy 1: Teachers will receive training in the following areas:
High Reliability Schools: MISD Model of Instruction (MOI)
Marzano's 6 Step Process for building Academic Vocabulary
Whole Child Development: (AVID structures, financial literacy, study habits, character development, social skills instruction, classroom management)
Collaborative Learning Structures: (AVID, Kagan, Lead4ward)
Cross-Curricular Design: (short answer response, effective quick writes, and writing for meaning) The 4 core secondary content coordinators with MISD will also provide PD to core teachers.
Blended Learning: (Rigor, tech integration for creating meaning, tech tools, Canvas)
Small Group Instruction (data-informed intervention and strategies, common formative assessments)
Academic Vocabulary/EL Support (Seidlitz, EB data meetings, EB teacher cohorts)
Jon Gordon Positive Leadership
Building Thinking Classrooms
Aware Data Tracking Tools
 	
    Strategy's Expected Result/Impact: Real-time, relevant PD that meets the individual needs of teachers. Training will focus on maintaining our campus instructional focus areas which align to the MISD model of instruction.
    Staff Responsible for Monitoring: Campus Leadership Team
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Formative		**Summative**

	Nov	**Feb**	**June**

Strategy 2 Details	Reviews		
Strategy 2: Teacher-led PD and collaboration will foster professional growth among all staff members. Strategies such as learning walks, teacher-initiated PD, lunch and learn sessions, etc will occur throughout the year. Systems will be in place to facilitate learning, which will include: Design Days for data meetings, learning walks, and extended planning Leadership Meetings-organization of systems, prioritize campus activities, focus on goals, leadership skills development Grade Level Meetings- cross-curricular, advisory curriculum, data analysis Department Meetings-Content PD, content specific data analysis Faculty meetings- PD for campus and district goals and showcase best practices occurring across the campus.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Real-time, relevant PD that meets the individual needs of teachers and helps all teachers and staff members develop professionally. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
Strategy 3: The CMS leadership team, which includes representatives from each team/department on campus, will complete a book study. "Positive Leadership."	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers gain knowledge with proven strategies that make great leaders great and achieve superior results. **Staff Responsible for Monitoring:** Principal and instructional coaches **ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	Reviews		
Strategy 4: We will host guest speakers. Content Coordinators: Standards revisions, curriculum writing, and assessments R-10 Representatives: Aware data tracking Ryan Smith: Focus on middle school years and brain development	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers gain knowledge and skills necessary to meet the needs of every student. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 3: CMS will continue to recruit, recognize, develop, and retain high quality and effective staff.

Performance Objective 1: CMS will recognize all the great work of our staff members.

Evaluation Data Sources: Campus staff recognitions/celebrations-Hats Off Award weekly
Targeted professional learning opportunities for personal professional growth
Job embedded professional growth through instructional rounds and coaching-Design Days provided and walkthroughs
Team building activities to encourage staff to form relationships beyond their PLC-Combined lunches for staff to eat together.

Goal 4: CMS will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.

Performance Objective 1: Align our work with MISD efforts to promote diversity and equity.

    Evaluation Data Sources: Student involvement measures and student feedback

Strategy 1 Details	Reviews		
Strategy 1: Allow for diverse opportunities for students to participate in clubs and organizations.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students have diverse opportunities to be involved in school clubs.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
Strategy 2: Allow students and established student groups to work with teachers in planning cultural recognitions and celebrations on campus. (Ex: Hispanic Heritage Month, Diversity Month, African American Heritage Month, etc)	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students learn historical perspectives of diverse cultures and have a voice in designing the learning opportunities. **Staff Responsible for Monitoring:** Administrators and staff sponsors			

Strategy 3 Details	Reviews		
Strategy 3: Utilize our student advisory panel to explore student perceptions of the CMS student experience and hear ideas for fostering continuous improvement.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Administrators and counselors will receive feedback about student perceptions and ideas to promote possible future initiatives. **Staff Responsible for Monitoring:** Administrators and Counselors **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Reviews		
Strategy 4: Parents and students will be invited to participate in an annual bullying survey.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Awareness of student and community needs in order to plan appropriate intervention and preventative strategies. **Staff Responsible for Monitoring:** Administrators and Counselor **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: CMS will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.

Performance Objective 2: We will promote social and emotional development and character education.

    Evaluation Data Sources: Student and parent surveys
Teacher Feedback
Office Referral Data
Counselor Referral Data
MHCRT Referral Data

Strategy 1 Details	Reviews		
Strategy 1: We will offer an advisory course daily that focuses on developing social skills and character education.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Student Surveys Teacher Feedback Parent Feedback **Staff Responsible for Monitoring:** CREED curriculum team, administrators, counselors **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: We will collaborate with school counselors to provide a QR code for student counseling requests and crisis counseling, partner with Children's Hospital to provide virtual counseling, conduct threat assessment meetings, and give students and parents access to TIP411.	**Formative**		**Summative**
	Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: We utilize teacher leadership to write our character development and SEL lessons based on research as well as students' needs and interests. Counselors support the teams with resources and guidance.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Teacher buy-in to lessons. Lessons align with student needs in real-time. **Staff Responsible for Monitoring:** CREED writing team, administrators, counselors **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: CMS will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.

Performance Objective 3: We will support student development with an emphasis on character development, social skills, safety, and kindness. By the end of the school year, we will have evidence to support that we focused on maintaining positive school culture, sense of belonging, and responsibility. We will foster a positive culture among students and staff that includes recognition and support structures throughout the year.

    Evaluation Data Sources: Parent, teacher, and student survey feedback as well as on-going feedback from families.

Goal 5: CMS will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 1: CMS will maintain a routine process of communication with staff.

Evaluation Data Sources: Weekly newsletter-Cowboy Connection
Remind to staff
Faculty meetings and leadership meetings to share pertinent information

Goal 5: CMS will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 2: CMS will maintain a routine process of communication with parents and the community

Evaluation Data Sources: Weekly newsletter-Parent Courier
Social Media celebrations

Goal 5: CMS will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 3: CMS will maintain a routine process of communication with students.

Evaluation Data Sources: Bi-Weekly Announcements
Transformational Tuesday by Principal
Grade level Remind from APs.
Grade Level communication through video reminders.

Goal 6: CMS continue to be fiscally responsible and efficient with campus resources.

Performance Objective 1: CMS will work professionally in collaboration with district vendors to ensure appropriate use of funds.

   Evaluation Data Sources: Documentation of campus budget & purchases processes

Goal 6: CMS continue to be fiscally responsible and efficient with campus resources.

Performance Objective 2: CMS will allocate the appropriate money to support the needs of the teachers.

    Evaluation Data Sources: Conferences, book studies for staff, etc.