

**McKinney Independent School District**  
**Cockrill Middle School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

*CMS empowers lives through Challenges, Motivation, and Support.*

## Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

## Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Campus Profile

Cockrill Middle School opened in 2008, with around 900 students. This year, we are opening with approximately 1345 students. We have 65% White, 18% African American, 21% Hispanic, 25% Economically Disadvantaged, 4% LEP, and 9.3% Special Education. Our goals at Cockrill are to make sure students are safe, they are happy, and they learn while they are here. We want our Cowboys to have incredible learning experiences every single day, while exploring their strengths and talents and building their character.

### Key Findings

In regard to last year's STAAR, we earned five out of the seven Designated Distinctions. We earned Academic Achievement in both Mathematics and Science, Top 25 Percent in Student Progress, Top 25 Percent in Closing the Performance Gap, and Post Secondary Readiness. We missed Academic Achievement in Reading and Social Studies because the required attendance was 96.9% and we had 96.6%. We were in the Top 25 Percent in the following: Seventh grade Writing Performance Level III, 8<sup>th</sup> Grade Science Performance Level III, Algebra Performance, Algebra Participation, and Greater than Expected Student Growth in Mathematics.

In regard to our 40 comparable schools, we ranked 7<sup>th</sup> in Student Achievement, 5<sup>th</sup> in Student Progress, 4<sup>th</sup> in Closing the Performance Gap, 8<sup>th</sup> in Post Secondary Readiness, and 4<sup>th</sup> in the number of Distinctions Earned.

### Areas for Instructional Improvement

We need to provide an outstanding education for all students, while increasing the academic performance of our special education and LEP/ESL students.

## **Actions to Improve Student Performance**

In order to provide the best education possible for all students, the CMS staff will work with their PLC's to create a common curriculum in each course that focuses on the essential standards, includes engaging lessons, and emphasizes authentic literacy. We will continue our work in the design qualities and processes as well.

To specifically address narrowing the achievement gap, we have strategically placed our struggling students in our best teachers' classrooms. We have also provided them extra classes appropriate for their academic and social needs (Read 180, target math, target science, ESL, Special Education reading electives, etc.). We will monitor their data and use the RtI process and intervention strategies. Our struggling LEP and special education students will keep portfolios, and we will meet monthly with students and their parents to discuss their academic achievement. We will continue to provide our staff with meaningful, relevant professional development so that we are better able to reach all students. Administrators will monitor student data and visit classrooms often to ensure we are holding true to our commitment as a staff.

# Demographics

## Demographics Summary

CMS currently serves approximately 1300 students each day. Enrollment by ethnicity is: Asian–8%, Black/African American–16%, White–70%, and 20% of our students are Hispanic. CMS has 2% Limited English Proficient students, 9% receive Special Education services, 10% participate in the Gifted and Talented program, 24% are considered to be At-Risk, and 21% qualify as Economically Disadvantaged based on free/reduced lunch status.

## 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. CMS will continue to facilitate professional development in order to meet the needs of all students, including special education students, economically disadvantaged students, and English Language Learners (ELL).

# Student Achievement

## Student Achievement Summary

For the 2017 STAAR, CMS met standards in all areas. We are pleased with our distinctions in Science, Comparative Academic Growth, and COmparative Closing the Gaps.

## Student Achievement Strengths

Our overall scaled score is 94 and we performed in the top 25% of our comparative group in academic growth. 100% of our student groups met achievement targets designated by the state to demonstrate closing the achievement gap.

# 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 our Cowboy CREED with the implementation of Club CREED, C-Courage, R-Respect, E-Empathy, E-Excellence, and D-Determination. We give Cowboy tickets to students who exhibit the CREED and have weekly drawings for various gift cards. We also recognize our Cowboys each nine weeks at our CREED Awards. Our teachers truly care about our students and build relationships with them. We are a very healthy organization. We have included parents more intentionally through "Breakfast Bash" events and quarterly parent coffee events.

## School Culture and Climate Strengths

We have multiple student-initiated clubs for kids to participate in. We have a daily announcements broadcast for all students. We are also adding an advisory time for all students daily where we will focus on character development, digital citizenship, social skills, and organizational skills.

# **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 do not have a high turn-over rate at CMS, and only hired seven new teachers this year. 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 send more teachers to out of town/state professional development than any other campus because we respect our staff and trust them to bring back their learning to their teams. 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.



# 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. 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 by being mentors and/or tutors and being a part of PTO and booster clubs. We have created accounts so our families can follow us on Twitter and Facebook, and the majority of our teachers send weekly emails to parents. All parents receive a weekly school newsletter. We also use ParentLink to make phone calls home to parents. We have host Principal coffee events for parents as well as breakfast bash mornings for students and 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, 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 drama, band, choir, and orchestra that we have had to add two portables. We also address various social, character, citizenship, and safety lessons through Club CREED.

# Technology

## Technology Summary

We have Smartboards in all rooms, as well as document cameras and projectors. We have desktop computers in every room, Macbooks for teachers, ipads for use in classrooms, and Macbook carts. We feel very fortunate to have the technology available for our students and teachers.

## Technology Strengths

Our teachers try to use technology as much as possible. Our curriculum has been enhanced annually to include more and relevant ways to incorporate technology.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

















**Goal 1: Cockrill Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.**

**Performance Objective 1:** We will intentionally develop the "whole child" 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 placed intentional emphasis on maintaining positive school culture, sense of belonging and responsibility. We will foster positive culture among students and staff that includes recognitions and support structures throughout the year.

**Evaluation Data Source(s) 1:** Parent, teacher, and student survey feedback as well as on-going feedback from families.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) We will intentionally build a sense of community and foster relationships with students with individual conversations, small group activities, and involvement in groups/clubs throughout the building.</p>		Teachers and administrators	We want 100% of our students to be involved in a school related activity at some point in the school year.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) We will communicate the great things happening at Cockrill with our parents and community via our website, Facebook, Parent Link, Twitter, Open House, etc.</p>		Teachers and administrators	We want parent to have pride in our school and help share our great story. Survey parents and students to determine if the positive message is reaching out into the school community.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Daily broadcast, led by students, will support the campus goals and enhance school culture.</p>		Administrators and teacher sponsor	Students will feel ownership in leading initiatives designed to support our campus goals.				

<p><b>Critical Success Factors</b> CSF 6</p> <p>4) The administrators will lead a principal advisory team. It will include selected students who apply to participate. They will be involved in various leadership instruction, student feedback panels, and team building activities on a monthly basis.</p>		Administrators	Student participation and leadership. Feedback from this group has lead to significant campus initiatives and we plan to continue using student feedback.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) We will have pep rally's twice during the year, a Veteran's Day parade, and school spirit days to build school spirit</p>		Administrators, Coaches	Promote school pride and sense of community.				
<p>6) CMS will design and implement a weekly Club CREED course to learn and develop skills.</p>		Administrators Club CREED curriculum team	Decrease number of students with multiple office referrals Common language for students				
<p>7) Develop a Club CREED curriculum team to write and teach the curriculum. Teachers on team will have quarterly design days to write curriculum.</p>		Administrators Club CREED curriculum team	Full year of curriculum that is consistently implemented across campus.				
<p>8) A staff PD team will be responsible for presenting PD to support teachers in alternative strategies for student management, building relationships, and managing the classroom.</p>		Administrators PD Team	Teachers will receive on-going learning and support to manage all students.				
<p>9) Student intervention meetings every 4-8 weeks (depending on needs) to discuss at-risk students who need alternative behavioral support structures to be successful in the school setting.</p>		Administrators RtI Coordinators General teachers serving at-risk students.	Our data will indicate fewer students with more than 3 office referrals.				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							












**Goal 1:** Cockrill Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 2:** Parents will have multiple opportunities to be involved in our school.

**Evaluation Data Source(s) 2:** Calendar items with parent invitations and participation records

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Parents will receive communication through a variety of tools (School Messenger emails, call-outs, REMIND App, weekly e-newsletters, Facebook, Twitter)</p>		Administrators and Teachers	Parental involvement and effective communication				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Parents will be invited to attend extracurricular activities through fine arts, athletics, and clubs throughout the year.</p>		Administrators and Teachers	Parental participation in extracurricular events				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Parents will be invited to breakfast club 2 times during the year.</p>		Administrators	Parent engagement in the school				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) We have an involved and active PTO, and we will encourage parents to join and be active with the board.</p>		PTO Board and Principal	Membership numbers increase				
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Parents will be invited to several student recognition programs such as CREED reception, honor roll ceremony, and NJHS Ceremony.</p>		Administrators	Parents will be included in celebrating our students and their success				

<p><b>Critical Success Factors</b> CSF 5</p> <p>6) Parents will participate in perception survey to provide feedback and suggestions</p>		Administrators	Parent Participation and feedback				
<p><b>Critical Success Factors</b> CSF 5</p> <p>7) Parents will be invited to Open House in March</p>		Administrators and Teachers	Parent engagement within the school				
<p><b>Critical Success Factors</b> CSF 5</p> <p>8) Parents will be invited to Principal's coffee events 3 times during the year.</p>		Administrators	Parent Participation in school				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							











# 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 level 3 and Final Recommendation standards on STAAR assessments in each grade level.

**Evaluation Data Source(s) 1:** STAAR Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Evaluate and continually improve instruction. Teachers will meet with PLC's at a minimum of 45 minutes twice a week, looking at weekly, quarterly and yearly plans. Tuesday will be a designated PLC day across the campus. They will work within departments as well as in cross-curricular groups to ensure core skills are taught deeply.</p>		Teachers and administrators	Rigorous lesson plans and effective PLC processes in place to support professional practice.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Incorporate clear learning objectives, ELPS, repeated guided practice, frequent checks for understanding, and common formative assessments into lessons.</p>		Administrators and Teachers	Effective communication and common practices within the school to promote student learning.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Focus on reading, writing, and discussion in every course with on-going PD and emphasis in design.</p>		Teachers and administrators	Effective cross curricular design and common practices within the school to promote student learning.				

<p><b>Critical Success Factors</b> CSF 2</p> <p>4) Promote shared accountability for student success. Administrators and Intervention Specialists will attend planning sessions and data meetings, review lesson plans, conduct walkthroughs, and give regular reminders of goals via faculty meetings, articles, and the Cowboy Courier.</p>		Teachers and administrators	Evidenced by annual growth for 100% of our students.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Designate design time, in addition to regular PLC meetings, at least twice annually for teams to plan a unit using Schlechty's Design Qualities to guide the work. Substitute teachers are provided to allow teachers this flexible time.</p>		Administrators and Team Leaders	Lesson plans are relevant and appropriate to meet the needs of diverse learners.				
<p>6) Teachers will participate in learning walks 2 times during the year to observe and learn from one another.</p>		Administrative team and Department Chairs	On-going professional Growth				
<p>7) Every team will establish a PLC goal based on a standard rubric. This goal will also be tied to an on-going learning standard. The goal will be reviewed quarterly.</p>		Administrative Team and Team Leaders	Improved practices in PLC and focused attention to a specific learning target.				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							











**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, ELL, and special education students.

**Evaluation Data Source(s) 2:** STAAR Data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>1) Place students in classes appropriate for their academic and social needs. (Target, ESL, Inclusion)</p>		Teachers and administrators	Alignment of instructional materials and curriculum to meet unique needs of all learners.				
<p><b>Critical Success Factors</b> CSF 2</p> <p>2) We will conduct data meetings every 6-9 weeks for each content team. Core content ESL teachers will meet in data meetings to discuss ELL performance and instructional strategies. GT teachers will meet quarterly to discuss curriculum and students' needs.</p>		Teachers and administrators	We will know how every student is performing and be able to plan according to their needs.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Use our RtI processes and employ intervention strategies to identify and support struggling students.</p>		Teachers and administrators	Data will support that intervention strategies are appropriately designed and implemented.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) We will utilize strategies to provide instruction for special education students in the least restrictive environment appropriate.</p>		Administrators, SpEd Department	Increase numbers of students who are able to access general education settings as appropriate and data will support student growth across all settings.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) We will develop plans that integrate writing across content areas.</p>		Administrators and department chairs	Evidence of writing across the curriculum in walkthroughs, planning sessions and formal evaluations.				


<p><b>Critical Success Factors</b> CSF 2</p> <p>6) Each grading period the counselors and assistant principals meet to discuss students who are on the failure list.</p>		Administrators, counselors	Improved support (professional development) for teachers who are teaching ELL students based on data driven decision making.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Put systems in place to qualify as an AVID demonstration school.</p>		Administrative Team and AVID Site Team	Recognition as a demonstration school.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) 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.</p>		Administrators	Increased student growth for all students as they receive relevant intervention and enrichment.				
<p>9) Our school will apply to become 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.</p>	2.6, 3.1	Administrators and AVID teacher	Academic supports for high potential students who benefit from college awareness, explicit instruction for organization and study strategies.				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**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 goals.

**Evaluation Data Source(s) 3:** Eduphoria Records

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>1) We will study multiple texts in PLC's this year including: Teach Like A Pirate Mindsets in the Classroom Discipline with Dignity Help for Billy Behavior: The Forgotten Curriculum.</p> <p>Teachers volunteered to study books and present PD to the staff. These texts in addition to professional articles will be imbedded in teacher led professional development throughout the year. Excerpts and articles will also be used on on-going staff communication.</p>		Campus Leadership Team	Completion of reading and evidence of PD structures put into place.	✓	✓	✓	
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) 8 teachers will participate in Kagan training to address engagement strategies specific to small group instruction. The 6th grade math team will also participate in Tabor rotations training.</p>		Administrative team and team leaders	Increased use of small group strategies and increased engagement	✓	✓	✓	
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Team and grade level meetings will be utilized to discuss best practices and strategies for cross curricular support for the hardest to teach and hardest to learn standards. PD will be offered to support reading and writing strategies across all content areas.</p>		Campus Leadership Team	Notes from grade level planning meetings and plans documenting how standards will be addressed across the curriculum				

<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Teachers will receive information and relevant training throughout the year about the HRS framework and we will have a team supporting our campus through the HRS level 2 certification process.</p>		<p>CMS Leadership Team</p>	<p>HRS Level 2 Certification</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 7</p> <p>5) Teachers will utilize Canvas to implement technology in instruction as well as communicate with parents. Teachers will also utilize a badging system to celebrate their learning.</p>		<p>CMS Leadership Team</p>	<p>Students will utilize technology for instructional purposes and parents will have opportunities to engage through Canvas for all courses.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Teachers will have opportunities for job imbedded professional development during learning rounds twice each year and on-going personalized learning through the use of a "Pineapple Chart". Teachers post great things they are doing and other teachers can observe at their convenience.</p>		<p>Campus Leadership Team</p>	<p>On-going professional development and personalized growth that positively impacts learning.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>7) Teachers will participate in positive behavior supports training to address the specific needs of some 504 and special education inclusion students to ensure success in the general education setting as well as promote a positive climate for all students.</p>		<p>Administrators Special Education support staff</p>	<p>Fewer special needs students with multiple office referrals and more opportunities to participate in the general education setting.</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							