

# Grapevine-Colleyville ISD

## Colleyville Middle

### Goals/Performance Objectives/Strategies

2020-2021



# Mission Statement

Recognizing that the middle school is a transitional time, we will provide maximum opportunities within a positive, safe environment to promote the academic, emotional, creative, and social development of all students while cultivating confidence for success in future endeavors.

## **GCISD Middle Schools 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.

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# Goals

**Goal 1:** Actively identify and remove barriers that limit access to and opportunity for learning.

CMS will actively identify and remove barriers to support equitable learning opportunities for all students. CMS will actively promote and support equitable student learning opportunities for all students.

**Performance Objective 1:** Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

**Evaluation Data Sources:** Achieve 90% participation for overall student body in at least one PAP/Accelerated course.

<b>Strategy 1:</b> Administration, teachers, and counselors will continue to endorse and promote PAP and accelerated courses (including incoming 6th grade night) to existing and prospective students.	
<p><b>Strategy's Expected Result/Impact:</b> Continue the plan to achieve consistency in GT/AP course instructional quality, alignment of curriculum to College Board standards, and data usage. CMS will include a systemic professional learning plan for GT and advanced academics teachers. Teachers will also review and possible recalibrate practices/processes for GT identification across CMS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, and Counselors.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>June</b>
<p>  No Progress              Accomplished              Continue/Modify              Discontinue           </p>	

**Performance Objective 2:** Continue to strengthen Dyslexia programming in GCISD and CMS to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5 ].

**Evaluation Data Sources:** Staff evaluation and data sources will be reviewed through Eduphoria, FLEX and other PLC/PD documentation.

<b>Strategy 1:</b> 100% of teachers at CMS will complete Dyslexia training to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].	
<b>Strategy's Expected Result/Impact:</b> Staff will do Dyslexia training through FLEX. Staff will gain an understanding and awareness of the screening and assessment process.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Administration, Campus Liaison, 504 Coordinator	
<b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	
<b>Summative</b> <b>June</b>	
<b>Strategy 2:</b> We will provide continued professional learning in strategies for teachers in delivering appropriate accommodations based on 504 plans.	
<b>Strategy's Expected Result/Impact:</b> Teachers will continue to document and refine their documentation showing their support for dyslexic students. Teachers will collaborate with 504 para and make sure that students are receiving all accommodations. Continued support over strategies to support the needs of students will be given through PLCs, 1:1 coaching support, and, as needed, in other campus meetings.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Administration and Learning Liaison	
<b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	
<b>Summative</b> <b>June</b>	

**Strategy 3:** We will provide a designated location on campus and overseeing staff member to monitor and support all dyslexic students progress and accommodation needs.

<p><b>Strategy's Expected Result/Impact:</b> Dyslexic students will have a classroom that they can use to support their accommodations such as receiving oral administration and small group administration. Teachers will coordinate with support teacher using the Testing Oral Accommodation Calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, General Staff, 504 support staff member</p> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b></p> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** We will provide time during designated class periods allowing the Literacy Intervention teacher to provide additional support with approved dyslexia programs.

<p><b>Strategy's Expected Result/Impact:</b> Provide additional support to target students. Attendance records and Reading Specialist's records.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Specialist.</p> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b></p> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3:** Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

**Evaluation Data Sources:** PLC documentation including agendas/minutes and evidence of learning platforms observed in walkthrough data. T-TESS evaluations, walkthroughs, and TalentEd data.

<b>Strategy 1:</b> 100% of instructional staff will engage in Professional Learning Communities.		
<b>Strategy's Expected Result/Impact:</b> PLC documentation including agendas/minutes and evidence of learning platforms observed in walkthrough data.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration and Learning Liaison.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Staff will participate in professional learning throughout the school year to align with the T-TESS and learning platform rubric. Teachers in core academic courses will have opportunities to PLC and PLT with instructional coaches and teams throughout the district.		
<b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to impact student academic success.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Classroom teachers, learning liaison and administration.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 3:** All teachers will continue to refine their skills through professional development on best practices for Blended Learning, Learning Management System (Canvas), and Instructional Technology.

<p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to implement best practices for Blended Learning while utilizing Canvas and other instructional technology based on the professional development received via PLCs, professional learning days, and other learning opportunities throughout the school year.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Admin, Learning Liaison, Librarian, DLLs, Teachers, District Instructional Technology Team</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**Performance Objective 4:** Advanced Via Individualized Determination (AVID) program will continue to provide campus culture by creating a college and career ready environment through added visuals. AVID will support teachers and all students with year three of three implementation of school wide organization through use of planners and binders.

**Evaluation Data Sources:** All students will receive training and guidelines for binder and planner use. In addition, CMS Planners will be provided for each student. Since COVID-19 creates barriers of being able to provide remote learners planners, at home planners will be an option as well.

**Strategy 1:** AVID staff and students will support the overall staff and students of CMS with binder organization during the school year through classes and the advisory period.

**Strategy's Expected Result/Impact:** Staff and students will adopt and maintain an AVID supported organized binder during the school year and it will be checked school-wide when possible within the in-person/remote guidelines.

**Staff Responsible for Monitoring:** AVID teacher, learning liaison, and staff.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 5:** Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

**Evaluation Data Sources:** RTI documentation and RTI committee meetings notes.

**Strategy 1:** Use a systematic approach to evaluate and track students through the Tier 1-3 process, while utilizing the campus advisory time to implement effective RTI for students.

**Strategy's Expected Result/Impact:** Students will be monitored and assisted through the Tier system to continue to evaluate and monitor student progress moving them towards the desired levels of learning per each student's individual need.

**Staff Responsible for Monitoring:** Administration, learning Liaison, RTI committees, and teachers.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 2:** Design learning environments that support social and emotional well-being.

**Performance Objective 1:** Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6 ].

**Evaluation Data Sources:** Evaluation and data sources for staff requirements will be reviewed via meeting calendars, meeting and PLC agendas.

<b>Strategy 1:</b> Continue to monitor and refine daily practices to help ensure the safety and well-being of all stakeholders at CMS. Emergency plans will be evaluated, practiced, and adapted throughout the school year. District COVID-19 guidelines will be monitored, observed, and followed.		
<b>Strategy's Expected Result/Impact:</b> Staff and students will stay safe and well, allowing stakeholders to be educated in a safe environment.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>June</b>	
<b>Staff Responsible for Monitoring:</b> All staff and students.		
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None		<b>Funding Sources:</b> None
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 2:** Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement ].

**Evaluation Data Sources:** Evaluation and data sources for all requirements will be reviewed via meeting calendars, meeting and counselor agendas.

<b>Strategy 1:</b> All students will be taught suicide prevention strategies using the Signs of Suicide Curriculum as approved by the School Health and Advisory Council (SHAC).	
<b>Strategy's Expected Result/Impact:</b> Students will learn to recognize and report suicidal ideations and behaviors in themselves and or their peers and will seek help from a trusted adult.	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Counselors	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> All students will be educated on David's Law and taught anti-bullying curriculum (including the differences in bullying & conflict).	
<b>Strategy's Expected Result/Impact:</b> Students will understand the possible consequences of bullying and the difference between bullying and conflict.	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Counselors	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	





**Strategy 3:** All staff and students will use restorative practices to build positive relationships and also assist students with conflict resolution.

<p><b>Strategy's Expected Result/Impact:</b> Students will develop better relationships with teachers and peers which will positively impact the classroom environment, the number of behavioral referrals, and students' attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Learning Liaison, &amp; Administration.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3:** Maintain a comprehensive plan to address security needs at all district facilities.

**Evaluation Data Sources:** An emergency management plan will be kept and updated with fidelity to ensure the utmost preparation for safety for all visitors, staff, and students on campus.

<b>Strategy 1:</b> Establish a emergency management team that will develop our emergency operations plan and conduct regular safety drills.		
<b>Strategy's Expected Result/Impact:</b> Create a safe environment.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Emergency Management Committee, Administration, CMS staff and students.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 4:** Utilizing the campus student data wall to monitor students' wellness and check ins.

**Evaluation Data Sources:** Any campus staff member will use the student data wall to help track and monitor that all students have an adult on campus checking in with them at various points throughout the school year that is above and beyond the typical scope of the academic school day.

**Strategy 1:** During PLC's and other designated times, staff members will check in on the data chart for students that have, and have not been indicated of staff-student check-ins.

**Strategy's Expected Result/Impact:** Students will have a staff member intentionally connecting with all students to be able to assist and provide various forms of mentoring throughout the school year.

**Staff Responsible for Monitoring:** All staff via the CMS data board at least once a nine-weeks

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

CMS will create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments. CMS employees will be equipped to solicit meaningful student input that increases student engagement in relevant learning experiences.

**Performance Objective 1:** Continue to implement "student voice" as a mechanism for feedback to improve campus and classroom practices.

**Evaluation Data Sources:** Different methods of communication such as surveys, exit tickets, class discussions/activities, student voice wall, and student panels etc. will be used as evaluation data.

**Strategy 1:** 100% of instructional staff members, including administration, will receive feedback from students using different methods of communication.

<p><b>Strategy's Expected Result/Impact:</b> Various staff members will elicit feedback from students using different methods of communication such as surveys, exit tickets, and class discussions/activities, student voice wall, and student panels throughout the school year.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Administration, Learning Liaison, and teachers</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>		<b>Problem Statements:</b> None	<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
	<b>Mar</b>	<b>Summative</b>	
	<b>June</b>		


**Strategy 2:** Teachers will receive ongoing professional development and learning opportunities throughout the year on how to incorporate student voice.

<p><b>Strategy's Expected Result/Impact:</b> Different teachers that are effectively using student voice will be spotlighted to present strategies to faculty. Students will be asked to give feedback about whether they believe their voice makes a difference to school-wide and classroom systems and processes.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Administration, Learning Liaison, and DLLs</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>		<b>Problem Statements:</b> None	<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
	<b>Mar</b>	<b>Summative</b>	
	<b>June</b>		



 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Performance Objective 2:** Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

**Evaluation Data Sources:** Metrics for extracurricular benchmarking as found in the GCISD Quality Cup

97% participation in high quality extra-curricular activities in grades 7-12 (excluding iUniversity Prep, Collegiate Academy and Bridges)

<b>Strategy 1:</b> Continue to promote participation and development in activities that are promoted under the developed district quality cup.	
<b>Strategy's Expected Result/Impact:</b> 97% of student participation in high quality extracurricular activities in grades 7 and 8.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, counseling department, UIL related staff.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice.

**Evaluation Data Sources:** Walkthroughs, TTESS, Virtual learning

**Strategy 1:** Staff will participate in professional learning and staff development throughout the school year to align with the T-TESS and learning platform rubric.

**Strategy's Expected Result/Impact:** T-TESS Evaluations, walk-throughs, TalentEd data.

**Staff Responsible for Monitoring:** Classroom teachers, learning liaison, Department Learning Leaders, Administration

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify







Discontinue

**Performance Objective 4:** Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement].

**Evaluation Data Sources:** Evaluation and data sources for requirements will be reviewed via meeting calendars, meeting and counselor agendas.

<b>Strategy 1:</b> Counselors will meet with every 8th grade student individually to complete high school 4-year plans.		
<b>Strategy's Expected Result/Impact:</b> All 8th grade students will create individual 4 year plans aligned with their college and career goals.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> CMS will bring in the TCC Mobile GO Center and or representatives for our 8th grade students, to discover college and career opportunities if the COVID-19 guidelines allow in the spring.		
<b>Strategy's Expected Result/Impact:</b> Students will learn about the educational requirements, possible income, and future job prospects of their career(s) of interest		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>





<b>Strategy 3:</b> Counselors will teach guidance lessons to prepare students for college and their future careers.		
<b>Strategy's Expected Result/Impact:</b> Students will learn about the college application process, scholarships, education required for different careers, the job outlook for different careers.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 4:</b> Counselors will meet with all 7th grade special education students individually to create 6-year plans.		
<b>Strategy's Expected Result/Impact:</b> All 7th grade Special Education students create individual 6-year plans aligned with their college and career goals.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselors. Special services staff.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 5:</b> Counselors will promote and encourage students to apply for the Bobby Bragan scholarship.		
<b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to apply for the Bobby Bragan scholarship and earn money toward their college education.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Goal 4:** Effectively communicate with targeted audiences.

CMS will effectively communicate with all employees, parents, and students.

**Performance Objective 1:** Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4 ].

**Evaluation Data Sources:** Evaluation and data sources for requirements will be reviewed via the campus website and website coordinator's tracking page.

<b>Strategy 1:</b> The campus website will be kept updated, and also a reviewed weekly for accuracy of information.		
<b>Strategy's Expected Result/Impact:</b> Provide timely and accurate information to all CMS stakeholders.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Campus Website Liaison		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Parent Communication will be sent out weekly via the Principals Colt Corner. The newsletter will also be archived on the CMS webpage weekly for reference located under the Parent Newsletter link on under the Principal's webpage . The Webpage will be updated weekly to ensure that all content is up to date.		
<b>Strategy's Expected Result/Impact:</b> Parents will be informed of the upcoming events and information weekly via the Principals - Smore Colt Corner. and campus web page as the main sources of communication.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant, Campus Webpage Coordinator.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 2:** Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement].

**Evaluation Data Sources:** Evaluation and data sources for requirements will be reviewed via meeting calendar and meeting agendas.

**Strategy 1:** Students, parents, teachers and counselors will be educated about higher education. The TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement].

**Strategy's Expected Result/Impact:** 4 year plans and transitions to high school.

**Staff Responsible for Monitoring:** Counselors, teachers, students, parents, administration.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 5:** Expand the use of Gallup StrengthsFinder at CMS for the purpose of improved student learning, teacher/student relationships, and individualized learning.

**Performance Objective 1:** Implement a plan to systematically incorporate Gallup's StrengthsFinder as a mechanism for individualized language that will assist staff to maximize their strengths, increase collaboration and teamwork, and support positive campus culture.

**Evaluation Data Sources:** Continue year four implementation with a goal of 100% of staff participation, and all students able, by the end of 2020-2021.

**Strategy 1:** All staff will complete the assessment by the end of the first grading period in the first semester. Codes will be provided to and used by new staff members. Staff will have their top five completed visible on their door signs to promote Strengths on campus.

**Strategy's Expected Result/Impact:** All staff will have their top five strengths, which will give them a language that will assist in maximizing their strengths, increasing collaboration and teamwork, and supporting positive campus culture.

**Staff Responsible for Monitoring:** Administration and Learning Liaison

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** All staff will have their Gallup's StrengthsFinder top five strengths visible at 50% or more meetings throughout the school year to discuss and remind staff of their Strengths language to promote Strengths.

**Strategy's Expected Result/Impact:** The discussion and promotion of strengths from the leadership and staff will promote a culture of positive awareness to impact the entire campus culture.

**Staff Responsible for Monitoring:** Administration and Learning Liaison

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



**Strategy 3:** All students will complete the assessment by the end of the school year if COVID-19 campus guidelines allows for the implementation. If possible, codes will be provided to and used by incoming 6th graders and new students. Students will receive their top five strengths report and will participate in various activities to support their understanding of their strengths and others strengths.

<p><b>Strategy's Expected Result/Impact:</b> All students will know their top five strengths, which will give them language that will assist in maximizing their strengths, increasing collaboration and teamwork with peers, and supporting positive campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Learning Liaison, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 6:** Ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.

**Performance Objective 1:** Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence. [Superintendent Goal 1]

**Evaluation Data Sources:** The school budget will be reviewed monthly to ensure proper allocations and budgeting for the school year is done with fidelity.

**Strategy 1:** The school budget will be reviewed monthly to ensure proper allocations and budgeting for the school year is done with fidelity.

**Strategy's Expected Result/Impact:** Monthly meetings to review the campus budget will ensure that the campus is thoughtfully managing the district resources to develop a budget that focuses on student academics and activities.

**Staff Responsible for Monitoring:** Principal and Administrative Assistant.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue