

**Leander Independent School District**  
**Cedar Park Middle School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

CPMS has 1,398 students consisting of 71% White, 18% Hispanic, 3% African American, 5% Asian, 0.2% Native American, 0.1% Pacific Islander, and 3% Multi-race. Our population consists of 10% special education, 12% Economically Disadvantaged and 3% LEP.

We are a neighborhood school where the majority of our students walk, bike ride, or use parent car as transportation to CPMS. We have 9 school buses that transport any student who does not walk or have a ride to/from home.

With 1,398 students our academic teams are very balanced with an average of 140 students per team. The academic team consists of four core teachers: social studies, math, science and language arts. We have 221 core classes/sections with 71% of those classes ranging between 20-29 students per class. Our elective classes range in size from 53% of the elective classes, which have 15-29 students per class to 30% of the elective classes are under 15 students per class.

At least 50% of our students at each grade level are enrolled in a advanced classes for math and language arts.

Our met standard scores for our sup-population are as follows:

- African American students had the following scores: Reading 74%, Writing 67%, Science 67% & Social Studies 73%
- Special Education students had the following scores: Reading 47%, Writing 33%, Science 22% & Social Studies 16%
- Economically disadvantaged students had the following scores: Reading 78%, Writing 62%, Science 66% & Social Studies 67%
- LEP students had the following scores: Reading 49%, Writing 29%, Science 56% & Social Studies 44%

We have gaps for special education students in reading of 47%. We also have a reading gap of 18% for our eco.dis students. Due to the gaps we have strategically placed additional personnel in classes as support to provide the greatest level of intervention for struggling students.

### Demographics Strengths

- There was a 3.6% increase in LEP students who met standard in reading scores

- Decreased the gap in Economically Disadvantaged to 9.8 % and the advanced gap went down to 7.4% in math based on raw scores.
- Our African American students had a 10% increase in social studies

### **Demographics Needs**

- 78% of Economically Disadvantaged students overall in (6th, 7th & 8th grade) met standard in Language arts
- African American students had the following scores: Reading 74%, Writing 67%, Science 67% & Social Studies 73%
- Special Education students had the following scores: Reading 47%, Writing 33%, Science 22% & Social Studies 16%
- Economically disadvantaged students had the following scores: Reading 78%, Writing 62%, Science 66% & Social Studies 67%
- LEP students had the following scores: Reading 49%, Writing 29%, Science 56% & Social Studies 44%

# Student Achievement

## Student Achievement Summary

Overall, Cedar Park Middle School's scores held strong considering the addition of many students who previously took the STAAR-M. Our science PLC will be working vertically to address the decrease in overall student achievement as well as the 14% gap with our Eco Dis students. Our language arts departments will continue to collaborate in their PLC's to provide more opportunities for rigor and challenge in reading in all grade levels, as well as writing in 7th grade. We will focus on intervention strategies with our additional reading intervention class in 8th grade. Social Studies had a decrease of 4% in students who met standard of all students, so teachers will continue to work through their professional learning communities to focus on gaps made this year in Sped and with our LEP students. Math teachers will continue to focus on addressing all of the new TEKS in order to meet the needs of all students and increase student achievement.

## Student Achievement Strengths

### Language Arts

- 6th grade reading 92.4% met standard
- 91% of students met progress increased in reading
- 3.6% increase in LEP students who met standard in reading

### Math

- Algebra progress measure was strong specifically with 50% exceeding yearly growth
- CPMS decreased the gap in Economically Disadvantaged to 9.8%, and the advanced gap down to 7.4% based on raw scored.

### Science

- The performance gap between female and male students was closed to 1%
- Scores were maintained at 87% despite the removal of the STAAR-M

### Social Studies

- No variance of scores between male & female students
- Higher than district at advanced level by 3%

- Our African American students had a 10% increase in meeting standard.
- Our Hispanic students had a 3% increase in met standard

## Student Achievement Needs

### Language Arts

- 91% female students met standard & 83% of male students met standard in writing. Need to pull all students to 90%
- Only 78 % of Economically Disadvantage students overall (in 6th, 7th & 8th grade) met standard
- Special Education students continue to struggle to meet standard in reading in all grade levels with an over all gap of 47%

### Math

- 10% achievement gap for African American students.
- 20% achievement gap for special education students.

### Science

- All sub populations were below 70%
- 21% of Special Education met standard
- Economically Disadvantaged gap went from 8% to 24%

### Social Studies

- Met standard scores for Special Education 16% , Eco Dis 67%, LEP 56%
- Economically Disadvantaged decreased met standard by 7%

## School Culture and Climate

### School Culture and Climate Summary

Students at Cedar Park Middle School feel safe and comfortable on campus. This is a very positive atmosphere, and based on the student survey, the vast majority of students feel they have an adult on campus who listen and care about them. We have taken measures to ensure that all students are trained to report any activity that is unsafe and our administrative & counseling team work together to provide opportunities for the students to make this campus a No Place for Hate campus. This year, CPMS will be adding additional cameras to ensure the safety of our students and faculty. We will continue to work on professional development opportunities through our FORUM committee to address the concerns in the teacher survey.

### School Culture and Climate Strengths

- 94% of students feel safe in the classroom
- 91% of students feel safe outside of the classroom
- 91% of students feel that they have an adult on campus who listens to them and cares about their well being
- 92% of teachers cooperate to get the job done
- 86% of teachers feel they are encouraged to learn from their mistakes
- The Anonymous Alerts program is in place and students are trained on how to use it
- Infraction rate per capita decreased to .3
- CPMS was again designated as a No Place for Hate campus

### School Culture and Climate Needs

- Participation in UIL extra-curricular activities decreased to 73%
- While students with 5 or more infractions decreased this year, it is still above the district goal of 1.6
- Attendance decreased to 96.6%
- 47% of teachers agreed that the amount of work they're asked to do is reasonable
- 66% of teachers agree that their supervisor recognizes outstanding work
- Trust between supervisors & employees is at 62%



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Our teachers will continue to focus on our PLC development to implement the 7 SLB's within each content area. For the 2014-2015 school year we focused on writing effective learning targets. This year, our PLC's will focus on writing lesson plans that will include learning targets, and differentiated activities that increase student awareness, teach students to self-assess their progress, set goals and track their progress, analyze their progress and seek intervention and challenge.

### **Curriculum, Instruction, and Assessment Strengths**

- 89% of students agree that they interact with other students to help them learn
- 93 % of students agree that they understand what they are learning and why it is important to them
- 90% of students agree that they can get help when they are struggling

### **Curriculum, Instruction, and Assessment Needs**

- 80% feel that they are challenged to learn as much as they can
- 80% of students agree they regularly assess their learning
- 78% agree they know their goals and track their progress

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Cedar Park Middle School has a strong PTA with a high enrollment and has continued to offer multiple opportunities within our campus, as well as our community to ensure that our students have the most positive and successful experience at CPMS. Teachers will continue to focus on parent communication at the beginning of the school year to ensure student success.

### **Family and Community Involvement Strengths**

- Student Led Conferences were successful & offered parents valuable insight into their child's academic progress
- Most of our teachers used Remind101 and send weekly emails to parents
- Strong PTA with high membership
- Teacher websites are improving and are up to date
- Monthly Leopard newsletter
- 95% of parents believe the campus provides a safe and supportive learning environment for their child.
- 91% of parents believe the campus has a system in place to help my child set academic goals and track progress.
- 89% of parents believe the campus listens to their concerns, are responsive to the needs of the child, and provides parents with adequate and timely communications.
- Parent Insider to keep parents apprised of upcoming campus information

### **Family and Community Involvement Needs**

- Need to improve parent use of TXConnect as an avenue of communication
- More parent involvement with 7th & 8th grade Student Led Conference
- Limited parent volunteer opportunities

# Technology

## Technology Summary

Technology has made some positive changes recently. Both STaR chart data and Technology Literacy assessments remain strong. CPMS is partnering with Curriculum and Innovation to help teachers integrate the MLISD initiative into their classrooms. Our goal for that training and education is to move CPMS teachers toward a classroom where technology is seamless and enhancing and supporting the TEKS rather than a device being a tool. CPMS will roll out 6th grade devices this year and establish procedures for the 7th and 8th grade roll out.

## Technology Strengths

- STaR Chart and 8th Grade assessment of Tech Literacy remains overwhelmingly positive.
- 100% of Teachers completed both Educate 1 and Educate 2 training.
- Teachers have been receptive to platform and device changes.
- Teachers have participated in many trainings on Google, Google Drive, Windows, and other relevant training throughout the year.
- 100% of teachers received new lap top computers.

## Technology Needs

We will, with the help of Curriculum and Innovation, provide on-going training in specific curriculum areas. This will include assistance with developing processes to manage new technology in their classrooms (classroom management training and strategies). We will focus on teaching both students and teachers about becoming and practicing strong digital citizenship.

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- AEIS longitudinal data
- AYP longitudinal 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
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

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

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

### **Parent/Community Data**

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

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






- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase by at least 5% the percentage of students achieving advanced performance on all portions of the STAAR tests. (2014-15 Math 18%, Rdg. 42%, Wrtg. 23%, SS 26%, Sci. 32%)






### Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) PLC's will share and incorporate CCR components into lesson plans.</p> <p>Key components are:</p> <p>Key cognitive strategies enable students to learn, understand, retain, use and apply content.</p> <p>Key content knowledge align curriculum with experiences for mastery.</p> <p>Academic behaviors reflect student self-awareness, self monitoring and self control for academic success.</p> <p>College knowledge the factors, culture and norms related to success in post secondary education.</p>	<p>Department Heads, Classroom Teachers and Administrators</p>	<p>PLC's will share lesson plans once a month with an administrator and evaluate students grades and assessment data.</p>			
		Funding Sources: 199 - General Funds			
<p><b>System Safeguard Strategies</b></p> <p>2) Create a college awareness culture by implementing the following:</p> <p>College week College pennants on doors Wear college spirit week PA announcements Career Fair</p>	<p>Avid Teacher, Counselors, Classroom Teachers and Administrators</p>	<p>Participation and campus engagement</p>			
		Funding Sources: 199 - General Funds			
<p><b>System Safeguard Strategies</b></p> <p>3) Identify and promote with staff the LISD curricular technology training.</p>	<p>Campus Tech and Admin</p>	<p>The use of technology in the classroom.</p>			
		Funding Sources: 199 - General Funds			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** Increase post-secondary PSAT 8/9 scores by 5%. (2014-15 56%)






**Summative Evaluation:** PSAT scores

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Core teachers will develop/implement an appropriate grade level plan of instructional strategies that support success on PSAT 8/9.</p>	Classroom Teachers	PSAT scores and student feedback			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>2) Teachers will enrich, enhance and deepen student learning with the use of technology as an instructional tool.</p>	Classroom Teachers	Copies of lessons, Student Feedback			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>3) Provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.</p>	Campus Tech, Classroom Teachers and Administration	PLC Meeting, PD Training, Teacher Feedback			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>4) Take 8th grade students on a field trip to Cedar Park Center sponsored by the Austin Spurs that will focus on College and Career Readiness message through various activities.</p>	Admin & Teachers	Proposal, Activity Agenda			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 3:** 65% of our students will meet the standard in Index #4 on STAAR (2015 - 59%)

**Summative Evaluation:** STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Classroom teachers will incorporate a variety of AVID strategies in lesson plans such as:                      WICOR                      Note taking (Cornell Notes)                      Learning Logs                      Writing process and discourse                      Inquiry                      Collaborative learning groups                      Activating prior knowledge                      Socratic seminar</p>	Classroom Teachers, Avid Coordinator and Administrators	Results on index #4 on STAAR Learning walk feedback. Share lesson plans with admin monthly			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>2) Teachers use instructional strategies to promote a growth mindset for learning in the classroom.</p>	Classroom Teachers	Teacher survey and assessment data.			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>3) CPMS will host a "Student Led Conference Night" each spring.</p>	Classroom Teachers and Admin	Parent Attendance			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>4) Each core content department will develop a list of instructional strategies designed to produce rigorous instruction.</p>	Classroom Teachers and Department Head	List & Lesson Plans			
Funding Sources: 199 - General Funds					
<p style="text-align: center;">  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>					








## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Decrease the gap between Economically Disadvantaged and non-Economically Disadvantaged by 5% points (2015 - Math 11%, Reading 18%, Writing 28%, Social Studies 20%, Science 24%) at least 60% of Special Education students meet standard on STAAR in all subjects (2014-15 Reading 53%, Writing 32%, Science 22%, Social Studies 16%, Math 35%)

### Summative Evaluation: STAAR results






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Departments meet vertically at beginning of year to share data and strategies for struggling students.</p>	Tracking Teacher, Department Heads, Classroom Teachers	Teacher feedback and student performance. STAAR results			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>2) Targeted intervention provided by strategically scheduling support personnel into classrooms. Weekly communication between core teachers and support personnel.</p>	Special Education Staff, General IA's and Classroom Teachers.	Teacher feedback and student performance. STAAR results			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>3) By the eighth week of school, all tracking teachers will meet with their individual tracking students to discuss the student's goals and plan for learning. Learning goals will be monitored and adjusted as mastery occurs.</p>	Tracking Teachers	Documentation of meeting dates and documentation of individual student plans, with six-weeks goals attached. Student Performance and STAAR results			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>4) When students do not meet the desired skills/ knowledge proficiency teachers will provide: Revised lesson plans for whole group instruction Small Group Instruction Re-teach Opportunities Remediation Tutorials Writing Camp STAAR Academies Differentiated instruction Quest Lab Student Discourse activities</p>	Classroom Teachers, Special Education Staff and Administration	Student performance, tutorial, re-teach logs, lesson plans, learning walk data and assessment data			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>5) Teacher/ Parent conferencing will be arranged at a time convenient for maximum parental involvement.</p>	Classroom Teachers	Schedule of meetings and parent feedback			
Funding Sources: 199 - General Funds					

<b>System Safeguard Strategies</b>	Academic Teams	List of students and plan for intervention			
	6) Academic Teams will analyze student data at least once per six weeks to identify struggling learners and plan for intervention.				
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 3: Student Learning Behaviors: Students own their learning**

**Performance Objective 1:** 85% of students will regularly assess if they are learning the daily learning target. (2015 Student Survey - 80%)


**Summative Evaluation:** Student Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Teachers will create a system by which students will regularly assess their understanding and progress on the four parts of the daily learning targets What?, How?, Why?, Success?</p>	Classroom Teachers	Assessment data, student feedback, learning walks and INB's Monthly meeting with admin.			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b></p> <p>2) The teacher system will include feedback by which teachers can track student awareness, evaluate student understanding, as well as the student's progress and mastery of the daily learning target.</p>	Classroom Teachers	Assessment data, student feedback, learning walks and INB's Monthly meeting with admin.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 2:** Teachers will incorporate into lesson plans ways for students to assess their progress on achieving learning targets and raise the survey outcome to 85% . (2015 Teacher Survey - 80%)

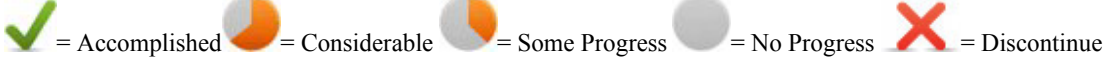
**Summative Evaluation:** Teacher Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Lesson plans will include learning targets and differentiated activities that increase student awareness of the learning target and their progress, teach students to self-assess the student's progress on mastery of the learning target.</p>	Classroom Teachers	Assessment data, student feedback, learning walks, INB's and monthly meetings with Admin.			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b></p> <p>2) Teacher lesson plans will use strategies that teach students how to self-assess their progress, set goals, track their progress, analyze results and seek intervention and/or challenge.</p>	Classroom Teacher	Assessment data, student feedback, learning walks, INB's and monthly meetings with Admin			
Funding Sources: 199 - General Funds					
					

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 3:** 85% of students will know their learning goals and track their progress throughout the year. (2015 Student Survey - 79%)

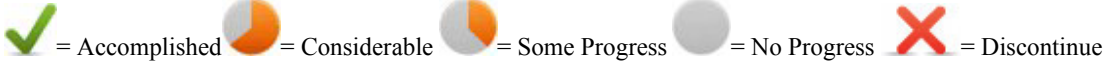
**Summative Evaluation:** Student Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Teachers will create a system by which students will set their learning goals and regularly track their progress.	Classroom Teachers	Assessment data, student feedback, learning walks, INB's and collaborative meetings with admin.			
Funding Sources: 199 - General Funds					
<b>System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b> 2) Create feedback loops with students to evaluate student progress toward mastery of the student learning goals.	Classroom Teacher	Assessment data, student feedback, learning walks, INB's and collaborative meetings with admin			
Funding Sources: 199 - General Funds					
<b>System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b> 3) Increase the implementation of matrices or rubrics in the core content class.	Classroom Teacher	Assessment data, student feedback, learning walks, INB's and collaborative meetings with admin			
Funding Sources: 199 - General Funds					
					

## Goal 4: Whole Student: Students are healthy, safe and engaged

**Performance Objective 1:** Earn the distinction of "No Place for Hate" by meeting the required criteria for 2015-2016.






**Summative Evaluation:** Receive the distinction

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) We will meet the criteria of A No Place for Hate school. Such as: Forming a No Place for Hate Committee Signing the Resolution of Respect by entire campus Implementing a series of projects to address bullying and promote respect inclusive/kindness week	C2 Sponsor, Counselors, Teachers, Students and Administration	Getting the banner of campus distinction			
	Funding Sources: 199 - General Funds				
<b>System Safeguard Strategies</b> 2) Teachers will participate in "No Place for Hate" activities and/or lessons	Classroom Teachers, C2 Sponsor	Lesson Plans			
	Funding Sources: 199 - General Funds				
<b>System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b> 3) 8th grade field trip to Cedar Park Center sponsored by the Austin Spurs where students will hear an anti-bullying message and the importance of living a healthy lifestyle.	Administrators and Classroom Teachers	Proposal and Activity Agenda			
	Funding Sources: 199 - General Funds				
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged

**Performance Objective 2:** At least 95% of students will respond "strongly agree" or "agree" to the survey questions of feeling safe in the classroom and on the campus. (2015-16 classroom 93% / campus 91%)


**Summative Evaluation:** Student survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) At beginning of year establish campus expectations for behaviors during team assemblies. Reinforce positive behaviors during announcements, classroom visits, hallway supervision, teacher duty assignments, positive referrals and counselor guidance lessons.</p>	All campus personnel	Positive referrals, decrease in discipline referrals, teacher feedback and student surveys.			
Funding Sources: 199 - General Funds					
<p><b>System Safeguard Strategies</b></p> <p>2) Teachers monitor hallways to reinforce appropriate social interactions.</p>	Teachers, Administration	Student Feedback and Discipline reports			
Funding Sources: 199 - General Funds					
<p>3) Teachers use social contracts as a tool to improve student behavior and ethical treatment of others.</p>	Classroom Teachers, Administrators	Student Feedback and Discipline Reports			
Funding Sources: 199 - General Funds					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

**Goal 4: Whole Student:** Students are healthy, safe and engaged

**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

**Summative Evaluation:** Fitness Gram

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
					



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	PLC's will share and incorporate CCR components into lesson plans. Key components are: Key cognitive strategies enable students to learn, understand, retain, use and apply content. Key content knowledge align curriculum with experiences for mastery. Academic behaviors reflect student self-awareness, self monitoring and self control for academic success. College knowledge the factors, culture and norms related to success in post secondary education.
1	1	2	Create a college awareness culture by implementing the following: College week College pennants on doors Wear college spirit week PA announcements Career Fair
1	1	3	Identify and promote with staff the LISD curricular technology training.
1	2	1	Core teachers will develop/implement an appropriate grade level plan of instructional strategies that support success on PSAT 8/9.
1	2	2	Teachers will enrich, enhance and deepen student learning with the use of technology as an instructional tool.
1	2	3	Provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.
1	2	4	Take 8th grade students on a field trip to Cedar Park Center sponsored by the Austin Spurs that will focus on College and Career Readiness message through various activities.
1	3	1	Classroom teachers will incorporate a variety of AVID strategies in lesson plans such as: WICOR Note taking (Cornell Notes) Learning Logs Writing process and discourse Inquiry Collaborative learning groups Activating prior knowledge Socratic seminar
1	3	2	Teachers use instructional strategies to promote a growth mindset for learning in the classroom.
1	3	3	CPMS will host a "Student Led Conference Night" each spring.
1	3	4	Each core content department will develop a list of instructional strategies designed to produce rigorous instruction.
2	1	1	Departments meet vertically at beginning of year to share data and strategies for struggling students.
2	1	2	Targeted intervention provided by strategically scheduling support personnel into classrooms. Weekly communication between core teachers and support personnel.
2	1	3	By the eighth week of school, all tracking teachers will meet with their individual tracking students to discuss the student's goals and plan for learning. Learning goals will be monitored and adjusted as mastery occurs.
2	1	4	When students do not meet the desired skills/ knowledge proficiency teachers will provide: Revised lesson plans for whole group instruction Small Group Instruction Re-teach Opportunities Remediation Tutorials Writing Camp STAAR Academies Differentiated instruction Quest Lab Student Discourse activities

Goal	Objective	Strategy	Description
2	1	5	Teacher/ Parent conferencing will be arranged at a time convenient for maximum parental involvement.
2	1	6	Academic Teams will analyze student data at least once per six weeks to identify struggling learners and plan for intervention.
3	1	1	Teachers will create a system by which students will regularly assess their understanding and progress on the four parts of the daily learning targets What?, How?, Why?, Success?
3	1	2	The teacher system will include feedback by which teachers can track student awareness, evaluate student understanding, as well as the student's progress and mastery of the daily learning target.
3	2	1	Lesson plans will include learning targets and differentiated activities that increase student awareness of the learning target and their progress, teach students to self-assess the student's progress on mastery of the learning target.
3	2	2	Teacher lesson plans will use strategies that teach students how to self-assess their progress, set goals, track their progress, analyze results and seek intervention and/or challenge.
3	3	1	Teachers will create a system by which students will set their learning goals and regularly track their progress.
3	3	2	Create feedback loops with students to evaluate student progress toward mastery of the student learning goals.
3	3	3	Increase the implementation of matrices or rubrics in the core content class.
4	1	1	We will meet the criteria of A No Place for Hate school. Such as: Forming a No Place for Hate Committee Signing the Resolution of Respect by entire campus Implementing a series of projects to address bullying and promote respect inclusive/kindness week
4	1	2	Teachers will participate in "No Place for Hate" activities and/or lessons
4	1	3	8th grade field trip to Cedar Park Center sponsored by the Austin Spurs where students will hear an anti-bullying message and the importance of living a healthy lifestyle.
4	2	1	At beginning of year establish campus expectations for behaviors during team assemblies. Reinforce positive behaviors during announcements, classroom visits, hallway supervision, teacher duty assignments, positive referrals and counselor guidance lessons.
4	2	2	Teachers monitor hallways to reinforce appropriate social interactions.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	2	The teacher system will include feedback by which teachers can track student awareness, evaluate student understanding, as well as the student's progress and mastery of the daily learning target.
3	2	2	Teacher lesson plans will use strategies that teach students how to self-assess their progress, set goals, track their progress, analyze results and seek intervention and/or challenge.
3	3	2	Create feedback loops with students to evaluate student progress toward mastery of the student learning goals.
3	3	3	Increase the implementation of matrices or rubrics in the core content class.
4	1	3	8th grade field trip to Cedar Park Center sponsored by the Austin Spurs where students will hear an anti-bullying message and the importance of living a healthy lifestyle.

# Addendums

**041 CEDAR PARK MIDDLE SCHOOL**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: SANDRA STEWART

<b>Teaching Staff</b>				
<b>Total</b>	<b>Average Years Experience</b>	<b>New to District</b>	<b>New to Profession</b>	<b>New to Campus</b>
85	11.8	10	3	2

<b>Grade</b>	<b>Total</b>	<b>%</b>
06	486	34.2%
07	467	32.9%
08	467	32.9%
<b>Campus Total</b>	1,420	

<b>Economically Disadvantaged</b>		
N	1,256	88.5%
Y	164	11.5%

<b>Students with Disabilities</b>		
N	1,276	89.9%
Y	144	10.1%

<b>At Risk Students</b>		
N	829	58.4%
Y	591	41.6%

<b>Ethnicity</b>		
ASIAN	95	6.7%
BLACK	30	2.1%
HISPANIC/LATINO	260	18.3%
AMERICAN INDIAN	6	0.4%
TWO OR MORE RACES (MULTI)	54	3.8%
HAWAIIAN OR PACIFIC ISLANDER	1	0.1%
WHITE	974	68.6%

<b>Gender</b>		
FEMALE	697	49.1%
MALE	723	50.9%

<b>Gifted and Talented</b>		
N	994	70.0%
Y	426	30.0%

<b>English Language Learners</b>		
N	1,403	98.8%
Y	17	1.2%

<b>Students in Bilingual Program</b>		
N	1,420	100.0%

<b>Students in ESL program</b>		
N	1,402	98.7%
Y	18	1.3%

CPMS (041)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Lesson design	*85% of students will regularly assess if they are learning the daily learning target. (2014 Student Survey - 79%) *Teachers will incorporate into lesson plans ways for students to assess their progress on achieving learning targets and raise the survey outcome to 85% . (2014 Teacher Survey - 79%)	*No, 80% Student Survey *No, 81% Teacher Survey	*High yield strategy lesson plans * Four part learning target *Set goals and track progress
	High yield strategies			
	Supportive learning environment	*85% of students will know their learning goals and track their progress throughout the year. (2014 Student Survey - 77%) *Teachers will incorporate into lesson plans activities for students to set learning goals and track their progress toward their goals and raise the survey outcome to 85% (2014 Teacher Survey - 76%)	*No, 79% Student Survey *No, 80% Teacher Survey	*Differentiated plans for intervention and challenge *Support personnel for high needs classrooms
Eliminating the Achievement Gap	Lesson design	*Decrease the gap between EcoDis and non EcoDis / Sped and non Sped by at least 5 percentage points. (2013-2014 SPED. Rdg. 23%, Math 17%, Sci. 26%, SS 38%, and Writing 31%) (2013-14 EcoDis. Rdg. 9%, Math 9%, Sci. 6%, SS 13%, and Writing 10%)	No, gap increased (SpEd Rdg. 35%, Sci. 70 %, SS 74 %, Math 35%, Writing 48%) (EcoDis Rdg. 13%, Sci. 24%, SS 20%, Math 17% Writing 29%)	*Focus on sub-population with differentiated strategies
	Learner engagement			
	High yield strategies			
College and Career Readiness	Student ownership of learning			
	Data analysis and goal setting			
	Plan for intervention / challenge	Increase by at least 10% the percentage of students achieving advanced performance on all portions of the STAAR tests. (2013-14 Math 17%, Rdg. 43%, Wrtg. 17%, SS 36%, Sci. 42%)	No, only Wrtg increased ( Math 18%, Rdg. 42%, Wrtg 23%, SS 26%, Sci. 32%)	*Focus on CCR skills
College and Career Readiness	Collaboration (Student)	Increase post-secondary Readiness scores by 10%. (2013-14 62%)	No, scores decreased (56% Readiness)	*Focus on AVID skills campuswide
	Student ownership of learning	70% of our students will meet the standard in Index #4 on STAAR (2014 - 62%)	We did not meet goal index 4 score 59	*Differentiated plans for intervention and challenge

CPMS (041)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Focus on Whole Student	Supportive learning environment	Earn the distinction of "No Place for Hate" by meeting the required criteria for 2014-2015.	Yes	*C2 Club *Ethical principle lessons and announcements
		At least 95% of students will respond "strongly agree" or "agree" to the survey questions of feeling safe in the classroom and on the campus. (2013-14 classroom 93% / campus 90%)	No, classroom 93% and campus 91%	*Hallway monitoring *Student and teacher training *Cameras