

**Allen Independent School District**  
**Curtis Middle School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science  
Academic Achievement in Social Studies  
Top 25% Student Progress  
Postsecondary Readiness



**Board Approval Date:** August 22, 2016  
**Public Presentation Date:** August 22, 2016

# Mission Statement

Through collaborative planning, we will help students discover and build upon their unique talents and abilities with a rigorous and engaging curriculum that values and respects individual differences.

## District Goals 2016-2017

1. Transform the traditional classroom into an innovative learning experience that meets the needs of the individual learner.
2. Transform the learning environment by increasing rigor and encouraging innovation so that students become effective problem-solvers.
3. Integrate effective communication through advancing technologies and develop interpersonal skills throughout the learning environment.
4. Foster sustainable opportunities for every person to become a responsible and engaged citizen.

## Vision

Our school community will achieve the highest level of performance in an environment that utilizes the latest technology and best educational practices while preparing all students for the 21st century.

## Core Beliefs

We believe every child deserves the highest quality education.

We believe the development of citizenship in all students is essential to a complete education.

We hold ourselves accountable to every child who walks through our door.

We believe the development of leadership throughout the organization is critical to our success.

We are responsible for building upon the sense of community we have inherited.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Curtis Middle School is a middle school in Allen ISD serving grades 7 and 8 with about 1250 students. Curtis Middle School has been open for 21 years serving our community. Student enrollment has increased steadily over the past 3 years. Last year the enrollment increased from the previous year by 1%. 16-17 enrollment data shows 52.4% white, 18.03% Asian, 12.9% Hispanic and 11.62% African American. There are 4.01% claiming more than two races.

The attendance rate at Curtis MS is 97.2%, 1.6% above the state average. The campus attributes this achievement to strong partnership with our families and a focus on building relationships between students and staff to promote high quality education. The school is mainly a neighborhood school with 4 feeder schools close to Curtis and 2 feeder elementary schools coming from the northwest quadrant of the city. Curtis MS has 9 buses serving our campus mainly for those 2 feeder areas.

Curtis MS student groups include 2.7% English language learners (ELLs), 17.39% gifted and talented, and 9.05% special education. 12.74% of the population is economically disadvantaged and the mobility rate is 5.7%.

### Demographics Strengths

Curtis MS has many strengths. Some of the most notable demographic strengths include:

1. The attendance rate at Curtis MS is 97.2% and continues to stay within the campus and district target of 95% or higher.
2. Curtis MS retains experienced staff with little turn over.
3. Curtis MS students are very accepting of new students and we have programs in place to help new students adapt and acclimate.
4. Curtis MS has numerous clubs and organizations to incorporate all students in organizations in order to help students find common interests and make friends to stay engaged in school.

5. Our mobility rate is very low as families are pleased with the neighborhoods and school. Curtis has many families where all children have come through our campus.

### **Demographics Needs**

The following demographics needs are listed in order of importance:

1. Based on enrollment data our at risk population is the fastest growing group of students with our current enrollment at 18.67% at risk. The root cause is unknown.
2. The latest campus report shows the mobility rate gradually increased from 5.1% to 5.7%. While we are below the district and state average, this number continuing to increase will impact our instruction. The root cause is unknown.
3. Enrollment has increased from 1094 in 13-14 to currently 1248 in 16-17. The root cause is additional housing being built in the northwest quadrant of the city.

## Student Achievement

### Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Curtis Middle School met these targets:

- Index 1 - Student Achievement: Curtis MS score:94 (state target score = 60)
- Index 2 - Student Progress: Curtis MS score: 50 (state target score = 30)
- Index 3 - Closing Performance Gaps: Curtis MS score: 57 (state target score = 26)
- Index 4 - Postsecondary Readiness: Curtis MS score: 80 (state target score = 13)

These scores resulted in Curtis MS receiving a 2016 Texas Accountability *Met Standard* rating.

Curtis MS 2016 Distinction Designations included:

- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent Student Progress (top quartile of Campus Comparison Group on Index 2 Score)
- Postsecondary Readiness (top quartile of Campus Comparison Group on Index 4 Score)

Algebra I EOC scores: 100% Met Satisfactory and 88% Level III Advanced

Curtis MS increased the Index 1 - Student Achievement score for all students, all tests from 92% in 2015 to 94% in 2016.

All subjects and grade levels are showing progress towards Level 2: Final Recommended scores:

- 7th Grade Writing: 2016 - 72% (2015 - 69%)
- 7th Grade Reading: 2016 - 75% (2015 - 68%)
- 8th Grade Reading: 2016 - 76% (2015 - 69%)
- 7th Grade Math: 2016 - 80% (2015 - 77%)
- 8th Grade Math: 2016 - 60% (2015 - 50%)
- 8th Grade Science: 2016 - 77% (2015 - 65%)
- 8th Grade Social Studies: 2016 - 74% (2015 - 60%)

Comparisons by grade level and subject area for all students show increases in 7th and 8th grade math, 8th grade science and 8th grade

reading. Social Studies remained at 91% for both years and 7th grade reading and writing dropped 1% from last year.

- 7th Grade Writing: 2016 - 90% (2015 - 91%)
- 7th Grade Reading: 2016 - 91% (2015 - 92%)
- 8th Grade Reading: 2016 - 97% (2015 - 96%)
- 7th Grade Math: 2016 - 95% (2015 - 94%)
- 8th Grade Math: 2016 - 95% (2015 - 87%)
- 8th Grade Science: 2016 - 94% (2015 - 88%)
- 8th Grade Social Studies: 2016 - 91% (2015 - 91%)

One focus for our campus is to look at the variance of scores between student groups. Below are the 2016 scores listed by subject and student group.

- Writing: African American - 82%, Hispanic - 81%, White - 91%, Asian - 100%, Two or More Races - 100%, SpEd - 56%, Eco Dis - 79%, ELL - 58%
- Reading: African American - 89%, Hispanic - 93%, White - 94%, Asian - 99%, Two or More Races - 100%, SpEd - 65%, Eco Dis - 86%, ELL - 68%
- Math: African American - 92%, Hispanic - 92%, White - 97%, Asian - 99%, Two or More Races - 100%, SpEd - 73%, Eco Dis - 92%, ELL - 79%
- Science: African American - 89%, Hispanic - 86%, White - 96%, Asian - 97%, Two or More Races - 96%, SpEd - 66%, Eco Dis - 86%, ELL - 78%
- Social Studies: African American - 83%, Hispanic - 79%, White - 93%, Asian - 98%, Two or More Races - 96%, SpEd - 52%, Eco Dis - 81%, ELL - 33%

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. Individual students will be targeted for intervention and acceleration. It is a priority of the campus to close the gaps between all student groups with a continued special emphasis on the special education student group.

## **Student Achievement Strengths**

Curtis MS staff work hard to ensure students are successful. Our campus is proud of the many different student strengths including:

1. Exceeding the state targets on all four performance indices.
2. Receiving Distinction Designations in the areas of Academic Achievement in Science and Social Studies.
3. Receiving Distinction Designation in the area of Top 25 Percent in Student Progress.
4. Receiving Distinction Designation in the area of Postsecondary Readiness.
5. Meeting 18/18 = 100% of the state participation rates.
6. Meeting 39/41 = 95% of the state System Safeguards.
7. Reducing the academic achievement gap between the Special Education student group and other student groups - (Increasing 18% in Science, Increasing 10% in Reading, Increasing 9 % in Writing.)
8. Alg I EOC - 100% Met Satisfactory and 88% Level III Advanced

## **Student Achievement Needs**

The following student achievement needs are listed in order of importance:

1. Based on the 2016 STAAR performance and System Safeguard target indicators, Sped students performed below the State of Texas performance standard of 60% in the areas of writing and social studies. The root cause is a rigorous curriculum.

2. 2016 STAAR data reveals that Special Education students score below all other student groups in all subjects. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.
3. 2016 STAAR data reveals that At-Risk students score significantly below overall student scores in all subjects and grade levels. The root cause is the need for greater structures and strategies for providing support, acceleration and interventions for At-Risk students.
4. While we are proud of the four Distinction Designations, our goal is to receive all seven. The root cause is the need for greater structures and strategies for providing support for students that are demonstrating high academic success.
5. STAAR progress in 7th and 8th grade reading and math for students identified in various student groups is below overall student progress. The root cause is identified as a need for greater campus emphasis on STAAR progress in reading and math.

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

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

The curriculum, instruction and assessment focus at Curtis MS is guided by the TEKS and the district written curriculum documents. District curriculum documents include: pacing calendars, bundled curriculum, reporting categories, unit name/overview, TEKS statements, student expectations and district clarifications, readiness/supporting standards, guiding/essential questions, academic vocabulary, ELPS strategies, additional resources such as websites, technology, SMARTboard, signature labs, video clips, etc.

Staff provide common unit assessments in order to analyze data and provide targeted instruction for improvement. PLC's meet weekly to discuss pacing, CFA data, shared lessons, and Depth of Knowledge questions on unit assessments. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on students' learning.

Data is used to inform curriculum, instruction, and assessments decisions.

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

Curtis MS works hard to maintain the following strengths:

1. A strong curriculum focus while designing engaging lessons for students.
2. Utilizing quality resources: online textbooks, curriculum documents, updated technology, AWARE data, PLC collaboration, Fundamental Five instructional model.
3. An instructional specialists model where teachers collaborate with content area specialists as well as technology specialists for lesson design and execution.
4. Ability to interpret and use common assessment data to drive instructional decisions.
5. PLC Model of discussions centered around how the content will be taught or was taught based on data. Teachers look at common areas of struggle within the content to focus discussions.

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

The following curriculum, instruction and assessment needs are listed in order of importance:

1. A comparison of the performance indicators for each grade level standard and analysis of STAAR scores, identify some gaps in instruction and student achievement. The root cause is the need for differentiated curriculum for on level and Pre AP to provide instruction at the correct level of rigor.
2. Analysis of the curriculum documents and resources, shows a need for additional resources, instructional support and strategies to support ELL and SpEd students. The root cause is the increased accountability for all student groups.
3. Training/strategies for teachers to implement new technology into the curriculum. The root cause is time needed to self teach.

## **Family and Community Involvement**

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

Curtis MS works very hard to create a family-friendly school environment. We partner with our parents to provide support for our students. Our campus reaches out to every family within the first two weeks of school to make a connection, say hello and answer any beginning of the year questions. We host our schedule pick up and meet the teacher nights with full staff to answer questions, help parents feel comfortable and allow students to start off on the right foot. We have a Digital Learning Parent Night to help our parents understand all the technology their children are utilizing on campus and at home through our servers. We teach parents how to support their child's digital learning and what it looks like at school and at home. We also provide to our parents training on social media and what to look for to help keep their children safe. Our webpage is updated daily to provide parents information and opportunities for involvement as well as support services from our community and opportunities for their children. Our PTA board is a strong board that provides a support for parents and our school. Parents report they feel welcomed and treated with respect when visiting our campus.

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

Curtis works hard to maintain these strengths:

1. Updated website for parent information, events, resources, etc.
2. Parent communication in English and Spanish.
3. Parent Cougar Camp for all 7th grade parents for orientation to middle school.
4. Social Media communication for celebrations, news, upcoming events, showcases, etc.
5. Digital Learning Parent Night to support parents in how their child uses technology in their learning.
6. Career Technical Education Parent Night.
7. AIM for Success Parent Preview Night.
8. Welcome feedback from parents when they visit our building.

9. Community resources and services are plentiful.

10. Parents included in critical decision-making

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

The following family and community involvement needs are listed in priority order:

1. Parent involvement opportunities directly related to students to increase parental participation rates in school activities. The root cause is parents not knowing how they can help.
2. Provide easier access to community resources and services. The root cause is parents having to search out resources and not always getting their needs met.
3. Parental involvement in Site-Based Decision-Making Committee and other campus committees. The root cause is not extending this opportunity to parents in multiple ways.
4. Parents learn strategies to support their child's success. The root cause is the changing environment of secondary vs. elementary.

# 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
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates

### **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
- Special education 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.**

**Performance Objective 1:** Curtis MS will increase student achievement on STAAR.

**Summative Evaluation:** 2017 State Accountability Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS teachers will identify at risk students that have struggled academically and provide additional interventions and supports such as, accelerated instruction, interventions and one on one instruction.	All staff	Increase scores on STAAR, decreased failure rate				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> 2) Curtis MS teachers will work collaboratively with the SpEd team, PLC team and instructional specialists to provide accommodations and interventions for SpEd students to increase learning and increase achievement on STAAR.	Teachers, SpEd staff, administrators, instructional specialists	Increased STAAR scores for SpEd students				
3) Curtis MS teachers will be provided with additional training for strategies to support ELL learners.	Administrators, teachers	Training provided, staff attends, strategies implemented				
4) Curtis MS teachers will increase the rigor of lessons to increase the Distinction Designations to all academic areas.	All teachers	Increase in Distinction Designations, increase in level III advanced scores				
5) Curtis MS math and reading teachers will look more closely at progress measure for all students and provide specific interventions and strategies as needed to have a lasting impact on the learner.	All math and reading teachers, SpEd staff, CIS, administrators	Increase in progress measure data from STAAR				
						

**Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.**

**Performance Objective 1:** Curtis Middle School will maintain the Exemplary rating as achieved in 2016 in the local accountability system.

**Summative Evaluation:** 2016 - 2017 Local Accountability Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS will offer multiple courses in fine arts including, art, band, orchestra, theater arts and choir and encourage students to take these courses.	Teachers, counselors, principal	Increased enrollment in fine arts courses.				
2) Curtis MS will provide guidance for students wanting to participate in athletic programs and support students staying in the programs once enrolled.	Counselors, coaches, administrators	Increase enrollment in athletic courses				
3) Curtis MS will provide multiple communication paths to keep families informed.	Administration, counselors, teachers, office staff	Parents and families are informed				
4) Curtis MS will focus on supporting ELL student achievement in preparation for the next grade level and/or course.	All staff	Increased ELL performance on all tests				
5) Curtis MS will provide opportunities for parents to be directly involved with students on campus during the school year.	Club sponsors, counselors, administrators	Parents are more involved with students.				
6) Curtis MS will provide easier access to and knowledge of community resources and services.	Counselors, campus tech, administrators	Parents can access resources and do, parent surveys				
7) Curtis MS will provide Digital Learning Parent Night twice during the school year to provide parents with strategies to support their students.	Administrators, campus leadership	Parents attend, parents complete survey				
						

**Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.**

**Performance Objective 1:** Curtis MS staff will ensure improvement in student learning by working in high performing, collaborative teams.

**Summative Evaluation:** Teams are established and meetings documented

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS teachers will work in collaborative team at least weekly to focus on instruction, data and student success.	Teachers, Administrators	PLC teams meet weekly, data is analyzed by the team after all assessments, increase in student performance				
2) Curtis MS teachers will meet with instructional specialists during PLC on a regular basis to utilize them as a resource to support students.	All teachers, instructional specialists, administrators	Instructional specialists on sign in sheets, increase in student performance				
						

**Goal 3:** Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

**Performance Objective 2:** Curtis MS will utilize the district provided curriculum in all classrooms and provide interventions and support to struggling students throughout the school year.

**Summative Evaluation:** Curriculum documents used in all PLC and interventions documented with improvement in students' STAAR data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS teachers will use data to identify and target low TEKS and difficult concepts within the curriculum and develop lessons to address those areas with students.	Teachers	Increased scores on STAAR				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> 2) Curtis MS teachers will work collaboratively with the sped team, ESL teacher, PLC team and instructional specialists to provide accommodations and interventions for sped and ELL students to increase their learning and increase achievement on STAAR.	Teachers, SpEd staff, ESL staff, administrators, instructional specialists	Increased STAAR scores for SpEd and ELL, no missed safeguards				
3) Curtis MS teachers will work with district cadre teams to develop curriculum documents with differentiated curriculum for on level and Pre AP to provide instruction at the correct level of rigor.	Instructional leaders, district coordinators	Cadre meetings occur, curriculum documents change to include more differentiation for on level and Pre AP.				
4) Curtis MS will provide additional resources, training opportunities and instructional support for teachers of ELL and SpEd students.	Administrators, teachers,	Sub days and trainings are provided by administration, Teachers attend training and implement strategies in their classrooms				

**Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.**

**Performance Objective 1:** Curtis MS will develop systems to support the use of technology for students' growth.

**Summative Evaluation:** Systems in place and executed

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS teachers and students will utilize Canvas to provide a blended learning model of instruction.	All teachers	Canvas use, technology use				
2) Curtis MS will provide resources for teachers to support the implementation of new technology into the classrooms.	Administrators, library media specialist, campus tech	Resources provided				
3) Curtis MS will provide opportunities for students to use technology to create meaningful products and projects.	Teachers	Teacher lesson plans, products are created				

**Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.**

**Performance Objective 1:** Curtis MS will develop systems to provide awareness of our diverse student and faculty body.

**Summative Evaluation:** Systems developed and implemented

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS will sponsor a multicultural club that will coordinate events throughout the year.	Club Sponsors, counselors, administrators	Club meets, events occur				
2) Curtis MS will develop opportunities for students to experience different cultures and diversity through clubs, videos, presentations on announcements or at lunch, showcases, and after school events.	Club sponsors, teachers, administrators, counselors	Students are exposed to different cultures				
						

**Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.**

**Performance Objective 1:** Curtis MS will provide a safe learning environment to support all learners in their academic and social needs.

**Summative Evaluation:** Safety Drills complete, attendance rate of 96% or higher, reduced disciplinary referrals, safety incident reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) School Resource Officer will work with staff, students and parents to support safe schools and address student needs.	SRO, administration, Allen PD	SRO present daily at campus, SRO teaching lessons in classes				
2) Curtis will conduct monthly safety drills and evaluate those drills to increase the safety of our school.	Administrators, teachers, staff, SRO	Safety drills are held and evaluated				
3) Curtis MS will utilize Tip411 for any information regarding any unsafe situations on campus or with students enrolled on our campus.	Administration, SRO, Counselors	Tips are received, tips are investigated, reduce unsafe situations				
4) Curtis will create traffic flow patterns in the halls and reinforce those to minimize disruptions and unsafe situations in hallways.	Administrators, all staff	Students know and follow expectations given, students feel safe in hallways				
5) Curtis MS will give a safety survey to students and analyze the data recorded to provide a safe school.	Administration, counselors	Survey is taken, results are analyzed				
6) Curtis MS will provide monthly guidance lessons to all students.	Counselors, teachers	Counselors provide guidance lessons				
						

**Goal 6:** Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

**Performance Objective 2:** Curtis MS will provide supports for students to encourage good citizenship to promote social needs and commitment to our school community.

**Summative Evaluation:** Systems in place for student recognition of good citizenship

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS will recognize students for good citizenship through weekly ticket drawings. Students are randomly awarded tickets by any staff when good citizenship is observed. Tickets go into a weekly drawing on announcements.	All staff, administrators	Students are recognized and celebrated, students become engaged with the culture of the school and feel an increased responsibility for their actions				
2) Curtis MS PTA will provide quarterly celebration breakfasts for students recognized by their teachers for going above and beyond expectations regarding citizenship.	PTA, Principal	Celebrations held, students attend				
						

**Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.**

**Performance Objective 1:** Curtis MS will develop an educationally sound budget to support instruction and operations.

**Summative Evaluation:** Balanced budget

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS administration will work closely with district finance office to develop a budget that is viable and supports learning.	Principal, secretary	Monies budgeted appropriately, no deficits in budget				
2) Curtis MS administration will allocate staff to support the highest level of student achievement.	Principal	Class sizes, teacher/student ratio				
						

**Goal 7:** Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

**Performance Objective 2:** Curtis MS will utilize an operations administrator to oversee resources and facilities for all students and staff.

**Summative Evaluation:** Operations Administrator appointed and duties fulfilled

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Curtis MS will utilize a single point of contact for operations related to the functionality of the building.	Principal, Asst principals	Building is maintained and operational				
						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Curtis MS teachers will work collaboratively with the SpEd team, PLC team and instructional specialists to provide accommodations and interventions for SpEd students to increase learning and increase achievement on STAAR.
3	2	2	Curtis MS teachers will work collaboratively with the sped team, ESL teacher, PLC team and instructional specialists to provide accommodations and interventions for sped and ELL students to increase their learning and increase achievement on STAAR.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Curtis MS teachers will work collaboratively with the SpEd team, PLC team and instructional specialists to provide accommodations and interventions for SpEd students to increase learning and increase achievement on STAAR.
3	2	2	Curtis MS teachers will work collaboratively with the sped team, ESL teacher, PLC team and instructional specialists to provide accommodations and interventions for sped and ELL students to increase their learning and increase achievement on STAAR.

## 2016-2017 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sonya Pitcock	Principal
Administrator	Anthony Arnold	Assistant Principal
Administrator	Matt Falbo	Assistant Principal
Administrator	Theresa Franklin	Assistant Principal
Classroom Teacher	Jim Anderson	8th grade ELA
Classroom Teacher	Melissa Bettge	8th grade ELA
Classroom Teacher	Donna Gallagher	7th grade Soc St
Classroom Teacher	Jacob Gregory	CTE
Classroom Teacher	Celina Hilbrand	7th grade ELA
Classroom Teacher	JonMark Preston	8th grade Soc St
Classroom Teacher	Amy Sanford	7th grade Math
Classroom Teacher	Rehana Siddiqi	CTE
Classroom Teacher	Sally Stoddard	7th grade ELA
Classroom Teacher	Uma Suresh	CTE - elective
Committee Member	Joe Gray	Community member
District-level Professional	Patrick Tanner	Executive Dir of Technology
Non-classroom Professional	Roxanne LeCroy	Counselor
Paraprofessional	Charlesetta Garnder	Paraprofessional
Parent	Melanie Joiner	Parent