# Mission Statement

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# Comprehensive Needs Assessment

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## Demographics

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**Student Learning**

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** There needs to be improved consistency among instructional practices specifically with continuing implementation of Kagan and fundamental five practices, employing cross-curricular strategies to derive at correct responses, and the use of individualized content exemplar will increase the areas of meets and masters scores. **Root Cause:** There is a not a consistency of instructional practices across content areas.

# School Processes & Programs

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# Perceptions

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# Goals

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 2:** Implement an effective student discipline management plan to reduce discipline          rates and maintain complia          ate and federal requirements

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**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 4:** All campuses will provide social and emotional support through various programs

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**Goal 2:** Student Achievement and Post-Secondary Readiness

**Performance Objective 1:** Increase the number of students who graduate college-ready in English and Math

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**Goal 2:** Student Achievement and Post-Secondary Readiness

**Performance Objective 2:** Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology

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**Goal 2:** Student Achievement and Post-Secondary Readiness

**Performance Objective 3:** Improve state test scores in all categories

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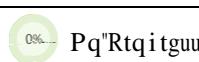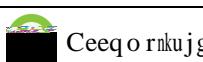
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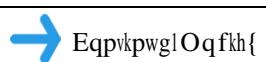
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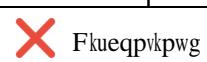
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**Goal 2:** Student Achievement and Post-Secondary Readiness

**Goal 2:** Student Achievement and Post-Secondary Readiness

**Performance Objective 5:** Increase promotion and graduation rates

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**Goal 3:** Wide Range of Student Opportunities

**Performance Objective 1:** Increase participation in student clubs, enrichment activities and extracurricular opportunities

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**Goal 3:** Wide Range of Student Opportunities

**Performance Objective 2:** Increase participation and performance in high quality fine arts programs in music, art, theatre and dance

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**Goal 3:**

**Goal 3:** Wide Range of Student Opportunities

**Performance Objective 4:** Objective: CMS will conduct academic night and parent teacher conferences once per semester that will be compatible to parent

**Goal 4:** High Quality Staff

**Performance Objective 1:** Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

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**Goal 4:** High Quality Staff

**Performance Objective 2:** Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

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**Goal 4:** High Quality Staff

**Performance Objective 3:** Provide training to selected employees in order to prepare them for advancement

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**Goal 4:** High Quality Staff

**Performance Objective 4:** Survey staff annually on professional development needs

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**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 2:** Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

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**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Goal 6:** Parent and Community Engagement

**Performance Objective 1:** Provide programs that increase parent knowledge as well as give parents and the community an opportunity to engage with the school.

| Strategy 5 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 5:** Send the (parent friendly link for parents  to volunteer on campus to all parents at the beginning of the year as a part of the registration process.<br><br>**Staff Responsible for Monitoring:** Administrators<br>PEIMS Specialist | | | | **Formative** | | | **Summative** |
| | | | | **Sept** | **Dec** | **Feb** | **May** |
| | | | |  |  |  | |

| Strategy 6 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 6:** Parent to Parent section on social Media and Website where parents are interviewed and can engage with each other about their experiences.<br><br>**Staff Responsible for Monitoring:** Administrators and Counselors | | | | **Formative** | | | **Summative** |
| | | | | **Sept** | **Dec** | **Feb** | **May** |
| | | | | N/A |  65% | | |

| | No Progress | | Accomplished | | Continue/Modify | | Discontinue |
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| 1 | aklilu |

| 1 | | adeye | DEMOGRAPHICS (Who are we and with whom are we engaged?) |
|---|---|---|---|
| 4 | Boyd | Dumasia | PERCEPTIONS (How well do we do business?) |
| 4 | Buckmre | Lynita | PERCEPTIONS (How well do we do business?) |
| 4 | Creeks | Bridgette | PERCEPTIONS (How well do we do business?) |
| 4 | Davis | Vanessa | PERCEPTIONS (How well do we do business?) |
| 4 | Dudley | Shonda | PERCEPTIONS (How well do we do business?) |
| 4 | Dudley | Shonda | PERCEPTIONS (How well do we do business?) |
| 4 | Harris | Reginald | PERCEPTIONS (How well do we do business?) |
| 4 | Jefferson | Tayler | PERCEPTIONS (How well do we do business?) |
| 4 | Johnson | Monica | PERCEPTIONS (How well do we do business?) |
| 4 | Johnson | Tiffani | PERCEPTIONS (How well do we do business?) |
| 4 | Linder | Andy | PERCEPTIONS (How well do we do business?) |
| 4 | Long | Samantha | PERCEPTIONS (How well do we do business?) |
| 4 | Nance | Jacklyn | PERCEPTIONS (How well do we do business?) |
| 4 | Singeltary | Sam | PERCEPTIONS (How well do we do business?) |
| 4 | Soders | Lance | PERCEPTIONS (How well do we do business?) |
| 4 | Strickland | Nadosha | PERCEPTIONS (How well do we do business?) |
| 4 | Verdun | Lacy | PERCEPTIONS (How well do we do business?) |
| 4 | Wilson | Avery | PERCEPTIONS (How well do we do business?) |

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## 2.2: Regular monitoring and revision

CPAC meeting dates are **September 18, 2023, October 23, 2023, December 11, 2023, February 26, 2024,** and **April 15, 2024**, to review monitor and revise the CIP.

District-created assessments and released STAAR tests are used to measure student progress throughout the school year. Data is used from an array of assessments to determine classroom instruction and student interventions. Struggling students are identified and tracked by the campus RTi (MTSS) team.

Each classroom is equipped with an interactive panel, projector, and document camera.

Our programs that help serve our special populations are Special Education, ESL and Pre-AP.

The dyslexia teacher services students by using the Reading By Design program. Professional development activities include, but are not limited to, Region 4 Dyslexia trainings, online webinars, and/or attending district-level meetings for dyslexia interventionists/teachers.

## 2.6: Address needs of all students, particularly at-risk

To address the needs of special education students, our campus incorporates a collaborative teaching model (co-teaching), which allows a certified Special Education teacher to work collaboratively and side-by-side with a general education teacher. Co-teachers work exclusively with one specific content area. This teaching model has helped students close academic gaps and make adequate academic gains. We provide Saturday school tutorials throughout the school year as remediation for students who failed or were at risk of failing a core subject during the previous nine weeks. These Saturday School Tutorials were created to help At Risk students receive additional instruction throughout the year and obtain a passing grade in the core subject area(s) failed. We provided specialized pull-outs for each content area as well and collaborated with district specialists to help create

campus improvement plan to determine if the plan has been effective in addressing the major problem areas.

## 4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be reviewed and revised by the Parent and Family Engagement Committee.

| Name | Role |
| --- | --- |
| Dr. Morris | Principal |
| Mrs. Newsome | Assistant Principal |
| Dr. Glynn | Counselor |
| Ms. Garcia | Counselor |
| Mrs. Kimberly Lane | Parent |

The Parent Engagement Policy will be distributed electronically via email, will be included in our front office, monthly newsletter

# Campus Funding Summary

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